

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.

Spring Parks 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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2. School values, philosophy and vision
3. Engagement strategies
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POLICY

1. School profile

Spring Parks Primary School (SPPS) was formed in 2009 from a merger between Springvale West Primary School (West Campus) and Spring Valley Primary School (Valley Campus). It is located in the residential area of Springvale within the City of Greater Dandenong. The school services a diverse community and caters educationally for students from the surrounding residential areas. The vast majority of students come from families where English is not the primary language at home. The school population is currently 260 students.

The school community reflects a high level of socio-economic, as well as cultural, diversity. However, the SFO is above .49 and the Index of Community Socio- Educational Advantage (ICSEA) value is 942. The school continues to have a high level of transiency.

By far the majority of families come from Asian countries including Vietnam, China and Cambodia. There are a number of Indian and Sri Lankan students and a small group of refugee students from Burma/Myanmar. The school also has representation from the Koorie community. We are proud of our diverse and inclusive school community.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

In 2026 there are 14 classes (7 at Valley Campus and 7 at West Campus). Specific specialist programs operate in Visual Arts, Physical Education, Performing Arts and Mandarin. There is a dedicated Wellbeing Team who look after students at both campuses.

2. School values, philosophy and vision

Spring Parks Primary School'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, engagement, achievement, community and hope at every opportunity.

Our school's vision is to deliver every child every opportunity for learning and excelling, developing and belonging.

Further to this, our positive school culture is reflected in our school motto:

Learning and Growing – Safely – Together

Our Statement of Values are listed below:

Respect

We develop knowledge and promote actions that demonstrate our understanding and recognition of each person, our environment at school and the broader community

Engagement

We participate with enthusiasm and a sense of commitment in all opportunities for learning, in every facet of school life.

Achievement

Students and staff are constant learners, continually seeking new knowledge and skills, celebrating and sharing our learning achievements with parents and the community.

Community

We embrace the diversity of the local area and welcome each family to the Spring Parks PS community, knowing that we each have something to learn from and contribute to each other.

Hope

We are a positive community of families, staff and students working in partnership to create a future that sees every individual valued in and contributing to their world.

3. Wellbeing and Engagement Strategies

At Spring Parks Primary School our staff, programs and processes seek to promote the behavioural, emotional and cognitive engagement of every student. We consult with students, parents/carers, support organisations and the broader community to ensure we are responsive to students' social, emotional, cognitive and cultural needs.

Spring Parks Primary School seeks to provide a strong foundation for student learning, with student engagement and wellbeing as a whole school priority. We believe that student, staff and community wellbeing are everyone's responsibility and that social and emotional wellbeing underpin effective student learning, positive behaviour and community cohesion.

Spring Parks 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- whole school strategies to promote positive behaviour and inclusion

- high and consistent expectations of all staff, students and parents and carers (e.g. Rights and Responsibilities below)
 - prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing and success (e.g.: whole school events and celebrations; team teaching to encourage connection across grade and year levels)
 - creating a culture that is inclusive, engaging and supportive (e.g. Breakfast Club, lunchtime clubs)
 - 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 (e.g. presentation of data to staff and students; regular discussions at meetings)
 - deliver a broad curriculum to ensure that students access a range of subjects and programs that are tailored to their interests, strengths and aspirations (e.g. art, sport, Mandarin, performing arts; extra activities like Footsteps and Cyber Safety Education)
 - teachers at Spring Parks Primary School use the Victorian Lesson Plans 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 Spring Parks Primary School 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'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 (e.g. weekly focus and communication in school newsletter)
 - carefully planned transition programs to support students moving into different stages of their schooling (e.g. preschool > primary school; primary school > secondary school; yearly grade level transition program)
 - positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents (e.g. Student of the Week; Student of the Term; House Points; class stars)
 - monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level (e.g. Attendance Awards, wellbeing team follow-up and family support)
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- students have the opportunity to contribute to and provide feedback on decisions about school operations through the, Student Leadership group, Junior School Council and other forums including year group meetings and circle time. Students are also encouraged to speak with their teachers, Leadership or Wellbeing team whenever they have any questions or concerns. (e.g. Student Voice community program/focus)
 - create opportunities for cross—age connections amongst students through school concerts, events and buddy programs (e.g. Chinese New Year Celebration; Whole school celebrations and assemblies; Harmony Day)
 - All students are welcome to self-refer to the Wellbeing Team 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
 - programs, incursions and excursions developed to address issue specific behaviour (e.g. anger management programs; small group social skills programs; friendship groups)
 - opportunities for student inclusion (e.g. Sporting Schools; recess and lunchtime activities)
 - Partnerships with EdConnect, Bunnings and Officeworks social service programs to promote community engagement and support our learning programs

Targeted - strategies are designed to address particular concerns in certain age groups or friendship circles.

- each year group has a leadership representative 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
- connect all Koorie students with a Koorie Engagement Support Officer and supported with a Marrung Education Plan
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- 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 (e.g. small group programs; Cyber Safety lessons)
- staff will apply a trauma-informed approach to working with students who have experienced trauma (Berry Street Education Model)

Individual strategies - may be applied on a case by case basis.

- Student Support Group (SSG) Meetings, utilised for PSD students, see: <http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
 - Team Around the Learner Approach – for students not on the PSD, see <http://www.education.vic.gov.au/Documents/school/teachers/support/TALModule12ResourcesAndTools.pptx>
 - Care Team Meetings – for coordination of student/family multiple agency involvement
 - Individual Learning Plans and Behaviour Support Plans
 - Disability Inclusion Profiles
 - referral to Student Support Services
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- referral to ChildFirst, Early in Life Mental Health Service (ELMHS), Headspace and other community organisations such as WAYSS, Anglicare and Windermere
- Case Management and Counselling for children and their families, through Student Wellbeing Support Officer
- Psychs in Schools program referral

These strategies help Spring Parks Primary School implement a range of supports that promote individual and family engagement. These 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

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 (SSG), Team Around the Learner (TAL) or Care Team 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

Spring Parks Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing team (Principal, Assistant Principal of Wellbeing, Wellbeing Leader (MHWL) and Student Support Services Officer/s) plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Spring Parks 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
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- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- referral from teaching and Education Support staff
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from 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'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.

Student rights and responsibilities are outlined in detail below:

Rights	Responsibilities
I have the right to be treated with understanding.	I have the responsibility to treat others with understanding.
I have the right to be treated with respect and politeness.	I have the responsibility to treat supervising adults with respect and politeness.
I have the right to personal safety in a safe environment. I have the right to expect my property to be safe.	I have the responsibility to help with the safety of others and their environment.
I have the right to have my achievements and efforts recognized by the community.	I have the responsibility not to steal, damage or destroy the property of others.
I have the right to a pleasant and clean school.	I have the responsibility to act in ways that allow the community to recognize and respect school achievements and effort.
I have the right to be helped to learn self-	I have the responsibility to help maintain a

<p>discipline.</p> <p>I have the right to be valued as an individual, free from prejudice and discrimination.</p> <p>I have the right to work, learn and play without interference from fellow students.</p> <p>I have the right to achieve my personal best in all school activities.</p>	<p>pleasant and clean school.</p> <p>I have the responsibility to learn self-discipline.</p> <p>I have the responsibility to value other people as individuals free from prejudice and discrimination.</p> <p>I have the responsibility to not interfere in others working, learning and playing.</p> <p>I have the responsibility to work to the best of my ability and respect the rights of others to do the same.</p>
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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 staff member or a member of the school leadership team.

6. Student behavioural expectations

The student engagement approach used at Spring Parks Primary School focuses upon the importance of reinforcing appropriate behaviour in a positive way. Students are encouraged to develop a sense of personal responsibility, self-discipline and accountability.

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Spring Parks Primary School's Bullying Policy.

When a student acts in breach of the behaviour standards of our school community, Spring Parks 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.

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, utilising the concept that all choice have consequences – positive and/or negative.

Students will always be provided with an opportunity to be heard.

A Staged Response using Restorative Practices

- The restorative approach is conducted in an informal way for minor incidents and is embedded in classroom teaching and learning – this may include: warning a student that their behaviour is inappropriate; or teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour

- Serious incidents require a more formal restorative session that may involve the Principal, Assistant Principal, teachers and/or the school Student Wellbeing Support Officer and all persons affected/involved.
- There may be situations where a formal conference is required, necessitating the inclusion of parents/carers. Any consequences will be based on the restorative process and require a response that “makes things right” in relation to those who have been affected – encouraging the restoration of wellbeing for all involved.
- Where a restorative approach has previously been conducted and subsequently the behaviour continues, the school will devise strategies and approaches to address the behaviour, which may include intervention from specialist staff (eg. Social Skills Groups, Anger Management, Counselling, staff/student mentoring) and external agencies.

At all times, the use of restorative practices is intended to move the focus from punitive punishment based on the establishment of wrong doing. Rather, at SPPS, we seek to value and support all people involved so that they feel empowered to take positive action to address the situation and move forward. The approach encourages and develops mutual respect for every member of the school community – ensuring that personal pride and dignity is maintained.

Where students exhibit ongoing behaviour patterns; as part of a staged response, a range of strategies will be used. These may include:

- **Developing individual behaviour plans** that reach an agreement for future behaviour.
- **Explicit teaching** of appropriate behaviours.
- **Monitoring** of and **Feedback** on inappropriate and appropriate behaviours (e.g. communication books)
- **Withdrawal** of a student and provision of an alternative educational setting within the school.
- **Counselling** with Primary Wellbeing Support Officer or SSSO in order to modify and understand inappropriate behaviour.
- **Outside Agencies** (eg. Foundation House, Community Health Service, Engage 1on1 Counselling Service) engaged to offer individualised support programs.
- **Parents** called and/or invited for a **Discipline/Student Support Group Meeting**.
- **Recess or lunchtime detention** given for serious and/or continual misconduct.
- **Suspension, Expulsion** and Restrictive Intervention are measures of last resort and may only be used in situations consistent with Department policy. SPPS follows 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>
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- Corporal punishment is prohibited in our school and will not be used in any circumstance.

7. Engaging with families

Spring Parks 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.
- 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
- promote responsible, open and accountable information handling practices that encompasses collection and sharing of confidential information
- including families in Student Support Groups, and developing individual plans for students when required
- Providing regular opportunities to connect with the school community through school activities and celebration days – e.g. Harmony Day, Education Week activities.

8. Evaluation

Spring Parks 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
- Attendance reports
- First Aide
- CASES21
- SOCS

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 in transition and enrolment packs
 - Included as annual reference in school newsletter
 - Made available in hard copy from school administration upon request
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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.

FURTHER INFORMATION AND RESOURCES

[HTTPS://SPRINGPARKSPS.VIC.EDU.AU/](https://springparksps.vic.edu.au/)

<https://springparksps.vic.edu.au/about-us/#values>

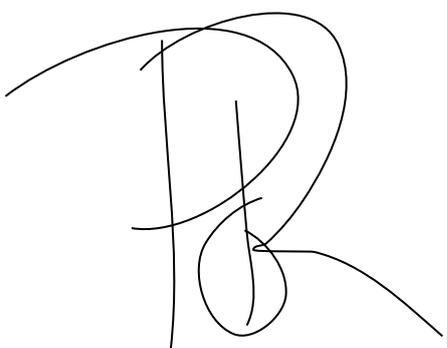
<https://springparksps.vic.edu.au/about-us/#policies>

The following Department of Education 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
- LGBTIQA+ Student Support
- Behaviour
- Students
- Suspensions
- Expulsions
- Restraint and Seclusion

REVIEW CYCLE

This policy will be reviewed and endorsed by Spring Parks Primary School Council every 2 years or more often if necessary due to changes in regulations or circumstances.

Date Implemented	25 th of February, 2026		
Consultation	School Council - 6/3/26		
Approved By	Philip O’Reilly, Principal		
Approval Authority (Signature & Date)			
Date Reviewed	February, 2026	Next Review	February, 2028

Responsible for Review

Philip O'Reilly, Principal