

STUDENT WELLBEING AND ENGAGEMENT POLICY

Position Held On Council:	Name:	Date:
President:	Toneea Watson	17 th September, 2024
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Acting Principal:	Lyn Coulter	17 th September, 2024
	Date To Be Reviewed:	September 2026



Help for non-English speakers

If you need help to understand the information in this policy please contact the Administration Office.

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.

Robinvale College 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

1. School profile

Robinvale College began in 2016 through the closure of Robinvale P-12 College and re-opening as a new entity in January 2016. Robinvale P-12 College was formed in 2010 through the merger of Robinvale Secondary College and Robinvale Consolidated School. The College serves a horticultural community where economic and environmental fluctuations significantly impact the community.

Robinvale College has a current enrolment of 244 students. As a rural school, Robinvale College's student profile is diverse, with 38% of students identifying as First Nations, 17% as Polynesian, 13% as Asian, and 30% as Anglo Celtic, Italian, or Greek. The local community has experienced an influx of new arrivals to Australia, with over 40 different nationalities, including refugees from the Middle East and Asia, all within a town of 8,000 people.

Robinvale is located in the Northern Mallee Region of Victoria, situated on the Murray River between the regional cities of Mildura (95 km) and Swan Hill (145 km). The school boasts modern technology facilities, sporting arenas which include an indoor gymnasium, and an indoor heated pool.

Robinvale College is organised into three Learning Communities, with a focus on fostering a collaborative team culture and professional learning community to ensure effective learning and teaching with a guaranteed and viable curriculum.

2. School values, philosophy and vision

Robinvale College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

Our Statement of Values and School Philosophy is available online at:

https://0082f58b-32b2-4bd7-9d8d-4790b1c6ebd3.usrfiles.com/ugd/0082f5_05c47cd3b48a4fee9b0e42c193370abe.pdf

3. Wellbeing and engagement strategies

Robinvale College has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey, student management data and school level assessment data
- deliver a broad curriculum including VET programs, VCE/VM and VPC to ensure that students can choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers use the Robinvale College Instructional Model and high impact teaching strategies 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 Robinvale College 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, and our College Values 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 are in place for students transitioning into Prep, into year 5, into year 7, into year 9 and into senior studies
- 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 primary and secondary Student Representative Councils, College Council and other forums including Community Area meetings and class circle time. Students are encouraged to speak with their teachers, Community Coordinator, Home Group teacher, Assistant Principal and Principal whenever they have any questions or concerns
- create opportunities for cross—age connections amongst students through school activities athletics, lunchtime programs and peer support programs
- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, School Chaplain, Community Area 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 through implementation of the School Wide Positive Behaviour Support framework, which includes programs such as Respectful Relationships
- programs, incursions and excursions developed to address issue specific needs or behaviour
- opportunities for student inclusion (i.e. sports teams, SRC and lunchtime activities)
- 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 Community 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
- Each class has a Home Group teacher who monitors the health and wellbeing of students in their year, and as a point of contract for students who may need additional support
- First Nations 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. This includes providing all year 4 to 12 First Nations students with the opportunity to participate in Clontarf or STARS
- 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 with additional support from our Community Liaison Officer
- we support learning and wellbeing outcomes of students from refugee background through wellbeing support, a differentiated learning program that is individualised for students, individual student engagement plans and the support of our Community Liaison Officer
- 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](#)
- 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 Student Engagement 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 student engagement plans
- providing de-escalation activities for classes and groups of students within classes, during their learning time, if needed
- wellbeing and health staff 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 apply a trauma-informed approach to working with students who have experienced trauma.
- all students from Year 10 and above are assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Robinvale College assists students to plan their Year 10 work experience, supported by their Career Action Plan and the Career Education Advisor

Individual

Robinvale College 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 Education Plan for every student and providing the student and the parent with the opportunity to develop this plan in partnership where the student identifies goals
- Providing lunchtime activity choices for students each week
- Providing students with the opportunity to participate in the SRC or on College Council
- Providing individualised learning and engagement support for students in the classroom, by an Education support staff member, where needed
- Providing a daily breakfast program for students before school
- Providing de-escalation activities for individual students in their learning time
- Where needed, implementing additional behaviour and safety supports documented in a Support Plan, Attendance Plan or De-escalation and Crisis Management 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 Child First
 - 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
- 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

Robinvale College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, socially and with their wellbeing. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Robinvale College 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
- Chronicle entries
- observations by school staff such as changes in engagement, wellbeing, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers
- wellbeing referrals
- Drs in Secondary Schools program
- External services and agencies including student support services
- Clontarf and STARS

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.
- Feel culturally and spiritually supported in their own beliefs and values

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.
- Follow the college values

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 staff member, their learning coach 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, Robinvale College 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's implementing the 3 warnings and buddy process
- 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 Community 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 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training. The Principal of Robinvale College 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

Robinvale College 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: <https://www.robinvale.vic.edu.au/policies-reports>
- 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
- involving parents on our College Council
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Robinvale College 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

Robinvale College 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.

COMMUNICATIONS

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
- Communicated via our newsletter and social media platforms
- Made available in hard copy from school administration upon request
- Available at the time of enrolment

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 Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy