**STUDENT WELLBEING AND**

**ENGAGEMENT POLICY**

# PURPOSE

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

1. our commitment to providing a safe and supportive learning environment for students.
2. expectations for positive student behaviour.
3. support available to students and families.
4. our school’s policies and procedures for responding to inappropriate student behaviour.

Clyde 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.

# CONTENTS

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

# POLICY

## 1. School profile

Clyde Secondary College opened in January 2022 commencing with a Year 7 intake. Clyde

Secondary College abuts rapidly growing residential areas in the suburb of Clyde. The school is located at 21 Fernlea Homestead Road, Clyde. The school works in partnership with the community to provide authentic learning opportunities and best academic and personal outcomes for all students. Clyde Secondary College aspires to excellence in education, consistent with the vision for the Education State.

Clyde Secondary College is a Supported Inclusion School, which models excellence in inclusive education in its school culture, leadership and teaching practices. Supported Inclusion Schools combine a level of targeted support and built design specifically for students with additional needs, supporting stronger integration than is available in a standalone special school. The school holds dual registration as a mainstream and a specialist school, and accommodates a higher proportion of students with a disability than other mainstream schools. The school has fully integrated specialist provision that has capacity for 100 students with a disability, with its own enrolment criteria. Students with disabilities are provided enhanced support to attend mainstream education classes to the greatest extent possible in a safe, accessible and supportive environment.

### Commitment to excellence and inclusion

As a new school in a rapidly growing suburb, Clyde Secondary College will deliver the highest quality of education for all learners. As a Supported Inclusion School, Clyde Secondary College will set a strong culture of inclusion at a whole-of-school level.

The innovative and evidence-based schools design is flexible and allows schools to have students with special needs in the classroom with their peers, utilise smaller spaces and/or run stand-alone classes depending on the cohort of students.

Clyde Secondary College will build the capabilities of staff to deliver excellence by responding to the diverse needs of their students. Clyde Secondary College provides access to a suite of Department educational resources and programs that support exemplary inclusive practice.

Upon opening in 2022 Clyde Secondary College with year 7 students only, the school will add a year level each subsequent year:

* 2023 - year 8
* 2024 - year 9
* 2025 - year 10 (with some VCE provision)
* 2026 - year 11 VCE and VCE Vocational Specialisation ● 2027 - year 12 VCE and VCE Vocational Specialisation

When both stage 1 & 2 are complete Clyde Secondary College has capacity for 1300 students, including up to 100 students as part of the Supported Inclusion School.

## 2. School values, philosophy and vision

Clyde Secondary College fosters a love of learning. We respect inclusion, diversity and indigenous heritage. We aspire for continuous improvement in all our students as they grow into adulthood.

We live by our motto, “Excelling together, valuing the individual” and look forward to our students emerging as empowered young adults who are resilient, highly productive, successful global citizens.

## MISSION

Our mission at Clyde Secondary College is to provide a rich, inclusive and diverse learning experience with strong held school values for all students and for all students to be resilient, confident and respectful global citizens with a desire for learning and tolerance and acceptance towards all members of our community.

## OBJECTIVE

Our objective at Clyde Secondary College is for our students and community to ‘REACH’ to outstanding post school destinations, becoming active participants in a global society with a strong sense of self and of others.

## VALUES

Clyde Secondary College’s motto is ‘Excelling together, valuing the individual’; our values are intrinsically linked to this motto as we REACH to do our best every day:

* **R**espect
* **E**xcellence
* **A**spiration
* **C**uriosity
* **H**onesty

**Respect**; Respecting oneself, others and the school environment. Having honour or regards for the worth of others

**Excellence;** Strive for personal best, continual improvement and working with our full potential

**Aspiration;** Direct our ambitions towards achieving our dreams and be the best that we can be

**Curiosity;** Seek out and explore in our learning and life

**Honesty;** To always be truthful and act with integrity by doing the right thing even when no-one is watching

### 3. Engagement strategies

Clyde 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.

Students with a disability at Clyde Secondary College will engage in academic instruction alongside their same age peers without disabilities, in whole class groups. Staff will practice positive behavioural supports and interventions to engage students – preventing behaviour, and teaching and reinforcing skills. The school staff will be encouraged and supported to deliver best practice in developing self-determination skills in students including self-awareness, assertiveness, problemsolving and self-advocacy skills.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement 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
* Creating a culture that is inclusive, engaging and supportive recognizing the needs of all students.
* Providing enhanced support to students with additional needs to create a safe, accessible and supportive environment.
* 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 to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations.
* Teachers at Clyde Secondary College use a comprehensive Teaching and Learning Model (TLM) to ensure an explicit, common and shared model of instruction and to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons.
* Teachers at Clyde 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
* 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.
* 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 Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
* Create opportunities for cross-age connections amongst students through school plays, athletics, music programs and peer support programs.
* All students are welcome to self-refer to the Student Wellbeing Team, Sub School 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. 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 developed to address issue specific behaviour (i.e. anger management programs)
* opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime

activities)

* buddy programs, peers support programs

#### Targeted

* Each year group has a Year Group Leader/Coordinator, a senior teacher responsible for their year, 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
* An inclusion leaser will have the role of overseeing and supporting students with additional needs, working with them and the relevant staff, including but not limited to their teachers, sub school leaders and wellbeing.
* All students will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future.
* 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 will be referred to Student Support Services for an Educational Needs Assessment
* Clyde 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.

#### Individual

* Student Support Groups
* [Individual Education Plans](https://www2.education.vic.gov.au/pal/individual-education-plans-ieps/policy) and [Behaviour Support Plans](https://www2.education.vic.gov.au/pal/behaviour-students/guidance/6-behaviour-support-plans)
* [Program for Students with Disabilities](https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psd.aspx)
* Referral to Student Welfare Coordinator and Student Support Services
* Referral to ChildFirst, Headspace, private psychologists
* Hands on Learning Program
* Referral to the Blackwood Centre for Adolescent Development
* Other DET Teaching Units

Clyde 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
* considering if any environmental changes need to be made, for example changing the classroom set up, using alternative communication techniques to engage with the curriculum, or making accommodations for assessment conditions  referring the student to:
  + school-based wellbeing supports o 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 Plans in collaboration with the student and their family o 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.

### 4. Identifying students in need of support

Clyde Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing and Inclusion team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing.

Each student with a disability will have a student support group comprising the assistant principal or sub school leader, the classroom teacher and the parent/guardian/carer. Clyde Secondary College understands that collaborating with families is an important element of inclusive education. Our school and teachers will endeavour to develop a partnership with families during the initial transition to ensure positive outcomes for the student for their entire time at Clyde.

The initial meeting will develop an Individual Learning Plan and behaviour support plan (if required). It will also document what additional reasonable adjustments may need to be made to support the student. Regular meetings (depending on student need) aim to discuss progress towards learning goals and agree on any changes required to the supports being provided.

Clyde 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
* involvement in incidents requiring external agencies such as Vic Police or DHHS Child Protection

### 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. o 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.

### 6. Student behavioural expectations and Management

Behavioural expectations of students, staff and families are grounded in our school’s Statement of Values. Student bullying behaviour will be responded to consistently with Clyde Secondary College’s Bullying policy.

#### School-wide Positive Behaviour Support

To assist in embedding strengths-based practice, Clyde Secondary College implements the School-wide Positive Behaviour Support (SWPBS) framework. SWPBS is a framework for creating safe and positive learning environments in schools, while improving the social-emotional and academic outcomes for students. It utilises a preventative approach that relies on research-based practices, including developing clear behavioural expectations, teaching these expectations, acknowledging appropriate behaviour, consistently correcting inappropriate behaviour, and using behavioural data to systematically solve problems. Clyde Secondary College adopts a coaching model to support the implementation of SWPBS in schools, which can take three to five years for full implementation. The coaching model focuses on developing the practical skills of school staff to implement SWPBS at their school.

When a student acts in breach of the behaviour standards of our school community, Clyde Secondary

College 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, through the embedded practice of student voice.

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 Student Management Team
* restorative practices o detentions o behaviour reviews o suspension o 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 Clyde Secondary College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

### 7. Engaging with families

Clyde 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 o involving families in school decision making
* coordinating resources and services from the community for families o including families in Student Support Groups and developing individual plans for students.

### 8. Evaluation

Clyde 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 o incidents data o school reports o parent survey o case management o CASES21
* SOCS

Clyde 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](https://www2.education.vic.gov.au/pal/suspensions/guidance/1-suspension-process)
* [Expulsions - Decision](https://www2.education.vic.gov.au/pal/expulsions/guidance/decision)

## FURTHER INFORMATION AND RESOURCES

The following school policies are also relevant to this policy:

* Statement of School Values and School Philosophy
* Bullying Prevention Policy
* Child Safe Policy
* Complaints Policy
* Duty of Care Policy

## POLICY REVIEW AND APPROVAL

|  |  |
| --- | --- |
| Policy last reviewed | March 2024 |
| Approved by | Principal |
| Next scheduled review date | March 2026 |