



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.

### 1. Purpose & Rationale

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.

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.

### 3. Implementation

#### 3.1 Vision and values

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.

##### **Vision**

Academic excellence and young people of great character.

##### **What we do**

- Deliver an evidence-informed curriculum aligned to the Victorian Curriculum 2.0 and the Victorian Teaching and Learning Model (VTLM 2.0)
- Teach the knowledge and skills students need to succeed, ensuring clarity, consistency and high expectations in every classroom

- Provide targeted support and extension so that every student makes strong learning growth
- Offer a wide range of co-curricular opportunities in the arts, sport, leadership and academic enrichment
- Foster student agency, leadership and wellbeing within a structured and supportive environment.

### How we do it

- We know our students and use evidence to respond to their learning needs
- We implement evidence-based teaching wellbeing practices with across the College, with a particular focus on routines that build attention to learning and safe and supportive learning environments
- We prioritise strong teacher collaboration to continuously improve practice
- We explicitly teach and model the behaviours, habits and dispositions that support success as learners and citizens.

Sandringham College's values are Respect, Creativity, Excellence, Community and Integrity

- **Integrity** – acting with honesty, responsibility and strong moral purpose even when facing challenges
- **Excellence** – striving for the highest standards in learning, effort and achievement
- **Community** – building strong, respectful relationships between students, staff and families
- **Creativity** – encouraging curiosity, innovation and courageous thinking
- **Respect** – valuing ourselves, others and our environment

## 4. Wellbeing and engagement strategies

### 4.1.1 Universal

At Sandringham College our aim is to develop a robust learning community with positive wellbeing, student 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 learning and wellbeing
- create a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity, empowering all students to participate and feel valued
- welcome all parents and carers and are responsive to them as important contributors to student wellbeing and learning

- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data, school level assessment and data from case management work with students.
- deliver a broad curriculum including Victorian Certificate of Education, the Victorian Certificate of Education Vocational Major (VCE VM), Victorian Pathways Certificate (VPC) and Vocational Education and Training (VET) programs, to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- use a common instructional framework to ensure that evidenced-based, high yield explicit teaching practices are incorporated into all lessons
- adopt evidence-based teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students
- incorporate our school's values into our curriculum and whole school events promoting them to students, staff and parents/carers so that they are shared and celebrated as the foundation of our school community
- have carefully planned transition programs to support students moving into different stages of their schooling including transition between campuses (Year 8 into Year 9)
- ensure 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
- enable our students to have the opportunity to contribute to and provide feedback on decisions about school operations through student leadership teams and targeted student focus groups. Our students have a position on the School Council and meet regularly with member of the principal team which allows them to directly impact on school decision making
- offer specialist programs in Sport, Dance, Art and Academic Enrichment (SEAL). Beyond the classroom students can also extend through co-curricular offerings such as camps, debating, public speaking, leadership, sport and the arts
- create opportunities for cross-age connections amongst students through the school production, school dance and music programs, sport and house programs and peer support programs
- use a consistent school wide behaviour management framework that incorporates School Wide Positive Behaviours (SWPB) principles.

### 4.1.2 Targeted

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

- each year group has a Head of Year (leading teacher) and a Year Level Leader, school leaders responsible for their year who monitor the academic progress and wellbeing of students and who act as a point of contact for students and parent/carers.

- we take pride in our care for our students, and we run a comprehensive pastoral care program for all students in Years 7-9. The focus of our pastoral care program grows and evolves to meet the changing needs of our students as they mature.
- all students in Out of Home Care are supported by an Assistant Principal, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment as required.
- our Year 9 students undergo a specific careers analysis test and an individual careers session provided by an external careers counsellor with parents and carers encouraged to attend.
- our year 7 and 8 students receive careers education as a part of the pastoral care program.
- our Year 9, 10, 11 and 12 students receive careers counselling as part of their subject selection process.
- the student wellbeing team undertakes mental health and social skills development programs in response to needs identified by student wellbeing data, classroom teachers or other school staff each year.
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy in relation to this [LGBTIQ+ Student Support](#)
- we celebrate and respect diversity both linguistically and culturally (including those within the International Student Program) and support students both inside and outside of the classroom to feel connected.
- we have evidence-based Tier 2 programs, incursions and excursions designed to address issue related to specific behaviours (i.e. anger management, friendship and resilience programs).
- For students with a disability the following strategies are in place:
  - involving students and parents/carers in programming and planning decisions via Student Support Group (SSG) meetings
  - supporting students access to programs that let them pursue achievable pathways
  - ensuring the expertise of teachers working in our school is maintained and developed
- provide targeted Tier 2 programs to support learning, social and emotional wellbeing.
- 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 separation
- presence of a risk alert
- experience of significant health issues.

### 4.1.3 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 parents and carers to talk about how best to help the student engage with school
- developing an Individual Education Plan (Tier 3), Student Learner Profiles (Tier 2) and/or a Behaviour Support or Wellbeing Support Plan as required
- considering if any environmental changes need to be made, for example selecting specific classrooms where there is an identified need
- referring the student to:
  - school-based wellbeing supports
  - Student Support Services (SSS)
  - 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 and with other complex needs that require ongoing support and monitoring.

### 4.2 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 Student Wellbeing and Student Management team plays 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 via the relevant Head of Year or Year Level Leader.

### 4.3 Student rights

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 a classroom environment that is free from disruption
- learn in an environment free from bullying, harassment, violence, racism, misogyny, discrimination or intimidation
- express their ideas, feelings and concerns appropriately.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers, Head of Year/Year Level Leader or 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.

### 4.4 Student responsibilities

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. Students are expected to be aware of the following responsibilities:

- display positive behaviours that demonstrate respect for themselves, their peers, their teachers, education support staff and members of the school community
- respect the right of others to learn
- ensuring that they act in a manner that does not create an unsafe/disruptive environment for other students or for staff by refraining from bullying, harassment, violence, racism, misogyny, discrimination or intimidation
- expressing their ideas, feelings and concerns appropriately
- meeting appearance, dress and uniform standards
- participating fully in their educational program by:
  - attending school on time and arriving promptly to each lesson
  - preparing properly for school and for each lesson
  - following positive classroom routines
  - participating fully in learning activities
  - attentively following instructions and teaching
  - listening to others and the teacher
  - attempting all learning tasks and completing to the best of each individual's ability
  - acting with integrity and making appropriate choices, even when the situation is challenging.

### 4.5 Behaviour, expectations and management

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, antisemitism, islamophobia, homophobia, misogyny, harassment and discrimination will not be tolerated and will be managed in accordance with the Department of Education's policies. 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 following the College's Respectful Classrooms 2.0 processes
- withdrawal of privileges
- referral to the Head of Year, Year Level Leader or Assistant Principal
- a conversation with a teacher, Head of Year, Year Level Leader or Assistant Principal
- school based community service
- 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.

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.

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## 5. 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 work together with parents and carers in our school community to support the learning of students.

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

- ensuring that all parents and 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 access to translator services where required for linguistically diverse parents
- 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.

### 6. 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.

### 7. 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
- provided to parents/carers and students annually via Compass

- via SharePoint for school staff
- 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](#)

### 8. Monitoring & Review

This policy was last updated April 2026. Please refer to the Sandringham Policy Schedule for the next review date.

### 9. Definitions

DE – Department of Education and Training

### 10. References

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](#)

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
  - Sandringham College Statement of Values and School Philosophy
- Communicating with Staff

| Policy Number                                                                                                                                                                              | SC-SM-09                                                                                                                                                                                                                                                                                                      | Last Approval Date                                                                                                                                                                                                                                                                                                                                           | June 2026      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Policy Owner                                                                                                                                                                               | Sandringham College                                                                                                                                                                                                                                                                                           | Approved By                                                                                                                                                                                                                                                                                                                                                  | School Council |
| Policy Reviewer                                                                                                                                                                            | College Principal/AP<br>Wellbeing and Inclusion                                                                                                                                                                                                                                                               | Next Review Date                                                                                                                                                                                                                                                                                                                                             | June 2029      |
| Review Frequency                                                                                                                                                                           | Document Availability                                                                                                                                                                                                                                                                                         | Policy Delivery                                                                                                                                                                                                                                                                                                                                              |                |
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