

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Roxburgh College.

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.

Roxburgh 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

Roxburgh College is located in the outer north of Melbourne, operating as a Year 7 to 12 school with a mini-school structure. Students programs are delivered through Middle Years (Years 7-9) and Later Years (Years 10-12). The College also has a Flexible Learning Opportunity (FLO) campus, The Gateway

School, which interfaces with The Department of Justice and various community agencies, as well as the main Roxburgh College campus. Our enrolments at our Roxburgh Park campus in 2021 was 1217 students and our FLO provision, based in the Broadmeadows Town Centre, catering for up to 62 students throughout 2021. In 2021 our total enrolment peaked at 1289 with a 15% more boys than girls. We have continued to maintain a high teacher ratio with inclusion of the Teacher Tutor program and enhancement of our Middle Years Literacy and Numeracy team. In all our students are guided through their learning journey by 162.4 (FTE), including one First Nation Educator supporting our 23 indigenous students.

Respect, Learn and Achieve are three behaviours, three dimensions, three values that Roxburgh College, and its diverse school community, strives for and represents. The majority of our students are from a non-English-speaking background, this totals to 799 (62%) student of our total cohort, primarily from Arabic speaking countries. The school historically has accepted enrolments New Arrivals, including Refugees. Again in 2021 due to the pandemic, we experienced no New Arrivals although we continued to cater for large numbers of refugees enrolled at the College. In addition, we had one International student enrol in 2021.

The College continues to work productively to support our school community, delivering an extensive choice of programs whilst maximising academic achievement for each student. In 2021 we provided many opportunities for students' to continue to maintain personal well-being during the continuing COVID environment, including a healthy mental state underpinning continuous social development.

Whilst much of our work centred on growing our students' literacy and numeracy standards, attention was also provided to support our school community through the challenges of COVID 19 pandemic.

Despite the complexity that Year 12 students experienced, we are proud of their final outcomes, continuing our historic data in achieving excellent transition post year 12. We have excellent, specialist facilities including: a Trade Skill Centre, a double-court Gymnasium and Performing Arts Auditorium to help optimise learning opportunities for our students.

1. School values, philosophy and vision

Roxburgh College is known for its strong commitment to servicing all students. We know that good schools and good teaching help overcome any disadvantage. Our work is centered on inclusive partnership of students, staff, parents/carers and key community agents, all working together to meet the needs of our young people. We are always thinking of ways to ignite our students' active participation in the local and broader communities. Our moral purpose is to educate all students equipping each with attitudes, skills and knowledge so as to become valued contributors in an ever changing world. We welcome all students into our "Family", fostering care and attention to respecting self and others, Learning from each other and Achieving our best. We germinate a culture that celebrates individuality and connections, fostering a sense of belonging and inspiring the pursuit of their potential. We pay attention to our students' character strengths and encourage critical thinking, self-reflection, self-discipline, self-motivation, empathy and social competency. Our purpose is to understand and deliver pedagogy that reflects the ever-changing world around us, be it local or global. We are sensitive to the language development needs of our diverse multicultural student cohort.

Our Statement of Values is available on the college website

2. Engagement strategies

Our pillars of Respect, Learn and Achieve are ignited through close working relationships. Every member of our School Community subscribes to the central role of education, building active and

informed citizenship in an equitable and just environment, characterised by the belief that all learners can succeed and reach their potential. We believe that Learning occurs every day of our life. It is what transforms our existence. It allows our attachment to preferred life pathways that deepen our understanding of self and humanity, always value-adding to our cognitive capability. We are inclusive of all learners. We acknowledge diversity and are responsive to it. Further, we are Respectful, of self and others, co-operative and most importantly, collaborative in our school based Professional Learning Communities and in our System's Communities of Practice.

Roxburgh 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.

A summary of the College's, targeted and individual engagement strategies used by our school is included below:

Whole School

- *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 including VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations*
- *teachers at Roxburgh College use the Roxburgh College 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 Roxburgh 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 Coordinator, School Nurse, School Chaplain, Year Group 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
- 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 a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
- Roxburgh 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

Roxburgh 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 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.

3. Identifying students in need of support

Roxburgh 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. Roxburgh 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

4. 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.

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.

5. 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 Roxburgh College's Bullying policy.

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

6. Engaging with families

Roxburgh 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.

7. Evaluation

Roxburgh 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
- Student profile data
- incidents data
- school reports- progress reports and semester reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Roxburgh 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
- 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

Related policies including *Statement of Values and School Philosophy, Bullying Prevention, Child Safe Standards*, available on the college website

POLICY REVIEW AND APPROVAL

Policy last reviewed	6 December 2021
Consultation	This policy was developed and ratified in consultation with student representatives, parents/carers focus groups, staff and school council members.
Approved by	Principal
Next scheduled review date	December 2023