

# Torquay Coast PRIMARY SCHOOL

## Well Being and Engagement Policy



Unique in its status as a state-of-art Educational facility, Torquay Coast Primary School seeks to be at the forefront of education for the Torquay Community. As a new Primary School, it offers outstanding facilities for the delivery of both its educational programs and community ventures.

### **About the School**

At Torquay Coast PS the student will be at the centre and purpose of all that we do. Our teachers and support staff work will work hard to provide a teaching pedagogy reflective of 21st Century designs including **ICT rich environments** and **Personalised Learning** for all students. This innovative, rich and rigorous curriculum will be delivered in a positive, stimulating and challenging learning environment where every student experiences success and develops a love of life-long learning. Our students will be encouraged to explore their world through **inquiry learning** to become thinking, informed, resilient and self directed learners who are able to be the best they can be and contribute actively to their community.

The students' talents, efforts and achievements will be rewarded in an environment which fosters mutual respect, personal integrity and strong sense of self-worth.

### **Our Vision**

Our vision is to be the leading provider of seamless high quality education programs from Foundation right through to Year 6. The student is at the centre and purpose of all that we will do. We will prepare students to pursue their chosen pathways, interests and aspirations. All teachers and support staff work to provide a teaching pedagogy reflective of 21st Century designs including ICT rich environments and Personalised Learning for all students. Teachers and students will work collaboratively in Professional Learning Communities, to create adaptive teaching options to cater for the individual needs of all students. All teachers will commit to having shared responsibility for all students. Torquay Coast PS will have a **commitment to zero tolerance of child abuse**. Our school's philosophy statement overviews an organisational culture of which a new high priority is ensuring that

everyone is well informed and practices shared efficacy in regarding child safety.

### **Our Mission**

It is the mission of Torquay Coast Primary School to provide our students with a safe and supportive learning environment that motivates and challenges students, and that provides a comprehensive primary education for all students that empowers them to reach their full academic, social, and physical potential. Through community connectedness, students will develop a love of learning allowing them to become self-motivated, curious, resilient and tolerant citizens.

### **Our Pillars (Values)**

Our 4 Pillars (core values) will underpin all dimensions of our teaching and learning environment, and be supported through the implementation of Positive Education. They are embraced and modelled by staff and students and promoted throughout the school community. They are:

#### **RESPECT**

We are respectful of ourselves, others and the environment.

#### **STRENGTH OF CHARACTER**

We are always striving to be the best versions of ourselves.

#### **ACCEPTANCE**

We have the skills and strategies to overcome challenging situations.

#### **MINDFULNESS**

We are aware of what is happening within and around us.

### **School-Wide Positive Behaviours (SWPB)**

Torquay Coast is committed to the School Wide Positive Behaviour Program. This program aims to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members. Introducing, modelling and reinforcing positive social behaviour is an important component of a student's educational experience. Teaching behavioural expectations and rewarding or recognising students for following them is a much more positive approach than waiting for misbehaviour to occur before responding. (Please refer to the TCPS SWPB Teaching Matrix).

## **Guiding Principles**

### ***Torquay Coast Primary School is committed to excellence by:***

- Recognising and developing intellectual, academic, cultural and sporting excellence.
- Providing inspirational and challenging teaching that is empathetic to the needs of the individual.
- Appreciating its diverse and highly professional staff and their dedication to the expectations of the School.

### ***Torquay Coast Primary School is committed to the development of the individual within the global society by:***

- Challenging every student to achieve their full potential, often beyond perceived capabilities.
- Promoting creativity, innovation, teamwork and leadership in its students and staff.
- Supporting humour, inquiry, pragmatism, balance, optimism, resilience and high expectations.
- Developing within students their capacity for self-management and self-determination.
- Honouring the promotion of care for others.

### ***Torquay Coast Primary School is committed to an involved and diverse school community by:***

- Providing students, parents and staff with a sense of belonging to a community with clear goals.
- Encouraging and expecting the involvement of all members of the school community.
- Fostering understanding, empathy, cooperation and harmony within a diverse school community.
- Supporting social responsibility in a local, national and international context.

***Torquay Coast Primary School is committed to the wellbeing of our students and staff.*** The high calibre **Student Wellbeing** team, which consists of speech therapists, occupational therapists, social workers, counsellors, ESO-Integration aides and DET SSSO staff provides support and guidance for our students, staff and families.

## **Shared Expectation**

Torquay Coast Primary School is a Foundation to Year 6 State school aiming to provide an environment conducive to learning and the pursuit of excellence, and in which students develop self-discipline and learn to take responsibility for their own actions. It recognises that, in the pursuit of excellence, all students are individuals entitled to equal opportunity, a positive learning environment and on-going support to enable them to realise their fullest potential – intellectual, personal, physical, creative, social and vocational. Such an environment can be developed when based on the

value of mutual respect, shared responsibility and co-operation between staff, students and parents.

## **Student Expectations and Responsibilities**

### **Students should expect:**

1. To maximise their educational opportunities.
2. To learn without interruption or distraction from others.
3. To be given the opportunity to participate in a broad range of School activities.
4. To obtain respect, concern and interest from their teachers.
5. To feel safe from discrimination, harassment or indoctrination.
6. To have suitable facilities in which to learn.
7. To receive on-going communication and feedback about their progress.
8. To receive appropriate assistance and support in resolving school related issues.
9. To be kept informed about School Curriculum, Functions, Policy Development and other school related issues.
10. To be provided with the opportunity for involvement in the decision making processes of the school.
11. That the school has a commitment to zero tolerance of child abuse.

### **Students have the responsibility:**

1. To attend School regularly and punctually.
2. To respect the rights of others to learn.
3. To respect their peers and teachers regardless of race, religion or gender.
4. To respect the property and equipment of the school and others.
5. To carry out reasonable instructions to the best of their ability.
6. To conduct themselves in a courteous and appropriate manner in school and in public.
7. To keep the school free from litter.
8. To observe the uniform code of the School
9. To be aware of all school correspondence and bring them to their parent's attention.

## **Teacher Expectations and Responsibilities**

### **Teacher Expectations**

1. To be treated with common courtesy by the students.
2. That students will come to class properly prepared and willing to listen to, and carry out reasonable directions from the teacher.
3. To be provided with an appropriate working environment.

4. To have the co-operation and support of colleagues and the School Leadership
5. To have the co-operation and support of parents.
6. To be provided with the opportunity for involvement in the school-based decision-making process.

**Teachers have the responsibility:**

1. To show care and concern for each individual student.
2. To treat all students with consistency and fairness.
3. To be prepared for class.
4. To be punctual to class and other duties.
5. To provide careful supervision of students.
6. To inform students regularly of their progress and to return set work promptly.
7. To communicate with parents when appropriate.
8. To support and co-operate with one another.
9. To support the current School Policies and Procedures.
10. To dress appropriately and professionally for teaching and learning.
11. To have a commitment to zero tolerance of child abuse.

**Parent Expectations and Responsibilities**

**Parents should expect:**

1. That teachers show interest in and concern for the education and welfare of all students.
2. To be consulted and informed of progress and other issues involving their child.
3. To be provided with the opportunity for involvement in the school-based decision-making process.
4. To be kept informed about school-related issues.
5. The school has a commitment to zero tolerance of child abuse.

**Parents have the responsibility:**

1. To encourage their child's punctual attendance at school.
2. To show an interest in their child's school work, progress and home-study program.
3. To provide a suitable learning environment at home.
4. To encourage an awareness in their child of the importance of having a reasonable balance between school work, family responsibilities and other activities.
5. To read all school circulars.

## **Procedures for dealing with concerning behaviours**

All concerns will be taken seriously. All complaints will be treated confidentially.

School procedures for responding to a student who bullies or harasses others are set out below. (In reference to our SWPB Program).

### **Level 1**

If the bullying or harassment incident is minor or first time occurrence, teachers may elect to use one or more anti-bullying practices:

- stopping the bullying/re-statement of rules and consequences
- restorative questioning
- think time detention
- private conference
- shared control discussion

If the student does not take control over his/her behaviour, a COMPASS Chronicle entry should be completed and submitted to the student welfare coordinator or principal/assistant principal.

### **Level 2**

If the bullying or harassment continues, or in instances of severe bullying or harassing, a referral should be made to the Student Welfare Coordinator.

Here, the Student Welfare Coordinator (or another who has responsibility for student welfare) may:

- meet with the student to develop a behaviour contract
- provide discussion/mentoring of different social and emotional learning competencies including structured learning activities
- conduct a restorative conference separately with the perpetrator and "target"

### **Level 3**

For 'at risk' students (many risk factors, few protective factors) whose bullying or harassing behaviour is severe and for other non-at risk students whose bullying or harassing and other aggressive behaviour is resistant to change, an individual 'strength building' plan should be developed by the student welfare coordinator in consultation with student, parents/carers and teachers. Individual strength-building plans and associated interventions help connect the student to positive people, programs and actions in the community, school and home as well as develop the student's inner social and emotional strengths (skills, values).

### **Level 4**

Students whose severe bullying or harassing behaviour resists school efforts and represents a significant threat to the safety and wellbeing should be referred to outside agencies for evaluation. Student Welfare Coordinators will need to be familiar

with those community agencies and organisations that can offer more intensive services to the student and student's family.

**Note:** The school may choose, if bullying or harassment persists or the initial incident is of such magnitude, that parents/carers will be contacted and consequences implemented consistent with the school's Student Engagement Policy. Furthermore, the principal may commence formal disciplinary action in line with Student Engagement and Inclusion Guidance 2014' (DET) *at any stage in the process depending on contextual information relating to the severity of the bullying (including-cyberbullying) and harassment.*

### **Torquay Coast Primary School is striving to:**

- Continuously improve the Learning and Teaching throughout the school.
- Provide high quality Personalised Curriculum programs to develop the 'whole' child, promote self confidence and provide a conduit for student connectedness to school.
- Provide the best possible social, emotional and educational outcomes for each and every student.
- Increase the literacy and numeracy levels of each and every child.
- Form a strong connection with all students.
- Strategically build the capacity of all staff.
- Build the leadership capacity throughout the school.
- Form strong partnership with the school community.
- Form new partnerships with the wider community.
- Provide a high level of student welfare support and positive behaviours.

### **Enactment of school philosophy.**

In all documents, in all practice by students and teachers, in work with the School Council and the community, in all teaching and learning programs, in all school initiatives, in all internal and external interactions, in all organisational structures and practices, the vision of the school will sit at the centre and there will be expectations about all work aligning with the school vision and mission. Regular evaluation processes will be in place to measure performance in all areas of the school with respect to the implementation of the vision and values of the school. Torquay Coast PS will have a **commitment to zero tolerance of child abuse**. Our school's philosophy statement overviews organisational culture of which a new high priority is ensuring that everyone is fully informed and practices shared efficacy regarding child safety.

The process at our school can be represented as the vision, mission, values and beliefs at the centre. In an outer ring there will be a set of principles. As a further outer ring will be a set of practices. A detailed list of school policies will sit within this framework.

In all work in the school, the question "Is this work or process in line with the school vision, mission, values and beliefs?" This question will be a fundamental part of the practice of all leaders in the school.

### **Evaluation:**

This policy will be reviewed as part of the school's three year review cycle.



## Consequences of Misconduct

- Stage 1 A reminder and explanation is given to the child that the behaviour is unacceptable. Following the School Wide Positive Behaviour Model, the correct behaviour is explicitly discussed and modelled (reference to the SWPB Teaching Matrix) with the student.
- Stage 2 If the behaviour continues, a verbal warning is given to the student and may be recorded on Student Central in each classroom. Following the School Wide Positive Behaviour Model, the student is directed to the Teaching Matrix to discuss the behaviours that we expect at TCPS.
- Stage 3 Time Out – students will be given 'time out' from the playground and will spend the time in another learning neighbourhood or appropriate setting.
- Parents may be notified.
- Stage 4 Report of Misconduct
- After the Principal has been informed of serious behaviour breeches a COMPASS Chronicle will be added to inform parents of the student's breach of the Code of Conduct
- Stage 5 Discipline Meeting for Student Support
- A meeting is held to discuss the student's behaviour and strategies that will assist the child.
- Recommendations may be made for the student to be referred to appropriate student services.
- Stage 6 Withdrawal or Detention
- Students may be withdrawn from major events such as camps or excursions due to inappropriate behaviour or a 30 minute after school Detention may be imposed. Parents will be informed as per DET guidelines.
- Stage 7 Exclusion – Suspension and Expulsion
- Processes involved in suspension and expulsions are serious disciplinary measures and will follow DET guidelines in consultation between students, parents, Principal and staff members concerned.