



**Help for
non-English
speakers**

If you need help to understand the information in this policy please contact the General Office on 9466 0900.

Policy Title	Student Wellbeing and Engagement Policy		
Date approved by Principal & School Council	23/06/2023	Review Date:	14/09/2023
Revision No:	1 2	Revision Date:	05/05/2022 14/06/2022
Consultation	Parents/Students Newsletter School Council	Date of Consultation	22/06/2022 14/06/2022

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.

Reservoir High 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.

CONTENTS

- School profile
- School values, philosophy and vision
- Wellbeing & Engagement strategies
- Identifying students in need of support
- Student rights and responsibilities
- Student behavioural expectations
- Engaging with families
- Evaluation

POLICY

School profile

Reservoir High is a medium sized Year 7-12 school located in Melbourne's northern suburbs surrounded by parkland and sporting facilities. Reservoir High provides excellent educational outcomes for all students in a positive, caring and supportive learning community where diversity is celebrated and valued, lifelong learning is embraced and all students have the opportunity to develop as leaders in their community. The school's enrolment is currently around 700. It is anticipated that the school will grow to approximately 750 in the near future. Trends in the student, parents and staff surveys have been increasingly positive and we have outstanding results. We have been recognised as a top academically performing government and a 'School that Excels' school due to our student achievement in both NAPLAN and VCE.

Reservoir High School's vision is to build resilient and reflective learners who strive for excellence and value diversity through showing respect for self, others and the community. Our mission is to ensure our students are successful learners, literate, numerate and empowered to be critical and creative thinkers in a changing world.

Our Strategic Plan has a strong focus on Teaching and Learning. Our school continually improves its facilities. We recently opened 5 Olympic standard netball and tennis courts. The school is engaged in a building project to modernise our teaching and learning spaces. Our Leadership structure has been redesigned and improved which more accurately reflects the needs of the students and staff. The school currently has 3 principal class officers, 60 teaching staff and 20 Educational Support staff. Outstanding features which draw students to our school include opportunities in our Selected Entry Accelerated Learning (SEAL Program), STEAM, Football Development Academy, Drama, Dance and Music performance as well as a range of pathways including VCE, VCAL and VET.

Reservoir High Values – Diversity, Excellence & Success are demonstrated every day. Diversity adds to the richness and quality of the students' educational experience with a significant EAL student cohort and over 65 cultural groups represented in the school. Reservoir High is a lead school in the Respectful Relationships program. The Reservoir High International Student Program comprises of approx. 50 students which provides a further global perspective. Excellence is demonstrated by our ability to engage our students and encourage them to pursue individual and team pursuits, for example, debating, maths competitions, dance and theatre productions, science presentations and local and international community projects. We recognise and celebrate the success of all students, by awards at our regular whole school assemblies or year level assemblies, through our monthly newsletter as well as our reporting system which informs parents and guardians of their child's progress regularly across the whole semester. Reservoir High promotes positive behaviour and the academic achievement of its students through school wide positive behaviour approaches.

At Reservoir High we strive to support students during their academic journey, to achieve success and giving them every opportunity to gain entrance into university, TAFE and employment. Our school has a strong focus on improved learning outcomes with a supportive, yet decisive student management philosophy. Our student attendance figures are excellent, our engaging curriculum, high expectations and student voice contribute to the overall positive and focused educational learning environment. Our large Student Wellbeing Team comprises of a full time Student Wellbeing Coordinator, School Nurse, Headspace Clinicians and Youth Workers, Psychologist, Mental Health Practitioner and an onsite Doctor as part of the Doctors in School Program. Our careers team also provide significant support to the students and their families.

School values, philosophy and vision

Reservoir High 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 diversity, excellence and success 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 on our Website and on Compass.

Wellbeing & Engagement strategies

Reservoir High 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 students feel safe and more connected. 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 positive, inclusive, engaging and supportive through our school mantra of respect-behaviours that are **Kind, Safe** and **Fair**. This can be seen in our Reservoir respect passes and quick praises
- welcoming all parents/carers and being responsive to them as partners in learning. This is achieved through Compass communication, parent groups and student support group meetings.
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data, school level assessment data and specific student focus group data.
- deliver a broad curriculum including VET programs, VCE and VCAL to ensure that students are able to select subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Reservoir High School use the EAGER instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices (examples HITS, Formative Assessment) are incorporated into all lessons. Our overarching school goal is to use our lesson sequence and instructional model with a focus on explicit teaching in order to promote an orderly focused and productive learning environment
- teachers at Reservoir High 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, Diversity, Excellence and Success 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, including Primary to Secondary, Secondary to Tertiary and smooth transition between the different sub-schools
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- through Compass student attendance is monitored and attendance improvement strategies at a whole-school, cohort and individual level are implemented
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including sub-school focus groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Sub-school Leader, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school production, Fair Go Sport athletics, music programs and peer support programs
- all students are welcome to self-refer to the Student Wellbeing Coordinator, Doctors in School Program, School Nurse, Year Level Coordinator, Sub-school Leader, 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 engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Respect Ambassador Program
 - Peer Support Program
 - RAH (Reservoir Against Hate) Group
 - Student Leadership Program
 - Lunchtime Clubs Program
- programs, incursions and excursions developed to address issue specific behaviour (examples RAGE Program and Canine Comprehension Program)
- opportunities for student inclusion (i.e. 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

- each year group has a Year Level Coordinator 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
- Aboriginal and Torres Strait Islander 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 Child Safety Policy 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 diversity week, lunchtime clubs, wellbeing programs and multicultural education aide
- we support learning and wellbeing outcomes of students from refugee background through supplying uniforms, books, food packages, breakfast club and assistance with funding applications

- 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 by running RAH Club, Bullying Prevention Program, celebrating Wear It Purple Day, IDAHOBIT Day, and Fair Go Sports Day.
- each Sub-school has an appointed Leading Teacher who manages the whole Sub-school supported by an office manager
- 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
- all Year 9 to 11 students are appointed a course counsellor will support students to select subjects which may include enhancement subjects and VET programs
- connect all Aboriginal and Torres Strait Islander students with a Koorie Engagement Support Officer and our Koorie Educator
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
- Reservoir High School assists students to plan their Year 10 work experience, supported by their Career Action Plan
- 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 and this will be incorporated into Respectful Relationships Program
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- student management strategy which includes restorative discussion/mediation through the developmental management approach.

Individual

- *Student Support Groups*
- *Individual Education Plans*
- *Behaviour - Students*
- *Behaviour Support Plans*
- *Student Support Services*

as well as to other Department programs and services such as:

- *Program for Students with Disabilities*
- *Mental health toolkit*
- *headspace*
- *Navigator*
- *LOOKOUT*

Reservoir High 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 discuss how best to help the student engage with school
- developing an Individual Education Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- monthly Sub-school case management meetings which includes an Assistant Principal, sub-school leader, Year Level Co-ordinator, Wellbeing Co-ordinator and Student Inclusion Co-ordinator

- student support group meetings
- DFFH notifications
- 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 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 and our Koorie Educator
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

Identifying students in need of support

Reservoir High 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 to help identify students in need of support and enhance student wellbeing. Reservoir High 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, particularly in literacy and numeracy assessments
- 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, fair, kind 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
- learn as much as possible

Students have the responsibility to:

- behave in a **Safe, Kind** and **Fair** manner
- 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:

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, Example 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. Reservoir High School has clear, consistent high expectations of all our students.

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
- sub-school exit from class process
- referral to the Year Level Coordinator
- restorative practices

- detentions
- student support group meetings
- parent meetings
- exclusion from class
- suspension (internal and external)
- expulsion

See Appendix 1

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 Reservoir High 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 circumstances at our school.

Engaging with families

Reservoir High 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 and on Compass
- 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
- once a term running a separate Chinese and Vietnamese parent group meeting
- term and semester performing arts evenings
- annual school production
- mid year and end of year Principal awards
- parent/teacher conferences

Evaluation

Reservoir High 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

Reservoir High 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
- 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 also relevant to this Student Wellbeing and Engagement Policy are available through our school website and can be accessed through the following link:

[Policies – Reservoir High School \(reservoirhs.vic.edu.au\)](https://reservoirhs.vic.edu.au)

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

REVIEW CYCLE

To be reviewed every two years as part of the school's review process.

Principal Signature:

A handwritten signature in black ink, consisting of several overlapping loops and strokes, positioned above the date.

Date: 23rd June 2023

APPENDIX 1

Discipline Actions/Procedures Summary for Year Level Coordinators (YLCs)

<p><i>First Removal / Student Support</i> - <i>Office Manager email</i></p>	<p>Junior School – Discussion / parent contact Middle School - Discussion and administration detention / parent contact Senior School - Discussion and administration detention / parent contact</p>
<p><i>Second Removal / Student Support</i> - <i>Office Manager email</i></p>	<p>Junior School - Discussion and 1 Administration Detention / parent contact Yr 9 to 12 - Discussion and 2 Administration Detentions / parent contact</p>
<p><i>Third Removal / Student Support</i> - <i>Coordinator contact</i></p>	<p>Junior School - Discussion and 2 Administration Detentions / parent contact Yr 9 to 12 - Discussion (incl YLC) and 1 day exclusion from class (within subschool) / parent contact</p>
<p><i>Fourth removal / Student Support</i> - <i>Coordinator contact</i></p>	<p>Junior School - Discussion and 1 day exclusion from class (within subschool) / parent contact Yr 9 to 12 - Discussion and 1 day internal suspension / parent contact</p>
<p><i>Fifth Removal / Student Support</i> - <i>Subschool Leader contact</i></p>	<p>Junior School - Discussion with Assistant Principal and 1 day internal suspension / parent contact Yr 9 to 12 - Discussion with Assistant Principal and 1 day external suspension / parent contact or meeting</p>
<p><i>Sixth Removal / Student Support</i> - <i>Subschool Leader contact</i></p>	<p>Junior School – Discussion with Assistant Principal and 1 day external suspension / parent contact Yr 9 to 12 - Discussion and 2 day external suspension and student has meeting with Parent / Assistant Principal and Wellbeing Department to draw up behaviour contract</p>
<p><i>Any Subsequent Removal – school will continue to provide support for the student</i> - <i>Subschool Leader contact</i></p>	<p>Junior School – 2 day external suspension and student & parent have meeting with Parent / Assistant Principal and Wellbeing Department to draw up behaviour contract Year 9 to 12 - 2 day external suspension and student & parent have meeting with Principal & SSG.</p>

Notes:

- Yr7 only - Subschool removals reset to zero at beginning of new Semester.
- If student **not** behaving in Subschool, Subschool Office Manager can call ANY Leading Teacher to have student sent home.
- Student refusing to leave classroom - 1 day internal suspension from.
- If a follow-up discussion with the student has not taken place within 4 periods, the removal will NOT be counted.
- Exclusions to be recorded on Compass
- First removal requires an email from the Subschool to parents / carers.

Lateness*

3 lates in 1 semester	Administrative detention – email home from Subschool manager
6 lates in 1 semester	2 x Administrative detention and a Coordinator to phone home/send letter home notifying that for next lateness, student will be <i>excluded</i> for 1 day.
7 lates in 1 semester	Saturday detention / Internal Suspension – parent choice
10, 13, 16 etc	Saturday Detention, Internal suspension of 1 day and Parent meeting with YLC & member of Wellbeing team.

If late arrival to school is less than 10 minutes= Late slip and go to class

If late to school greater than 10minutes, students stay in Sub school for 1 period & complete work, and student has an absence of 1 period recorded against their name.

***Lateness to classes other than Period 1 are the teacher's responsibility to follow up. It is suggested that the teacher directs where the latecomer will sit and then issues the appropriate consequence (eg. Make up the time missed).**

Absence (minimum)

Every Absence	Where possible - Phone call home (Office Manager)
3 unapproved absences	Phone call from school (Office Manager/Year Level Coord)
5 unapproved absences	Letter sent home -YLC to meet with Student.
7 unapproved absences	Letter sent home no 2 (next unapproved absence = parent meeting)
8 unapproved absences	Parent / YLC meeting, letter sent home
10 unapproved absences	Phone call from school.
10+ unapproved absences (up to 14)	Parent meeting (leading to redemption time eg: making up time afterschool, Saturday Detention, Formal redemption program). Attendance Improvement Plan (ALP) to be implemented.
14+ unapproved absences	Non-redeemable – automatic no pass of any subject

Smoking/Vaping

1 st Occurrence	Meeting with School Nurse & students issued with a QUIT pamphlet – parent contact from YLC
2 nd Occurrence	Administrative detention and a Coordinator to phone home/letter home communicating next occurrence student will be externally suspended from school for 1 day. Student MUST meet with School Nurse or SWC.
3 rd Occurrence	external suspension for 1 day – parent contact
Every subsequent occurrence	Consequence as determined by sub school – parent meeting

Uniform

Occurrences with parent note	If no correct uniform success – Administrative detention. <i>Attempt to correct uniform</i> <ul style="list-style-type: none">• School to try and assist with 'spare' uniform items.
1 st Occurrence without note	If no correct uniform success – Administrative detention. <i>Attempt to correct uniform</i>

	<ul style="list-style-type: none"> • Phone home, Family member to bring correct clothing to school • Phone home, Student sent home to return in uniform
2 nd Occurrence without note	As above, Administrative detention
3 rd Occurrence without note	As above but also : Coordinator to phone home/send letter home communicating next occurrence student will be excluded from class for 1 day.
Every subsequent occurrence	Saturday detention / exclusion from class / internal suspension as required

Not following Teachers instructions (obvious defiance) – adjust as required

1 st Occurrence	<ul style="list-style-type: none"> • Administrative detention • Exclusion from class
2 nd Occurrence	Admin Detention / Saturday Detention
Every subsequent occurrence	Consequence as required