**STUDENT WELLBEING AND
ENGAGEMENT POLICY**

**Help for non-English speakers**

If you need help to understand the information in this policy please contact Rosehill Secondary College on 9337 2488.

**Purpose**

The purpose of this policy is to ensure that all students and members of our school community understand:

1. our commitment to providing a safe and supportive learning environment for students
2. expectations for positive student behaviour
3. support available to students and families
4. our school’s policies and procedures for responding to inappropriate student behaviour.

Rosehill Secondary 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.

**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
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

**Policy**

1. **School profile**

*Rosehill Secondary College sits on a spacious, attractive site with views over the Maribyrnong River Valley and is part of the Moonee Valley Network of schools in the South West Region. As a 7-12 single campus, co-educational school we pride ourselves on providing outstanding educational opportunities for all students, delivered by passionate teachers through our comprehensive tailored curriculum. The college values of Respect, Initiative and Learning are underpinned by behaviours that are explicitly taught through the School Wide Positive Behaviours in Schools program. As a lead SWPBS school we were recently recognised for our exceptional work in this area, with a Bronze Award.*

*Rosehill Secondary College is a school with a strong academic focus and a history of consistently high academic results.  At Years 7 and 8, in addition to core English, Mathematics, Science and elective subjects, students undertake additional Literacy and Numeracy classes. Rosehill Secondary College has excellent VCE results and is committed to supporting a broad range of careers and further education pathways by also offering the Victorian Certificate of Applied Learning (VCAL) within the Senior School. A Selective Talent and Enrichment Program (STEP), is designed to cater for intellectually and academically capable students and this is further enhanced by our Advanced Mathematics (RAMP) and English Programs (REAP) at Years 7-9. The Year 10 level is structured as an introductory year to VCE, with many students embracing the opportunity to undertake advanced studies. In recent years support programs such as MYLNS and tutoring have also become embedded within our structure.*

*Rosehill Secondary College, is committed to child safety. Our calm and nurturing environment is reinforced by consistent and effective student management and teaching teams and is further supported by an outstanding and committed workforce consisting of a balance of highly experienced and graduate teachers, a visible Principal Class and committed Education Support Staff. Our inclusive college embraces both social and cultural diversity and we are committed to continuing to effectively implement the Respectful Relationships program.*

*Rosehill provides excellent facilities for our students with a designated Year 11 Study Centre, and a purpose-built Year 12 Study Centre. An EAL and international student collaboration space complements our International Student Program. As a multicultural community we understand the benefits of globalization and exposing local students to other perspectives and experiences. We enjoy bespoke science rooms, renovated visual arts spaces and a well-resourced library. A new STEM Centre was completed in October 2020 and hosts our state of the art Virtual Reality experience. In 2021 the school oval was fully refurbished and together with basketball and tennis courts, cricket nets, weights room and a gymnasium, students have ample space and high-quality facilities at their disposal. Significant passive recreational areas are also available throughout the school grounds. The college enrolment is over 1100 and a planned $11.555m capital works program will further enhance the learning facilities with a specific focus on a new performing arts complex and a purpose-built fashion/design area over the next 12 months, ensuring the learning environment continues to provide the best opportunities for students well into the future.*

**School values, philosophy and vision**

*Rosehill Secondary College’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, Initiative and Learning (RIL) 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 at:* [Vision and Values - Rosehill Secondary College (rosehillsc.vic.edu.au)](https://www.rosehillsc.vic.edu.au/about-us/vision-and-values)

1. **Wellbeing and engagement strategies**

*Rosehill Secondary 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 whole of school, year group specific and individual engagement strategies used by our school is included below:*

*Whole School*

* *high and consistent expectations of all staff, students and parents and guardians*
* *prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing in line with FISO 2.0*
* *creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued through our role as a Lead School in School Wide Positive Behaviours (SWPBS) and a Respectful Relationship School (RR)*
* *welcoming all parents/guardians 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 including school based data collection such as Student Voice*
* *deliver a broad curriculum including VET programs, VCE and VCE Vocational Major (VM) currently known as VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations*
* *teachers at Rosehill Secondary College use GANAN as the instructional framework to ensure an explicit, common and shared model of instruction that is evidenced-based, high impact teaching practices are incorporated into all lessons*
* *teachers at Rosehill Secondary College adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students*
* *our school’s Statement of Values of Respect Initiative and Learning (RIL) are incorporated into our curriculum, promoted and taught to students and staff so that they are shared and celebrated as the foundation of our school community. Parents are made aware of these values*
* *carefully planned transition programs to support students moving into different stages of their schooling are delivered annually*
* *positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents through our RIL program, Green posts on compass and RIL rewards system.*
* *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 Leadership Group 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 productions, athletics and swimming carnivals, music programs and peer support programs*
* *all students are welcome to self-refer to the Student Wellbeing Manager, School Counsellors, Year Leaders Coordinators, 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 are a lead school on School Wide Positive Behaviours (SWPBS) and provide support to our staff and students, which includes programs such as:*
	+ *Respectful Relationships*
	+ *Bully Stoppers*
	+ *Elephant Ed*
	+ *REACH*
	+ *Project Rocket*
	+ *Teen Aid*
	+ *Proactive Policing*
	+ *Success Integrated*
	+ *Elevate Education*
	+ *Breakfast club*
* *programs, incursions and excursions developed to address issue specific needs or behaviour*
* *opportunities for student inclusion such as sports teams, clubs, recess 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*

*Rosehill Secondary College operates within a three-sub-school structure: Junior (Years 7-8), Middle (Years 9-10) and Senior (Years 11-12).*

* *Each sub-school is overseen by a Sub-School Leader, with a Coordinator and an Assistant at every year level. A specific Assistant Principal is attached to each sub-school. This team monitors the health and wellbeing of students in their year, and acts 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. The “Marrung Champion”, an Assistant Principal, works with Koorie students to develop tailored IEPs. Days of significance to the Koorie community are celebrated at a whole school level.*
* *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 access to the International Student/EAL Centre, specific excursions and incursions, and cultural celebration days. The school employs an International Student Coordinator who also works with many EAL students.*
* *we support learning and wellbeing outcomes of students from refugee background through financial support with books and uniform, and welfare support as required.*
* *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. The school runs a weekly “Ally Club” for LGBTIQ+ students and friends, and also celebrates such events and IDAHBOT and “Wear it Purple” days.*
* *all students in Out of Home Care are supported in accordance with the Department’s policy on* [*Supporting Students in Out-of-Home Care*](https://www2.education.vic.gov.au/pal/supporting-students-out-home-care/policy) *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*](https://www2.education.vic.gov.au/pal/students-disability/policy)*, such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans. An Integration Coordinator, supported by Assistant Principals, oversees this work.*
* *wellbeing 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*
* *wellbeing staff will apply a trauma-informed approach to working with students who have experienced trauma*
* *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*](https://www2.education.vic.gov.au/pal/international-student-program/guidance/supporting-students-learning-and-engagement-section-7)*. International Students have access to The International Student Centre which acts as a central point for a range of cultural activities.*
* *all students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future. Year 9 students undertake the Morrisby Survey. Every student from Year 9 onwards has an individual subject selection interview*
* *Rosehill Secondary College assists students to plan their Year 10 work experience, supported by their Career Action Plan*

*Individual*

*Rosehill Secondary College implements a range of strategies that support and promote individual engagement. These include:*

* *Extremely thorough collection of information on individual students during the Year 6-7 transition process. Each Year 6 student is visited at their primary school prior to Orientation Day and further individual family meetings are held as required.*
* *building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances. This would typically involve:*
* *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, provision of adaptive equipment*
* *Facilitating a flexible timetable*
* *Providing financial supports for books, uniform etc. as required*
* *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 Orygen or ChildFirst*
	+ *Re-engagement programs such as Navigator, Operation Newstart*

*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 Plan in collaboration with the student and their family*
* *engaging with our regional Koorie Education 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.*
1. **Identifying students in need of support**

*Rosehill Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Management Team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Rosehill Secondary 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*
* *Testing of Year 7 students upon enrolment to obtain baseline data and to inform optimum class creation*
* *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 either in person or through the RUOK platform on Compass*
* *Analysis of data form the “Student Voice” survey and focus groups*

1. **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 guardians 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 and follow the College’s RIL values
* 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 guardians 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.

1. **Student behavioural expectations and management**

Behavioural expectations of students are grounded in our school’s Code of Conduct, underpinned by the Statement of Values as outlined through our RIL Matrix. Each teaching staff member is required to prepare a classroom management plan based on the SWPBS framework.

*Violence, bullying, and other offensive and harmful behaviours such as racism, harassment/ sexual harassment and discrimination will not be tolerated and will be managed in accordance with the relevant Rosehill policies. Bullying will be managed in accordance with our Anti Bullying Policy.*

*When a student acts in breach of the behavioural standards of our school community, Rosehill Secondary 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 resultant restorative or disciplinary action taken by teachers and other school staff.*

*Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class. The college operates within the SWPBS framework and expected behaviours are made explicit within the Values Matrix. Positive behaviour is rewarded at every opportunity via green (positive) Compass posts, the awarding of RIL cards which can be redeemed by students for rewards, positive diary notes and a range of other means.*

*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 which may have contributed to the student’s behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently and are documented for staff in the Behaviour Protocols document. 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, addressing the behaviour privately with the student outside of the classroom*
* *Exiting the student to another Classroom via Colleague Support*
* *teacher detention*
* *restorative practices*
* *referral to the Year Level Coordinator*
* *coordinator’s detentions*
* *Principal’s Detention*
* *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 Rosehill Secondary 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.

1. **Engaging with families**

Rosehill Secondary 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
* maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
* involving families with homework and other curriculum-related activities
* Providing opportunities for families to attend information sessions and briefings on important matters such as transitions, subject selection and career planning, cybersafety and other preventative programs.
* 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.
1. **Evaluation**

Rosehill Secondary 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
* COMPASS Pulse
* CASES21, including attendance and absence data
* SOCS

Rosehill Secondary College will also regularly monitor available data dashboards, such as the staying in education dashboard on PANORAMA 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
* Included in transition and enrolment packs
* Included in student diaries so that it is easily accessible to parents, carers and students
* Included as annual reference 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](https://www2.education.vic.gov.au/pal/suspensions/guidance/1-suspension-process)
* [Expulsions - Decision](https://www2.education.vic.gov.au/pal/expulsions/guidance/decision)

**Further information and resources**

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

* [Attendance](https://www2.education.vic.gov.au/pal/attendance/policy)
* [Student Engagement](https://www2.education.vic.gov.au/pal/student-engagement/policy)
* [Child Safe Standards](https://www2.education.vic.gov.au/pal/child-safe-standards/policy)
* [Supporting Students in Out-of-Home Care](https://www2.education.vic.gov.au/pal/supporting-students-out-home-care/policy)
* [Students with Disability](https://www2.education.vic.gov.au/pal/students-disability/policy)
* [LGBTIQ Student Support](https://www2.education.vic.gov.au/pal/lgbtiq-student-support/policy)
* [Behaviour - Students](https://www2.education.vic.gov.au/pal/behaviour-students/policy)
* [Suspensions](https://www2.education.vic.gov.au/pal/suspensions/policy)
* [Expulsions](https://www2.education.vic.gov.au/pal/expulsions/policy)
* [Restraint and Seclusion](https://www2.education.vic.gov.au/pal/restraint-seclusion/policy)

## **POLICY REVIEW AND APPROVAL**

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| Policy last reviewed | 10/06/2022 |
| Consultation | Student Management Team 15/05/ 2022Wellbeing Team 02/05/ 2022 School Council 10/08/ 2022 |
| Approved by | Principal 10/06/2024 |
| Next scheduled review date | 10/06/2024 |