

Student Wellbeing and Engagement Policy

1. Summary

Table 1 - Document details

Publication date	November 2023
Review date	November 2025
Related legislation/applicable section of legislation	<ul style="list-style-type: none">• Common law duty of care
Related policies, procedures, guidelines, standards, frameworks	<ul style="list-style-type: none">• Reg 23, Education and Training Reform Regulations 2017 (Vic)• Minimum Standards for school registration (including the Child Safe Standards)• The Department's Policy and Advisory Library: Student Engagement• RSC's Bullying Prevention policy.
Consultation	

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1. 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.

Rowville 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.

2. Scope

This policy applies to all school activities, including camps and excursions.

3. Policy

3.1 School profile

Rowville Secondary College was established in 1990 and is located approximately 40 kilometres east of Melbourne. We have 1821 students enrolled from Year 7 to 12, across two campuses. The original campus, later referred to as The Western Campus, caters to students in years 7 to 12 in our General Excellence program, as well as being home to our Maths and Science Academy (MSA). The Eastern Campus opened in 1996 and now caters to our Sports Academy (RSA) and Institute of Arts (RIA) students in years 7-12.

The College is surrounded by a supportive community as developing partnerships with local community groups and businesses has been a high priority. While local Rowville students make up a significant proportion of the total enrolment a large group of students live out of the area and travel by either public transport or car to school.

The college has only a relatively small percentage of students with a background other than English and there are a wide range of languages spoken by the families of these students.

Rowville Secondary College aims to provide the highest quality education to all our students. Our mission is to equip each student with the skills needed to successfully live and work in Australian society. Positive attitudes to learning leading to excellence in outcomes will come from vibrant, challenging and exciting programs. The College staff work closely with parents and the community to ensure that these goals are achieved.

3.2 School values, philosophy and vision

Rowville Secondary College's vision – We will be exemplary in our passion for learning with high expectations for achievement and a dedication to providing for diversity of talent and

- deliver a broad curriculum including VET programs, VCE, VCE Vocational Major and SBAT to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers use a Learning 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 Rowville Secondary College adopt a broad range of differentiated 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
- provide timely feedback and formative assessment to support student learning and agency
- teachers explicitly plan questioning around the Multiple Ways of Knowing
- metacognitive strategies are incorporated into lessons at all levels
- our school's Statement of Intent (SOTI) is aligned to the Victorian Curriculum, Assessment and Reporting Framework (VACARF) and the Victorian Curriculum, Assessment and Reporting Framework (VACARF) and the Victorian Curriculum, Assessment and Reporting Framework (VACARF)

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- in Out of Home Care
- and with other complex needs that require ongoing support and monitoring.

3.4

3.5 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 inclusive environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

3.6 Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our school's four core values and underpinned by our School Wide Positive Behaviour Matrix.

Violence, bullying, and other offensive behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Student bullying behaviour will be responded to consistently with Rowville Secondary Co 0.018 Tw 14.402 0 T

- including families in Student Support Groups, and developing individual plans for students.

4. Monitoring, evaluation and review

Rowville Secondary College

Appendix 1: Rowville Secondary College Positive Behaviours Matrix

