

# Student Wellbeing and Engagement Policy



## Help for Non-English Speakers

If you need help to understand the information in this policy, please contact the General Office on 03 9571 7838.

## PURPOSE

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

- our commitment to providing a safe, supportive and inclusive learning environment for students
- expectations for positive student behaviour
- the support available to students and families
- our school's policies and procedures for responding to inappropriate student behaviour

Glen Eira 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. We acknowledge that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our college to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

## SCOPE

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

## CONTENTS

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

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

## POLICY

### College profile

Glen Eira College is a 7 – 12 coeducational college of approximately 900 students located in Caulfield. The College was established in 1997. It is well serviced by public transport and most of our students come from the local area. We also

attract other students to our innovative Languages program. Our College is culturally diverse with over 35 language and cultural groups.

We create a learning environment that promotes high challenge with explicit teaching of academic and personal development skills. We acknowledge students' strengths and build on areas for improvement in order to allow students to successfully pursue future pathways.

We provide a challenging, supportive and dynamic learning environment that engages students of all abilities to achieve their personal best in an atmosphere of mutual respect and co-operation.

### **School Values, Philosophy and Vision**

Glen Eira College's Statement of Values and Philosophy is integral to the work that we do and is the foundation of our college community. Students, staff and the school community are encouraged to live always demonstrate our values.

<b>Growth and striving</b>	We grow and aspire to learn by innovating and collaborating together
<b>Equity and integrity</b>	We all have access to a broad range of opportunities that are inclusive of our diverse community
<b>Care and respect</b>	We care for each other; we act respectfully and support each other in doing our best

Glen Eira College's vision is to ensure our students are empowered with a desire to learn and grow as individuals, and to become connected local and global community members who respect the rights of all.

### **Engagement Strategies**

Glen Eira College has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our college. 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 College is included below:

#### **Universal**

- 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued.
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of college 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 and the VCE and the VCE Vocational Major to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Glen Eira College use SABRE (our instructional framework) to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high impact teaching strategies are incorporated into all lessons
- teachers at Glen Eira 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
- the Glen Eira 5 is our teaching and learning vision that incorporates a range of commitments from all stakeholders promoting engagement in learning
- our college's Statement of Values and Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our college 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 assemblies and communication to parents
- monitor student attendance and implementing attendance improvement strategies are implemented at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including team meetings. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principals and Principal whenever they have any questions or concerns
- create opportunities for cross—age connections amongst students through school performances, music programs, sport and peer support programs
- all students are welcome to self-refer to the Student Wellbeing Leader, School Nurse, Student Support officer, Year Level Coordinators, 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
- 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 are developed to address issue specific behaviour (i.e. emotional regulation programs)
- opportunities for student inclusion (i.e. sports teams, a broad range of extra –curricular opportunities and clubs at lunchtime and afterschool)
- peer support programs, buddies for new students
- 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 and harassment

### Targeted

- each year level has a Year Level Coordinator(s) for their year, who monitor the learning progress and wellbeing of students in their year level, and act 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
- our English as a second language students are supported through our EAL program and Literacy Support Program, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- 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 Education Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- we support learning and wellbeing outcomes of students from refugee background through having an Individual Education Plan
- 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](#).
- 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
- 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](#)
- 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

- 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
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- all Year 12 students undertake lifestyle/wellbeing checks with our Health Nurse
- a whole school wellbeing and learning support program
- buddies to support new students, peers support program to support Year 7 students
- homework help operates two days a week after school in the library and support by tutors, teachers and education support staff

## Individual

Glen Eira 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 Education 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 Child First
  - 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 Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Education Support Officers
- 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

## IDENTIFYING STUDENTS AND RESPONSIBILITIES

Glen Eira 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. Glen Eira 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 college 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

## STUDENT RIGHTS AND RESPONSIBILITIES

All members of our college 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 Statement of Values and Philosophy highlights the rights and responsibilities of members of our community.

Rights	Responsibilities
1. The right to be secure and to be treated with respect, politeness and understanding.	1. The responsibility to treat others with respect, politeness and understanding and to display mutual respect to teachers/staff/community.
2. The right to be treated fairly and equally irrespective of race, gender, beliefs, age, sexuality, health or economic circumstances.	2. The responsibility to treat others fairly and equally irrespective of race, gender, beliefs, age, sexuality, health and economics circumstances.
3. The right to a positive learning environment in all classes and learning areas.	3. The responsibility to be punctual and cooperative to ensure that lessons proceed, and students may work without interruption.
4. The right to be safe and healthy in an orderly and well-conducted school environment.	4. The responsibility to observe College rules and to behave in a way which will not physically or otherwise threaten or endanger oneself or others. This includes the responsibility to use materials and equipment safely and to report any defective equipment, buildings or fittings.
5. The right for one's personal belongings to be safe.	5. The responsibility not to steal, damage or destroy the property of others; to hand in any items which are found and to follow any rules which are designed to protect people's belongings.
6. The right to spend time at school in pleasant, clean and well-maintained buildings and grounds.	6. The responsibility to care for the school environment by keeping grounds and buildings neat and clean, and to correctly dispose of litter.
7. The right to expect the local community to support, respect and have pride in the College.	7. The responsibility to behave and dress in such a way that the community will respect the College.
8. The right to participate in College decision-making via appropriate processes.	8. The responsibility to make use of provided processes in a responsible and constructive fashion. We are therefore committed to strategies that: <ul style="list-style-type: none"> <li>• Give positive reinforcement</li> <li>• Build positive self-concept</li> <li>• Develop respect for, and acknowledge differences between individuals</li> <li>• Encourage sharing, tolerance and compassion</li> <li>• Enhance and encourage parent-teacher contact</li> <li>• Are consistent and fair in applying logical forms of sanctions</li> <li>• Foster a community pride in the College</li> </ul>

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 college leadership team. Further information about raising a complaint or concern is available in our Complaints and Concerns Policy.

## **STUDENT BEHAVIOURAL EXPECTATIONS AND MANAGEMENT**

Behavioural expectations of students, staff and families are grounded in our **Statement of Values and Philosophy** and the **Student Code of Conduct**.

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, Glen Eira 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.

### **Expectations of Student**

All students are expected to:

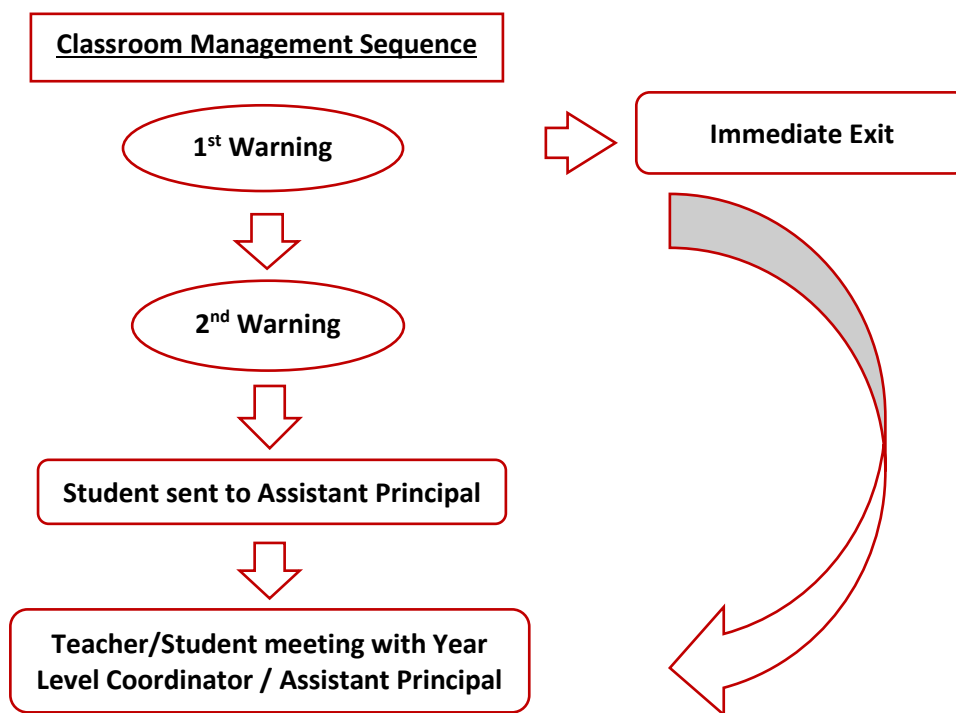
- respect, value, and learn from the differences of others
- have high expectations that they can learn
- reflect on and learn from their own differences
- attend school every day
- arrive at each class on time and ready to learn

### **Classroom expectations**

- Do your best
  - Make learning your focus
  - Be punctual and prepared
  - Listen respectfully
  - Follow teachers' instructions
- Allow others to do their best
  - Work co-operatively with students and teachers
  - Behave responsibly and safely
- Always act respectfully
  - Respect the rights of others
  - Respect personal property
  - Respect the school environment

## Behaviour for Learning Flow Chart

Student's health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences. The Glen Eira 5 underpins our approach to classroom management and forms the basis of individual teacher's classroom management plans.



<b>1<sup>st</sup> Warning</b>	<b>A first warning</b> is given that the student's behaviour is unacceptable and needs to change. This might be a name on the board or simply a firm, pointed remark.
<b>2<sup>nd</sup> Warning</b>	<b>A second warning</b> is given. It should be stated at this point the reason why the behaviour is inappropriate, and that learning must be the focus. A consequence should be issued such as the student being moved to another seat, the student joining the teacher on yard duty, teacher directed lunch or after school detention (24-hour notice is required for after school detentions). A follow up conversation is held with the student during or after class. The incident will be logged on XUNO to notify YLC.
<b>Student sent to AP Student-teacher meeting</b>	<b>Exit.</b> Student sent to the Assistant Principal's office with a responsible student and a note in the planner. (If AP not present then the student goes to the general office). The student fills out a reflection sheet. The student is kept out of class until the end of the lesson. Soon the teacher needs to complete the other part of the reflection sheet. A meeting should then occur with the teacher, student and YLC/AP. A consequence is given by the teacher. The parent is then informed by YLC or AP. YLC will follow up.

When a student acts in breach of the behaviour standards of our college community, Glen Eira College will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines.

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments

- scaffolding the student's learning program

Broader support strategies will include:

- involving and supporting the parents/carers
- involving the student wellbeing leader, managed individual pathways or careers co-ordinators
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour, or attendance plans
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies

Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other college staff.

Our school 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 Year Level Coordinator
- 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>

The Principal of Glen Eira 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.



## ENGAGING WITH FAMILIES

Glen Eira 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 college policies and procedures, available on our 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 college 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

## EVALUATION

Glen Eira 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
- SOCS

Glen Eira 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](#)

## 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 and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy
- Policy to Drug Education Policy
- Communication Policy

## POLICY REVIEW AND APPROVAL

Policy last reviewed	December 2022
Consultation	Staff Meeting – January 2023 School Council – February 2023 Student Representative Council – February 2023
Approved by	Principal
Next scheduled review date	December 2024