

# TARNEIT RISE PRIMARY SCHOOL



## Student Wellbeing and Engagement Policy

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## Purpose and Scope

### 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.

## 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 are listed as family group A occupation (senior managers in large businesses, government administration, defence and qualified professionals)

The school's LBOTE (Language Background Other Than English) is approximately 90% of the total school population. We have 43 children funded through the Program for Students with Disabilities and 7 funded through 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 83 classrooms (12 Prep classes, 15 Grade 1 classes, 14 Grade 2 classes, 12 Grade 3 classes, 11 Grade 4 classes and 10 Grade 5 classes and 9 Grade 6 classes). The 83 classroom teachers are supported by 8 Learning Specialists, 6.4 Leading Teachers, 16.4 staff in specialist teaching roles (French, Physical Education, STEM and The Arts), 40+ Education Support Staff members (library technician, integration 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 (3 Speech Pathologists, 2 Social Workers, a Psychologist, an Art Therapist, a Wellbeing Engagement Officer, a Community Liaison Officer and a Mental Health and Wellbeing Leader).

The school will endeavour to engage a diverse cross section of our community in meeting the wellbeing needs of our children and their families. Furthermore the school will maintain 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
- Baptist Church
- Rotary Club
- Foundation House
- Breakfast Club supported by Foodbank

Along with all of the above, the school will offer extracurricular and wellbeing programs as part of the school's syllabus. Programs will 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.

## 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, experiencing 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.**

## Wellbeing and Engagement Strategies

At Tarneit Rise Primary School we believe:

- Strong relationships matter. Every child must feel they have an advocate in their school and children learn best from staff they are connected to and respect.
- Staff can make a difference and need to be supported to love what they do.
- Teaching should focus on academic content and social, emotional and neurological wellbeing. How children learn is as important as what they learn.
- Children are better prepared for learning when they are in a safe, supportive and engaging environment.
- A culture of inclusiveness strengthens children's sense of connection. A sense of wellbeing and dignity emerges for children when they feel they have something to contribute. We strive to maintain a culture that encourages student voice and agency.
- Consistent and supportive behaviour procedures can contribute to long term goals.

### At Tarneit Rise Primary School we believe learning cannot be separated from wellbeing.

Tarneit Rise Primary School implements a diverse range of programs to support child engagement, inclusion, school attendance and positive behaviours. Strong links will be made with our local community wherever possible. The school has employed a strong wellbeing and inclusion team, including allied health professionals in an effort to address the wellbeing needs of our children and families. The school refers to external allied health professionals when required and will support families to access services. The school focuses on safety, early intervention, prevention and wellbeing and will be supported through the curriculum and extracurricular programs at the school.

The school has in place the following programs and policies which address child wellbeing and engagement at Tarneit Rise Primary School:

#### CURRICULUM PROGRAMS

- Literacy intervention
- School Nursing program
- Swimming
- Bravehearts/Cybersafety
- Speech therapy and language support programs
- NELI
- Respectful Relationships

#### EXTRA-CURRICULAR PROGRAMS

- Sports clinics
- Lunch time clubs
- Recess Recharge
- Sensory Clubs
- Wellbeing programs such as Uniquely me and Learning for Life
- Choir
- Chess Club
- STEM Club
- Music Tuition
- Before/After School Care
- Vacation Care
- Mentoring
- Special Weeks/days/events (Harmony Day, Book Week etc)

#### POLICIES/PROTOCOLS

- Child Safe Environments
- Child Safety Code of Conduct
- Anti-bullying
- Equal Opportunity
- Mobile Phone
- Complaints
- Uniform
- Sun Smart
- Visitors to the School
- Camps and Excursions

Tarneit Rise Primary School has developed a strong connection with the following organisations which provide us with additional support and advice in relation to child wellbeing:

- Department of Education (DE) – Student Support Services (SSS) and Visiting Teacher (VT) Service
- Western Autistic School
- Western Language School
- Warringa Park School
- Royal Children's Hospital Mental Health Services
- Local allied health professionals
- Department of Families, Fairness and Housing (DFFH)
- MacKillop Family Services
- The Orange Door
- Victorian Aboriginal Child Care Agency (VACCA)

We have built strong links with the community and aim to develop strong home school partnerships - involving families in as many ways as we can, including school council, Grandparents' Day, assistance with incursions and excursions, family barbeque nights, whole school sports events, whole school assemblies, performing arts and other family events.

## **Attendance**

The need for regular school attendance will be articulated to parents and children. The Principal has a responsibility to ensure that attendance records are maintained and monitored at school. All student absences are recorded for both the morning and the afternoon by teachers, are aggregated on our CASES21 database, and are communicated to the Department of Education. The Department of Education and enrolment auditors may seek student attendance records. The Principal has a further responsibility to ensure that unexplained absences (on the day of the absence) are investigated, and that high levels of absenteeism are adequately explained. Parents/guardians of children with unexplained absences will be contacted through Compass by 10am that day. A member of the Executive Leadership team will arrange contact of parents/guardians of children with high levels of unexplained or unapproved absences, with the view to developing and implementing strategies to minimise absences. Ongoing unexplained absences, or lack of cooperation regarding child attendance will result in a formal attendance Student Support Group Meeting being organised. Unresolved attendance issues may be reported by the principal to the Department of Families, Fairness and Housing, Orange Door and/or the Attendance Officer (Department of Education - Regional Office).

Our TRPS Attendance Strategy can be found here:

[https://drive.google.com/drive/folders/1VqG\\_snh6EObzGB6u7AbTF4ae4xK6Up6](https://drive.google.com/drive/folders/1VqG_snh6EObzGB6u7AbTF4ae4xK6Up6)

A return to school plan can be implemented to assist in the reintegration of children after a prolonged absence. Support resources for improving attendance can be found here:

<https://www2.education.vic.gov.au/pal/attendance/resources>

## 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.

Referrals for children can be made due to concerns regarding:

- Attendance
- Behaviour
- Curriculum/learning (working below and above expected levels)
- Social/emotional needs
- Communication/speech
- Physical issues such as hearing, vision and physical disability
- Medical issues
- Mental health
- Longer term support following a critical incident.



Tarneit Rise Primary School will utilise 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
- attendance data
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- anecdotal data (e.g. Compass Chronicle), suspension data and Social and Emotional Learning (SEL) Survey data
- engagement with families
- self-referrals or referrals from peers

The process for referring children to Student Support Services (SSS):

Priority	Description
<b>1. Critical incidents</b>	<ul style="list-style-type: none"> <li>● Emergency management, imminent risk of serious injury students or staff, acute emotional trauma</li> <li>● Response to school and/or Area emergency management plan</li> <li>● Youth suicide (Headspace to be involved)</li> </ul>
<b>2. Acute issues/complex cases</b>	<ul style="list-style-type: none"> <li>● Support schools with immediate strategies as a result of a new or changing student presentation (e.g. escalating behavioural issue, a changed disability, mental health or medical presentation, Child Protection matters etc.) or a time sensitive decision</li> <li>● Support to schools with Out-of-home-care Educational Needs Assessments</li> <li>● Support to schools with complex cases relating to emotional trauma, extreme challenging behaviour or serious mental health issues</li> <li>● Support for teachers to support student engagement and learning outcomes</li> </ul>
<b>3. Prevention/Capability building</b>	<ul style="list-style-type: none"> <li>● Professional Learning for teachers, e.g. Language development, Learning Difficulties, Behaviour Management</li> <li>● Group programs, e.g. Social/Emotional/Behavioural</li> <li>● Student engagement/Attendance support to schools</li> <li>● School Wide Positive Behaviour Support</li> </ul>
<b>4. Short to medium-term intervention</b>	<ul style="list-style-type: none"> <li>● Support schools to develop reasonable adjustments for students over time as part of ongoing student support planning</li> <li>● Learning difficulties – Assessments/Reports/Strategies</li> <li>● Speech Pathology Intervention</li> <li>● Wellbeing issues</li> </ul>

**WELLBEING REFERRAL PROCESS**  
THE PROCESS BELOW IS FOR REFERRING AN INDIVIDUAL CHILD  
VERSION: DECEMBER 2023

**Step One** – Have the following actions been completed?

- Read the child's relevant information. This should include their:
  - WCMT Student File (StaffShare > Wellbeing > WCMT Student Files)
    - A purple dot on Compass dashboard indicates an existing WCMT Student File.
    - Please carefully read reports saved (e.g., Speech Pathology report), particularly recommendations provided.
  - CODAfile (located in Reception Office)
  - Compass Chronicles
  - IEPs, SSG meeting minutes, and Support Plans saved on TRPS Google Drive (Drive > [IEPs, SSGs and Support Plans](#)).
- Talk to a LT/AP if the child has sensitive information documented (e.g., Child Protection notifications).
- Collect and/or review information provided by the child's family; previous school/s, kindergarten, or teacher; external professionals/services, if relevant.
- Communicate any questions/concerns with the child's family.
- If required, attend the **Wellbeing Team Consultation Hour**
  - This is an opportunity to discuss whether a child/topic is an appropriate WCMT referral or to seek general information and support, e.g. writing a support plan or IEP.
  - NOTE: Psychologist cannot discuss specific students without informed guardian consent.**

**Step Two** – Does the child have an IEP, SS, SP, RP/BSP or other support plan?

YES:	NO:
<ul style="list-style-type: none"> <li>Review IEP, SS, etc, by Meet and Greet. Consult Coach or LT, if required.</li> <li>At the meeting, update Plan in consultation with family and where appropriate, the child.</li> <li>Review updated Plan in 4-6 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>Flag any concerns with Coach or LT.</li> <li>Discuss strategies (including looking at student data, student file and previous recommendations, or completing other screeners such as a Brigance) and schedule a time to check in regarding the child.</li> <li>Create and use an IEP. Create and use SS. If confident, create and use RP as well (<b>NOTE: Wellbeing Team can offer support with this during their consultation hour</b>). Review in 4-6 weeks. Teachers please save these documents to the TRPS Google Drive (Drive &gt; <a href="#">IEPs, SSGs and Support Plans</a>).</li> </ul>

**Step Three** – Still concerned after updating and implementing an IEP, SS, SP, etc?

- Discuss concerns with LT/AP. If appropriate, a referral to the **Wellbeing Team** can be made.
- A WRF will be sent via email for the teacher to complete. When completed, teacher to email the WRF to their AP with LT cc'd in.
- Teacher to inform guardians that a consult with the Wellbeing Team will occur – please wait for the referral to be accepted before seeking written consent.
- AP to facilitate the referral at the fortnightly WCMT meeting, where the child's case will be reviewed.
- Next steps will be communicated to the teacher via email.

**Step Four** – What happens after a referral to the Wellbeing Team has been made?

<p><b>If child is allocated to a Wellbeing Team member, involvement could include:</b></p> <ul style="list-style-type: none"> <li>observation</li> <li>consultation</li> <li>assessment</li> <li>classroom-based support</li> <li>contribution to IEP and/or RP/BSP</li> <li>counselling/intervention (short- or medium-length)</li> <li>group work (Tier 2)</li> <li>case management</li> <li>professional learning for staff and school community</li> </ul> <p><b>NOTE:</b> the Wellbeing Team member will re-check informed consent with guardian before proceeding with service, as consent can be withdrawn at any time.</p> <p><b>If Guardian Consent is not received:</b> Wellbeing Team cannot engage with the child. Teacher/LT to continue reviewing child's concerns and provide support regardless.</p>	<p><b>If child is not accepted by Wellbeing Team:</b></p> <ul style="list-style-type: none"> <li>AP will inform the teacher why the referral was not accepted. AP/LT will support the teacher in monitoring the child and will re-review if a new referral is appropriate.</li> </ul> <p><b>If child is not accepted by Wellbeing Team but requires an External Agency referral, they may be referred to:</b></p> <p><b>DE service - Student Support Services, Visiting Teacher, Regional Support</b></p> <ul style="list-style-type: none"> <li>Teacher to gain DE SSS consent.</li> </ul> <p><b>DE service - Assessments Australia</b></p> <ul style="list-style-type: none"> <li>For a DI application where child may have an Intellectual developmental disorder or (Severe) Language disorder.</li> </ul> <p><b>Non-DE service</b></p> <ul style="list-style-type: none"> <li>Teacher to meet with family to recommend a non-DE external agency (e.g., paediatrician, OT, psychologist, counsellor, The Orange Door, etc.).</li> </ul> <p><b>NOTE:</b> WCMT member will guide the referral process and can provide support, if required.</p>
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**Helpful Links & Acronyms**

IEP: Individual Education Plan  
SS: Student Snapshot  
RP: Resilience Plan  
BSP: Behaviour Support Plan  
SP: Safety Plan  
Other Support Plans  
SSG: Student Support Group  
DI: Disability Inclusion  
DE: Department of Education  
SSS: Student Support Services  
WRF: Wellbeing Referral Form  
WCMT: Wellbeing Case Management Team  
AP: Assistant Principal  
LT: Leading Teacher

**IEP** – Teachers develop an IEP for children who are:

- Aboriginal or Torres Strait Islander
- in out-of-home care
- funded through [PSD](#) or [DI](#)
- deemed likely to be eligible for funding through DI
- 12 months or more below expected level in literacy and/or numeracy
- not showing growth in literacy and/or numeracy over a term of learning
- achieving 2 years or more above expected level in literacy and/or numeracy

**PSD/DI IEPs:** Review once per term.  
**Other IEPs:** Review once per semester.

**SS** – Teachers develop a SS for children with any needs (academic, social, emotional, behavioural, etc). This is a summary of a child's likes, dislikes, calmers, triggers, and goals.

**RP** – Teachers develop a RP for children who require extensive social, emotional and/or behavioural support.

**BSP** – Teachers develop a BSP with support from a LT/AP/Wellbeing Team member.

**Critical Incidents** (e.g., Protective Issues (abuse, FV/DV, etc); self-harm and/or suicidal thoughts/attempt; exposure to distressing event/s; death impact; DE PROTECT & mandatory reporting):

- Staff must **verbally** inform **any** Principal Class Officer (PCO) **immediately**.
- The PCO will utilise the Critical Incident Protocol and engage appropriate services.
- Do not leave the child** if they may harm themselves or others.

**NOTE:** DE SSS, School Psychologist and School Social Worker can support as first responders. This is covered under DE protocol and does not need guardian consent.

Open and supportive communication with parents/carers throughout this process is vital. Teachers should consult with the assistant principal if parents/carers have any concerns about the referral. The above guidelines will be followed in most cases. However, in certain circumstances, the process may be expedited.

## Disability Inclusion

In 2023, Western Melbourne schools moved from the Program for Students with Disabilities (PSD) funding model to **Disability Inclusion (DI)**. Where teachers and other staff believe there is a possibility that the student has additional needs and may be eligible for funding through the Disability Inclusion (DI) model, a conversation needs to be had with a PCO as soon as possible. This funding is based on the level of supports that have been implemented for the child at school over a ten week period, and its purpose is to increase the level of inclusion being provided in schools to students with disabilities. To be eligible for funding support, schools must complete a **Disability Inclusion Profile** for the child. The profile is a strengths-based process to help schools and families identify:

- the student's strengths and needs
- the educational adjustments schools can make to help students with disabilities.

Key people who understand the student's education and support needs will complete the profile together, including the student, their family, and school staff and others, as appropriate. The assistant principals will liaise with Assessments Australia, Student Support Services and other support agencies, providing regular communication to parents, teachers as well as PLC leaders where necessary. As the demand for support is often overstretched, parents may be informed of alternative support services that they can access.

## Rights and Responsibilities Statement

Every member of the school community has a right to fully participate in an educational environment which is supportive and inclusive. Everyone deserves to be treated with respect, dignity and kindness. Our school community has a right to a safe and caring environment which promotes and fosters learning, personal growth and positive self-esteem. The school is committed to providing an environment that treats all individuals with respect, kindness, courtesy and care. All members of the school community are expected to follow our values ethos which forms part of the school's culture.

Children are encouraged to access all opportunities offered within the school. Parents/Guardians and children can be involved in the decision-making processes of the school, through school council and its various sub-committees, through student leadership, student support group meetings, parent/guardian teacher interviews, student-led conferences and through parent and child surveys.

<p style="text-align: center;"><b>Rights of Children</b></p> <ul style="list-style-type: none"> <li>● To feel safe and secure</li> <li>● To be treated with respect and kindness and to be valued as an individual</li> <li>● To be involved in learning</li> <li>● To have access to quality teaching and learning programs</li> <li>● To know their property is safe</li> <li>● To work in a clean and tidy school</li> <li>● To have their voice heard</li> </ul>	<p style="text-align: center;"><b>Responsibilities of Children</b></p> <ul style="list-style-type: none"> <li>● Make others feel safe and secure</li> <li>● Value others as individuals</li> <li>● Respect and care for the property of others</li> <li>● Keep our school clean and tidy</li> <li>● Attend school regularly and be punctual</li> <li>● Attempt all school tasks and participate positively</li> <li>● Allow others to learn and work, so they can achieve their personal best</li> <li>● Use manners; expressing 'thank you', 'please', wait their turn and share</li> <li>● Be safe at all times and treat people with kindness and respect</li> <li>● Ask for help when required</li> <li>● Work hard to achieve goals</li> <li>● Display our school values</li> <li>● Making suggestions that will benefit the whole</li> </ul>
<p style="text-align: center;"><b>Rights of Teachers</b></p> <ul style="list-style-type: none"> <li>● To be valued and respected</li> <li>● To work in a happy, safe, secure and satisfying environment</li> <li>● To be shown courtesy, kindness and cooperation</li> <li>● To know their property is safe</li> <li>● To work in a clean and tidy school</li> <li>● To be supported to love what they do</li> <li>● To be provided opportunities for professional learning and growth</li> </ul>	<p style="text-align: center;"><b>Responsibilities of Teachers</b></p> <ul style="list-style-type: none"> <li>● Fairly and consistently, implement the engagement and inclusion guidelines</li> <li>● Assess and plan for effective learning</li> <li>● Create and maintain safe and challenging learning environments</li> <li>● Respect and care for school property</li> <li>● Know the curriculum to be taught and create an engaging and dynamic environment with focused teaching</li> <li>● Set high expectations for children</li> <li>● Communicate positively with children, colleagues and families, respecting their diverse backgrounds</li> <li>● Develop a positive, professional and caring relationship with every child in the class and their families</li> <li>● Ensure that every child is provided with the support and resources to further their learning</li> <li>● Abide by any mandatory reporting procedures</li> <li>● Contribute to maintaining an inclusive school culture</li> <li>● Display our school values</li> <li>● Engage enthusiastically and collaboratively in professional learning opportunities</li> </ul>
<p style="text-align: center;"><b>Rights of Education Support Staff</b></p> <ul style="list-style-type: none"> <li>● To be valued and respected</li> <li>● To work in a happy, safe, secure and satisfying environment</li> <li>● To be shown courtesy, kindness and cooperation</li> <li>● To know their property is safe</li> <li>● To work in a clean and tidy school</li> <li>● To be supported to love what they do</li> <li>● To be provided opportunities for professional learning and growth</li> </ul>	<p style="text-align: center;"><b>Responsibilities of Education Support Staff</b></p> <ul style="list-style-type: none"> <li>● Provide support during the school day as the need arises to staff, children and families</li> <li>● Investigate avenues of assistance or support outside the school when required/appropriate</li> <li>● Work closely with all staff to determine the best option for assistance</li> <li>● Maintain trust and confidentiality</li> <li>● Display understanding, caring and non-judgmental attitudes</li> <li>● Work closely with parents/caregivers to address issues and needs</li> <li>● Contribute to maintaining an inclusive school culture</li> <li>● Display our school values</li> <li>● Engage enthusiastically and collaboratively in professional learning opportunities</li> </ul>

<p style="text-align: center;"><b>Rights of School Leadership</b></p> <ul style="list-style-type: none"> <li>● To be valued and respected</li> <li>● To work in a happy, safe, secure and satisfying environment</li> <li>● To be shown courtesy, kindness and cooperation</li> <li>● To know their property is safe</li> <li>● To work in a clean and tidy school</li> <li>● To be supported to love what they do</li> <li>● To be provided opportunities for professional learning and growth</li> </ul>	<p style="text-align: center;"><b>Responsibilities of School Leadership</b></p> <ul style="list-style-type: none"> <li>● Provide leadership to school staff and children</li> <li>● Ensure staff, children and the wider school community understand their responsibilities</li> <li>● Ensure staff and children have the resources, equipment and materials to assist them in the process of teaching and learning</li> <li>● Provide ongoing opportunities for staff to engage in professional learning</li> <li>● Engage enthusiastically and collaboratively in professional learning opportunities</li> <li>● Ensure the school curriculum, which takes into account the varying needs of specific children where practicable such as children with disabilities and children from culturally and linguistically diverse backgrounds, is taught and assessed to a high level</li> <li>● Encourage parent participation in all aspects of the school</li> <li>● Develop community partnerships</li> <li>● To be up to date with current pedagogy and innovations</li> <li>● Contribute to maintaining an inclusive school culture</li> <li>● Display our school values</li> <li>● To contribute positively to the Public Education System</li> </ul>
<p style="text-align: center;"><b>Rights of Parents/Guardians</b></p> <ul style="list-style-type: none"> <li>● To be shown courtesy and cooperation and to be made to feel welcome</li> <li>● To feel valued and respected</li> <li>● To participate in a happy, safe, secure and satisfying environment</li> <li>● To be informed about their child's progress</li> </ul>	<p style="text-align: center;"><b>Responsibilities of Parents/Guardians</b></p> <ul style="list-style-type: none"> <li>● Value and respect the staff of the school and other members of the school community</li> <li>● Ensure children's regular attendance at school and promote positive behaviour at all times</li> <li>● Work positively with the school to address matters of concern such as learning, wellbeing or behaviour</li> <li>● Follow through with recommendations that will improve the educational or wellbeing opportunities of children</li> <li>● Reinforce and display the school values with children</li> <li>● Assist with maintaining a safe and respectful environment for all children by acting as a responsible role model</li> <li>● Participate in opportunities to support student learning for example attend parent/teacher interviews, support the home reading program</li> <li>● Contribute to maintaining an inclusive school culture</li> </ul>

The school complies with the rights of the children under the *Disabilities Discrimination Act 1992*. The standards cover enrolments, participation in all aspects of school life, curriculum development, student support services and harassment and victimisation. 'Reasonable adjustments' are made to accommodate children's disabilities. The school's physical environment caters for children with disabilities as needed.

The school has considered in the development of these policy guidelines the following legislation which directly impacts on these Engagement and Inclusion guidelines.

- **Equal Opportunity Act 1995**
- **Charter of Human Rights and Responsibilities Act 2006**
- **Disability Discrimination Act 1992 and Disability Standards for Education 2005**
- **Education and Training Reform Act 2006**
- **Education and Training Reform Regulations 2017.**

The school has a commitment to implementing programs that help children develop their social and emotional competencies.



## Student Behavioural Expectations and Management

### **Corporal punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the school under any circumstances.**

Schools have a responsibility to provide an educational environment that ensures all children are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

Tarneit Rise Primary School aims to provide a stimulating, supportive and inclusive environment. The school acknowledges and celebrates individuality by having a positive view of the uniqueness of the learner while focussing on individual growth and the fostering of talents, skills and interests. We are committed to developing highly literate and numerate children; who can think critically, take risks, seize opportunities enthusiastically, are resilient and work collaboratively with others, while at the same time show respect, care and kindness for others.

Tarneit Rise Primary School has a clear set of values that supports a safe and inclusive learning environment for all children. Staff are expected to work together to plan and implement relevant and challenging curriculum that allows children to experience success within their learning. Teaching practices are inclusive of all children and take into account the varying learning needs of groups of children, such as children with physical, developmental, or learning disabilities and English as Additional Language (EAL) children. The school caters for the varying interests of children by providing a range of academic, sporting, environmental, and visual/performing arts opportunities and encourages children to challenge themselves. Leadership opportunities will also be accessible to children.

Tarneit Rise Primary School has clear expectations of all community members. All school community members (staff, children, parents/carers) are expected to follow our school values and codes of conduct when interacting with one another.

Teaching staff at Tarneit Rise Primary School will follow the Victorian Institute of Teaching 'Professional Code of Conduct'. A teacher's professional conduct is characterised by the quality of the relationships they have with their students, their students' families, communities and their colleagues.

**Our school must always aim high and do as much as possible to demonstrate individualised high expectations of all students; to scaffold the best behaviour that a student is capable of, otherwise there is a risk that some students will suffer from the poverty of low expectations.**

**As a school we must be careful to consistently apply consequences to students' actions. If a student does not follow the school's expectations and no response follows, the student may be encouraged to assume that the school does not mind. Worse, there is a possibility that the student thinks we do not believe they are capable of the expected behaviours. Where the expectation is not followed by the student due to lagging skills, it is the responsibility of relevant staff to teach these skills.**

**At all times, the school should scaffold ways towards better behaviour for students as far as they are capable. It is unacceptable to accept misbehaviour from any student who is capable of modifying their actions. As a school community we look for ways to equip students with better skills, habits and qualities. Compassion, kindness, high expectations and wisdom must be carefully blended to decide where this point lies for students, but we must still always aim high.**

**Punitive exclusions are a last resort (e.g. time out/in, detention, suspension, expulsion). As a school we aspire to their extinction, by making their use unnecessary rather than refusing to use them. It is important to examine the patterns of exclusion carefully, and to consider the context of exclusions in order to understand how appropriate they are. All students have a right to learn. This means that if a student is making it difficult for a teacher to teach or students to learn, and in-class strategies have been attempted, the student or students will be removed from the lesson temporarily until the situation and identified difficulties can be resolved.**

A restorative meeting or conversation to set the terms of returning to class should follow fixed period exclusions and possibly temporary removals. The restorative chat must lead to meaningful discussions about how to avoid the situation from reoccurring; to unpack problems that may provide context to the behaviour; and to create collaborative strategies to use if the problem arises again.

*Students, staff and parents have a duty to protect the good name of the school within the school, community and digital world. For children who do not display our whole school expected behaviours, there are sanctions, which include:*

- *A reminder - being spoken to and reminded of the expectations*
- *'time to move'*
- *'time out/in'*
- *'time to leave'*
- *in-school suspension*
- *out-of-school suspension*
- *participate in a restorative justice experience*

At Tarneit Rise Primary School we have four levels as part of our student engagement and inclusion guidelines.

- 1. Primary Prevention**
- 2. Early Intervention**
- 3. Complex Intervention**
- 4. Restoring Wellbeing**

### **Primary Prevention (building belonging and promoting wellbeing)**

Primary prevention strategies are designed to enhance the emotional and social wellbeing of all students and staff within a whole school framework. It can also involve skilling teachers in a range of approaches to develop the resilience and regulation of students throughout their school years.

Many strategies and programs developed for primary prevention seek to build resilience which refers to the capacity to bounce back from extreme and stressful life situations.

At Tarneit Rise Primary School we establish a supportive environment where a sense of belonging, and wellbeing are strengthened by:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring child participation in the development of classroom agreements and expectations, based on the school's values and rights/responsibilities statement and promoting them within the teaching and learning program
- providing personalised learning goals for individual children
- consistently acknowledging all children
- empowering children by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning
- inviting, modelling and expecting mutual respect
- actively promoting, supporting and teaching acceptable behaviour
- implementing comprehensive curriculum to engage all students
- enhancing school attendance – 'It's Not Okay to Be Away' message
- practising inclusive teaching and learning
- encouraging supportive relationships
- involving parents, families and the wider school community
- including elements of student wellbeing in staff, professional learning, and PLC meetings
- providing support for English as an Additional Language (EAL) learners
- ensuring students experience strong supportive transitions (class to class, year to year)
- using 'golden statements' – 'I'll begin when you are seated, I'll be glad to start as soon as you show me you are ready'
- using a consistent 'call to attention' – bell
- greeting, by name and/or positive touch, each student each morning – hand shake, high five, fist pump
- showing unconditional positive regard for each child
- providing regular, short, brain breaks during the day or as required
- use of a variety of adjustments to support regulation including a 'Regulation Toolbox', break cards and Zones of Regulation in all classrooms when needed
- encouraging and celebrating attendance – especially when children make an effort to get to school in difficult circumstances, even if that means they arrive late
- minimising unnecessary confrontation when supporting child behaviour by focusing on the unmet need or developing the lagging skill, not the child

- using positive reinforcement. Positive reinforcement is a very powerful tool in the support of child behaviour. Staff should seek every opportunity to praise, reward and acknowledge positive child behaviour. While important for all children, it is particularly important for the child whose behaviour is difficult to manage. We need to ‘catch’ children doing the right thing and apply positive reinforcement to ensure they repeat the behaviour.
- active supervision. Teachers have a duty of care to ensure children are supervised at all times. This is provided by classroom or specialist teachers during lessons and by duty staff while children are in the playground. If a staff member has to leave a group of children under their supervision it is essential another staff member is notified and assumes supervision. Playground supervision is a very important responsibility and staff must ensure they are in the yard at specified times. Our yard is extensive, and more than 9 staff members are required to supervise separate areas of the yard to provide watchful supervision. Other organised activities may be run during lunchtimes. Yard duty supervision concludes when the bell rings and the children assemble to come inside. Staff need to ensure they are prompt in returning from recess/lunch breaks to ensure children are not left unsupervised
- using ‘Growth Mindset’ language to develop the belief in children that those who accomplish great things do so because they put in a lot of effort and practice. Pushing the boundaries of the comfort zone is where true learning occurs. Mistakes are a big part of the learning process and feedback is vital once individual baseline expectations have been identified. Develop the following thinking in children:
  - I’m getting better at this
  - I wonder who could help me
  - It doesn’t come naturally to me, but I’m going to work on it
  - I’m willing to do what it takes
  - Yes it’s hard. It’s exciting to challenge/test yourself
  - Let’s approach this with a growth mindset
  - I can’t do it **yet**.



### **Early Intervention (strengthening coping and reducing risk)**

Early intervention targets those students at risk of ongoing learning, social, emotional and/or physical harm in order to reduce intensity, severity and duration of psycho-social and behavioural risks. Early intervention minimises potential harm by:

- continuously monitoring and assessing risks and identifying needs
- providing counselling and support as required
- developing Student Snapshots, Regulation Plans, Transition Plans or Behaviour Support Plans and/or Individual Education Plans for students when required
- developing well understood de-escalation strategies and routines so students can move to self regulation (present, centred and grounded). This will be a scaffolded process, and require a gradual release of responsibility (co-regulation) and involve supporting students to identify a range of regulation strategies they can use to re-regulate and recognise readiness to return to learning
- promoting/teaching wellbeing and mindfulness
- establishing a quiet and soothing space that is available to children as they need it
- planning and assessing social and emotional learning using the Victorian Curriculum – Respectful Relationships, Personal and Social Capabilities

- developing and implementing programs to improve skills and target needs so all students experience acceptance and positive pro-social environments and activities. Some of these programs include:
  - Literacy intervention
  - Department of Education’s Victorian High Ability Program (VHAP)
  - Mentoring Program
  - Programs run by the Wellbeing Team: Sensory Club, Uniquely Me, Learning for Life
- adopting a ‘softer closer’ approach. Being present and visible, and actively roaming during class time and yard duty can minimise behaviour issues or disagreements between children
- providing repeated instructions based on the child’s ability – using a ‘broken record’ approach which requires repeating the instructions, over and over in the same calm tone, until the child understands and engages with the task, and adapting the language and how they provide the instruction to make the individual successful, such as gestures, visuals modelling etc.
- reminding students of expectations based on the school’s values and rights and responsibilities statement
- providing 3:1 positive interactions with children and keeping praise very concrete and specific and not connected to substantive rewards
- providing opportunities for co and self-regulation. Children don’t need lectures on self-regulation, they need practise
- always approaching students with a matter-of-fact, no-nonsense tone of voice and providing choices about things that are inconsequential (e.g. you can start with odd or even, you can sit and read a book for 3 or 5 minutes, you can use a strategy from your Regulation Plan).
- Instructions should be framed as directions not questions ~ ‘tell me what happened’ (this allows the child to tell the story without emotion). Four questions to NEVER ask:
  - Did you?
  - Why did you?
  - Do you remember?
  - What did you say?
- acknowledging feelings and framing problems as ‘ant’ or ‘elephant’ problems – ants are little and annoying, elephants are big and dangerous
- providing children in out of home care with learning mentors, and vulnerable children with ‘check and connect’ (adult) buddies.

### **Complex Intervention (access support and provide treatment)**

Students may encounter a range of difficulties needing additional planned supports and/or intervention. Issues around mental health, family difficulties and breakdown, abuse and neglect may require short term or ongoing support. Often for students experiencing trauma, connection, safety, safe relationships and the stability of school is healing for them.

Tarneit Rise Primary School will:

- clarify referral procedures
- link students/families to support services
- ensure continuity of care
- monitor and evaluate progress through regular student support group meetings, care team meetings, professional learning team meetings
- liaise with the school Wellbeing Team, Student Support Services and other external services, including visiting teachers and psychologists and counselling
- follow the four critical actions, to fulfil legal obligations and ensure the safety and protection of children.

### **Restoring Wellbeing (manage trauma and limit impact)**

Restoring wellbeing aims to provide appropriate support to students, their families and other members of the school community affected by emergency situations or potentially traumatic incidents, particularly those involving death, accident or illness. Traumatic incidents are those which are extraordinary and beyond people’s normal coping abilities.

Tarneit Rise Primary School will:

- remind students of expectations – adults providing the narrative and watching for student response. Not asking direct questions. For example, do not ask “why did you break that pencil?” but phrase the statement as a guess “I think you broke that pencil to get out of doing your work” and watch for the student response which will tell you a lot. Use cognitive verbs... “I think”, “I wonder”, “I suppose”
- keep praise very concrete and specific and avoid, where possible, connecting it to substantive rewards
- provide positive experiences that are unconditional and not linked to rewards

- always approach students with a matter of fact, no-nonsense tone of voice and provide choices about things that are inconsequential (e.g. you can start with odd or even, you can sit and read a book for 3 or 5 minutes, you can use a strategy from your resilience plan). Directions should be framed as directions not questions ~ ‘tell me what happened’ (this allows the child to tell the story without emotion).
- unnecessary confrontation when managing children will be minimised by focusing on the behaviour not the child – maintain a vision of the child’s ‘wholeness’
- provide 3:1 positive interactions with children. Praise process: students can’t deny this. Repeat instructions using a ‘broken record’ approach which requires repeating the instructions, over and over in the same calm tone, until the child understands and complies with the request.



### **CONSEQUENCES OF INAPPROPRIATE BEHAVIOUR – STAGED RESPONSE**

Appropriate and natural consequences are an essential part of children developing responsibility for their behaviour. An incident may require contacting parents, alternative lunch program, time out, time in, detention or suspension, regulation plans, behavioural support plans, expulsion (only for ongoing behavioural issues).

### **Offences in Classroom (these will relate to the school/classroom rules)**

**Consequences will be related and reasonable and follow a ‘staged response’.** The following actions will be taken:

- Step 1: *(A Reminder)* A reminder of the school/classroom agreement/value/adjustment is given to the child.
- Step 2: *(Time to Move)* Second reminder: The child will work in another area of the classroom.
- Step 3: *(Time Out/In)* Removal from the classroom to a designated classroom for a period of up to 60 minutes. The classroom teacher will notify the designated teacher. The classroom teacher will notify the parent of the child’s behaviour and removal from class and record this communication on Compass. **If the incident occurs at the end of the session, children will go straight to ‘Time In’ to reflect on their choices, complete any school work and engage in a conversation with a member of the leadership team.**
- Step 4: *(Time to Leave)* Where the behaviour further escalates the child is withdrawn to a principal class officer (PCO) for (up to) the remainder of the day. The classroom teacher will record the incident on Compass. The PCO or classroom teacher will need to contact the family and may need to meet with them to discuss the child’s behaviour and develop strategies and plans to modify the behaviour and support the child.

If behaviour escalates or continues the following actions may be taken:

- If necessary, a Regulation Plan or Behaviour Support Plan will be developed in consultation with the Executive Leadership team, teacher parents/guardians, child (where appropriate) and Student Support Officers (SSOs), Wellbeing Team or External Allied Health Professions (where required).
- Remain inside for half of a break time for a Reflective Talk
- In-School Suspensions
- Out-of-School Suspension
- Post Suspension Meeting (where appropriate)

**Unsafe and violent behaviour in the classroom will result in immediate removal from the classroom. The classroom teacher will contact the principal, assistant principal or delegate, to collect the child and will result in suspension.**

#### **Playground Offences such as transgression of Yard Rules**

**Consequences will be related and reasonable and follow a 'staged response'**

Step 1: A reminder of the school rule is given to the child and support with what the child needs to do instead (where appropriate)

Step 2: A second reminder: Walk with the teacher on yard duty/time out in the yard

Step 3: Alternative recess/lunchtime play activities/space

Step 4: Reflective Talk inside during break time

Step 5: In-School Suspension

Step 6: Out-of-School Suspension

Step 7: Post Suspension Meeting (where appropriate)

**Unsafe and violent behaviour in the yard will result in immediate exclusion from the playground. Children will be sent to the office to discuss the matter with a member of the Executive Leadership Team.**

#### **Ongoing Repetitive Behaviour - Classroom and/or Playground**

Consequences for children will be considered individually and may involve:

- parents/guardians being contacted and a meeting arranged to discuss the concern
- developing/review a Regulation Plan or Behaviour Support Plan
- counselling and other support
- withdrawal/exclusion from the classroom/yard
- supervised unstructured play times
- withdrawal of privileges (e.g. extra curricular activities)
- disciplinary actions such as suspension or, in extreme cases, expulsion.

#### **Representing the School – Extracurricular Events**

Representing the school in any form should be regarded as a privilege and a positive opportunity to demonstrate our school values and to strive for personal best. Because of this, all children who represent the school are expected to demonstrate the school values at all times. The final decision about representing Tarneit Rise Primary School in any extracurricular event will be made by the principal or assistant principal in consultation with the classroom/specialist teachers.

#### **Reflective Talk**

In some cases it may be necessary for children to miss their recess/lunch play times as a consequence for serious or continued breach of the school expectations. Before keeping a child in, the teacher should discuss the incident with the PLC leader and/or member of the Executive Leadership team and record this on Compass (Chronicle) on the day. Usually a child will stay in the day following the incident. They will be supervised by a member of the Executive Leadership team during recess/lunchtime in the Wellbeing Office, and collaboratively engage in a reflective discussion. Repeated incidents may result in children being excluded from upcoming extracurricular events or possibly a suspension. If children are kept in regularly, with little improvement in their behaviour, it will be important to inform the family so the school and family can work together to support the child.

The steps for detention are as follows:

- Find out the facts - teacher responsibility
- Seek assistance from your PLC Leader if necessary or PCOs.
- Inform assistant principal/s
- Inform parents
- Log incident and detention on Compass - Chronicle - on the day.
- Inform the AP
- Detention is held in the Wellbeing Office

#### **Suspension**

##### ***In-School Suspension***

An in-school suspension is applied to children when their behaviour has not improved after a number of interventions/supports (determined case by case) have been given, or for serious misconduct. Only the principal may give a suspension.

An in-school suspension means children will be working on their normal classroom activities in a supervised location away from their peers and they will not be included in the normal play and lunch time activities. Instead, children will have their break times alone in a supervised area.

### ***Out-of-School-Suspension***

Suspension is a serious disciplinary measure and only used as a last resort when all other measures, consistent with the staged response, have been used. Only the principal may give a suspension. The maximum continuous period a child can be suspended at any one time is five school days. A child cannot be suspended for more than 15 school days in any one school year without approval from the Regional Director. The principal is required to seek secondary support from the regional office to address the behavioural concerns for a child who has been suspended for eight days in a school year or who reaches a total of four individual suspensions in a school year. The principal must provide the child, their parents/carers and the school council president with a Notice of Suspension prior to the day on which the suspension commences. The principal must convene a suspension conference

- when a child requires additional support
- prior to suspension in order to inform the child and parents/carers that a suspension is being considered
- post suspension if the suspension is for more than five days.

If the child behaves in such a way that they are putting the health, safety and wellbeing of themselves, staff or other children at significant risk, immediate suspension may be warranted. In such cases the principal must

- give immediate verbal notification to the child and their parents/carers
- immediately schedule a Student Support Group Meeting within 48 hours
- provide the child and their parents/carers with a notice of Suspension and a copy of the information brochure *Procedures for Suspension*
- develop a Child Absence Learning Plan and Return to School Plan (as appropriate)
- schedule a post-suspension Student Support Group meeting if the suspension is for five days

### **Expulsion**

This is the most extreme consequence and only the principal has the authority to expel a child. Expulsion will only be considered after all other forms of behaviour management have been exhausted. The principal will contact the Regional Director and inform them of the scheduled Student Support Group Meeting to discuss this. The Regional Director must nominate a member of their staff to attend the meeting, ensure that appropriate education, training and employment options are considered for the child and assist in implementing the course of action agreed to at the meeting. If a child reaches 15 days suspension, an expulsion is **not** the automatic consequence.

### **Bullying**

Bullying is a complex and serious problem. It is a form of aggression, involving the abuse of power in relationships. It has many faces, including the use of emerging technologies, and varies by age, gender and culture. Conflict or fights between equals and single incidents are **not** defined as bullying.

Please refer to the school's Bullying Policy for more information.

### **Tarneit Rise Primary School Expectations**

#### **Excellence**

I achieve excellence.

I demonstrate our school values and lead by example.

I am proud of my learning and have worked hard to achieve my personal best.

I am a responsible learner and work hard to complete all tasks.

I am inclusive by respecting everyone in my school community.

I respect the learning and safety rights of others.

#### **Role Model**

I am a role model.

I am responsible for my learning and help others.

I behave in a responsible manner and encourage others to do the same by:

- setting a good example
- reminding others to follow the school values and use their manners
- encouraging others to make sensible choices
- consistently aiming to achieve my personal best and encouraging others to do the same

### **Trying My Best**

I am trying for my personal best by:

- giving everything a 'Red Hot Go!'
- listening to, and following, instructions
- taking pride in my work

### **Ready to Learn**

I am well prepared and ready to learn.

I understand our school values.

I am ready to follow the classroom expectations.

This is where I start and where I re-enter.

### **A Reminder**

I need a reminder.

At the moment I am not displaying our school values and expectations.

My teacher or peers may remind me to make sensible choices.

I will change my behaviour so I am ready to learn.

### **Time to Move**

I need time out in my classroom.

If I chose to make inappropriate choices, I will be exited to another grade to reflect on my behaviour.

My role is to reflect on my choices and be ready to talk to my teacher about them when I return to class.

When I have thought about my actions and choices, I can identify strategies to support me re-joining the class.

My teacher and class will welcome me back when I am ready to learn.

### **Time Out/In**

I have been given time out in my classroom to reflect on my choices but have continued making inappropriate choices and need to be exited to another grade to reflect on my behaviour.

I will reflect on my choices.

I may need to stay in over recess/lunch to complete the work I have missed out on.

I will talk to my teacher at a suitable time about my choices.

When I am ready to learn I will return to my classroom.

### **Time to Leave**

I have been given time out to reflect on my choices but have continued making inappropriate choices and need to leave.

If I am asked by a teacher to leave the classroom, and go the assistant principal/principal, I will follow these instructions.

I will talk to my teacher at a suitable time about my choices.

I understand there are consequences for my actions and I understand my parents will be contacted.

When I am ready to learn I will return to my classroom.

## 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
- including families in Student Support Groups, and developing individual plans for students.

### **Transition Support**

**Prep Children** All prep children are invited to four transition sessions during term 4 - two after school sessions and two during school. While the preps attend transition, parents are provided information sessions. This allows children to settle in with their teacher and classmates. The first two sessions are to familiarise children to the school setting and provide an opportunity for teachers to observe the children and take notes so they may be best paced in a grade. The last session children are placed in their grade for the following year. Children with additional learning needs may be provided with additional transition support, such as meetings with the early childcare provider, social stories, student support group meetings etc.

### **Children who arrive during the school year**

All children and families new to TRPS are given a pre-enrolment interview. As part of this interview, children's literacy skills are assessed, and parents/carers are provided an opportunity to comment on their child's strengths/interests and any concerns or additional support that may be required. This helps place the child in the best suited grade for them and provides the class teacher with data to best support the child. All pre-enrolment interviews occur on Fridays and children begin school the following Wednesday. All children will be provided a welcome letter from their class when they begin.

### **Whole school transition day**

At the end of each year, each child has the opportunity to spend time with their new teacher and grade. This is done in the last week of term four.

## Evaluation

Example 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 [or insert other online parent/carer/student communication platform]
- Included in staff induction processes
- Included in transition and enrolment packs
- 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
- 
- School expectations and classroom agreements should be displayed in classroom and other key locations.
  - Children should be involved in developing classroom agreements at the commencement of each year.



## Further Information and Resources

The following Department of Education and Training 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](#)
- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

as well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

### **Other Resources**

- Amy Cuddy [https://www.ted.com/talks/amy\\_cuddy\\_your\\_body\\_language\\_shapes\\_who\\_you\\_are](https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are)
- Movie - Inside Out
- Barbara Fredrickson, Regulation of Positive Emotions: Emotion Regulation Strategies that Promote Resilience, 2001 <https://link.springer.com/article/10.1007/s10902-006-9015-4>
- Eduardo Briceño – Growth Mindset Ted Talk <https://www.youtube.com/watch?v=pN34FNbOKXc>
- Russ Harris ~ ACT (Resilience). Values resources [https://www.actmindfully.com.au/values\\_cards\\_instructions](https://www.actmindfully.com.au/values_cards_instructions)
- Student Wellbeing Hub <https://studentwellbeinghub.edu.au>
- Student Engagement in the Classroom <https://studentwellbeinghub.edu.au>
- Engaging a Parental Community  
<https://www.aitsl.edu.au/tools-resources/resource/engaging-a-parental-community-illustration-of-practice>  
<https://www.aitsl.edu.au/tools-resources/resource/engaging-parents-carers-illustration-of-practice>
- Editable student of the week certificates <http://www.certificates4teachers.com>
- IEPs [https://docs.google.com/document/d/1yJmjcSpL5STY4\\_IB0B6y6OVk7aMj7SV5/edit?rtfpof=true](https://docs.google.com/document/d/1yJmjcSpL5STY4_IB0B6y6OVk7aMj7SV5/edit?rtfpof=true)
- TRPS Resilience Plan and TRPS Behaviour Support Plan  
<https://drive.google.com/drive/folders/14VeZoSnbay52XARjr6CUS380c5Afggbt>
- Program for Students with Disabilities Guidelines  
<https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psd.aspx>

<b><u>Ratification Date</u></b>	<b><u>Review Date</u></b>	<b><u>Policy Number</u></b>	<b><u>Version Number</u></b>	<b><u>Date Produced</u></b>
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