

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this Tate Street Primary School.

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.

Tate Street 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

Tate Street Primary School is in the suburb of Thomson, Geelong, which sits between East Geelong, South Geelong and Newcomb. We are located 5-6 mins out of the Geelong CBD. In 2023 TSPS had an enrolment of 179 students with our current school buildings capacity at 200 students. Of the 177 students, 108 were counted on the NCCD as receiving adjustments. 5 students were assessed as eligible for EAL funding (English as an Additional Language) and 7 Aboriginal and Torres Strait Islander students

attended the school. The decrease in students from the previous year was very minimal from 179 to 177. Our SFOE Index decreasing from .4281 to .4272. We currently have 4 students in out of home care.

At Tate St. Primary School we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from our school philosophy, mission and values. Tate St. Primary School is dedicated to the development of each student's intellectual, social and emotional growth. Our primary focus is not to standardise education, but to personalise it, to build achievement on discovering the talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions. This means engaging families and the wider community as learning partners in the provision of a diverse, evolving curriculum that inspires passion, supports personal growth and equips students with essential life skills. We empower students to become confident and adaptable life-long learners who are ready to build positive, purposeful futures.

In 2024 Tate Street Primary School has 9 generalist classrooms made up of 7 full-time and 4 part-time Classroom Teachers. We have 1 full time staff member in the role of Inclusion Leader, which is divided into Disability Inclusion, Mental Health & Wellbeing and Attendance. We have 5 part-time Specialist Teachers who deliver Science, Art, Music, PE and Auslan. We have 1 full time Assistant Principal, new to the school in 2024 who currently coaches leaders in Numeracy Improvement and Data Literacy. TSPS has 1 Learning Specialist who works 4 days per week in the classroom and 1 dedicated day to her LS role, with a focus on curriculum improvement. Our tier 3 funded students are supported by 10 part-time Education Support Staff with all but one classroom with ES. We have 2 Literacy Intervention teachers, who are funded via the TLI initiative. We also utilise Tier 2 funding to employ an Education Support staff member who facilitates an Oral Language Intervention Program with small groups for students in Prep and Year 1. We have one Business Manager part-time (0.8) and one Administration part-time staff member (0.4). We offer a high-quality Out of School Hours Care Program via Thiercare, running from 7.00-9.00am and 3.15-6.15pm that requires 3 staff to support its facilitation. We currently have no Aboriginal or Torres Strait Islander staff at TSPS.

VISION

At Tate St. Primary School we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school.


VALUES

Tate St Primary School's values are *Respect, Responsibility and Resilience*. The values were officially introduced in Term 1, 2023.

Positive Behaviour Matrix

AT ALL TIMES WE WILL...

- Show kindness with words and actions
- Encourage and support others
- Follow instructions
- Keep our hands and feet to ourselves
- Use our manners
- Clean up after ourselves
- Use appropriate noise levels
- Show a growth mindset
- Make safe and sensible choices
- Wear our school uniform with pride
- Stop, walk, talk

 Classroom	Play time	Eating time	In the community e.g. assembly, excursions, sports days	Transitions	Online	
Respect	<ul style="list-style-type: none"> - Look at and listen to the person talking - Allow others to learn - Allow teachers to teach 	<ul style="list-style-type: none"> - Include all students in the games we play - Look out for and support each other 	<ul style="list-style-type: none"> - Stay seated for eating time - Wait for the bell and teacher's instructions 	<ul style="list-style-type: none"> - Represent our school with pride - Look at and listen to the person talking 	<ul style="list-style-type: none"> - Move with care - Make sure our classmates have the space they need to move 	<ul style="list-style-type: none"> - Think before posting things online - Speak nicely to others online - Ask others before taking their photo or filming them
Responsibility	<ul style="list-style-type: none"> - Challenge ourselves in our learning - Look after our belongings and school resources 	<ul style="list-style-type: none"> - Share and take turns - Be SunSmart - Stay within the boundaries - Look after equipment, gardens, animals and school property 	<ul style="list-style-type: none"> - Eat only our own food - Put our rubbish in the correct bin 	<ul style="list-style-type: none"> - Care for our surroundings 	<ul style="list-style-type: none"> - Be on time - Move with purpose - Help others 	<ul style="list-style-type: none"> - Ask for help if we feel uncomfortable - Keep our personal information private
Resilience	<ul style="list-style-type: none"> - Keep trying if things don't work 	<ul style="list-style-type: none"> - Problem solve minor issues using stop, walk, talk 	<ul style="list-style-type: none"> - Allow teachers to organise and select students ready to start lunch play - Be calm 	<ul style="list-style-type: none"> - Wait for teacher's instructions and guidance 	<ul style="list-style-type: none"> - Provide the teacher time to organise the class - Be aware of how others feel when transitioning between sessions 	

Tate St Primary School aligns our Positive Behaviour Matrix with the School Values Points system. The Positive Behaviour Matrix focuses on three core values of Respect, Responsibility and Resilience. Under each of these values are 'we will' action statements that we expect to see children displaying during all aspects of their schooling. Each fortnight, a value is focused on across the school.

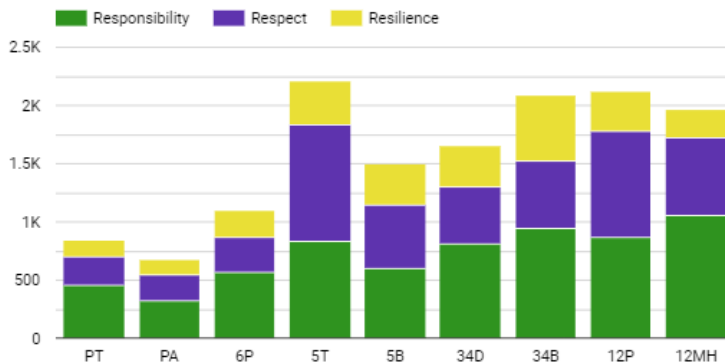
This links with our Values Points system, where students are provided specific positive praise language and consequently earn a 'Value Point' when demonstrating Respect, Responsibility or Resilience. The student from each classroom who has been given the most values point in the previous fortnight receives a 'values award' presented at each assembly.

Classroom teachers use this matrix when designing social and emotional lessons with lessons focused and delivered at the point of need of each class. Each statement is explicitly taught in classrooms to ensure students know and understand our values in depth and the behaviours that are expected of them while at school.

The values point system automatically populates and tracks all values points awarded to students:



Class Breakdown



2. Wellbeing and engagement strategies

Tate St 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

- 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 Just Brass, Marimba Band, sporting opportunities that branch out into the community
- teachers at Tate St Primary School collaboratively plan 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 Tate St 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 with a fully implemented values points system
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level as coordinated by the PLT Leaders and Inclusion Leader
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Voice Agency Team and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Inclusion Leader, 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 buddy support programs
- all students are welcome to self-refer to the Inclusion Leader, 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:
 - Respectful Relationships
 - Multi-tiered systems of support
 - Berry St Educational Model
 - Safe Schools
- programs, incursions and excursions developed to address issue specific needs or behaviour such as Calm Club, Imagination Club and Project Rockit
- 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

- each phase of learning (P-2 & 3-6) has a PLT Leader who monitor the health and wellbeing of students via their teams, 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
- 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
- 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 via the Berry St Educational Model
- all students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future

Individual

Tate St 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 those offered by Virtual School Victoria

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.

3. Identifying students in need of support

Tate St 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. Tate St 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, chronicle, reflection and suspension data
- engagement with families

4. 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.

5. 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, Tate St 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 negative consequences taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering negative consequences such as lunchtime reflection, withdrawal of privileges or withdrawal from class.

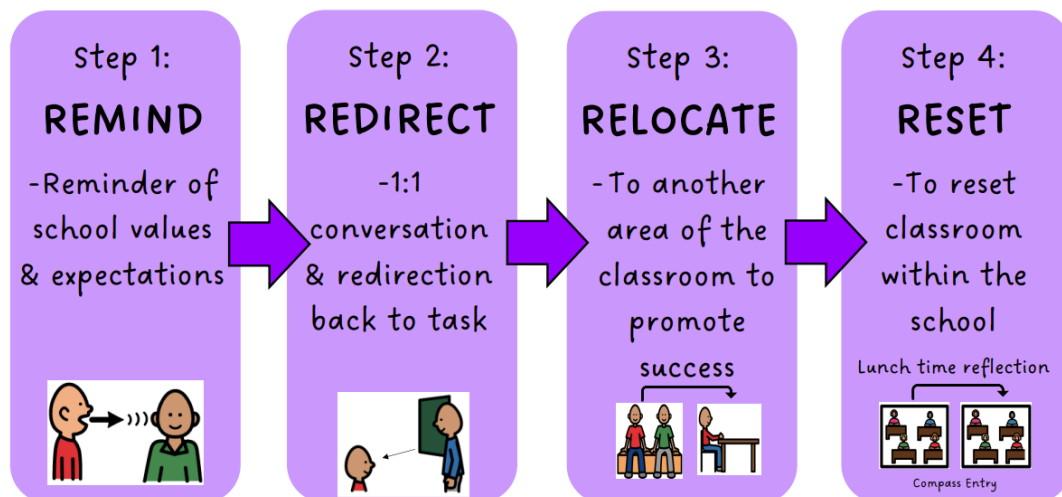
Corrective and negative consequences will be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Negative consequences at our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

Corrective and negative consequences that may be applied include:

- Utilising the 4 R's in the classroom and yard as per the image below:



BEHAVIOUR MANAGEMENT PROCESS



Other corrective and negative consequences that may be applied include:

- restorative practices
- lunchtime reflections
- behaviour support and intervention meetings
- suspension
- expulsion

Please refer to our teacher and student versions of the Tate St Primary School Behaviour Management Model below:


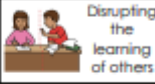


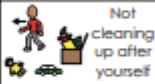
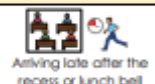
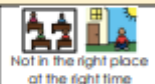




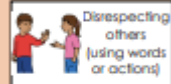





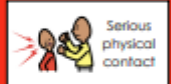

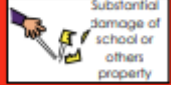
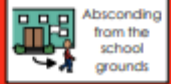


BEHAVIOUR MANAGEMENT MODEL

MINOR BEHAVIOUR	MODERATE BEHAVIOUR	MAJOR BEHAVIOUR
<p>What we manage in the classroom: Off-task Behaviour (Low Level Disruption)</p> <ul style="list-style-type: none"> - Not engaging in learning activities - Task refusal or avoidance - Calling out - Answering back - Wandering around classroom - Disrupting others learning - Not following instruction <p>Property Misuse</p> <ul style="list-style-type: none"> - Low intensity misuse of school or personal property e.g. littering, not cleaning up after oneself <p>Physical Contact</p> <ul style="list-style-type: none"> - Non-serious but inappropriate physical contact e.g., tackling in sport, play fighting <p>Playing in Out of Bounds Areas</p> <ul style="list-style-type: none"> - Toilets, out of bounds areas, stay within year level boundaries <p>Punctuality</p> <ul style="list-style-type: none"> - Arriving late after recess or lunch bell - Not in the right place at the right time <p>Uniform</p> <ul style="list-style-type: none"> - Not wearing a hat as per SunSmart Policy - Wearing clothing that is not within the uniform policy 	<p>Defiance/Disrespect</p> <ul style="list-style-type: none"> - Failure to respond to teacher request if own or other's safety is at risk - Answering back to teacher in threatening manner - Disrespect to other students (verbal & non-verbal) <p>Technology Misuse</p> <ul style="list-style-type: none"> - Using incorrect application - Not following teacher instruction when using technology <p>Physical Aggression</p> <ul style="list-style-type: none"> - Direct physical contact e.g., shoving, tackling <p>Inappropriate Language & Swearing</p> <ul style="list-style-type: none"> - Deliberately misleading - Teasing, name calling, put downs - Disrespectful speech - Use of vulgar language or swear words <p>Punctuality/Tuancy</p> <ul style="list-style-type: none"> - Leaving the classroom without permission 	<p>Moderate Behaviour x3 in a day</p> <p>Significant Technology Misuse</p> <ul style="list-style-type: none"> - Intentional damage to technology <p>Direct Aggression/Violence</p> <ul style="list-style-type: none"> - Serious direct physical contact e.g., punching, kicking, fighting, slapping, choking, headlocks, hitting <p>Teasing/Threatening/Bullying</p> <ul style="list-style-type: none"> - Serious intent to harm, gang up or group harassment - Bullying - Racism <p>Stealing/Theft</p> <ul style="list-style-type: none"> - Having possession of or removing property belonging to someone else <p>Property Damage</p> <ul style="list-style-type: none"> - Substantial destruction or disfigurement of personal, school or other's property e.g. graffiti <p>Tuancy</p> <ul style="list-style-type: none"> - Absconding from school grounds
CORRECTIVE CONSEQUENCE	NEGATIVE CONSEQUENCE	NEGATIVE CONSEQUENCE
<p>In the Classroom</p> <ul style="list-style-type: none"> - Remind of expectations - Redirect back to task (1:1 with student) - Relocate within classroom to enable success (Continues in Moderate Behaviour) <p>Outdoor Spaces:</p> <ul style="list-style-type: none"> - Re-teaching/Restorative practices from teachers - Walk with duty teacher to discuss appropriate choices 	<ul style="list-style-type: none"> - Remove to Buddy Class for 10 minutes to reset (1:1 discussion) - Re-entry to classroom > Restorative, formal discussion with classroom/specialist teacher - Contact executive to remove if moderate behaviour continues - Family Notification: families to collect child - If student is removed from classroom to Buddy Class or by Executive: Values Reflection to follow at next lunch break 	<ul style="list-style-type: none"> - Contact executive to remove for major behaviour - Values Reflection to follow at next lunch break - Family Notification: families to collect child - At principal's discretion: Internal Suspension External Suspension
STAFF RESPONSE	STAFF RESPONSE	STAFF RESPONSE
Minor behaviours are dealt with at the time	<p>Chronicle Entry – Moderate Behaviour Notification Chain: SC, SM, AN, TM, AD, Classroom Teacher & ES</p> <p>Moderate Behaviour in Outdoor Space = student/s to stay with duty teacher</p> <p>3 x Reflections in a 10-week period prompts a parent meeting</p> <p>5 x Reflections in a 10-week period prompts the introduction of an Individual Behaviour Support Plan</p>	<p>Chronicle Entry – Major Behaviour Notification Chain: SC, SM, AN, TM, AD, Classroom Teacher & ES</p> <p>Chronicle Entry – Suspension Proforma at principal's discretion</p> <p>Parents of student to be contacted by member of executive</p> <p>Individual Behaviour Support Plan review</p> <p>Care Team Meeting</p>



Behaviour Management Model

MINOR BEHAVIOUR	MODERATE BEHAVIOUR	MAJOR BEHAVIOUR
<p>Off Task Behaviour (Low Level Disruption)</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>Calling out</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>Disrupting the learning of others</p> </div> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;">  <p>Not following instructions</p> </div> <p style="text-align: center; margin-top: 20px;">Property Misuse</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>Not wearing a hat outside</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>Not cleaning up after yourself</p> </div> </div> <p style="text-align: center; margin-top: 20px;">Punctuality</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>Arriving late after the recess or lunch bell</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>Not in the right place at the right time</p> </div> </div> <p style="text-align: center; margin-top: 20px;">Physical Contact</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;">  <p>Play fighting</p> </div> <p style="text-align: center; margin-top: 20px;">Playing in Out of Bounds Areas</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;">  <p>Playing with sticks without a vest</p> </div>	<p style="text-align: center;">Defiance / Disrespect</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>Answering back in a threatening way</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>Not following teacher instructions if there is a threat to safety</p> </div> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;">  <p>Disrespecting others (using words or actions)</p> </div> <p style="text-align: center; margin-top: 20px;">Inappropriate Language</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;">  <p>Swearing</p> </div> <p style="text-align: center; margin-top: 20px;">Punctuality / Truancy</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;">  <p>Leaving the classroom without permission</p> </div> <p style="text-align: center; margin-top: 20px;">Technology Misuse</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;">  <p>Inappropriate use of technology</p> </div> <p style="text-align: center; margin-top: 20px;">Physical Aggression</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;">  <p>Direct physical contact (eg. shoving)</p> </div>	<p style="text-align: center;">Significant Technology Misuse</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;">  <p>Intentionally damaging technology</p> </div> <p style="text-align: center; margin-top: 20px;">Direct Aggression / Violence</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;">  <p>Serious physical contact</p> </div> <p style="text-align: center; margin-top: 20px;">Threatening / Bullying</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;">  <p>Harassment or racism</p> </div> <p style="text-align: center; margin-top: 20px;">Property Damage</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;">  <p>Substantial damage of school or others property</p> </div> <p style="text-align: center; margin-top: 20px;">Truancy</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-top: 10px;">  <p>Absconding from the school grounds</p> </div>

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 Tate St 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.

6. Engaging with families

Tate St 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.

7. Evaluation

Tate St 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

Tate St 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/carers 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	18/03/2024
Consultation	Parent Forums: 5/6/23, 7/9/23 School Council: 27/02/23, 27/03/2023, 18/03/2024
Approved by	Principal: Tony Mirabella
Next scheduled review date	March 2026