

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact our administration team on 9782 0953.

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.

Rowellyn Park 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.

CONTENTS

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

Our Vision

Empowering students in a caring community, where learning is everywhere, opportunities are varied and character is developed.

Our Motto

STUDENT WELLBEING AND ENGAGEMENT POLICY

Together we learn

Our Values

Respect

Resilience

Responsibility

Reflection

Our Philosophy

At Rowellyn park Primary School, all members of our school community embody our motto of 'together we learn'. Our philosophy is to provide students with personalised learning to ensure they are both appropriately supported and challenged in a stimulating learning environment. A successful three-way partnership between the teacher/school, the parent /carer and the child are central to building the foundations for a successful experience at school.

Teaching & Learning

In literacy, we adopt a Research based Structured Synthetic Phonics in the Early Years and place emphasis on the 'Big 6'- Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary & Comprehension.

In numeracy, emphasis is placed on the Mathematics Proficiencies- Understanding, Fluency, Problem Solving and Reasoning and our teachers provide explicit instruction in the Big Ideas in Mathematics.

Across our curriculum programs, teachers ensure there is ongoing monitoring of student needs to target teaching and a tiered response to intervention and learning enhancement. This is achieved through our Professional Learning Communities (PLC).

Specialist programs at the school include Indonesian, Physical Education, Visual and Performing Arts and STEAM.

Learning is a lifelong journey and at Rowellyn Park, our staff are committed to continually developing their practices to ensure they achieve the best possible outcomes for the students.

Wellbeing

At Rowellyn Park, we follow the school-wide positive behaviour program (SWPBS), based on our co-constructed learning behaviours.

Students are part of either the Junior or Senior sub school, with a dedicated Inclusion and Engagement Learning Specialist available to support the wellbeing needs of the students.

We have a Year 6 Student leadership team and a Student Representative Council (SRC), with class representatives from across the school.

We have a therapy dog named Murphy. Murphy is a black Labrador who loves nothing more than to sit with students when they are feeling vulnerable, for extra support.

School profile and Location

STUDENT WELLBEING AND ENGAGEMENT POLICY

Working within the Northern Peninsula Network, as part of the Bayside Peninsula Area, we are located in the South-Eastern Region and have 757 students enrolled. Of that number, 0.53% are non-English speaking, 1.98% have an indigenous background and 3.43% have a disability.

The staffing profile of Rowellyn Park Primary School includes a Principal, three Assistant Principals, Four Learning Specialists, 44 full time equivalent (FTE) teaching staff and 21.5 FTE Education Support staff.

The indicative school 2022 Student Family Occupation Education (SFOE) index is 0.449. The school's F-10 curriculum framework incorporated the eight learning areas required by The Education and Training Reform Act 2006 aligned with the Victorian Curriculum. The school provides an accredited Out of School Hours Care Program.

Additional programs include Sports and Athletics, Bike Education, Dance, Drama, Choir, Runners' Club and the Young Explorers' Club.

The school's buildings are designed around the perimeter of a central courtyard which includes seating and play areas. The classrooms are structured in pairs to promote team learning, flexible groupings and a collaborative learning environment.

Our facilities include a designated, two storey STEAM centre and a new state-of-the-art gym. The school grounds offer a range of outdoor play areas for the students, whilst providing a quiet sensory space during break times.

2. School values, philosophy and vision

Our Vision

Empowering students in a caring community, where learning is everywhere, opportunities are varied and character is developed.

Our Motto

Together we learn

Our Values

RESPECT

We accept each other and treat others how we would like to be treated.

We use good manners and speak calmly to each other at all times.

We care for our belongings, the belongings of others and the shared places where we learn and play.

TOGETHER WE LEARN



RESILIENCE

We have a growth mindset and high expectations for our learning.

We manage our emotions and seek support when needed to ensure we are the best version of ourselves.

We are adaptable and can overcome challenges.

TOGETHER WE LEARN



RESPONSIBILITY

We are accountable for the words that we choose to use and the actions we choose to take.

We value our relationships with others and use a restorative approach to ensure a safe and happy learning environment.

We organise our time, our learning materials and our uniform to ensure we are successful in school.

TOGETHER WE LEARN



REFLECTION

We are solution focused and use problem solving skills to improve situations.

We celebrate the effort, achievements and growth of ourselves and others.

We consider our behaviour and attitude to learning to identify ways that we can improve.

TOGETHER WE LEARN



STUDENT WELLBEING AND ENGAGEMENT POLICY

At Rowellyn park Primary School, all members of our school community embody our motto of 'together we learn'. Our philosophy is to provide students with personalised learning to ensure they are both appropriately supported and challenged in a stimulating learning environment. A successful three-way partnership between the teacher/school, the parent /carer and the child are central to building the foundations for a successful experience at school.

3. Wellbeing and engagement strategies

Rowellyn Park Primary School 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
- teachers at Rowellyn Park Primary School 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 Rowellyn Park 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 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 through our School Wide Positive Behaviour Support (SWPBS) framework. <https://www.rowellynpark.vic.edu.au/school-wide-positive-behaviour-supports/>
- 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 through the Rowellyn Road system.
- 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 forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with

STUDENT WELLBEING AND ENGAGEMENT POLICY

their teachers, Year Level Coordinator, 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 and peer support programs
- all students are welcome to self-refer to the Student Wellbeing Coordinator, Year Group Leaders, 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, which includes programs such as:
 - Respectful Relationships
 - Bully Stoppers
 - Safe Schools
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers 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 Year Group Leader/Coordinator, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- 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 – refer to our [insert name of any other school documentation you have in place outlining the school strategies to support Koorie students] for further information
- 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 including through [insert any specific strategies you have in place to support CALD students]
- we support learning and wellbeing outcomes of students from refugee background through [insert any specific strategies or measures you have in place to support 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 \[insert any specific measures at your school to support LGBTIQ+ students\]](#)
- 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

STUDENT WELLBEING AND ENGAGEMENT POLICY

- 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
- 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](#)
- all students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Rowellyn Park Primary School assists students to plan their Year 10 work experience, supported by their Career Action Plan
-

Individual

- [Student Support Groups](#)



RPPs%20SSG%20meeting%20template%20

- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)



RPPS Behaviour Support Plan.pdf

- [Student Support Services](#)

as well as to other Department programs and services such as:

- [Disability Inclusion Profile](#)
- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)

Rowellyn Park 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 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 WELLBEING AND ENGAGEMENT POLICY

- 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 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 Engagement 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

Rowellyn Park Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Rowellyn Park 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

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, racism, discrimination or intimidation

STUDENT WELLBEING AND ENGAGEMENT POLICY

- 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/Student code of conduct.

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. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Rowellyn Park Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

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 Year Level Coordinator*
- *restorative practices*
- *detentions*
- *behaviour support and intervention meetings*
- *suspension*
- *expulsion*

STUDENT WELLBEING AND ENGAGEMENT POLICY

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 Rowellyn Park 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

Rowellyn Park 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

Rowellyn Park 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, including attendance and absence data
- SOCS

Rowellyn Park 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.

STUDENT WELLBEING AND ENGAGEMENT POLICY

COMMUNICATION

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

- Available publicly on our school’s website [or insert other online parent/carer/student communication platform]
- 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

Created date	17.7.23
Consultation	School Council and parent/carer community by newsletter
Endorsed by	Mark Henderson
Endorsed on	1.8.23

STUDENT WELLBEING AND ENGAGEMENT POLICY

Next review date	1.8.25
------------------	--------