

Student Wellbeing and Engagement Policy



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Drouin Secondary College on 03 5625 1002 or drouin.sc@education.vic.gov.au.

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.

Drouin 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.

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POLICY

1. School profile

Drouin Secondary College was founded in 1956 and over the past 5 years has grown rapidly. The college is situated in West Gippsland and is in the South-eastern Region of Victoria. Drouin Secondary College is a rapidly growing medium sized rural, year 7 to 12 school with an enrolment of 1273 students in 2022, with 3% of indigenous background and 1% of students had English as an additional language. The enrolment included 609 female and 664 male students. Students attending the College come from a large geographical area. The nature of the community is changing with steady growth in the major centres of population – Drouin, Bunyip, Garfield and Longwarry. The Student Family Occupation Education Index

is 0.4666 which is in the medium band. Drouin Secondary College is a multi-campus school with the main campus located at Main South Road Drouin and the Annexe-The Blackwood Centre for Adolescent Development-Bratauloong Program located at a separate site in Hallora. The Annexe closed and underwent a restructuring in term one 2022 and has reopened in term 2 with a closer alignment in practice to the Berry Street Education Model. The Annexe provides a yearlong flexible program to support students identified at risk across the region. At Drouin Secondary College we know all children can learn and achieve learning growth. We have a positive learning culture which is focused on student achievement alongside the building of positive relationships. We work proactively to ensure the young people in our care develop the personal confidence and resilience they need as they grow into young adults. The college provides a range of support programs to provide support for individual student's needs, abilities and interests. With a growing student population, our size allows us to maintain a community feel while offering a wide range of subjects, opportunities, pathways, and co-curricular activities, effectively catering for students' strengths and interests. The College has 92 teaching staff including 5 Principal Class and over 43 additional support staff. We also employed 3 trainees this year in Information Technology, Education Support and Sport and Recreation. This support includes closely monitoring the academic and personal growth of each student.

2. School values, philosophy and vision

The Drouin Secondary College vision is: "To ensure every student develops the knowledge, skills and behaviours needed to positively contribute as responsible and caring citizens of a changing, global community." The College's overall approach is closely aligned to our core values of: Achievement, Respect, Commitment and Community.

We believe each core value can be expressed simply in the following statements:

- Achievement
 - We value and pursue excellence
 - We encourage critical thought and questioning
 - We have a growth mindset
 - We are risk takers and problem solvers
 - We make connections between learning in different contexts
- Respect
 - We build positive relationships
 - We are not afraid to express ourselves
 - We show compassion for ourselves and others
- Commitment
 - We value effort and endeavour
 - We are resilient
 - We seek joy in learning
 - We seek to understand ourselves as learners
- Community
 - We build partnerships with our community
 - We embrace diversity
 - We help each other
 - We are lifelong learners

3. Wellbeing and engagement strategies

Drouin 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.

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 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 to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations.
- teachers at Drouin Secondary College use the Berry Street Educational Framework as the basis for the instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons.
- teachers at Drouin 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 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 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, School Nurse, Learning Culture 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 needs or behaviour (i.e. anger management programs)

- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers 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.

Targeted

Each year group has a Learning Culture leader, Learning Culture assistants and Learning Group Leader, 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

- 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
- 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 our Intervention program
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+
- 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 Group leader and wellbeing support. Learning Culture Leaders ensure each student has 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
- 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.
- 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
- Example School assists students to plan their Year 10 work experience, supported by their Career Action Plan

Individual

Drouin 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
- 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 Child First
- 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.
- engaging with our regional Koorie Engagement Support Officers
- 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

Drouin 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. Example School 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/Student code of conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Drouin Secondary College will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement 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 Year Level Coordinator
- restorative practices
- detentions
- behaviour support and intervention meetings
- 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 Drouin 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 Drouin Secondary College.

7. Engaging with families

Drouin Secondary College values the input of parents and carers, and we will strive to support families to

engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

8. Evaluation

Drouin 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

Drouin 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.

Available publicly on our school's website and on COMPASS.

Included in staff induction processes.

- Included in transition and enrolment packs
- 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](#)
- [LGBTIQ 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

POLICY REVIEW AND APPROVAL

Policy last reviewed	April 2023
Consultation	College Council and staff April 2023
Approved by	Principal
Next scheduled review date	April 2024