



STUDENT ENGAGEMENT & WELLBEING POLICY

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) our commitment to child safety
- (c) expectations for positive student behaviour
- (d) support available to students and families
- (e) our school's policies and procedures for responding to inappropriate student behaviour.

Springside Primary 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 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. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

Implementation

1. School Profile

Springside College started its life as a stand-alone school in 2012. Previously a campus of Caroline Springs College, Springside was the fourth and final addition to the multi-campus setting. Springside College is a Kindergarten to Year 9 educational setting that was constructed in two stages. Stage 1 opened in 2009, catering for students from Kindergarten to Year 4 with a total of 154 enrolments. Stage 2 followed in 2010, catering for students from Kindergarten to Year 9 with a total of 570 enrolments. Our student population has continued to grow with 771 enrolments for the 2019 school year and in 2020 we have an enrolment of 778 students.

With the opening of the new Springside West Secondary College (no affiliation) in 2018, Springside P-9 College has transitioned to a P-6 Primary school. In 2020 we will be a P-6 school and have been renamed to Springside Primary School.

We have a most supportive and enthusiastic school community, School Council and Parents and Friends team who are dedicated to, and actively involved in, supporting the college to be the very best it can.

2. School values, philosophy and vision

Our school is a committed and unified partnership of teachers, parents and children. We value diversity and strive for excellence. We are committed to providing a high quality education in a cooperative, caring and safe environment. Children are encouraged and challenged to reach their full potential. We strongly believe in the importance of celebrating our students' achievements and in acknowledging and enjoying the positive aspects of their personal development.

Our school values of respect, optimism, responsibility and excellence are deeply embedded in our practice and code of cooperation.

The partnership between home and school is encouraged at all levels of school operation. Parents are actively involved in classroom programs and a range of other school activities.

Springside Primary School would prefer our Student Engagement and Wellbeing Policy to be an ongoing living document. This document may be periodically updated in order to capture and reflect our school, while ensuring the most current and effective practices are in place. This living document may also evolve through new DET initiatives or successive updates and be expanded as needed.

Our School Motto

'Learning Today - Leading Tomorrow'

Our School Vision Statement

'At Springside we deliver excellence. Our community works in harmony to develop creative learners who think, act and contribute positively to an ever-changing world.'

Our School Values

Respect – Optimism – Responsibility – Excellence: At Springside we RORE!

Our School Mission Statement

To embed a 'Professional Learning Community' culture at Springside Primary School, where we work collaboratively and interdependently to significantly improve the outcomes of every child at our college. This will be achieved through:

- having high expectations of ourselves and others in our 'Professional Learning Community'
- a shared belief that all students can and want to learn, and have the right to achieve their full potential
- delivering an authentic Guaranteed and Viable Curriculum that is differentiated to meet the individual learning needs of our students
- authentic assessment practices that are used to identify and monitor our students progress and their next learning
- delivering a Twenty First Century learning environment for all members of our 'Professional Learning Community'
- ensuring a safe and secure learning environment for all members of our 'Professional Learning

Community'

- building teacher knowledge, skills and capacity
- utilising research based best practice and authentic evidence
- providing relevant and timely feedback for staff and students
- monitoring and reflecting on our progress
- recognising and celebrating our successes
- recognising and acknowledging areas for improvement and working collaboratively and strategically to address them

3. Engagement Strategies

Springside Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. 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
- 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 data, Compass chronical data and school level assessment data
- teachers at Springside Primary School use the 'Workshop instructional model' 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 Springside Primary 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 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
- 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 Student Voice Action Teams. Students are also encouraged to speak with their teachers, Year Level PLC leaders, Leading teachers, Assistant Principals and Principal whenever they have any questions or concerns.
- All students are welcome to self-refer to the Wellbeing Team, Year Level PLC Leaders, 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 (Social and Emotional Learning)
- eSmart
- Zones of Regulation
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs, social groups)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs

Targeted

- Springside Primary School has a leading teacher and Welfare officer who monitor the health and wellbeing of students across the school, and act as a point of contact for students who may need additional support
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- 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
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace

Springside Primary 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 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
- 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

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

- 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.

4. Identifying students in need of support

Springside Primary 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 help identify students in need of support and enhance student wellbeing. Springside Primary 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
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, Compass Chronical data
- engagement with families
- self-referrals or referrals from parents/staff

<p>The following provides a guideline of the supports and programs available across the school Student Care and Management</p>	<p>SOG meetings (Student Support Group) ES to assist with supporting student learning (Education Support Staff) Leading Teacher - Student Wellbeing Allied Health Services Student Welfare/Counsellors External Support Services DET Support services Assistant Principal/s COMPASS – Tracking of student correspondence Success Slip acknowledgements sent to parents via COMPASS eCases School Nurse Home Group Teachers and daily Home Group Time Team Leaders Positive Phone Calls Meet the Teacher Meetings at the beginning of the year Weekly student achievement awards RORE Awards</p>
<p>Meetings</p>	<p>SWPBS Implementation Team – Action Plan Student Support Group Meetings Parent Meetings 3 Way Conferences Parent Teacher Interviews College Counsellors Re-entry Meetings Restorative Sessions Leadership Meetings Professional Learning Teams</p>

Curriculum	<p>Core Subjects</p> <ul style="list-style-type: none"> ○ English ○ Mathematics ○ Start Up Program ○ SEL Program – Inline with Respectful Relationships ○ Inquiry (Primary) ○ STEAM <p>Specialist subjects</p> <ul style="list-style-type: none"> ○ Art, Performing Art – offered across P -6 ○ Physical Education ○ LOTE – offered across P – 6 ○ Kitchen Garden Program ○ Hands on Learning Grade 6 ○ Inter School Sport Years 5-6 ○ Food technology
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5. Students 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.

All students and staff have the following rights:

- We all have the RIGHT to feel safe and comfortable.
- We all have the RIGHT to do as much work as possible.

All students have the responsibility to:

- Come to school in correct uniform.
- Bring all necessary equipment and resources to class.
- Be on time to school and all classes.
- Move around all learning spaces calmly and in an orderly fashion.
- Pass all objects hand to hand.
- Present to class with a positive attitude towards learning.
- Respect the right of others to learn.
- Communicate clearly and honestly any issues or concerns to an appropriate staff member, at an appropriate time.
- Take care of personal property, the property of others and school property.
- Respect the individuality of others, regardless of gender, religious and cultural background.
- Use digital technology and electronic communication in a safe, smart and responsible manner.
(Acceptable Use Policy)

All staff have the responsibility to:

- Act in a professional manner in all dealings with staff, students and parents.
- Be punctual to all classes.
- Follow the agreed Code of Cooperation.
- Be consistent in dealing with student behaviour.

Shared expectations

At Springside Primary School, all staff has a shared responsibility for the development and provision of an appropriate, relevant and challenging curriculum. This provides students with the opportunity to experience success, and caters for a range of learning styles.

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.

Staff Expectations:

- Act in accordance with VIT teacher Code of Conduct and meet Professional Standards.
- Abide by the Springside Primary School Code of Conduct and familiarise themselves with the Child Safety Standards
- Familiarise themselves with all school policies
- Explicitly teach the expected behaviours in accordance with the SWPB Matrix
- Act in accordance with the Continuum Response to Behaviours
- Implement Zones of Regulation – as a universal strategy to support students in regulating their emotions and identifying the tools and strategies they can put in place to regulate and move from one zone to another.
- Consistently and fairly implement the Springside Primary School Code of Cooperation and uphold School Values.
- Collaborate in Professional Learning Teams to research and address the learning needs of our students (this includes using data to inform our teaching).
- Use inclusive teaching practices – that provide for individual differences.
- Act professionally in our interactions with all members of the school community, by displaying sensitivity to individual circumstances and privacy.
- To believe that all students can learn and provide them with a rigorous and engaging curriculum.
- To ensure an orderly, safe and stimulating learning environment by communicating clear expectations.
- To provide opportunities for students to explore pathway directions from K-6 and beyond (e.g. transition).
- To foster and support the wellbeing of students (including monitoring student attendance).
- To seek guidance and/or know when to refer students to appropriate school personnel. (Student Welfare, Leaders, Principal Class etc.).
- All staff will take an active interest in all students' progress and wellbeing.

Student Expectations:

- To learn in an educational environment that is safe, supportive and inclusive, where they are able to develop their talents, interests and ambitions (refer to School Values).
- Follow the Springside Code of Cooperation and actively contribute to creating a positive learning environment.
- To participate fully in the school's educational program and attend school regularly.
- To display positive behaviours in line with the SWPB Matrix.
- To take responsibility for their learning and participate fully in all educational programs.

Parents/Carers/Guardians Expectations:

- Children will be educated in a secure environment in which care, courtesy and respect for the rights and property of others are encouraged.
- Springside Primary School will promote positive educational outcomes by modelling expected behaviours in line with our school values.

School Expectations of Parents/Carers/Guardians

- Parents/Carers/Guardians will take an active interest in their child's learning progress.
- Parents/Carers/Guardians will ensure their child's regular attendance and prompt arrival for learning. A minimum of 95% attendance is required.
- Parents/Carers/Guardians will engage in regular and constructive communication with school staff regarding their child's learning.
- Parents/Carers/Guardians will support the school in maintaining a safe and respectful learning environment for all students, by supporting school policies and procedures.

We have a School Wide Positive Behaviour Matrix, which clearly defines the expected behaviours of our school. These behaviours are explicitly taught across our school and displayed in various locations as a visual to remind students of what is expected.

Students are acknowledged for showing the expected behaviours by being issued with Success Slips. Students acquire Success Slips and work toward receiving three milestones of wristbands.

- 10 Success Slips: Blue wrist bands
- 20 Success Slips: Green wrist bands
- 30 Success Slips: Yellow wrist bands
- 40 Success Slips: Special Lunch

Our school has a Code of Cooperation, which encompasses all areas of the school and provides clear guidelines of expectations. This document is supported by the Continuum Response to Behaviour which outlines behaviours and appropriate, immediate actions that are taken.



Continuum of
Response to Behavior

Our Response to Intervention model displays all the supports we have in place as a school to support student's engagement and wellbeing.

Please see attached Behaviour Intervention model.



Springside Primary
School - Behaviour I

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Springside Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Springside Primary will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines and our School Wide Positive Behaviour Response to Behaviour Continuum. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

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 controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Wellbeing Team
- restorative practices
- restorative Lunch and Recess Meetings
- immediate Behaviour Reflections
- behaviour reviews
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

Corporal punishment is prohibited in our school and will not be used in any circumstance.

7. Engaging with families

Springside Primary 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
- 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 learning plans for students.

8. Evaluation

Springside Primary 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 – Compass Chronical
- school reports
- parent survey
- CASES21
- SOCS

Further information and resources

This policy should be read in conjunction with following school policies:

- Springside Primary School Attendance Policy
- Springside Primary School Child Safe Policy
- Springside Primary School Code of Conduct
- Springside Primary School Code of Cooperation
- Springside Primary School Digital Technologies Policy (including ICT Acceptable User Agreement)
- Springside Primary School Duty of Care Policy
- Springside Primary School Emergency Management Plan
- Springside Primary School First Aid Policy
- Springside Primary School Inclusion Policy
- Springside Primary School Mandatory Reporting Policy

Evaluation

- This policy was updated in **JUNE 2020**.
- This policy will be reviewed as part of the school's review cycle, scheduled for **JUNE 2022**.