

STUDENT WELLBEING AND ENGAGEMENT 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) 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 West Secondary College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture 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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POLICY

1. School profile

Springside West Secondary College is a state of the art purpose built secondary college which was established in 2018 . Located approximately 35 kilometres west of Melbourne, Springside West was built to supply the need of a high achieving secondary school in the ever increasing area of Frasers Rise. Currently enrolled are 976 students across Years 7 to 12 and approximately 120 school staff members which as include a first aid officer, wellbeing coordinators and mental health care practitioner.

As a newly established school within a growth corridor, rapid growth is predicted for both the suburb and the enrolment over the next 5 - 10 years with maximum capacity predicted at 1500 students.

Our school grounds sit beside a wetland waterway and across from the Fraser Rise Community Centre and George Cross Football Club. Our school grounds consist of a fully functional STEM building, theatre, instrumental music space, 4.5 basketball courts and gym - facilities to cater to all facets of students' educational programs.

Our school provides accelerated entry into VCE and delivers the SEALP program which further enhance the high achieving nature of the curriculum at Springside West Secondary College.

Our school is culturally diverse and inclusive using School Wide Positive Behaviour Systems to build and enhance students' development holistically including their social, emotional and academic skills.

We are proud to provide a nurturing and challenging learning environment that empowers students to reach their personally best, both socially and academically.

2. School values, philosophy and vision

Springside West Secondary College's 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 growth, challenge and community at every opportunity.

These values form the core of our school wide positive behaviour processes and are a strong feature of the operation of our school. Our values will be used by teachers every day to remind students of the behaviour and approach that we value at Springside West Secondary College.

Growth:

Our students are motivated learners, always striving for personal development and academic excellence.

Challenge:

Our students take responsibility for their learning and seize new opportunities with determination and optimism.

Community:

Students treat all members of our community with respect and are responsible for our actions and environment.

Our school's vision is to develop an inclusive program driven towards high achievement which is supported through a range of programs and approaches to building the skills and abilities of all students. We strive to empower our students to be active agents in their own learning to enable their own personal growth and success.

We encourage a partnership between staff, parents and students to ensure a collective responsibility to the students' engagement and wellbeing in their education to ensure they reach their own personal success.

3. Engagement strategies

Springside West Secondary College 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 which may be 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, student management data and school level assessment data*
- *deliver a broad curriculum including VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations*
- *teachers at Springside West Secondary College use the GANAG instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons*
- *Springside West Secondary College utilises the SWPBS framework*
- *teachers at Springside West Secondary College 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*
- *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 Leadership and other forums. Students are also encouraged to speak with their teachers, Subscool Team members, Assistant Principal and Principal whenever they have any questions or concerns.*

- *create opportunities for cross—age connections amongst students through school plays, athletics, music programs and leadership programs*
- *All students are welcome to self-refer to the Student Wellbeing Coordinator, Subschool Team members, Assistant Principal 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*
 - *Bully Stoppers*
 - *Safe Schools*
- *programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*

Targeted

- *each year group has a Subschool Team, who are 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*
- *all students will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future*
- *career counselling sessions*
- *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 a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment*
- *Springside West Secondary College 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*
- *staff will apply a trauma-informed approach to working with students who have experienced trauma*

Individual

Springside West Secondary College 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*

- o *Student Support Services*
- o *Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst*
- o *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*
- *running regular Student Support Group meetings for all students:*
 - o *with a disability*
 - o *in Out of Home Care*
 - o *and with other complex needs that require ongoing support and monitoring*

4. Identifying students in need of support

Springside West Secondary College 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 West Secondary College 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 records*
- *observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation*
- *detention and suspension data*
- *engagement with families*
- *self-referrals or referrals from peers and/or teachers*

5. Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our college values: Growth, Challenge and Community. These values form the basis of the expected behaviours detailed in our

[School-wide Positive Behaviour Support Matrix](#). Student bullying behaviour will be responded to consistently, guided by [Springside West Secondary College's Bullying Prevention Policy](#).

When a student acts in breach of the behaviour standards of our school community, staff at Springside West Secondary College will institute a staged response - detailed in our [Behaviour Continuum Flowchart](#) - 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. Examples of the behaviours deemed inappropriate are outlined in our [SWPBS minor and major behaviours](#) document.

Our school considers, explores and implements 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.

As outlined in the College's [Behaviour Strategies and Consequences pyramid](#), 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 Year Level Coordinator
- restorative practices
- lunchtime detentions
- after school detentions
- behaviour support and intervention meetings
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures that will 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 West Secondary College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

6. Engaging with families

Springside West Secondary College 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 regular updates to the parent community with regards to school operations and activities, via the Compass portal, school website, and regular newsletter publication.
- providing advice and updates to families with regards to homework and other curriculum-related activities
- hosting various parent information evenings with regards to key stages of students' learning, such as:
 - Year 7 transition
 - Middle Years pathways
 - Senior School program information
- coordinating resources and services from the community for families, such as external agency support, state school relief, or pathways/alternative setting options.
- including families in Student Support Groups, and developing individual plans for students.

7. Evaluation

Springside West Secondary College 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 Attitudes to School survey data
- Compass chronicle data
- Interim and Semester-based reporting data
- Parent opinion survey data
- Individual Case Management
- CASES21, including attendance and absence data

Springside West Secondary College 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. The school works with our local Student Support Services and Regional offices in order to best support students in their learning and wellbeing.

COMMUNICATION

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

- Available publicly on our school's website: www.swsc.vic.edu.au
- Included in staff induction processes
- Included in the student enrolment packs

- 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

A copy of the various school policies is available via our school website at: <https://www.swsc.vic.edu.au/index.php/policies/school-policies/#>

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)
- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	22nd July 2021
Consultation	21/07/21 - Student wellbeing team [] - School Council
Approved by	Principal
Next scheduled review date	August, 2023