



# Camberwell High School

## Student Wellbeing and Engagement Policy

### PURPOSE

The purpose of this policy is to clarify Camberwell High School's framework for the wellbeing and engagement with its students and to ensure that all students and our community members understand:

- (a) our commitment to providing a safe, inclusive and supportive learning environment for students
- (b) expectations for and promotion of positive student behaviour
- (c) supports available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour

Camberwell High School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning and their involvement in all other extra-curricular activities. 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.

### CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement and support strategies
  - 3.1 Whole school staff supports
  - 3.2 Supportive educational programs
  - 3.3 Socialisation programs
  - 3.4 Extra- curricular opportunities
  - 3.5 Student agency and voice
  - 3.6 Specific individual needs based supports
4. Identifying students in need of support
5. Student behavioural expectations
6. Student and Parent/Carer rights and responsibilities
7. Evaluation

### POLICY

#### 1. School profile

Camberwell High School was established in 1941 and is located approximately 10 kilometres east of Melbourne. It has a population of about 1100 students enrolled from Years 7-12 and 125 staff including support staff in First Aid, Careers and Student Wellbeing.



The school is situated in Canterbury and is supported by a School Council, Parents and Friends Association and a Friends of Music group. The school has a diverse socio-economic background draws and its intake from about forty different primary schools. It also conducts an International student program of up to 120 students from China, Vietnam, Cambodia and South Korea. These students are supported by specialised staff who manage all aspects of students' homestay arrangements and wellbeing whilst they are part of the international program.

The school strives 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**

Our school values of respect, responsibility, creativity and achievement are integral to the work that we do and are the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate these values 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.

## **3. Engagement and support strategies**

Camberwell High School actively promotes engagement, positive behaviour and respectful and inclusive relationships for all students. We acknowledge and are aware that some students may need extra social, emotional or educational support at school, and that the needs of students will change as they grow and learn during their time in the school community.

### **3.1 Whole school staff supports**

The school has a number of supports in place to assist and guide all students in their learning, personal growth and transition through the school. These include but are not restricted to:

- a Wellbeing Coordinator and a Mental Health Practitioner who actively work with teachers and families to support students who may require access to a broad range of external mental health and wellbeing practitioners and specific needs based programs
- the structure in each sub school of a Sub School Leader and either a Student Learning Leader (Junior School) or House Leader (Senior School)
- a Mentor program which provides in Junior School, a mentor teacher who teaches the student and who meets with them weekly to support them in their educational goal setting and personal growth development. In Senior School, the mentor works with their students over three years to assist them in their engagement, wellbeing and transition
- key staff to support up to 120 International students with their enrolment, engagement, wellbeing and homestay provisions
- First aid officer on duty throughout each school day
- Careers support to all students from Year 10 and above to develop a Career Action Plan, with targeted goals and support to plan for their future
- Koorie students supported by a Koorie Engagement Support Officer
- all Out of Home Care students are supported by a Student Learning Leader or House Leader and a Learning Mentor as well as external support agencies. They each have an Individual Learning Plan and a Student Support Group (SSG). Where required, they may be referred to Student Support Services for an Educational Needs Assessment

### 3.2 Supportive educational programs

The school has a number of educational strategies in place to assist the growth and development of all individuals. These include:

- focusing on the Camberwell High School Learner and its instructional model to ensure an explicit, common and shared educational program is evidenced-based and supported by high quality teaching and learning practices at all times
- incorporating 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
- delivering a broad curriculum including VET, VCE and VCAL opportunities to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- LAUNCH and P-Tech programs which provide enhanced pathways growth for selected students
- Special Needs Reports, Individual Learning Plans, Behaviour and Learning Support Plans, Student Support Groups and targeted aide support as and when appropriate

### 3.3 Socialisation programs

The recognition of the need to support the personal growth of each student is managed through:

- incorporating and promoting our school's values to students, staff and parents so that they are shared, celebrated and actively applied
- carefully planned transition programs to support students moving into different stages of their schooling
- engaging in school wide positive behaviour support with all staff and students, which includes programs such as:
  - Restorative Justice practices
  - Safe Schools
- a Respectful Relationships Program for which Camberwell is a lead school and works across the whole school and with other local schools. This group works at specific year levels and with staff and the parent community to support the wellbeing and positive interactions of everyone within the community
- Implementing and developing as needed programs, incursions and excursions to address issue specific behaviour (i.e. anger management programs)
- ensuring positive behaviour and student achievement are acknowledged in the classroom, and formally in school assemblies and communication to parents through such things as green chronicle entries and High Achievers' assemblies
- monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level

### 3.4 Extra- curricular opportunities

Creating opportunities for cross—age connections amongst students across all year levels through the school's House system and its various activities including the SRC led events such as Harmony Day, Battle of the Bands, Talent Quest, RUOK Day, the whole school music program and Year 7 to 10 Peer Support program.

### 3.5 Student agency and voice

The school supports and encourages student voice and agency and actively promotes inclusive and supportive practices for all. This includes:

- ensuring high and consistent expectations of all staff, students, parents and carers
- encouragement and development of positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- ensuring there is an inclusive, engaging and supportive culture
- welcoming all parents/carers as active supporters of their students 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
- actively supporting student voice and students' opportunity to contribute to and provide feedback on decisions about school operations through school and year level forums, the Student Representative Council, special interest groups, year level meetings and Peer Support Groups and voted positions for student representatives on School Council. Students are also encouraged to speak with their teachers, Student Learning Leaders, House Leaders, Assistant Principals and Principal whenever they have any questions or concerns
- encouraging students to self-refer/be given approval to meet the Student Wellbeing Coordinator, Mental Health Practitioner, International staff, Student Support Leaders/House Leaders, Assistant Principals and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind

### 3.6 Specific individual needs based supports

Camberwell High School implements a range of strategies that support and promote individual engagement. Individual Learning and Behaviour Plans are used to create specific supports where the school, the student, the family and where required, external agencies are involved in closely monitoring a platform of actions to assist the student in their learning. The school works by:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with students 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 Learning 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 or Lookout

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**

Camberwell High School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing staff, supported by other departmental providers, will continue to assist in leading the identification of students requiring individualised support. They will work with and utilise a wide range of external support providers to develop and implement supportive management programs and processes to enhance student wellbeing.

The school utilises 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
- cognitive and behavioural testing
- 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
- other referral pathways

#### **5. Student behavioural expectations**

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour is responded to consistently in line Bullying Prevention and Response Policy.

When a student acts in breach of the school's Behaviour for Learning Processes a staged response, consistent with the Department's Student Wellbeing Guidelines will be followed. Where appropriate, parents will be informed about the inappropriate behaviour and the supportive actions to be taken by teachers and other school staff.

A range of measures may be used as part of a staged response for 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. Any follow up disciplinary

measures will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Behaviour Support measures may 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
- movement to another managed area of the school
- referral to the Student Learning Leader/House Leader
- restorative practices
- detentions
- withdrawal of privileges and opportunities both within the school and at external events
- behaviour support measures such as goal cards
- Learning and Behaviour Support Plans
- suspension
- expulsion

Suspensions and expulsions may only be used in situations consistent with Department policy.

The school will follow the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the relevant Department policies.

The Principal is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

## **6. Student and Parent/Carer 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.

Camberwell High School values the input of parents and carers, and supports families to engage in their child's learning and build their capacity as active learners. It aims to be partners in learning with parents and carers.

The school works hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to school policies and procedures, available on the school website or through Compass
- maintaining an open, respectful line of communication between parents and staff
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with home learning and other curriculum-related discussions and sessions
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students

**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 towards others in the school that demonstrate respect for all members of the school community
- respect the rights of others to learn at their own pace

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.

**Parent/Carer s have the right to:**

- be involved in their child's education
- be kept informed about their child's learning progress
- be involved in supporting their child's education and welfare needs
- know the school's curriculum, expectations, policies and procedures, and to expect these to be implemented
- be informed as soon as possible if issues of concern arise about their child

**Parent/Carer have the responsibility to:**

- maintain an active role in their child's education and participate in all school measures to support this
- know and support the implementation of school rules and expectations
- attend events provided by the school which promote and support their child's educational and social development
- ensure their child's punctual and regular attendance at school
- regularly access communications from the school and respond promptly where required for participation in events
- ensure their personal details and those of their child are kept up to date
- ensure their parent log in details remain confidential
- provide the school with up to date information relevant to their child's learning, contact details, specifically identified needs and residential arrangements
- inform the school as soon as possible of problems which may affect their child's education, safety or wellbeing
- keep their child home if they are ill and to collect them from school when requested to do so
- ensure their child has appropriate learning materials and correct uniform as per the school's Uniform Policy



## 7. Evaluation

Camberwell High School 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

### FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the related and linked school policies available on COMPASS and the following DET policies and documentation which can be found in the [Policy and Advisory Library | education.vic.gov.au](https://www.education.vic.gov.au/policy-and-advisory-library)

- Bullying Prevention and Response Policy
- Child Safety Policy
- Child Safe Standards Policy
- Complaints Policy
- Duty of Care Policy
- Expulsions Policy
- Health Care Needs Policy
- Inclusion and Diversity Policy (includes Equal Opportunity and Sexual Harassment)
- Program for Students with Disabilities
- Re-Engagement Programs Policy
- Statement of School Values and School Philosophy
- Student Engagement Policy
- Suspension Policy
- Suspensions/Suspension Guidelines and Procedures
- Visitors in Schools Policy