TRENTHAM DISTRICT PRIMARY SCHOOL
NO 1588

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.

Trentham District 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 helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

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

SCOPE

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

CONTENTS

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

POLICY

1. School profile

Trentham District Primary School is located 20km west of Woodend and 20km east of Daylesford in the picturesque Wombat Forest. The school boasts a contemporary learning environment featuring five classrooms, a Visual Arts room, kitchen, Music room and a quiet work area, with 3-6 area fully ICT integrated. The school is extremely well resourced, which along with a very dedicated staff has aided in the development of the school's academic culture. At Census, our school enrolment was 108.8. Students are mainly from the local area, with 1% indigenous students and 2% from a language background other than English. Our school values of Respect, Caring, Honesty, Including and Resilience are reflected

throughout our teaching and learning programs. We strive to develop in our students a lifelong love of learning, by providing a stimulating and supportive environment which engages, challenges and nurtures them - academically, emotionally and physically.

Our school aims:

- To provide learning experiences that challenge, extend and motivate students to reach their full potential intellectually, emotionally, socially and physically
- To develop in each student a sense of self-worth, self-understanding and pride in their work
- To encourage and foster self-discipline and a sense of fair play
- To develop an awareness and acceptance of others' rights and responsibilities
- To develop appropriate social skills and awareness

We seek to work in close partnership with parents to guide the educational progress of each child, believing that education is a joint responsibility of the school and home. Each child will progress developmentally according to his or her interest in learning, ability and potential to learn. The encouragement, support and assistance provided by both teachers and families is very important on that journey. Working together, we encourage children to strive to be the best that they can be. Building self-confidence comes from a clear emphasis on children's strengths as they develop:

- Strategies to manage their emotions constructively
- The ability to set goals
- The knowledge and skills to stay healthy and positive.

The school was structured around 5 classes in 2021. Class sizes vary from 18 students to 25 students. As the township continues to grow, we are seeing a slow but steady increase in enrolments. The Staffing profile consists of a principal, five full time teaching staff, three part-time teaching staff and five Education Support staff (including a Business Manager). We provide teaching in the specialist areas of Italian, Music, Physical Education and Visual Art. Students from Foundation to Year 6 have weekly specialist sessions in all areas. A Literacy/Numeracy Intervention program was provided for students with particular needs. Our Integration Aides were employed to provide extra assistance for students who need support with their learning.

2. School values, philosophy and vision

VISION
It is the vision of Trentham District Primary School to inspire a community of learners who are curious, kind and empowered to be the best they can be.

MISSION
To provide an education which results in students who are:
- Resilient, happy and healthy.
- Problem Solvers & lateral thinkers
- Emotionally Intelligent
- Literate, Numerate and confident members of the global community
- Global, curious, life long learners

VALUES
Trentham District Primary School's values are courage, kindness and respect.

3. Wellbeing and Engagement strategies

Trentham District Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. 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:

<u>Universal</u>

- 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
- deliver a broad curriculum including VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Trentham District 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
- 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 Junior School. Students are also encouraged to speak with their teachers 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 an Aide or the 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
- programs, incursions and excursions developed to address issue specific 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
- whole school rewards program with a mix of in-class rewards and whole school rewards (see Annex A)

<u>Targeted</u>

- 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
- 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
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- we support learning and wellbeing outcomes of students from refugee background
- 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](#)
- 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

<u>Individual</u>

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

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing 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 ChildFirst
  - Re-engagement programs such as Navigator

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

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student

- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Trentham District 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 help identify students in need of support and enhance student wellbeing. Trentham District 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

5. Student rights and responsibilities

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

Students have the right to:

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

Students have the responsibility to:

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

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

6. Student behavioural expectations and management

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

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

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

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

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard. Students are made aware of our disciplinary process through the Consequences of Behaviour flowchart which is displayed in all classrooms and referred to by staff (see Annex B).

Disciplinary measures that may be applied include:

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

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

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

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

The Principal of Trentham District 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

Trentham District 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

Trentham District 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

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

COMMUNICATION

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

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

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

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

FURTHER INFORMATION AND RESOURCES

The following Department of Education 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 and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	November 2023
Consultation	Community
Approved by	Principal
Next scheduled review date	Nov 25

TRENTHAM DISTRICT PRIMARY SCHOOL
NO 1588

SWPBS Positive Rewards

Aim:
- Reinforce wanted behaviours using labelled praise
- Provides random but frequent rewards
- Teaches students to self-monitor
- Ensures that rewards are de-personalised
- Provides for multiple opportunities for student voice (choice of rewards, choice of allocation of points)
- Promotes student agency
- Promotes sense of collective effort and belonging
- Student leadership role in adding and collating whole school Jars
- Promotes the idea of 'giving' as a viable option

Process - Classrooms:
- Teacher / students fill a jar (real or virtual) with special stones to a predetermined level.
- Predetermined levels allow flexibility for success even when there are reasonable grounds to reduce the 'fill' level (e.g. class sickness, day after an excursion or late event).
- Classroom jars reset each day.
- If the predetermined level is reached a 'point' is achieved, with a possible 5 classroom 'points' available on a 5-day week.
- Specialist teachers should use a similar process to determine if a class has earned a point for each session - one class member should be chosen to relay that point to the class teacher.
- 5 specialist points = I classroom point. (To be confirmed and updated if needed)
- At the end of each week, students vote to determine how to allocate their points (allocate to a class or a whole school goal).
- Classroom points given towards whole school goals are collected and totalled by G6 leaders, with a visible tally sheet / 'totaliser' (eg: thermometer) updated in assembly and on the SWPBS noticeboard.

Process - Specialists:
- Specialists follow a similar process but with a smaller jar to fill
- Specialist jars reset each lesson.

- A monitor for each class brings specialist reward points back to their classroom for collection by G6 leaders.
- 4 specialist points = I classroom point.

Rewards - Class level:

- Developed in class
- May come from the rewards ideas rubric or be specific to the class. Ideas include:
    - Class movie
    - Movie w' popcorn
    - Board games afternoon
    - Outside game
- Currency required to be guided by the rewards ideas rubric

Rewards - School level:

- Differing 'size' of rewards are offered (eg: via the rewards ideas rubric) with predetermined values allocated by staff (e.g. Wheels day, whole school games afternoon)
- May come from the rubric or from a suggestion from Student School Council (SSC), the latter having a value allocated once they have made their choice
- The event is planned by Student School Council (SSC)

Points collection:

- Classes will have discussed the allocation of points by lunchtime on Monday (could be done Friday!) so that the chart can be cleaned off for the new week.
- Last week's points to be collected on a Monday afternoon by the G6 leaders. They will present the points total at assembly that week using the visible tally sheet / 'totaliser'.

Example classroom chart:

M	T	W	Th	F	Specialist	Total/6

ANNEX B:

Consequences of Behaviour (Minor)

Reset behaviour

Talk
to Arthur
Home-School communication

Record on Sentral

Time
with yard duty or class teacher
Possible Home-School communication

Option for Sentral (severity or frequency)

Restorative reflection / conversation

Relocate
in class

Reminder 2

Reminder 1
verbal

Provide choice
Reteach
Redirect

Our agreed TDPS wanted behaviours

Unwanted minor behaviours

TRENTHAM DISTRICT PRIMARY SCHOOL • LEARNING TO LIVE •