



Springside West Secondary College

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Springside West Secondary College, 8357 7100.

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- 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, 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

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

School profile

Springside West Secondary College is a new school established in the growth corridor of the north western suburbs in the new suburb Fraser Rise. The school opened at the beginning of the 2018 school year with an enrolment of 171 students- 35 in Year 10 and 136 in Year 7. In 2019 the enrolment profile of the entire school grew to over 400 students, with cohorts at Years 7, 8, 10 and 11. In 2020 the school grew to an enrolment of 740 students with a full program of years 7-12, in 2021 the enrolment of the school was 970 students, in 2022 we grew to 1200 students, to enrolment of about 1480 students in 2023. In 2024 we have grown to over 1600 students.

Springside West Secondary College is dedicated to developing an inclusive high achieving culture. We strive at all times to know our students and direct their learning in accordance with our school values: **Growth:** We are motivated learners, always striving for personal development and academic excellence; **Challenge:** We take responsibility for our learning and seize new opportunities with determination and optimism; **Community:** We treat all members of our community with respect and are responsible for our actions and environment.

School values, philosophy and vision

The college has three values: **Growth:** We are motivated learners, always striving for personal development and academic excellence. **Challenge:** We take responsibility for our learning and seize new opportunities with determination and optimism. **Community:** We treat all members of our community with respect and are responsible for our actions and environment.

The values presented are reflected through the college commitment to school wide positive behaviour. The school vision is unashamedly to be a high achieving school that delivers a supportive culture to facilitate a flourishing student well being culture for our diverse community.

1. Wellbeing and engagement strategies

The college employs a range of well-being engagement strategies to support students. At Springside West Secondary College, we believe well-being and engagement is an evolving space. Some of the strategies we employ include:

- Substantial student well-being support through a dedicated team of counsellors, Community liaison officers, and a mental health practitioner.
- A student well-being coordinator to manage the Well-being and support team.
- A commitment since the foundation of the school-to-school wide positive behaviour strategies. The college follows the schoolwide positive behaviour matrix based on the college values.
- The cultivation of student voice through the student representative Council. This Council meets regularly, it makes decisions regarding a variety of issues.
- The school *All you can be program* where critical messages around student well-being, career pathways, goal setting, resilience, student well-being and mental health, and developing coping strategies are inculcated.
- The college promotes inclusion of Koori and first nations students by conducting competitions and displaying indigenous themed artworks.

Targeted

Springside West SC commits substantial well-being and support resource is for students. Some of these include:

- Sub school Offices that form the basis of day-to-day student support. These officers comprise an assistant principle, a leading teacher who is head of the sub school, 4 coordinators, and an office assistant. This sub school is the location for day-to-day contact for students with the leadership of the school.
- A home group teacher program where students meet with their home group teacher each day.
- The college SAGE group meets regularly to provide support for LGBTIQ students and IDAHOBIT day is given prominence as a day to celebrate and promote inclusion within the school.
- The college has a dedicated Assistant Principal to manage wellbeing programs, including the oversight of support for students in out of home care, LGBTIQ students and other students from vulnerable cohorts (Koorie and EAL).
- The college has a well-established career guidance and support program that is aligned with the school All You Can Be Program.
- EAL and CALD students are supported through withdrawal programs to provide support to develop foundation language skills to attempt the curriculum with success.
- 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 – specific strategies include cultural acknowledgement through the symbols of the school, acknowledgement of culture through school events, and ongoing commitment to professional learning to build staff understanding.

- Our English as a second language (EAL) 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 specific strategies include specialist education support staff to support the linguistic understanding of students, wellbeing and support staff undertake training to be aware of cultural diversity and the shifting demographic needs of our community.
- We support learning and wellbeing outcomes of students from refugee background through a commitment to trauma based teaching and learning practices and intensive wellbeing supports.
- 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 \[insert any specific measures at your school to support LGBTIQ+ students\]](#) Specific strategies include support groups for LGTBQA+ students, events to celebrate this area of school diversity and regular reinforcement of key messages through the college portal and social media.
- 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 being 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 through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans.

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
 - 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 Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement 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.

The college employs a range of departmental approved supports to assist in the well being and engagement of all students:

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

Other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [Headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

2. 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 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
- 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

3. 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 Statement of Values highlights the rights and responsibilities of members of our community, particularly with reference to the school value of 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 school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

4. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct. They are given further expression in the school wide positive behaviour matrix. 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, Springside West Secondary College 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 detention, withdrawal of privileges or withdrawal from class. The first intervention occurs in the classroom and involves the classroom teacher. 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 Year Level Coordinator
- restorative practices
- detentions
- 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 West Secondary College 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.

5. 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, 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.

6. **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 survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

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.

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 are also relevant to this Student Wellbeing and Engagement Policy:

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	22 April 2024
Consultation	School council – to be tabled 6 th June 2024 Students – to be tabled at School council 6 th June 2024 Wellbeing team to be tabled at next team meeting 29th May 2024
Approved by	Principal, John Goodman
Next scheduled review date	Before April 2026