



STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact clifton.springs.ps@education.vic.gov.au or telephone (03) 52 513 581

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.

Clifton Springs 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, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

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

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POLICY

1. School profile

Clifton Springs Primary School was established in 1991 and is located approximately 20 kilometres from Geelong. We have 471 students enrolled from Years Prep to 6 and we currently have 22 classes.



Our school has a supportive community and all students that enrol live within our designated neighbourhood zone. Clifton Springs Primary School has developed close ties to the local community, and enjoys support from our local businesses and community services. We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

Our school is culturally diverse with families having a language background other than English (EAL). The school also has strong representation from the Koorie community. We are proud of our diversity and inclusive school community.

2. School values, philosophy and vision

To develop outstanding citizens and lifelong learners who believe that effort and persistence leads to success.

Through our core values of Respect, Responsibility and Kindness, we strive to make a difference in our community and environment. We demonstrate these values through:

Respect

- All members of the school community make a commitment to be respectful in their communication with each other
- Showing respect for people in our school and wider community

Responsibility

- Social, technological and environmental responsibility
- Being accountable for our actions
- Contributing to our school community in a positive way
- We all have the responsibility to represent our school with pride

Kindness

- We treat all members of the school community kindly and how we would like to be treated
- We are friendly to others and accept differences
- We help one another

3. Wellbeing and engagement strategies

To realise our vision, Clifton Springs 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, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and we have implemented many strategies to identify these students and provide them with the support they need. A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

high and consistent behaviour expectation of all staff, students and parents and carers through our Schoolwide Positive Behaviour approach – please see Schoolwide Positive behaviour Matrix

- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing. Restorative Practices, individual conferencing and school camps are examples of this
- welcoming all parent/carers and being responsive to them as partners in learning. We hold a Family BBQ early in the year, parent information evenings, 3-way Conferences between teacher, student and parent in term 1 and Student Led Conferences in term 3, have a heavily involved Parents and Friends Group, a strong School Council and many sub-committees where we encourage parents to be involved, working bees and open days in Education Week
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, students management data and school level assessment data
- teachers at Clifton Springs Primary School keep abreast of best current teaching practice to ensure an explicit, common and shared model of instruction to ensure that evidence based practices are incorporated into all lessons
- 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 communicated to parents
- monitor student attendance and implement attendance improvement strategies at a whole school, cohort and individual level
- a strong emphasis on Student Voice. Students have a variety of leadership positions through the school such as School Captains, House Captains, Student Representative Council, SHINE Captains. All students have the opportunity to contribute to and provide feedback on decisions about the school operations through the Student Representative Council and other forums including class and year level meetings.
- create opportunities for cross-age connections amongst students through House carnivals, School musical, Year Level events and the Grade 6 Buddy program
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Resilience, Rights and Respectful Relationships
 - School-wide positive behaviour
 - The Safe Schools Program
 - Health and Human Relations

Targeted

- Each year group has an Operations and Welfare Leader, who is responsible for ensuring the school's School-wide Positive Behaviour approach is being followed.
- Our school has a strong connection with our Koorie students and families and works with our Koorie Engagement Support Officer to further strengthen these connections.



- Clifton Springs Primary School have a strong welfare team, made up of 2 staff and 1 school chaplain, who analyse the needs identified by student wellbeing data, classroom teachers or other school staff each year. This team, lead staff through crucial training such as Mandatory Reporting, trauma-based training, and
- 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 through targeted intervention and culturally appropriate support given to students. The EAL curriculum and assessment is used with EAL students when needed.
- we support learning and wellbeing outcomes of students from refugee background through trauma-based training for teachers, targeted intervention and culturally appropriate support given to all students.
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+. We follow the Department's policy on LGBTIQ Student Support and provide inclusive spaces for all children. Clifton Springs Primary School is also a Respectful Relationships School
- 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
- 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 program, consultation with families and where required, student support groups and individual educational plans.
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma.
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)

Individual

Clifton Springs Primary School employs a myriad of individual supports for students and families to assist them in being the best they can be. Some of these individual supports include:

- Behaviour Support Plans
- Integration aides employed through Program for Students with Disabilities funding
- Just Right Zone (social/emotional framework)
- Life Skills program
- Access to Clifton Springs Primary School Wellbeing team



- Access to Bellarine Network Support Services (speech, psychology, social work)
- NDIS therapists have access to school
- Literacy and Numeracy intervention programs
- Students Academies (Sport/STEM/Music/Art)
- Lunchtime clubs and activities

Student Support Services

To promote individual engagement at Clifton Springs Primary School, a variety of student support staff are available. These can include:

- Mental Health in Schools Practitioner
- Wellbeing Officer
- Disability Inclusion Leader
- Student Support Services Team

Clifton Springs Primary School 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 family services, other allied health professionals, Headspace, child mental health services or Orange Door

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
- 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.

4. Identifying students in need of support



Clifton Springs Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Executive team and the Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Clifton Springs Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- background information such as family, medical, behavioural, social and academic information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance, focussing on academic 'growth'
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- behavioural data through chronicles on Compass
- engagement with families

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/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, Clifton Springs Primary School 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:

- *Negative behaviours will be managed using the 5 R's which is an agreed school process*
 - *Reminder (a verbal reminder of the expected behaviour)*
 - *Redirection (a verbal redirection from the teacher to help get the student back on track)*
 - *Relocation and Reflection (student relocated to somewhere in the class where they can focus without distraction, plus a chance for the student to reflect on their behaviour in order to help make better choices in future)*
- *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 Operations Welfare Leader*
- *restorative practices*
- *reflection*
- *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 Clifton Springs Primary School 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



Clifton Springs 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
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Clifton Springs 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
- CASES21, including attendance and absence data
- SOCS

Clifton Springs Primary 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 ways

- Available publicly on our school's website
- Included in staff induction processes
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carers notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES



The following Department of Education 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
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	12/09/2025
Consultation	School Council
Approved by	Principal
Next scheduled review date	September 2027