



# Tambo Upper Primary School

## Student Wellbeing and Engagement Policy



### HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Tambo Upper Primary School on 03 5156 4327 or [tambo.upper.ps@education.vic.gov.au](mailto:tambo.upper.ps@education.vic.gov.au).

### 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.

Tambo Upper 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.

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2. School values, philosophy and vision
3. Wellbeing and engagement strategies
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### POLICY

#### 1. School profile

Tambo Upper Primary School is situated in an idyllic rural setting along the banks of the Tambo River in East Gippsland. The school offers an inclusive education that has a strong focus on Literacy and Numeracy. The school challenges and supports all students to reach their full potential as learners. The school values program (5B's) – 'Be a Learner, Be Respectful, Be Responsible, Be Safe and Be a Friend' promotes a holistic approach to student well-being and engagement.

The staff at Tambo Upper Primary School are vibrant and enthusiastic and are committed to ensuring that every child is catered for. They also provide an engaging and challenging curriculum that enables all students

to feel valued and safe. All students at Tambo Upper Primary School have Personal Learning Goals within the Literacy and Numeracy domains to ensure that students also take responsibility for their own learning. The school has been able to maintain small class sizes through a period of increasing student enrolments, which is evidence of the schools' commitment to maintaining optimum learning environments. Tambo Upper Primary School has a total of 87 student enrolments.

The school does not have any students with English as an additional language and 2 students who identify as an Aboriginal or Torres Strait Islander. The school's socio-economic status is rated as medium. The school operates with 5 classroom teachers, 1 Principal Class, 3 Specialist Teachers (Art, PE and Language & Culture) and 5 ES Staff members. Literacy Intervention was conducted throughout the year to support students in need. The school continued with the 5Bs Values system to support our Positive Behaviour School approach. The school has been utilising the additional 1.9ha of land as much needed play area.

Tambo Upper Primary School values the importance of the learning partnership between the school, students, parents and the local community. The school also offers Music, Art, Library, Physical Education and Cultural Studies to also provide opportunities for students to develop their skills and capabilities in all areas of the curriculum.

Tambo Upper Primary School is a very unique place where the country and rural surroundings provide an environment where connections between learning and life are easily made.

## **2. School values, philosophy and vision**

At Tambo Upper Primary School we strive to ensure that every child will be challenged and supported to develop their talents and skills so that they can reach their full potential. Our goal is to provide an inclusive, secure and caring environment where children, teachers and parents can work harmoniously and productively together. Children are respected and their individuality recognised, encouraged and supported. Our goal is that each child will leave Tambo Upper Primary School as a confident and articulate young person, able to contribute positively to their community.

Tambo Upper Primary School is committed to:

- providing a quality inclusive educational program
- delivering a contemporary curriculum focussed on the core competencies of Literacy and Numeracy meeting the academic, social and emotional needs of its students
- students developing self- discipline with an appreciation and understanding of the needs of others
- students developing an understanding of local and global issues
- embedding Information Communication Technologies into teaching and learning
- working in partnership with parents • the development of a learning community

## **3. Wellbeing and engagement strategies**

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

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

### **Universal**

- high and consistent expectations of all staff, students and parents and carers
- 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Tambo Upper Primary School use a Gradual Release instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Tambo Upper Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values and School Philosophy are 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 Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- all students are welcome to self-refer to Classroom teachers, Educational Support Staff, Specialist Teachers 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
  - Bully Stoppers
  - Safe Schools
- 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)
- 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

- 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 Child Safety Policy for further information
- English as a second language students are supported through the department's [EAL program](#), and all cultural and linguistically diverse students are supported to feel safe and included in our school including through participation in events like Harmony Day and other cultural celebrations
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#)
- all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment

- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- staff will apply a trauma-informed approach to working with students who have experienced trauma

### **Individual**

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

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual 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, child and adolescent mental health services or Orange Door
  - Re-engagement programs such as Navigator

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

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing a Attendance Improvement Plans 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**

Tambo Upper Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. All staff play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Tambo Upper 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 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 or family.

## **5. Student rights and responsibilities**

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

Students have the right to:

- participate fully in their education

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

Students have the responsibility to:

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

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

## **6. Student behavioural expectations**

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 Tambo Upper Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Tambo Upper Primary School 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:

- using the 'traffic light' system for behaviour management – 'green', appropriate behaviour, warning for inappropriate behaviour, 'orange' for formal warning of inappropriate behaviour, 'red' for repeated actions, removal from the learning space to the office or buddy teacher and contact parents.
- withdrawal of privileges
- altering students' timetable
- restorative practices
- suspension
- expulsion

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

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

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

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

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

## **7. Engaging with families**

Tambo Upper 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.

## 8. Evaluation

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

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

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

## COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes
- Made available in hard copy from school administration upon request

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

- [Suspension process](#)
- [Expulsions - Decision](#)

## FURTHER INFORMATION AND RESOURCES

The following Department of Education 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](#)

## POLICY REVIEW AND APPROVAL

Policy last reviewed	Term 2, 2024
Consultation	School community via our website and newsletter
Approved by	Principal

Next scheduled review date	Before term 2, 2026
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