



## STUDENT WELLBEING AND ENGAGEMENT POLICY



### Help for non-English speakers

If you need help to understand the information in this policy please contact the Assistant Principals on 94496400.

### 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.

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, 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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2. School values, philosophy and vision
3. Wellbeing and engagement strategies
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### POLICY

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 was 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 6 with a total of 570 enrolments.

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 commenced operation as a P-6 school and have been renamed Springside Primary School. Our student population has grown from 771 enrolments for the 2019 school year and in 2022 we have an enrolment of 825 students.

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 school to be the very best it can be.

## 2. School values, philosophy and vision

Springside Primary 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 Respect, Optimism, Responsibility and Excellence at every opportunity.

Our school's vision is ***Learning today. Leading tomorrow.***

Our Statement of Values is available online at: <https://springside.vic.edu.au/>

## 3. Wellbeing and engagement strategies

Springside Primary 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 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 universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below.

### Universal Approaches

- High and consistent expectations of all staff, students and parents and carers.
- Prioritising 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued.
- 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, student management data and school level assessment data.
- Teachers at Springside Primary School use a Gradual Release of Responsibility instructional framework to ensure an explicit, common, and shared model of instruction that enables evidenced-based, high yield teaching practices to be 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 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.
- Implementing carefully planned transition programs to support students moving into different stages of their schooling.
- Acknowledging positive behaviour and student achievements in the classroom, and formally in school assemblies and through communication to parents.
- Analysing and being responsive to data through SWPBS.
- Monitoring student attendance and implement attendance improvement strategies at a whole-school, cohort, and individual level.

- Providing students with the opportunity to contribute to and provide feedback on decisions about school operations through the student action teams and SWPBS student team. Students are also encouraged to speak with their teachers, leaders, Assistant Principal and Principal whenever they have any questions or concerns.
- Creating opportunities for cross-age connections amongst students through school plays, athletics, music programs and better buddies' program.
- All students are welcome to self-refer for welfare and wellbeing support and are proud to have an 'open door' policy where students and staff are partners in learning (Parental consent required for counselling referrals).
- Engaging in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Daniel Morcombe lesson plans
  - Social and Emotional Learning
  - Safe Schools
  - SWPBS lessons
  - Zones of regulations
- programs, incursions and excursions developed to address issue specific needs or behaviour
- opportunities for student inclusion (i.e. sports teams, clubs, The Friendship Stop, Inclusion Hub and other recess and lunchtime activities).

### Targeted

- Each year group has a Leading Teacher monitoring the health and wellbeing of students across the school and they act 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 – refer to our Creating a safe environment for Aboriginal students statement and the Statement of Commitment to Child Safety and Child Safety Principles.
- 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 differentiated programs and explicit teaching based on the Science of Reading.
- 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](#).
- all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and 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](#), such as providing reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- 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
- 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](#)

### Individual

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 students and their parent/carer/guardians 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/welfare 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 Child First/Orange Door
  - 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 Plans 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.

#### 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 to 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, lunchtime meetings, Immediate behaviour Reflection, behaviour plans and suspension data
- engagement with families
- self-referrals or referrals from peers

#### 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 Values highlight 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
- 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 Wellbeing Team. Further information about raising a complaint or concern is available in our Complaints Policy.

## 6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school Values and the Code of cooperation.

- 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, Springside Primary 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 implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as Immediate Behaviour Reflections/Suspensions, 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.

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 Leading teacher
- restorative practices
- immediate behaviour reflections
- lunchtime meetings
- thinking spot
- 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 Springside Primary 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 circumstance at our school.

## 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
- providing parent volunteer opportunities so that families can contribute to school 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.

## 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
- ATOSS
- PIVOT data
- SWPBS data
- Pulse data
- incidents data
- school reports
- parent survey
- COMPASS, including attendance and absence data
- SOCS

Springside Primary 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
- Included in transition and enrolment packs
- in school newsletter
- 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 are also relevant to this Student Wellbeing and Engagement Policy:

- Bullying Prevention Policy
- Child Safety Policy
- Responding and Reporting Obligations Policy and Procedures
- Child Safety Code of Conduct
- Child safety risk register
- Complaints Policy
- Students' complaints procedure
- Duty of care policy
- Digital Learning Policy
- Inclusion and Diversity Policy
- Student Engagement and Wellbeing Policy
- Welfare Policy
- Visitors Policy
- Volunteers Policy
- Yard duty and supervision policy
- Recruitment policy
- Statement of Values and School Philosophy

## POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2022
Consultation	Consulted with: Wellbeing team June 2022 School Council June 2022 Leadership team June 2022 COMPASS July 2022 Newsletter August 2022 Website July 2022
Approved by	Principal
Next scheduled review date	June 2024