



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.

Peter Lalor 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

Purpose

PLVC will be the leading provider of applied learning/vocational education and training for 14 – 19 year old students in Lalor and surrounding areas. Students will exit the college equipped with the skills and attitudes to be outstanding prospective employees and adult citizens in the Australian society of the 21st century.

Values

Students, staff and school council were engaged in an extensive consultation process in late 2012 to establish the following key values for the college:

- *Respect*
- *Commitment*
- *Positive Attitude*
- *Responsibility*
- *Teamwork*

Environmental context

PLVC is emerging from a radical and comprehensive transformation in 2011 from a Year 7-12 secondary college to a successful senior vocational college specialising in VCAL (applied learning) and Vocational Education and Training (VET). In 2019 a Year 9 program will be piloted at PLVC.

Demographics and Community

- Situated in an established suburb characterised by low socio-economic status, cultural diversity and high youth unemployment.
- A small but growing specialised senior vocational college increasing from 60 students in 2012 to a projected enrolment of 170+ in 2019.
- Supportive school council and school community.
- The college is also a community hub with an array of community programs operating in the college in partnership with many community agencies, including many under the umbrella of the City of Whittlesea and Plenty Valley Community Health – allowing student learning programs to be integrated with the wider community groups that operate within the college.
- Capable and enthusiastic staff team strongly committed to the future of the school and engaging the students in high quality applied learning programs.

Educational

- Offering Year 9, Foundation, Intermediate and Senior VCAL and an increasing range of VET programs.
- Lead School and site of the new \$6.4 million Outer Northern Trade Centre (ONTTC).
- Highly successful in guiding students to successful post-school pathways in employment or further education and training.
- Strong focus on Literacy, Numeracy, employability skills, learning through “doing” and programs based on Positive Psychology.
- VCAL students PLVC on three days, VET on one day and SWL on one day per week. Year 9 students attend PLVC on five days per week.

Resources and Facilities

- Well appointed classrooms.

- Excellent trade training – ONTTC, plus Hair and Beauty Salon and Commercial Kitchen.
- Currently 1-1 modern computer facilities for students and interactive LCD TVs in all classrooms.
- Gymnasium, outdoor basketball/soccer courts, community garden and spacious grounds.

2. School values, philosophy and vision

Peter Lalor 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 respect, integrity and kindness at every opportunity.

Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

Our Statement of Values and School Philosophy Policy is available via the school website.

3. Engagement strategies

Peter Lalor 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.

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*
- *teachers at Peter Lalor Secondary College use the DET Victorian teaching and learning model 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 Peter Lalor 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*
- *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 are encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions, concerns or wish to contribute to and provide feedback on decisions about school operations.*
- *create opportunities for cross—age connections amongst students through whole school events and the elective program.*
- *All students are welcome to self-refer to the Student Wellbeing Officer, Year level Coordinator, 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*

Targeted

- *each year group has a Year Level 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 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*
- *Peter Lalor Secondary College assists students to plan their Work Experience/Structured Workplace Learning 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:*
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- *Individual Learning Plan and Behaviour Support Plan*
- *Program for Students with Disabilities*
- *referral to Student Welfare Officer and Student Support Services*
- *referral to ChildFirst, Headspace*
- *Navigator, see: <https://www.education.vic.gov.au/about/programs/Pages/navigator.aspx>*
- *Lookout, see; <https://www.education.vic.gov.au/about/programs/Pages/lookout.aspx>*

Peter Lalor 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 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

Peter Lalor 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. Peter Lalor 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*

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.

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 and School Philosophy Policy. Student bullying behaviour will be responded to consistently with Peter Lalor Secondary College's Bullying Policy.

When a student acts in breach of the behaviour standards of our school community, Peter Lalor 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 and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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

7. Engaging with families

Peter Lalor 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.
- 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

Peter Lalor 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

- *Statement of Values and School Philosophy*
- *Bullying Prevention*
- *Child Safe Standards Commitment and Code of Conduct*

REVIEW CYCLE

This policy was last updated on 31/05/2019 and is scheduled for review in 05/2020.