



STUDENT WELLBEING & ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact Ranfurly Primary School on (03) 5022 1299

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.

Ranfurly 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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POLICY

1. School profile

Ranfurly Primary School have developed the philosophy of being a 'Stronger Smarter School' to collaborate with our community in partnership to successfully educate our students. As a Stronger

Smarter School, we promote the ability for our community to be 'strong in the heart' and 'Smart in the head.' Through a clear culture of 'High Expectations Relationships' for all, our school is highly motivated, and has a focused environment where children are happy and highly engaged in learning. Our school has a culture of individualising student learning through rigorous data tracking and planning for the next step. In our school you will see that children are the most important factor that we consider.

Ranfurlly Primary School was established in 1983 and is located in the city of Mildura within the boundary of Mildura Rural City Council. The Prep – Grade 6 school is approximately 543 kilometres north of Melbourne. *We have 420 students enrolled from Grades Prep- 6 and 50 school staff members including an occupational therapist, school chaplain, community project officer and a wellbeing coordinator.* The original main building was architecturally designed and built for ten classrooms. After opening, portable classrooms were added with shared spaces built in between. The school has a Gymnasium that is utilised for community use; Visual Art room; Performing Art room; Library, Canteen, and Staffroom. A new building was built in 1993 and encompasses a 6-classroom building that also includes Wellbeing Hub and Breakfast Club areas.

Our school is culturally diverse with 15% of families having a language background other than English (LOTE), The school also has strong representation from the Koorie community with 30% having an Indigenous background. We are proud of our diversity and inclusive school community.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

The attractive and well-maintained landscaped grounds cover an area of approximately three and a half hectares with a frontage to Ontario Avenue and are fully landscaped and irrigated. The grounds comprise of playing and sporting fields, , two basketball/netball courts with multiple markings and a track in Tiger Turf brightens up the outdoor spaces. A shaded area with a large sandpit, tables and seating has been established for students who wish to engage in passive play. A staff car park, five adventure playgrounds, concrete play area and additional shade areas have been provided. The southern boundary adjoins Walnut Park, a two-hectare community parkland developed by Mildura Rural City Council. Most students that attend our school live locally and tend to walk or ride their bike to school.

Ranfurlly Primary School offers comprehensive teaching and learning programs based around the Victorian Curriculum. Improved standards in literacy and numeracy and a continued emphasis on student and staff wellbeing are our ongoing priorities. There are 20 classes with a staffing profile of the school having a mix of graduates, accomplished and expert teachers. Specialist programs operate in visual arts, music/performing arts, physical education, and literacy acceleration are provided.

The explicit teaching of Meta Cognition skills has been introduced as an integral part of all curriculum delivery, and a variety of thinking tools and strategies are utilized throughout the teaching and learning program. Children are being taught about how they learn, so that they understand that learning is a process that they can use to improve their own lives now and in the future.

The You Can Do It Program forms a solid foundation for our comprehensive social competencies' education, and special leadership programs such as Leaders of Evolution equip senior students for the vital role they play within the leadership structure of the school. Each term we have a major emphasis on one of the You Can Do It keys.

The modern permanent buildings are designed in such a way that allows flexible teaching groups to be utilised when appropriate. The modern, well-equipped Library is the focal centre of the school as both a learning and resource centre. A gymnasium and canteen complement the other facilities. All classrooms have interactive boards/ tv's to support learning. All students in Years 3- 6 have individual access to Net Books while classes from Prep to Grade 4 have access to a trollies of ACER Notebooks Books and iPads.



We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially. Our modern classrooms are diverse and rich with children from all experiences who thrive on unique curious learning time and student voice in learning with programs such as Curious Time in grade 4 and the popular Flexible Learning Interest Programming (FLIP) for grades 5/6 .

Our community is welcoming and supportive with a genuine desire to foster an active partnership between parents, students, and staff to support the learning needs of all students. The School Council and Parents' Club are very active and support the wide range of programs offered at the school and there is an emphasis on parental involvement and family activities. The school motto is RESPECT for others, PRIDE in ourselves and SAFETY for all and this provides the basis for all aspects of student conduct.

2. School values, philosophy, and vision

Ranfurly 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 respect, integrity, and kindness at every opportunity.

Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

Our Statement of Values is available online on the school's website.

3. Wellbeing and engagement strategies

Ranfurly 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

Whole of school strategies to promote positive behaviour and inclusion:

- *high and consistent expectations of all staff, students, 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 Ranfurly Primary School use an Ranfurly 'Good Lesson' instructional framework 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 Ranfurly 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 Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also 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, music programs and peer support programs*
- *all students are welcome to self-refer to the Student Wellbeing Coordinator, School Chaplain, Unit 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 such as:*
 - *Respectful Relationships*
 - *Resilience Project*
 - *You Can Do It!*
- *programs, incursions, and excursions developed to address issue specific needs or behaviour (i.e., anger management 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

The following is designed to address particular groups of students or concerns in certain age groups or friendship circles:

- *each year group has a Classroom teacher, Unit Coordinator, who monitor the health and wellbeing of students in their year, and function 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
- 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

Ranfurlly 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 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, 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.*

4. Identifying students in need of support

Ranfurlly 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. Ranfurlly 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*

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.

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, Ranfurly 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*
- *detentions*
- *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 eight or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Ranfurly 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

Ranfurly 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.

8. Evaluation

Ranfurly 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

Ranfurly 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 or via Ranfurly's Compass tool under the 'School Documentation' section
- Included in staff induction processes
- Discussed at staff briefings/meetings as required
- Included as annual reference in school newsletter or reminders in our school newsletter
- 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	May 31 2023
Consultation	Endorsed by School Council on 31 May 2023 Student Leaders on 1 June 2023
Approved by	Principal [Dennis Mitchell]
Next scheduled review date	May 31 2025