



SORRENTO PRIMARY SCHOOL STUDENT WELLBEING AND ENGAGEMENT POLICY

Tabled at School Council: March 2021

Next Review Date: March 2022

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.

Sorrento 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.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

. POLICY

1. SCHOOL PROFILE

Sorrento Primary School is the southern-most school on Victoria's Mornington Peninsula, and has served the students of the local area for 150 years on several different sites. Its current setting is in attractive grounds near the centre of the historic Sorrento township. Current enrolment is 300.

The majority of the students live in Rye and Blairgowrie, with some students residing in Sorrento and Portsea. A few students live in Rosebud and St. Andrews Beach. The majority of the students are driven to school.

Students are predominantly of English speaking backgrounds, with three Indigenous students. There are currently a similar number of males and females enrolled. Four students receive funding through the Disabilities and Impairments Program.

There is a low level of transience, however due to the large number of families involved in the hospitality industry many families take lengthy holidays during the low season – often overseas.

The school Student Family Occupation and Education (SFOE) is 0.31. This rating is based on the occupation of the student's family.

In 2021 thirteen home bases operate, with composite classrooms used from year 1-6. Composite classes are restricted to two year levels. A teamwork approach to curriculum planning promotes consistency of delivery throughout the entire school.

There are 29 school staff members (16 work part-time) as well as a school counsellor, funded under the National Chaplaincy Program. The Deputy School Leader role is shared between two staff members.

Art, Music, Science and Physical Education are taken as specialist subject areas. The school has a strong music program including two school choirs, a school band and an instrumental music program. An Options Program runs in Year 5/6 to provide student choice, breadth and depth.

The Cove is the flexible learning centre for students. It includes a library. Students have access to an art, science, multi-purpose and music room in addition to well-equipped classrooms. Access to digital technologies includes laptops, tablets and desktop computers. There is an optional Bring Your Own Device Program for years 3-6. Each classroom has an Interactive Whiteboard or TV. The school has good grounds for sport and recreation as well as a gas heated swimming pool. Parents and community members are always made welcome in the school, with volunteers being a vital aspect of the daily life.

2. SCHOOL VALUES, PHILOSOPHY AND VISION

Sorrento 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, Learning, Persistence, Collaboration and Resilience.

Vision

At Sorrento Primary School we provide a collaborative and dynamic learning environment where students will develop literacy, numeracy and life skills that will assist them in becoming valued and active participants in the local and global community.

Our *Statement of Values and School Philosophy* is available on the school website and on Compass.

3. ENGAGEMENT STRATEGIES

Sorrento 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:

Universal

- high and consistent expectations of all staff, students and parents/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
- deliver an engaging curriculum, including choice for Year 5/6 students in the form of the Options Program
- use of the Gradual Release of Responsibility instructional framework to ensure an explicit, common and shared model of instruction. This model reflects 'I Do, We Do, You Do' – Demonstration/Modelling, Collaborative Practice and Independent Practice. It includes Learning Intention and Success Criteria and teaching at point of need.
- teachers at Sorrento Primary School 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
- our school's *Statement of Values and School Philosophy* is 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, use of the Characteristics of an Effective Learner, acts of kindness and student progress and achievement are 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 Council and other forums including year group meetings and small group forums with the principal. Students are also encouraged to speak with their teachers, Deputy School Leaders and Principal whenever they have any questions or concerns or use the suggestion box, which is in every learning area.
- create opportunities for cross - age connections amongst students through school production, sporting events, music programs, Year 6 Leadership, Peacemakers and Buddy Programs.
- students are welcome to self-refer to the Student Wellbeing Coordinator, School Counsellor, any staff member, Deputy School Leaders and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students, parents/carers and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Resilience, Rights and Respectful Relationships
 - Whole School Values Program
 - Cyber safety
 - Bully Stoppers
 - Restorative Practice
 - Zones of Regulation
 - Ready to Learn
- programs, speakers and excursions developed to address issue specific behaviour, such as social interactions, anxiety, online behaviour etc.
- opportunities for student inclusion (i.e. sports teams, recess and lunchtime activities)

Targeted

- each year group has a team leader, a teacher responsible for their year, who, along with the classroom teacher, monitors the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support
- Koorie students will be connected with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- teachers undertake health promotion and social skills development in response to needs identified by student wellbeing data
- staff apply a trauma-informed approach to working with students who have experienced trauma

Individual

Sorrento Primary School implements a range of strategies that support and promote individual engagement for students who need extra support. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with the 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 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.

4. IDENTIFYING STUDENTS IN NEED OF SUPPORT

Sorrento 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 to help identify students in need of support and enhance student wellbeing. Sorrento 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.

Students have the right to:

- expect a learning program that meets their individual needs.
- feel safe, secure and happy at school
- learn and socialise in an environment free from bullying, harassment, violence, discrimination or intimidation
- feel safe to express their ideas, feelings and concerns.

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
- display the school values
- contribute to a positive learning environment by listening, working cooperatively, staying on task and contributing in a constructive manner.

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

Behavioural expectations of students, staff and families are grounded in our school's *Statement of Values and School Philosophy*. Student bullying behaviour will be responded to consistently with Sorrento Primary School's *Bullying Prevention Policy*.

When a student acts in breach of the behaviour standards of our school community, Sorrento Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the action taken by teachers and other school staff.

Consequences for inappropriate behaviour may be used as part of a staged response 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. Management of student behaviour will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Measures for inappropriate behaviour that may be applied include:

- restorative practices - student reflecting on their behaviour and the values they have not followed , by thinking and talking about:
 - *What took place?*
 - *What thinking was behind the action?*
 - *With whom do things need to be put right?*
 - *How will things be put right?*
- warning the student that their behaviour is inappropriate and reminding them of the appropriate behaviour required (using the Student Learning Tool visual format that is in each class)
- a student may be withdrawn from an activity, class, camp or excursion due to inappropriate behaviour and provided with an alternative educational setting within the school.
- withdrawal of privileges.
- withdrawing the student temporarily from class/playground.
- limiting the student play area.
- behaviour reviews
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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

7. ENGAGING WITH FAMILIES

Sorrento 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:

- maintaining an open, respectful line of communication between parents and staff
- providing parent/carer volunteer opportunities so that families can participate in and contribute to school activities
- involving families with home learning and other curriculum-related activities
- involving families in school decision making and seeking feedback and input from families on a regular basis
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students
- ensuring that all parents have access to our school policies and procedures, available on our school website and under School Documentation on Compass.

8. EVALUATION

Sorrento 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
- incident data
- attendance data
- teacher judgement data
- wellbeing data
- parent survey
- case management
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

- Statement of Values and School Philosophy
- Bullying Prevention Policy
- Student Wellbeing and Engagement Handbook