TYABB PRIMARY SCHOOL	**Policy Name**	Student Wellbeing and Engagement Policy	**Date of approval**	2025
	Responsible	Leadership Team	**Review Date**	February 2027

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.

Tyabb 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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POLICY

1. School profile

LOCATION

Established in 1891, Tyabb Primary School is firmly committed to meeting the needs of the 'whole child' by providing an engaging and supportive learning environment where children are challenged to achieve their personal best. We believe that learning and personal growth are dependent on developing personal skills, self-esteem and having positive relationships with others. We focus on the development of these personal skills as well as their academic achievements in Literacy and Numeracy. As a Professional Learning Community, Tyabb Primary School continues to use a personalised approach to learning and teaching that focuses on an individual student's point of need. Knowledge and skills are further developed through our specialist program and Inquiry Learning Approach aimed at developing thinking skills and the ability to question, locate, gather, analyse and apply information in a wide range of contexts.

Tyabb Primary School is situated on the Mornington Peninsula, in a welcoming, attractive and semi-rural environment. The school draws its enrolments from Tyabb, Somerville, Hastings, Moorooduc and further afield. The school prides itself on its reputation within the wider community as a school which reinforces strong values and provides outstanding teaching practice and specialist programs including Art, Music, PE, Science and LOTE (Introduction to Auslan), Instrumental Music, HPV and a Grade 5/6 elective program. We have a strong community focus and actively build relationships with our community members.

Our motto is "From little things, big things grow". This represents what we aim to achieve in our school. It has obvious connections with our oak tree emblem and demonstrates a commitment to advance the academic and personal development of our students providing opportunities to achieve "big things" from their first small beginnings in grade prep.

Our vision at Tyabb Primary School is to provide a caring, stimulating and dynamic environment that enhances learning, personal growth and wellbeing for all students: extending and challenging students to become effective and productive members of the global society and ensuring that each student reaches their individual potential.

Our school values are: RESPECT, RESPONSIBILITY, SAFETY, INTEGRITY and OPTIMISM.

FAMILIES

The School Family Occupation index at Tyabb Primary School is 0.3231. The SFO is a broad indicator of the socio – economic status of school families. In 2025 we have 288 families and an enrolment of 424 students and 18 classes. A large number of children come from two income families with only 13.54% of our families accessing the Camps, Excursions and Sporting Fund (CSEF).

STUDENTS

Our enrolments have remained steady in the last few years with a current enrolment of 424. The school's current enrolment includes 211 boys and 213 girls. The majority of our students are from English speaking backgrounds. We currently have 12 students with a background that is Koorie or Torres Strait Island. Our students come from several kindergartens and childcare centres. They have many choices for their secondary education including – Westernport, Somerville, Mornington, Dromana and private schools – Flinders, Padua, Peninsula and Woodleigh. A large proportion of the staff is drawn from the local community, many being current or past parents of Tyabb students. With a long history in the area, there are some children whose great grandparents attended Tyabb Primary School.

STAFF

The schools staffing profile is quite varied with a range of teaching experiences from first year graduates to teachers with years of experience. We have a professional, highly motivated and caring staff who work cooperatively to support and promote student learning and the overall goals and priorities of the school. Of our 42 staff members, we have 1 Principal, 2 Assistant Principals, 2 learning specialists, 17 range 2 teachers, 5 range 1 teachers, 1 Business Manager, 2 Office Education Support Staff and 12 Integration Aides, some part time and some full time. The majority of our teaching staff are full time with part time positions in our specialist areas, tutoring staff and education support staff. We have specialist teachers in Music, Art, Science, PE and LOTE.

BUILDINGS

The school's facilities have grown over the past few years with many relocatable portables replace by 8 new classrooms and an office/admin area built in the year 2000. In 2009 the National Schools Pride funding was used to build a new stage/music area in the hall. As a part of the BER program the school has managed to replace further portables with 6 new classrooms/open learning areas and library/ICT area. This will provide flexible learning spaces for our year 4,5 and 6 students allowing quality teachers to implement an inquiry learning program that caters for the 21st century learner. With the completion of these building works the priority has now shifted to the redevelopment of the grounds. In the last few years, we have installed new playground equipment and built a deck, artificial grass area, sand pit, gazebo and asphalt play area. Recently two more artificial grass areas have been completed that allow students space to sit and relax both during recess/lunch breaks and also to be utilised as on outdoor learning area. We continue to work hard to improve the landscaping of areas in the school to provide students with more useable outdoor learning spaces.

2. School values, philosophy and vision

VISION STATEMENT

All students are empowered to learn and achieve their personal best through high quality teaching and the best environment for learning which equip them with the knowledge, skills, values and positive mindset to become active, engaged and productive members of the local and global community.

OUR MISSION

Tyabb Primary School has been a vital part of the Tyabb community since 1891, providing leadership in the education of our children and a focus for the community.

We aim to ensure that all students:

- learn the necessary skills and attitudes to become productive, caring, thinking individuals
- develop as adaptable and resilient individuals who respect themselves, others and the environment
- become lifelong learners and strive to achieve their personal best

We will provide a safe, positive and stimulating environment where parents, teachers students and the wider community work cooperatively to ensure:

- an engaging and challenging curriculum,
- exceptional teaching
- high standard resources

OUR VALUES

Tyabb Primary School has a strong commitment to a set of core values. These values, developed through a community consultation process, underpin all decisions made in the school and provide a framework for behavioural expectations of all community members.

The core values are: RESPECT, INTEGRITY, OPTIMISM, RESPONSIBILITY and SAFETY.

3. Wellbeing and engagement strategies

To realise our vision, Tyabb Primary School has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we put in place strategies to identify these students and provide them with the support they need.

Tyabb Primary School works collaboratively with students and parents / carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The school provides an attractive, stimulating learning environment and a range of extra-curricular offerings which help children to experience success and thus develop a sense of competency and self-esteem. Our school recognises that student engagement and school connectedness underpin effective learning. The positive school culture is supported by a range of programs and support systems which are described in this section.

Tyabb Primary School students have direct involvement in extra-curricular activities and leadership opportunities. We encourage outstanding performances in the areas of academic, leadership, sport, performing arts, artistic and personal achievement. Roles of responsibility are wide and varied at different levels throughout the school and not confided to identify 'leaders'. All children have leadership opportunities.

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, 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 Visual Arts, Music, Physical Education, Science and LOTE (Introduction to Auslan) to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations

- teachers at Tyabb 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 Tyabb 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. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- 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
    - National Day Against Bullying
    - Zones of Regulation
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anti bullying incursions, social skills programs and anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities) buddy 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 class has a classroom teacher who monitors the health and wellbeing of students in their class, 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. Participation in local Koorie events is encouraged and supported at Tyabb Primary 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 [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

Individual

- *Student Support Groups*
- *Individual Education Plans*
- *Behaviour Support Plans*
- *Student Support Services*

as well as to other Department programs and services such as:

- Program for Students with Disabilities / Disability Inclusion Profile
- Referral to ER Psychology re counselling for students
- Referral to Orange Door / Good Shepherd
- LOOKOUT

Tyabb 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 & adolescent mental health services or Orange Door

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 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

Tyabb 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 to help identify students in need of support and enhance student wellbeing. Tyabb 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

Tyabb Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what re expected and appropriate behaviours for our school community. They are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

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, Tyabb 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 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

A STAGED RESPONSE

Tyabb Primary School requires the active involvement of parents in the learning and behaviour of each student. It sees to foster this cooperative approach with parents through the prep transition process, reports, parent/teacher interviews, phone calls, meetings, communication books, etc.

In encouraging and building this cooperative approach it is acknowledged there will be behaviours and events that compromise the ideal. When this occurs, Tyabb Primary School will use a Staged Response to address the issues that have arisen.

If a student misbehaves he/she may move through the following steps. If the situation is serious then the steps will be shortened:

Level 1: Student is reminded of the values in the classroom and referred to the whole school values chart and consequences that have been set at the start of the year.

Level 2: Student is removed from the place where they are completing an activity to assist with them refocusing on their task.

Level 3: Student is removed from the group that they are working in to further assist with them refocusing on their task at hand.

Level 4: Student is removed from their classroom and sent to their 'teacher (support) buddy' classroom for a short period of time.

Level 5: Student will be removed to the office to discuss their actions with the Welfare coordinator. An official timeout will be given to the student and parents will be contacted to ensure all parties are aware of the actions of the student.

Level 6: Suspension as per Department guidelines.

Level 7: Expulsion as per Department guidelines.

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 Tyabb 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

Tyabb 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

Tyabb 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

Tyabb 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 available on our School Website 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

POLICY REVIEW AND APPROVAL

Policy last reviewed	20.02.2025
Consultation	Consultation on this policy is mandatory. This policy has been discussed by Tyabb Primary School Council 24.3. 25
Approved by	Principal
Next scheduled review date	Review cycle for this policy is 2 years March 2027