

# STUDENT ENGAGEMENT AND WELLBEING POLICY



## Help for non-English speakers

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

Phone: [\(03\) 9398 2806](tel:0393982806)

Email: [seaholme.ps@education.vic.gov.au](mailto:seaholme.ps@education.vic.gov.au)

## 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.

Seaholme 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 and management
7. Engaging with families
8. Evaluation

## CHILD SAFETY

Seaholme Primary School is a child safe organisation which welcomes all children, young people and their families. We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. The school adheres to the [Ministerial Order 1359](#) which sets out how the Victorian Child Safe Standards apply in school environments and will ensure that student engagement and wellbeing strategies are developed inclusively to meet the needs of all students.

# STUDENT ENGAGEMENT AND WELLBEING POLICY



## POLICY

### 1. School Profile

Seaholme Primary School is located in Altona a short walking distance to the beach and Cherry Lake Reserve approximately 17 km south west from the Melbourne Central Business District. (CBD). First established in 1929, a new school building was constructed in 2002. Our student population includes several different cultural groups and caters for students from culturally, linguistically and socioeconomically diverse families. We also have several international students.

At Seaholme Primary School, we work with our community to ensure 'Success for All'. We provide a stimulating, creative and challenging learning environment where students are encouraged and enabled to achieve their personal best. They are supported to grow socially, emotionally and academically and become respectful, responsible and resilient members of a global community. We offer a robust educational experience for all students through effective communication, strong collaboration and high impact, research-based teaching practices.

Seaholme Primary School provides a comprehensive teaching and learning program across all the eight key learning areas outlined in the Victorian Curriculum. Additional specialist programs include visual art, physical education, STEM and English as an Additional Language and LOTE (Mandarin). Out of School Hours Care (OSHC), swimming, camps for Years 2-6, lunchtime clubs, instrumental music and incursions and excursions are provided with the aim of enabling every student to reach their full potential.

Our students have access to innovative and engaging classroom spaces in permanent buildings. Recent improvements have included enhancing areas of the playground to make them attractive, safe and stimulating for our students, and provision of a secure high fence around the school. The extensive grounds and gardens include an oval with a running track, a basketball court, six down-ball courts, three adventure playgrounds, two sandpits, and a rebound wall.

*The active participation of parents and carers within the school community is a highly valued feature of our school. A strong partnership with parents has been developed and is considered essential in our endeavours to ensure the successful learning achievement for every child. Seaholme Primary School prides itself on being a small community school.*

### 2. School Values Philosophy and Vision

Our values are clearly communicated with students through learning opportunities in our start up programs held at the beginning of the year and re-visited periodically throughout the remainder of the year as part of School Wide Positive Behaviours (SWPBS). We teach our values through having staff and community members model best practice. Learning our values is based on acquiring the knowledge, developing the skills and adopting the attitude to allow each value to flourish in the person.

Our values are:

**Respect:** Being honest and valuing ourselves, other people and property.

**Responsibility:** Behaving sensibly and making good choices.

**Resilience:** Coping and bouncing back after experiencing difficult situation.

It is important for students to be familiar with classroom expectations and consequences. The implementation of Seaholme Primary School behaviour support framework across the school supports then provision of a safe and supportive learning environment. A learning environment that is characterised by high expectations for student learning of which the school community is fully aware of through the establishment of open communication.

# STUDENT ENGAGEMENT AND WELLBEING POLICY



## 3. Engagement and Wellbeing strategies

Seaholme Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued
- 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 a broad curriculum
- teachers at Seaholme Primary School use the Victorian Teaching and Learning Model 2.0 instructional framework to ensure an explicit evidenced-based model of instruction is incorporated into all lessons
- teachers at Seaholme 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
- our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- the implementation of SWPBS framework and the Respectful Relationships (RR) curriculum supports the provision of a safe and supportive learning environment.
- 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 other forums
- create opportunities for cross—age connections amongst students
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - SWPBS
- opportunities for student inclusion i.e. sports teams, recess and lunchtime activities, buddy programs and peers support programs
- Academic Intervention for literacy and numeracy

# STUDENT ENGAGEMENT AND WELLBEING POLICY



- 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.

## *Targeted*

- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our Aboriginal Action Plan for further information
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- we support learning and wellbeing outcomes of students from refugee background through [insert any specific strategies or measures you have in place to support students from refugee background]
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department’s policy on [LGBTIQ+ Student Support](#)
- 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
- students enrolled under the Department’s international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)

## *Individual*

Seaholme 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
- 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

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

# STUDENT ENGAGEMENT AND WELLBEING POLICY



- 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.

#### 4. Identifying students in need of support

Seaholme 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. Seaholme 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
- referrals from staff

#### 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. School wide communication strategies of the **school values and expectations** have and continue to be developed and implemented. This is to ensure that all members of our school community are aware of the expected behaviours and encourages parents to use the same strategies at home.

Some examples include:

- a. School values and expectations are posted in every classroom area and visible around the school
- b. School values and expectations can be accessed at home via the school newsletter and COMPASS
- c. Class time is dedicated to the explicit teaching of the range of expected behaviours linked to data specific to the whole school, each learning area and/or each classroom
- d. Modelling/role play by older students, staff, parents – presented at assembly, older students visiting younger student's classes
- e. Explicit discussions and explanations, "What could you do to improve this situation?" "What is the expected behaviour in this situation?"

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

# STUDENT ENGAGEMENT AND WELLBEING POLICY



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. Further information about raising a complaint or concern is available in our *Complaints Policy*.

## *Participation*

Seaholme Primary School respects the rights of each student to participate in all aspects of school life. Participation is only restricted if and when a student's behaviour infringes on the rights of others and/or places a student at risk. Withdrawal from programs and or the provision of a limited timetable will be negotiated with students' parents/carers as part of a staged response to managing behaviour and/or wellbeing.

## *Harassment and Victimisation*

All members of the school community have a right to feel safe, be treated with respect and given every opportunity to play and work without interference. All members of the Seaholme Primary School community are expected to respect individuality, diversity, differences of opinion, rules and rights of others.

## **6. Student behavioural expectations**

Seaholme Primary School has clearly stated expectations of appropriate behaviours. All members of the school community share responsibility to support the appropriate behaviour expectations outlined in the school agreements.

Behavioural expectations of students, staff and families are grounded in our school's *Statement of Values and School Philosophy* and *Student Code of Conduct*. Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated. Student bullying behaviour will be responded to consistently with Seaholme Primary School's *Bullying Prevention Policy*. The SWPBS matrix for appropriate behaviours is available for all members of the school community, staff, students and parents.

When a student acts in breach of the behaviour standards of our school community, Seaholme Primary School will institute a staged response, based on the school's SWPB flowchart and 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. In cases where students do not meet the expectations, every effort is made to provide consequences in a consistent, fair and transparent manner to achieve positive outcomes for the student.

Students will only be excluded from school when all other measures deemed appropriate have been exhausted or been implemented without success or where immediate suspension is the only appropriate course of action given the student's behaviour. Suspension or expulsion measures are the responsibility of the principal and/or deputy principal.

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

# STUDENT ENGAGEMENT AND WELLBEING POLICY



- <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. The Principal of Seaholme Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

*Corporal punishment is prohibited by law and will not be used in any circumstance at our school.*

## 7. Engaging with families

Seaholme 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 relevant 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 (SSG) and developing individual plans for students.

## 8. Evaluation

Seaholme Primary School will collect data each year to understand the frequency and types of wellbeing and behavioural 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 data
- staff survey data
- case management
- CASES21, including attendance and absence data

Seaholme Primary School will also regularly monitor any other available data 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 and through COMPASS
- Included in staff induction processes
- Discussed at staff briefings/meetings as required
- Discussed at parent information nights/sessions

# STUDENT ENGAGEMENT AND WELLBEING POLICY



- Included in transition and enrolment packs
- Referenced at least annually in the school newsletter
- Discussed at student forums
- Made available in hard copy from school administration upon request

## FURTHER INFORMATION AND RESOURCES

### Related School Policies/Documents:

- Bullying Prevention Policy
- Child Safety and Wellbeing Policy
- Child Safe Code of Conduct and Statement of Commitment
- Digital Learning Policy
- Duty of Care Policy
- Inclusion and Diversity Policy
- Parent Complaints Policy
- Statement of Values and School Philosophy
- Yard Duty and Supervision Policy
- Appendix 1 – Behaviour Flowcharts and Matrix

### Department's Policy and Advisory Library

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQA Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)
- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

as well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)

## POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2025
Approved by	Principal October 2025
Consultation (mandatory)	School staff/School Council October 2025
Next scheduled review date	October 2027

# STUDENT ENGAGEMENT AND WELLBEING POLICY



## APPENDIX 1 – BEHAVIOUR MATRICES AND FLOWCHARTS

### SCHOOL WIDE POSITIVE BEHAVIOUR – STUDENTS

	ALL AREAS	LEARNING AREAS	PLAY AREAS	IN THE COMMUNITY
<b>Respect</b> <i>Being honest and valuing ourselves, other people and property</i> 	<b>We will...</b> <ul style="list-style-type: none"> <li>tell the truth</li> <li>listen to the person talking</li> <li>use positive body language</li> <li>speak politely and use our manners</li> <li>speak with a suitable volume and tone</li> <li>use shared spaces appropriately</li> <li>keep all areas clean and tidy</li> <li>take care of equipment and people's belongings</li> <li>care for others</li> <li>keep our hands and feet to ourselves and respect others' personal space</li> <li>wear school uniform with pride</li> <li>show care for the natural environment, equipment and property of others</li> </ul>	<b>We will...</b> <ul style="list-style-type: none"> <li>work to the best of our ability</li> <li>display a positive attitude</li> <li>arrive to class on time ready to learn</li> <li>be considerate of the learning abilities of others</li> <li>support others with their learning</li> <li>value the rights and opinions of others</li> <li>be active listeners</li> </ul>	<b>We will...</b> <ul style="list-style-type: none"> <li>eat our food in allocated area</li> <li>remember that the quadrangle is a quiet area</li> <li>share play areas and equipment</li> <li>return sport equipment to the sport cage</li> <li>include others</li> <li>show good sportsmanship</li> </ul>	<b>We will...</b> <ul style="list-style-type: none"> <li>clean up after ourselves and look after our property</li> <li>support each other as a team</li> <li>show good sportsmanship to the other team and umpires</li> <li>show respect and manners at assembly</li> <li>be a good audience member</li> <li>represent our school with pride</li> </ul>
<b>Responsibility</b> <i>Behaving sensibly and making good choices</i> 	<b>We will...</b> <ul style="list-style-type: none"> <li>strive for excellence</li> <li>be accountable for our decisions</li> <li>be active listeners</li> <li>act and move safely</li> <li>choose an appropriate learning buddy</li> <li>ask for help when we need it</li> <li>tell a teacher about any injuries, dangers or problems</li> <li>follow all safety instructions</li> <li>try to help others when we can</li> <li>use equipment in the correct way and in the right areas</li> </ul>	<b>We will...</b> <ul style="list-style-type: none"> <li>be active participants</li> <li>be organised for learning (reading bags and diaries)</li> <li>complete all work given to the best of our abilities</li> <li>follow the Digital Technology agreement</li> <li>report any cyber bullying or inappropriate material immediately</li> <li>save all of our ICT work appropriately</li> <li>hand notes and forms in on time</li> <li>work cooperatively with everyone</li> <li>use our time effectively and avoid distractions</li> <li>choose a quiet activity to stay occupied during wet day timetables</li> </ul>	<b>We will...</b> <ul style="list-style-type: none"> <li>be Sunsmart</li> <li>use play equipment safely and appropriately</li> <li>walk around corners and in walking zones</li> <li>find a yard duty teacher about any injuries, dangers or problems</li> <li>return borrowed equipment</li> <li>be aware of hazards</li> <li>put our rubbish in the bin</li> <li>play appropriate games in the right places</li> <li>be aware of others when moving around the yard</li> <li>make sure we can be seen by the yard duty teacher</li> <li>be aware of our own abilities</li> </ul>	<b>We will...</b> <ul style="list-style-type: none"> <li>stay with our group and adult supervisors</li> <li>be on time</li> <li>follow rules and expectations in different places</li> <li>be Sunsmart and wear a Seaholme hat</li> <li>make our school proud of us</li> <li>stay seated on the bus, wearing a seatbelt if provided</li> </ul>
<b>Resilience</b> <i>Coping and bouncing back after experiencing difficult situations</i> 	<b>We will...</b> <ul style="list-style-type: none"> <li>be problem solvers who don't give up</li> <li>ask for help when we need it</li> <li>accept the consequences of our actions</li> <li>consider ideas and accept feedback</li> <li>accept successes and failures</li> <li>accept a real apology when it is offered</li> <li>try to solve some problems ourselves before going to a teacher</li> <li>demonstrate good sportsmanship and take turns when playing a game</li> <li>accept the challenge of a new day</li> <li>be patient and adapt to changes</li> </ul>	<b>We will...</b> <ul style="list-style-type: none"> <li>be persistent and keep practising to be the best we can</li> <li>take responsibility for our learning</li> <li>have a go at things that are difficult</li> <li>maintain a positive attitude (growth mindset)</li> <li>look at our mistakes and think about how we can improve</li> <li>try to solve technical problems before getting help</li> </ul>	<b>We will...</b> <ul style="list-style-type: none"> <li>wall our turn and share equipment</li> <li>be patient to wait for someone to play with</li> <li>be patient if we are interrupted by others</li> <li>accept that we may be unable to use a preferred area of the yard</li> <li>accept that our abilities may be different from others</li> <li>have a go at doing something new</li> <li>find a teacher on yard duty to assist with an problem if we cannot resolve it ourselves</li> <li>try to be calm and brave if we have an accident</li> <li>be persistent and keep practising to be the best we can</li> </ul>	<b>We will...</b> <ul style="list-style-type: none"> <li>understand that different places outside the school can have different rules and expectations</li> <li>show good sportsmanship</li> </ul>

### SCHOOL WIDE POSITIVE BEHAVIOUR – STAFF

Respect	Responsibility	Resilience
<b>Respect</b> <i>Being honest and valuing ourselves, other people and property</i> 	<b>Responsibility</b> <i>Behaving sensibly and making good choices</i> 	<b>Resilience</b> <i>Coping and bouncing back after experiencing difficult situations</i> 
<b>We will...</b> <ul style="list-style-type: none"> <li>be friendly, welcoming and approachable to all members of the school community</li> <li>treat everyone in a considerate, fair and courteous manner in person, via electronic communication over the telephone and on social media</li> <li>maintain confidentiality when necessary</li> <li>recognise the achievements of others</li> <li>actively listen, encourage everyone and consider all views</li> <li>provide constructive feedback when necessary</li> <li>value student input into learning</li> <li>be accepting and inclusive of the diversity and individuality of others in our school community</li> <li>lead by example</li> <li>work collaboratively and engage constructively towards common goals and include all team members in decision making</li> </ul>	<b>We will...</b> <ul style="list-style-type: none"> <li>promote and maintain a safe environment for everyone and follow OH&amp;S policies and guidelines</li> <li>act in a professional manner</li> <li>follow agreed processes and manage issues consistently, fairly and in a timely manner</li> <li>maintain a tidy classroom and staffroom and an organised learning environment</li> <li>commit and adhere to all timelines and deadlines</li> <li>use school resources responsibly and appropriately and store them correctly after use</li> <li>engage genuinely with our community and maintain appropriate communication with the community</li> <li>implement teaching and learning initiatives and strategies as per the department expectations and strive to achieve our best</li> <li>check all communications on a daily basis and respond within a reasonable time frame</li> <li>act fairly, and objectively consider, all relevant facts and information</li> <li>actively participate in ongoing professional learning</li> </ul>	<b>We will...</b> <ul style="list-style-type: none"> <li>promote honest discussions</li> <li>be courageous when challenges arise</li> <li>acknowledge the great ideas of others that improve the way we work, even when it is challenging</li> <li>be open to and share new ideas</li> <li>consider and accept the consequences of our actions and own our decisions</li> <li>give and receive feedback</li> <li>remain positive and remain optimistic</li> <li>continue to move forward, sustaining effort despite setbacks</li> </ul>

# STUDENT ENGAGEMENT AND WELLBEING POLICY



## SCHOOL WIDE POSITIVE BEHAVIOUR – COMMUNITY

<b>Respect</b> <i>Being honest and valuing ourselves, other people and property</i> 	<b>Responsibility</b> <i>Behaving sensibly and making good choices</i> 	<b>Resilience</b> <i>Coping and bouncing back after experiencing difficult situations</i> 
<p><b>We will...</b></p> <ul style="list-style-type: none"> <li>• support school staff in helping our children develop a sense of respect for others and their belongings</li> <li>• assist our children in making sure they are neat and tidy and in school uniform</li> <li>• support school staff to improve our children's academic and behavioural success</li> <li>• sign in at the main office during school hours</li> <li>• return phone calls and forms/notes in a timely manner</li> <li>• make an appropriate time to meet with a teacher when a meeting is needed</li> <li>• let the school know in advance if your children will be absent from school</li> <li>• interact with others in a courteous and polite manner</li> <li>• use language that everyone finds appropriate</li> <li>• value and celebrate others' differences</li> <li>• be inclusive of everyone</li> <li>• demonstrate a positive attitude at home about school, teachers and the importance of education</li> <li>• treat all members of the school community with respect either in person, via electronic communication or social media, or over the telephone</li> </ul>	<p><b>We will...</b></p> <ul style="list-style-type: none"> <li>• make sure that our children arrive at school between 8:45 – 9:00am</li> <li>• encourage our children to go to bed at a reasonable time so they are prepared for the school day</li> <li>• encourage our children to eat breakfast before they come to school</li> <li>• make sure we contact the school if we are going to be late picking up our children from school</li> <li>• try to ensure our children have minimal absences</li> <li>• attend Parent Teacher meetings and conferences</li> <li>• provide our children with a quiet place in the home for daily reading and supervise the completion of their homework</li> <li>• talk with our children each day about their school activities</li> <li>• understand and support school expectations and policies</li> <li>• make sure our children have the appropriate materials needed for the day</li> <li>• be aware of the legal age requirements for social media</li> <li>• monitor the appropriate use of technology and our children when they are online</li> <li>• read all communications from the school and complete forms promptly</li> <li>• endeavour to attend parent information activities and community events through</li> <li>• contact our child's teacher if they are affected their learning and/or welfare</li> </ul>	<p><b>We will...</b></p> <ul style="list-style-type: none"> <li>• be understanding and tolerant</li> <li>• practice consideration, friendliness and patience</li> <li>• understand that individuals have different values, needs and interests</li> <li>• try to look for positives in each school activity and event</li> <li>• understand children learn in different ways and there are different ways of thinking and learning</li> <li>• understand that different cultural groups can be represented in the school community</li> <li>• support school staff in helping our children develop a positive attitude to receiving constructive feedback</li> <li>• find ways to help our children to practise behaviours that will make them responsible and independent</li> </ul>

# STUDENT ENGAGEMENT AND WELLBEING POLICY

