



## Student Wellbeing and Engagement Policy



### Help for non-English speakers

If you need help to understand the information in this policy please contact Rose Thomson on 94332666

### 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.

Greensborough 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, 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.

### CONTENTS

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2. School values, philosophy and vision
3. Wellbeing and engagement strategies
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## **POLICY**

### **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, Language (Italian), Physical Education and Health, Interdisciplinary (Stem) and Connect (Pastoral care). A wide range of VCE subjects including a strong VET program runs parallel to our VCE Vocational Module 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**

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.

<b>COURAGE</b>	We show courage when we are determined to face new challenges and help others to do the same.
<b>ASPIRATION</b>	We show aspiration when we unlock our potential and help others to do the same.
<b>RESPECT</b>	We show respect when we are kind and considerate to everyone at our school and in the community
<b>EQUALITY</b>	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 Orange 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. Wellbeing and engagement strategies

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

#### ***Whole School***

- 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 through engaging with School wide positive behaviour framework
- creating a culture that is inclusive, engaging and supportive driven by the students themselves
- welcoming all parents/carers and being responsive to them as partners in learning
- 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
- use the Greensborough College Instructional model to ensure consistent practice in all classes
- teachers 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
- develop 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 via the school awards and recognition program
- monitor student attendance and implement attendance improvement strategies at a whole school, cohort and individual level
- give students the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including focus group meetings. Students are also encouraged to speak with their teachers, student management teams, Assistant Principals and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs Welcome all students to self-refer to the Student Wellbeing team, Sub-School leaders, Assistant Principals 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
- Engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - o Respectful Relationships
  - o Consent presentations
- 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)
- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, Youth Workers, 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

- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

### ***Targeted***

- each year group has a Year Level Leader, who monitors the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support.
- 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 Plan. All Koorie students have an Individual Education Plan.
- 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.
- we support learning and wellbeing outcomes of students from refugee background through Individual Education Plans, support plans, support groups and mentoring.
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#). Specific programs and strategies include the Rainbow Club, flying the Rainbow Flag and celebrating Pride Week.
- 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
- all students from Year 7 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- 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](#)
- Greensborough 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***

Greensborough 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

- develop Student Support Plans and/or a Behaviour Support Plan when required
- 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

Greensborough College uses strategies outlined in policies located in the Department's Policy and Advisory Library such as:

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

as well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

#### **4. Identifying students in need of support**

Greensborough 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, sub school detentions, Internal and External Suspensions and Compass Pulse Data)
- 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

## **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 and management**

Behavioural expectations of students, staff and families are grounded in our school's values.

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, Greensborough College 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. Greensborough College 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:

- 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 Student Management team
- restorative practices
- detentions
- 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 and Training.

The Principal of Greensborough 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.

Please see appendix one for Minor/Major consequences

## **7. Engaging with families**

Greensborough 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, 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**

Greensborough 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

Greensborough 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
- Included in staff induction processes
- Included in transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers and students
- Included as annual reference in school newsletter
- 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 9.

## **Further Information and Resources**

The following Department of Education and Training 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](#)
- [LGBTIQ 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 Policy](#)
- [Bullying Prevention Policy](#)
- [Inclusion and Diversity Policy](#)
- [Statement of Values and Philosophy](#)



## Policy Review and Approval

Policy last reviewed	February 2023
Consultation	Principal Executive Positive Climate for Learning School Improvement Team School Council
Approved by	Principal
Next scheduled review date	Feb 2025