Student Wellbeing and Engagement Policy

Help for non-English speakers

If you need help to understand the information in this policy please contact Roslyn Primary School - (03) 52 433 538

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.

Roslyn Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential 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

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
7. Engaging with families
8. Evaluation

Policy

1. School profile

Roslyn Primary School first opened its doors in 1951 to the local Belmont and Highton community.

During this time the school has seen many changes, most recently with a significant rebuild and grounds redevelopment completed in 2018.

The school shares a fence line with Belmont High School and BioLAB, one of six science and mathematics centres in the state. Our unique relationship with Belmont High School and BioLAB allow us opportunities to learn from and with each other.

2. School values, philosophy and vision

At Roslyn Primary School we encourage everyone to strive to achieve their greatest potential to make a positive contribution to diverse and ever-changing local and global society. In embracing our school's motto of 'Rocketing to Success', we endeavour to develop creative, innovative individuals, who are able to embrace the changes of the future.

Our mission is future making for every one.

We value Respect, Optimism, Creativity and Kindness. Showing respect means you act in a way that shows you care about yourself and the feelings and wellbeing of others. When we are optimistic we expect the best and we maintain a positive outlook. We are creative when we produce something using our talents and imagination. Kindness is a type of behaviour marked by acts of generosity, consideration, rendering assistance or concern for others, without expecting praise or reward in return.

At Roslyn Primary School we aim high, reaching for the stars, in every aspect of school life. Our motto is 'Rocketing to Success' which reflects our aim for us – staff, students and families - to be aspirational in all that we do.

Our 'Statement of Values' is available on our website.

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 recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we put in place strategies to identify these students and provide them with the support they need.

Roslyn Primary School works collaboratively with students and parents/carers to promote 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.

Our students are provided with opportunities to develop personal qualities and attitudes that will teach them how to build positive relationships and face the challenges of the future with confidence, compassion and respect. They learn how to be decision makers, problem solvers and

strong communicators. All students learn how to be leaders and how to work in a team. Students are inspired to be self-motivated learners - working from individualised learning goals in reading, writing, maths and inquiry so that learning can target their needs.

Our Teaching and Learning program reflects the belief that 'thinking' is the foundation of all learning and within a rapidly changing world students need to have greater thinking and problem-solving abilities, to be more self-motivated than ever before. We teach students a variety of cognitive thinking processes and strategies that will help equip them with the skills to navigate through an information rich future.

Our Curriculum is based on 'The Victorian Curriculum' using an Inquiry Learning approach, with a strong focus on learning through STEAM (Science, Technology, Engineering, Art and Maths). The use of an Inquiry approach to learning, with a focus on STEAM, helps us provide personalised and authentic learning and promote the ability to learn and understand within a global context, and it enables learning experiences to be broadened and deepened. Students actively make observations, collect, analyse, and synthesise information, and draw conclusions, developing useful problem-solving skills to adapt to future 'need to know' situations. They develop habits of mind that can last a lifetime and guide learning and creative thinking.

Our school has a strong sense of community and understands that the school experience is not just for the students but the whole family. We value and encourage parents to be actively involved in a wide variety of forums. Families are our students' first teachers and when we work together we can reach for the stars!

Whole of school strategies to promote behaviour and inclusion

- Our school will have high and consistent expectations of all staff, students and parents/carers
- Our school will deliver a broad curriculum
- Our school will welcome all parents/carers as partners in learning
- Our teachers will utilise a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students
- Our school will regularly acknowledge examples of positive behaviour and students achievement, both informally in classroom settings and more formally at events such as assemblies, showcase events, or via communications to parents/carers
- Our school will regularly acknowledge examples of positive behaviour utilising the 'Positive Behaviour Framework' to guide expectations, adopted from the School Wide Positive Behaviour Supports process
- All students will have the opportunity to participate in a social and emotional learning curriculum program
- Students will have the opportunity to contribute to and provide feedback on decisions about the school operations
- Students will have the opportunity to self-refer to the Wellbeing Coordinator, Principal and Assistant Principal if they would like to discuss a particular issue or feel as though they may need support of any kind
- Our school will provide opportunities for cross-age connections amongst the students through school sporting events, learning opportunities, and showcases

- Our school will begin the year with our 'Blast Off!' program which investigates how students at Roslyn Primary School learn, behave and care for one another

Targeted strategies to promote behaviour and inclusion

- 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
- 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 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 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 strategies to promote behaviour and inclusion

- Individual Education Plans and Behaviour/Safety Support Plans
- Student Support Groups
- Referral to Wellbeing Office and Student Support Services
- Referral to Child First, Family Support Services, and other supportive external services where appropriate
- The 'Wellbeing Team', consisting of the Principal, Assistant Principal, Wellbeing Coordinator and a staff representative will discuss individual student needs and will;
    - Analyse student wellbeing, attendance, and yard duty information to identify issues, and develop plans specific to the individual situations
    - Building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstance
    - Utilise Restorative Practices for discussion frameworks

- Considering environmental changes needing to be made, for example, changing the classroom set up

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 Engagement Support Officers*
- *running regular Student Support Group meetings for all students:*
    - *with a disability*
    - *in Out of Home Care*

4. Identifying students in need of support

Roslyn Primary School will utilise the following information and tools to identify students in need of extra support using the following strategies;

- Personal information gathered upon enrolment
- Attendance data
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Yard duty data
- Passive Play data
- Wellbeing Coordinator referral
- Parent referral/consultation

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 Behaviour Expectations

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.* Student bullying behaviour will be responded to consistently with Roslyn Primary School's Bullying Prevention Policy.

Students are expected to:

- Model the schools core values
- Always treat others with respect
- Never physically or verbally abuse others
- Take responsibility for their behaviour and its impact on others
- Obey all reasonable requests of staff
- Respect the rights of others to learn understanding that no student has the right to impact on the learning of others
- Respect the property of others
- Bring the correct equipment to all classes
- Comply with the school's policies and work with teachers and parents/carers in developing strategies to improve outcomes

When a student acts in breach of the behaviour standards of our school community Roslyn Primary School will institute a staged response consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents/carers will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

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 misbehavour
- Withdrawal of privileges
- Restorative Practices including a Restorative Conference where required
- Behaviour reviews
- Suspension
- Expulsion

Suspension, expulsion and restrictive interventions 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/polic

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 Roslyn 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

Roslyn 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 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.

8. Evaluation

Roslyn 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.

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

Communication

This policy will be communicated to our school community in the following ways

- Available publicly on our school's website
- 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	October 2024
Consultation	School Council consultation - October 2024 School Community via Newsletter October 2024 School Community – ongoing consultation with school community via an offer to provide feedback on child safety policies and procedures as outlined on our website.
Approved by	Principal
Next scheduled review date	October 2026