



Student Wellbeing & Engagement Policy

1 PREFACE

Shearwater, the Mullumbimby Steiner School, is hereby referred to as 'the School'.

The School's policies which are made from time to time are made pursuant to the requirements set out in section 47 of the *Education Act 1990* and of the NESAs for registration of the school.

2 OBJECTIVES

By implementing this policy, the School aims to achieve the following objectives:

- Students experience educational engagement, personal growth and development and the achievement of meaningful goals
- Students feel respected, valued, encouraged, supported and empowered to succeed
- Students develop positive and respectful relationships and experience a sense of belonging and connection to their school and community
- Students develop the social and moral capabilities needed to confidently and progressively contribute in positive ways to their communities and society.

3 SCOPE

This policy applies to all employees, students, parents, visitors, contractors, volunteers, stakeholders and members of the general community.

4 DEFINITIONS

4.1 Student Wellbeing

The School's understanding of the concept of student well-being is as follows:

- A student's wellbeing is multidimensional and is supported when their cognitive, physical, social, emotional and spiritual development are addressed
- Well-being is dynamic and greatly dependent on the quality of social relationships with peers, teachers, parents and the broader community. For this reason, individual as well as collective well-being is everyone's responsibility
- Many young people will encounter difficulty and challenges to their well-being during their school life. It is essential that students are explicitly supported to develop the skills and attitudes required to successfully manage these challenges
- Student well-being and engagement are enhanced when:

- Students are supported by and actively contribute to a positive, inclusive and respectful school culture
- Students experience choice, educational engagement, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health, and safety
- Students feel valued and empowered through participation in school decision making processes
- Schools connect with and draw on the expertise, contribution and support of their communities.

5 PRINCIPLES AND COMMITMENTS

The School's approach to enhancing student well-being has been drawn from the principles contained in the *National Safe Schools Framework*.

Student engagement and well-being is best facilitated through enacting the following principles.

5.1 Positive School Culture

Creating a positive, inclusive and respectful school culture relies on the effective implementation of systems and processes that empower students and teachers to act respectfully and responsibly. These systems and processes include:

- Whole school behaviour expectations and processes that are clearly communicated, honoured and modelled by staff and students
- Strong communication frameworks; and networks between the school leadership, staff, students and parents
- A whole of school behaviour management process that is fair, respectful and based upon restorative practices
- Education and training programs in pro-social values and behaviour
- Student consultation and representation in school decision-making
- The provision of pastoral care programs
- Professional development and training for school staff on catering for student engagement and well-being in the classroom and in curriculum design
- Connecting with and involving the local community in school life and educational activities

5.1.1 Class Teacher and Guardian Duty of Care Responsibilities

The school's Code of Conduct document includes the expectations and responsibilities staff are committed to in relationship to the students.

5.2 Effective Teaching

A school's curriculum and teaching framework must incorporate pedagogical practices that deliver engaging, empowering and high quality learning experiences. Such practices include:

- The use of Steiner education principles to deliver developmentally appropriate learning activities, which address and reflect an understanding of the thinking, feeling and willing aspects of being human

- Relationship-based pedagogy such as cooperative and problem based learning to engage students and promote positive peer relationships
- High impact, evidence based teaching strategies such as providing feedback, and using collaborative and problem based learning activities
- Identifying and responding to individual and diverse learning needs through early intervention, differentiation and the provision of learning support.

5.3 Leadership and Professional Practice

A school can only successfully implement a student engagement and wellbeing policy when the school leadership team is dedicated to achieving the policy goals. Such as school leadership team will:

- Model respectful, caring and supportive interactions with staff, students and parents
- Facilitate the participation of staff, students and parents in school leadership
- Provide the resources necessary to develop, implement, monitor and improve the student engagement and well-being policy
- Provide the resources necessary to support the professional development of staff in teaching practices that enhance student well-being and engagement.

5.4 Behaviour Management and Student Support

An effective approach to behaviour management and student disengagement has a strategic focus on prevention, as well as management. Inappropriate behaviour is minimised through promoting student engagement and well-being in the classroom, in peer networks and the broader community.

Inappropriate behaviour and student disengagement is most effectively managed when behaviour management processes:

- Involve a whole of school acknowledgement that all staff and students are expected to behave in a manner that supports the rights of students to learn, and the rights of teachers to teach
- Are fair, respectful, based upon restorative practices and protect the rights of students to learn and teachers to teach
- Are designed to empower students to learn the value of personal accountability and responsibility, and to teach the associated social skills and responses
- Ensure that whole of school behaviour expectations, processes and consequences are clearly communicated, consistently honoured and constantly modelled by staff and students
- Build consistency in behaviour support in and out of school, through liaison with parents/cares and the community
- Allow for behaviour management responses that incorporate personalised adjustments based upon student needs and circumstances, and are culturally, developmentally and psychologically appropriate
- Are designed to quickly identify students at risk of disengagement
- Include the coordination of school level and external student well-being support services to provide the social, emotional and educational support and monitoring needed for vulnerable students

- Are supported by the administration through adequate resourcing, planning, training and monitoring.

5.5 School Planning and Self-evaluation

- School planning and self-evaluation is an essential component of creating and maintaining a school culture that maximises student well-being and engagement.

6 RELATED LEGISLATION, POLICIES & PROCEDURES

- WS-POL-Anti-Bullying Policy
- WS-POL-Behaviour Management Policy
- WS-POL-Supported Learning Support Policy
- WS-CDE-Code of Conduct
- HS-CDE-High School Student Code of Conduct
- PS-CDE-Primary School Student Code of Conduct
- PS-CDE-Kindergarten Student Code of Conduct
- *The National Safe Schools Framework*

7 ROLES & RESPONSIBILITIES

The Board is responsible for ensuring that this policy is reviewed for effectiveness and updated on a regular basis.

The Head of School is responsible for ensuring that this policy is implemented through the development and implementation of action plans, procedures and other documentation. The Head of School is also responsible for ensuring that these documents are monitored for implementation, reviewed for effectiveness and updated on a regular basis.

DOCUMENT HISTORY

Version:	Date approved:	Description of changes made from previous version
V1	2017-03-28	
Draft B		
Draft A		
Next review date:		

Version:	Author:	Reviewed by:	Approved by:
V1	C Rubsamen		School Board
Draft B			
Draft A	Bec McNicholl	Cherie Kendall	NA