

# STUDENT WELLBEING AND ENGAGEMENT POLICY

## 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.

Elevation 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.

## SCOPE

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

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## POLICY

### 1. School profile

Elevation Secondary College is being built in a rapidly developing greenfield housing estate. A significant proportion of the community is made up of recent migrants to Australia. Data from Hume City Council identifies that as of the last census, while the main two ancestral backgrounds are described as English and Australian, the main cultural backgrounds are Indian, Italian, Turkish, Assyrian, Sri Lankan, Iraqi and Samoan. One of the main strengths of the community is its aspiration

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and valuing of education. Many of the families who make up the community, come from cultural backgrounds where education is highly valued.

The diversity of the community provides another key strength. Families in the local area display a genuine mix of socioeconomic backgrounds, employment types and levels of educational attainment. The cultural backgrounds are broadly diverse. Language Background Other than English families make up between 70 and 80 percent of the community. This provides a diversity of experiences for the school to embrace and supports the schools mandate for inclusion and the purpose of state education.

Elevation Secondary College will open in 2020 with year 7 students only and will add a year level each subsequent year:

- 2020 - year 7
- 2021 - year 8
- 2022 - year 9
- 2023 - year 10 (with some VCE provision)
- 2023 - year 11 VCE and VCAL
- 2024 - year 12 VCE and VCAL.

Elevation Secondary College will be built in three stages. Stage 1 consists of a Science and Technology specialist learning building, an Administration building and Generalist Learning community.

Stages 2 and 3 will consist of two more Generalist Learning communities and a Performing Arts and PE centre. There is no set timeline for the building of these stages. There is provision for long term and short term relocatable classrooms.

The school has a capacity of 1200 students, including 100 students as part of the Supported Inclusion School.

### ***Supported Inclusion School***

Elevation Secondary College will host a Supported Inclusion School. The 'Supported Inclusion School' model will provide inclusive education for a substantial cohort of students with disabilities within mainstream primary or secondary school settings.

Supported Inclusion Schools will exemplify the principle that every student is able to attend their designated neighbourhood government school. Supported Inclusion Schools will provide a safe, accessible and inclusive environment for every student who enrolls.

As such, the school will cater for a higher proportion of students with disabilities than other mainstream schools, up to 8% of the entire population as opposed to between 3 and 5% in most schools. The capacity for the Supported Inclusion School is 100 students of the total capacity of the school which is 1200.

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Supported Inclusion Schools will accommodate any student who enrolls and will potentially cater for **any student** who would otherwise enrol in a government mainstream or specialist school (subject to geographic eligibility criteria)

Students with disabilities will learn in the **same classrooms as their peers** without a disability, to the greatest extent desirable and practical for each individual student (recognising that a 'one size fits all' approach to inclusion may not be appropriate).

Supported Inclusion Schools will build on models of inclusive education and inclusive facility design implemented at Victorian government schools to date, providing facilities designed to accommodate any student who enrolls (subject to geographic eligibility criteria), regardless of any special needs they may have or the type or degree of such needs. This will include students who have moderate to profound intellectual disabilities, and/or significant physical disabilities.

Supported Inclusion Schools will enable students with special needs to be educated in the same classrooms as their peers without a disability, to the greatest extent desirable and practical for each individual student. It is recognised that the degree to which each learner participates in mainstream classrooms can be determined according to need, ability and assessed benefit, and that a 'one size fits all' approach to inclusion may not be appropriate. Inclusion is not simply about all learners learning together; students with disabilities may attend regular or general education classes and then receive additional support, such as in a resource room or speech or language therapy centre. Critically, however, the school facilities will not represent a barrier to inclusion.

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

Elevation Secondary College's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of Achievement, Acceptance, Responsibility and Community

Elevation Secondary College's vision is to be an inclusive and outward facing community that values improving student learning, social emotional outcomes and educational attainment for all students. The school aspires to be a school known for its academic excellence, orderly learning environments, inclusiveness and the outstanding opportunities it provides its students.

### **3. Engagement strategies**

Elevation Secondary College has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

The basis of our approach to student engagement and wellbeing is in the school values and behavioural expectations. All members of the community are expected to live the values of Achievement, Acceptance, Responsibility and Community as well as the key behavioural expectations of Aim High, Work Hard and Be Good.

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The values and behavioural expectations form the basis of the School Wide Positive Behaviour Model. The SWPBS will be developed in the foundation year of the school and outlines the positive and expected behaviours from students in each area of the school. The SWPBS will be widely distributed to members of the community, displayed in every classroom and regularly taught in classes.

Other strategies to promote inclusion, wellbeing and engagement include Student Leadership programs which will endeavour to build a positive student culture and also the implementation of Respectful Relationships.

A major proactive strategy for engagement and wellbeing will be undertaking professional learning in trauma informed approaches to education. A specific example of how this proactive strategy assists with wellbeing and engagement is in Focus Plans. All students in the school will develop a Focus Plan, where they identify situations that cause them to become escalated and strategies that help them become present, centred and grounded, assisting them to rejoin learning in a faster manner and calmer classrooms.

### Universal

- Developing a School Wide Positive Behaviour Model that demonstrates expected behaviours according to the schools values
- Assessing students against their ability to demonstrate the behavioural expectations on school reports
- Establishing a uniform and uniform policy that allows all students to demonstrate pride in the school, promotes equality and individuality
- carefully planned transition programs to support students moving into different stages of their schooling
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Bully Stoppers
  - Safe Schools

### Targeted

Elevation Secondary College has access to the full range of supports from the Department of Education and Training including SSS support in terms of Psychologists and Speech Therapists. The school will partner with agencies such as Headspace to find additional support for students with mental health crises. Regional transition officers will be used for support for disengaged and school refusing students. Koori Engagement officers will be used for support also.

Hume City Council provides connection to a range of agencies in the local area for support of targeted groups. These agencies include cultural support, family support agencies, mental health support agencies, youth and disability support agencies. The school will support students and families from these targeted cohorts to seek support in both proactive and responsive ways.

As the school grows, it is expected that an engagement team of youth workers and counsellors will be established to support and respond to the diverse needs of the school.

### Individual

All students at Elevation Secondary College with additional needs will be supported through a case management and Student Support Group process. The Students Support Group will look at risk factors and supportive factors and create plans with student and carer support. For students in crisis, who are at risk or in a high support program such as Lookout and Navigator, referrals to specific services or agencies will be made as part of the Individual Learning Plan.

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

The Inclusion Coordinator has direct oversight of all aspects of Inclusive education, PSD students and the Supported Inclusion Hub. These responsibilities include: curriculum, social emotional needs of students, physical needs of students, and management of Integration Aides. The Inclusion Coordinator also has a significant role in building the professional capacity of all staff in Inclusive Educational Practices.

Additionally, all school staff will play a role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. The Assistant Principal has overall responsibility for the academic, behavioural, wellbeing and attendance of the students in the school.

Data from the Learning Management System will assist the Leadership team to identify students in need of extra support. Data that will be regularly analysed includes:

- Incident Reports
- overall academic and behavioural achievement data
- attendance, detention and suspension data
- personal, health and learning information gathered upon enrolment and while the student is enrolled
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- engagement with families
- self-referrals or referrals from peers

Students who need extra support or identify a peer who needs extra support can make a student referral to their Mentor Group teacher, who will triage the request and identify the most appropriate member of the leadership team to refer the student to.

#### **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 who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

### 6. Student behavioural expectations

The school will use the School Wide Positive Behaviour Model to promote positive behaviours and to identify when those behaviours are not being met. When expected behaviours are not being met, disciplinary measures will be handled on a case by case basis. These may be handled by the classroom teacher, mentor teacher, year level coordinator, assistant principal or principal. Sanctions will be decided on a Case by case basis and can involve - conferencing, mediation, removal from the classroom, detention, suspension among others.

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Ministerial Order No. 1125.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

### 7. Engaging with families

Elevation 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:

- Parent Teacher Interviews
- School Council and committees
- Development of Individual Learning Plans through the Student Support Group process
- Access to translation services where required

### 8. Evaluation

Elevation 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.

The leadership team will regularly analyse data from the Learning Management System that categorises types of incidents and supports being provided. This data will form decision making about proactive programs, reactive responses and also future resourcing.

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

### FURTHER INFORMATION AND RESOURCES

- Bullying Prevention Policy
- Child Safe Policy
- Complaints Policy
- Duty of Care Policy

### REVIEW CYCLE

This policy was last updated on August 2019 and is scheduled for review in May 2020.