



## 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.

### **CONTENTS**

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
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### **POLICY**

1. School profile

Solway Primary School has proudly served the surrounding suburbs of Ashburton, Glen Iris and East Malvern for over 70 years. The school is the centre of a vibrant, active and supportive school community with strong parental involvement. With an enrolment in 2022 of approximately 430 students, Solway has a stable student population.

In 2021, the school is structured into 20 classes. The staffing profile is balanced with a range of Classroom Teachers (1 and 2), alongside the Principal, an Assistant Principal, a Leading Teacher and two Learning Specialists. A number of ES staff support the administrative functions of the school and our students on the Program for Students with Disabilities. All staff at Solway operate as members of a Professional Learning Team (PLT). The PLT culture embraces Visible Learning practices, the importance of teamwork and collaboration, data collection and analysis, reflection on classroom practice and collective accountability to all students at their level. Solway embraces a strong ethic of professional learning for staff, employing educational consultants to work alongside teachers to enhance their professional practice and establish consistency across the school.

The school's values underpin how all members of our community are expected to conduct themselves. The core values of Respect, Responsibility and Integrity are embedded into the school culture. Developing social competence is a priority, with a whole school approach to student learning and wellbeing.

We recognise the importance of educating the 'whole child'. A commitment to academic excellence sits alongside the development of critical and creative thinking skills in our students. A strong emphasis on Literacy and Numeracy is supported by outstanding specialist programs in Japanese, Physical Education, Visual and Performing Arts. Our specialist programs are further enhanced by a range of engaging and enriching whole school programs and extra-curricular activities both within and beyond the classroom. Our commitment to cultural studies has improved our Inquiry approach to curriculum. A strong emphasis is given to educating our students to live healthy, balanced lifestyles through the promotion of healthy eating, exercise, leisure pursuits and citizenship. Solway promotes the value of living sustainably through coordinated programs and practices which educate our students and their families about environmental awareness and responsibility. Our Wildlife Corridor and Kitchen Garden are enjoyed by all students and their families. The school is proud of its accreditation as a 5 Star 'Sustainable School'.

Our strong commitment to the development and integration of Digital Technologies is demonstrated through our 1:1 iPad program across the school. The use of iPads, laptop computers and interactive whiteboards/ TVs are utilised in all classrooms across the school. Teachers use their school issued iPads as a teaching, reporting and planning tool. The school is promoted through the website, where information about school programs and events are posted for prospective families. Regular communication to current families occurs through the school eNewsletter, the Seesaw Digital Portfolio tool and the Compass Parent Portal. Our school digital technology practices and cybersafety initiatives have ensured our accreditation as an eSMART school.

Inquiry Units are based on school-wide 'throughlines' which allow our students to explore and create and encourage students' curiosity and problem-solving skills. Classroom and extra-curricular programs support the school's commitment to the STEAM areas of the curriculum. Science education is prioritised both within Inquiry units and as a stand-alone program.

School facilities include an Outside School Hours Care (OSHC) Hall, Visual and Performing Arts Centres, Multi-purpose Hall, Science Centre and a Uniform Shop. A Library and Learning Centre, along with several refurbished learning spaces designed with 21st century learners in mind, provide stimulating, spacious and flexible classroom learning spaces which cater for the needs of all students. Team teaching is promoted across the school.

Our well-maintained grounds provide students with safe, fun and varied play spaces. They comprise an attractive all weather synthetic turf oval and mini soccer field, amphitheatres, cricket net, running track and fitness stations, game courts, a range of play equipment and a designated Prep playground. A balance of landscaped areas and green space allows students the freedom to run, encourages creative outdoor play and provides for participation in a variety of organised sports. The basketball courts have a plexi-pave surface for added safety and aesthetic appeal. Regular, ongoing maintenance and upgrades ensure the playground is safe and stimulating for all users.

A successful OSHC program is run in partnership with TeamKids. This facility is popular with families, providing a safe and nurturing environment for families requiring before and after school care.

## 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 words and our actions

Integrity – to communicate and act with good purpose and intent

These core values are supported by our additional values:

Inclusion and Understanding

Care and Compassion

Honesty and Fairness

## 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 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 adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- implementation of the Tutor Learning Initiative 2020/21, in response to the impact of COVID-19 on Victorian schools, to promote re-engagement and progress in literacy and numeracy
- 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
- engagement with The Resilience Project for whole-school and individual student wellbeing.
- 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
- Solway engages in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - The Resilience Project
  - Restorative Practices
  - Student Leadership Programs, including SRC
  - opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
  - Buddy Program
- 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
- 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 Plan in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - and 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 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 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.

<b>Respect</b>	<b>Responsibility</b>	<b>Integrity</b>
Treating others the way you would like to be treated, being polite and courteous	Doing what you've been asked to do and responding to situations appropriately	Doing what you say you are going to do, keeping your word, meeting commitments

<p>I show respect when I:  Remember to say 'please' and 'thank you' when asking for and receiving things  Say 'well done' and congratulate others on their efforts and achievements  Call people by their proper name or title  Listen when it is someone else's turn to speak  Take care with other people's belongings  Play fairly and show good sporting behaviour  Try to understand how others feel  Take care of the school environment  Cooperate with and include others during learning time and out in the playground</p>	<p>I show responsibility when I:  Complete my learning tasks in the time provided  Ask for help when I need it  Assist others when they need help  Work cooperatively in teams and groups  Carry out my duties as part of my leadership role  Make sure I take notices home and bring them back to school on time  Look after my possessions and keep my work space tidy  Pack away equipment properly when I am finished with it  Bring my diary to school everyday  Choose the correct waste bin for my rubbish  Uphold our DT user agreement and code of conduct</p>	<p>I show integrity when I:  Strive to achieve my learning goals  Put effort into completing my learning tasks  Own up to my mistakes  Apologise when I have done something wrong  Work with others to solve problems  Follow through with tasks  Act as a role model for others  Use my initiative</p>
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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
- 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	2022
Consultation	Education Committee – Dec 2021, Student Representatives – July 2022, School Council 31/8/2022
Approved by	Principal 7/10/2022
Next scheduled review date in 2 years	August, 2024