

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.

Rangebank 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

Rangebank is a medium sized school of approximately 400 students, located in Cranbourne in the South East of Melbourne. Our community has a strong and proud connection to the area. We have 2 international students and 14 students identifying as Aboriginal or Torres Strait Islander currently enrolled.

Rangebank offers 5 specialist subjects; PE, Art, Performing Art, STEM and Hindi. Our staffing profile includes 1 Principal in an acting role, 2 Assistant Principals, 2 Learning Specialists, 25 teachers, 1



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Primary Welfare Officer, 1 Business Manager, 16 Education Support staff, 1 IT Technician, 1 Canteen Manager and 1 Maintenance Technician.

The school family occupation and education (SFOE) index is 0.4863. Compared to other state schools, this is categorised as “medium” in socio-economic terms.

At Rangebank, we are a welcoming community and are proud to be home to many cultures. Approximately 37% of the schools’ student population comes from families where the language background is other than English, and 27% of students qualify for EAL support. We are the first state Primary School in Australia to teach Hindi from Foundation to Grade 6. Further to this, Rangebank has a strong connection to India and a sister school in Delhi that we have historically visited once every 2 years and they visit us bi-annually.

At Rangebank, we understand the importance of preparing students to be ready to learn. We focus on creating a safe and orderly learning environment with flexible learning spaces in the classroom to support students to self regulate. We also have a strong focus on wellbeing through our wellbeing team approach. This team is led by an Assistant Principal and a team who work closely with families to support students as well as providing outreach for families when needed.

2. School values, philosophy and vision

At Rangebank Primary School we are committed to growth and improvement in all parts of the school: academic excellence, supporting student wellbeing, creating a beautiful environment and building strong community relationships. Underpinning all of these are the shared values we have developed with our community:

- Be Respectful - look after people and property
- Be Safe - protect yourself and others
- Be Kind - be friendly and considerate to others
- Be a Learner - be motivated and try your best

At Rangebank, we focus on positive behaviours and celebrate those who display our values. We do this because we know when we are being respectful, safe, kind and being learners, we are being the best we can be as individuals and a whole school community. Our whole school agreed values are visible, lived and celebrated.

3. Engagement strategies

Rangebank 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.

Our approach to Student Engagement is informed by School-wide Positive Behaviours (SWPBS) and we are a Bronze-level accredited SWPBS school.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

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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
- teachers at Rangebank Primary School use the agreed RPS Instructional Model 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 Rangebank 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 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 support students moving into different stages of their schooling including at Foundation and into secondary education
- positive behaviour and student achievement is acknowledged formally and informally to students, parents and the community using a range of platforms, including but not limited to Class Dojo, Compass, the school Facebook page and weekly school assemblies.
- 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 student focus groups. Students are also encouraged to speak with their teachers, 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 buddy programs
- multi-age grades are offered to support the development of social connections across year levels
- All students are welcome to self-refer to the Primary Welfare Officer, 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 engage in school wide positive behaviour support with our staff and students, which includes programs such as Respectful Relationships
- programs, incursions and excursions developed to address issue specific behaviour (i.e. protective behaviours, Bully-stoppers, anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs.

Targeted

- Our Wellbeing team, led by an Assistant Principal and Primary Welfare Officer monitors the health and wellbeing of students and act as a point of contact for students who may need additional support
- our Murrung Leader ensures all Koorie students have an Individual Learning Plan and are connected 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
- 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 and undertake professional development to provide support and intervention for students at the individual, class and cohort levels.

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 Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace
- Student Attendance Support Program (SASP)
- Navigator
- Lookout

Rangebank Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with families for 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 to support student engagement, wellbeing and learning
- considering if any environmental changes need to be made, for example changing the classroom set up
- considering if any circumstantial changes need to be made, for example implementing modified timetables or modified programs
- referring the student to:
 - school-based wellbeing supports

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- 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, Orange Door 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
 - Of Aboriginal or Torres Strait Islander background
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Rangebank 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 to help identify students in need of support and enhance student wellbeing. Rangebank 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
- self-referrals, parent referrals or referrals from external agencies

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 values highlight 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

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- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns
- be supported to develop lifelong skills pertaining to our school values of being respectful, safe, kind and a learner

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.

6. Student behavioural expectations

Rangebank Primary School has an established matrix of expected behaviours for all students, staff and families. Student behaviour will be responded to consistently in accordance with this matrix and our major and minor behaviours flowchart.

When a student acts in breach of the behaviour standards of our school community, Rangebank Primary School will institute 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 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 e.g. yard restrictions, lunchtime club program access
- restorative practices
- removal from class for reset or reteach opportunities
- behaviour reviews
- suspension
- expulsion

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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

Rangebank 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 using both the Compass and Class Dojo platforms
- 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

Rangebank 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 focus group feedback
- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS



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FURTHER INFORMATION AND RESOURCES

Other relevant Department policies and resources on the Department's Policy and Advisory Library are:

- Childsafe Standards
- Childsafe Code of Conduct
- Inclusion and Diversity Policy

REVIEW CYCLE

This policy was last updated in May 2022 and is scheduled for review in June 2023.

Signed.....
School Council President

Signed.....
Principal