



STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Georgina Padula
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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.

Canterbury Girls' 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

Canterbury Girls' Secondary College is a Year 7-12 college located in the City of Boroondara in Eastern Metropolitan Region. The student enrolment figure remains consistently at about 1,000 students. Canterbury Girls' Secondary College seeks to provide a quality educational environment, tailored to meet the needs of girls, with a focus on success in a range of academic, creative and sporting endeavours and the development of self-esteem and integrity. It is a learning community in which members respect each other. Both individual achievement and contribution to group activities are encouraged and valued. Valued College traditions develop a sense of continuity and identity for students and teachers. The College is also committed to promoting leadership skills in a learning environment based on co-operation, self-discipline and concern for others. The College endeavours to provide a range of options for students at all year levels. Middle School programs provide for study across all subject areas based on a core and elective model. In Senior School the timetable is arranged vertically to allow maximum enhancement. The expectations of parents and their daughters are very high. The co-curricular program, seen by many students and parents as an integral part of the regular program, features a large and comprehensive instrumental music program, extensive sporting opportunities and a vibrant House system.

As an eSmart school our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

It is fundamental to acknowledge that each teacher is a vital source of support and a determinant in the success of their students. The teachers at this school will work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. This school recognises the need to be engaging and inclusive, recognising and responding to the diverse needs of our students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.

Our school strives to be a learning community where students and teachers can relate well to each other, and where different ideas and viewpoints are valued and respected.

Our heterogeneous profile means that in any given class a range of student ability exists. Within this diversity, our school aims to challenge all students to become optimistic, resilient, creative and critical thinkers. We seek to promote our school values of diversity, achievement, responsibility and endeavour throughout the curriculum, in co-curricular activities, and in our daily operations.

This policy applies to all school activities, including camps and excursions.

2. School values, philosophy and vision

Canterbury Girls' 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.

Canterbury Girls' Secondary College is a dynamic learning community focused on ensuring student needs are met, and on developing resilience and an attitude of lifelong learning so that students are creative, curious and open to new opportunities which they are prepared to meet.

- We take pride at all times in our school and build a sense of belonging by fostering a strong sense of identity within classes, year levels, sub-schools, Houses and the whole school.
- We actively build relationships between students, parents and staff to ensure a learning community that enables all students to succeed and that values the importance of hearing all voices.
- We accept and support the diversity and individuality of all members of the school community and all we do demonstrates this acceptance.
- We understand the importance of a strong co-curricular program that provides a breadth of opportunities for all students and we embed such programs in the school.
- We know that there is a strong link between wellbeing, positive relationships and academic outcomes so that the wellbeing programs in the school are supported and resourced by the whole school and draw on internal and external experts to build student resilience and to support students.
- We develop teachers as passionate educators through an effective professional learning program and within teams to foster and build a professional learning community.
- The programs of, and teaching in, the school will support and promote the principles and practices of Australian democracy including a commitment to:
 - An elected government
 - The rule of law
 - Equal rights for all before the law
 - Freedom of religion
 - Freedom of speech and association
 - The values of openness and acceptance of differences and diversity
 - The safety of all children.

The School's Values and Vision statement is published on the front of the College's website – www.cgsc.vic.edu.au

3. Wellbeing and engagement strategies

Canterbury Girls' 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

The school is committed to the delivery of an inclusive curriculum that ensures all our students have access to a quality education to meet their diverse needs. The school focuses on establishing positive and respectful relationships, particularly between teachers and students, and establishing a learning community that provides multiple and diverse opportunities for students to experience success.

Whole school behaviour and expectations: The school has collaboratively developed and implemented a fair and respectful whole-school behaviour management approach, prioritising positive relationships

between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing. The whole-school behaviour management approach that is based on pro-social values, social competencies, incentives and positive peer relationships.

- The key focus is on prevention and early intervention strategies that:
 - define and teach school-wide and classroom expectations
 - establish consistent school-wide and classroom consequences for problem behaviour
 - establish school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
 - provide school-wide and classroom processes for ongoing collection and use of data for decision-making
 - empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making
 - provide a physical environment conducive to positive behaviours and effective engagement in learning
 - utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour
 - provide multiple opportunities for parents/carers and members of the broader community to play an active part in the life of the school and the education of their children

- The school promotes and maintains high levels of student attendance and participation through:
 - articulating high expectations to all members of the school community
 - adopting consistent, rigorous procedures to monitor and record student absences
 - following up student absences promptly and consistently
 - implementing data-driven attendance improvement strategies
 - creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
 - providing early identification of, and supportive intervention for, students at risk of non-attendance
 - linking with local community groups and agencies to maximise program and individual support
 - providing a staged response

- Developing programs, incursions and excursions to address issue specific needs or behaviour (i.e. anti-bullying program, cyber smart programs)

- **Teaching and Learning:** The school provides a teaching and learning program which meets the needs of individual students. The focus is on:
 - delivering a broad curriculum including VET programs, VCE and VCE VM to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
 - Using the Canterbury Girls' Secondary College Instructional Model as the basis of teaching and learning programs to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
 - Adopting 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

- Recognising and responding to the diverse needs of the school's students by accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs
 - Incorporating the school's Statement of Values and School Philosophy into our curriculum and promoting to students, staff and parents so that they are shared and celebrated as the foundation of our school community
 - including pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- **Student voice and student participation:** is about valuing people and valuing the learning that results when we engage the capacities and multiple voices in the school. It focuses on realising the leadership potential inherent within all learners. Student voice is valued through school wide programs through:
 - having the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums. Students are also encouraged to speak with their Homeroom teacher, classroom teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
 - Having opportunities and actively encouraged to participate in the co-curricular program. Such programs provide students with a sense of ownership of their environment especially through the co-curricular program
 - Creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
 - Creating opportunities for cross-age connections amongst students through the School's House program
 - Providing opportunities for student inclusion through the Co-Curricular program
- **Parents and the broader community:** The school supports families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning. The school ensures that the unique experiences and skills of our students' families enrich the learning environment and the school community, creating successful partnerships with parents/carers and families by:
 - conducting effective school-to-home and home-to-school communications
 - providing volunteer opportunities to enable parents/carers and students to contribute
 - involving families with homework and other curriculum-related activities
 - involving families as participants in school decision-making
 - coordinating resources and services from the community for families, students and the school
 - providing opportunities to enhance parenting knowledge and skills
 - providing parents/carers with opportunities to participate in school life, both formally and informally, through College Council, the Parent Association, and staying up to date with news about what is happening in education via our newsletter.
- **Student wellbeing:** The school recognises the importance of student wellbeing in creating resilient students who are able to manage their learning, seek assistance if needed and feel supported. The school wellbeing program focuses on the wellbeing needs of individual students by:
 - 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

- planning transition programs to support students moving into different stages of their schooling
- monitoring student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- welcoming students to self-refer to the Student Wellbeing Coordinator or the Social Worker, Year Level Co-ordinators, Head of Sub-School, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind.
- engaging in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - eSmart
 - Safe Schools
 - Big Sister Little Sister Program
 - Peer Support Program
 - Anti-bullying programs
 - Friendship programs
 - Cyber safety programs
 - Study skills programs
- Providing measures 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

There are targeted programs in place designed to address particular groups of students or concerns in certain age groups or friendship circles.

- Each year group has a Year Level Co-ordinator and a Head of Sub-School who is a Leading Teacher. Each sub-school is overseen by an Assistant Principal. The Year Level Co-ordinator monitors the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support. Each sub-school team meets fortnightly.
- 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 culture. One of the Assistant Principals oversees the Koorie program.
- 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
- we support learning and wellbeing outcomes of students from refugee background
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#). Our school uniform is designed to be inclusive including dresses, skirts, shorts and trousers
- 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 Mentor, having 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 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 apply a trauma-informed approach to working with students who have experienced trauma

- students enrolled under the Department’s international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)
- all students from Year 10 and above are assisted to develop a Career Action Plan, with targeted goals and support to plan for their future and have access to the Careers Co-ordinator. Parents/Carers are also able to access this program which includes Work Experience for Year 10 students, post-school counselling for Year 12 students and course counselling for students in Years 10-12. Students in Years 7-9 have career planning and guidance built into the curriculum in the Personal Development subject in Years 7 and 8, and in Careers Week and Urban Week in Year 9.

Individual

The school is committed to the delivery of an inclusive curriculum and whole school wellbeing program that ensures all our students have access to a quality education to meet their diverse needs.

To improve educational outcomes for students needing further support, the following key strategies are in place:

- working with parents/carers to provide parents/carers with a learning program that best suits their child’s needs
- involving students and parents in programming and planning decisions
- supporting students access to programs that let them pursue achievable pathways
- ensuring the expertise of teachers working in our school is maintained and developed
- 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 Education 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.

Reasonable adjustments: Canterbury Girls’ Secondary College ensures that reasonable adjustments (or special provision) is available to students as needed including students completing the VCE or VM for classroom learning, School based Assessment and external assessments. This ensures that the most appropriate, fair and reasonable options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by disability, illness, impairment or other circumstances.

There are a number of ways in which Canterbury Girls' can make alternative arrangements to assist students with their learning and enable them to be assessed against the unit outcomes, including:

- allowing an extension of time for the student to complete the task
- rescheduling classroom activities and/or an assessment task
- allowing the student extra time or rest breaks to complete an assessment, exam or work in assessment task
- setting a substitute task of the same type such as an oral assessment vs written assessment
- replacing a task with a different type such as assignment vs. test
- using assistive technology, aides or other special arrangements to complete classroom learning and/or undertake assessment tasks such the use of a computer, a reader, a clarifier, or a scribe (depending on the nature of the student's circumstance where applicable and with medical evidence)
- accessing support provided by VCAA for Year 12.

Resources include:

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

4. Identifying students in need of support

Canterbury Girls' 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. The team comprises the Educational Psychologist, Social Worker, Heads of Sub-School and Assistant Principals. Canterbury Girls' 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, 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.

When a student acts in breach of the behaviour standards of our school community, Canterbury Girls' 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 Canterbury Girls' 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 our school.

7. Engaging with families

Canterbury Girls' 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 the Parent Portal on Compass
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- 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

Canterbury Girls' 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
- PIVOT student data

Canterbury Girls' 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

- 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
- Made available on the parent portal of Compass

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 Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	The Student Wellbeing and Engagement will be reviewed by the College Council in its normal review cycle. Ratified by College Council: 27 February 2017 Updated March 2019 Further updated in line with DET template April 2022
Consultation	Policy has been updated using DET template. Policy originally involved consultation with parents, students and School Council through the School Review Process 2017 and updated policy in 2019
Approved by	Principal
Next scheduled review date	April 2024