

STUDENT WELLBEING AND ENGAGEMENT POLICY

POLICY STATEMENT:
PREPARED BY:
REVIEWED:
APPROVED BY COUNCIL:

STUDENT WELLBEING AND ENGAGEMENT
Susan Bannister
1 June 2022
Not Required



Help for non-English speakers

If you need help to understand the information in this policy please contact our Multicultural Education Aides.

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.

Roxburgh Rise Primary School (RRPS) 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.

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2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
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POLICY

1. School profile

RRPS opened January 2005 and is situated in Roxburgh Park, a residential suburb in the City of Hume, approximately 20km north of Melbourne CBD. RRPS is a modern, well equipped school with sixteen permanent multi-purpose teaching and learning areas, as well as ten relocatable classrooms. Other facilities include a music room, library, art and craft room, canteen, full sized gymnasium, ICT centre and comprehensive administration area. The school has been constructed with attractive landscaped passive and playing areas, as well as modern sporting facilities.

The school officially opened with an enrolment of 114 students and by February of 2016, enrolment had grown to over 700, with students enrolling across all year levels. Enrolment numbers have remained steady over the past four years. Of the students currently at the school around 40% come from English speaking homes with 26 other language backgrounds represented. The predominant language groups are English, Assyrian, Arabic and Turkish. The Student Family Occupation density is approximately 0.70, which places the school toward the high end of socio-economic disadvantage, at about the 15th percentile of the State.

The school is student and curriculum focused. It strives for and encourages maximum achievement in all areas of teaching and learning and student wellbeing. Enrichment programs include camping, swimming, transition, excursions and interschool support. An art fair and school concert are significant whole-school events held every two years. Intervention programs such as Discovery Learning, Talk and Play, Perceptual Motor Program and Reading and Literacy Intervention aim to improve student educational outcomes. Speech pathologists and an occupational therapist provide both group and individual therapy and assessment. A registered psychologist fulfils the role of Student Wellbeing Officer and provides cognitive, social and emotional interventions. Disabled students are supported through the Program for Students with Disabilities. Integration aides and multicultural aides provide specialised and targeted support.

Through its mission and vision statements, RRPS is committed to providing all students with opportunities to become successful life-long learners and to provide a comprehensive curriculum that improves student learning in a safe, caring and challenging environment. It pursues this objective through presenting carefully planned and targeted programs that are designed to meet the needs of all students. A whole school social and emotional program, The Berry Street Education Model teaches students about skills for self-regulation and getting ready to learn. Students are encouraged to develop leadership skills through taking on roles with responsibility such as School Captains, Junior School Councillors, Peer Mediators and Buddies.

Parents are encouraged to communicate regularly with the school about their child's education and wellbeing and to visit the school both informally and formally. Parents play an essential role in ensuring their child attends school and shows positive behaviours whilst at school. The school relies heavily on parents to support the staff in establishing positive attitudes to learning and developing independence and responsibility in their students. Students who are living under difficult circumstances are supported with the assistance of the student wellbeing officer. Parents of these students are also offered support both emotionally and financially by being directed to the most suitable agency that can accommodate their needs.

2. School values, philosophy and vision

RRPS's vision and Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Our school's vision is to provide all students with opportunities to become successful life-long learners. We believe that everyone has the ability to learn and reach excellence in a respectful, inclusive and supportive environment.

Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, inclusiveness, support and excellence at every opportunity.

Our Statement of Values is available online at: <http://www.roxburghrise-ps.vic.edu.au/our-school/vision-and-values/>

3. Wellbeing and engagement strategies

RRPS 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 to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at RRPS 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 RRPS 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 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 the Junior School Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Learning Specialists, Assistant Principal and Principal whenever they have any questions or concerns.

- create opportunities for cross—age connections amongst students through school concerts, athletics, music programs and peer support programs
- all students are welcome to self-refer to the Student Wellbeing Officer, School First Aid Officer, Learning Specialists, 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 including the Berry Street Education Model.
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peer 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 group has a Learning Specialist, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as an additional point of contact for students who may need additional support
- all students identifying as Koorie or Torres Strait Islander will have an Individual Education Plan
- 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 a 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
- all students in Out of Home Care will be appointed a Learning Mentor (at RRPS this role is undertaken by the classroom teacher), have an Individual Education Plan and will be referred to Student Support Services for an Educational Needs Assessment
- our English as an Additional Language students are supported through our EAL program, and all culturally and linguistically diverse students are supported to feel safe and included in our school community
- we support learning and wellbeing outcomes from refugee backgrounds
- 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](#)
- 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
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)
- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)

- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

RRPS 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 Child First
 - 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
- engaging with our regional Koorie Education 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

RRPS is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing Committee plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. RRPS 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. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

Behavioural expectations of students, are grounded in our school's Statement of Values.

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 this policy.

When a student acts in breach of the behaviour standards of our school community, RRPS 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 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 a Learning Specialist, Leading Teacher, Assistant Principal or Principal.
- restorative practices
- detentions
- 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:

- <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 and Training.

The Principal of Roxburgh Rise Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

RRPS 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 at the school office
- 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
- providing opportunities for parents and carers to attend Parent-Teacher Conferences
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

RRPS 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

Roxburgh Rise Primary School 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 in student diaries so that it is easily accessible to parents, carers and students
- 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 and resources

The following Department of Education and Training 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 Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	1 June 2022
Consultation	Consultation with School Council and the School Community made via compass 14 th June 2022
Approved by	Chris Bozikas, Principal
Next scheduled review date	1 June 2024