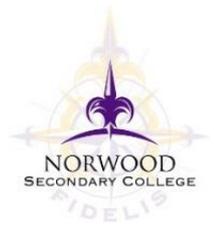


NORWOOD SECONDARY COLLEGE

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.

Norwood Secondary College (NSC) 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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2. School values, philosophy and vision
3. Engagement strategies
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POLICY

1. School profile

Norwood Secondary College, in the City of Maroondah, is a single campus coeducational Years 7-12 College with a stable enrolment that is capped at 1100. Established in 1958, the College has an outstanding reputation in the community, particularly in the areas of academic excellence, sport and the performing arts. The College caters for the educational needs of students from a wide range of primary schools in the local community and values the positive relationship established with these schools.

We currently have 1090 students enrolled from Grade 7 to 12 and 100.21 EFT (effective full time) staff members including 3 Principal Class Officers, 9 Leading Teachers, 4 Learning Specialists, 56.57 teachers and 25.43 Education Support Staff.

The Student Family Occupation and Education (SFOE) Index is 0.3338 and 184 students receive Camps Sports and Excursions Funding (CSEF). 8% of students have English as an additional language and <1% are Aboriginal or Torres Strait Islander.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

VISION

Norwood Secondary College provides innovative and engaging teaching and learning for all students. The school focuses on successfully engaging students as active participants in life-long learning. Our curriculum nurtures the potential of each student and encourages them to achieve their personal best in all areas. At Norwood our students are well prepared for the challenges and rigours of an academic curriculum, and thrive on the opportunities offered by our sporting, leadership, camping and outdoor education programs. Instrumental Music and Performing Arts (including school productions) are an integral part of the school's co-curricular program. The College Values provide an important base for all our interactions with students and the community. Our core Values are: respect, aspiration, responsibility, resilience.

At Norwood Secondary College students are provided with a sound basis for a life that is fulfilling, respectful of self, others and the environment. We prepare our students to be flexible, adaptable, innovative leaders in our local and global community.

Our bonds with the community are a source of strength and inspiration for us. Our students gain much from their links and involvement with community programs and activities, whilst the contributions of parents and friends are valued and encouraged across all aspects of College life.

MISSION

At Norwood Secondary College we believe that every student can learn and each student is encouraged and supported to achieve his or her personal best.

Norwood Secondary College staff understand the need to build an educational community through quality relationships with students, parents and staff and have the growth and development of each individual as its primary focus.

OBJECTIVE

At Norwood Secondary College we are committed to providing an experience where, in years to come, students will be proud to have attended a college where they have made lifelong friends, are lifelong learners and valuable contributors to the community.

VALUES

Norwood Secondary College's values are Respect, Aspiration, Responsibility and Resilience.

Respect: All members of our community are expected to respect the College, others and themselves.

Aspiration: Students are encouraged to be the best they can be in all endeavours.

Responsibility: All members of our community are expected to take responsibility for their actions.

Resilience: The College will support to assist our community members to develop both a strong sense of worth and the capacity to overcome negative experiences or disappointments.

3. Engagement strategies

Example School 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
- 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 NSC use our Teaching and Learning Instructional Model (MAPS) to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high impact teaching strategies (HITS) are incorporated into all lessons
- teachers at NSC 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 Level Leadership Teams. Students are also encouraged to speak with their teachers, Mentors, Year Level Coordinator (YLC), Head of Year Level (H of YL), Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through the annual College Production, College Carnivals (swimming, athletics, X Country), music programs and peer support programs
- All students are welcome to self-refer to the Student Wellbeing Team, the Health Centre, their Mentor Teacher, YLC, H of YL, 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 engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Whole school partnership with Real Schools, to implement restorative practices
 - Respectful Relationships
 - Bully Stoppers
 - Safe Schools
- programs, incursions and excursions developed to address issue specific behaviour and disengagement (i.e. Hands on Learning)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- peers support programs

Targeted

- each year level is supported by a Year Level Team (YLC and H of YL) who support the health and wellbeing of students in their year level, 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
- NSC 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:
- <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 Wellbeing Team and Student Support Services
- referral to ChildFirst, Headspace
- Navigator
- Lookout

NSC 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

NSC is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team, together with the Year Level Teams, play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. NSC 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 (See Appendix 1: Shared Behaviour Expectations). Student bullying behaviour will be responded to consistently with NSC's Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, NSC will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. The College aims to take a restorative approach when addressing behavioural concerns. Where appropriate, parents will be informed about the inappropriate behaviour and the resulting consequences.

Disciplinary measures (consequences) 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/Head of Year Level
- restorative practices, consistent with NSC's partnership with Real Schools
- 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

NSC 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
- promoting information evenings and Parent Teacher Student Conferences
- involving families with homework and other curriculum-related activities
- involving families in school decision making through College Council membership
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

NSC 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

See our website to access related policies:

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

REVIEW CYCLE

This policy was last updated in March 2021 and is scheduled for review in March 2023.

Shared Behaviour Expectations

Appendix 1

| | Students | Parents/Carers | Principals/Teachers & Staff |
|--|--|--|---|
| Engagement (participation in the classroom and other school activities) | <p>Demonstrate:</p> <ul style="list-style-type: none"> • preparedness to engage in and take full advantage of the academic and co-curricular program • effort to do their very best • respect for the rights of others to learn and responsibility for their own learning • self-discipline to ensure a cooperative learning environment and model the school values of: Respect, Aspiration, Responsibility and Resilience • effective teamwork • a growth mindset | <ul style="list-style-type: none"> • Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day ensuring full College uniform, punctuality and with the necessary equipment • Engage in regular and constructive communication with school staff and monitor their child's progress, including attendance at Parent/ Student/ Teacher Conferences | <ul style="list-style-type: none"> • Comply with Duty of Care obligations and Child Safe Standards • Provide an educational environment that effectively engages all students • Provide an appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success • Know their students and how they learn to inform effective teaching practices • Implement the College's Instructional Teaching and Learning Model (MAPS), High Impact Teaching Strategies (HITS) and Whole-school Literacy Plan • Engage in regular and constructive communication with parents regarding their child's progress |
| Attendance | <ul style="list-style-type: none"> • Attend and be punctual for all timetabled classes and co-curricular activities • Adhere to 90% attendance expectation | <ul style="list-style-type: none"> • Ensure that their child's enrolment details are correct • Support the College's 90% attendance expectation • Advise the school as soon as possible when their child is absent via Compass School Manager • Keep family holidays within scheduled school holidays | <ul style="list-style-type: none"> • Proactively promote regular attendance • Mark rolls accurately each lesson • Follow up on any unexplained absences promptly and consistently • Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies • Identify trends via data analysis |

| | | | |
|------------------|---|---|---|
| | | <ul style="list-style-type: none"> • Support their child's learning during absences • Work with the school to reintegrate students after prolonged absences | <ul style="list-style-type: none"> • Report attendance data in the school's Annual Report |
| Behaviour | <p>Model the school's values of respect, aspiration, responsibility and resilience</p> <ul style="list-style-type: none"> • Always treat others with respect • Respect the rights of others to learn • Respect the property of others, and the school • Never physically or verbally abuse others, including online • Take responsibility for their behaviour and its impact on others • Follow all reasonable requests of staff • Bring correct equipment to all classes • Comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes • Use social media responsibly and with respect for others | <ul style="list-style-type: none"> • Support the school in maintaining a safe and respectful learning environment for all members of the school community • Have high expectations of their child's behaviour and an understanding of the school's behavioural expectations • Communicate with the school when necessary regarding their child • Promote positive educational outcomes for their child by taking an active interest in their educational progress • Model positive behaviours and support the school in its aim to provide a safe and respectful environment for all | <ul style="list-style-type: none"> • The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child • The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students • It will focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues • The school will adopt a restorative practices approach when working with students, as part of Norwood SC's partnership with Real Schools • The school will provide a safe and secure environment in which respect, care and courtesy for others are encouraged • The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances • The school recognises that for some students additional support may be needed in the form of staged responses. The school is committed to working with families to reintegrate students after exclusion |