Student Wellbeing and Engagement Policy

Help for non-English speakers.

If you need help to understand the information in this policy, please contact the college 5996 3544 or cranbourne.sc@education.vic.gov.au

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) our safe, respectful and responsible positive behaviour expectations
c) support available to students and families
d) our school's policies and procedures for responding to inappropriate student behaviour.

Cranbourne 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. Our school understands that student behavioural outcomes and student learning outcomes together influence student wellbeing. Thus, maintaining a high focus on and providing supports for student behavioural and academic outcomes is imperative.

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 expectations; At Cranbourne Secondary College we are safe, respectful and responsible learners.

Scope

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

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2. School values, philosophy and vision
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Policy

1. School profile

Cranbourne Secondary College is a single campus, co-educational 7 - 12 school, located within the City of Casey in the South-East growth corridor of Melbourne. The enrolment is approximately 1197 students in 2024. The College is one of three government schools servicing the local area. The community has a diverse socio-economic profile. Our SFO index was 0.575 in 2024. We are a growing multi-cultural community with currently over 400 students from Language Backgrounds other than English. The school also has strong representation from the Koorie community. We are proud of our diverse and inclusive school community.

The school has a leadership team of twenty-nine consisting of the Principal, five Assistant Principals and twenty-three Leading Teachers/Learning Specialists. The leadership staff works closely to support and enhance the implementation of the college's Learning Architecture, Instructional Model and Wellbeing and Engagement Strategies

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The College prides itself on having a holistic approach to education to ensure our students become dynamic and flexible members of the local and global communities, and successful learners who understand the world and how to act effectively within widely varying contexts. This approach is supported by a strong Engagement Curriculum program in Years 7 to 9 and the STEP Program in Years 10 – 12. A professional, resourced Student Service Team complements this approach. The team consists of the Student Wellbeing Team (with health professionals from a range of Allied Health disciplines and the Doctors in Secondary School Program), an Inclusion Program for Students with Disabilities Coordinator and a Pathways Leader. We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

Cranbourne Secondary 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 School-Wide Positive Behaviour Support purpose statement.

At Cranbourne Secondary College we are a respectful, responsible learning community.

Our school's vision is to develop empowered learners who grow, contribute meaningfully and enjoy life. Our mission is to equip learners for a fulfilling life by developing their intellectual, social, emotional and moral intelligence.

Our vision, mission and school values of learning, care, community and contribution are available online at: https://cranbournesc.vic.edu.au/our-college/vision-mission-values.

3. Wellbeing and Engagement strategies

Cranbourne 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

Teaching and Learning:

- Welcoming all parents/guardians and being inclusive to them as partners in learning
- Offer a broad curriculum including VET programs, VCE and VCE-VM to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- Teachers at Cranbourne Secondary College use the Gradual Release of Responsibility 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 Cranbourne 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 Purpose Statement 'At Cranbourne Secondary College we are safe, respectful and responsible learners' is 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

Behaviour

- All staff at Cranbourne Secondary College teach our respectful, responsible, learning and community behaviour expectations to our students in an age and context appropriate way
- Support students who may be dysregulated, by prompting and encouraging self-regulation.
- Our high and consistent behavioural expectations are communicated to all staff, students, and parents/guardians via our behaviour matrix

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- All staff verbally reinforce positive behaviours and issue Positive Behaviour Credits. Students can exchange their positive behaviour credits for X-Change items
- Positive behaviour and student achievement is acknowledged in the classroom, all school settings and formally in school assemblies and communication to parents
- Having clear and consistent classroom routines
- Implementation of our continuums of response for minor and major behaviours in a calm, immediate, brief, respectful and consistent manner
- Issuing logical consequences that maintain positive student teacher relationships and focus on providing the student with an opportunity to gain the social, emotional or behavioural skills required to prevent the minor or major behaviour from occurring again in future

Attendance

- Monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level

Wellbeing and Inclusion

- All students are welcome to self-refer to the Student Wellbeing Team, Year Level Leader, 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
- Deliver an Engagement Curriculum Program for all students in Years 7 to 9 and STEP in Years 10 - 12
- Carefully planned transition programs to support students moving into different stages of their schooling
- 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
- We engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Bully Stoppers
  - Safe Schools
- 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)
- Create opportunities for cross—age connections amongst students through school production, sport carnivals, Teach the Teacher, music programs and peer support programs

Student Agency and Voice

- Students have the opportunity to contribute to and provide feedback on decisions about school operations through a number of channels including Performing Arts Captains, Environmental Captains and the Student Representative Council and other forums including year level group meetings.
- Students are also encouraged to speak with their teachers, Engagement Curriculum Teacher, Year Level Engagement Coordinator, Year Level Leader, Assistant Principal and Principal whenever they have any questions or concerns.

As a college we continually analyse and respond to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data (minor and major data) and school level assessment data.

This ensures appropriate interventions can be put in place, and monitored, to support students' social, emotional, behavioural and academic growth.

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Targeted

Teaching and Learning

- All students will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Students are assisted to develop work readiness and to access work experience
- Literacy and Numeracy support programs are available to students
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our Aboriginal Learning, Wellbeing and Safety policy.
- 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

Behavioural

- Year Level Teams and the Student Wellbeing Team will monitor minor and major behaviour data and provide subsequent group sessions that address the social, emotional and behavioural needs of students who require additional supports to demonstrate our safe, respectful and responsible behaviour expectations
- Engagement Curriculum teachers will monitor behavioural and attendance data

Wellbeing and Inclusion

- Each year group has a Year Level Engagement Coordinator(s) and a Year Level Leader, 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
- Wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, minor and major data, classroom teachers or other school staff each year
- Staff will apply a trauma-informed approach to working with students who have experienced trauma
- 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 including through celebrations of different cultures through Polyhood, 4 C's, Eid Festival and other cultural celebrations. EAL students are supported in the classroom through MEA support.
- We support learning and wellbeing outcomes of students from refugee background through cultural celebrations. Training from external providers for staff through Foundation House and Komac allow staff to understand the complexities when teaching students with a refugee background.
- We provide a positive and respectful learning environment for our students who identify as LGBTIQA+ and follow the Department's policy on LGBTIQA+ Student Support. Students who identify as LGBTIQA+ are supported through Wear It Purple Day, IDAHOBIT Day and other days to celebrate their community.
- 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

Student voice and agency

- SRC and Multipride students are provided with various leadership programs such as the GRIP Student Leadership Conference and World Vision Youth Conference
- SRC and Class Captains are provided with motivational workshops to engage and inspire students to take leadership initiatives and take actionable steps to increase student agency within the classroom

Individual

Cranbourne Secondary College understands that some students may require individualised supports that

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address a range of complex social, emotional, behavioural and academic needs. The college implements a range of strategies that support and promote individual student engagement. These can include:

Teaching and Learning:

- Developing an Individual Learning Plan that includes SMART goals determined by the student and their teachers
- Providing curriculum modifications and accommodations for students on the Inclusion Program for Students with Disabilities or with additional education needs (Out of Home Care, Marrung students, students with a diagnosis of ASD) or any other student deemed necessary.
  Assist with applications for special consideration provisions for VCE exams
- All students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment

Behaviour:

- Developing a Positive Behaviour Support Plan utilising the Prevent-Teach-Reinforce (PTR) model.
- Implementing preventative strategies that reduce the likelihood of a challenging behaviour occurring.
- Teaching functionally equivalent replacement behaviours.
- Reinforcing the functionally equivalent replacement behaviours.
- Responding to challenging behaviours by implementing our continuums of response for minor and major behaviours in a calm, immediate, brief, consistent and respectful manner.

Attendance

- Develop and monitor Student Absence Learning Plans.
- Develop and monitor Student Return to School Plans.

Wellbeing and Inclusion:

- Building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- Considering if any environmental changes need to be made including but not limited to changing the classroom set up, relocation of a locker, addition of Sound Field speakers, timetabling of accessible rooms or access to unisex toilets
- Meeting with student and their parent/guardian to talk about how best to help the student engage with school
- Referring the student to:
  - School-based wellbeing supports via the Student Wellbeing Team
  - 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, Myuna Farm and NewStart
- Connect all Koorie students with a Koorie Engagement Support Officer via the Marrung Coordinator

Student Voice and Agency:

- In addition to speaking with Year Level Student Leaders, all students are encouraged to speak with their teacher/s, Year Level Engagement Coordinator/s, Year Level Leader, Assistant Principal or the Principal if they have concerns or needs which they require support.

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
  - With other complex needs that require ongoing support and monitoring.

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4. Identifying students in need of support

Cranbourne 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 to help identify students in need of support and enhance student wellbeing. Cranbourne 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 data
- Academic performance
- Minor and major behaviour data
- 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, and parents/guardians treat each other with respect and dignity. Our school's Purpose Statement highlights the values of all 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 safe, respectful and responsible 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, carers or trusted adults and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in the college's Complaints Policy.

6. Student behavioural expectations and management

Our safe, respectful and responsible behavioural expectations of students, staff and families are grounded in our School's Purpose Statement. Student bullying behaviour will be responded to consistently with Cranbourne Secondary College's Bullying policy.

If a student breaches one of our behaviour expectations, staff will respond utilising either our continuum of response for minor behaviours or our continuum of response for major behaviours. These continuums are consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the logical consequences issued by teachers and other school staff.

Disciplinary measures or logical consequences may be used as part of a continuum of 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. Students will always be provided with an opportunity to be heard. Disciplinary measures or logical consequences at our school will be applied fairly and consistently and in a staged approach. These may include:
- Warning a student when their behaviour is inappropriate and re-teaching the expected behaviour
- Teacher consequences (natural and logical) such as moving a student in a classroom or other

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reasonable and proportionate responses to misbehaviour
- Loss of privileges such as recess and lunchtime
- Time owed at recess, lunchtime or after school to reflect on the behaviour and be re-taught the expected behaviour
- Referral to the Year Level Engagement Coordinator or Year Level Leader
- Restorative practices
- Student support group meetings with the family
- Behaviour support and intervention meetings
- Suspension (internal and external)
- 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

The Principal of Cranbourne Secondary 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

Cranbourne Secondary College values the input of parents/guardians, 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/guardians in our school community.

We work hard to create successful partnerships with parents/guardians by:
- Ensuring that all parents have access to our school policies and procedures, available on our college website and Compass in the School Documentation folder
- Sharing important information with families via letters, emails, text messages, Compass post
- 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
- Encouraging parents to join our parents/guardian's association
- 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

Cranbourne 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 Attitude to School data
- School-Wide Positive Behaviour Support data
- College Reports
- Parent Survey data
- Case Management
- Student wellbeing referrals and student self-referrals
- Attendance data

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Communication

This policy will be communicated to our college community in the following ways:
- Available publicly on our college's website
- Available on Compass School Documentation
- Included in transition and enrolment packs
- Included as an annual reference in college newsletters
- Hard copy available from college administration upon request

Our college 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 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

Created date	Term 4, 2024
Consultation	Teacher consultation: 03/09/2024 Student consultation:06/09/2024
Approved by	Principal
Next review date	Term 4, 2026