



ROSEWOOD DOWNS Primary School

STUDENT WELLBEING AND ENGAGEMENT POLICY



HELP FOR NON ENGLISH SPEAKERS

If you need help to understand the information in this policy please contact Rosewood Downs Primary School on 03 9795 3744 or rosewood.downs.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.

Rosewood Downs 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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2. School values, philosophy and vision
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POLICY

1. School profile

Rosewood Downs Primary School is committed to providing a stimulating learning environment and educational programs that motivate, challenge and support students to become resilient lifelong learners. The school aims to maximise student potential in a safe and caring community in which academic achievement, positive self-esteem, cultural diversity and the rights of all are highly valued, respected and celebrated.

Rosewood Downs Primary school is located in an established residential area in the South Eastern Outer Metropolitan area and draws children from diverse cultural backgrounds. The school has a current enrolment of 297 students with a high percentage of these students from ethnic backgrounds. Over 50% of students have a language background other than English. The great majority of these students are Australian born and reflect the strong multi-cultural influence on the past development of the area. The school's SFOE (School Family Occupation and Education) has remained relatively stable and sits at 0.3809 in 2022.

The school is comprised of four open-plan units, each housing four teaching areas, a library, an art/craft room, a STEM Lab, a general-purpose room and a multi-purpose gymnasium with a music room. The architectural design, complemented by extensively landscaped grounds, fosters whole school programs, team teaching, co-operative learning and integrated curriculum. We have a Junior School Council made up of representatives from Years 3-6 and a comprehensive Student Voice and Year Six Leadership Program.

Additional activities and initiatives include performance groups and bands, sporting activities, STEM Program, Gardening, ThinkPlus, Kitchen Garden, Visual Arts, Music and Swimming. The school has developed programs in Literacy Intervention, Social and Emotional Wellbeing through Be You, Mandarin, a Year-to-Year transition program called the UP-Program and pre-school to prep transition. We have developed close ties with Lyndale Secondary College where our students attend a range of activities including an ongoing Enrichment and Transition Program for Year 5 and Year 6.

Rosewood Downs Primary School aims to provide a curriculum which is relevant, challenging and engaging for learners in their primary school years, encouraging students to investigate, communicate and become lifelong learners with curious minds and a bright future. We also encourage the development of independence, active participation, and leadership within the school and wider community. Parent participation on school council and fundraising activities is a vital part of school life.

2. School values, philosophy and vision

Vision

Rosewood Downs Primary School is committed to providing a stimulating learning environment and educational programs that will motivate, challenge and support students to become resilient life-long learners. The school aims to maximise student potential in a safe and caring community in which academic achievement, positive self-esteem, cultural diversity and the rights of all are highly valued, respected and celebrated. Rosewood Downs Primary School has a strong commitment to child safety and to protecting children from abuse.

Philosophy

The Rosewood Downs Primary School community believes that education is a framework for life. Students are supported and encouraged to become independent learners, and are given many opportunities to extend their knowledge and understanding of their academic, emotional and social environments.

Rosewood Downs Primary School is to provide for the academic and personal development of all students by:

- Creating a positive learning environment which will instil an eagerness for learning
- Prioritising the fundamental skills of Literacy and Numeracy
- Fostering the development of personal and social values
- Accepting and welcoming diversity

Rosewood Downs Primary School believes in the importance of providing a holistic approach to educating students. There is a whole school approach to children's mental health and wellbeing under the umbrella of Be You. We believe that being mentally healthy is vital for leading a rewarding life. Be You addresses mental health promotion, prevention and early intervention. Rosewood Downs is also a founding member of ThinkPlus. ThinkPlus fosters the development of growth mindsets and gives students positive, practical brain knowledge to learn more effectively. The key to ThinkPlus is the concept that intelligence can be developed. Be You and ThinkPlus are infused through all key learning areas enabling our young learners to become resilient, persistent, creative and mindful.

Values

Rosewood Downs Primary School vision is underpinned by the eight core values of the Bounce Back Program. These values guide the decisions and behaviours of all members of our school community and include:

- Honesty
- Fairness
- Responsibility
- Support
- Cooperation
- Acceptance of Differences
- Respect
- Friendliness and Inclusion

3. Wellbeing and engagement strategies

Rosewood Downs 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 Rosewood Downs Primary School use the Victorian Teaching and Learning Model 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 Rosewood Downs 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
- carefully planned transition programs to support students moving into different stages of their schooling

- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Junior School Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through buddies, athletics, music programs and peer support programs
- all students are welcome to self-refer to the Office Manager, 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
 - BounceBack
 - Be You
 - ThinkPlus
 - Safe Schools
- 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

- classroom teachers monitor the health and wellbeing of students in their class and together with wellbeing staff act as a point of contact for students who may need additional support
- students in Prep and Grade 5 participate in a buddy program using resources from the Alannah and Madeline Foundation
- pre-school children attend a transition program over terms two, three and four
- grade 6 children attend transition programs run by their chosen secondary school
- grade 6 student leadership
- all students participate in a transition program – the Up Program – in the final weeks of the school year to familiarise them with their new class and teacher for the following year
- 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 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 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
- 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

School based supports such as:

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)
- [Student Safety Plans](#)

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

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

Rosewood Downs 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 Education Plan](#) and/or a [Behaviour Support Plan/Student Safety Plan](#)
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports
 - [Student Support Services](#)
 - appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services such as [headspace](#) 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 Plan 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.

Rosewood Downs has created a friendly, caring and purposeful, responsible and cooperative school climate where children, teachers and parents work together towards the realisation of common goals.

4. Identifying students in need of support

Rosewood Downs Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Mental Health and Wellbeing Team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Rosewood Downs Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- Compass chronicle reports
- Mental Health and Wellbeing minutes
- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

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

When a student acts in breach of the behaviour standards of our school community, Rosewood Downs 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.

At Rosewood Downs Primary School we:

- establish predictable, fair and democratic classroom environments
- ensure student participation in the development of classroom and whole school expectations
- provide personalised learning programs
- consistently acknowledge all students
- empower students by creating multiple opportunities for them to take responsibility and to be involved in decision making
- provide physical environments conducive to positive behaviours and effective engagement in learning
- implement school wide positive and educative behaviour support strategies

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.

A Staged Response

- To establish an understanding of the individual student and their life circumstances, the school will engage the family during the first interview, to begin to establish a positive rapport.
- The restorative practice approach is used when talking to students and will be embedded in classroom teaching and learning.
- Serious incidents will require a formal approach with the classroom teacher applying classroom management strategies and/or the teacher on yard duty reminding students of conduct that is most appropriate. If appropriate the teacher will refer the incident to the relevant unit manager/Assistant Principal and submit an incident form on Compass outlining inappropriate behaviour and how the behaviour has been managed.
- Discussion will take place about the best course of action for the individual or groups of students. This could be a punitive consequence and/or restorative.
- Where appropriate the Assistant Principal will liaise with agencies such as: psychologists, DHHS, CAMHS, Child First. There will be situations where a formal conference involving key stakeholders and a convenor will be required.
- Any imposed consequence will be imbedded in the restorative process that requires a response 'that makes things right' in relation to those who have been affected. Where a restorative approach has previously been conducted and subsequently the behaviour continues, the school will constitute a Student Support Group to devise strategies and approaches to address the behaviour; this may include intervention from specialist services and external agencies in the local community.
- An individualised timetable may also be considered for some students.

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
- referral to a member of the Leadership Team
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- 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 Rosewood Downs 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

Rosewood Downs 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 and Compass
- maintaining an open, respectful line of communication between parents and staff, in line with 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.

Family and community cooperation with school, including regular and constructive communication with school staff regarding their child's learning and wellbeing, will actively support their child's engagement in the school environment.

8. Evaluation

Rosewood Downs 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

Rosewood Downs Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes
- Included in transition and enrolment packs
- Included 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 Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2023
Consultation	School Council, SRC, Parent Community on 4/12/2023
Approved by	Principal
Next scheduled review date	May 2025