



RED HILL CONSOLIDATED SCHOOL

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Red Hill Consolidated School – 59892321 or red.hill.cs@education.vic.gov.au

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.

Red Hill Consolidated 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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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

Red Hill Consolidated School (RHCS) is located near Arthur's Seat on the Mornington Peninsula. The school currently has an enrolment of approximately 480 students and employs forty one staff, including two assistant principals, twelve education support staff and two learning specialists.

The school was established in 1951 following the consolidation of several small rural schools in the Red Hill district. The school grounds are rural in nature, featuring large outdoor play spaces, a heated

swimming pool, and surrounding natural bushland. Many of the school's facilities have been refurbished or reconstructed to meet contemporary educational needs.

RHCS maintains a strong environmental focus that is integrated into both curriculum and school operations. Students engage with and care for the school's garden, aviary, and garden centre, which are used as teaching and learning spaces.

The school community is diverse, including thirty two students with a Language Background Other Than English and fifty nine students who receive support through the Camps, Sports and Excursions Fund. The school also serves a growing number of families relocating from Melbourne seeking a 'sea change' or 'tree change.'

RHCS is committed to providing a safe, supportive, and inclusive learning environment where all students are encouraged to achieve their full potential. The school's pedagogical approach is centred on inquiry-based learning and is underpinned by the following learner assets:

- Collaborator
- Thinker
- Self-Manager
- Communicator
- Researcher
- Contributor

Students from Foundation to Year 6 participate in a comprehensive curriculum delivered by classroom teachers, complemented by specialist programs in Art, Music, Science, Japanese (LOTE), Physical Education, and Sustainability.

The school's vision is aligned with its motto: *"To strive for and hold to the best."*

2. School values, philosophy and vision

Red Hill Consolidated School's values are **Respect, Responsibility, Resilience and Empathy**. These values guide our actions and underpin the culture of our school community.

- **Respect:** *I demonstrate respect by showing care and understanding for myself, for others, for property and for the environment. In this, I value all things that make up the amazing world around me.*
- **Resilience:** *I demonstrate resilience by having a go. If I get knocked down or out of my comfort zone, I get back up, keep going and be strong. I am an important and unique individual.*
- **Responsibility:** *I demonstrate responsibility because I can be trusted to aim high, make good choices, and think things through. I am responsible for my behaviour and my learning.*
- **Empathy:** *I demonstrate empathy by understanding and sharing what someone else is feeling and thinking.*

Philosophy

Red Hill Consolidated School's Statement of Values and School Philosophy is integral to all aspects of our work and forms the foundation of our school community. Students, staff and families are encouraged to actively model and promote our core values of respect, responsibility, resilience and empathy in their everyday interactions.

Our vision is to empower students to achieve their personal best, while fostering their wellbeing, confidence and capacity to contribute positively to society as happy, healthy, and resilient young people.

The school's Statement of Values and School Philosophy Policy is available on our school website.

Vision

Through the Contemporary Learning Experience framework, Red Hill Consolidated School will provide a rich learning environment that is student-centred, technology-enriched, question-driven, skills-based and contextually relevant. We aim to promote creativity and provide every opportunity for students to develop essential skills to become active and informed participants in a global world.

3. Wellbeing and engagement strategies

Red Hill Consolidated School has developed a range of strategies to promote student engagement, inclusion, positive behaviour, and respectful relationships. We recognise the importance of friendships, peer support, and connectedness in helping children feel safe, valued, and less isolated. We also acknowledge that some students require additional social, emotional, or educational support, and that these needs will change over time as students grow and learn.

Our approach is structured around universal (whole-school), targeted (cohort-specific), and individual (student-specific) strategies, as outlined below.

Universal Strategies

Whole-school strategies to promote wellbeing, engagement, and positive behaviour include:

- Maintaining high and consistent expectations of all staff, students, and parents/carers.
- Prioritising positive and respectful relationships between staff and students.
- Creating a culture that is inclusive, engaging, and supportive, where diversity is embraced and all students are empowered to participate and feel valued.
- Welcoming parents/carers as partners in learning and maintaining open, responsive communication.
- Using a wide range of data (attendance, Attitudes to School Survey, parent surveys, student management, assessment data) to inform practice.
- Implementing the Gradual Release of Responsibility instructional framework to ensure explicit, evidence-based, high-impact teaching practices across the school.
- Adopting a broad range of teaching and assessment approaches to meet the diverse learning styles, strengths, and needs of students, consistent with [VIT Teaching Standards](#).
- Embedding the Statement of Values and School Philosophy into the curriculum and actively promoting them in the school community.
- Supporting students through carefully planned transition programs between stages of schooling.
- Acknowledging positive behaviour and achievement both in classrooms and formally through assemblies and parent communication.
- Monitoring student attendance and applying attendance improvement strategies at whole-school, cohort, and individual levels, consistent with DET's [Attendance Policy](#).
- Providing opportunities for student voice through the Student Voice Team, peer support groups, and forums with school leaders.
- Creating opportunities for cross-age connections through athletics, performances, music programs, and buddy initiatives.
- Offering self-referral pathways to the Student Wellbeing Coordinator, trusted staff, Assistant Principals, or Principal.
- Promoting school-wide positive behaviour support and early identification of students needing support through signature wellbeing programs:
 - Respectful Relationships (RRRR) – develops respectful communication, early recognition of students experiencing difficulty, and peer support.
 - The Resilience Project – teaches resilience, empathy, mindfulness, and gratitude, helping identify students experiencing stress or disengagement.

- Zones of Regulation – supports students to recognise and manage emotions and triggers, enabling staff to detect emerging wellbeing concerns.
- Growth Mindset Programs – fosters persistence, engagement, and self-reflection, providing early insight into students requiring targeted academic or emotional support.
- Delivering incursions, excursions, and programs to address specific wellbeing or behaviour needs (e.g., anger management, friendship and relationship skills).
- Providing opportunities for inclusion through sports teams, lunchtime clubs, and extracurricular activities.
- Running buddy programs and peer support initiatives.
- Ensuring measures are in place to identify, report, and address inappropriate behaviours such as racism, homophobia, and other forms of discrimination or harassment, in line with DET's [Equal Opportunity and Human Rights – Students Policy](#).
- Displaying posters and resources to support inclusion and non-gendered grouping.
- Celebration Days including NAIDOC and Smoking ceremonies, Floral Friday, Indigenous Literacy Foundation events etc.

Targeted Strategies

- Year Level Leaders monitor student wellbeing and act as points of contact for students needing additional support.
- Koorie students are supported through Individual Education Plans (IEPs) and culturally responsive programs (Reconciliation Action Plan).
- LGBTIQ+ students are supported following DET's [LGBTIQ+ Student Support Policy](#).
- Students in Out of Home Care, with disabilities, or with other complex needs are supported according to DET policies, through Learning Mentors, IEPs, Behaviour Support Plans, and SSGs.
- Wellbeing staff implement health promotion and social skills programs responsive to student needs, including trauma-informed practices.
- Extra-curricular activities such as:
 - Year 6 Circus (team work, resilience, confidence, connectedness and relationships)
 - Kitchen Garden program (connectedness and relationships, engagement, motivation)
 - Year 5/6 Electives (connectedness and relationships, engagement, student voice)
 - School Sports Days: Swimming Carnival/Athletics/Cross Country (school pride, connectedness and relationships, confidence)
 - Choir and Band (connectedness, confidence and relationships, engagement)
 - Student Art Show (School pride, confidence)
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Individual Strategies

- Constructive relationships are built with students at risk or vulnerable due to complex needs.
- IEPs, Behaviour Support Plans, and Safety Plans are developed where required.
- Environmental adjustments (e.g., classroom layout) are applied when necessary.
- Students may be referred to school-based supports, Student Support Services, or external agencies such as Headspace, CAMHS (Child and Adolescent Mental Health Services), Orange Door (was ChildFirst), or local youth services.
- Attendance monitoring and Attendance Improvement Plans are implemented in collaboration with families.
- Regular Student Support Group (SSG) meetings are held for students with disabilities, in OoHC, or with complex needs requiring ongoing monitoring.

- NDIS support welcomed into the school to support students.
- DIP (Disability Inclusion Profile) applications and Tier 3 funding for students who are approved.
- Education Support Staff working with funded students through DIP Tier 2 and 3 funding.

4. Identifying students in need of support

Red Hill Consolidated School is committed to providing the necessary support to ensure 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 to enhance overall wellbeing.

RHCS will utilise the following sources of information and tools to identify students who may require additional emotional, social, or educational support:

- personal, health, and learning information gathered upon enrolment and throughout schooling
- attendance records and patterns of absenteeism
- academic performance and progress data
- teacher observations of changes in engagement, behaviour, self-care, social connectedness, and motivation
- records of attendance, reflection room, suspensions, or other behaviour management data
- engagement and communication with families
- self-referrals or referrals made by peers, parents/carers, or staff

Where a student is identified as being at risk, RHCS will work with families, staff, and, where appropriate, Student Support Services (SSS) or external agencies.

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 one another with respect and dignity. Our Statement of Values and School Philosophy sets out the rights and responsibilities of all members of the RHCS community.

Students have the right to:

- learn and participate fully in their education
- feel safe, supported, and included
- be respected and treated with dignity
- learn in an environment free from bullying, harassment, violence, discrimination, or intimidation
- have a voice in decisions that affect their learning and wellbeing

Students have the responsibility to:

- participate fully in their educational program to the best of their ability
- uphold our school values and 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 without disruption
- follow school rules, routines, and reasonable directions from staff

Complaints and concerns:

Students who may have a concern about something that has happened at school are encouraged to:

- speak to their parents/carers, and
- approach a trusted teacher, the Student Wellbeing Team, or a member of the school leadership team.

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. RHCS will respond to complaints and concerns in line with DET's [Complaints – Parents Policy](#) and our own local Complaints Policy.

6. Student Behavioural Expectations and Management

Red Hill Consolidated School (RHCS) is committed to providing a safe, inclusive, and respectful learning environment. Violence, bullying, and other offensive or harmful behaviours—including racism, harassment, and discrimination—will not be tolerated and will be addressed in accordance with this policy. Bullying is managed specifically through our [Bullying Prevention Policy](#).

Our Approach

We believe that successful behaviour management is more than a single program or intervention. It is an ongoing, whole-school process involving students, staff, and families, and is underpinned by our school values of Respect, Responsibility, Resilience, and Empathy.

At RHCS:

- Students are empowered to recognise and take responsibility for their behaviours.
- Behavioural expectations are explicit, consistent, and reinforced across classrooms, playgrounds, and all school activities.
- Staff, parents, and students work collaboratively to establish clear expectations and support positive behaviour.
- Preventative programs such as Respectful Relationships (RRRR), The Resilience Project, and Zones of Regulation are embedded across the school to support social-emotional learning, self-regulation, and early identification of students requiring additional support.
- Classrooms follow consistent routines and classroom agreements.
- Teaching follows the Gradual release of responsibility.

Staged Behaviour Management Response

When a student acts in breach of RHCS behavioural standards, a staged response will be implemented, consistent with the Department's [Student Engagement and Inclusion Guidelines](#).

Where appropriate, parents/carers will be informed about the behaviour and any disciplinary action taken. Disciplinary measures are applied fairly, consistently, and proportionately, and students are always given an opportunity to be heard.

Disciplinary measures may include:

- A consistent process for managing disruptive or disrespectful classroom behaviour.
- Verbal warnings and use of the 'Four R Approach': Remind, Redirect, Relocate, Reflect
- Teacher-controlled consequences, such as changing seating or classroom location
- Withdrawal of privileges or yard restrictions
- Parent communication and involvement
- Use of the TAMB Form (Thinking About My Behaviour) to facilitate reflection and communication between student, teacher, and parent
- Referral to the Assistant Principal or Principal
- Restorative practices and repair strategies to rebuild relationships
- Development of a Positive Behaviour Development Plan or Behaviour Support Plan
- Suspension (in-school or out-of-school)
- Expulsion

Suspension, expulsion, and restrictive interventions are measures of last resort, applied in line with DET policy:

- [Suspensions Policy](#)
- [Expulsions Policy](#)
- [Restraint and Seclusion Policy](#)

Additional requirements and notes:

- Corporal punishment is prohibited in all Victorian schools and must not be used at RHCS under any circumstances.
- In accordance 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 is responsible for ensuring that all suspensions and expulsions are recorded on CASES21.

By applying these principles and procedures, RHCS promotes a safe, supportive, and inclusive learning environment, while ensuring that students understand the consequences of their actions and have opportunities to develop positive social-emotional skills.

7. Engaging with Families

Red Hill Consolidated 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.

The school seeks feedback through mechanisms such as the Parent Opinion Survey and from parent representatives on School Council. The School Council, in partnership with the RHCS Community Links, works collaboratively to improve school infrastructure, enhance learning opportunities, and foster a strong sense of community.

RHCS is committed to supporting families to engage in their child's learning and to build their capacity as active participants in education. The school provides an environment that welcomes all parents and carers and is responsive to them as partners in learning.

Strategies to create successful partnerships with families, carers, and the community include:

- Ensuring that all parents and carers have access to school policies and procedures, available on the school website.
- Conducting effective, respectful, and timely school-to-home and home-to-school communication.
- Providing volunteer opportunities so that parents, carers, and students can contribute to school programs and events.
- Involving families in homework and curriculum-related activities to support learning at home.
- Including families as participants in school decision-making processes, ensuring their input informs school planning.
- Coordinating resources and services from the community to support students, families, and the school.
- Providing clear referral pathways for students, staff, and families to access mental health and wellbeing support services.
- Sharing information about mental health, wellbeing, and social-emotional learning with families and the wider community, including local support services and resources.
- Involving families in Student Support Groups (SSGs) and the development of Individual Education Plans (IEPs), Behaviour Support Plans, and Safety Plans. SSG meetings are held regularly to monitor progress and outcomes.

- Establishing partnerships with relevant organisations and health professionals to support student and community mental health and wellbeing where appropriate.

Through these strategies, Red Hill Consolidated School fosters collaborative, supportive, and informed partnerships with families and the wider community, ensuring that students receive consistent support across home and school settings.

8. Evaluation

Red Hill Consolidated 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.

Red Hill Consolidated School (RHCS) is committed to regularly evaluating the effectiveness of our wellbeing and engagement strategies to ensure all students are supported socially, emotionally, and academically.

Sources of data assessed include:

- Student survey data, including the Attitudes to School Survey and internal wellbeing surveys
- Incident and behaviour data
- School reports and case management records
- Parent and carer survey data
- Attendance and absence data via CASES21
- Student Outcomes and Case Support (SOCS) data

In addition, RHCS regularly monitors available data dashboards to promptly identify wellbeing or engagement issues and implement interventions as soon as possible.

Use of evaluation findings:

- Review and improve school-wide wellbeing and engagement programs
- Adjust targeted and individual support strategies
- Inform professional learning for staff
- Communicate trends, priorities, and outcomes with students, families, and the school community

Through systematic evaluation, RHCS ensures that our wellbeing initiatives are responsive, effective, and aligned with the needs of our students and the wider school community.

COMMUNICATION

This policy will be communicated to the RHCS community in the following ways:

- School Council and Education sub committee
- Available publicly on the school website
- Included in staff induction processes to ensure all staff are familiar with its requirements
- Included in transition and enrolment packs for new students and families
- Referenced annually in the school newsletter to reinforce understanding
- Available in hard copy from the school administration upon request

RHCS will also ensure it follows mandatory parent/carers notification requirements with respect to suspensions and expulsions, in accordance with the Department's policies at:

- [Suspension process](#)
- [Expulsions – Decision](#)

FURTHER INFORMATION AND RESOURCES

The following Department of Education 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](#)
- [LGBTIQA+ 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
- Statement of Values and School Philosophy

All policies can be found at <https://redhillcs.vic.edu.au/school-policies/>

POLICY REVIEW AND APPROVAL

Policy last reviewed	October, 2025
Consultation	• SVT (Student Voice Team) consulted about policy – September, 2025 • Staff meeting October 9, 2025 • Education Sub-Committee discussed feedback – September and October meeting, 2025 • School Council reviewed policy – October 21, 2025
Approved by	Principal October, 2025
Next scheduled review date	September / October, 2027