

# 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.

Strathmore 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 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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2. School values, philosophy and vision
3. Engagement strategies
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5. Student rights and responsibilities
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## POLICY

### 1. School profile

Strathmore Primary School is located in a suburban street to the north-west of Melbourne and has a proud history and a reputation for providing a quality education. The school is located in the South Western Victoria Region and the school is a member of the Moonee Valley network of schools. The school has a range of buildings with active and passive outdoor spaces. School facilities include an administration block and staffroom, seventeen classrooms, well-equipped specialist areas, a stadium and a library. All spaces are heated and air-conditioned. The school has benefited from the Building the Education Revolution Program in the form of a library and six open learning spaces. The grounds are well established with attractive native gardens. There is an extensive range of play areas for students including two adventure playgrounds. Other areas include a large oval, basketball and netball courts, bat tennis courts, sandpits, passive play areas and cricket nets.

The socioeconomic profile of the school is high and the proportion of students with English as a second language is mid/high compared to the state. The enrolment is currently 402 students. The school attracts students from both our local community and the wider community as a result of our reputation as being a high-performing school. Strathmore Primary School aims to fully develop each young person academically, socially, emotionally and physically so they are well-adjusted students who perform to the very best of their ability in all areas. We believe this can be best achieved in a happy, caring, safe and stimulating environment with the mutual commitment, support and cooperation of teachers, parents, students and the wider school community. A culture of collegiality and professionalism is developing at Strathmore Primary. Professional Learning Teams have been established at all levels with recent changes strengthening the teaching and learning programs. Staff are further developing in the use of evidence and data to inform planning for student learning. Teachers have raised expectations of student learning and continue to target the students who require additional learning support and extension. Through acquisition of additional and latest ICT equipment and training we are well equipped to embrace learning through high quality teaching and tools for students to reach their potential. The school is establishing School Wide Positive Behaviour Support (PBS) as a means to improve consistency of behaviour management and acknowledgement across the school. The school has 21.6 equivalent full time staff, including Principal and Assistant Principal, two Leading Teachers, two Learning Specialists and 6.3 equivalent full time nonteaching staff. Specialist programs include Art, Physical Education, Italian and Music.

## 2. School values, philosophy and vision

Strathmore Primary 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, integrity and kindness at every opportunity.

Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

[Our Statement of Values is available on the school's website](#)

## 3. Engagement strategies

Strathmore Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. 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:

### **The Tiered Response To Intervention (RtI)**

**Tier 1:** We have established well developed academic assessment schedules, as well as ensuring all students undertake Positive Behaviour Support (PBS) sessions weekly, in the form of the Rights, Resilience and Respectful Relationships (RRRR) to target students learning holistically at their point of need through differentiation.

**Tier 2:** For students identified as needing further support, along with the Tier 1 supports, we have established small group intervention in Literacy and Numeracy, as well as implementing a daily Student Engagement Group (SEG) at lunchtime for students who require assistance in making, maintaining or finding friendships.

**Tier 3:** Students at this level of tiered support are catered for individually by the classroom teacher via Individual Education Plans (IEP), as well as Learning Growth Co-ordinators (LGC) who develop functional behaviour analyses to accurately ascertain the right strategy to underpin the classroom program.

## Response to Intervention at Strathmore Primary School

### Universal Strategies (whole-school)

create safe, inclusive and empowering environments that foster an enthusiasm for learning and support student well-being

### Targeted Strategies (group-specific)

meet the varied needs of vulnerable cohorts, including both prevention and intervention strategies

### Whole School

- Learning Environments Master Plan
- Staff training (Inclusive Classrooms Behaviour Support)
- First Aid Officer
- Emergency Management
- eSmart practices
- Rights, Resilience and Respectful Relationships
- School Wide Positive Behaviour Support (SWPBS)
- Dojo Champions

### Promoting student connection

- Voice and Connectedness groups/House team meetings
- Junior School Council
- Buddy Program
- Learning Communities
- Lunchtime Student Engagement Group
- Special Days/Events (e.g. Book Week, Italian Day, Naidoc Week)
- Year 2 Sleepover

### Physical Education

- Swimming, Cross Country, Interschool and Athletics events
- Provision of sports equipment for playground use
- Bike Education
- Physical Education District, Regional & State Sports Selection Trials

### Curriculum

- Direct Experiences/Excursions
- Units of Inquiry - targeting Personal and Social Capabilities
- School Camping Program
- Student Learning Conferences
- Parent/Teacher Conferences
- Exhibition of the Arts
- Specialists programs (PE, Italian, Art & Music)

### Extra Curricula

- Out of Hours School Care - Theircare
- Community Engagement Events (e.g. Colour Run, Cinema Night, Easter Store, P&F Canteen)
- Collaborations with Arts Programs
- Bullying Prevention Education

### Maximising Potential

- Junior School Council (JSC) groups
- Lunch clubs
- School Captains
- House Captains
- School Leaders led Assembly

### Individual Strategies

for students at risk, including strategies to identify and respond to individual student circumstances when regular attendance is not consistent or positive behaviours are not demonstrated.

### Learning Support

- \* Targeted teaching literacy, mathematics, technology
- \* Small Group Literacy Support
- \* Small Group Numeracy Support
- \* Individual Education Plans (IEPs)
- \* Flexible Learning Groups based on targeted needs
- \* Student Support Group Meetings (SSG's)
- \* English as an Additional Language (EAL)
- \* Koori Engagement Support Officer (KESO)
- \* Moonee Valley Student Support Services
- \* Learning Growth Co-ordinator Student Welfare Support
- \* Educational Support Staff

### Extra Curricula

- \* International Competitions of Assessment in Schools (ICAS) - English, Spelling, Mathematics and Science
- \* Gifted and Talented opportunities such as Tournament of minds
- \* Victorian Challenge & Enrichment Series (VCES)
- \* Victorian High Ability Program (English & Mathematics)
- \* Victorian High Ability Program Masterclass Workshops
- \* Australian Mathematics Challenge
- \* Premiers Reading Challenge