



STUDENT WELFARE POLICY STUDENT ENGAGEMENT AND WELL-BEING

Produced in consultation with the school community

**To be read in conjunction with
*“Effective Schools are Engaging School
Student Engagement Policy Guidelines”***

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Rationale

To build a safe and supportive school environment that is essential to student engagement and wellbeing.

At Rowellyn Park Primary School we note that effective schools:

- Collaboratively develop and implement fair and respectful whole school behaviour management systems.
- Have well run and democratic classrooms and the teachers in these classrooms involve and engage all students, set high expectations, and seek feedback from their students.
- Implement transition programs and practices at the different stages of schooling to minimise anxiety, increase resilience and ensure that students develop a readiness to enter their new environment and make successful transitions between year levels.
- Are inclusive and they promote and teach pro-social values and behaviours to help young people engage with the school, their peers, their teachers and their learning.
- Have teachers know their students and understand their learning needs. They are able to adapt current pedagogical knowledge and thinking so that each student is engaged in meaningful learning experiences.
- Implement preventative and early intervention approaches to support student engagement and address individual barriers to learning. The school have processes in place to identify and respond to individual students who require additional assistance and support.

1. *School profile statement*

Rowellyn Park Primary School is situated in a quiet suburban setting in Carrum Downs in the City of Frankston, within the growth corridor southeast of Melbourne. The school opened in 1992 with an enrolment of 420 and experienced significant growth to peak at 854 within six years. Student numbers have since steadied and an agreed neighbourhood boundary has been established between local schools and DEECD. The current enrolment stands at 816.

The staff comprises a full-time Principal and two assistant Principals, and a diverse staff including 34 full-time classroom teachers, 2 part-time classroom teachers, 6 specialist teachers (The Arts, Physical Education and Multi-Media), 2 support teachers (Intervention, Literacy, ESL), 8 Education Support Staff, 4 administration staff, 1 Out of School Care

Coordinator, 1 Library technician, 1 Computer Technicians, and 1 Grounds Staff. The staff has a good balance of experience, youth and skill. The school has strong community support and all family members have the opportunity to be involved in school activities and programs.

Enrolments have over the period of the review varied annually from around 800 to 820. Prep enrolments have been relatively stable over the past decade. The school provides a safe and friendly learning environment, where the strengths and weaknesses of individual students are known and taken into account in designing school programs and implementing pedagogical approaches.

The indicative School Family Occupation (SFO) density for 2016 is 0.5527 a SFO density similar to schools between the 20th and 40th percentile, i.e. in the lower half of the socioeconomic range.

The ICSEA value for 2015 is 989 and the proportion of students from a language background other than English is 14%, these include Arabic, Dinka, Sinhalese, Cantonese, Maori, Hindi, Filipino, Tamil, Dari, Samoan, Greek and Croatian. ASTI students count for 1% of the schools population. 3% of students attend English as Second Language classes. This student profile has remained reasonably constant over the past five years. On a socioeconomic scale for all government schools, Rowellyn Park PS has the following distribution:

	Bottom quarter	Middle Quarters		Top Quarter
School Distribution	33%	37%	22%	8%
Australian Distribution	25%	25%	25%	25%

Rowellyn Park Primary School currently has 1.6 % of students on the Program for Students with Disabilities and 0.3 % of students are in Out of Home Care. We have continued our commitment to keep class sizes low in Years Prep -2.

The school's buildings are designed around the perimeter of an attractive central courtyard, seating and playground areas. The classrooms, which are structured in pairs to promote teaming, flexible groupings and collaborative learning, provide invitational and well-organised learning spaces adorned with displays of children's work. A refurbishment cycle has seen the upgrading of facilities and the grounds are superbly maintained. The Banyan Centre, a new 21st century learning unit, was completed in 2010.

A whole school commitment to high attendance has resulted in overall improvement across all grades. Supportive strategies include the provision of a rich range of engaging classroom activities, a wide range of extra-curricular programs, a senior school elective program, lunchtime clubs program and the integration of information and communication technologies (ICT) across all VELs areas.

The Attitudes to School (ATS) surveys indicate that students are increasingly positive about school and say they are confident, motivated and stimulated learners. Parents have a high

regard for the school climate and a very positive level of general satisfaction. Survey data also indicates there is a strong team spirit and that staff enjoy good collegiate support. Staff are well supported by the leaders and feel that the school has a strong focus on improving the quality of the school's teaching and learning practices.

A highly effective School Council provides strong support and leadership to the school community. The management of the Out of School Care program provides vital financial benefits enabling a range of school improvements to be implemented.

At Rowellyn Park Primary School our positive school culture is predicated on student engagement being the basis for learning. To support this, our leadership team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through learning circles and professional learning teams that encourage innovative pedagogy developed using the E5 instructional model, rich assessment tasks, inquiry learning, the thinking curriculum and VELs.

Opportunities that contribute to the school and effectively engage students in their learning are:

- Pro-social behaviours are promoted within each classroom; class rules are developed in consultation with students.
- Student conferences provide opportunities for students to share their concerns, voice their opinion and to hear the views of other students.
- Student Leadership programs which provide opportunities for students to act as role models for their peers and to take on roles of responsibility beyond the classroom.
- Student voice is encouraged through the use of thinking tools, personalised learning approaches involving individual goal setting and negotiated learning plans.
- Early intervention is provided to support student learning needs and a Student Wellbeing teacher is available to support the emotional needs of students.
- Recognising and responding to the diverse needs of our students through the PSD Support program.
- Adaption of current pedagogical knowledge and thinking to engage students in meaningful learning experiences.
- Students are encouraged to achieve full attendance to maximise their ability to learn and our teachers' ability to teach effectively.
- Whole school approach to Restorative Practices to encourage engagement; build pride, respect and responsibility.
- Development of intensive literacy and numeracy improvement strategies implemented as part of the school improvement agenda.
- Professional learning is given high priority to ensure strategies and approaches are adopted and implemented. A three year in-school coaching program is being implemented to build teacher capacity in the teaching of Science and Mathematics.

2. *Whole-school prevention statement*

Rowellyn Park Primary School is a learning community committed to fostering open-minded and passionate lifelong learners. Building relationships is the cornerstone of Rowellyn Park and reflects the school motto of 'Together We Learn'.

At Rowellyn Park Primary School we have a high level of commitment to purposeful teaching and learning and a determination to provide a range of programs and resources responsive to diverse student needs. Our mission is to create a positive learning environment and pastoral environment which develops students who:

- Are *literate* and *numerate*
- Are independent and creative thinkers
- Are self-accepting and accepting of others
- Can reflect on their learning
- Can work towards achieving their full potential
- Are confident problem solvers and decision makers
- Are able to organise and manage their time effectively
- Have respect for themselves and others.

Values:

Rowellyn Park Primary School encourages personal achievement, creativity and teamwork skills and fostering respect for others. We aim to develop individual skills of leadership, independence, critical thinking and problems solving. Life and relationships at Rowellyn Park are characterised by our Rowellyn value, the 4 R's.

1. Respect

- Students who
 - are self-accepting and accepting of others
 - have respect for themselves and others
 - recognise their own achievements and the achievements of others
- Teachers who
 - encourage personal achievement, creativity and teamwork skills and fostering respect for others
 - develop positive relationships with students and their parents and solid partnerships between home and school
 - build relationships with our local community and across schools
 - build positive relationships and high level communication skills

2. Reflection

- Students who
 - can reflect on their learning
 - demonstrate skills of leadership
 - demonstrate critical thinking and problem solving
 - are organised, planned and have specific goals for their learning
 - confidentially set goals for their learning
- Teachers who
 - engage in professional discussion about effective learning and teaching to ensure that our curriculum reflects the needs, skills and interests of our students
 - use data to drive their teaching and learning to effectively meet the individual needs of students

3. Resilience

- Students who
 - persevere through challenges
 - can overcome confronting situations
 - can apply themselves to their learning
 - are risk takers
 - have an “I can do it” attitude
 - are able to organise and manage their time effectively
 - can work towards achieving their full potential
- Teachers who
 - encourage students in their learning
 - support students through difficulties
 - encourage interaction and social acceptance

4. Responsibility

- Students who
 - take responsibility for their own behaviour
 - overcome confronting situations using positive strategies
 - take responsibility for the environment, and accept diversity and difference.
 - can apply themselves to their learning
- Teachers who
 - encourage students in their learning
 - have high standards of learning and teaching
 - support students through difficulties
 - encourage interaction and social acceptance
 - provide programs that are both challenging and motivating

Rowellyn Park Primary School values the development of positive and supportive relationships between all community members, staff, students and parents. To facilitate this, the following programs are used:

Restorative Practices are used in the resolution of conflict or problems with links drawn between feelings, actions and impacts on others. A key component is the responsibility undertaken in repairing the harm.

Circle Time: The inclusion of Circle Time activities and games in classroom programs assists in developing positive relationships and helps develop greater understanding.

Happy Helpers Program: Middle and Senior school students act as positive role models in the playground, assisting with minor problems, organising games and modelling appropriate skills.

Club One-7 provides a safe and supportive environment at recess and lunch for students who have difficulty coping in the busy playground environment or students with significant injuries. Pro-social skills are modelled and taught through playing games in a closely monitored environment.

School Wide Positive Behaviour Supports include student recognition through Specialist award, Student of the Week and Citizen of the Term awards handed out at assemblies. Participation medals recognise students who have participated in extra-curricular activities that enhance student connectedness to school such as; Runners Club, Kanga Cricket,

RACV Energy Challenge, Australian Maths Challenge, Word Wizards, Maths Masters, Hoop-time, Dance Groups and Choir.

The School House System operates on a points system that awards students for appropriate behaviours throughout all school activities. The winning house participates in a games day at the end of each term.

Student Support Services Officers (SSSO) work closely with the school's wellbeing team to provide services to support students' wellbeing and education. These services include Speech Therapy, Psychology and Social Work.

Access to Private Counselling Sessions can be arranged for families on site to assist children and families dealing with personal difficulties such as parent separations, grief and loss.

Access to Private Therapies can be arranged for services such as Speech Therapy and Occupational Therapy through parents obtaining a Chronic Disease Management Plan from their G.P. This allows for five Medicare rebated sessions with a provider.

3. Rights and responsibilities

3.1 Guiding principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

We also acknowledge the following legislation which needs to be considered when determining rights and responsibilities of all members of the school community:

1. *Equal Opportunity Act 1995*
2. *Charter of Human Rights and Responsibilities Act 2006*
3. *Disability Discrimination Act 1992* (in conjunction with DEECD Disability Standards for Education 2005)
4. *Education and Training Reform Act 2006*
5. *Education Act 1958*

It is important to understand that with human rights comes a responsibility to respect other human rights.

3.2 Students with disabilities

Rowellyn Park Primary School provides assistance to students with a disability or impairment to participate in mainstream education. To ensure effective delivery of curriculum, Student Support Group meetings are conducted to establish an Individual Learning Plan for each child on the program. The aims of the Student Support Group are to:

- ensure that those with the most knowledge of, and responsibility for the student, work together to establish shared goals for the student's educational future
- plan reasonable adjustments for the student to access the curriculum
- provide educational planning that is ongoing throughout the student's life
- monitor the progress of the student.

The Disability Standards for Education 2005 clarifies and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, harassment and victimisation. Rowellyn Park Primary School community is committed to adhering to these important standards.

3.3 Bullying and harassment

At Rowellyn Park, we believe that students are better prepared for learning when they are healthy, safe and happy. Our whole-school approach to student support includes strategies to help teachers identify student needs; take action to meet these needs within the school program and to monitor and review progress.

The underlying purpose of our anti-bullying policy is to provide students and staff with the right to work in a secure and orderly environment and parents with the right to expect that their children will be educated in a purposeful environment in which the principles of care, courtesy and respect for the rights of others are valued. Our aim is to build a strong supportive culture, so that bullying and anti-social behaviour is not acceptable under any circumstances.

Definitions

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyber bullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings) and blogs. Every member of Rowellyn Park PS agrees to a Code of Conduct relevant to internet and mobile phone use.

3.4 Anti-bullying Strategies

Rowellyn Park Primary School implements proactive strategies that teach students how to work and play in the classroom and playground. Along with our Rowellyn 'Rulz' and our Restorative Practices, we provide teachers with a 'Stages of Behaviour' document that is positive and consistent across grades P-6. We emphasize a 'fair go for all students' and we implement consistent behaviour management framework from grade prep to grade 6. We recognize that bullying occurs and that it needs to be dealt with swiftly and with due thought to procedural fairness.

At Rowellyn Park:

- Each teacher is responsible for promoting our Rowellyn Rulz and implementing classroom strategies which eliminate all forms of bullying, harassment and violence. Consequences for breaches of these rules are well established and will be consistently applied in the classroom and throughout the school.
- Students who are experiencing difficulties in relating positively with other students and staff will be provided with opportunities to discuss these difficulties with their class teacher, Welfare coordinator or members of the Principal Class.
- Parents will be notified when their child is beginning to build up a history of unsatisfactory behaviour, with the view to negotiating an agreed approach before the matter becomes more serious.
- Parents will be kept informed and involved in any issues that involve bullying or antisocial behaviour and parent support will be sought when dealing with anti-social or bullying type behaviours.
- Strategies as outlined in the Stages of Behaviour document will be used to solve issues so that procedural fairness will underpin any decisions made. Affected parties will be listened to and supported and that procedural fairness will be the basis for dealing with an issue. Issues will be resolved in a calm manner with time given to hearing what each student feels. An agreement resolution will be formulated.
- A series of graded student consequences as outlined in our 'Stages of Behaviour' document will be implemented when a student's behaviour does not comply with the school and classroom rules:
 - Withdrawal of privileges (parents/carers informed)
 - Withdrawal from class / yard (parents / carers informed)
 - *NB: After three discretions of this nature, a parent teacher meeting is conducted.*
 - *NB: Continued inappropriate behaviour triggers a Student Support Group Meeting.*
 - Detention / Behaviour Meetings
 - *NB: After two serious consequences, a Staged Response process will be commenced.*
 - Internal Suspension
 - Suspension (SSG meeting will be held)
 - Expulsion (Behaviour Review will be held)
 - Social skills including conflict resolution will be explicitly taught through lessons in the classroom. Students will be taught how to play games in the playground and how to use the playground space more effectively. Strategies for dealing with bullying will be explicitly taught, so that students are more aware of appropriate ways to resolve conflict.

3.5 Procedures for dealing with bullying behaviour

- Information about bullying is disseminated in the school newsletter and at school assemblies, along with consistent strong anti-bullying messages in classrooms

- It is continually stressed that no one needs to suffer bullying in silence. Students are at all times encouraged to speak about bullying concerns
- Circle time is implemented in classrooms allowing a platform for students to be heard.
- Parents are requested to let teachers know if they become aware that their child is being bullied.
- All cases reported are investigated.
- In many cases students are brought together using Restorative Practices to resolve the issue.
- Anti-bullying strategies will be explicitly taught within specific social skills lessons.
- Restorative circles are conducted to re-build relationships and to give victims an opportunity to voice their views.
- Follow up after bullying incidents have been resolved.

3.6 Rights and Responsibilities of the School Community

At Rowellyn Park Primary School we expect high standards of student behaviour based on cooperation, mutual responsibility and self-discipline. We promote positive, respectful relationships among students, parents, staff and the wider community as indicated in the policies of the school which are available to parents through the school web-page.

3.6

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition • participate fully in the school's educational program 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • participate fully in the school's educational program and to attend regularly. Students are expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students. • increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals. • to participate fully in the school's educational program and to attend school regularly. • to display positive behaviours that

	demonstrate respect for themselves, their peers, their teachers and all other members of the school community.
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Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<ul style="list-style-type: none"> parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged 	Parents/carers have a responsibility to: <ul style="list-style-type: none"> promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours ensure their child's regular attendance engage in regular and constructive communication with school staff regarding their child's learning. support the school in maintaining a safe and respectful learning environment for all students.

Rights and Responsibilities of Teachers

Rights	Responsibilities
Teachers have a right to <ul style="list-style-type: none"> expect that they will be able to teach in an orderly and cooperative environment be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student 	Teachers have a responsibility to <ul style="list-style-type: none"> fairly, reasonably and consistently, implement the engagement policy. know how students learn and how to teach them effectively. know the content they teach. know their students. plan and assess for effective learning. create and maintain safe and challenging learning environments. use a range of teaching strategies

	and resources to engage students in effective learning.
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4. Shared expectations

Schools – principals, teachers and school staff

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

The school's values are based on the Australian Government's nine values for Australian schools, which are:

- **Care and Compassion**
Care for self and others
- **Integrity**
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
- **Doing Your Best**
Seek to accomplish something worthy and admirable, try hard, and pursue excellence
- **Respect**
Treat others with consideration and regard, respect another person's point of view
- **Fair Go**
Pursue and protect the common good where all people are treated fairly for a just society
- **Responsibility**
Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
- **Freedom**
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
- **Understanding, Tolerance and Inclusion**
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others
- **Honesty and Trustworthiness**
Be honest, sincere and seek the truth

At Rowellyn Park Primary we acknowledge that the quality of a teacher's discipline program ultimately rests on the quality of his or her instructional practices, their ability to get along with children, and ability to convince young people that school is important. In order to elicit high levels of work involvement we promote the following strategies:

- Allowing students to participate in the formation of classroom rules.
- Using time as effectively as possible by providing a program with appropriately paced and sequenced instruction.
- Development and provision of appropriate, inclusive, relevant and challenging curriculum

that gives students the opportunity to experience success in their learning.

- Providing challenging and motivating academic tasks, and high-involvement group activities.
- Communicating clearly rules of participation - informing students of standards of acceptable behaviour immediately.
- Fostering individual responsibility - allowing students to have choices, solve problems, make decisions and be accountable for their work and their behaviour.
- Developing community partnerships which engage families and the community in ways that support student achievement and success.
- Provision of appropriate student services or links to family support programs.

5. School actions and consequences

5.1 Student Engagement

Student engagement and wellbeing is the responsibility of all staff working in a whole-school context. At Rowellyn Park Primary school we believe that:

- Teachers must work together to help students learn effectively and to develop positive attitudes and behaviours.
- Teachers should provide all students with the kind of environment that will best nurture their development.
- Every teacher has an important role in the prevention and the development of early intervention programs and activities to strengthen the resilience of students as they learn and develop.
- Teachers have a responsibility to respond when students experience difficulty with their schooling, so it is imperative that they identify and act on their concerns to enable early and effective intervention for students.

The following is a series of processes, actions and consequences that we will implement to build student engagement.

Mutual Respect

- Establish predictable, fair and democratic classrooms and school environments
- Ensure student participation in the development of classroom and whole school expectations
- Consistently acknowledge all students
- Empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- Providing physical environments conducive to positive behaviours and effective engagement in learning
- Provide opportunities for students to contribute and undertake active roles of responsibility i.e. student leadership council, social service, school magazine, public speaking, House Captains.

Curriculum Delivery

- Motivate and engage students while applying a range of classroom practices and strategies in response to the needs of students.
- Promote ongoing monitoring and differentiation of curriculum.
- Place as much importance on how to teach, as on what to teach.
- Understand that children develop and learn at different rates and in different ways.
- Allow students to learn within the context of an integrated curriculum and through inquiry.

- Provide personalised learning programs and intervention or extension where appropriate for individual students.
- Use and employ goal-setting strategies and negotiate a significant proportion of the learning and assessment tasks.

School attendance

- Articulate high expectations for regular attendance.
- Attendance practices reflect DEECD philosophy 'Every Day Counts'
- Monitor individual student attendance (and adopt consistent, rigorous procedures to monitor and record student absence).
- Follow up student absences promptly and consistently, and provide supportive intervention for students at risk of non-attendance.
- Liaise closely with parents to enhance student attendance.
- Unify the schooling structure to make schools more cohesive, less bureaucratic and impersonal.
- Create safe, supporting learning environments where all students experience success through active participation and engagement in purposeful learning.

Teaching and learning

- Provide a child-centred or developmentally based program that can respond to individual learning needs.
- Provide well-developed classroom routines, structures, organisation and management related to the teaching of groups.
- Promote literacy and numeracy skills as the foundation for all learning.
- Encourage teachers to work in teams and provide scheduled times for planning and professional development.
- Provide professional development for staff in the area of Generational Poverty, to assist teachers to develop awareness and better understand an individual's background. Teachers are encouraged to develop positive relationships that will promote family support and student engagement. Other professional development activities are targeted at specific needs.
- Acknowledge diversity and incorporate student needs and background in all school programs and activities.

Acknowledge individuals' different learning styles and interests. The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning. The school will ensure that the unique experiences and skills of our students' families enrich the learning environment and the school community.

Intervention Programs

Provide support for students in a variety of areas including literacy and numeracy to enhance academic, social and emotional development programs that include:

- Literacy Intervention
- Speech Therapy Assistance
- Numeracy Intervention
- Sensory Processing Program

- Functional Movement Program
- English as a Second Language
- Perceptual Motor Program
- Australian Mathematics Challenge

Cases 21 & Compass allows our school to easily identify students who have characteristics that are known to increase disengagement at school.

Risk Factors explored include:

- poor attendance
- low literacy
- low numeracy
- problematic school behaviour and relationships through the number of suspensions and the number of days suspended
- low income or unemployed family background - the occupation code of parents
- Koori or Torres Strait Islander background
- refugee or ESL status
- presence of a physical disability
- presence of learning disorders leading to integration support
- restricted access arrangements as a result of parent separation
- presence of a risk alert
- experience of significant health issues

The school will utilise relevant external student wellbeing support services in order to identify and address the barriers to learning that individual students may be facing. Such services to provide support for students and staff include:

- Private psychology referrals for psychological assessment and therapy (on site)
- Use of mentors – providing support for ‘at risk’ children
- Department of Human Services case managers and support workers
- Child First referrals for vulnerable families
- DET Student Support Services – Psychologist, Speech Pathologist, and Social Worker to provide targeted services such as counselling, assessment, therapy and group programs.
- Local youth agencies
- Local parent support groups
- SECASA [Centre Against Sexual Assault]

Transition

- Develop transition programs for students between pre-school and school and between the years 6 and 7.
- Promote pre-schoolers visiting their intended school to become familiar with aspects of school life.
- Promote year 6 students to visit and join in activities and use the resources at their intended secondary schools.
- Ensure that transitions to new grades alleviate anxiety and build positive relationships.

Student Well Being

- Involve and support the parents/carers in the well-being of students.
- Involve the student wellbeing coordinator to facilitate a staged response.
- Facilitate mentoring and/or counselling.
- Convene student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour.
- Develop individualised flexible learning, behaviour or attendance plans.
- Provide broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts.
- Involve community support agencies as appropriate.

Families and Community

- Develop positive, respectful and meaningful partnerships with the student's parents or caregivers.
- Teachers to give recognition to the vital role parents play as co-educators of their children.
- Create opportunities for the development of home-school partnerships for the developmental of shared understandings of learning.
- Develop home-school links through newsletters, communication books, and Parent Teacher Interviews.
- Promote mentor programs that encourage positive relationships with at least one other caring adult.
- Provide intervention programs for students experiencing difficulties to help improve both their skills and sense of social connection.

Positive Behaviours

- Define and teach school-wide and classroom expectations.
- Establish school-wide and classroom processes for early identification of students experiencing academic and/or behaviour difficulty.
- Utilise restorative practices to resolve conflict and repair and build positive relationships.
- Teach social and coping skills: playing games well, risk taking, being interesting, being positive, cooperating, showing empathy and helping others.
- Teach and develop problem solving skills.
- Promote strong communication skills.
- Teach the skills necessary to take advantages of the opportunities provided: self-awareness, communication, optimistic thinking, values clarification, assertiveness and goal setting.
- Develop a range of peer involvement programs and activities i.e. cross-age tuition, classroom buddies.
- Promote co-operative learning as an underlying principle in the approach to classroom management and teaching strategies.
- Provide continuous feedback and positive reinforcement to encourage student effort.
- Provide pastoral care for students.

Restorative Practices

The restorative approach is based on the belief that the people best placed to resolve a conflict or a problem are the people directly involved, and that imposed solutions are less effective, less educative and possibly less likely to be honoured. The ultimate aim of this approach is to build a strong, mutually respectful, safe and inclusive school community in which everyone feels valued and heard.

At Rowellyn Park Primary when there is conflict or argument between students, both parties are brought together to discuss the situation and in the process of problem solving determine what's needed to try to fix the situation. All involved have the opportunity to be heard and the opportunity to make amends. Students are encouraged to reflect on and learn from the experience in a respectful way. Agreements reached may still involve discipline procedures.

The potential advantages of restorative approaches in the school setting include:

- A safer, more caring environment
- A more effective teaching and learning environment
- A greater commitment by everyone to taking the time to listen to one another
- A reduction in bullying and other interpersonal conflicts
- Greater emphasis on responses to inappropriate behaviour that seek to reconnect and repair relationships
- An increased belief in the ability of young people to take responsibility for their choices, and more people giving them opportunities to do so

Cultural diversity

Rowellyn Park Primary School acknowledges the multi-cultural nature of the school and it is our objectives to assist children to develop a personal identity which incorporates their ethnic heritage. We appreciate that a multicultural education helps to prepare all students for life in an ethnically diverse society. and our curriculum is therefore, multicultural in content and global in perspective. Through our curriculum, we emphasize the intrinsic worth of all peoples and we stress the positive social contributions of cultural differences. Diversity is highlighted through celebrations and activities during multi-cultural week. The school also provides EAL lessons for students to support their learning.

Specific Goals:

- To build understanding among racial and cultural groups and appreciation of different cultures
- To make the curricula relevant to the experiences, cultural traditions, and historical contributions of the nation's diverse population.

6. LINKS

Key Links connected with this policy are:

<http://www.education.vic.gov.au/school/principals/participation>

<http://www.education.vic.gov.au/school/teachers/health>

<http://www.education.vic.gov.au/school/principals/participation/Pages/studengage.aspx>

<http://www.education.vic.gov.au/school/principals/participation/Pages/attendance.aspx>

REFERENCES

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