



Student Wellbeing & Engagement Policy



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Saltwater P-9 College on 03 8366 7700 or saltwater.p9.co@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.

Saltwater P-9 College 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
5. Student rights and responsibilities
6. Student behavioural expectations and management
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School Profile

Saltwater P-9 College is a dynamic and inclusive government school located in the rapidly growing suburb of Point Cook, in Melbourne's west. Catering to students from Foundation to Year 9, the College serves a diverse and multicultural community. Our student body reflects a wide range of cultural, linguistic, and socio-economic backgrounds, with many students speaking languages other than English at home. This diversity enriches our learning environment and informs our commitment to inclusive, culturally responsive education.



As an authorised International Baccalaureate (IB) World School offering the Primary Years Programme (PYP), Saltwater P-9 College places a strong emphasis on developing the whole child – academically, socially, and emotionally. Our approach to learning and wellbeing is framed by the IB Learner Profile, which aligns with our values of developing; Caring, Knowledgeable, Inquirers, Thinkers, Communicators, Principled, Open-minded, Risk-takers, Balanced and Reflective learners.

The values and attributes we uphold are embedded throughout all aspects of school life – in our curriculum, relationships, student support structures, and behavioural expectations. They guide our work in fostering a safe, respectful, and stimulating environment where all students can thrive.

Saltwater P-9 College is committed to continuous growth, with strong partnerships between staff, families, and the wider community. As our enrolment continues to grow, we remain focused on providing high-quality, inclusive education that supports every student’s academic progress, emotional development, and personal growth.

Vision Statement (Why)

At Saltwater P-9 College, our vision is, ***‘Educating students to thrive in an ever-changing world’***. We believe that equipping young people with the confidence, adaptability, and resilience to navigate future challenges empowers them to succeed not only academically, but also as responsible and engaged members of a global society.

Mission Statement (How)

Our mission is, ***‘Developing critical and creative thinkers and connected global citizens’***. Through inquiry-based learning, inclusive practices, and a focus on international-mindedness, we nurture students who are curious, reflective, and prepared to make meaningful contributions both locally and globally.

Values

In order to achieve our vision and mission, we as a community of learners at SaltwaterP-9 College, welcome the challenges of the third millennium by developing in each of our students the capacity to embrace the characteristics of a well-educated and internationally minded person.

The Profile of the Third Millennium Learner

The community at Saltwater P-9 College strive to exhibit and foster a distinctive set of attributes. These qualities, embodied in the International Baccalaureate’s Learner Profile, prepare students to make exceptional contributions at school and beyond.

Learners strive to be:

- Caring
- Knowledgeable
- Inquirers
- Thinkers
- Communicators
- Principled
- Open-minded
- Risk-takers



- Balanced
- Reflective

Attitudes:

To develop these attributes, students will learn to embrace and adopt the following attitudes into their daily school life:

- Appreciation
- Commitment
- Confidence
- Cooperation
- Creativity
- Curiosity
- Empathy
- Enthusiasm
- Independence
- Integrity
- Respect
- Tolerance

Wellbeing and engagement strategies

Saltwater P-9 College 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
- Prioritising 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 including the International Baccalaureate's Primary Years Programme to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- Teachers at Saltwater P-9 College use High Impact Teaching Strategies 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 Saltwater P-9 College 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 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 support students moving into different stages of their schooling
- Acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents
- Monitoring 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 including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- Creating 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 the Student Wellbeing Coordinator, School Nurse, School Chaplain, Year Group Leaders, Assistant Principal 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 and staff are partners in learning
- We engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Bully Stoppers
 - Safe Schools
- Programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- Buddy programs, peers support programs
- 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

- Each year level cohort have a Year Level Assistant Principal, who works closely with the school's wellbeing team to respond to the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- 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, as outlined in their Individual Education Plans



- Our English as a Second Language (EAL) students and all culturally and linguistically diverse students are supported to feel safe and included in our school, including through culturally responsive teaching, targeted language support, peer buddy programs, and active celebration of diverse cultural backgrounds
- We support learning and wellbeing outcomes of students from refugee background through trauma-informed practices, culturally safe and welcoming environments, tailored academic and language support, and strong partnerships with families and community services
- 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](#)
- 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 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
- 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

Saltwater P-9 College 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 and the development of plans such as [Individual Education Plans](#) (IEP) or a Personal Enrichment Plans (PEP).
- Supporting families in developing a transparent connection with the school and supports put in place with a whole student approach in mind through [Student Support Groups](#) (SSG)
- 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 through a wellbeing referral
 - [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 Engagement 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.

Identifying students in need of support

Saltwater P-9 College 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 help identify students in need of support and enhance student wellbeing. Saltwater P-9 College 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

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

Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct and learner profile attributes.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with our behaviour management policy.

When a student acts in breach of the behaviour standards of our school community, Saltwater P-9 College will institute a staged response, consistent with the school wide positive behaviour system, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

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, students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Assistant Principal
- restorative practices
- detentions
- behaviour support and intervention meetings



- 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.

The Principal of Saltwater P-9 College 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.

Engaging with families

Saltwater P-9 College 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.

Evaluation

Saltwater P-9 College 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



Saltwater P-9 College 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 in transition and enrolment packs
- 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 & RESOURCES

The following Department of Education 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 Safe Code of Conduct
- Child Safe Policy
- Child Safety Responding and Reporting Obligations Policy and Procedures
- Duty of Care Policy
- Health Care Needs Policy
- On-site Supervision of Students Policy
- Parent Code of Conduct Policy
- Supervision of Students Policy
- Yard Duty and Supervision Policy
- Bullying Prevention Policy
- Camps and Excursion Policy
- Student Behaviour Policy



- Inclusion and Diversity Policy

The following are additional Department of Education identified programs which Saltwater P-9 College may use to support students with their Wellbeing and Engagement:

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

POLICY REVIEW & APPROVAL

Policy last reviewed	15 May 2025
Approved by	Principal
Consultation	School Council
Next scheduled review date	May 2027

This policy will be updated sooner if required by changes to Department policy or school grounds/facilities.