



## 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.

Rangeview 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. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
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### POLICY

1. School profile

Rangeview Primary School prides itself on its pursuit of excellence in all areas of the curriculum. Parents generally have high expectations of their children and of the school. The school council and parents are both very supportive of the school, staff and school programs, staff PD and

new school initiatives. Several council subcommittees operate with membership comprising councillors as well as staff members and parents.

Rangeview Primary School has experienced professional staff who work closely together to ensure the educational and wellbeing needs of all students are met. The development of a core set of values, the implementation of a 'Code of Student Behaviour' book and use of 'Restorative Practices' approach to resolving conflict, has led to a consistent and supportive environment in which students flourish.

Rangeview Primary School is located in Churinga Avenue, Mitcham. Rangeview Primary School has extensive external grounds which are completely enclosed from the surrounding streets. This provides a safe and sheltered haven for our students to play, explore and grow. Our grounds include four purpose built playgrounds that are developmentally levelled for our student age groups to challenge and extend them as they grow. We also provide a huge grassphalt area which is professionally line marked for Basketball, Netball and Downball. We have a junior Soccer Pitch and two GaGa Pits which are popular with junior and senior students alike. Our horizontal climbing wall and fully grassed oval complete the varied and versatile play spaces. Our grounds also include two huge vegetable patches, several herb and flower gardens and an orchard. Our students work in these spaces as a part of the Level 3 Flora and Fauna program where they research, grow, harvest and cook healthy meals using produce direct from the gardens.

Rangeview Primary School has internal facilities to cater to the learning and engagement of our diverse student body. We have a state of the art gymnasium which provides a fully heated and cooled internal space for physical education classes, assemblies and a variety of educational incursions and programs. This space is also used by our Outside of School Hours Club and by several local sporting groups in the evenings and on weekends.

Our school has a beautiful library with a huge collection of picture story books and both fiction and non-fiction for our more advanced readers. We also boast a digital technology room, a German Language room and a huge Art room which provides ample desk and wet space for drawing, painting, craft and clay modelling. We recently installed a new kiln into this room for firing student work.

A comprehensive curriculum is provided which reflects the DET Victorian Curriculum. Students are provided with a wide range of enrichment and extension activities including: Junior School Council, junior and senior school choir, school band, interschool sport, community sports programs and school leadership programs. Intervention programs are provided in Level Literacy Intervention, Quicksmart Maths and classroom support in Literacy and Numeracy. Programs to extend and enrich students are also offered throughout the school in classrooms, including an embedded whole school focus on The Resilience Project and the Resilience, Rights and Respectful Relationships framework.

Opportunities are provided for students to develop leadership skills through a number of programs. These include Public Speaking, Junior School Council, School Captains, House Captains, Art, Music, Library, German, Environmental leaders and Digital Technicians. A number of traditions contribute to a stable yearly routine. These serve the community and the students by promoting enthusiasm and parental involvement at a variety of levels. Some examples of these popular events are school Assemblies, Community Carols Evening, Twilight Sports, Billy Cart Day, Harmony Day, House Sports, Education Week activities, Oktoberfest and activities arranged by parents (Rangeview Parents and Friends).

Rangeview Primary School provides the school community with an educational facility implementing challenging programs delivered by dedicated staff, enjoyed by enthusiastic students and supportive parents in striving for excellence in learning and achievement.

## 2. School values and vision

### **Vision**

Our school's vision is providing every student the opportunity to learn, thrive and excel.

### **Our School Values are Respect, Responsibility, Teamwork and Learning**

#### RESPECT

- We accept and value our differences
- We treat everyone with honesty and understanding
- We use good manners
- We look after our school and environment with care

#### TEAMWORK

- We are a team and we work together
- We listen to each other and cooperate
- We help to create a fun learning community
- We learn from and with each other

#### RESPONSIBILITY

- We care for ourselves, each other and our belongings
- We take ownership of our actions and support each other
- We make our school safe and happy

#### LEARNING

- We strive to always do our best
- We are curious, inquisitive and creative
- We take responsibility for our learning
- We are willing to have a go and learn new things

Our Statement of Values is available online at: <https://rangeview.vic.edu.au/>

## 3. Wellbeing and engagement strategies

At Rangeview Primary School we believe in the growth and development of the whole child. Education is about supporting students to reach their full potential in all areas of learning – including social and

emotional development. The Victorian Curriculum stipulates that all schools explicitly teach Personal and Social Capabilities. This incorporates students learning self-awareness and self-management and social awareness and social management. Within these broad fields students learn to recognise and express emotion, develop resilience and understand relationships and diversity. This culminates in social collaboration. Student learning on the Capabilities is supported by a whole school approach using The Resilience Project. The school is embedding a focus on Gratitude, Empathy, Mindfulness and Emotional Literacy, to help our students develop the intra- and inter-personal skills required to thrive in today's world.

At Rangeview Primary School we teach the Department of Education's Resilience, Rights and Respectful Relationships curriculum from Foundation to Level 6. This curriculum has been designed to develop students' social, emotional and positive relationship skills. Efforts to promote social and emotional skills and positive gender norms in children and young people has been shown to improve health related outcomes and subjective wellbeing. The Resilience, Rights and Respectful Relationships (RRRR) learning materials cover eight topics of Social and Emotional Learning across all levels of primary and secondary education, which supports our work on The Resilience Project:

Emotional Literacy  
Personal strengths  
Positive Coping  
Problem Solving  
Stress Management  
Help Seeking  
Gender and Identity  
Positive Gender Relationships

### **Code of Student Behaviour book**

All students are issued with a Code of Student Behaviour book when they commence at Rangeview. Starting in Foundation they keep it throughout their time at Rangeview. This booklet is a guide for the appropriate behaviour expected of all children who attend Rangeview Primary School. It contains information on expectations, rights, responsibilities and consequences. At the beginning of each year, all students take the Code of Student Behaviour book home to read and revise with their parents. Both student and parent sign the book annually displaying their commitment to the appropriate behaviour expected.

### **Universal**

- Social and emotional learning curriculum – Rights, Resilience and Respectful Relationships – is taught across the school
- 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 Rangeview Primary School use the gradual release of responsibility framework to support an explicit, common and shared model of instruction which ensures that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Rangeview 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 Values of Respect, Responsibility, Teamwork and Learning 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 in place at Foundation and Level 6 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 year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Assistant Principals and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through the buddy program, vertical grouping days, choir and peer support programs
- All students are welcome to self-refer to the School Social Worker, School First Aid Officer, Assistant Principals 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:
  - The Resilience Project
  - Resilience, Rights and Respectful Relationships
  - Peaceful Kids
  - Berry Street Education Model
- programs, incursions and excursions developed to address issue specific behaviour (i.e. MAT Life Skills Program)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs

### **Targeted**

- each level has a Level Coordinator, a senior teacher responsible for their level, who monitor the health and wellbeing of students in their level, and act as a point of contact for students who may need additional support
- there is a Leading Teacher with a role around targeted support for student wellbeing and engagement and an Assistant Principal who oversees wellbeing and engagement across the school.
- The school Social Worker facilitates social skills groups for identified groups of students on a weekly basis.

- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Education Plan and will be referred to Student Support Services for an Educational Needs Assessment
- 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 backgrounds through strong orientation and induction programs, Individual Education Plans, connections with their communities and families, and inclusive practices in all classrooms.
- 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](#).
- 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 (SSGs) and Individual Education Plans (IEPs).
- Students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy guidelines at: [International Student Program](#).
- 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 the Berry Street Education Model trauma-informed approach to working with students who have experienced trauma.

### **Individual**

- Student Support Groups
- Individual Education Plans and Behaviour Support Plans
- Program for Students with Disabilities
- Referral to Student Support Services
- Yarra Valley psychologist and counsellor onsite for weekly individual therapy sessions
- Referral to ChildFirst, Headspace
- Navigator
- Lookout

Rangeview 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 such as social skills groups or individual therapy with a psychologist or counsellor.
  - Student Support Services (SSS)
  - 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

Rangeview 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 help identify students in need of support and enhance student wellbeing. Rangeview 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
- self-referrals or referrals from peers

#### 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.

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 or a member of the school leadership team.

## 6. Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our school's Values. Student bullying behaviour will be responded to consistently with Rangeview Primary School's Bullying policy and the Rangeview Behaviour Support Model.

*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, Rangeview 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
- loss of playtime
- referral to the level Wellbeing Coordinator
- referral to Assistant Principal
- referral to Principal
- restorative practices
- behaviour reviews
- suspension – internal or external



- 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>

**Error! Hyperlink reference not valid.** 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 Rangeview Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

## 7. Engaging with families

Rangeview 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 Communication 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

Rangeview 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

Rangeview Primary 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 our school's website
- Included in staff induction processes
- Made available in hard copy from school administration upon request
- Annually referenced in school newsletter

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

<http://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=2JZX4R>

<http://victoriancurriculum.vcaa.vic.edu.au>

<http://www.education.vic.gov.au/about/programs/Pages/respectfulrelationships.aspx>

<https://www.peacefulkids.com.au/>

<https://learning.berrystreet.org.au/focus-areas/berry-street-education-model>

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- [Child Safety Policy](#)
- [Bullying Prevention Policy](#)
- [Inclusion and Diversity Policy](#)
- Responding and Reporting Policy
- Inclusion and Diversity Policy

## POLICY REVIEW AND APPROVAL

Policy last reviewed June 2022	Marika Ferguson
Next scheduled review date	June 2024