

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Rolling Hills Primary School on 9726 4454.

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.

Rolling Hills 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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POLICY

1. School profile

Rolling Hills Primary School was established in 1986 and is located approximately 40 kilometres east of Melbourne. We have approximately 380 students enrolled from Prep to Grade 6 and 40 staff



members including teaching staff, education support officers, school chaplain, Assistant Principal and Principal. The school has continued to run its own Out of School Hours (OSH) care program and canteen. The school canteen operates two days a week and is a community hub with around 50 volunteer helpers supporting the paid manager.

The school is nestled in the foothills of the Dandenong Ranges in the quiet, leafy area of Mooroolbark. The environment is inviting, with well-established gardens and well-maintained playing areas. Most students that attend our school live locally.

The school has a School Family Occupation Education Index of 0.3221 with 4 Aboriginal students enrolled. Whilst the multicultural aspect of the community is growing, the percentage of students with English as an additional language (3%) is still low but has increased. Equity funding was allocated to the school based on 11.6% of student eligibility, and funding was allocated for the 4.4% of students who qualified for the program for students with a disability.

Our daily teaching is built around Reading including Spelling, Writing and Mathematics. In addition to this, students' take part in a range of additional subjects including Science, Inquiry, Visual Arts, Performance Arts, Design Technology, Global Studies, LOTE (French and Spanish), Sport and Physical Education.

We strive to provide a nurturing and challenging environment that empowers students to reach their full potential, with student engagement and wellbeing at the core.

2. School values, philosophy and vision

Rolling Hills 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 respect, honesty, pride and support at every opportunity.

Our school's vision is to inspire all learners to be curious and creative. We strive to develop resilient and ethical citizens with the skills to thrive in a diverse and global community.

More information can be found in our Statement of Values and School Philosophy Policy which can be found on our school website: <https://rollinghillsp.vic.edu.au/policies-and-documents/>

3. Wellbeing and Engagement strategies

Rolling Hills Primary School has developed a range of strategies to promote engagement, positive behaviour 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.

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
- 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 to ensure that students are able to engage in subjects and programs that are tailored to their interests, strengths and aspirations
- teachers use the Rolling Hills Primary School Instructional Model to ensure an explicit, common and shared model of instruction is delivered every lesson and to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Rolling Hills 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 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 are implemented 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
- student attendance is monitored and attendance improvement strategies are implemented 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. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- Opportunities are created for cross—age connections amongst students through whole school programs, Social Emotional Learning (SEL) sessions and Buddies
- All students have access to the School Chaplain, 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
 - Friendology
 - Safe Schools
- opportunities for student inclusion (i.e. breakfast clubs, recess and lunchtime activities)
- 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 level group has a Learning Communities Leader who monitors the health and wellbeing of students in their level, 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

- 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 Education 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 an Individual Education Plan
- 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

Individual

Rolling Hills 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
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - the School Chaplain
 - 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
- 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

Rolling Hills Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Assistant Principal and the Engagement Leader plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Rolling Hills 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
- engagement with families
- self-referrals or referrals from staff
- Reports from allied health professionals

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, 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, Assistant Principal or Principal. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our school's core values. Students found being 'Mean on Purpose' will be responded to consistently with Rolling Hills Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Rolling Hills 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 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
- play times with conditions
- referral to the Learning Communities Leader
- restorative practices
- 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 Rolling Hills Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

Rolling Hills 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
- 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 education plans for students

8. Evaluation

Rolling Hills 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
- Compass chronological data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Example 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 school website
- Included in staff induction processes (USB)
- Included in our staff handbook (USB) / Compass School Documentation
- Hard copy available from school administration upon request
- Annual reference in school newsletter – Term

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 below school policies and documents can be found on our website:
<https://rollinghillsp.vic.edu.au/policies-and-documents/>

- Bullying Prevention
- Inclusion and Diversity
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2022
Consultation	Mandatory Consultation Student group June 2022 Parent group June 2022 School Council June 2022
Approved by	Principal
Next scheduled review date	May 2024