



Student Wellbeing and Engagement Policy

Rationale

The Department of Education and Early Childhood Development is committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian schools. These students can only reach their full educational potential when they are happy, healthy and safe, and when there is a positive school culture that is fair and respectful to engage and support their learning.

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Rosanna Golf Links 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 helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

Scope

This policy applies to all school activities, including camps and excursions.

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School Profile Statement

Rosanna Golf Links Primary School is located on an expansive, well landscaped and attractive site comprising of large grounds that provide the opportunity for multiple play areas, accessible to all students. The school was opened in 1957 and has an enrolment in the range of 500-600 students. Our school is arranged in multi-age classes in the junior, middle and senior years. Rosanna Golf Links Primary School has a diverse community, with members from a variety of cultural backgrounds and promotes individuality.

The school philosophy is based on the belief that all students have the ability to achieve their full potential. There is a strong focus on the individual development of all children with an emphasis on the development of Literacy, Numeracy and Information and

Communication Technology (ICT) competencies. Teaching and learning programs promote self-esteem, individuality and curiosity so that the needs of the students are catered for, providing extension for capable students and support for students experiencing difficulty with learning.

Our Deaf Facility which was established in 1996, has a current enrolment of 30 students. This number can change from year to year. It provides mainstream education for children with hearing loss, addressing all communication methods including an aural/oral approach, Auslan and AAC (Augmentative and Assistive Communication). Our Deaf Facility Team work to develop highly individualised programs that specifically target the unique needs for every hearing impaired student. They also work in partnership with our mainstream teachers to share the responsibility for developing appropriate classroom programs for the Deaf and Hearing Impaired students.

The Specialist program includes: Art, Science, Physical Education and LOTE (Auslan). The Performing Arts program includes classroom music, instrumental music, school choir and annual dance or school production performances. A Netbook program enables children to develop ICT skills using dedicated individual Netbook computers. Participation in the Sustainable Schools program illustrates a strong commitment to supporting environmental initiatives.

The Rosanna Golf Links Primary School community aspires to develop in our children the following values: Honesty, Curiosity, Confidence, Respect and Responsibility. These values provide a framework for the development of self-esteem, resilience, leadership, positive role modelling and a sense of community.

Extensive building works are near completion and include many modern learning spaces and play areas. The grounds are vast and accommodate many play spaces for our students, including: two green spaces, netball court, three playgrounds and student designed line markings, vegetable garden, chicken coop, decked areas and quiet play areas.

Rosanna Golf Links provides a caring and stimulating environment where children are valued and encouraged to 'have a go'. We recognise that every child is unique; each having special needs, abilities and preferred learning styles. It is our aim to help children grow and develop their special abilities, self-confidence and self-esteem.

School Values Philosophy and Vision

The school philosophy has a strong focus on all children being provided with opportunities to achieve their full potential, with an emphasis on the development of Literacy, Numeracy, Sustainability and Information and Communication Technology (ICT) competencies. Our school prides itself on our commitment towards inclusive education and an undertaking to provide differentiated learning programs which are designed to cater to individual children's point of need and learning styles. Our school philosophy is based on the belief that all students, including those on the integration program, have the ability to achieve their full potential. Our mainstream educational program allows for the very successful integration of the students with a hearing impairment. Our Deaf Facility is staffed by trained teachers of the deaf that work alongside our mainstream teachers in planning and curriculum delivery, utilising cutting edge technology, and is a regional focus for this field of education.

Our school is diverse with a number of students having a hearing impairment and or additional needs. We are proud of our diversity and inclusive school community.

Student Welfare has a high priority with a whole school approach to discipline that emphasises anti-bullying and the principles of restorative justice, promoting high levels of tolerance and caring. We value the Respectful Relationships Program and provide many opportunities are provided for student leadership. We place a strong focus on students being responsible for their learning and their behaviour.

The values which form the basis of the actions of the whole school community at Rosanna Golf Links Primary School as outlined in the School Strategic Plan are:

- **Honesty** - being truthful by telling the truth, owning up to decisions, behaviours, actions and mistakes, sharing thoughts and feelings with trusted people.
- **Curiosity** - being curious by, promoting a strong desire for learning and continually questioning
- **Responsibility** - making good decisions by, being punctual and organized for school, following instructions and directions, accepting consequences of decisions and actions, taking on roles of responsibility and leadership.
- **Respect** - demonstrating an attitude of consideration and tolerance by being a proactive listener, being considerate, tolerant and preserving dignity.
- **Confidence** - believing in our own abilities by being self-assured, feeling valued without seeking the need for constant recognition, risk-taking and being able to accept constructive criticism.

Engagement Strategies

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 members of the school community is promoted through Professional Learning Communities that encourage innovative pedagogy developed using the Effective Schools Model, FISO High Impact Improvement Strategies, Victorian Curriculum, Engagement Policy Guidelines and is driven by the School's AIP and SSP.

Rosanna Golf Links Primary School has developed a range of strategies to promote engagement, school wide positive behavior management and respectful relationships for all students in our school. 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.

Proactive School Culture

Rosanna Golf Links Primary School encourages the active involvement of parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through information sessions, interviews, reports, phone calls and 3-way conferences.

Rosanna Golf Links Primary School aims to provide a safe and secure learning environment for all students with the provision of a whole school focus on the building of positive and respectful relationships. A welfare team to support staff, students and parents is a key preventative initiative.

The activities and programs required to progress the key improvement strategies will include:

- high and consistent expectations of all staff, students and parents and carers

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- 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
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- deliver a broad curriculum which are tailored to students' interests, strengths and aspirations
- teachers at Rosanna Golf Links use the school's Models of Practice 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 Rosanna Golf Links 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 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. Students are also encouraged to speak with their teachers if they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs, buddy programs and peer mediator programs.
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as Respectful Relationships
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities).
- Differentiated learning tasks devised from progress reports
- Encouraging parent involvement using current practices
- Clear and consistent behaviour management in classrooms and playground
- A restorative approach focusing on responsibility and accountability
- iPad, laptop program for students in Grades Prep to Four and one to one in Grades Three to Six
- Lunch club activities that cater to a range of interests- Deck Club (to support students with challenging behaviour), Links Club (to support students with ASD and social concerns)
- Opportunities for student leadership and responsibility through Junior School Council, House Captains and school community involvement
- A Prep – Grade Six, Inquiry based learning curriculum
- Team planning and sharing of resources and expertise
- Response to Intervention
- Literacy Learning Support (Mini Lit)

- Ongoing teaching of Reading (HRLTPs), Writing (The Writing Model) and Spelling (SMART Spelling)
- Real Life 'hands on' numeracy experiences
- Respectful Relationships Program
- Parent information sessions
- School wide listening technology in all learning environments (Roger Transmitters, Sound Fields and wall pilots, pass around microphones and audio hubs)
- Speech to text technology to cater for individual student needs
- Collaborative partnerships with CAMHS And Schools Early Action (CASEA) Program
- Use of digital portfolio and communication for learning (Seesaw)

TARGETED

Inclusion, Wellbeing and Transitions

- Inclusion
- Students on the Program for Students with Disabilities (PSD) provided with regular Student Support Group Meetings
- Individual Learning Plans for those students working significantly below or above the expected level
- Allied professionals regularly involved with students
- Transition meetings between kindergarten teachers of students with disabilities and school teachers to ensure students have a seamless transition to school

Wellbeing

- Ongoing professional development in line with Strategic Plan, Anaphylaxis, Diabetes, Epilepsy, First Aid, OH&S

Start Up Program

- Transition program
- Whole School Start Up Program
- Documentation of meetings for teachers to support transition of students between all grades at start of school year
- Learner Profiles created and shared to new teachers in handover
- Prep orientation program
- End of year whole school transition experience for all students
- Participation in the state-wide orientation program for students in Year 6.

INDIVIDUAL

- Student Support Groups Meetings
- Individual Learning Plans
- Progress Reports
- Behaviour Support Plans
- Program for Students with Disabilities
- Referral to ChildFirst (referral for supports at home)
- Referral to Healing Minds (psychologist, using a mental health care plan from the GP)
- AUSLAN interpreting
- Augmentative and Alternative Communication (AAC) on an at needs basis
- Student Support Services (SSS) Offers- psychologist, speech pathologist
- Parent information sessions regarding NDIS
- Allow NDIS therapists to provide services on site

- Referral to school Yarra Me School for students with complex behaviour and social emotional needs
- Australian Hearing for Deaf and Hard of Hearing Students
- Down Syndrome Victoria to support students with Down Syndrome
- AUSLAN as a LOTE for inclusion
- Deaf Studies (for Deaf Facility students) developing inclusion and self-advocacy
- Teachers of the Deaf
- Parent helper support in classrooms

Identifying Students in Need of Support

- Personal, health and learning information gathered upon enrolment and while the student is enrolled (Prep entry assessment)
- Attendance records
- Response to Intervention- using data to monitor Tier One and Two students' academic performances
- Observation by school staff such as changes in engagement, behavior, self-care, social connectedness and motivation
- Attendance, detention and suspension data
- Engagement with families
- Self-referrals or referrals from peers

Students Rights and Responsibilities

All members of our school 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 at all times. Our school's Statement of Values highlight the rights and responsibilities of members of our community.

Students have a right to:

- participate fully in their education
- feel safe, happy and secure at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns
- expect their belongings to remain safe
- receive help and assistance from others
- be provided with equal opportunities to reach potential, irrespective of gender or stereotypical expectations.

Students have the responsibility to:

- participate fully in their education
- display positive behaviours that demonstrate respectful relationships for themselves, their peers, their teachers and members of the school community
- respect the rights of others to learn
- follow school values
- respect their own and other people's property
- care for the school environment
- ensure a happy and safe school environment
- participate and work to the best of their ability

- support the school's Anti Bullying policy and the rights and responsibilities as outlined in this document
- come to school every day throughout the year (if students cannot attend, their parent(s)/carer(s) must provide a suitable explanation to the school).

Students who may have a complaint or concern about something that has happened at school are encouraged through our Respectful Relationships Program to speak to their parents or carers and to approach a trusted teacher or a member of the school leadership team.

The school abides by the following acts as stipulated in Effective Schools are Engaging Schools- Student Engagement Policy Guidelines 2009:

1. The Equal Opportunity Act 1995
2. The Charter for Human Rights and Responsibilities Act 2006
3. The Disability Discrimination Act 1992
4. Education and Training and Reform Act 2006

Corporal punishment is a form of [physical punishment](#) that involves the deliberate infliction of [pain](#) in order to [punish](#) a person. Under no circumstances is corporal punishment to be used at Rosanna Golf Links Primary School.

Students with Disabilities

The Disability Standards for Education 2005 clarify 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, and harassment and victimisation. An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- The nature of the student's disability
- His or her preferred adjustment
- Any adjustments that have been provided previously
- Any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people. An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

Rosanna Golf Links will consider all likely costs and benefits, both direct and indirect for the school and student and any associates of the student, and any other persons in the learning or wider community, including:

- Costs associated with additional staffing, providing special resources or modifying the curriculum
- Costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- Benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers
- Any financial incentives, such as subsidies or grants, available to the provider if the student participates.

Bullying and Harassment

The school provides a positive culture where bullying by students, parents and staff is not accepted. All students have the right to learn, and the right to feel safe and secure in the school environment.

As a school community, we will not allow cases of bullying to go unreported but will encourage students to speak up and report any incidents they see or experience to staff immediately.

Bullying does not fit with the schools values of Honesty, Respect and Responsibility.

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)

If a student sees another person being harassed or bullied they should tell a teacher that they witnessed an incident. Students are encouraged to not stand by and observe bullying behaviours, instead letting their peers know that their behaviour is unacceptable. Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

If a student is being harassed or bullied they should:

- Tell the person you don't like what they are doing and you want them to stop
- Discuss the matter with a teacher that they feel comfortable with

Their concerns will be taken seriously and all complaints will be treated confidentially.

Rosanna Golf Links Primary School has a Bullying Policy that is evaluated and as part of the ongoing review cycle.

See Student Bullying Policy for more details and recommended DET websites.
www.cybersmart.gov.au

Student Behavioural Expectations

Behaviour expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behavior will be responded to consistently with Rosanna Golf Links Bullying Policy.

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

Disciplinary measures may be used as a 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.

STAGE ONE AND TWO:

INITIAL ACTION - TEACHER

When a minor misbehaviour occurs a child receives a warning. This warning could be verbal or formally recorded, relying on the teacher's discretion.

These behaviours may include: distracting, talking out of turn, annoying behaviour in the playground, rough play.

Consequence: *If the behaviour continues the child may also be moved within the classroom or class.*

STAGE THREE: TEACHER

Further direct action by teachers will be required for repeating misbehaviour, escalating behaviour and not following the teacher's instructions of a more deliberate nature.

These behaviours may include: continually interrupting the learning of others, damaging another person's property, throwing objects, intentionally hurting another person's feelings, rough play or unsafe play.

Consequence: *A discussion of the school values at recess or lunchtime with appropriate teacher. A school proforma and student response sheet may be completed and sent home outlining the behaviour and the restorative action.*

The student's parent may be contacted by telephone or via the proforma.

A written or verbal apology may be expected from the student.

- See Appendix for Restorative proforma, 'Making things Right'

STAGE FOUR : PRINCIPAL OR ASSISTANT PRINCIPAL

Some behaviours are referred to the Principal and Assistant Principal directly.

These behaviours may include: refusing to follow a direct instruction from the teacher, engaging in behaviour that severely disrupts the classroom or specialist program, intentionally physically harming another person, deliberate rudeness towards a teacher or adult, severe teasing or bullying.

Consequence:

- *A discussion of the school values at recess or lunchtime with appropriate teacher*
- *An inappropriate Behaviour Stage Four Proforma and Student Response sheet will be completed and sent home*
- *Parents will be notified and asked to return the signed form to the office.*
- *A written or verbal apology will be expected from the student*
- *A possible "In school" exclusion from regular program for a set period of time will be determined for each individual case*
- *For breaches of the 'Cybersmart' guidelines; access to internet usage will be reviewed.*

STAGE FIVE : PRINCIPAL OR ASSISTANT PRINCIPAL

Where there are continued breaches or serious misbehaviour a one day or longer "in school" exclusion from the regular program may be enforced.

STAGE SIX : PRINCIPAL

Very serious forms of misbehaviour require the following of DET suspension guidelines.

STAGE SEVEN : PRINCIPAL AND DET

Where there are extreme cases of misbehaviour and suspension is deemed to be inadequate, the school will follow the expulsion guidelines as set down by the DET. Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

Shared Responsibilities

At Rosanna Golf Links Primary School we share high expectations for the whole-school community in addition to student responsibilities we have hold expectations for the wider school community.

Parent/Carers Expectations

Parents/Carers are expected to:

- Act as a partner in the school's learning process
- Support the school in maintaining a safe and respectful learning environment for all students
- Be aware of and support school values, procedures and events
- Respect all members of the school community.

Attendance Expectations – School, Parents and Students

At Rosanna Golf Links Primary School, absences often mean students miss important stages in the development of their learning, causing them to find 'catching up' difficult.

At Rosanna Golf Links Primary School, students are expected to:

- Attend school regularly and punctually every day that the school is open to students
- Arrive at school on time and ready to learn.

Parents are expected to:

- Ensure enrolment details for their children are correct
- Ensure their children attend school regularly and on time
- Inform the school of their child/children's absence as soon as possible
- Provide an explanation for their children's absences when they do not attend school.

Staff are expected to:

- Model punctuality and regular attendance with all members of the school community
- Record student absences/lateness twice a day (morning and afternoon)
- Monitor and follow up on absences
- Record student attendance figures on the student's mid-year and end of year reports.

Engaging with Families

Rosanna Golf Links 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.

Evaluation

Rosanna Golf Links 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

For Rosanna Golf Links Primary School to be effective, it should provide a safe and happy learning environment which meets the needs of our children at all levels of their primary school life. At Rosanna Golf Links Primary School we expect high standards of student behaviour based on cooperation, mutual responsibility and self-discipline. We promote positive, non-discriminatory relationships among students, parents, staff and the wider community.

References

This policy is to be read in conjunction with:

- Attendance Policy
- Cybersmart Policy
- Bullying Policy

Review

This policy will be reviewed every 1-2 years as part of the RGLPS review cycle.