TARNEIT RISE PRIMARY SCHOOL STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers.

If you need help to understand the information in this policy, please contact the school on 7002 6580.

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

(a) our commitment to providing a safe and supportive learning environment for students
(b) expectations for positive student behaviour
(c) support available to students and families
(d) our school's policies and procedures for responding to inappropriate student behaviour.

Tarneit Rise Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

POLICY

1. School profile

Tarneit Rise Primary School was established in 2018 with 209 children (Prep to Grade 2). The school is situated in the Wyndham Council, the fastest growing area in Australia, and as a result has grown rapidly since opening. At the beginning of 2024, enrolments are expected to be over 1800 with new enrolments coming every day. Tarneit Rise

Primary School has a strict enrolment policy and children must reside within our 'designated neighbourhood area'. The school population is culturally and socially diverse, something we embrace and celebrate.

Of our 1338 families:

- 610 parents/guardians are unemployed, and 88 are single parent families
- 979 parents/guardians are listed as family group D occupation (machine operators, hospitality staff, labourers)
- 509 parents/guardians are listed as family group C occupation (tradespeople, clerks, skilled office, sales and service)
- 309 parents/guardians are listed as family group B occupation (business managers, arts/media, sportspeople and associate professionals)
- 175 parents/guardians have listed as family group A occupation (senior managers in large businesses, government administration, defense and qualified professionals)

The school's LBOTE (Language Background Other Than English) is approximately 90% of the total school population. We have 25 children funded through the Program for Students with Disabilities and 58 funded though the Disability Inclusion model.

Designed as a true community centre, the school buildings and surrounds provide outstanding facilities for our children and the broader community, including upgraded sports facilities.

We are committed to ensuring that our physical spaces are conducive to a productive, safe and supportive learning and playing environment. The school currently operates 77 classrooms (10 Prep classes, 12 Grade 1 classes, 13 Grade 2 classes, 12 Grade 3 classes, 10 Grade 4 classes and 10 Grade 5 classes and 10 Grade 6 classes). The classroom teachers are supported by 18 Learning Specialists, 6.4 Leading Teachers, 20 staff in specialist teaching roles (French, Physical Education, STEM and The Arts), 60+ Education Support Staff members (library technician, inclusion aides and literacy intervention), 6 Education Support Officers – Business Manager and Administration/Office support, 8 Principal Class Officers and a full time ICT support/TSSP and a strong wellbeing team (2 Speech Pathologists, 2 Social Workers, 2 Psychologists, and a Mental Health and Wellbeing Leader).

The school engages a diverse cross section of our community in meeting the wellbeing needs of our children and their families. Furthermore, the school maintains a strong commitment to developing links with the community and forging partnerships with local organisations to build engagement and inclusion, for example:

- Big Childcare
- Local kindergartens whereby a supportive transition program is organised for preschoolers
- Western English Language School
- Rotary Club
- Breakfast Club supported by Foodbank

Along with all of the above, the school offers extracurricular and wellbeing programs as part of the school's syllabus. Programs run over lunch or after school such as dance group, chess club, friendship club, mentoring, choir, sport and others to assist in connecting children and families to school.

2. School values, philosophy and vision

At Tarneit Rise Primary School we proudly celebrate our diversity and multiculturalism. Our community works together to ensure every child has a positive, happy and rewarding school experience. Families and teachers are genuine partners in the learning process, ensuring our children strive to achieve their personal best and show kindness towards others. The school attracts and retains a dynamic, caring and innovative staff who work hard to provide a range of high quality learning opportunities to stimulate and challenge each child. This is done within a collaborative culture, creating a strong sense of community spirit and high expectations.

Mission:
Creating citizens for the future: compassionate, curious and strong.

Vision:
We empower all students to achieve personal goals, experience high quality education and the best community for learning. This will ensure all learners have the knowledge, skills and attitudes to become lifelong learners, shaping the world around them and believing that, with effort, great things can be achieved.

Values:
Tarneit Rise Primary School recognises the importance of the partnership between the school and families to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and engaging environments for children to learn and grow.
Our values are Respect, Responsibility, Kindness, and Growth.

3. Wellbeing and engagement strategies

Tarneit Rise Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- High and consistent expectations of all staff, students and parents and carers
- Prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- Creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- Welcoming all parents/carers and being responsive to them as partners in learning
- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- Delivering a broad curriculum to ensure subjects and programs are tailored to student interest, strengths and aspirations
- Teachers at Tarneit Rise Primary School use an Explicit Direct Instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- Teachers at Tarneit Rise Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- Our school's Statement of Values and School Philosophy are promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- Carefully planned transition programs support students moving into different stages of their schooling
- Acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents
- Monitoring student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- Students have opportunity to contribute to and provide feedback on decisions about school operations by activating their voice and agency. Students are also encouraged to speak with their teachers, leading

teachers, the principal, assistant principals and wellbeing staff whenever they have any questions or concerns.

- All students are welcome to self-refer to wellbeing staff, school nurse, assistant principal and principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning.
- Programs, incursions and excursions developed to support and empower children (for example Bravehearts)
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- Measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted

- Each class teacher is responsible monitoring the health and wellbeing of students in their class. Assistant Principals act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander. All Koorie children are supported by their classroom teacher and the Marrung Champion, and all have an IEP
- All cultural and linguistically diverse students are supported to feel safe and included in our school
- We provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on *LGBTIQ Student Support*
- All students in Out of Home Care are supported in accordance with the Department's policy on *Supporting Students in Out-of-Home Care* including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- Students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on *Students with Disability*, such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- Wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- Staff will apply a trauma-informed approach to working with students who have experienced trauma
- Students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: *International Student Program*

Individual

Tarneit Rise Primary School implements a range of strategies that support and promote individual engagement. These can include:

- Building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- Meeting with student and their parent/carer to talk about how best to help the student engage with school
- Developing a Regulation Plans/Behaviour Support Plans/Safety Plans
- Considering if any environmental changes need to be made, for example changing the classroom set-up
- Referring the student to:
    - School-based wellbeing supports
    - Student Support Services
    - Appropriate external supports such as council-based youth and family services, other allied health professionals, Headspace, child and adolescent mental health services or ChildFirst
    - Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
    - with a disability
    - in Out of Home Care
    - with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Tarneit Rise Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Tarneit Rise Primary School utilises the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- wellbeing data collected termly using the TRPS student SEL survey
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- referrals from teachers using the TRPS Wellbeing Referral Form
- self-referrals or referrals from peers
- weekly Wellbeing Team Case Management meetings which are attending by TRSP allied health professionals and assistant principals, where a multi-disciplinary approach is employed

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Tarneit Rise Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Leading Teacher and/or Assistant Principal
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- https://www2.education.vic.gov.au/pal/suspensions/policy
- https://www2.education.vic.gov.au/pal/expulsions/policy
- https://www2.education.vic.gov.au/pal/restraint-seclusion/policy

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education.

The Principal of Tarneit Rise Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

7. Engaging with families

Tarneit Rise Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- **inviting families to attend Tarneit Rise Connect morning teas with our Wellbeing and Engagement team each term**
- including families in Student Support Groups and developing individual plans for students.

8. Evaluation

Tarneit Rise Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Tarneit Rise Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following ways: Available publicly on our school's website

- Included in staff induction processes
- Included in transition and enrolment packs as well as the Student Wellbeing, Engagement and Inclusion Guidelines
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- Suspension process
- Expulsions – Decision

FURTHER INFORMATION AND RESOURCES

The following Department of Education policies are relevant to this Student Engagement and Wellbeing Policy:

- Attendance
- Student Engagement
- Child Safe Standards

- Supporting Students in Out-of-Home Care
- Students with Disability
- LGBTIQ Student Support
- Behaviour – Students
- Suspensions
- Expulsions
- Restraint and Seclusion

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Created date	September 2017
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Consultation	Staff School Council
Endorsed by	Principal
Endorsed on	March 2026
Next review date	2028