



STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the 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.

Solway 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.

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1. School profile

Solway Primary School, located in Ashburton, Victoria, stands as a beacon of educational excellence within a vibrant and supportive community. The school's location fosters strong parental involvement, contributing to a dynamic and inclusive school environment. The school's vision, "Empowering curious and caring learners to thrive in an inclusive community," encapsulates its commitment to nurturing self-aware individuals who are confident in their identities, think independently, and express themselves as they pursue their future aspirations. This vision is deeply rooted in the school's core values of Respect, Responsibility and Resilience, which are integral to the school's culture and guide the conduct of all community members.

In 2024, Solway Primary School maintained an enrolment of approximately 370 students, supported by a dedicated team of 30.1 equivalent full-time (EFT) staff members. This team includes a Principal, an Assistant Principal, and 23 EFT teaching staff, all working collaboratively to provide a high-quality educational experience.

Solway Primary School is committed to the development of globally aware, civically minded lifelong learners. This commitment is reflected in a comprehensive curriculum that emphasizes not only academic excellence in literacy and numeracy but also encourages creativity and innovation. The school offers quality specialist programs in Visual and Performing Arts, Physical Education and Japanese Language.

The school's dedication to educating the 'whole child' involves nurturing empathy, respect, and inclusion among students. There is a strong emphasis on active participation in community building, sustainability initiatives, and collaborative efforts to make the world a better place. Solway takes pride in its focus on student wellbeing, providing a welcoming, safe, and stimulating environment for all learners.

The school has a rich history of community engagement and sustainability initiatives. The active involvement of parents and community members enhances the educational experience, providing students with a well-rounded and enriching learning environment.

Solway boasts an abundance of spacious, contemporary and flexible learning spaces. Our strong commitment to embedding Digital Technologies is supported by a 1:1 iPad program and digital TVs in classrooms across the school, along with cybersafe programs throughout the year for all students. The school grounds provide students with fun, safe and varied play spaces. A successful Outside School Hours Care program, including School Holiday program is popular with families.

2. School values, philosophy and vision

Our Vision:

‘Empowering curious and caring learners to thrive in an inclusive community’

The purpose of the Solway Primary School community is to:

- Nurture self-aware individuals who are confident to be themselves, think for themselves, and express themselves
- Prepare students with the knowledge, skills and capabilities to pursue their future aspirations
- Develop strong values of empathy, respect and inclusion
- Encourage active participation in community building, sustainability, and working collaboratively with others to make the world a better place
- Foster resilience and adaptability in individuals, encouraging a well-balanced lifestyle that supports physical, mental and social health and wellbeing
- Inspire and motivate all to love learning and be ambitious in their current and future endeavours
- Provide a welcoming, comfortable and stimulating environment for all learners

At Solway Primary School we embody the following core values to guide our collaboration, decision-making and actions:

Respect - for ourselves, others and the environment

Responsibility - for ourselves, our learning, our words and our actions

Resilience - to adapt and respond to challenges with courage

3. Wellbeing and engagement strategies

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and strategies are in place to identify these students, recognising that needs may change over time as they learn and grow.

The School works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

A summary of the strategies used by our school is included below:

- 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
- 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
- teachers at Solway Primary School use the 'gradual release of responsibility' instructional framework to ensure an explicit, common and shared model of instruction, to ensure that evidenced-based, high impact teaching practices are incorporated into all lessons
- teachers at Solway Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values 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

- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and are encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal or Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and Buddy programs
- We engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - School Wide Positive Behaviour Support Program (SWPBS)
 - Restorative Practices
 - Student Leadership Programs, including SRC
 - opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
 - Buddy Program
- 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.
- all students in Out of Home Care will have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment where appropriate
- 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 Education Plan and/or a Behaviour Support Plan where applicable
- 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

Targeted

- each year group has a Year Level Coordinator, responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- we provide a positive and respectful learning environment for our students who identify as LGBTIQA+ and follow the Department's policy on LGBTIQA+ Student Support [insert any specific measures at your school to support LGBTIQA+ students]
- 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

Individual

Solway 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 Navigator

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.

For further information regarding the Department of Education's resources for student wellbeing and engagement, please see the following links:

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

4. Identifying students in need of support

Solway 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, and helping to identify students in need of support and enhance student wellbeing. Solway 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

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:

- Be safe and feel safe at all times
- Be respected by all members of the school community
- Have an inclusive, supportive and secure learning community where they can learn and interact with others, without intimidation, bullying (including cyber-bullying) or harassment
- Have the opportunity to reach their full potential, develop their talents and interests and have their individual learning needs met through participation in classroom, specialists and extra-curricular learning programs
- Be supported and encouraged to gradually take greater responsibility for their learning through the setting of goals and the managing of resources to achieve these goals
- Have the freedom to interact, make friendship choices and associate with other students
- Learn in an environment where diversity is embraced and all students are accepted and treated equally regardless of race, gender or beliefs
- Learn in an environment that reflects local community expectations, as articulated in the school's relevant curriculum and wellbeing documentation and school policies
- Have the opportunity to nominate for positions of student leadership as they arise
- Be encouraged to voice opinions and ask questions

Students have the responsibility to:

- Display positive behaviours in relation to themselves, other students, teachers, parents and visitors that are in accordance with the *Student Code of Conduct*, including the *School Values, Expected Behaviours* and *Class Norms*
- Demonstrate respect for the rights of other students, including their right to learn without interference
- Demonstrate respect for the rights of teachers, parents, support staff and visitors
- To participate fully in the school's educational programs
- Show respect and care for school property and other people's belongings
- Always strive for their best in their learning, regardless of the task or challenge

- Attend all classes as required and to be punctual to all classes
- Gradually take greater responsibility for their learning through the setting of goals and striving towards achieving them
- Act cooperatively and inclusively with other students within the learning environment
- Fulfil the expectations of Student Leadership positions
- Voice opinions and ask questions in an appropriate manner

When representing Solway Primary School outside of the school, to act in accordance with the *Solway School Values* and the expected *Travel Safety and Outside School Behaviours*

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.

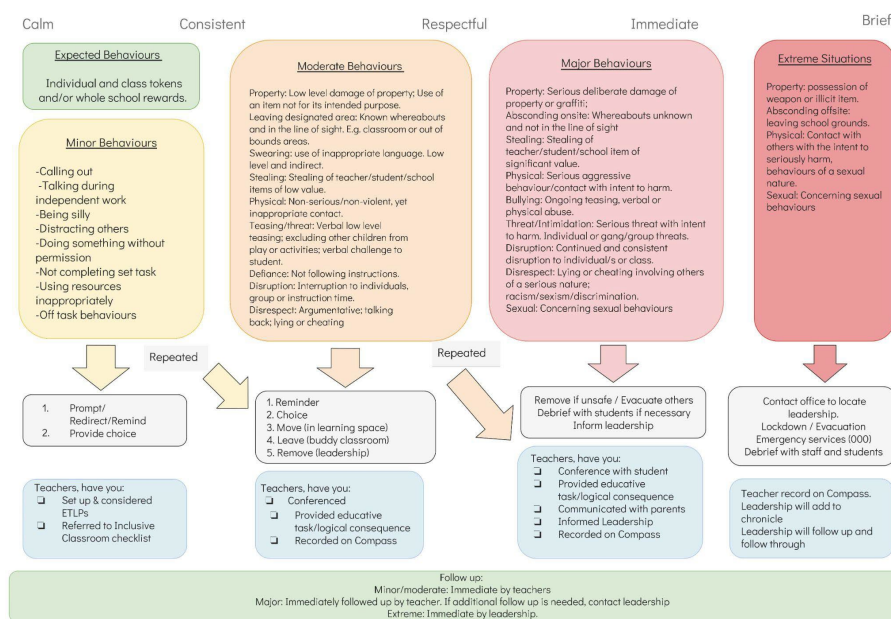
6. Student behavioural expectations and management

At Solway Primary School, we believe that it is everyone's responsibility to ensure that we have a safe and supportive school environment. All students are expected to behave in ways that will keep themselves and others safe and enable all students to feel a genuine sense of belonging.



SOLWAY PRIMARY SCHOOL POSITIVE BEHAVIOUR EXPECTATIONS

	YARD	TOILETS	NON-LEARNING AREAS	LEARNING AREAS	TECHNOLOGY
RESPECT	- I keep my whole body to myself and respect others' personal space - I give everyone a go - I respect the equipment and environment	- I respect other people's privacy - I take care of this shared space - I use a quiet voice whilst inside and outside the toilets	- I respect and protect the learning of other classes - I follow the rules and norms of the space that I am in - I keep non-learning areas clean and tidy	- I listen respectfully to my peers and teachers, and interact with peers using respectful words and actions - I take care of the classroom environment - I acknowledge that learning is about growth and progress, and acknowledge other students' opinions	- I protect the personal information and privacy of myself and others - I am respectful of other people's thoughts and opinions online
RESPONSIBILITY	- I play by the agreed upon rules - I am at my line up area by the time the music finishes - I take care of belongings - I stay in safe places	- I use the toilets safely and responsibly - I use the toilets at appropriate times and return to class promptly - I wash my hands using soap after using the toilet	- I move quietly and slowly through these areas - I keep my belongings safe in my locker - I am only in the corridor/lockers with the permission from a teacher	- I am responsible for my belongings and my learning - I take responsibility for my actions, reactions and behaviours - I try my best always	- I safely store and carry devices, ensuring they are charged and ready for use - I stay focused on tasks when using devices and follow the Digital Technologies Agreement - I log any inappropriate use of Digital Technologies
RESILIENCE	- I try my best to solve a problem and can ask a yard duty for help - I accept the rules of the game and the yard - I share my point of view respectfully	I use the bathroom quickly and effectively	- I support my peers to do the right thing - I use the library as an appropriate space to take a quiet break during lunchtime	- I know that mistakes are part of the learning process and show a growth mindset - I react appropriately to problems that I face and know when to seek help	- I tell a trusted adult if something online makes me feel uncomfortable - I problem solve when a device is not working



Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student's position in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Coordinator or Assistant Principal
- restorative practices
- behaviour reviews
- 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 Solway 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

Solway 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
- conducting effective school-to-home and home-to-school communications
- 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 home learning 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
- Inviting parents/carers to school based events
- Providing parents with information sessions

8. Evaluation

Solway 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

Solway 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 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/carer 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 Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2026
Consultation	Education Committee & School Council
Approved by	Principal
Next scheduled review date in 2 years	February, 2028