



CRANBOURNE WEST
SECONDARY COLLEGE

POLICY

STUDENT WELLBEING & ENGAGEMENT

PURPOSE

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

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- our school's policies and procedures for responding to inappropriate student behaviour.

Cranbourne West 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

Cranbourne West Secondary College abuts rapidly growing residential areas in the suburb of Cranbourne. The school is located at the intersection of Hall Rd and Bessie Drive, Cranbourne West. The school will work in partnership with the community to

provide authentic learning opportunities and best academic and personal outcomes for all students.

Cranbourne West Secondary College is the latest addition of a new secondary school in the rapidly growing suburb of Cranbourne. Neighbouring schools are relatively large and Cranbourne West Secondary School is expected to grow quickly to meet residents' demand for excellence in education, consistent with the vision for the Education State.

All schools must make reasonable adjustments to ensure all students have the same learning opportunities as each other.

Inclusive education is demonstrated in environments that adapt the following elements:

- design and physical structures,
- teaching methods, and curriculum, as well as the culture and
- policy and practice of education environments so that they are accessible to all students without discrimination.

Cranbourne West Secondary College is a supported inclusion school. A Supported Inclusion School is a mainstream school with a physical design, unique enrolment policies, and specialist skill and expertise that provides additional support to a higher proportion of students with disability. The schools specifically support students who would usually attend specialist schools to instead attend their local neighbourhood school. All students benefit when children of various abilities and backgrounds learn together in an inclusive education setting. Benefits to students extend beyond the classroom when they are in an environment that reflects a wide diversity of abilities. Cranbourne West Secondary College will provide a safe and supportive learning environment for all students.

Commitment to excellence and inclusion

As a new school in a rapidly growing suburb, Cranbourne West Secondary College must deliver the highest quality of education for all learners. As a Supported Inclusion School, Cranbourne West Secondary College must 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.

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

Cranbourne West Secondary School will open in 2021 with year 7 students only and will add a year level each subsequent year:

- 2021 - year 7
- 2022 - year 8
- 2023 - year 9
- 2024 - year 10 (with some VCE provision)
- 2025 - year 11 VCE and VCAL
- 2026 - year 12 VCE and VCAL.

When complete, the school will have a capacity of 1800 students, including 100 students as part of the Supported Inclusion School.

2. School values, philosophy and vision

Cranbourne West 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, "strength through diversity", and look forward to our students emerging as resilient, productive and cooperative members of the community.

Mission

Our mission at Cranbourne West 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 Cranbourne West Secondary College is for our students and community to 'ASPIRE' to outstanding post school destinations, becoming active participants in a global society with a strong sense of self and of others.

Values

Cranbourne West Secondary School's motto is 'Strength through Diversity' (Diversis Viribus); our values are intrinsically linked to this motto as we ASPIRE every day:

- Acceptance
- Sincerity
- Perseverance
- Inclusion
- Respect
- Excellence

Acceptance- To accept someone is to acknowledge them, to recognize how they are different, and to say that it is okay. Acceptance is good!

Sincerity- the quality of being open and truthful

Perseverance- is not giving up. It is persistence and tenacity, the effort required to do something and keep doing it till the end, even if it's hard.

Inclusion- a group that's particularly welcoming to all kinds of people. To include someone is to intentionally pursue ways to make them feel welcomed, heard, and valued.

Respect- respecting myself, others and the school environment.

Excellence- the quality of excelling; possessing good qualities in high degree and continually striving to improve.

3. Engagement strategies

Cranbourne West 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.

School-wide Positive Behaviour Support

To assist in embedding strengths-based practice, Cranbourne Secondary College will implement 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.

Cranbourne West Secondary College will adopt 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.

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
- 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 Cranbourne West 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 Cranbourne West 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:

- 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
- Respectful Relationships

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
- 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
- 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
- Cranbourne West 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 see: <https://www2.education.vic.gov.au/pal/student-support-groups/policy>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace, private psychologists
- Hands on Learning Program
- Blackwood Centre for Adolescent Development
- Other DET Teaching Units

Cranbourne West 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
 - 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
 - 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

Cranbourne West 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.

Students with disability at Cranbourne West Secondary College will engage in academic instruction alongside their same age peers without disabilities, in whole class groups. Cranbourne West Secondary College staff will practice positive behavioural supports and interventions to engage students – preventing behaviour, and teaching and reinforcing skills. Cranbourne West Secondary College will adopt the School-wide Positive Behaviour Support (SWPBS) framework to teach school expected behaviours, inclusive of social-emotional coping strategies. The school staff will be encouraged and supported to deliver best practice in developing self-determination skills in students including self-awareness, assertiveness, problem-solving and self-advocacy skills.

Cranbourne West 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
- 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.
- access a safe and inclusive learning environment free from harassment, bullying, discrimination or threat or acts of violence

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

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 Cranbourne West Secondary School's (interim name) Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Cranbourne West 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.

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 reviews
- suspension
- expulsion

Suspension, 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.

Further information is also available at:

- Procedure for Suspension
- Information for Parent and Carers about Expulsions

As per Department policy the principal of Cranbourne West Secondary College is responsible for ensuring all suspensions and expulsions are recorded on CASES21. See

<https://www2.education.vic.gov.au/pal/expulsions/policy>

The above procedures will be communicated to parents and guardians via the school website, the school portal and via parent meetings as per the DET guidelines: Expulsion Policy Resources and Suspension Policy Resources

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

7. Engaging with families

Cranbourne West 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

Cranbourne West 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

- SOCS

FURTHER INFORMATION AND RESOURCES

Policy and Advisory Library

- Student Wellbeing and Engagement
- Duty of Care
- School Policies
- Statement of Values and School Philosophy
- Bullying Prevention Policy
- Child Safe Standards
- Duty of Care Policy
- Yard and Supervision Policy

REVIEW CYCLE AND EVALUATION

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