



## Help for non-English speakers

If you need help to understand the information in this policy, please contact the College on 85990500 and ask to speak to your child's Year Level Leader who can arrange an interpreter. Information regarding Child Safe Standards in languages other than English can be found [The Child Safe Standards in your language](#)

## 1. Purpose & Rationale

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

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- our school's policies and procedures for responding to inappropriate student behaviour.

Sandringham 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 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.

## 2. Scope

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

### 2.1 Contents

School profile

School values, philosophy and vision

Wellbeing and engagement strategies

Identifying students in need of support

Student rights and responsibilities

Student behavioural expectations and management

Engaging with families

Evaluation

### 3. Implementation

#### 3.1 School profile

We are a two-campus state school with a proud history of providing an outstanding education to students in our local community. Parents/carers and students choose our school because they recognise that as a community we work with respect and care, knowing and nurturing our students to be the best possible learners and young people that they can be.

As a school we are focused on providing a robust and innovative curriculum that challenges students to be curious learners. We set high standards and expect our students to achieve their personal best in all that they do.

What we do:

- we nurture the individual talents of our students
- we challenge each other to excel in our pursuits
- we provide outstanding opportunities beyond the classroom to enrich learning.

How we do it:

- we know our students
- we aim that all learning opportunities inspire our students and encourage improvement and growth
- we encourage our students to develop as citizens as well as learners.

#### 3.2 School values, philosophy and vision

Sandringham 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 integrity, excellence, community, creativity and respect at every opportunity.

#### 3.3 Wellbeing and engagement strategies

Sandringham College 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.

Our school will implement a whole-school behaviour management approach that is based on the School Wide Positive Behaviour Support Framework, pro-social values, social competencies, incentives and positive peer relationships. This allows teachers and students to have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- increased respectful and positive behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff

- increased adoption of evidence-based instructional practices
- a predictable learning environment with improved perceptions of safety and increased attendance.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school are included below.

### Universal

At Sandringham College our aim is to develop a robust learning community with positive management and engagement strategies that enable the highest level of student learning outcomes. In terms of student engagement and wellbeing we:

- have 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
- create a culture that is inclusive, engaging and supportive and that celebrates diversity and empowers all students and participate and feel valued
- welcome all parents/carers and be responsive to them as partners in learning
- analyse and are 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, VCE Vocational Major and Victorian Pathways Certificate to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- ensure that teachers at Sandringham 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
- work with teachers at Sandringham College to 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
- incorporate our school's Statement of Values and School Philosophy 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 plan transition programs to support students moving into different stages of their schooling
- acknowledge positive behaviour and student achievement 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
- ensure students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Leadership Council and other forums

including year group meetings. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Campus or College Principal whenever they have any questions or concerns.

- create opportunities for cross—age connections amongst students through school plays, sports, music programs and clubs
- welcome students to self-refer to the Student Wellbeing Team, Year Group Leaders, Assistant Principal and College or Campus 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
- engage in School Wide Positive Behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - College Life Skills Program
  - Safe Schools
- provide opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- put in place measures 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.

We engage in School Wide Positive Behaviour support with our staff and students, which includes programs such as:

- Respectful Relationships
- Safe Schools
- have implemented Life Skills incursions and excursions developed to address issue specific behaviour and age appropriate needs
- offer opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

### Targeted

We have implemented the following preventative and early intervention strategies to support our students:

- each year group two Year Level Leaders, senior teachers responsible for their year who monitors the health and wellbeing of students, and acts as a point of contact for students who may need additional support
- We take pride in our care for our students, and we run a comprehensive Mentor Group program for all students in Years 7-9. The focus of our program grows and evolves to meet the changing needs of our students as they mature.
- We have a dedicated timetabled transition program for all Year 7 students entering the school

- our Year 9 students undergo a specific careers analysis test and an individual careers session provided by an external careers counsellor with parents/carers encouraged to attend
- our Year 9, 10, 11 and 12 students receive careers counselling as part of their subject selection process
- Student Wellbeing staff undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- 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 – refer to our Aboriginal Learning, Wellbeing and Safety Policy for further information
- 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 the provision of a dedicated Assistant Principal and the creation and distribution to teachers of Individual Education Plans
- 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](#)

Our support includes: LGBTIQ+ student groups, Minus 18 guest speakers in our Year 9 Djeembana Program, LGBTIQ+ posters and information displayed College wide, agender affirmation ceremonies and the training of staff to LGBTIQ+ students within their classrooms.

- 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 Education 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 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](#)
- all students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future

- Sandringham College assists students to plan their Year 10 work experience, supported by their Career Action Plan
- targeted literacy and numeracy improvement programs for identified students to build learning confidence

For students with a disability the following strategies are in place:

- providing parents/carers with a learning program that best suits their child's needs
- involving students and parents/carers in programming and planning decisions
- supporting students access to programs that let them pursue achievable pathways
- ensuring the expertise of teachers working in our school is maintained and developed

We aim to effectively identify students who have characteristics that are known to increase disengagement at school. The risk factors that we explore are:

- poor attendance
- low literacy
- low numeracy
- problematic school behaviour and relationships through the number of suspensions and the number of days suspended
- low income or unemployed family background - the occupation code of parents
- Koori or Torres Strait Islander background
- refugee or EAL status
- presence of a physical disability
- presence of learning disorders leading to integration support
- receipt of Youth Allowance
- restricted access arrangements as a result of parent/carer separation
- presence of a risk alert
- experience of significant health issues.

### **Individual**

At Sandringham College we implement 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 Education Plan and/or a Behaviour Support Plan, Academic Improvement Plan or Reengagement Plan

- considering if any environmental changes need to be made, for example changing the classroom set up

Referring the student to:

- the Assistant Principal for Wellbeing and Inclusion
- school-based wellbeing supports including student wellbeing counsellors and the College mental health Practitioner
- 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
- psychologist for psychological and academic assessment
- Department of Families, Fairness and Housing
- social workers to provide services such as counselling, social skills and anger management programs
- Youth agencies
- Local parent support groups
- Relevant DET support staff
- Centre Against Sexual Assault (CASA)
- School Focused Youth Service (SFYS)

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

- who are Koorie
- who are Refugees
- with other complex needs that require ongoing support and monitoring

### 3.4 Identifying students in need of support

Sandringham College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Assistant Principal for Wellbeing and Inclusion and the Student Wellbeing Team play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Sandringham College will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers
- other recommended referral pathways

### 3.5 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:

- learn in a safe and secure environment where they can fully develop their knowledge and skills without intimidation, harassment, bullying or cyber bullying
- feel safe, secure and happy at school
- participate fully in the school's educational programs
- receive reasonable assistance to resolve school-related problems
- receive ongoing communication and feedback about their progress.
- Express their ideas, feelings and concerns

Students have the responsibility to:

- follow the Code of Conduct, staff instructions and uniform requirements

- understand and follow the School Wide Positive Behaviours classroom and whole school matrixes
- understand and adhere to the Respectful Classrooms Model and processes
- take responsibility for their own behaviour and learning
- engage in the use of digital technologies in a manner that supports learning, positive communication and that protects the rights of others
- display positive behaviours, including courtesy, care and respect for the rights of peers, teachers and all members of the school community
- care for the school environment
- attend school regularly and participate fully in learning programs
- develop into independent learners who set and achieve learning goals and manager resources effectively.
- Participate fully in their educational program
- Respect the rights 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 member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

### 3.6 Student behavioural expectations

As a school community, we have a shared commitment to creating and maintaining a safe, stimulating and orderly learning environment that ensures all students can engage effectively in their education. We bring our school values to life through our behaviours and interactions with each other. We will display and model our school values through behaviours such as the following:

- attending school on time and arriving promptly to each lesson
- preparing properly for school and for each lesson
- meeting appearance, dress and uniform standards
- moving safely through the school environment
- participating fully in learning activities
- attentively following instructions
- listening to each other
- treating each other with respect, courtesy and fairness
- valuing the particular individual strengths and differences of others
- inclusive teaching and learning practices
- demonstrating and monitoring our own learning progress

- attempting learning tasks to the best of our ability
- making appropriate choices, even without supervision.

We encourage and support high levels of student attendance, engagement, learning and positive behaviours through a consistent set of whole-school practices, including the following actions:

- establishing a safe, secure and inclusive learning environment
- developing, modelling, teaching and encouraging a set of core school-wide values, rights and responsibilities and shared expectations
- acknowledging positive behaviours and celebrating effort and achievement
- discouraging inappropriate behaviours
- empowering students to be involved in school decision-making and leadership activities
- applying professional judgement to particular cases and incidents, and understanding individual students, their life circumstances and their particular learning and wellbeing needs
- identifying students at risk of disengagement from learning in a timely manner
- monitoring, measuring and communicating progress with students and parents in a timely manner
- monitoring, recording and following up student absence in a timely and rigorous manner
- implementing evidence-based early intervention processes and programs and regularly reviewing their effectiveness to ensure continued relevance
- using out-of-class support strategies and Student Support Groups for students with at-risk behaviours, to repair relationships and to develop agreed goals and plans around learning and behaviour. In convening Student Support Groups, key stakeholders will be involved as needed, including parents, teachers, principal class officers, counsellors, psychologists and youth workers.
- connecting to external student support services as appropriate
- ensuring that students who have displayed unacceptable behaviours towards others can repair the relationship – for example by apologising, completing a reflection form and catching up on missed work
- implementing effective and supportive transition programs and processes into and out of the school, including student transitions between different Campuses, learning areas and levels within the school.

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

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, Sandringham 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 implement 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:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Leader
- referral to Head of Sub-School
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular 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 Sandringham 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,

### 3.7 Engaging with families

Sandringham 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 will ensure that the unique experiences and skills of our students' families enrich the learning environment and the school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents/carers 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, study 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.
- ensuring all parents/carers are aware of the school's Student Wellbeing and Engagement Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- providing opportunities to enhance parenting knowledge and skills.

### 3.8 Evaluation

Sandringham College will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

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

Sandringham 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.

#### 4. Monitoring & Review

This policy was last updated in September 2022. Please refer to the Sandringham Policy Schedule for the next review date.

#### 5. Definitions

*DET* – Department of Education and Training

#### 6. References

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

The following websites and resources provide useful information as well as support for students:

- Kids Helpline
- Lifeline
- Student Wellbeing Hub
- Office of the eSafety Commissioner
- Australian Student Wellbeing Framework

Policy Number	SC-SM-09	Last Approval Date	September 2022
Policy Owner	Sandringham College	Approved By	School Council
Policy Reviewer	College Principal	Next Review Date	September 2024
Review Frequency	Document Availability	Policy Delivery	
<input type="checkbox"/> 1 Year <input checked="" type="checkbox"/> 2 Years <input type="checkbox"/> 3 Years <input type="checkbox"/> As Required <input type="checkbox"/> n/a	<input checked="" type="checkbox"/> College Website <input type="checkbox"/> Student Compass <input checked="" type="checkbox"/> Parent Compass <input type="checkbox"/> Staff Compass <input checked="" type="checkbox"/> Staff Information Drive <input type="checkbox"/> Enrolment Pack	<input type="checkbox"/> Annual Staff Meeting <input type="checkbox"/> Annual Parent Meeting <input type="checkbox"/> Annual Student Meeting <input type="checkbox"/> Annual School Assembly <input checked="" type="checkbox"/> Staff Manual/Handbook <input checked="" type="checkbox"/> College Newsletter <input type="checkbox"/> DL email	