



# SAN REMO PRIMARY SCHOOL

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Principal: Ms Karen Bowker

## 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.

San Remo 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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### POLICY

#### 1. School profile

San Remo Primary School was first opened on March 26<sup>th</sup>, 1874. It is situated in the San Remo Township, at the eastern entrance of Westernport Bay, approximately 135 kilometres from central Melbourne. It has a long tradition of serving the local communities of San Remo and Phillip Island. The school was moved to its existing site in 1948.

Students attending San Remo Primary School come from varied family backgrounds. Historically, families in the area have come from fishing and farming background however in more recent years the area has become a desirable place to live for people from a broader variety of backgrounds. Some family members commute to Melbourne for work, other families are either self employed or employed in a range of businesses in the area. There is a strong link

with families to the tourism industry. The school attracts students from the township of San Remo to Bass on the mainland and from Cape Woolamai on Phillip Island. Our School Family Occupation (SFOE) is 0.3697.

Our staff structure combines experienced and graduate teachers who are all passionate about teaching and learning and continue to develop their knowledge through targeted professional development. All staff work together in weekly staff meetings with a focus on teaching and learning as well as having weekly Professional Learning Community (PLC) meetings P/1/2 and 3/4/5/6. Our caring, professional staff, value all children and are dedicated to providing an excellent curriculum with high expectations and results. Teachers meet regularly in their teams and as a whole staff to plan and evaluate teaching programs across the school. Student wellbeing is a priority at San Remo Primary with teachers sharing responsibility for all. We also have a school Counsellor who works with children 1:1, in small groups and in classes depending on the needs of our students. We believe that all children can and will learn in a supportive and encouraging environment. We currently have 7 grades operating in 2020.

## 2. School values, philosophy and vision

San Remo Primary School's vision is to develop confident and responsible lifelong learners. Our students value knowledge and skills that support them to contribute to our local and global community.

Our Values are;

**Respect;** We respect ourselves, others and the environment

**Responsibility;** We are actively engaged in our learning

**Relationships;** We nurture and promote healthy, inclusive and respectful relationships in our school and wider community

Our philosophy is;

Excellence every day, for everyone

## 3. Engagement strategies

San Remo 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 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 San Remo Primary School use an instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at San Remo 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 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 class forums. Students are also encouraged to speak with their teachers, and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- All students are welcome to self-refer to teachers and the 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 and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes the programs Bounce Back, transitioning to the program Respectful Relationships.
- programs developed to address issue specific behaviour (i.e. circle time)
- opportunities for student inclusion (i.e. sports teams, plays, band)
- buddy programs, peers support programs

#### Targeted

- all classroom teachers, year level coordinators and the Principal monitor the health and wellbeing of students, and act as a point of contact for students who may need additional support
- connect all Koorie students 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
- 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

- Student Support Groups, see:  
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace

San Remo 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
- 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

San Remo Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The teachers, Student Welfare and Principal play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. San Remo 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.

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

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 San Remo Primary School's Bullying and Student Welfare policy.

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

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 applied include:

- Following the Classroom behaviour management plan.
  - step one: Verbal Warning
  - step two: Repeat warning and initial action taken (Consequence directly related to the behaviour)
  - step three: Time out in other classroom – 30 minutes.
  - step four: Student returns to their classroom and continues with learning
  - step five: In inappropriate behaviour continues, send to Principal's office – note sent home.
  - Step six: If inappropriate behaviour is repeated twice in one week (step 3 and above). Parent's contacted and further discipline at the Principals discretion.
- Following the Playground behaviour management plan.
  - step one: Verbal Warning
  - step two: Repeat warning and initial action taken (Consequence directly related to the behaviour)
  - step three: Time out in Principal's Office
  - step four: Continued inappropriate behaviour, Principal discretion which may include; reporting to Principal at the end of recess and lunchtime  
parents notified  
out of playground.
- 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

San Remo 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

San Remo 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
- SOCS

### FURTHER INFORMATION AND RESOURCES

Refer to the following for more information:

- [Statement of Values and School Philosophy](#)
- [Bullying Prevention](#)
- Child Safe Standards

### REVIEW CYCLE

This policy was last updated on January 2020 and is scheduled for review in January 2021.