



# RESERVOIR WEST PRIMARY SCHOOL

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## **STUDENT WELLBEING & ENGAGEMENT POLICY 2024**

### **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 West 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. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families

### **POLICY**

#### **1. School profile**

Reservoir West Primary School was established in 1954 and is located ten kilometres north of the centre of Melbourne. Our school is built on a proud tradition of excellence in academic, cultural and sporting achievements. We provide a friendly and caring environment where a love of learning and the personal growth and wellbeing of all students is fostered. RWPS strives to create a welcoming environment for families and invites them to participate as partners in the education of their children.

The following values underpin all that we do:

- Respect & Responsibility - for ourselves, others, the environment and diversity;
- Wisdom: to make appropriate decisions and dare to be innovative;

- Persistence: - in continuing to strive for excellence in all that we do;
- Success - in life-long learning with a global perspective.

EVERY STUDENT MATTERS EVERY DAY.

EVERY STUDENT CAN BE A HIGH ACHIEVER.

Our current goals are: to maximise learning growth and achievement for all students, to empower students to be more actively engaged in learning and to improve the social and emotional wellbeing of all students.

Based on the school's 2024 Student Family Occupation and Education Index, the school has a low-medium level of socio-economic disadvantage (0.2713). The proportion of parents born in Australia is 66%. The proportion of students born in Australia is 94%. 84 students speak a language other than English at home. This is 14.19% of the student body. 66 of these students were born in Australia, but speak a language other than English at home. They represent 11.15% of the student body.

In 2024, a total of 46.8 FTE staff are employed at the school (38.9 teaching and 9.84 non-teaching). This includes 3 Principal Class Officers and 5.89 FTE Education Support staff, a locally employed Psychologist 0.5 FTE, as well as 2.0 FTE Student Welfare Officers. Staff place an emphasis on providing individualised learning for our students in a team-oriented environment. All staff are committed to continued Professional Learning.

An enrolment ceiling has been in place since 2013. In 2023, the student enrolment was 591. Currently, the gender breakdown is 49% girls and 51% boys. The proportion of students with a Language Background Other Than English is 34%. The proportion of English as an Additional Language (EAL) students is 14%. The proportion of indigenous students is 2.87%.

Students are currently organised for learning in a mixture of straight and composite classes. Foundation to Year 4 are straight classes and the 5/6 classes are composite. Facilities provide the opportunity for flexible groupings of students and collaborative teaching. In 2024 there are 25 home groups, supported by specialist teachers and support teachers who work as a team to deliver a comprehensive curriculum. Students attend specialist classes in Art, PE, Library/ICT, and Spanish and Music. Teacher Support, EAL and Intervention and Tutor Initiative programs are provided.

The school is extremely well supported by a strong wellbeing team of two full-time Student Wellbeing, Engagement and Inclusion Leaders and a part-time Psych. Our Wellbeing team also provide support for our community in the area of Child Safety.

Reservoir West Primary School provides a comprehensive curriculum based on the Victorian Curriculum. Staff have developed literacy and numeracy continuums, which are supported by an appropriate assessment schedule. Whole school agreements are outlined for curriculum areas and include expectations, assessment tools, common language and evidence-based explicit instructional strategies. The coherent, school-wide methodology applied to planning, assessment and the sharing of effective practices has built a unified teaching approach focused on making a positive impact on student learning. The diverse learning needs of students are catered for through purposefully designed teaching and learning programs.

The school uses digital technologies routinely across the curriculum with all students in the Senior School having access to their own devices. School iPads are used in the Junior School.

The school offers Before and After School Care, along with Pupil-Free day and Vacation programs. The School Council is a robust and supportive body and meets monthly. The School's Parents and Friend' Association is a small but strongly committed group which has done amazing things for our school this year and last with regard to social activities and fundraising.

## **2. School values, philosophy and vision**

### Values

- Respect: for ourselves, others, the environment and diversity
- Wisdom: to make appropriate decisions and dare to be innovative
- Persistence: in continuing to strive for excellence in all that we do
- Success: in life-long learning with a global perspective

The school shares the universal value that:

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

### Philosophy

At Reservoir West Primary School every student is unique, capable of learning and able to become literate, numerate and curious. Students will be encouraged to be thoughtful, positive and compassionate members of the community. They will be taught to build on their strengths, overcome their challenges, extend their creativity and value respect, responsibility and resilience.

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ALL STUDENTS CAN BE HIGH ACHIEVERS

### Priorities

- To achieve sustained improvement and growth in literacy and numeracy for all students, with a particular emphasis on reading and number.
- That all Reservoir West students will be highly motivated, engaged and connected to their learning.
- To provide an inclusive, safe, orderly and stimulating learning environment for all students.
- To maximise all school resources in a manner that improves student learning outcomes and delivers high levels of student engagement and wellbeing.

## **3. Wellbeing and engagement strategies**

Reservoir West 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

- prioritising 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
- using an instructional framework to ensure an explicit, common and shared model of instruction ensuring evidenced-based, high-yield explicit teaching practices are incorporated into all lessons
- adopting 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
- incorporating our values into our curriculum and promoted to students, staff and parent/carers 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 Student Representative Council and other forums including class meetings. Students are also encouraged to speak with their teachers, the Wellbeing Team, Assistant Principal and Principal whenever they have any questions or concerns.
- creating opportunities for cross-age connections amongst students through school productions, athletics, music programs and peer support programs
- encouraging students to self-refer to the Wellbeing Team, Assistant Principal and/or 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
- engaging in a school wide positive behaviour approach with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Inclusivity Education
  - Sexuality Education, Consent and Respect (PROTECT: Child Safe Standards)
- programs, incursions and excursions developed to address issue specific behaviour if required (i.e. social/emotional learning, eSMART, social skills learning)
- opportunities for student inclusion (i.e. sports teams, lunchtime activities, student led activities)
- Year 6 Wellbeing Leaders, buddy programs and peer support programs

### Targeted

- Program for students with Disabilities which provides an assessment service and additional funding to support students with specific needs
- Visiting teacher service (i.e. Visiting Teacher for Autism who observes and provides classroom support and advice for the student/teacher/school)
- each year group has a Team Leader, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- connect all Koorie students with a Koorie Engagement Support Officer
- Lookout Education Support Centre is for all students in Out of Home Care. They 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 apply a trauma-informed approach to working with students who have experienced trauma
- LGBTI Students: The RRRR and Sexuality education provides information, resources and professional learning to help school staff to help foster school environments that are safe and inclusive of LGBTI students

### Individual

- Student Support Group meetings consisting of parents/carers, school staff and allied health professionals as required for students with additional needs or disability.
- Individual Learning Plan and Behaviour Support Plan developed in collaboration with students, parents and allied health professionals
- Referral to Wellbeing Team and Student Support Services for tailored support to engage positively in education, and mental health support
- Referral to ChildFirst, Headspace or to another school setting that focuses on social and emotional learning
- Flexible learning arrangements to support school reengagement
- Navigator outreach program for disengaged students aged 12-17

The 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 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**

The school is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing Team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. We 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 data
- suspension data (if applicable)
- 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. 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 or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

## **6. 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 West 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 reflection, 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 restating expected behaviour using positive language, offer alternative solutions (relocation, make up lost time, loss of privilege), or other reasonable and proportionate responses to misbehaviour
- referral to the Year Level Leader or Wellbeing Leaders
- restorative practices
- lunchtime reflections
- 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 West 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.

## **7. Engaging with families**

Reservoir West 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 Compass portal
- 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.

## **EVALUATION**

Reservoir West 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 West 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:

- Included in staff induction processes and staff training
- Available publicly on our school's website and Compass under School Documentation
- Discussed at staff briefings/meetings as required
- Discussed at parent information nights/sessions
- Reminders in our school newsletter
- Hard copy available 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](#)

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	September 2024
Consultation	School Council Staff Student Leaders Parents via Newsletter
Approved by	School Council
Next scheduled review date	September 2026 This policy has a mandated two-year review cycle