



# Templestowe Valley Primary School

## STUDENT WELLBEING AND ENGAGEMENT POLICY



### Help for non-English speakers

If you need help to understand the information in this policy please contact the school office on 8850 5777 or via email [templestowe.valley.ps@education.vic.gov.au](mailto:templestowe.valley.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.

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

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

### SCOPE

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

### CONTENTS

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

## POLICY

### 1. SCHOOL PROFILE

Templestowe Valley Primary School has a proud history; spanning 55 years (1969 – 2024), and an exciting future ahead of it. Families can approach our school with the confidence that their children will be well cared for, challenged and celebrated. Our school values of *Respect, Honesty, Responsibility* and *Accountability* ensure we are continually developing our students to have a sense of their own place in our community and the responsibility they hold to be a positive and effective member who can make a difference to those around them. Our school motto, “*Aim High*”, challenges our students to strive to be the best that they can be in everything that they do.

### 2. SCHOOL PHILOSOPHY, VISION AND VALUES

#### Philosophy

At Templestowe Valley Primary School we aim to foster the best possible teaching and learning environment that is both innovative and secure, with a zero tolerance of child abuse.

The school is committed to supporting and respecting all children in our community - including those with a disability, those from diverse cultural and linguistic backgrounds, and Aboriginal and Torres Strait Islander students.

Each student is valued, listened to and supported in their learning. We cater for individual differences in academic endeavour through a differentiated curriculum that recognizes variations in learning styles. All students feel safe, valued, listened to and able to reach their full potential.

#### **Vision**

Templestowe Valley Primary School strives to provide an innovative and engaging learning experience, which promotes individual excellence and develops social responsibility. We aim to instil a lifelong love of learning through meaningful and challenging activities, within a safe and caring environment. Templestowe Valley Primary School endeavours to deliver best practice teaching methods, empowering student learning through programs that encourage our students to become self-motivated, successful and active global citizens.

#### **Values**

Templestowe Valley’s philosophy reflects the values of Honesty, Acceptance, Responsibility and Respect. Our shared values and common language set out expectations for all stakeholders in our school community.

### 3. WELLBEING AND ENGAGEMENT STRATEGIES

Templestowe Valley 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 (group specific) and individual engagement strategies used by our school is included below:

Universal (whole of school strategies)

- 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 and programs that are tailored to students' interests, strengths and aspirations
- teachers at Templestowe Valley Primary School use the TVPS 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 Templestowe Valley 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 Junior School Council and other forums including year group meetings and Student Leadership meetings. 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 productions, athletics, music programs and whole school events and programs
- all students are welcome to self-refer to the Student Wellbeing Coordinator, Year Group 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:
  - School Start up Program
  - Respectful Relationships
  - School-wide Positive Behaviour Support (SWPBS) Program Activities
- 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 (group specific strategies)

- Each year group has a Year Group Leader/Coordinator, a senior teacher responsible for their year, who monitors the health and wellbeing of students in their year, and acts 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 *Aboriginal Learning, Wellbeing And Safety Plan* for further information
- 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 including through our wellbeing programs such as Respectful Relationships
- we support learning and wellbeing outcomes of students from refugee background through our targeted approach with parents and carers, IEPs etc
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department’s policy on [LGBTIQ+ Student Support](#)
- all students in Out of Home Care are supported in accordance with the Department’s policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department’s policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- students enrolled under the Department’s international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)

#### Student Support Groups

An SSG is a partnership between schools, parents/carers, the student and relevant agencies. The group works together to plan and support the educational, health, social, cultural and emotional wellbeing of students with diverse learning needs. This may include students:

- with a disability or additional learning needs, including, but not limited to, students supported by the Program for Students with a Disability or Disability Inclusion
- in Outside School Hours Care (OSHC)
- who are Aboriginal and/or Torres Strait Islander
- with a behaviour support plan
- from refugee or migrant backgrounds

- who attend two schools (for example, a mainstream and a specialist school)
- on youth justice orders or having transitioned from the youth justice system
- who are identified as young carers
- who are involved in the department's Navigator Program.

#### Individual Education Plans (IEPs)

IEPs assist students who require a range of supports with their education. An IEP is a written statement that describes the adjustments, goals and strategies to meet a student's individual educational needs so they can reach their full potential. An IEP is essential as it helps plan and monitor a student's unique learning needs. IEPs are also known as individual learning plans, individual learning improvement plans and, for Aboriginal and/or Torres Strait Islander students, Koorie education learning plans.

IEPs are required for:

- students in statutory Out-of-home care (OOHC)
- Koorie students (as required by Marrung – Victorian Aboriginal Education Plan 2016 to 2026)
- students supported under individualised disability funding programs including the Program for Students with Disabilities (PSD) and Disability Inclusion
- students in youth justice (custody and community)
- students in re-engagement programs under contract arrangements with another school or provider
- students undertaking Flexible Learning Options (FLOs).

#### Behaviour-Students

Templestowe Valley Primary School provides a positive climate for learning and supports student behaviour through

- a school wide approach to positive behaviour (SWPBS program).
- prevention and early intervention strategies with a tiered response to support student behaviour and wellbeing.

#### Behaviour Support Plans

A behaviour support plan (BSP) is a document that addresses inappropriate behaviour of a student, and outlines strategies to improve their behaviour.

Targeted plans can be developed for students who:

- have been diagnosed with severe behaviour disorders
- have bullied others
- have been bullied
- require additional assistance because they display difficult, challenging or disruptive behaviours
- can benefit from additional wellbeing support

#### Student Support Services

Student Support Services (SSS) teams are comprised of professionals including:

- psychologists
- speech pathologists
- social workers.

They support schools in assisting children and young people facing barriers to learning to achieve their educational and developmental potential.

SSS staff work as part of an integrated health and wellbeing team within each area, focusing on providing:

- workforce capability building for school staff
- group based and individual support
- the provision of specialised services

#### Resources

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

Department programs and services

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [Enhancing Mental Health Support in Schools](#)
- [Navigator](#)
- [LOOKOUT](#)

#### Individual strategies

Templestowe Valley 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 experiencing vulnerability 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
  - with other complex needs that require ongoing support and monitoring.

#### **4. IDENTIFYING STUDENTS IN NEED OF SUPPORT**

Templestowe Valley 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. Templestowe Valley 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. STUDENTS 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, available on the school website.

When a student acts in breach of the behaviour standards of our school community, Templestowe Valley 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 implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

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

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Coordinator
- 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 Templestowe Valley 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**



Templestowe Valley 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

Templestowe Valley 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

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

## COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes
- Included in transition and enrolment packs
- Included 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

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	August 2024
Consultation	School Council
Approved by	School Council
Next scheduled review date	August 2027