

STUDENT WELLBEING AND ENGAGEMENT POLICY

Reservoir
Primary School



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.

Reservoir 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.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and 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

Reservoir Primary has an enrolment of approximately 320 students from diverse cultural and socioeconomic backgrounds. Our values of Respect, Responsibility, Acceptance, Resilience and Personal Excellence form the basis for our school culture.

Our facilities provide large, flexible learning spaces within an attractive environment: A current building program will provide us with a state-of-the-art STEM, Art and Library facility. Grounds are in

excellent condition, combining spacious grassed areas as well as artificial surfaces, providing safe, all-weather playing spaces. Every classroom has an interactive whiteboard installed. The use of technology is an essential component of school life; this is reflected in the ready access students have to laptops and iPads and additional technology hardware.

The well-resourced teaching areas share communal and breakout spaces between classrooms; adding to the flexibility and enabling students to work cooperatively together. An Out of School Hours Care program operates before and after school.

An open and consultative management approach promotes a shared and collaborative approach to provision of an ongoing, quality learning environment. Student learning is at the heart of Reservoir Primary School. We are committed to continual improvement in student learning, and a strong culture of teacher professional development. Teachers work in teams to develop educational programs that cater for the diverse needs of our students.

There is an expectation that all students will learn; teacher efficacy is pivotal in ensuring this happens. The continued focus on improving student learning in the core areas of Literacy and Numeracy is based on assessment, the use of data, and planning for individualised student learning. Students have a record of high achievements.

Specialist areas include Science, Visual Arts, Physical Education and Auslan. Staff work in Professional Learning Teams learning and planning regularly together. Curriculum change is led and supported by a strong Leadership Team and in recent years; staff have developed a comprehensive understanding of strategies to explicitly teach Literacy and Numeracy.

The school is committed to the provision of a caring and challenging learning environment that equips children with the necessary skills to become well-adjusted and valued members of the community.

2. School values, philosophy and vision

SCHOOL VALUES

Reservoir Primary School values are Respect, Responsibility, Acceptance and Personal Excellence.

RESPECT

We ensure respect for others, ourselves, and our environment.

RESPONSIBILITY

We encourage responsibility by being accountable for actions towards ourselves, others, the environment, and the community.

ACCEPTANCE

We model acceptance, the equality and valuing of all people and things.

PERSONAL EXCELLENCE

We aim for personal excellence through continuous improvement and 'having a go'.

PHILOSOPHY AND VISION

Reservoir Primary School vision is for every student to be part of a stimulating, safe learning environment, ensuring that every child has the opportunity to recognize and achieve their full potential, empowering them to become responsible citizens of the future.

Reservoir Primary School provides a positive, vibrant and inspiring environment where students are valued and encouraged to succeed in becoming life-long learners.

Reservoir Primary School's objective is to

- Develop the whole individual- academically, socially, creatively and emotionally.
- Instill the desire to learn and ability to maximize educational opportunities.
- Make learning exciting, dynamic and meet the needs of all students.
- Have high expectations of staff and students.
- Celebrate our achievements.
- Build strong relationships between home and school where staff, students and our community are valued.
- Have a safe, welcoming, supportive, and respectful environment.
- Uphold our school values as the foundation for teaching and learning.

3. Wellbeing and engagement strategies

Reservoir 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 Reservoir Primary School employ an instructional framework to guarantee a clear, collective, and mutually understood approach to teaching. This ensures that all lessons integrate evidence-based, highly effective teaching methods.*
- *teachers at Reservoir 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 Young Leaders Program. 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 the Buddy program, athletics, music programs and interschool sport programs*
- *all students are welcome to self-refer to their class teacher, Student Wellbeing Coordinator, 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.*
- *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

- *each year group has a Year Group Team Leader, who monitors the health and wellbeing of students and teachers in their area, and act as a point of contact for students and teachers 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*
- *EAL students 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 through*
- *we provide a positive and respectful learning environment for our students who identify as LGBTIQ+*
- *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*
- *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

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

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

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

Reservoir 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 council based youth and family services, other allied health professionals, headspace, child and 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*
- *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.*

4. Identifying students in need of support

Reservoir Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing Coordinator plays a significant role in developing and implementing strategies, help identify students in need of support and enhance student wellbeing. Reservoir 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 and suspension data*
- *engagement with families*
- *School Support Group Meetings*

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.

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. Bullying will be managed in accordance with our Bullying Prevention Policy.

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

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/reminding a student that their behaviour is inappropriate (**make better choices**)*
- *teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour (**teacher's choice**)*
- *Referral to the Team Leaders*
- *Referral to Leadership Team*
- *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 Reservoir 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.

6. Engaging with families

Reservoir 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
- 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.

7. Evaluation

Reservoir 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

Reservoir Primary school will also regularly monitor available data on Compass School Manager (Chronicles) 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
- 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 and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	05/06/2023
Consultation	April 2023
Approved by	Principal
Next scheduled review date	June 2025