POLICY:	STUDENT ENGAGEMENT & WELLBEING POLICY
DATE:	2021
TO BE REVIEWED:	2023

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.

Strathmore 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.

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.

This policy should be read in conjunction with the Child Safe Standards, Statement of Values, Code of Conduct and Inclusion and Diversity Policy. Links to these policies are provided at the end of this document.

SCOPE

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

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1. School values, philosophy and vision
2. Engagement and wellbeing strategies
3. Identifying students in need of support
4. Student rights and responsibilities
5. Student behavioural expectations
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1. School values, philosophy and vision

Strathmore Secondary College's values and philosophy is integral to the work that we do and is the foundation of the school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values (see below) at every opportunity.

The motto of the college 'Palladem Alite' or nurture and cherish wisdom, suggests that wisdom has a deeper significance than learning or the mere acquisition of facts. It is knowledge applied to life and living.

With this ideal, Strathmore Secondary College seeks to:

- Foster the intellectual growth of students by developing their sense of worth and promote their sense of responsibility.
- Nurture the shared values of the school community; Perseverance, Respect, Integrity, Diversity and Excellence (PRIDE).

Our Statement of Values is available online at: Statement of Values & School Philosophy

2. Engagement & Wellbeing strategies

Strathmore Secondary College has developed a range of strategies to promote engagement and wellbeing, 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.

Strathmore Secondary College's Engagement and Wellbeing Framework is built around a model of working preventatively with the majority of the school community (80%), targeted programs for students in the 15% and specialised interventions for highly at risk students (5%).

This model shapes the work that the college does and targets both engagement and wellbeing of students.

A summary of the universal (whole school), targeted (year group specific) and individual engagement and wellbeing strategies used by our school is included below:

80%
Prevention

15%

5%
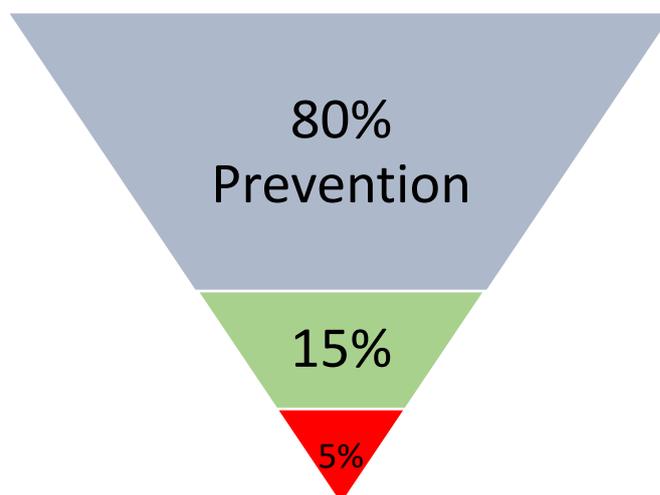
Whole School

Engagement	Wellbeing
• deliver a broad curriculum to ensure that students can choose subjects and programs that are tailored to their interests, strengths and aspirations. This	• positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents

- enhances engagement for all students in their learning program.
- teachers at Strathmore Secondary College follow the Teaching and Learning 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 Strathmore 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
- opportunities for student inclusion and increased engagement in extracurricular programs (i.e. sports teams, clubs, recess and lunchtime activities)
- create opportunities for cross—age connections amongst students through school productions, athletics, music programs and peer support programs
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the StrathMORE Voice groups, Student Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Team Coordinator, Team Leader, Assistant Principal and Principal whenever they have any questions or concerns

- Peer support programs support the wellbeing of students new to the college, and provide leadership opportunities for older students
- Provide a safe space for all students in the community through student wellbeing groups such as Stand Out Group for LGBTIQ+ students and allies.
- All students are welcome to self-refer to the Student Wellbeing Team, Team 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
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level. This targets both engagement of students in the learning program and supports the wellbeing of at risk students who are not regularly attending school
- carefully planned transition programs to support students moving into different stages of their schooling, including the Year 7 transition program (orientation day, transition visits and further supports for students in conjunction with our feeder primary schools to provide a smooth transition for all students)

Engagement & Wellbeing

- 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 for all
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, NAPLAN, PAT data, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community

Targeted

Engagement	Wellbeing
• 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 • Strathmore Secondary College assists students to plan their Year 10 work experience, supported by their Career Action Plan • Students are supported to reflect on their strengths and career aspirations through the Morrisby Career Education program and the Work Experience Preparation Program (WEPP) at Year 9 • Students are supported to engage with external education providers such as NCAT to participate in a VET program at Year 10 if this fits with their identified individual education pathway • Students are supported to engage with their own learning through programs such as the Tutor Learning Initiative, MYLYNS support programs and literacy support classes. • The camps program works with students at Year 7, 8 and 9 to build positive relationships and student self-confidence.	• each year group has a Coordinator, a senior teacher responsible for their year levels in their team, 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 • Students meet with student wellbeing officers for regular sessions to support their wellbeing • Wellbeing programs may be targeted to small groups (such as Bootcamp: Tomorrow's Leaders Today) • Presentations to cohorts on managing exam stress and anxiety from organisations such as Headspace • Cybersafety sessions presented by the wellbeing team to Year 7 students (or as needed if an incident were to occur)
Engagement & Wellbeing	
• connect all Koorie students with a Koorie Engagement Support Officer • all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment	

Individual

Strathmore Secondary College implements a range of strategies for students who may be in the 5% of students 'at risk'. These often address both the wellbeing and engagement of individual students. A personalised approach is taken for each student, and we work in conjunction with external supports. Strategies can include:

• building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances.

- meeting with students and their parent/carer to talk about how best to help the student engage with school. Action plans or SMART goals may be developed to assist with re-engagement with schooling.
- developing an Individual Education Plan (IEP) and/or a Behaviour Support Plan
- referring the student to:
  - school-based wellbeing supports (Wellbeing team)
  - Student Support Services (Moonee Valley Network and SW Region)
  - 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
  - Regional attendance officer

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.

3. Identifying students in need of support

Strathmore 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 help identify students in need of support and enhance student wellbeing. Strathmore 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 records
- academic performance
- 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

4. 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.

5. Student behavioural expectations

The student Code of Conduct reflects the college's belief that:

- All individuals are to be valued and treated with respect.
- All individuals have a right to work in a secure and safe environment where they are able to fully achieve their potential.
- Students have a right to learn in a cooperative environment free from disruption.
- Parents/Carers have a right to expect that their children will be educated in an environment of care, courtesy and respect for the rights of others.
- Parents/Carers have a responsibility to support the college in its efforts to maintain a positive learning environment.
- Principals and staff have an obligation to reasonably, consistently and fairly implement the consequences of breaching the Code of Conduct as referenced in the Child Safe Environment Policy.

At SSC we expect students to live the school values of Perseverance, Respect, Integrity, Diversity and Excellence. We also expect that students will display responsibility and the ability to work cooperatively.

It is our expectation of students, that they:

Foster a positive working environment by:

- Treating all members of the College community with courtesy and respect.

- Being tolerant and considerate to others and respecting their rights and property

- Following instructions.

- Being punctual and regular in attendance.

- Making use of the educational opportunities offered by the College and working to the best of their ability.

Promote a positive image of and climate within the College by:

- Behaving in a manner that reflects the College's attitudes and behavioural standards in all College related activities.

- Wearing full College uniform on all appropriate occasions.

- Not possessing or using cigarettes, alcohol, illicit drugs or potentially dangerous items on College premises or during College related activities.

- Not promoting or conducting inappropriate activities on College premises.

- Using College equipment only for appropriate purposes.

- Using technology appropriately as directed by a teacher.

Maintain a pleasant College environment by:

- Assisting in maintaining a clean and tidy College environment.

- Treating school and personal property with respect and being financially responsible if they fail to do so.

If expectations are not being met:

When students do not behave accordingly teachers address the particular difficulty with the student, through discussion and counselling in the manner presented in the 'Teaching and Learning Framework' booklet. After discussion for example, there could be:
- Appropriate classroom consequences or interventions.

- Structured monitoring of behaviour.

- Discussion with the classroom teacher and Coordinators.

- Discussion with parents.

Consequences for Inappropriate Behaviour

When implementing consequences of inappropriate behaviour, actions will be guided by the core concepts of restorative practices.

Consequences should:

- Be appropriate in terms of severity.

- Be consistent in application (mindful of special circumstances).

- Address any harm done (restitution where appropriate).

- Facilitate the restoration of positive relationships between the offender and the offended.

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 Strathmore Secondary College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

6. Engaging with families

Strathmore Secondary 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.

7. Evaluation

Strathmore 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 survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- Student Online Case System (SOCS)

Strathmore Secondary 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

- Made available in hard copy from school administration upon request

Our school 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

- Statement of values and School Philosophy Policy
- Child Safe Environment Policy
- Student Bullying Prevention Policy
- Code of Conduct

POLICY REVIEW AND APPROVAL

Policy last reviewed	November 2018
Consultation	School Council, Education Policies Subcommittee
Approved by	Principal
Next scheduled review date	November 2023