STUDENT WELLBEING AND ENGAGEMENT POLICY
CREEKSIDE K-9 COLLEGE

Consultation	Policy last reviewed	Next review date	Approved By
Student representative groups, parent groups, school council.	February 2025	February 2027	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.

CONTENTS
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2.   School values, philosophy and vision
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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 1300 students.

The college has a Primary/Secondary Years structure. While the school accommodates approximately 1300 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

VISION STATEMENT
Creekside College will instill the values and develop the skills and knowledge students need to live effective and purposeful lives.

MISSION STATEMENT
Empowering every student to succeed now and into the future.

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

RESPONSIBILITY – HONESTY – RESPECT – ACCEPTANCE
We use these values to help us choose between right and wrong, and guide us in how we should treat ourselves, others and the world around us.

Common values help us:
- *make important decisions*
- *bring out the best in ourselves and others*
- *maintain positive relationships with people and the world around us*

Each term we focus on a different value and students present what each one means to them at assemblies.

Our values, mission statement and slogan are clearly displayed in every classroom throughout the college.

Responsibility
At Creekside College, we expect students to follow the college and community rules just as they would at home. All students are expected to take care of their own belongings and that of others, and come to class prepared to learn with relevant materials. They are encouraged to take responsibility of their own learning and give it their best at all times.

Honesty
Honesty is about being truthful with ourselves and others. This includes telling the truth if we have made a poor choice and being honest about our feelings. Honesty at Creekside College is important because it allows open communication and higher levels of respect from one person to the next.

Respect
It is imperative that all members of the Creekside community have and show respect towards one another. It engenders peace and allows us all to feel safe and therefor learn more freely. Ways we can show respect include things like using manners, following instructions and being considerate of peoples' differences.

Acceptance
Acceptance is about appreciating the differences of everyone around us and celebrating people for who they are. We all have different stories and should celebrate diversity. We need to accept others in class and at playtime and always keep an open mind. When confronted with unfamiliar situations, acceptance and tolerance will allow harmonious interactions.

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. 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
- 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.
- 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
- We engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - 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

Tier 1 - Universal Supports	
Behaviour	**Social and Emotional**
Creating success - Lunchtime/after school detentions (7-9) - Study Club (7-9) - Lunchtime clubs (7-9) - Creating Success Behaviour Flow Chart in classrooms - Class Overviews - Startup program **Explicitly teaching positive behaviours** - Breaktime Activities Program (P-2) - 3-6 Lunchtime Clubs - Zones of Regulation - Expect Respect Routine - Wheel of Choice - Social stories - P-9 Health & Wellbeing Curriculum - SWPB Matrix - Positive behaviour models posted in the yard	**Rewarding positive behaviour** - Whole class rewards - Gold coins - Individualised rewards - Green chronicles on Compass - Awards/certificates - Sparkle card for Preps - Cohort assemblies **Supporting social and emotional health** - Differentiated work program - Wellbeing room open at breaks - P-9 Health & Wellbeing Curriculum - Zones of regulation - Wheel of choice - Social stories - Stop think and do strategy - RRRR

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

Tier 2 - Group Supports	
Behaviour	**Social and Emotional**
Using data to target interventions - SWPB Team in each P-6 cohort analysing Compass entries - Behaviour Data Tracker P-6 **Behavioural interventions** - HOL - construction/hospitality (7-9) - P-2 RAP Program - P-6 CASEA Program (behaviour, improve social relationships with others and their social problem-solving skills) - Session reward charts - Group reteaching session - Group restorative conversations - Staff coaching	**Social & Emotional interventions** - P-3 Story Champs (conflict resolution) - P-6 CASEA Program (behaviour, improve social relationships with others and their social problem-solving skills) - 3-6 Social group sessions (E.g. Friendship Group) - 3-6 Emotional group sessions (E.g. Calming Group) - 7-9 MHP Group (Communication, conflict resolution, boundary setting, navigating friendships, self esteem building) - Transition programs for students requiring additional support (Yr2 to Yr 3 & Yr 6 to 7) - Transition programs for new students requiring additional support - Visual aids in the classroom - Staff coaching - Play Therapy - Art Therapy - Canine Therapy

INDIVIDUAL

Creating Success

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.

Tier 3 - Individualised Supports	
Behaviour	**Social and Emotional**
Documentation to support students - Support Plans (including all behaviour support plans, keeping safe plans, safety plans) - Behaviour contracts (7-9) - Learning Behaviour Contracts - Reward charts - IEPs & SSGs - Communication book between parents, specialists and classroom teachers - Attendance Care Plans **Staff support** - Wellbeing team support (Leading Teachers, social workers, psychologists, health promotion nurse, youth workers, MHP and art therapist) - Year level coordinator support (parent meetings, student communication and follow up) - ES supervision in the yard - Staff coaching by LS/LTs - Check ins with E & W leading teacher -	**Documentation to support students** - Support Plans keeping safe plans, safety plans) - IEPs & SSGs - Attendance Care Plans **Staff support** - Wellbeing team support (Leading Teachers, social workers, psychologists, health promotion nurse, youth workers, MHP and art therapist) - Year level coordinator support (parent meetings, student communication and follow up) - ES supervision in the yard - Staff coaching by LS/LTs - Check ins with E & W leading teacher **Supports in place for students** - 1:1 student therapeutic sessions (social workers, psychologists, youth workers, MHP and art therapist)

Supports in place for students	
- Clinical assessments - Play plans - Calm down cards - Break time restrictions (specific areas in the yard etc) - Re-teaching sessions - Restorative conversations - After-school detentions for re-teaching (3-6)	- Clinical assessments - Play plans - Calm down cards - Break time restrictions (specific areas in the yard etc) - Re-teaching sessions - Restorative conversations - After-school detentions for re-teaching (3-6) - Youth Worker (1:1 support - mentoring/counselling) - Counselling

4. 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*

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, 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.

6. 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.

7. 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.

8. 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
- SOCS

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/carer 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](#)