

# STUDENT WELLBEING AND ENGAGEMENT POLICY

## 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.

Timbarra P9 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
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## POLICY

### 1. School profile

Timbarra P9 College aspires to maximise our students' potential in a happy, stimulating, and safe learning environment where the home/school partnership is valued in promoting a culture of lifelong learning. Each child is recognised as an individual and will be nurtured and guided to achieve his or her full potential. Our school is committed to maintaining and improving its educational programs, facilities, and resources for the benefit of all students.

Timbarra Primary School opened in 2000 in the rapidly expanding residential area of Berwick in the City of Casey, approximately 40km south east of Melbourne. 2011 marked the expansion of

Timbarra Primary School to become a P-9 College. Timbarra College has a current enrolment of 656 students. The majority of the students are from the immediate locality however a small number come from outside the area. Our cultural grouping includes Pashto and Dari students. In February 2022, the school SFO was 0.4499 SFOE index 0.3873 with 26% of families receiving CSEF (Camps, Sports, and Excursions Fund) support. At present we have 13 students on the PSD (Program for Students with Disabilities) program and our transient population is 12%. We have 66 full time and part time staff including a School Nurse (P-9) Mental Health Practitioner (Years 7-9) and Social Worker (Years P-9) and a student population in line with ABS statistical growth for the City of Casey.

Timbarra College is a dynamic, thriving learning community made up of a small diversity of cultural and linguistic backgrounds with a low proportion of recipients of CSEF (Camps Sports and Excursions Fund) and a very low proportion of speakers of English as a Second Language. The school also has an expanding integration program, catering for a range of students with special needs.

The school buildings provide a modern, vibrant, and secure learning environment, which promotes a sense of belonging and identification with school culture. There is strong emphasis on English and Mathematics. Specialist programs we offer include Physical Education, Performing Arts, Visual Arts and Languages: Indonesian (Years 4-9). We also offer academies in the areas of Sport, Music, and STEAM (Science, Engineering, Technology, Arts Maths) offering our students in Years 5 -9 a unique opportunity to participate in specialised programs focused on extending skill development and further encouraging a lifelong passion in these areas.

Parents, staff, and students share a common goal – the commitment to educational excellence and personal growth. In partnership, we have developed a distinctive philosophy based on the maximisation of individual potential and the recognition that we are a community of learners. We are committed to offering learning opportunities that promote a thinking culture. The staff at Timbarra is continually involved in professional development to ensure that a supportive, challenging, and engaging environment is provided for all students. We strive to provide a nurturing and challenging environment that empowers students to reach their personal best both academically and socially. We are proud of our diversity and inclusive school community.

## **Guiding Principles**

The school aims to foster in each student the development of:

- Positive self-esteem and independence in learning
- Confidence to strive for personal best and excellence in learning
- A sense of individual and collective pride in striving for continued improvement
- Self-discipline, adaptability, and flexibility to function in a changing society
- Appreciation of the physical, social, and cultural diversities in society
- A sense of responsibility and ownership towards their own learning

Timbarra College exists for the growth and development of children, and this is reflected in all decisions made by the school. It provides excellence in education by offering planned, high-quality teaching and learning based on current educational research and ongoing professional learning.

This school caters for individual learning needs, engages, and extends our students, develops independence, resilience and collaborative learning and values student voice and agency. This school has a tradition in the provision of excellence in educational standards and the development of students who strive and achieve success.

Interactive technology in each classroom enables students to communicate readily on-line through the school intranet and internet to develop sophisticated research and visual literacy skills.

The school facilities are used for a range of community activities, including before and after school programs, sporting, and holiday programs.

## 2. School values, philosophy, and vision

### VISION

Timbarra P9 College creates a culture of lifelong learning through building sense of belonging and achievement while actively promoting optimism, curiosity, and responsibility in conjunction with our home/school partnerships. Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults. We develop the whole child, and *We are the difference!*

### MISSION

Timbarra P9 College's mission is to enable our students to have:

- Positive self-esteem and independence in learning
- Confidence to strive for personal best and excellence in learning
- A sense of individual and collective pride in striving for continued improvement
- Self-discipline, adaptability, and flexibility to function in a changing society
- Appreciation of the physical, social, and cultural diversities in society
- A sense of responsibility and ownership towards their own learning

### OBJECTIVE

Timbarra P9 College's objective is for our students to:

- Have developed understandings and skills that align with the Victorian Curriculum
- To be agile learners in the 21<sup>st</sup> Century
- Develop a sense of self-worth
- To accept responsibility for their behaviour and choices through positive reinforcement and the teaching and learning of social skills and strategies
- To have an awareness that there are logical consequences for behaviour choices
- To have the ability to live and work collaboratively

### VALUES

Timbarra P9 College's values are *integral to the work that we do and is the foundation of our school community. Students, staff, and members of our school community are encouraged to live and demonstrate our core values.*

*Timbarra P9 College's values are learning, persistence, respect and getting along*

*We model and demonstrate learning excellence whilst using creativity, reflection, feedback, effective organisation, and higher order thinking to build confidence, expand and embed our learning.*

*We model and endorse collaboration, teamwork and getting along, recognising that we are stronger when we learn and work together as a learning community.*

*We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us. We respect our diverse Australian community and seek to understand and show empathy to all.*

*We model and demonstrate persistence, which we recognise as a means to becoming resilient and positive individuals able to contribute to and thrive in our society. Our Statement of Values is available online at: <http://www.timbarrap9.vic.edu.au/>*

### **3. Wellbeing and Engagement strategies**

*Timbarra P9 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*
- prioritise 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, 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*
- teachers at Timbarra P9 use the Timbarra Pedagogical 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 Timbarra P9 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 incorporated into our curriculum and promoted to students, staff, and parents so that they are shared and celebrated as the foundation of our school community*
- carefully planned transition programs to support students moving into different stages of their schooling*
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents*
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort, and individual level*
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Forums. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principals and Principal whenever they have any questions or concerns.*
- create opportunities for cross—age connections amongst students through athletics, music, sport, creative arts programs, and peer support programs*
- All students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, Mental Health Practitioner (Years 7-9), Year Level Leaders, 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*

- *we engage in school wide positive behaviour support with our staff and students, which includes programs such as:*
  - *Respectful Relationships*
  - *Berry Street Education Model (staff training and implemented in 2022)*
  - *Safe Schools*
  - *Values Program*
  - *E Learning: Alannah & Madeline Foundation*
  - *You Can Do It*
- *programs, incursions, and excursions developed to address issue specific needs or behaviour (i.e., anger management programs)*
- *opportunities for student inclusion (i.e., sports teams, clubs, recess, and lunchtime activities)*
- *buddy programs, peers support programs*
- *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 year group has a Year Level Leader/Coordinator, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and 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 culture – refer to our Marrung Team for further information*
- *connect all Koorie students with a Koorie Engagement Support Officer*
- *our English as a second language students are supported through a literacy support program, and all cultural and linguistically diverse students are supported to feel safe and included in our school community through liaising with the English Language School, cultural groups and offering support through our school-based student wellbeing team*
- *we support learning and wellbeing outcomes of students from refugee background by liaising with DET program division and local government cultural support groups.*
- *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 \[insert any specific measures at your school to support LGBTIQ+ students\]](#)*
- *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

- *Student Support Groups, see:*  
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- *Individual Education Learning Plan and Behaviour Support Plan*
- *Program for Students with Disabilities*
- *referral to Student Welfare Coordinator and Student Support Services*
- *referral to Child First, Headspace*
- *Navigator*
- *Lookout*

*Timbarra P9 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 an Individual Education Learning Plan and/or a Behaviour Support Plan*
- *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, CAMS (child and adolescent mental health services), or Orange Door*
  - *Re-engagement programs such as Navigator, Look Out,*

*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*
- *running regular Student Support Group meetings for all students:*
  - *with a disability*
  - *in Out of Home Care*
  - *and with other complex needs that require ongoing support and monitoring.*

#### **4. Identifying students in need of support**

*Timbarra P9 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 help identify students in need of support and enhance student wellbeing. Timbarra P9 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 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*
- *self-referrals or referrals from peers*

## **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, 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, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Timbarra P9 School's Bullying policy. *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 Timbarra's policy.*

*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. We are committed to the implementation of the Berry Street Education Model, Restorative.*

*When a student acts in breach of the behaviour standards of our school community, Timbarra P9 will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.*

*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, following the school wide discipline process based on assertive discipline*
- *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 Year Level Coordinator*
- *restorative practices*
- *detentions*
- *behaviour reviews*
- *suspension*
- *expulsion*

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

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

Corporal punishment is prohibited in our school and will not be used in any circumstance

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 and Training.

The Principal of Timbarra P-9 College 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** Timbarra P9 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



## 8. Evaluation

Timbarra P9 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
- SOCS

### FURTHER INFORMATION AND RESOURCES

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	<a href="http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm">http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm</a>
School Accountability and Improvement Framework	<a href="http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm">http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm</a>
Effective Schools are Engaging Schools	<a href="http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf">http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf</a>
Disability Standards for Education	<a href="http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm">http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm</a>
Safe Schools	<a href="http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm">http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm</a>
	<a href="http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm">http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm</a> <a href="http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm">http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm</a>
Charter of Human Rights	<a href="http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm">http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm</a> <a href="http://www.austlii.edu.au/au/legis/vic/consol_act/cohrra2006433/">http://www.austlii.edu.au/au/legis/vic/consol_act/cohrra2006433/</a>
Equal Opportunity Act	<a href="http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm">http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm</a>
Education and Training Reform Act 2006	<a href="http://www.education.vic.gov.au/about/directions/reviewleg.htm">http://www.education.vic.gov.au/about/directions/reviewleg.htm</a>
VIT Teacher Code of Conduct	<a href="http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf">http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf</a>

Timbarra P-9 College 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.

## 9. Communication

This policy will be communicated to our school community in the following ways

- Available publicly on our school's website and via Compass
- Included in staff induction processes
- Included in transition and enrolment packs
- Included as a hard copy supplement in student diaries so that it is easily accessible to parents, carers, and students
- 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

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](#)

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

- Child Safety Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy

*Statement of Values and School Philosophy: Available on website*

### POLICY REVIEW AND APPROVAL

Policy last reviewed	May/June 2022
Consultation	Consultation with student leaders, staff and school Council on May 9 <sup>th</sup> (SC) and June 6 <sup>th</sup> , 2022. Student leaders and staff June 6 <sup>th</sup> , 2022 this policy is mandatory.
Approved by	Principal

Approved by	Principal
Next scheduled review date	May 2025

### REVIEW CYCLE

This policy was last updated in May/June 2022 and is scheduled for review in May 2025