



### Help for non-English speakers

If you need help to understand the information in this policy please contact Rosebud Primary School office on 5986 8274.

### 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.

Rosebud 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.

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

#### School profile

Rosebud Primary School, situated on the Mornington Peninsula, is a distinguished Victorian Government school. As the cornerstone of the community, we consistently instil the core values of honesty, effort, attitude, respect, and teamwork throughout all facets of our school. Our emphasis on cultivating gratitude and empathy contributes to the development of resilience. Our vision is guided by our two pillars; Agency and Personalisation, where all students are supported to succeed and develop the skills they need to thrive. With a culture of high expectations, we aspire to create an environment that fosters curiosity, creativity and critical thinking. By promoting a sense of belonging and inclusivity, we aim to empower students to embrace challenges, explore their passions, and contribute meaningfully to their communities.

Dedicated to fostering a dynamic and supportive learning environment, our school is committed to enabling students to realise their academic, social, and emotional potential. A robust performance and development culture has been embedded, with all staff actively engaging in a statement of expectations plan aligned with our school's Strategic Plan and Annual Implementation Plan to enhance their skill sets. Collaborative efforts among teachers within year level teams, led by coordinators working closely with leadership on whole-school improvements, exemplify our commitment to excellence.

Weekly professional learning communities (PLCs) and curriculum development meetings ensure that all staff receive pertinent professional development opportunities. Rosebud Primary School has implemented a clear and consistent instructional model, with a strong emphasis on effective programs for all students, including the Learner Cycle to foster agency in student learning. Collaborative planning and the use of common assessments guide personalised, targeted learning strategies.

Our student leadership program, commencing in Grade 3 and progressing through Grade 6, provides every interested student with the opportunity to experience leadership within our school. The emphasis on student voice is evident through our Junior School Council, a vital component in shaping whole-school decisions.

Specialist programs in physical education, art, music, STEM, and Japanese are attended by all students. An array of enrichment and extracurricular programs, such as sports events, music lessons, school performances, student leadership programs, lunchtime clubs, Junior School Council, book week, maths night, and a whole school festival, offer diverse learning opportunities.

Our school architecture, featuring interconnected open classrooms, and expansive grounds, including an oval, peace garden, state-of-the-art sports stadium, and utilisation of the Rosebud Foreshore, contribute to a comprehensive educational experience. The school's welcoming, safe, and inclusive environment is maintained through the implementation of School Wide Positive Behaviours for managing behavioural issues.

With a student population of over 600 in 2024, our school has experienced significant growth, a testament to the excellence of our programs. The strength of our home/school partnership is exemplary, characterised by high levels of parent input and involvement. School Council sub-committees, including the Parents Association, Market Committee, and Facilities Committee, underscore our commitment to collaborative efforts. Our fundraising initiatives, notably the provision of a school bus accessible to all students, exemplify our dedication to enhancing resources.

Rosebud Primary School values each member of its community and is dedicated to upholding the principles of HEART in all aspects of our school.

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

Rosebud 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 Honesty, Effort, Attitude, Respect and Team-work at every opportunity.

### **Wellbeing and Engagement strategies**

Rosebud PS provides a safe and nurturing environment in which learning success is highly promoted, valued and supported by the whole school community.

Respectful relationships are developed and fostered between students, staff and parents and Rosebud Primary School has a proud history of these positive relationships.

This Student Engagement and Well-Being Policy reflect the student voice as well as the staff and parents and promote positive social values and behaviours. Fairness and consistency throughout the school is a cornerstone of the process.

Our core values are honesty, effort, attitude, respect and team-work with school expectations (rules) reflect these core values. Rosebud Primary School requires the active involvement of parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through reports, parent-teacher interviews, phone-calls, meetings and communication books. In encouraging and building this cooperative approach it is acknowledged there will be behaviours, events and issues that compromise this ideal.

When this occurs Rosebud Primary School will use a restorative practises approach to repair damaged relationships between individuals and groups. Preventative practices used at Rosebud PS include the following:

- Ensure that teaching staff develop classroom processes and strategies for promoting positive behaviour (Rosebud Rising)
- Include student input in defining a classroom Code of Conduct
- Develop Individual Learning Plans when necessary
- Develop Individual Behaviour Plans when necessary as part of the Student Support Group
- Uphold the Student Code of Conduct / Steps of Behaviour throughout the school
- Revisit school behaviour expectations at assemblies and via the school newsletter to parents
- Conduct grade level transition programs (Up Days)
- Promote the importance of school attendance to both students and parents
- School Leadership Program
- Junior School Council

#### Restorative Approach at Rosebud Primary School –

We believe that everyone has the right to fully participate in an educational environment that is safe, supportive and inclusive. Underpinning all behaviours within the school are our HEART values of Honestly, Effort, Attitude, Respect and Team-work.

Teachers and students will develop classroom behaviours and expectations through collaborative discussions about teacher and student responsibility. Every class will have an Essential Agreement to ensure everyone is responsible for their own behaviour and choices.

Rosebud Primary School implements a Restorative Practice Model to assist students to take responsibility for their actions and choices. Students will be supported to 'reflect' on their actions. Students involved in incidents will be given the chance to tell their side of the story and discuss how they think things can be fixed. Actions may be required after reflection. This is to ensure relationships are repaired. Students will be supported to self-regulate their behaviour and provided with strategies to manage their learning needs. Students making good choices will be acknowledged.

At Rosebud Primary School we continue to ensure;

- 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 Rosebud Primary School use the Maths and English Instructional Models 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 Rosebud 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 are 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. Students are encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics and music programs
- all students are welcome to self-refer to the Student Wellbeing Coordinator, First Aid Officer, Year Group Coordinators, 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
  - Bully Stoppers
- programs, incursions and excursions developed to address issue specific needs or behaviour
- 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 Coordinator, 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
- 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 – refer to our [insert name of any other school documentation you have in place outlining the school strategies to support Koorie students] for further information
- 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 including through [insert any specific strategies you have in place to support CALD students]
- we support learning and wellbeing outcomes of students from refugee background through [insert any specific strategies or measures you have in place to support 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 \[insert any specific measures at your school to support LGBTIQ+ students\]](#)
- 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
- 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](#)
- 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

Rosebud 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/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:
  - 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.

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
- 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.

### **Identifying students in need of support**

Rosebud 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. Rosebud 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 or referrals from peers.

## **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**

Rosebud Primary School as high expectations on student behaviour and student bullying behaviour will be responded to consistently with Rosebud Primary School's Bullying policy. Violence, bullying and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated.

When a student acts in breach of the behaviour standards of our school community, Rosebud 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 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
- referral to the Year Level Coordinator
- restorative practices
- clipboard club
- 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 Rosebud 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.

### **Engaging with families**

Rosebud 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 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**

Rosebud 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

Rosebud Primary School will also regularly monitor Compass 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	1 <sup>st</sup> July 2023
Consultation	School Council
Approved by	Principal
Next scheduled review date	July 2025