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| **Student Engagement and Wellbeing Policy** |  |

**Purpose**

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

1. our commitment to providing a safe and supportive learning environment for students
2. expectations for positive student behaviour
3. support available to students and families
4. our school’s policies and procedures for responding to inappropriate student behaviour.

Scoresby Secondary 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.

**Scope**

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

**Contents**

1. School profile
2. School values, philosophy and vision
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**Policy**

1. **School profile**

Scoresby Secondary College is located in Knox with an enrolment around 300 which is expected to rise significantly over the next few years. The College serves the communities of Scoresby, Knoxfield, Ferntree Gully and the surrounding suburbs of Rowville, Lysterfield, Wantirna South and Boronia. The College is structured around two sub schools with each sub school established to meet the age specific needs for the different stages of their journey from early adolescence into adulthood. Junior School (Years 7,8,9) Senior School (Years 10,11, 12). A strong Code of Conduct provides for a safe and orderly environment.  The College sets high expectations and promotes active participation in learning with a belief that all students can develop and achieve success across a range of curricular and co-curricular activities.  It is the setting of high expectations that the College believes empowers students to aim for their personal best and take on responsibility for their own behavior and learning. Students study a core program of English, Mathematics, Science, Humanities, French, Physical Education, Arts, Music, and Technology in the Junior School with a range of opportunities for specialisation in the Senior School. The extra-curricular program includes an exceptional voice and instrumental program, performing arts production, camps and overseas sister school, student leadership opportunities and sport. The College boasts a mix of traditional and purposeful teaching and learning facilities, a Senior School Study Centre, Resource Centre, extensive playing fields, including a four court synthetic surface, gymnasium, landscaped grounds and computer and ICT facilities throughout. The College prides itself on the establishment of partnerships with business, industry and tertiary education providers, providing authentic learning experiences for student learning and greater opportunities for student pathways and transitions. The majority of the College’s graduates are successful in obtaining places in university and TAFE after completing Year 12.

1. **School values, philosophy and vision**

PROMOTING HEALTHY, SAFE AND RESPECTFUL SCHOOL COMMUNITIES

Scoresby Secondary College recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

Every child has a gift, a particular skill, a special something that can make a difference – to their own lives, to the lives of those around them and to the future of our world. And every child has the potential and the opportunity to be their brilliant best.

Scoresby Secondary College’s core purpose is our strong desire for community connectedness and our genuine care for students’ personal growth. These are embodied in our College values of I.N.S.P.I.R.E.

*Integrity, Nurture, Success, Pride, Innovation, Respect, Excellence*

Scoresby Secondary College’s learning values are:

* *Responsive* – teaching and learning will respond to globalisation, latest research and innovation
* *Relevance –* teaching and learning will be relevant for the acquisition of skills, knowledge and attributes for the future
* *Rigour –* teaching and learning will be rigourous to meet high expectations

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

Our statement of values is available online at [www.scoresbysc.vic.edu.au](http://www.scoresbysc.vic.edu.au)

1. **Engagement strategies**

Scoresby Secondary 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.

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

Universal

**These are whole of school strategies designed to promote positive behaviour and inclusion.**

* 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
* 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 Scoresby Secondary College use a common instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high impact teaching practices are incorporated into all lessons
* teachers at Scoresby Secondary 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 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 student leadership and other forums including year group meetings and home group. 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 support programs
* all students are welcome to self-refer to the Student Wellbeing Coordinator, School Doctor and 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
* we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  + Respectful Relationships
  + Anti-bullying programs
* programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
* opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
* buddy programs, peers support programs

Targeted

**This section includes more specific strategies, designed to address particular concerns in certain age groups or friendship circles.**

* each year group has a Year Level Coordinator, a 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
* 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
* connect all Koorie students with a Koorie Engagement Support Officer
* all students in Out of Home Care will have an Individual Learning Plan and will be referred to Student Wellbeing for an Educational Needs Assessment
* Scoresby Secondary College assists students to plan their Year 10 work experience, supported by their Career Action Plan
* 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

Individual

**These are student specific strategies that may be considered and applied on a case by case basis.**

* Student Support Groups, see: <http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
* Individual Learning Plan and Behaviour Support Plan
* Program for Students with Disabilities
* referral to Student Welfare Coordinator and Student Support Services
* referral to ChildFirst, Headspace or other external agencies
* Navigator and other re-engagement programs

Scoresby Secondary 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
* 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.

1. **Identifying students in need of support**

Scoresby Secondary 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. Scoresby Secondary 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

1. **Student rights and responsibilities**

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school’s Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

* participate fully in their education
* feel safe, secure and happy at school
* learn in an environment free from bullying, harassment, violence, discrimination or intimidation
* express their ideas, feelings and concerns.

Students have the responsibility to:

* participate fully in their educational program
* display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
* respect the right of others to learn.

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.

1. **Student behavioural expectations and management**

Behavioural expectations of students, staff and families are grounded in our school’s Statement of Values. Student bullying behaviour will be responded to consistently with Scoresby Secondary College’s Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Scoresby Secondary College will institute a staged response, consistent with the Department’s Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student’s behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. 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 Coordinator
* restorative practices
* detentions
* behaviour reviews
* 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 Scoresby Secondary College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

1. **Engaging with families**

Scoresby Secondary 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 and Compass
* maintaining an open, respectful line of communication between parents and staff, supported by our Communication 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.

1. **Evaluation**

Scoresby Secondary 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

Scoresby Secondary 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 ways:

* Available publicly on our school’s website and Compass
* Included in staff induction processes
* Included in transition and enrolment packs
* Information evenings with parents/carers
* 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](https://www2.education.vic.gov.au/pal/suspensions/guidance/1-suspension-process)
* [Expulsions - Decision](https://www2.education.vic.gov.au/pal/expulsions/guidance/decision)

**Further information and resources**

Statement of Values and School Philosophy

Bullying Prevention

Child Safe Standards

School’s Student Wellbeing and Engagement policy (or similar) includes a statement that restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, with a link to the Department’s [Restraint and Seclusion Policy](https://www2.education.vic.gov.au/pal/restraint-seclusion/policy) on PAL.

## **POLICY REVIEW CYCLE**

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| Policy last reviewed | December 2021 |
| Consultation |  |
| Approved by | Principal |
| Next scheduled review date | December 2022 |