

GREATER SHEPPARTON SECONDARY COLLEGE

STUDENT WELLBEING AND ENGAGEMENT

POLICY

Approval Date:	12th of December 2022	Approved by:	Executive Principal
Review Cycle:	Two (2) years	Next Review Date:	December 2024
Responsible for Review:	Director of Wellbeing & Inclusion	*Initial Endorsement Date:	June 2019
<p>We are committed to continuous improvement in our approach to child safety and wellbeing and welcome feedback from families and members of our school community on ways we can further strengthen our child safety policies, procedures and practices. To Submit feedback to the school please use the link below:</p> <p>https://forms.office.com/r/GXquskGu1v</p>			

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.

Greater Shepparton 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, 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

1. School profile
2. School values, philosophy and vision
3. Wellbeing & 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

1. School profile

Greater Shepparton City Council (GSCC) is located 180 kilometres north of Melbourne, is the fifth-largest city in regional Victoria and consists of Shepparton City, Mooroopna and Tatura. 75% of the municipality's population live in Shepparton and Mooroopna. The area is a culturally and linguistically diverse community with almost one quarter of the population born overseas, including recent arrivals and refugees from Africa and the Middle East. It has Victoria's largest concentration of Aboriginal and Torres Strait Island people outside of Melbourne. 12% of Greater Shepparton Secondary College's students identify as Aboriginal and/or Torres Strait Islander and 29% of students have a language background other than English.

There are over 6,000 businesses and a workforce of 30,000. Youth unemployment is currently 13%, with an overall unemployment rate of approximately 7%.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially. We seek to empower students to learn and achieve the knowledge, skills and dispositions to be life-long learners and shape the world around them.

2. School values, philosophy and vision

The Greater Shepparton Secondary College Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community.

Our Vision

Greater Shepparton Secondary College's vision is to *develop creative, curious and caring learners who actively contribute to a better world.*

Our Mission

Greater Shepparton Secondary College's mission is to create an inclusive community where we:-

- inspire a love of learning
- set high expectations for ourselves and others
- challenge ourselves to achieve our personal best
- foster a safe and supportive environment
- build resilience and adaptability through effort and perseverance
- nurture a student-centred culture
- promote student leadership, voice and agency
- expand horizons and seize opportunities
- partner with parents/carers, industry, further education and the broader community
- believe that all students can learn and succeed

Our Values

Greater Shepparton Secondary College values are:

Aspiration – we aspire to excellence in all that we do

Integrity – we act in a way that is honest and trustworthy

Respect – we show care for ourselves and others and value difference

Responsibility – we are accountable for our decisions and actions

3. Wellbeing & Engagement strategies

Greater Shepparton Secondary College has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. 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.

The school implements a multi-tiered system of supports (MTSS). A summary of the universal (Tier 1, whole school), targeted (Tier 2 - group specific) and individual (Tier 3) wellbeing, engagement and inclusion strategies used by our school 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
- Ensure that all students have a strong relationship with a key adult within the school – supported by the school's Neighbourhood structure, which includes Neighbourhood Leaders, House Leaders, Learning Mentors and Wellbeing support
- 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 school 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, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Greater Shepparton Secondary College use an instructional framework (the College's WE Learn instructional model) 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 Greater Shepparton 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. These teaching and assessment approaches prioritise differentiation and engagement.
- our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents/carers so that they are shared and celebrated as the foundation of our school community as a part of its School-Wide Positive Behaviour Supports (SWPBS) framework

- The school's SWPBS framework provides a clear matrix of expected behaviours, which are positively stated, for all students. This matrix is referred to regularly with students and also the community. The school utilises its matrix of expected behaviours to provide positive feedback and acknowledgements to students through the Compass Chronicle system and these chronicle entries are able to be accessed by parents/carers
- Students demonstrating the expected behaviours are regularly celebrated within Learning Mentor classes, House Assemblies and whole-school assemblies; the awarding of certificates and prizes; and parent/carer communication
- teachers engage in regular explicit teaching of SWPBS and social-emotional curriculum. This occurs within both Learning Mentor and regular classes, and includes lessons on the GSSC Matrix of Expected Behaviours, Respectful Relationships and Safe Schools.
- School leadership works closely with our local Koorie and multicultural communities to strengthen inclusion for students of all backgrounds and to provide a strong education to all students inclusive of our Koorie and multicultural communities. This is support by the area's Cultural Inclusion Steering Committee and the school's Staff Cultural Inclusion Committee and School Council Cultural Inclusion Sub-Committee. Regular student roundtables are held regarding cultural inclusion. All students are included in celebrations such as Harmony Day and NAIDOC Week, and participate in teaching & learning programs including the Kaiela Dhungala First Peoples Curriculum and Know Your Roots.
- carefully planned transition programs to support students moving into different stages of their schooling
- monitor student attendance and implement attendance improvement strategies 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 Leadership Team, Student Representative Councils (on each campus) and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their Learning Mentor, classroom teachers, House Leader, Neighbourhood leaders and Executive Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through programs such as school plays, athletics, and music programs
- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, School Chaplain, learning mentor House Leader, Neighbourhood leaders, and Executive 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
- opportunities for student engagement and inclusion (including sports teams, clubs, recess and lunchtime activities, instrumental music program, camps & excursions program, homework club)
- all students will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- supports are available for the material basics all students require to engage in education, including breakfast and lunch programs, school supplies support, uniform support, fee relief, CSEF and State School Relief. The school has an internal referral process in place for staff who identify any students requiring this support.
- 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 student has a Home Group Teacher who monitors the health and wellbeing of students in their Home group, and act as a point of contact for students who may need additional support.
- each student also has a House Leader, who monitor the health and wellbeing of students in their house, and liaises with the Home Group teacher for students who may need additional support
- where appropriate students are referred by Home Group teacher, House Leaders and Neighbourhood Leaders to the school's Wellbeing team for additional support using an internal referral process. The Wellbeing team will provide wellbeing support, assist with connections with families, and support students and families to access external services.
- all Koorie students are connected with the GSSC Koorie Educator team. The Ngarri Ngarri (*Teaching Knowledge*) Koorie Educator Team comprises of a Koorie Education Team Leader and 6 x Koorie Educators. Collectively, the team works within the GSSC Student Wellbeing Framework to build relationships with families and community to support Koorie student's engagement in their educational journey. In addition to this the team supports students to engage in cultural activities.
- 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 – this is guided by the Marrung Aboriginal Education Plan
- Multicultural students are supported by a number of Multicultural Liaison Officers (MLOs). This teams provides a range of supports, including assistance within classrooms, wellbeing support and assisting connections with families.
- we support learning and wellbeing outcomes of students from refugee background through:
 - 6 Multicultural liaison officers who speak numerous languages and have community connections
 - Working with (with MOU) Ethnic Council, Africa House
 - Acknowledge and participate in refugee week, as well as hosting events for students from local primary schools
 - Partnership with Shepparton English Language College (SELC) to provide intensive English language learning
 - Provide uniform vouchers and equipment to students
 - Partnerships with other schools demonstrating best practices with refugee populations, such as Lyndale Secondary College
 - Halal food policy
 - Breakfast and lunch clubs provide multi-ethnic food options
- 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 especially those students requesting implementation of a gender affirmation student support plan. [LGBTIQ Student Support: Policy | education.vic.gov.au](https://www.education.vic.gov.au/student-support/policy) The college also utilise the expertise of the Diversity Project – Goulburn Murray provided by uniting care.
- 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, having an Individual Learning Plan and a Student Support Group 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 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Greater Shepparton Secondary 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
- support is available from the School Nurse and Doctors in School program on the campus
- targeted learning intervention programs are provided, based on relevant learning data, to support learning engagement. This includes the Tutor Learning Initiative, High Ability Practice Initiative and MLYNS programs.
- targeted counselling and career development is provided based on school data identifying 'at risk' students. Careers and Pathways engagement opportunities, including partnerships with Geared4Careers, Ganbina, Beacon Foundation high impact program and Smith Family, are provided based on relevant data.

Individual

Greater Shepparton Secondary 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 Learning Plan and/or a Behaviour Support Plan where necessary
- considering if any environmental changes need to be made, for example changing the classroom set up to accommodate specific learning needs
- 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 Plan in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers and our Ngarri Ngarri team
- 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.

4. Identifying students in need of support

Greater Shepparton 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. Greater Shepparton 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

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, racism, 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. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

Behavioural expectations of students, are grounded in our school's Statement of Values, and supported by our School Wide Positive Behaviour Support Matrix of Expected Behaviours. Violence, Student bullying behaviour and other offensive and harmful behaviours, such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with the Greater Shepparton Secondary College Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Greater Shepparton Secondary College will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines and Behaviour Policy and our SWPBS Behaviour Management Process. Where appropriate, parents/carers will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implements 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 House Leader and/or other members of GSSC Leadership
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

Suspension and expulsion and restrictive interventions are measures of last resort and may only be used in particular 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 Executive Principal of Greater Shepparton 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

Greater Shepparton 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/carers have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents/carers and staff, supported by our Communicating with School Staff policy.
- providing families with opportunities to be involved in homework and other curriculum-related activities
- providing families opportunities to be involved 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

Greater Shepparton 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
- SOCS

Greater Shepparton Secondary school 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.

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

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:

Statement of Values and School Philosophy

Bullying Prevention

Child Safe Standards

School Wide Positive Behaviour Support Matrix

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