

# Timboon P12 School

## 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.

Timboon P12 School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

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

### SCOPE

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

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### POLICY

#### 1. School profile

Timboon P-12 School is located on one campus of eight picturesque tree filled hectares, 53 kilometres east of Warrnambool. It is set in a prominent dairy and natural gas industry, with close proximity to tourist destinations along the Shipwreck Coast.

The school has a modern School/Community Library, industry standard home-economics center, hall, metal work facility, canteen, Arts center and shares a sporting complex with the local community.

In 2019 the school officially opened a \$5-Million-dollar redevelopment. This involved a brand new secondary wing with classrooms and specialist spaces. There are open spaces for students but also

traditional classrooms. The primary campus moved into redeveloped classroom in 2019, previously occupied by the Secondary. The primary section is spread over 3 buildings including the original school built in 1948.

Timboon P-12 School prides itself in promoting healthy, safe and respectful school communities. It recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

The learning progress of students across thirteen years of schooling is closely monitored and teachers work in teams to plan and teach for continuous improvement. Students have the opportunity to undertake tailored pathways which provide a strong foundation for further education, employment or other training programs. VCE, VCAL, VETis, Structured Workplace Learning and School Based Apprenticeships enrich the offerings for senior students. Timboon P-12 School is part of the Corangamite Trade Skills Centre Cluster and offers Music, Hospitality and Engineering onsite.

## 2. School values, philosophy and vision

Timboon P-12 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, commitment and empathy at every opportunity.

The school motto: 'Strength Through Understanding' should be at the core of all school business.

Our school's vision is to empower students to:

- live the school values
- understand how they learn
- have enthusiasm for what the world has to offer
- have the skills for life and are lifelong learners
- respect themselves, each other and the environment
- contribute to the community
- are motivated to improve and embrace challenges
- never give up and aspire to great things

Our Statement of Values is available online at <https://www.timboonp12.vic.edu.au/>

## 3. Wellbeing and Engagement strategies

*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:*

Level	Program	Guest Speakers	Whole School Approaches
Prep	Screening program School Nurse Oral language support Transition program with Kinder PMP Sounds Write	Farm Safety Mobile Farm Safety Unit CFA Mobile Unit Timboon Ambulance Service PAWS program (Pets as workers in School) Aspire Arthur Bolkus Keys Please (Yr10) Harm minimisation (Safe partying) Cyber Bullying Corangamite Shire Youth Worker Brophy Police – bike safety Amanda Nash – Timboon Health	<b>Student Wellbeing Programs</b> Kids Matter/Be You Week Transition programs K-P, 6-7 Restorative Practices Student Representative Council (Senior and Junior) School Captains/ House leaders Friendly Schools & Families Positive Partnerships (AAETC) Respectful Relationships <b>Health promotion Programs</b> Active After School's program Go for your Life (Canteen Accreditation) Lunchtime Activities Walk-Tober <b>Support Personal</b> Student Counsellor Special needs coordinator Student Programs Leading Teacher PAWS
Year 1	Oral language support PMP Sounds Write		
Year 2	Healthy Me, Healthy Teeth, Healthy Bones Sounds Write		
Year 3	Healthy Me, Healthy Teeth, Healthy Bones Personal Safety-What's good for us and What's good for you		
Year 4	Personal Safety-What's good for us and What's good for you		
Year 5	Healthy Life Styles Program (Food/Nutrition) Personal Health Education Bike Education		
Year 6	Mental Health and Drug Education Personal Health Education		
Year 7	RAVE (Resilience / Peer group issues)		
Year 8	Year 8 Personal development program Cows Create Careers		
Year 9	Reach Camps program 'Core of Life' First Aid Certificate (St. Johns)		
Year 10	Urban Experience Drug Education Peer Support		
Year 11	Health and Human Development 11/12 Transition		
Year 12	Year 12 Orientation (Stress management/team building)		

#### 4. Identifying students in need of support

*Timboon P-12 School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team (Principals, Student Program LT, Student Counsellor) plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing Timboon P-12 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

The basis of our school's approach to student management is the Rights and Responsibilities Policy. The purpose of this policy is to promote a happy, safe, supportive and stimulating learning environment that meets the needs of the school community. It encourages in students the development of responsible behaviour and self-discipline, through fairness, tolerance and respect for the rights and welfare of others. It is the Principal's responsibility to ensure that budgets and programs support the agreed responsibilities.

Through consultation the following set of shared expectations have been developed to guide the school community in its efforts to maintain a high standard of student wellbeing and engagement

School Staff and Support staff	Students	Parents/Caregivers
<ul style="list-style-type: none"> <li>• Create an engaging lesson and provide an enjoyable classroom</li> <li>• Make sure every student has an equal opportunity to participate</li> <li>• Ask for student input into the curriculum and class environment</li> <li>• Listen to students and value their contribution (Seek first to understand and than to be understood)</li> <li>• Listen to parents insights into their children's learning (Seek first to understand)</li> <li>• Provide a wide range of resources to engage students</li> <li>• Follow the Staff Code of Conduct</li> <li>• Be on time</li> <li>• Provide support for students during the school day</li> <li>• Be accessible and available within the confines of working hours</li> <li>• Display a non-judgemental attitude</li> <li>• Trust and confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>• Have a positive attitude towards school</li> <li>• When you ask for help you receive it</li> <li>• You are encouraged to ask questions</li> <li>• Class is an enjoyable place to be</li> <li>• Attendance at school is regular</li> <li>• You feel supported by your teacher</li> <li>• School is safe place for all students</li> <li>• You have a say in the subjects offered</li> <li>• You can get help when you need it</li> </ul>	<ul style="list-style-type: none"> <li>• Promote a positive attitude towards school and an education</li> <li>• Support your child in preparing for school</li> <li>• Cooperate with requests from the school</li> <li>• Ensure that your child attends school</li> <li>• Attend parent teacher interviews</li> <li>• Support the school curriculum when possible</li> <li>• Take an interest in your child's school work</li> <li>• Communicate clearly with the school about the needs of your child</li> <li>• Expect the school to engage high quality teaching staff</li> </ul>

- Be understanding and caring
- Seek a win-win solution

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 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

At Timboon P-12 School positive behaviour will be acknowledged at all times (3.28 Student Recognition Policy). However when behaviour is inappropriate the consequences established in the Student Code of Conduct will be followed.

Restorative practices will be used prior to any more punitive consequences. The intention is for students to recognise what harm has been caused by their actions, what needs to be done to repair the harm and to make a commitment to make reparation.

The school uses a "Two-step Approach" in regard to physical aggression, verbal and physical bullying

Level	Incident	Likely Consequence	Engagement /Wellbeing Action Plan
1	<ul style="list-style-type: none"> <li>• Isolated, minor infringements of the rules</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal interaction between a staff member and the student: The aim is for the student to acknowledge that s/he has broken a rule and make a commitment not to do it again.</li> <li>• The interaction may include a reminder or explanation of the rule, discussion of the incident or a reprimand</li> </ul>	<ul style="list-style-type: none"> <li>• Provide quality classroom management professional development</li> <li>• Review the curriculum in terms of levels of student engagement.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Minor infringements of the rules on more than one or two occasions</li> <li>• An isolated incident where a consequence is appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Where possible a logical consequence will be used.</li> <li>• Parents may be contacted if appropriate.</li> <li>• Actions may include: <ul style="list-style-type: none"> <li>○ Making an apology to the injured party, payment for any damage</li> <li>○ The student being required to prepare a written explanation of why the behaviour is unacceptable and show it to their parents</li> <li>○ Complete unfinished work</li> <li>○ Completing some community service</li> <li>○ A detention or being confined to a specified part of the yard for a short time</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide quality classroom management professional development</li> <li>• Review the curriculum in terms of levels of student engagement.</li> <li>• Record student behaviour on the RISC program</li> </ul>

3	<ul style="list-style-type: none"> <li>• Continual minor infringements</li> <li>• An isolated incident of a more serious nature</li> </ul>	<ul style="list-style-type: none"> <li>• Logical consequences which also include an element of punishment. <ul style="list-style-type: none"> <li>○ Exclusion from activities</li> <li>○ Required to complete additional work,</li> <li>○ An attendance or behaviour report</li> <li>○ Community service</li> <li>○ Yard restriction</li> <li>○ Behaviour agreement</li> </ul> </li> <li>• Parents may be contacted if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a student support group</li> <li>• Develop an Individual learning plan</li> <li>• Seek counselling if required</li> <li>• Involve parents in a program support meeting</li> <li>• Record student behaviour on the RISC program</li> </ul>
4	<ul style="list-style-type: none"> <li>• Continual, serious breaches of the rules</li> <li>• An incident of a particularly serious nature</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and Principal class will be involved</li> <li>• Consequences will be specific to each case but are likely to include contracts, restrictions on the student's movement or privileges and may include one or more of the consequences from a prior level</li> <li>• Suspension in line with DEECD guidelines 4.3 may be considered</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a student support group</li> <li>• Develop an Individual learning plan</li> <li>• Seek counselling if required</li> <li>• Involve parents in a program support meeting</li> <li>• Seek support from Regional staff</li> </ul>
5	<ul style="list-style-type: none"> <li>• Continual, serious breaches of the rules</li> <li>• An unacceptable behaviour of a very serious nature</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension in line with DEECD guidelines.</li> <li>• Extreme situations may lead to expulsion in line with DEECD guidelines 4.4</li> </ul>	<ul style="list-style-type: none"> <li>• Principal convenes a student support group meeting (including parents)</li> <li>• Enrolment at another school</li> <li>• Regional involvement</li> </ul>

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 Timboon P-12 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

Timboon P-12 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

Timboon P-12 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
- SOCS

## 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	March 2020
Consultation	School Council – September 15 <sup>th</sup> 2022
Approved by	Principal – Davin Reid
Next scheduled review date	2022 – to be refined in 2023 with student body