STUDENT WELLBEING AND ENGAGEMENT POLICY

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.

Swan Hill 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.

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POLICY

1. School profile

Swan Hill College is a co-educational secondary school with an enrolment of 769 students in 2019, 394 female and 375 male. It was supported by 88 equivalent full-time teaching and non-teaching staff (1 Principal, 2 Assistant Principals, 8 Leading teachers, 46.7 teaching staff and 29.6 education support staff). We have approximately 10% Koorie (78) students, supported by KESO and CLONTARF Academy and 4% (32) English as an Additional Language students. The Student Family Occupation and Education (SFOE) index has decreased slightly from 2017 (0.5608) to 0.5424. We are the largest education provider within the Swan Hill Network and the only government provider for a radius of 65 kilometres catering for approximately 10 feeder primary schools. Students are encouraged to embrace the College values of Respect, Responsibility, Belonging and High Expectations and to build on their talents, expand their horizons and develop a culture of lifelong learning.

The College continues to provide a broad comprehensive curriculum with an extensive number of extra curricula and student leadership programs. Senior students choose from both the VCE and VCAL programs and a large number of integrated Certificate level studies from our extensive VET offerings made possible as an RTO. There is a strong Work Placement Program with many students undertaking School Based Apprenticeships.

We have run a successful alternative setting called FLO (Flexible Learning Options) since 2012. This program currently has in excess of 40 students in attendance and allows students to continue their education when they may have otherwise become disengaged.

2. School values, philosophy and vision

At Swan Hill College we work together to achieve excellence and have high expectations of behaviour to create an environment which promotes individual academic and social growth.

A clear set of behavioural expectations are developed around our key school values of:

RESPECT, HIGH EXPECTATIONS, RESPONSIBILITY, BELONGING

- All behaviour is a result of the choices we make
- All actions have consequences
- Behaviour is managed by developing relationships and rapport
- Positive behaviour is supported, recognised and celebrated

Our School Wide Positive Behaviour Support Expectations Matrix outlines our values and specific expectations. The Matrix is clearly displayed across all learning environments.

POSITIVE BEHAVIOUR EXPECTATIONS
SWAN HILL COLLEGE

RESPECT	RESPONSIBILITY	BELONGING	HIGH EXPECTATIONS
We Will:	We Will:	We Will:	We Will:
• Respect all **people, places** and **property** in school and the wider community.	• Take responsibility for our **actions** and model **expected behaviours**.	• Maintain personal hygiene and **self-care** while at school.	• Use **feedback** provided to enhance our learning.
• Keep the **yard** tidy and respect the **environment.**	• Keep **lockers** organised and locked.	• Create a safe environment by being **inclusive** to all.	• Aim high and **challenge ourselves**.
• Respect that we are all here to **learn**.	• Engage appropriately with **technology**.	• **Be prepared** for class discussions and activities.	• Accept **opportunities** and take on all roles.
• Respect each other's **differences**.	• **Attend** all classes and be on time.	• Wear the appropriate school **uniform**.	• Be **supportive** and **encouraging** to others.
• Be considerate of others by using **respectful** and **inclusive language,** and not swearing	• Take responsibility for our **learning**, meet deadlines, and work to our capacity.	• **Celebrate** appropriately and show appreciation.	• Approach learning with a **growth mindset**.

3. Engagement strategies

Swan Hill 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:

<u>Universal Strategies:</u>

- As a school we have implemented a school wide Positive Behaviour plan. This plan is designed for all students;
  - We explicitly teach our expected behaviours
  - We reward students for displaying these behaviours
  - Positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
  - Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Leadership and other forums. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns
  - Creating a culture that is inclusive, engaging and supportive. We are a 'Safe Schools' and 'Respecting Relationships' College
- 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
- 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, school level assessment data, DIS data and PIVOT
- Deliver a broad range of stimulating 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 Swan Hill College use a college wide instructional framework as explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
  - Teachers at Swan Hill 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
  - All students have the opportunity to transition into VCE VET and VCAL
- Wellbeing;
  - Monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
  - Each year group has a Year Level Manager, a teacher responsible for their year, who monitor the wellbeing of students in their year, and act as a point of contact for students who may need additional support
  - All students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, Doctors in Schools, School Chaplain, Year Level Manager, Councillors, Youth Workers, KESO, 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
- o Offer an extensive transition program for students in grade 6 moving into year 7
- o Students have access to a range of wellbeing programs including SEED, SOAR, STEPS, Maintenance Crew, SAGA and Shine Program.
- Extra Curricula;
  - o Create opportunities for cross—age connections amongst students through school plays, school sports, music programs, Green Team and peer support programs.
  - o Opportunities for student inclusion (i.e. sports teams, clubs, homework program, recess and lunchtime activities)
  - o create opportunities for students to experience a variety of camps and excursions
  - o all students will have access to careers support
  - o Students are able to access and participate in the Moving Minds program to build self-awareness and resilience,

Targeted

- All Koorie boys will have the opportunity to be connected to our CLONTARF academy
- All students in Out of Home Care will, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- Swan Hill College assists students to engage in 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
- Swan Hill College provides targeted programs for a range of supports, such as The Literacy program, STEPS, Reading Program, Sunshine Maths, Hands on Learning, MYLNS, SOAR, SHINE, Achieving Excellence Program
- Swan Hill College offers a Flexible Learning Option program for students at the main campus and at the FLO Campus.
- Swan Hill College offers an EAL program.
- Our PBS handbook also has targeted intervention for students and can be accessed here.

Individual

- Student Support Groups, see: http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroup s.aspx
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- Referral to Student Welfare Coordinator and Student Support Services
- FLO
- Police Liaison Officer
- Doctors in Schools
- Referral to Child First, Headspace, Orange Door
- MDAS
- Navigator
- Lookout
- For other intensive support please refer to our PBS Handbook

Swan Hill 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
- Staff training in restorative practice.
- Accessing a sensory room for students
- Referring the student to:
  - o School-based wellbeing supports
  - o CLONTARF
  - o HEADSPACE
  - o Student Support Services
  - o Appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or Child First
  - o 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:
  - o With a disability
  - o In Out of Home Care
  - o And with other complex needs that require ongoing support and monitoring.

For more information, see our PBS Handbook.

4. Identifying students in need of support

Swan Hill 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. Swan Hill 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
- Transition records

- Ongoing assessment records in DayMAP
- Observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- Attendance, behavioural, detention and suspension data
- Communication through outside agencies and community groups
- 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, 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."

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values and our PBS Handbook. Student bullying behaviour will be responded to consistently with Swan Hill College's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Swan Hill 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 are outlined in our PBS Handbook and include:

- Warning a student that their behaviour is inappropriate

- Teacher early intervention consequences such as moving a student in a classroom or other reasonable and appropriate responses to misbehaviour
- Referral to the Year Level Manager
- Restorative practices
- Detentions
- Behaviour reviews
- Suspension
- Expulsion
- Yard restriction
- Tap in / Tap out
- Confiscation
- Behaviour Support Plan
- Exclusion from yard or class

Further information can be found in our [PBS Handbook](#).

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:
http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx

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

7. Engaging with families

Swan Hill 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. eg though DayMAP, Parent Teacher evenings, information evenings, Newsletters, emails and text messages.
- 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

Swan Hill 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
- DayMAP
- VCE and VETRAK Data

- Parent survey
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

- Statement of Values and School Philosophy
- Anti-Bullying Policy
- Child Safe Standards
- PBS Handbook
- Doctors in Schools
- Program for Students with Disabilities
- Out of Home Care (Lookout Centre)
- Curriculum Handbook