

STUDENT HEALTH, SAFETY, WELLBEING AND ENGAGEMENT

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.

Springvale Rise 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.

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POLICY

1. School profile

Springvale Rise Primary School is a dual-campus government sector school located in the South-Eastern Victoria Region, approximately twenty-five kilometres from the Melbourne city centre. The Heights Campus is positioned in a well-established residential area and features a brand new Administration Block and Community Hub, two modern open-plan learning centres, a synthetic basketball court, state-of-the-art playground equipment, large grassed playing fields and a kindergarten (which operates in partnership with the City of Greater Dandenong and BestChance). Approximately two kilometres south, the Springvale Campus is located in central Springvale and bordered by both residential and commercial zones. The original, red brick schoolhouse now accommodates the administration offices, whilst the refurbished classrooms, synthetic oval and inviting play areas all contribute to a learning environment of which the whole community is proud. The Springvale Rise Primary School Community Hub, which was established in 2014 in partnership with Community Hubs Australia and the Scanlon Foundation, continues to engage with families in our community in 2021.

In 2021, the school has twenty-three home-groups, nine on the Heights Campus and eleven on the Springvale Campus. The school offers specialist programs in Visual Arts, Physical Education / Sport, and LOTE (Vietnamese). The Middle Learning Centre students also participate in the Multicultural Kitchen Garden Program.

On Census Day in 2020, the school had an official total enrolment of 460 students. The level of disadvantage remained high with the SFO index at 0.81 and the percentage of NESB students was 80% with approximately forty languages other than English being spoken by families. Around 30% of students were from a refugee-type background. Thirteen International Students were enrolled over the course of the year. In April 2021, our enrolments have decreased to a total on 423 students, with 189 on the Heights Campus and 234 on the Springvale Campus. The school employs approximately 50.44 equivalent full-time staff comprised of three principal class officers, four leading teachers, three learning specialists, 50 teachers and twenty-four education support staff. Two staff members identify as Aboriginal.

2. School values, philosophy, and vision

Springvale Rise Primary School aspires to create an inclusive and respectful learning community that nurtures, supports, inspires and challenges all members of the school community to achieve and celebrate their personal best within a culture of collaboration, shared responsibility and high expectations. Three characteristics that underpin this vision are:

1. our students being at the centre of the school's curriculum planning, and learning and teaching models with focus on the whole child
2. student and adult learning that is supported through a culture of collaboration and shared responsibility
3. high expectations.

We are *"Two Campuses – One School"*.

At Springvale Rise Primary School our core values are:

Collaboration

Working together to create something new and with a common goal in mind.

Excellence

Empowering all members of the school community to achieve and celebrate their personal best within a culture of high expectations.

Resilience

Bouncing back from difficulties or disappointments. Accepting challenges, trying hard and not giving up easily.

Respect

Caring for, understanding, accepting, and appreciating others and ourselves. Looking after our environment. Honesty, integrity, and consideration. Celebrating diversity – diversity of cultural background, diversity of religion, diversity of thinking.

3. Engagement strategies

Springvale Rise 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.

Universal

Springvale Rise Primary School implements a range of ongoing and school wide strategies to support and promote student engagement across all areas of the school, including:

- having high and consistent expectations of staff, students, parents, and carers
- prioritising positive relationships between staff and students by holding daily Circle Time, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive of all students and their families
- welcoming all families and being responsive to them as partners in learning
- analysing and being responsive to a range of school data sets, including attendance data, Attitudes to School Survey, parent opinion survey, and school level assessment data
- ensuring all teachers use the Springvale Rise Primary School Instructional Model to plan and implement teaching and learning programs that are explicit, intentional and consistent throughout the school, ensuring that all students experience high impact teaching strategies and authentic learning opportunities that are differentiated to meet the needs of all students
- adopting 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
- guaranteeing that the 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 planning transition programs to support students moving into different stages of their schooling
- acknowledging positive behaviour and student achievement in the classroom as well as formally in school assemblies and communication to parents
- monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level, including 100% attendance awards at the end of each semester
- providing opportunities for students to contribute to and provide feedback on decisions about school operations through the Student Representative Council. Students are also encouraged to speak with their teachers, Learning Centre Leader, Sub-School Team Leader, Assistant Principal and Principal whenever they have any questions or concerns
- encouraging students to feel welcome to see the Wellbeing Leader, Learning Centre Leaders, Sub School Team 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
- connecting with external services to build staff's capacity to support student wellbeing, such as Monash Health CASEA team, and Respectful Relationships team
- engaging all students in classroom based social emotional learning experiences, using programs such as:
 - Respectful Relationships
 - Circle discussions (used daily in all classrooms)
 - Zones of Regulation
- taking a restorative approach to wrong-doing by supporting students to develop appropriate behaviours and actively participate in the behaviour management process
- providing opportunities for student inclusion (e.g. sports teams, clubs, recess, and lunchtime activities)
- promoting school activities and celebrations, as well as student's hard work and achievements through the school's Facebook page, newsletter, and website.

Targeted

Springvale Rise Primary School implements a range of specific strategies to support and promote student engagement within different levels and/or areas of the school, including:

- each year group has a Learning Centre Leader and a Sub School Team Leader 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 Koorie students are connected with a Koorie Engagement Support Officer who supports the development of an Individual Education Plan that includes a cultural goal
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Education Plan and will be referred to Student Support Services for an Educational Needs Assessment
- the wellbeing team support teachers to cater for students with additional needs in the classroom
- the wellbeing team works directly with identified / referred students to further develop their emotional resilience and social skills
- staff run restorative circles to address ongoing issues with groups of students, supporting them to develop the language, knowledge and skills to communicate respectfully to resolve problems and share perspectives
- staff apply a trauma-informed approach when working with students who have experienced trauma
- Community Hubs programs strengthen our relationships with parents, younger siblings, and community members, enhancing community pride and connectedness.

Individual

Springvale Rise Primary School collaborates with different providers and specialists and implements a range of personalised strategies to support and promote individual student engagement. These can include:

- the teacher referring the student to the wellbeing leader who, through further investigation, may then refer the student to:
 - school-based supports, including, the CASEA team, Speech pathologist and SSSO
 - appropriate external supports such as council-based youth and family services, other allied health professionals, Headspace, child, and adolescent mental health services or ChildFirst
- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with the student and their parent/carer to talk about how best to help the student engage with school
- 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
- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- consider if any environmental changes need to be made, for example changing the classroom set up
- developing an Individual Education Plan, Behaviour Support Plan and/or an Attendance Improvement Plan
- timetabling support from Wellbeing Leader, Education Support Staff or Multicultural Aides
- developing targeted and personalised social stories
- providing time to visit the movement room and wellbeing space.

4. Identifying students in need of support

Springvale Rise primary school is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, and socially. The Wellbeing team plays a significant role in developing and implementing strategies which assist staff to identify and cater to students in their class who need additional support. Springvale Rise 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, including Out of Home Care (OOHC) and disabilities
- attendance records
- academic performance

- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness, and motivation
- engagement with families
- self-referrals or referrals from peers
- attendance, detention, and suspension data.

When a staff member develops a concern regarding the wellbeing or engagement of one of their students, they should raise concern for a student via the flow chart 'SRPS Student Support Process'- see appendix 1.

Once a student is identified as having additional need and requiring additional support through 'SRPS Student Support Process' the homegroup teacher, with the support of the Wellbeing leader, SSTL and/or Assistant principal may:

- establish a Student Support Group (SSG) and hold regular SSG meetings
- develop an Individual Education Plan (IEP)
- write a Behaviour Support Plan
- create an Attendance Improvement Plan
- refer to the **Child Safe and Mandatory Policy** for further guidance.

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 Statement of Values highlights 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, 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 their classroom teacher, Wellbeing Leader or another trusted teacher or member of the school Leadership team.

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. All students are provided with the opportunity to develop a shared understanding of the school expectations, including how to uphold the school values. When a student acts in breach of the behaviour standards of our school community, Springvale Rise Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff. Student bullying behaviour will be responded to consistently using Springvale Rise Primary School's Bullying Prevention policy.

Springvale Rise Primary School takes a restorative approach to wrong-doing and behaviour management, with the aim of building understanding, empathy, and resilience. When conflict has occurred or behavioural expectations are not met, students are supported to come together to explore the harm caused and collaboratively set things right. It follows a reflect, repair, reconnect sequence This involves asking the students:

- What happened?
- What were you thinking about or feeling when this happened?
- Who has been harmed by what you did?
- What needs to happen to make things right for everyone?
- Do you need help to make that happen?

In some circumstances, disciplinary measures may be used as part of a staged response to significant or ongoing inappropriate behaviour. This remains 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, while maintaining a restorative approach where 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, including withdrawal of part of outside play
- referral to the Sub School Team Leader, Wellbeing Leader or Assistant Principal
- ongoing restorative conversations to support the building of positive behaviours
- behaviour support plans to ensure ongoing support and monitoring.

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

Springvale Rise 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.
- ensuring that multicultural aids are available in order to support families who speak a language other than English
- 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 when developing individual plans for students
- providing opportunities to engage with the school through the Community Hub

- inviting and welcoming parents to attend whole school and year level events and sharing school news and information about recent activities and student learning on our school website, in the newsletter and Facebook page
- advertising and promoting parent positions on school council when they arise
- inviting parents to school activities, including assembly, special celebrations, and Harmony Day,

8. Evaluation

Springvale Rise 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
- school reports
- parent survey
- case management
- COMPASS
- ECASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

Further information can be found in the additional policies which are available on the school website:

- Statement of Values and School Philosophy
- Bullying Prevention Policy
- Child Safety and Mandatory Reporting Policy
- Inclusion and Diversity Policy
- Behaviour Support Plan Guidelines
- Individual Education Plan Guidelines
- SEL Teacher Resources, specifically “Restorative Practices in Classrooms: Rethinking Behaviour Management.”

REVIEW CYCLE

This policy was last updated in May 2021 and is scheduled for review in May 2023.

It is compulsory for school council to ratify this policy.

This policy was last ratified by School Council in: May 2021

Singed by Principal: Debbie Cottier

APPENDIX

SRPS Student Support Process

1– ES/MEA or Parent develops a concern regarding student wellbeing/engagement.

2- Homegroup teacher develops a concern regarding student wellbeing/ engagement.

1) Raise concern with the Homegroup teacher

2) Raise concern with their SSTL

Concerns for student wellbeing/engagement may be based on, for example:

- Behaviour
- Difficulty with fine motor skills
- Health, including mood / energy
- Attendance
- Social / Friendships
- Speech
- Academic achievement
- Concentration
- Difficult home circumstances

3- Homegroup teacher discusses concerns **with SSTL** and,

- 1) Implements/trials strategies discussed, and re-evaluate. If no positive change is observed, they
- 2) Complete a Wellbeing referral form and send it to the Wellbeing Leader for further follow up (keeping their SSTL in the communication chain).

3) Homegroup teacher alerts Wellbeing Leader

4- **Wellbeing Leader** observes the student and gathers more information, to

- 1) Gather a better understanding of the students individual needs
- 2) Determine what further assessments may be required
- 3) Accurately employ internal or external support systems to support the student, their teacher and their family.

5- **Wellbeing Leader** works with the **Assistant Principal**, to

- 1) Ensure all parties are informed and supported
- 2) Ensure all documentation and Child Safe standards are fulfilled
- 3) Organise system structures to support the student
- 4) Work closely with student's family and allied health professionals.

4) Wellbeing Leader inform and works with their AP