

# STUDENT WELLBEING AND ENGAGEMENT POLICY CREEKSIDE K-9 COLLEGE



Consultation	Policy last reviewed	Next scheduled review date	Approved By
Student representative groups, parent groups, school council.	14th November 2022	November 2024	Principal

## 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.

Creekside K-9 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.

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## **1. School profile**

Creekside K-9 College was officially established on January 1st, 2012 following the disaggregation of Caroline Springs College. Creekside has grown very quickly to now accommodate approximately 1370 students.

The college has a Primary/Secondary Years structure. While the school accommodates approximately 1370 students, it operates on a split timetable for Primary and Secondary. The welfare benefits of the split timetable include students associating with relative peers and having access to the canteen, sporting fields, play equipment and other areas of the school with half the school population still in classroom settings.

## **2. School values, Philosophy and Vision**

*Creekside K-9 College'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, honesty, responsibility and acceptance.*

*Our school's vision is to instil these values and develop the skills and knowledge students need to live effective and purposeful lives in the global community.*

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



## Prep to Year 6 Positive Behaviour Matrix

	Classrooms	Oval/Play Areas	Play Equipment	Canteen	Toilets	School Environment
Responsibility	Follow the classroom expectations Take responsibility for your learning Arrive on time Approach tasks with a positive mindset	Play safely with others Share and take turns Maintain a clean environment Ask permission to go out of bounds	Use equipment appropriately Report damaged equipment Return play equipment	Use your manners Spend your own money Be prepared to order Move away once you have your food	Use the toilets appropriately Practise good hygiene Use the toilet at break times	Line up safely, ready to learn Use passive areas quietly Wait calmly and safely
Honesty	Be honest about your feelings Ask for help when needed	Play by the rules Make honest decisions during games	Communicate honestly to teachers Report unsafe behaviours Return lost property	Hand in lost money Return incorrect change	Use toilets when needed Report inappropriate behaviour Report damage, misuse and graffiti	Be honest about the lining up order
Respect	Respect others' belongings Actively listen to others Speak to others respectfully	Demonstrate good sportsmanship Respect the space of others Respect property Speak to others respectfully	Respect play equipment Take turns and share	Place rubbish in bins Keep your food to yourself	Respect others' privacy Use toilets appropriately	Respect others' safety
Acceptance	Support and encourage others Accept we are all different	Include others in games Accept that accidents happen	Accept others need space to play	Wait in line patiently	Accept that our toilets are shared facilities	Involve everyone Accept our position in the line

'Empowering every student to succeed now and into the future'



## Year 7-9 Positive Behaviour Matrix

	Classroom	Oval	Canteen	Toilets	School Environment	Lockers
Responsibility	Come prepared and on time Communicate events for consent/payment Ensure everyone is safe Wear correct school uniform	Maintain a clean environment Follow rules and be safe Report unacceptable behaviour	Place rubbish in bins Purchase food during allocated times	Use toilets appropriately Have diary signed Practice good hygiene Go to the toilet quickly	Stay in school boundaries Be aware of others safety Be aware of learning areas Carry a signed diary	Arrive early to get organised Ensure lockers are locked Maintain neat and tidy lockers
Honesty	Communicate openly and honestly Try our best	Demonstrate sportsmanship Play by the rules Be honest about our actions	Hand in lost money Be honest about change	Use the correct toilets Report problems	Hand in lost property Report incidents to teachers	Report locker damage or misuse Have required equipment at all time
Respect	Actively listen to others Support others to stay on task Respect the belongings of the college	Treat all belongings with respect Respect others' games and space	Be courteous to staff and students Be patient Keep our environment clean	Respect others privacy Keep the toilets clean Wait your turn patiently	Place rubbish in bins Respect others' space Line up respectfully	Respect people's lockers and locks Move away once finished
Acceptance	Accept we are all different Teamwork is a part of learning	Allow others to play Active play only	Allow people adequate space Wait patiently	Accept that our toilets are shared facilities	Wait patiently for your teacher Welcome peers and visitors	Be patient Allow people adequate space

'Empowering every student to succeed now and into the future'



We are committed to developing our students' understanding of necessary attributes that are required in order to have positive participation within the local community and also the larger global community

Fundamental to building this understanding is the consideration that along with our rights we all have responsibilities. As this implies, we expect that our students will take responsibility for their actions and always exhibit empathy and respect for their fellow students, teaching staff and the broader community. Respectful relationships are at the core of this philosophy and we will strongly adhere to imperatives that encourage students to develop and maintain attitudes and actions that exemplify their understanding of respect and responsibility.

### **3. Guiding principles**

The Creekside K-9 College community of students, parents and staff is committed to providing an orderly, safe, caring and stimulating environment that allows all students to reach their full potential.

We believe that this is achieved through:

- The school will continue to collaboratively implement and refine a fair and respectful whole-school engagement and behaviour management approach, including, but not limited to, children with the following needs:
  - First Nations Peoples background
  - Culturally and linguistically diverse background
  - All gender identities and sexual orientations
  - Children with disabilities
  - Vulnerable children
- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

### **4. Wellbeing and Engagement Strategies**

To realise our vision, our school has in place a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour and respectful relationships for all students in the school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

The school works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the individual student and others around them.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies 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 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
- 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 Creekside K-9 College use an 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
- teachers at Creekside 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 Statement of Values and School Philosophy 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 Representative Council and other forums including year

group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, 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 peer support programs
- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, School Chaplain, Year Group Leaders, 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:
  - o Respectful Relationships
  - o Safe Schools
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

## **TARGETED**

- each year group has a Year Group Leader/Coordinator, a senior teacher 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
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of First Nations culture.
- 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.
- we support learning and wellbeing outcomes of students from refugee background through.
- 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

- 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**

### **Creating Success**

At Creekside K-9 College we hold a collective belief that all students can achieve success to a high standard. We believe that by creating and maintaining a positive and safe learning environment will enhance our school culture and maximise individual academic and social growth. In order to support this we create success by:

- Acknowledging students showing the school values
- Using 6:1 positive reinforcement
- Redirecting student behaviours
- Establishing classroom expectations/rules that are defined, taught and revisited
- Developing classroom routines defined and taught
- Engaging in active supervision
- Measuring whether students are actively engaged
- Allowing students multiple opportunities to be active class member
- Addressing minor behaviours quickly and quietly/privately
- Appealing to the interests of students
- Building rapport with students
- Displaying and modeling a positive attitude
- Providing positive feedback to students
- Actively seeking feedback from students on all areas of school life and using this to inform change

Creekside K-9 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.

## 5. Identifying students in need of support

*Creekside K-9 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. Example 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, detention and suspension data*

- *engagement with families*
- *self-referrals or referrals from peers*

## **6. 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, 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.

## **7. Student behavioural expectations and management**

Behavioural expectations of students are grounded in our school's Statement of Values.

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, Creekside K-9 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.

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:

- student is given warnings with clear redirection and instruction
- given a final reminder and name recorded for reteach lesson
- reteach lesson and restorative practices will be given
- any behaviour deemed major will be referred to a Leading Teacher or Year Level Coordinator
- 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 Creekside K-9 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.

## **8. Engaging with families**

Creekside K-9 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.

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council.

The School Council provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.

Parents'/guardians' responsibilities for supporting their child's attendance and engagement are outlined in the College Attendance Policy. Furthermore, parents/guardians are expected to act in a respectful and constructive manner when dealing with all members of our school community.

## 9. Evaluation

Creekside K-9 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:

- Attitudes to School Survey data
- School Level Report Data
- Parent Survey Data
- Data from case management work with students
- Data extracted from software such as CASES21
- School-wide Positive Behaviour data from Compass

Creekside K-9 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 way:

- Available publicly on our school's website

- Included in staff induction processes
- Included in transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers and students
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carers 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](#)

