



Craigieburn Secondary College

RESPECT RESPONSIBILITY and ACHIEVEMENT in our learning COMMUNITY

Student Wellbeing and Engagement

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.

Craigieburn Secondary College (CSC) 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

Craigieburn Secondary College is situated 25 kilometres north of the city centre and is set on large, picturesque grounds shared with Craigieburn South Primary School. The College enjoys excellent grounds and facilities including a 300 seat Performing Arts Centre, Industrial Kitchen and a State of the Art Science Centre. The grounds include lawn and passive areas and astro-turf playing fields that incorporate basketball, volleyball, rugby, soccer, cricket and a running track. Traditional sporting facilities include a gymnasium, asphalt basketball courts and grassed football and soccer fields.

Knowing that education makes a significant difference to the lives of young people, our vision is 'to be an environment in which every student achieves their highest potential'. In this pursuit we have high



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expectations of students, teachers and parents and we provide structures and processes that facilitate the implementation of a consistent and rigorous student learning program.

Values fundamental to the College are Respect, Responsibility, Achievement and Community. The College provides a learning environment that is safe and supportive and encourages purposeful work, equal access to, and opportunity to achieve success in a challenging comprehensive curriculum at Years 7 to 10. The School-Wide Positive Behaviour Support (SWPBS) framework guides our practices across the college, ensuring positive relationships are established and nurtured between students, teachers and parents.

Demographics

The College has an SFOE of 0.6097. The current enrolment is 1165 students and growing steadily. There are five Principal class members, ten leading teachers and EFT 88 teaching staff and 33 education support staff.

Craigieburn Secondary College has over forty different language backgrounds represented in our school community. We have an excellent EAL program and a multicultural aid in order to best assist second language students in their learning.

Craigieburn Secondary College expects its students to work to the best of their ability, respect the rights of all others, to strive for excellence and to take pride in their work and their school.

2. School values, philosophy and vision

Craigieburn Secondary College believes that education makes a significant difference in the lives of young people. The four College values are Respect, Responsibility, Achievement and Community.

Our vision is "to be an environment in which every student achieves their highest potential". In addition, we aim to have high expectations of students, teachers and parents and we provide structures and processes that facilitate the implementation of a consistent and rigorous student learning program.

Craigieburn Secondary College **RESPECTS RESPONSIBILITY** and **ACHIEVEMENT** in our learning **COMMUNITY**.

Process fundamental to these values include participation, reflection, change, flexibility, problem-solving, decision making and recognition.

Our Statement of Values is available online at: [Craigieburn Secondary College vision and values](#)

3. Engagement strategies

Craigieburn Secondary College has implemented a SWPBS framework and Staged Response to student engagement and behaviour. This tiered approach provides 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.



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A summary of the universal (whole-school), targeted (cohort-specific) and individual engagement strategies used by our school is included below:

Universal

Our whole-school strategies to promote positive behaviour and inclusion are:

- 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 CSC use the Teaching Code of Practice (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 CSC 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. 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 productions, swimming, athletics, music programs and Engagement days
- All students are welcome to self-refer to the Doctor in Schools program, Allied Health team, School Nurse, School Chaplain, Sub School team members, 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:
 - Safe Schools



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- Rainbow Alliance
- Human Rights Collective
- programs, incursions and excursions developed to address issue specific behaviour (i.e. social-emotional regulation programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs

Targeted

Our more specific strategies, designed to address particular concerns in certain age groups or friendship circles are:

- each year group has a Year Level Coordinator and Sub School Manager, who monitor the health and wellbeing of students in their respective cohort and act as a point of contact for students who may need additional support
- all students from Year 7 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- 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
- Craigieburn Secondary College assists students to plan their Year 10 work experience, supported by their Career Action Plan
- our Allied Health team 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

Our student-specific strategies are determined on a case by case basis. Students who require specific strategies to support their learning and engagement are allocated a Youth Worker and an additional Allied Health team member. Both staff members engage with students and families on a regular basis to provide ongoing social and emotional support and determine appropriate strategies to engage students in their learning. Our strategies include:

- Student Support Groups meetings
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Sub School team members, Allied Health team and Student Support Services
- referral to ChildFirst and/or Headspace
- referral to Navigator
- Out of Home Care students supported by the Lookout initiative

Craigieburn Secondary College implements a range of strategies that support and promote individual engagement. These can include:

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



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- 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 a Student Attendance and Engagement Profile in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability
 - who identify as indigenous
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Craigieburn Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Allied Health team and College Youth Workers play a significant role in developing and implementing strategies, help identify students in need of support and enhance student wellbeing. Through the recording and monitoring of Compass posts, relevant team members 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 throughout their time at the College
- attendance records
- academic performance
- observations by school staff, such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, work session and suspension data
- engagement with families
- self-referrals or referrals from peers



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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 Sub School, Allied Health or school leadership teams.

6. Student behavioural expectations

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 the College's Bullying and Harassment Prevention Policy, SWPBS framework and Stage Response process.

When a student acts in breach of the behaviour standards of our school community, Craigieburn 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 classroom teachers, sub schools 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



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- restorative practices
- work sessions
- behaviour reviews
- suspension
- expulsion

Please refer to the College's Bullying and Harassment Prevention Policy, SWPBS framework and Staged Response process for a more detailed outline to support student learning.

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

Craigieburn 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 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.



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8. Evaluation

Craigieburn 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, via Compass
- school reports
- parent survey
- case management
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

Please refer to the following resources for further information:

Statement of Values

Inclusion and Diversity Policy

Bullying and Harassment Prevention Policy

SWPBS framework

Staged Response

Child Safe Standards

REVIEW CYCLE AND EVALUATION

This policy was last updated on 14/10/20 and is scheduled for review in October 2022.