



Greensborough
COLLEGE

STUDENT ENGAGEMENT, WELLBEING AND INCLUSION POLICY

This policy reflects the DET *Student Engagement and Inclusion Guidance*

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1. School profile

Greensborough College is a Year 7 to 12 co-educational School situated in the City of Banyule in the North Western Victorian Region. At Greensborough College our students are happy, confident, respectful learners and citizens. The leadership and achievement they develop is nurtured and strengthened by our outstanding staff, peers and our growing connections with the broader school community. We take pride in our commitment to unlocking the full potential of all our students and ensuring that they are well equipped to meet their future challenges in our constantly emerging world as strong global citizens.

Greensborough College is an inclusive school that is focused on academic achievement and ensuring all students achieve their personal best. We provide a wide range of programs for all ability levels. There is a strong emphasis on core subjects: English, Mathematics, Science and Humanities; complemented by programs in the Technologies, Arts, Music, Languages (Italian), Physical Education and Health, alongside our school commitment to Positive Psychology. A wide range of VCE subjects including a strong VET program runs parallel to our VCAL program, offering students diverse futures pathways.

The College is a vibrant learning institution with a progressive attitude to change.

2. School values, philosophy and vision

MISSION

Our mission is that “At Greensborough College we **Care**”. **Our Vision for learning:** *“Greensborough College is a community of Courageous, Aspirational and Respectful learners. We promote Equality and see potential for excellence in every student.”* **Our Motto** is “Strive for Excellence”.

At Greensborough College, we believe that education makes a significant difference to the lives of young people. We aim to provide an environment in which every student can achieve their highest potential. In addition, we aim to have high expectations of students, teachers and parents and we provide structures and processes that facilitate the implementation of a consistent and rigorous teaching and learning program.

VALUES

Each of the Values has a description that explains what the behaviour should look like. They also focus on prosocial behaviour – helping others to demonstrate positive behaviours.

| | |
|-------------------|---|
| COURAGE | We show courage when we are determined to face new challenges and help others to do the same. |
| ASPIRATION | We show aspiration when we unlock our potential and help others to do the same |
| RESPECT | We show respect when we are kind and considerate to everyone at our school and in the community |
| EQUALITY | We show equality when we accept diversity at our school and in the community |

Each value has a colour and an icon

| | |
|-------------------|------------------------------------|
| Courage | Purple with a heart icon |
| Aspiration | Green with a stepped mountain icon |
| Respect | Blue with a handshake icon |
| Equality | Yellow with a scales icon |

Our core values underpin the way we work in our college. They are the cornerstone for relationship building and enhancing outcomes. They are the foundation of the School Wide Positive Behaviour Support Framework.

3. Guiding principles

- The college will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

- The college will promote active student participation and provide students with a sense of ownership of their environment.
- The college will support families to engage in their child's learning and build their capacity as active learners.
- The college promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- The college will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The college will have processes in place to identify and respond to individual students who require additional assistance and support.
- The college will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our college and our teachers to respond to the needs of the students.

4. Engagement Strategies

To realise our vision, our College has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. 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 College 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 self and others.

5. Identifying students in need of extra support

Our college will utilise the following information and tools to identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments

- Behavioural data (relocations, Principal detentions, suspensions)
- Behaviour observed by classroom teachers
- Referrals made to the Sub-School Team
- Referrals made to the Principal Class
- Referrals made to the Student Wellbeing Coordinator
- Referrals made to the Pathways Team
- Engagement with student families

6. Behavioural expectations

School values and expectation with regard to student behaviour, work ethic and attendance are made explicit to students during School Assemblies and Year Level Assemblies, to parents through information nights and Awards nights, enrolment interviews, newsletters, the College website and letters posted home.

Staff members are made aware of the College expectations and policies through a teacher code of conduct related to their level of experience and this is first introduced during the induction process for new staff. These expectations are reiterated during staff meetings, briefings, in the staff handbook and at professional learning activities.

7. College actions

Responding to challenging behaviour

Where a student acts in breach of the behaviour standards of our college community, we will institute a staged response, as outlined in the DET Student Engagement and Inclusion Guidance.

Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (eg repairing damage caused)
- Withdrawal of privileges
- Exit/Withdrawal (Relocation) from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness, including escalating consequences for less serious infringements.

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met. The college has clearly articulated to the community those offences that are considered NOT NEGOTIABLE and will automatically incur a suspension.

These include:

- 1) Use, supply or possession of drugs or alcohol
- 2) Use, supply or possession of cigarettes when it is a second offence
- 3) Physical assault
- 4) Offensive behaviour toward a teacher.
- 5) Fighting
- 6) Sexual Assault
- 7) Failure to follow the instruction of a Principal.

Suspension and expulsion can only be approved by the Principal and our college will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our college will follow are available here:

<http://www.education.vic.gov.au/school/Principals/participation/Pages/discipline.aspx>

8. Engaging with families

The College 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 and Sub-Committees of School Council. The School Council provides financial assistance and encouragement to the Parent and Friends Association in our efforts to build a sense of community.

The college will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The college will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in college decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups

Evaluation

Data collection and analysis

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- the 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 or SOCS

9. Review of this policy

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

10. Appendices and Related Policies

Student Engagement Strategies

Appendix 1

| Universal strategies | Targeted strategies | Individual strategies |
|---|---|---|
| <ul style="list-style-type: none"> • Our college will deliver a broad curriculum including VET programs, VCE and VCAL. • Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students • Our college will develop behavioural expectations for all members of the college community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families • Our college will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents. • All students will have the opportunity to participate in a social and emotional learning curriculum program • Students will have the opportunity to contribute to and provide feedback on decisions about college operations both through the Student Representative Council and other more informal mechanisms. | <ul style="list-style-type: none"> • All students from Years 10 to 12, will be assisted to develop a Career Action plan • All students funded under PSD will have an Individual Learning Plan and will be supported by a Student Support Group • All Aboriginal and Torres Strait Islander students will have an Individual Learning/Education Plan. • Students with English as an Additional Language will be supported by the EAL curriculum and teaching program • All students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Wellbeing for an Educational Needs Assessment. They will also have in ILP. • Wellbeing staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other college staff during the school year. | <ul style="list-style-type: none"> • Strategies to support attendance and engagement of individual students include: <ul style="list-style-type: none"> ○ Meet with student and their parent/carer to talk about how best to help the student engage with school ○ Develop Special Provision if needed. ○ Establish a Student Support Group. ○ Establish a Team Around the Learner approach ○ Seek extra resources under the Program for Students with Disabilities for eligible students ○ Develop a Behaviour Support Plan and/or Individual Learning Plan. ○ Consider if any environmental changes need to be made, for example changing the classroom set up. ○ Refer to internal support services eg Student Wellbeing Coordinator or Individual Learning Needs Coordinator ○ Refer to external support services including ChildFirst, Local Government Youth Services, and Community Agencies. |

Shared Behaviour Expectations

Appendix 2

| | Students | Parents/Carers | Teachers & Staff | Principal |
|--|---|---|--|--|
| Engagement (participation in the classroom and other school activities) | <ul style="list-style-type: none"> Take responsibility for their own learning by participating in the educational programs offered by the school, including support programs such as after school classes and tutoring when needed Come to school and class ready to learn with a positive attitude and with all the required equipment | <ul style="list-style-type: none"> Support the school's actions to improve student learning and behaviour Provide their child with the necessary books and equipment required to access the curriculum and a supportive home environment Provide their child with the College Uniform Promote positive outcomes by valuing the importance of education and liaising with the college on their child's progress/needs Monitor their child's school involvement and progress and communicate with the college when necessary Are informed and supportive of college programs and actively participate in college events/parent groups | <ul style="list-style-type: none"> Treat all students and members of the school community with respect Value the student as an individual and cater for their learning needs Use inclusive teaching practices to deliver curriculum which is relevant, appropriate and challenging Communicate concerns to students, sub-schools and parents when issues arise Provide constructive and timely feedback to students The college will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students | <ul style="list-style-type: none"> The school community is fully informed about College expectations and policies Staff are supported in the implementation of school policies through the provision of resources Families in need are provided with material support through the Student Wellbeing Program |

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| <p>Attendance</p> | <p>All students are expected to:</p> <ul style="list-style-type: none"> • adhere to the College Attendance Policy • attend and be punctual for all timetabled classes every day that the college is open to students • be prepared to participate fully in lessons • bring a note from their parents/carers explaining an absence/lateness | <p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> • Ensure that the child attends school every day and arrive at school on time • Inform the school when their child is absent and when there are any issues that may impact upon student progress • ensure that their child’s enrolment details are correct • account for all student absences • keep family holidays within scheduled school holidays • Support their child’s learning during absences and work with the college to reintegrate students after prolonged absences | <p>In accordance with DET procedures the college will:</p> <ul style="list-style-type: none"> • Proactively promote regular attendance • mark rolls accurately each lesson • follow up on any unexplained absences promptly and consistently • Identify trends via data analysis • Support students whose attendance is problematic by developing ‘Return to School’ plans and working with families to implement individual strategies | <p>The Principal will:</p> <ul style="list-style-type: none"> • Report attendance data in the school’s Annual Report • Ensure Process for marking attendance and recording absences are in place and regularly evaluated. |
| <p>Behaviour</p> | <p>Students are expected to:</p> <ul style="list-style-type: none"> • Display positive behaviours that demonstrate respect for themselves, their peers, their teachers, all other members of the school | <p>Parents/Carers are expected to :</p> <ul style="list-style-type: none"> • have high expectations of their child’s behaviour and an understanding of the schools behavioural expectations | <p>The college will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child</p> | <ul style="list-style-type: none"> • Where appropriate, counselling and assessment is provided through the Student Wellbeing Program • The college provides a range of proactive programs |

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| | <p>community and their learning environment</p> <ul style="list-style-type: none"> • Respect the rights of others including the right of students to learn and of teachers to teach • model the schools core values of respect, responsibility, achievement and community • always treat others with respect. • never physically or verbally abuse others. • take responsibility for their behaviour and its impact on others • obey all reasonable requests by staff. • comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes | <ul style="list-style-type: none"> • Communicate with the college regarding their child's circumstances • Cooperate with the college by assisting in the development and enforcement of strategies to address individual needs | <p>The college will employ whole college and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <p>The college will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p>The college recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion</p> | <ul style="list-style-type: none"> • Physical environments conducive to positive behaviour and effective engagement in learning are provided |
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Guidelines for Parents When Communicating with the College

Appendix 3

GREENSBOROUGH COLLEGE

GUIDELINES FOR PARENTS WHEN COMMUNICATING WITH THE COLLEGE

At Greensborough College we aim to support all parents in the education of their son/daughter. When parents and families have concerns about their child, a teacher or school processes there are a number of ways these can be addressed. The following table can be used as a guide for families.

| CONCERN | APPROPRIATE ACTION |
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| <i>The academic progress of your own child</i> | <ul style="list-style-type: none"> • Directly contact the subject teacher by note, diary, email or telephone to make an appointment to discuss any issues • Use parent teacher interview days as a time to make appointments with teachers to discuss progress • For general concerns about academic progress contact the Assistant Coordinator for the year level. |
| <i>The wellbeing of your own child</i> | <ul style="list-style-type: none"> • For minor issues contact the Assistant Coordinator for the year level • For more serious or confidential issues contact the relevant Wellbeing Coordinator. |
| <i>The actions of other students</i> | <ul style="list-style-type: none"> • Directly contact the Assistant Coordinator for the year level by email (COMPASS) or telephone |

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| <i>School Policies or Practices</i> | <ul style="list-style-type: none">• Contact the office to make an appointment with the Assistant Principal or the appropriate staff member |
| <i>Actions of a staff member</i> | <ul style="list-style-type: none">• Make an appointment to speak with the Principal or the Assistant Principal |

When visiting the school and discussing concerns we ask all families to:

- *Report to the General Office so that your concern can be directed to the right person*
- *Treat all persons associated with the school with respect and courtesy*
- *Discuss issues or concerns about the school, staff or students through correct procedures as above*
- *Use appropriate language while on school premises in particular in the presence of students, staff and other visitors to the school*
- *Ensure social media, such as Facebook, is not used to discuss school related issues. Concerns can be addressed through the appropriate channels.*

At times teachers are unavailable so to avoid lengthy waiting periods we recommend that you ring ahead to make an appointment.

Our aim is to work in partnership with families to ensure that students achieve the best outcomes possible. We seek your continued support to achieve this aim.