



# THORNHILL PARK

## 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 Administration Office.

#### 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.

Thornhill Park 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 values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
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7. Engaging with families

## 8. Evaluation

### POLICY

#### 1. School profile

Thornhill Park Primary School will be established in 2023 and is located approximately 45 kilometres west of Melbourne. We anticipate 250-300 students will be enrolled for our opening year with around 30 school staff members including a school welfare officer and wellbeing coordinator.

Our school grounds are in the emerging suburb of Thornhill Park. The school has five permanent buildings including an administration building, gymnasium, learning neighbourhoods and a specialist neighbourhood. There are also landscaped grounds that include hardcourts, play equipment and shade sails and enable students to access several spaces for play and outdoor learning opportunities. Bordering the west of the property is a new creek that has significant bike paths and shared footpaths to enable students and their families to walk or cycle to school.

Our school is culturally diverse with many families having a language background other than English (LBOTE), with the largest LBOTE groups being Punjabi and Hindi. Due to this diverse population the school has a high number of students identified as having English as an Additional Language (EAL) with English not being their native language. The school also has strong representation from many other communities and has a small Koorie population. We welcome diversity and aim to be an inclusive school community.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

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

Thornhill Park Primary School's Statement of Values and School Philosophy is 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 of respect, integrity, persistence and wellbeing at every opportunity.

Our school's vision is to provide students a welcoming and safe environment in which they can be happy, empowered, curious and resilient. All students will be supported to achieve their full potential through differentiated instruction and individualised goal setting.

#### 3. Wellbeing and engagement strategies

Thornhill Park 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

At Thornhill Park Primary School we will provide universal support through:

- high and consistent expectations of all staff, students and parents and carers
- participate in Respectful Relationships training and implement these tools and strategies into classroom programs
- 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 Thornhill Park Primary School use a school specific 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 Thornhill Park 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
- a formal whole school approach to School Wide Positive Behaviour Support is present and taught in classrooms
- 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 can contribute to and provide feedback on decisions about school operations through the Student Leadership and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, 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
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Bully Stoppers
  - Safe Schools
  - You Can Do It!
  - Incredible Flexible You
  - Zone of Regulation
  - Social Skills Programs
- 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
- dedicated time in the weekly timetable to teach the School Values through our Social and Emotional Learning (SEL) program.

- 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.
- social skills programs to address the needs of individual students who are finding social situations challenging and role playing these behaviours
- provision of a wellbeing space that is supervised by a Student Welfare Officer that enables students to reengage with their learning and reflect on their mood and feelings
- developmental play integrated into the curriculum at Foundation to enable students to develop social skills

### 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 Marrung 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 connection with an EAL coordinator
- we support learning and wellbeing outcomes of students from refugee background through connections with the Western English Language School
- 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

### Individual

Thornhill Park 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 students 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
- setting goals for each student in the school

- considering if any environmental changes need to be made, for example changing the classroom set up
- providing access to a Wellbeing space for dysregulated students – purposefully fitted out as a space for resetting, a zone for regulation where individual students will have access to a wellbeing officer and tailored activities.
- ensuring teachers are fully aware of each child’s circumstances and considerations made to support that student with the assistance of the Wellbeing Team including, but not limited to differentiated programs, hands-on learning, brain breaks, safe spaces within the classroom, access to fidget toys or weighted items, etc.-
- engagement with the LOOKOUT Centre to support students in Out of Home Care
- 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

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
- maintaining a positive relationship with the student and their family
- 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
- engaging with our regional Koorie Education 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

Thornhill Park 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 that help identify students in need of support and enhance student wellbeing. Thornhill Park 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

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, Thornhill Park 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.

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/well-being space or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Team Leader
- restorative practices
- detentions
- behaviour support and intervention meetings
- internal suspension
- external 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 Thornhill Park 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

Thornhill Park 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.
- maintaining positive relationships with parents through casual conversations before and after school
- keeping parents informed of student progress through communication on SeeSaw, parent meetings or via phone conversations
- 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

Thornhill Park 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
- staff survey
- case management
- CASES21, including attendance and absence data
- SOCS
- SWPBS data focussing on application of school values

Thornhill Park 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 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 Department's Policy and Advisory Library (PAL):
  - [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](#)



- Related Policies:
  - Child Safety Policy
  - Bullying Prevention Policy
  - Inclusion and Diversity Policy
  - Statement of Values and School Philosophy
  - Complaints Policy
  - Duty of Care Policy

## POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2022
Consultation	Consultation with students, parents and staff to take place in Terms 1 and 2, 2023
Approved by	Principal - Darryl Spiteri
Next scheduled review date	July 2023 - to ensure ongoing relevance and continuous improvement, this policy will be reviewed every 1-2 years thereafter.