

ROSEDALE PRIMARY SCHOOL

STUDENT WELLBEING AND ENGAGEMENT POLICY

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.

Rosedale 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.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

POLICY

1. School profile

Rosedale Primary School was built in 1865 and has a proud history of providing educational programs for all students. Primary School is situated 184 kilometres east of Melbourne on the outskirts of the town of Rosedale, with a population of around 1650. The major industry of the town is the hospitality trade and the majority of workers are technicians and trade workers. The current enrolment at Rosedale PS is 114, remaining similar over the review period.

The Student Family Occupation (SFO) Index is 0.61 and has remained relatively stable and our Index of Community Socio- Educational Advantage (ICSEA) is just below the average with a low to mid range level of educational advantage. The percentage of families receiving the Camps, Sports and Excursions Funds (CSEF) is 38%. This provides assistance to low-income families by helping with the costs associated with the education of their children. We have a small number of Koorie students and students from non-English speaking backgrounds in our school. Breakfast Club is provided two mornings a week by community volunteers.

Staffing includes the Principal, 6.0 Effective Full Time (EFT) teaching staff and 5.42 EFT Education Support (ES) staff. The ES staff are employed in a range of roles including as a Business Manager, Administration Officer, aiding Students with Disabilities (PSD), providing a cooking program and as intervention support in classrooms. A chaplain works at the school two days a week funded through the Chaplaincy Funding Program and a Primary Welfare Officer supports school attendance and welfare.

The school structure includes five composite classes. Specialist programs are offered in Visual Arts, Physical Education (PE) and the Growing for Life environmental program. LOTE (Indonesian) is taught to all students through the Languages Online program. Our school's Science program was established in 2014 after receiving funding through the Education Department's PMSS (Primary Maths and Science Specialists) initiative. The school is well equipped with Information and Communication Technology (ICT) resources, including LED Interactive Touch Display screens, iPads and laptop computers.

The school grounds are spacious with an extensive range of play experiences including a cubby, bush hut area, fitness stations and track, fish pond, rock garden and two undercover playgrounds and sandpits. A community sporting complex is located on site. The environmental program includes a chook pen, vegetable gardens, orchards and a garden shed and classroom.

2. School values, philosophy and vision

Rosedale Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of friendship, learning, acceptance, integrity and respect (FLAIR) at every opportunity.

Rosedale Primary School's vision is to foster happy, socially well-adjusted children, who confidently develop to the best of their ability, in a caring and engaging positive learning environment.

Our Statement of Values is available online at:

http://www.rosedaleps.vic.edu.au/PDFs/parent%20information/values_matrix.pdf

3. Engagement strategies

Primary School aims to provide a happy, secure and positive environment in which the rights and responsibilities of teachers, students and members of the school community are respected so that teaching/learning experiences can be maximised.

Rosedale Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. Students are respected and valued as individuals with the capacity to learn. These attributes enable students to reflect on their strengths, identify areas they need to work on and gives them the strategies, confidence and resilience to become independent and self-directed learners with the knowledge, skills and behaviours to prepare for lifelong learning.

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.

Universal

- Rosedale Primary School uses the “Assertive Discipline Program”, School Wide Positive Behaviour Support (SWPBS) and Sentral as a universal approach. All students have a right to work and play in a co-operative, positive and secure environment. This will lead to the growth of positive self esteem and happiness.
- We adopt high and consistent expectations of all staff, students and parents and carers based on our FLAIR values
- 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 assessment data
- teachers at Rosedale Primary School use the Vic Curriculum instructional framework and Rosedale Primary School pedagogy 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 Rosedale 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 FLAIR 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 and other forums including leadership meetings. Students are also encouraged to speak with their teachers and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through buddies and house meetings.
- All students are welcome to self-refer to the Welfare Officer, School Chaplain, 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

- programs, incursions and excursions developed to address issue specific behaviour (i.e. resilience)
- opportunities for student inclusion such as sports teams, choir, and buddy programs

Targeted

- weekly welfare meetings to monitor the health and wellbeing of students
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- 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 as necessary
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Chaplain, Welfare Officer and Student Support Services
- referral to ChildFirst
- Lookout

Rosedale 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 Support Services
 - Appropriate external supports such as family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst

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
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Rosedale Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, physically 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. Rosedale 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, behaviour and suspension data
- engagement with families
- self-referrals or referrals from peers
- parent/guardian referrals

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 promote positive relationships and wellbeing based on our school FLAIR values. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

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

Students have the responsibility to:

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

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher.

6. Student behavioural expectations

These are based on our values of FLAIR.

- I will be a friend
- I will learn
- I will be accepting
- I will show integrity
- I will be respectful

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Rosedale Primary School's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Rosedale Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. All responses will be recorded in Sentral. 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 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 such as time out in the classroom, in another room or the principal's office
- withdrawal of privileges
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

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>

Corporal punishment is prohibited in our school and will not be used in any circumstance.

7. Engaging with families

Rosedale 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 at the front office
- 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

Rosedale 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 and attendance data on Sentral
- school reports
- parent survey
- SOCS

FURTHER INFORMATION AND RESOURCES

See *Statement of Values and School Philosophy, Bullying Prevention and Child Safe Standards*.

REVIEW CYCLE

This policy was last updated in February 2019 and is scheduled for review in February 2021.