

Student Wellbeing and Engagement Policy

1. Rationale

Pakenham Springs 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 well-being and student learning outcomes are closely linked.

Our Student Wellbeing and Engagement approach is based on the following Values:

- Respect
- Responsibility
- Resilience

Pakenham Springs policies and procedures relating to the discipline of students is based on the principles of procedural fairness and do not permit corporal punishment.

2. Purpose of Policy

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.

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.

This policy applies to all school activities, including camps and excursions.

3. Implementation Guidelines

1. School Profile

Pakenham Springs Primary School is located in the South East growth corridor and has a current enrolment of 727 students. It is located on Livingstone Boulevard, adjacent to the council reserve and opposite a shopping centre. Under an arrangement with Cardinia Shire Council, a kindergarten, maternal health care centre and occasional child care are also located on-site. The school commenced operation at the beginning

of the 2008 school year and has experienced rapid growth, with 3 new schools opening enrolments have decreased and are stabilising.

The mission of Pakenham Springs is to inspire, motivate and educate all students to ensure they learn the necessary skills and knowledge required to be productive and respectful members of the local and global community. As well as comprehensive literacy and numeracy the school offers specialist programs in Physical Education, Visual Art, Media Art, LOTE - Japanese Language (Yr P-3), LOTE - Cultural Studies (Yr 4 & 5) and Business/Civics and Citizenship (Yr 6).

At Pakenham Springs the engagement and wellbeing of our students is paramount and we are fortunate to have a school chaplain to support student wellbeing. We have a strong focus on student wellbeing through the introduction of School Wide Positive Behaviour which was introduced in 2018. Expectations of behaviour are clearly and explicitly taught throughout the school and align with the school's values of Respect, Responsibility and Resilience. Pakenham Springs has a whole school behaviour management approach based on research, which allows student behaviour to be managed in a sensible way. The aim of this approach is to ensure learning is given the highest priority by managing behaviour so that disruptions to learning are minimized.

Pakenham Springs Primary School has 80 staff: 3 Principal class, 2 Learning Specialist, 52 teachers and 23 Education Support Staff.

2. School Philosophy

Pakenham Springs Primary School's Mission, Vision and Values are integral to the work that we do and are 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, responsibility and resilience at every opportunity.

Mission Statement:

It is the mission of Pakenham Springs to educate, motivate and inspire all students to ensure they acquire the essential skills and knowledge to become respectful and informed members of the local and global community.

Vision Statement:

The Pakenham Springs community is united in its quest to achieve high quality success in learning for all students. A collaborative and positive approach motivates the community to pursue greater success for student learning. Pakenham Springs is recognised for setting the standard in educational excellence.

Values Statement:

To create a consistent whole school approach to managing behaviour and creating a positive culture through the whole school values of Respect, Responsibility and Resilience

3. Engagement strategies

Pakenham Springs 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

- Implementation of the School Wide Positive Behaviour Support framework to embed the school Values and behavioural expectations throughout the whole school
- 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
- Teachers at Pakenham Springs Primary School use a school-wide Instructional Model to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high impact teaching practices are incorporated into all lessons
- Teachers at Pakenham Springs 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 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 Springer's Celebrations and communication to parents via Compass
- 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 Representative Council. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.

Targeted

- Each sub-school has an Assistant Principal responsible for their year, who monitors the health and well-being of students in their year and 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
- our English as a second language students are supported through our EAL program, and all culturally and linguistically diverse students are supported to feel safe and included in our school
- we support learning and wellbeing outcomes of students from refugee backgrounds
- 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 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

- staff 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

Pakenham Springs 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 Positive 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 Plan 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

Pakenham Springs Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially equipped. The Leadership and Student Wellbeing teams play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Pakenham Springs 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, minor incident and suspension data
- Engagement with families
- Self-referral or referral by 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 Philosophy Policy highlights the rights and responsibilities of members of our school 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 of concern is available in our Complaints Policy.

6. Student behavioural expectations

Behavioural expectations of students are grounded in our School Philosophy Policy.

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, Pakenham Springs 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 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 and redirecting to a more desired behaviour ('Remind' step of our School Wide Positive Behaviour Support process).
- specifically referring to our Matrix of Expectations to explain the desired behaviour we expect at Pakenham Springs ('Re-teach' step of our SWPBS process).
- teacher controlled consequences such as moving a student in a classroom ('Re-think' step) or to another classroom (Re-locate step) other reasonable and proportionate responses to misbehaviour.

- withdrawal of privileges
- referral to the Leadership Team ('Remove' step)
- restorative practices
- 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 Pakenham Springs 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

Pakenham Springs 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 with 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.

4. 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 as an annual reference in the school newsletter
- Made available in hard copy from the school office 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](#)

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](#)

5. Evaluation

Pakenham Springs Primary School will collect data each year to understand the frequency and types of well-being 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
- Compass

Pakenham Springs 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.

Policy last reviewed	17 th May, 2023
Consultation	17 th May, 2023 - School Council, 7 th June 2023 – email/website for school community
Approved by	Principal
Next scheduled review date	17 th May, 2025