



Strathmore
PRIMARY SCHOOL No.4612

Strive to Achieve

STUDENT WELFARE POLICY

RATIONALE

Strathmore Primary School believes that students are better prepared for learning when they are happy, safe and healthy. This philosophy implies that the emotional and physical well-being of students is fundamental to their effective learning. Emotionally and physically healthy students are happy, able to deal positively with life's challenges, experience a sense of connectedness with the school and others and are well placed to develop into well-balanced and successful young adults. Strathmore Primary School is committed to parents, teachers and students working in partnership to provide a safe and supportive learning community.

AIM

- To provide a school environment which recognises, values and builds student wellbeing.
- To develop students who are emotionally and physically healthy.
- To develop students' strategies to reduce vulnerabilities and increase resilience.
- To develop students' positive social behaviours and problem solving skills.
- To prepare staff to be confident, skilled and proactive in supporting student welfare.

IMPLEMENTATION (DET GUIDELINES AND REGULATIONS WILL GUIDE THE SCHOOL'S ACTIONS AND DECISIONS)

- The Assistant Principal will coordinate student welfare across the school and will engage in ongoing professional development in relation to student welfare.
- The school will adopt a proactive and strategic stance with student welfare issues, incorporating primary prevention, early intervention, intervention and follow up.
- A culture of positive reinforcement and encouragement will permeate all facets of the school.
- Student work and achievements will be regularly showcased and publicly recognised.
- The school will value and encourage student individuality, differences and diversity.
- The curriculum will be broad, will provide for the needs of individual students and be developed to cater for the varying ways in which students engage with learning.
- The school will implement welfare support structures and programs that prioritise and address the identified needs of individual students, cohorts and/or the school as a whole.
- The school will implement a "Values Education" program, using the Department of Education and Training resource titled "Resilience, Rights and Respectful Relationships" in conjunction with the "Positive Behaviour Support" framework. These initiatives will underpin the curriculum and will be fully implemented across all year levels every year. These initiatives will:

- Provide age-appropriate learning about values explored in the Department of Education and Training's "Resilience, Rights and Respectful Relationships" resource, including:
 - Emotional Literacy
 - Personal Strengths
 - Positive Coping
 - Problem Solving
 - Stress Management
 - Help Seeking
 - Gender and Identity
 - Positive Gender Relations
- Link the "Rights, Resilience and Respectful Relationships" values education resource with Key School Values and the Positive Behaviour Support Framework.
- Maintain the school's high standards of social interaction and seek to continually improve the general tone of the whole school.
- Reinforce a consistent, whole school expectation of harmonious social interaction.
- Be promoted in the school community via communication such as Assembly and the school newsletter.
- The school will also endeavour to implement and maintain specific programs such as: -
 - Prep and Year 5 Buddies
 - Year 6 Leadership
 - Education with regards to Healthy Eating, Sunsmart and Drug Education
 - Beginning and end of year transition programs for all students, Prep and Year 6-7 transition programs
- The school will strive to provide an environment free from physical, verbal and psychological bullying, including cyber bullying.
- The school will endeavour to cater for students identified with specific welfare issues by establishing student support groups that define individual goals, develop programs, monitor performance and behaviour, and provide ongoing support.
- The school will monitor student attendance and punctuality and will implement strategies to improve student attendance and punctuality at an individual and whole school level.
- The school will implement emergency and trauma management plans based on departmental guidelines and will follow protocols for Mandatory Reporting.
- The school will access outside services to provide support for students and staff. These may include Student Support Services, Department of Human Services case managers and support workers, Department of Education and Training support staff and approved workers and support staff from external agencies.
- Longitudinal data will be collected regarding frequency and types of welfare issues in order to measure the effectiveness of school-based strategies and approaches.
- The school will comply with all privacy issues in accordance with current legislation and departmental requirements.
- The Student Welfare Coordinator will communicate the processes and protocols for student welfare support to ensure that all students, parents, staff and visitors are aware of their rights and responsibilities as regards student welfare.
- Staff will be provided with professional development activities to maximise the effectiveness of the school's student welfare programs, to ensure staff follow school and department protocols and processes and to provide staff with a range of strategies to address student welfare issues.

THIS POLICY WAS LAST RATIFIED BY SCHOOL COUNCIL ON AUGUST, 2017