



STUDENT WELLBEING & ENGAGEMENT POLICY

This policy has been developed by members of School Council.

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| Date written: | 2015 | Date reviewed: | April 2024 |
| School Council Ratified: | April 2024 | Next review: | 2025 |

Reviewed in line with DET template



Help for non-English speakers

If you need help to understand the information in this policy, please contact Rosanna Primary School on 94572592 or email the school:

Rosanna.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.

Rosanna 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 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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School Profile

Rosanna Primary School (RPS) was established in 1940 on a gently sloping, landscaped site with views across the Yarra River flats. Enrolments are drawn from a wide area bounded by Heidelberg, the Darebin Creek and as far away as Watsonia. The current school enrolment is 340.

Rosanna Primary School involves parents / carers in school life by encouraging all parents / carers to participate in ways that express their interests and talents. The school strives to meet the individual needs of students, catering for those who require special assistance while fostering their special talents or interests. We provide equality of opportunity, regardless of gender, language or cultural background.

Our school is culturally diverse with 15% of families having a language background other than English (LOTE), with the largest LOTE group being Somali. This diversity is evident in over 17 different languages spoken in the homes of students at Rosanna Primary. RPS has 4% of students who have an Aboriginal or Torres Strait Islander background.

Approximately 19% of the school community receive the Camps, Sports and Excursions Fund (CSEF).

1. School Values, Philosophy and Vision

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

The Rosanna Primary School community takes into account the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable, or those who may face discrimination due to race, religion, gender, or sexuality.

Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our [Bullying Prevention Policy](#) for more information.

Our Vision

The Rosanna Primary School community inspires curiosity for understanding, a love of learning, while celebrating diversity and inclusion in safe, stimulating and nurturing environments.

Our Mission

To design and deliver a dynamic and targeted curriculum, within a nurturing and responsive environment, so each child can reach their fullest potential as literate, numerate, healthy and socially responsible contributors of the community.

Our Values

The school community has defined four central values. These values are Respect (demonstrated by valuing differences, accepting others, and caring for the world around us), Inclusion (demonstrated by flexible playing and learning so everyone can participate), Collaboration (demonstrated by sharing voice, ideas, and actions) and Kindness (demonstrated by listening, caring and responding positively to each other).

2. Guiding Principles

The school will collaboratively continue to develop and implement a fair and respectful whole-school engagement and behaviour management approach.

The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

The school will promote active student participation and provide students with a sense of ownership of their environment.

The school will support families to engage in their child's learning and build their capacity as active learners.

The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.

The school will establish social/emotional and educational support for all students, particularly vulnerable students, and monitor and evaluate progress.

The school will have processes in place to identify and respond to individual students who require additional assistance and support.

The school will build strong links with the local community to gain access to an extended network of community members, professionals, and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

3. Wellbeing and Engagement Strategies

To realise our vision, our school has in place a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour and respectful relationships for all students in the 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, and there are strategies to identify these students and provide them with the support they need.

The school works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies, and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

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 participate in subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Rosanna 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 Values are incorporated into our curriculum and promoted to students, staff and parents/carers 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/carers.
- 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 more informal mechanisms (and other forums including year group meetings). Students are also encouraged to speak with their teachers, Disability and Inclusion Leader, Assistant Principal and Principal whenever they have any questions or concerns
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs, Value focused days and buddy programs
- all students are welcome to self-refer to the Disability and Inclusion Leader, Assistant Principal, or 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](#) is a program used throughout the school to develop student capacity and understanding of social and emotional wellbeing and the development of respectful relationships. It provides a sequenced progression of a range of social skills mapped against the Victorian Curriculum.
 - School Wide Positive Behaviour Support is a school improvement framework. It helps to improve student behavioural, wellbeing, and academic outcomes. It emphasises prevention-focused activities and the efficient use of school resources.
 - The Resilience Project recognises that the more positive emotion you experience, the more resilient you will be. It focusses on three key pillars that have been proven to cultivate positive

emotion; **Gratitude, Empathy** and **Mindfulness** (GEM) as well as the development of **Emotional Literacy**.

- programs, curriculum days, incursions and excursions, developed to address issues, specific needs, or behaviour
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy 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 Year Team Leader/Coordinator; a senior teacher responsible for their year, who monitors the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support
- First Nation 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.
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students (CALD) are supported to feel safe and included in our school.
- we support learning and wellbeing outcomes of 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.
- 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 will be being appointed a Learning Mentor, have an Individual Learning Plan and a Student Support Group (SSG) and will be 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 [Disability and Inclusion](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- the Disability and Inclusion Leader 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.
- 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

Rosanna 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 (Home School Support Group) to talk about how best to help the student engage with school
- developing an Individual Education 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:
 - Disability and Inclusion Leader
 - 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
 - Alternative settings such as Yarrame, Austin School
- Seek extra resources under the Disability and Inclusion Program for Students with disabilities for eligible students

Where necessary the school will support the student's family or carers 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/carers, 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
 - who are First Nation students
 - with other complex needs that require ongoing support and monitoring.

4. Engaging with Families

Rosanna Primary School values parent/ carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council.

RPS will 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.

The school aims to create successful partnerships with parents/carers and families by:

- ensuring that all parents and carers have access to our school policies and procedures, available on our school website, especially the school's Student Wellbeing and Engagement Policy.
- maintaining an open, respectful line of communication between parents/carers and staff, supported by our Communicating with School Staff policy.
- Providing volunteer opportunities to enable parents/carers and students to contribute to school activities and therefore to the improvement/betterment of Rosanna Primary School.
- Involving families with homework and other curriculum-related activities.
- Involving families/carers as participants in school decision-making.

- Coordinating resources and services from the community for families, students and the school.
- Involving families in Student Support Groups and developing individual plans for students.

Furthermore, parents and carers are expected to act in a respectful and constructive manner when interacting with our school.

5. Identifying students in need of support

Rosanna Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Engagement and Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Rosanna 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/carers
- self-referrals or referrals from peers

6. 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](#).

7. Student behavioural expectations and management

Behavioural expectations of students, staff and families are embodied 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 the Rosanna Primary School [Bullying Prevention Policy](#)

When a student acts in breach of the behaviour standards of our school community, Rosanna Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline, and student wellbeing and engagement. Where appropriate, parents and carers will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff. Chronicle Entries on Compass are also used to record such behaviours.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class. Examples of positive and non-punitive interventions are the implementation of zones of regulation, student of the week celebrations, house point systems, positive behaviour reward strategies within each classroom, and development of students' personal strategies to manage and moderate their emotions.

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 the Team Leader
- restorative practices (e.g. repairing damage caused)
- detentions
- behaviour support and intervention meetings
- suspension (in-school and out of school)
- 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 and Training.

The Principal of Rosanna Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21. Our school will also ensure it follows the mandatory parent/carers notification requirements with respect to suspensions and expulsions outlined in the Department's policies.

Corporal punishment is prohibited in all Victorian schools and will not be used in any circumstances.

8. Evaluation

Data Collection & Analysis

Rosanna 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.

Some of sources of data that will be assessed on an annual basis include:

- The Attitudes to School Survey data
- School level report data
- Parent survey data
- Incidents data
- Student support data
- Data from case management work with students
- Data extracted from software such as CASES21 or COMPASS (including attendance and absence data)

Rosanna 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 as annual reference in school newsletter
- Made available in hard copy from school administration upon request

9. 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](#)
- [LGBTIQA+ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)
- [Respectful relationships](#)

STUDENT ENGAGEMENT & INCLUSION POLICY

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

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| Policy last reviewed | April 2024 |
| Consultation | Consultation on this policy is mandatory. This policy was reviewed by the Education Sub-committee on Monday 22 April 2024 |
| Approved by | Principal |
| Next scheduled review date | The Rosanna Primary School Student Wellbeing and Engagement Policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances legislation, policy and School Council will evaluate its relevance in line with community expectations as represented by parent members on School Council. |