

## STUDENT WELLBEING AND ENGAGEMENT POLICY



### Help for non-English speakers

If you need help to understand the information in this policy, please contact school administration on 9708 131

### PURPOSE

## SCOPE

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

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

### 1. School context

Gleneagles Secondary College is a modern, purpose-built school situated in landscaped gardens in the south-eastern Melbourne suburb of Endeavour Hills. We have over 1300 students and enrolments are continuing to grow. We have a harmonious student population that comes from diverse cultural backgrounds and the socio-economic background of our community is varied, with parents in professional occupations, trade and family businesses. A third of our current families qualify for a Health Care Card. Many of our students have come to Australia through the refugee

program, and have experienced interrupted schooling, are supported through specific programs.

Our philosophy at Gleneagles is that all our students will leave our school for a quality destination that will provide a secure future and we develop our structures, policies and processes to support this belief. Our students leave Gleneagles to pursue further study at university, TAFE, other training programs or employment. We identify the needs of individual students and ensure we support them to find an appropriate pathway to success.

We have several specific programs in place and some examples follow. Our Select Entry Accelerated Learning (SEAL) program is well subscribed and students in this cohort have measured academic abilities in the top 8% of the population. There is one SEAL group at each year level from 7 to 10. We have literacy and numeracy support programs for identified students.

Gleneagles provides a balanced teaching and learning program in Years 7 to 10 based on the Victorian Curriculum. In Year 10 the majority of students take an externally accredited course. In Years 11 and 12 students follow VCE/VM/VET pathways accredited through the Victorian Curriculum and Assessment Authority. In addition students in Years 9 and 10 take part in our Challenge and Futures Programs aimed at preparing our students to take their place as productive, resilient and responsible members of their community.

Gleneagles Secondary College is committed to child safety. Our school actively promotes the safety and wellbeing of all students, including the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities and vulnerable children. All school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards.

We have a responsive student wellbeing and engagement team that works from an evidence-based system of student supports. Every aspect of life influences a person's state of wellbeing. The quality of personal relationships has the greatest effect on the state of wellbeing. We develop a strong caring relationship with students by identifying, assessing and supporting their learning and wellbeing needs. We assist students to meaningfully access education and improve their outcomes.

The staff at Gleneagles is a collegiate group who are supportive of one another and of new initiatives. There is a great deal of commitment and energy to developing our programs so that we can improve the educational outcomes for our students. Gleneagles Professional Learning Teams support regular professional dialogues and are pedagogy- focused.

We also have a keen body of parents excited about the future for Gleneagles Secondary College and the opportunity to work together to provide optimum learning experiences and outcomes for our students.

The members of the Gleneagles Community will work with enthusiasm and energy to continue to develop a school learning environment where there are high expectations of students that are matched by supportive programs.

## **2. School values, philosophy and vision**

### **VISION**

*Gleneagles Secondary College empowers learners to be confident, resilient and successful citizens who positively engage within their community and flourish as individuals.*

### **MISSION**

*At Gleneagles Secondary College we design high quality learning experiences that develop adaptive expertise and accelerate the learning growth of every student.*

### **VALUES**

At Gleneagles Secondary College we value **RISE**:

*Respect - We value ourselves, others and the environment*

*Inclusion - We welcome and celebrate all*

*Stamina - We build our capacity to embrace challenges*

*Excellence - We have pride and confidence in everything we do*

Gleneagles Secondary College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing.

### 3. Wellbeing and engagement strategies

Gleneagles Secondary College has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We use the Response to Intervention (RTI) Framework to structure our work with students and families. Tier 1 strategies provide universal support for all students. Tier 2 strategies provide group support to specific cohorts where some students require support. Tier 3 strategies provide individualised support for the few students with more complex needs.

We acknowledge that over time the cognitive, social, emotional and physical needs of students will change as they grow and learn, and we are inclusive and responsive in our response.

A summary of the tiered responses used by our school is included below:

#### Tier 1

The following whole of school strategies are used to promote positive behaviour and inclusion:

- 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.
- Use the School-wide Positive Behaviour Support framework and the Berry Street Education Model to inform our work with students
- 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 VM to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers use an instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high impact teaching practices are incorporated into all lessons
- 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
- our school's Statement of Values and School 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 school 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 school assemblies and communication to parents
- 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 Congress and other forums including Home Groups and year level meetings. Students are also encouraged to speak with their teachers, Team leaders, Sub-school Leaders, Assistant Principal/s and Principal whenever they have any questions or concerns
- create opportunities for cross—age connections amongst students through school productions, athletics, music programs and peer support programs (lunch time activities, clubs)
- all students are encouraged to self-refer to the team leaders to gain access to the Doctor's in School's Program, Mental Health Practitioner, and our Allied Health and Wellbeing team. Sub School teams work with the student to build a team around them of co-ordinated supports that meet their needs
- we engage school wide positive behaviour support with our staff and students, which is informed by programs such as:
  - Respectful Relationships
  - Berry Street Education Model
  - Against Bullying
  - Safe Schools

- RISE Program
- programs, incursions and excursions developed to address issue specific behaviour (i.e. social skills, body image, mental health, managing emotions programs)
- opportunities for student inclusion (i.e. sports teams, clubs and lunchtime activities)
- buddy programs, peer support programs
- 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.

## Tier 2

The following targeted strategies and supports are used to meet the needs of certain groups:

- each student has a home group teacher who is their first point of contact for health, wellbeing and additional needs support
- teachers write Individual Learning Plans (that include modifications and adjustments) for identified students as needed to assist them to access the curriculum
- team leaders are assigned to each year level to monitor the health and wellbeing of students in their year and act as a point of contact for students who may need additional support. They conduct all the Student Support Group Meetings (SSG) for these students, act as their Learning Mentor and co-ordinate the Team Around the Learner (TAL)
- team leaders conduct SSG's every term for all Koorie students and make connection with the Koorie Engagement Support Officer (KESO)
- 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 [insert name of any other school documentation you have in place outlining the school strategies to support Koorie students] for further information.
- 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 including through [insert any specific strategies you have in place to support CALD students]
- we support learning and wellbeing outcomes of students from refugee background through [insert any specific strategies or measures you have in place to support students from refugee background]
- 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
- 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
- team leaders conduct SSG's (including Individual Education Plan [IEP] and Educational Needs Analysis [ENA]) every term for all students in Out of Home Care and every student funded through the Program for Students with Disabilities (PSD), and they are their Learning Mentor
- the wellbeing and engagement team ensure students have the opportunity to participate in groups that address mental health, health promotion and social skills development in response to their identified needs (via student wellbeing data, classroom teachers or other school staff)
- staff apply a trauma-informed approach to working with students who have experienced trauma
- 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
- all students from age 15yrs and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future and work experience

## Tier 3

The following individualised student specific strategies are developed on a case by case basis:

- the team builds 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 through SSG's
- Individual Education Plan and Behaviour Support Plan (refer to GSC SSG Handbook)
- Program for Students with Disabilities
- referral to wellbeing and engagement school based support via TAL Form (refer to GSC Compass)
- discussion and action plan at weekly TAL meetings
- considering if any environmental changes need to be made (change classroom set up, instruction, lighting, modify dates/work/tasks/assessments)
- referral to Student Support Services, ChildFirst, Headspace, Navigator, Lookout
- referral to GSC Doctor's in Schools (refer to GSC Dr Referral Form) or external medical services
- referral to external counselling (refer to GSC Local Counselling Service List)
- report to DHHS and Police as needed

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 plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
  - with a disability (including PSD funded)
  - in Out of Home Care/Koorie
  - with other complex needs that require intensive or ongoing support and monitoring
  - additional information is available via the following links:
- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)
- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

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

At Gleneagles we are committed to supporting the intellectual, mental and social needs of students. The Student Wellbeing and Engagement Team play a significant role in developing and implementing strategies to help identify students in need of support and work to enhance student wellbeing.

We use the following information and tools to identify students in need of extra mental, social or educational support:

- personal, health and learning information gathered upon enrolment
- assessment undertaken annually (PAT R, PAT Maths) and as need is identified (ABLES)
- students of concern raised at weekly year level wellbeing and engagement meetings
- attendance records (refer to weekly and semester attendance report and weekly meetings)
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation (refer to Compass TAL Forms completed by teachers)
- attendance, detention and suspension data (refer to Compass forms)
- 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. Students have a right to an education, to feel safe and secure and to express their thoughts, feelings, and concerns, and to learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation. Students also have a responsibility to extend these same rights to their peers, teachers and school community. Our school's values above, and behavioural expectations below, highlight the rights and responsibilities of all members of our community.

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, team leader or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

#### **6. Behavioural expectations**

We acknowledge that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the students at our school.

As Principals and school leaders, we will:

- model positive behaviour and effective leadership
- communicate politely and respectfully with all members of the school community
- work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone
- behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments
- plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school
- identify and support students who are or may be at risk
- strive to ensure every student achieves their personal and learning potential
- work with parents to understand their student's needs and, where necessary, adapt the learning environment accordingly
- respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- inform parents of the school's communication and complaints procedures
- ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds

As teachers and non-teaching school staff, we will:

- model positive behaviour to students consistent with the standards of our profession
- communicate politely and respectfully with all members of the school community
- proactively engage with parents about student outcomes
- work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly
- work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs, as appropriate
- communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents
- treat all members of the school community with respect

As parents and carers, we will:

- model positive behaviour to the student
- communicate politely and respectfully with all members of the school community
- ensure the student attends school on time, every day the school is open for instruction
- take an interest in the student's school and learning
- work with the school to achieve the best outcomes for the student
- communicate constructively with the school and use expected processes and protocols when raising concerns
- support school staff to maintain a safe learning environment for all students
- follow the school's processes for communication with staff and making complaints
- treat all school leaders, staff, students, and other members of the school community with respect
- acknowledge that their students' needs are balanced with the needs of others in the school community

As students, we will:

- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community
- comply with and model school values
- behave in a safe and responsible manner
- respect ourselves, other members of the school community and the school environment
- actively participate in school
- not disrupt the learning of others and make the most of our educational opportunities
- accept that staff have a professional responsibility to consistently implement college expectations and rules



As community members, we will:

- model positive behaviour to the school community
- treat other members of the school community with respect
- support school staff to maintain a safe and inclusive learning environment for all students
- utilise the school's processes for communication with staff and submitting complaints
- seek to benefit the school community and put these interests above our own

### **Unreasonable behaviours**

Schools are not public places, and the Principal has the right to permit or deny entry to school grounds. Unreasonable behaviour that is demonstrated by school staff, parents, carers, students or members of our school community will not be tolerated at school, or during school activities. Harassment, bullying, violence, aggression, threatening behaviour and unlawful discrimination are unacceptable and will not be tolerated at our school.

Unreasonable behaviour includes:

- speaking or behaving in a rude, manipulative, aggressive or threatening way, either in person, via electronic communication or social media, or over the telephone
- the use or threat of violence of any kind, including physically intimidating behaviour such as aggressive hand gestures or invading another person's personal space
- sending demanding, rude, confronting or threatening letters, emails or text messages
- sexist, racist, homophobic, transphobic or derogatory comments
- the use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students

Unreasonable behaviour and/or failure to uphold the principles of our values and philosophy may lead to further investigation and the implementation of appropriate consequences by the school Principal.

At the Principal's discretion, unreasonable behaviour may be managed by:

- requesting that the parties attend a mediation or counselling sessions
- implementing specific communication protocols
- written warnings
- conditions of entry to school grounds or school activities
- exclusion from school grounds or attendance at school activities
- reports to Victoria Police
- legal action

### **Staged Response**

When a student acts in breach of the behaviour standards of our school community, we will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

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, but not limited to:

- 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 Team Leaders/Sub-school Leaders/ Assistant Principal/Wellbeing
- restorative practices

- behaviour reviews/plans/contracts/monitoring
- detentions
- 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 Gleneagles 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**

Gleneagles 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 and Compass
- 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 curriculum and extra-curricular activities (information nights, parent/teacher interviews, open nights, variety night, school production, music nights, BBQ's, etc)
- involving families in school decision making (school council, parent surveys etc)
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students

## **8. Evaluation**

We 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 (Bullying Survey, Student Congress, Attitudes to school, Issues based surveys, Mental Health Surveys)
- incidents data
- school reports
- parent survey
- Compass Reports (attendance, TAL, wellbeing concerns, SSG, lates, detentions, negative/positive behaviour etc.)
- CASES21

- SOCS
- PSD
- Assessments (PAT R, PAT Maths, ABLES)

## 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/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](#)
- [LGBTIQA+ 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](#)

## REVIEW CYCLE

Policy last reviewed	October 2024
Consultation	
Approved by	School Council
Next scheduled review date	October 2026