

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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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

4. Identifying students in need of support

Strathmore 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. Strathmore 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, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

5. 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, discrimination or intimidation
- express their ideas, feelings and concerns.
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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.

6. Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Example School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Strathmore 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 disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may 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*. *Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.*

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges

- referral to the Year Level Coordinator
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

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 Strathmore Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

7. Engaging with families

Strathmore 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.

8. Evaluation

Strathmore 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

Strathmore 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
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

[Suspension process](#)

[Expulsions - Decision](#)

[POLICY REVIEW AND APPROVAL

Policy last reviewed	10th September 2021
Approved by	Principal