



Craigieburn Secondary College

RESPECT RESPONSIBILITY and ACHIEVEMENT in our learning COMMUNITY

Student Wellbeing and Engagement Policy



Help for non-English speakers

If you need help to understand the information in this policy, please contact the College on 9308 1144.

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 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.

CONTENTS

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2. School values, philosophy and vision
3. Wellbeing and engagement strategies
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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.

Demographics

The College has an SFOE of 0.6240. The current enrolment is 1096 students and growing steadily. There are five Principal class members, ten leading teachers and EFT 90 teaching staff and 40 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 aide support 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.

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 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 12. 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.

3. Wellbeing and engagement strategies

Craigieburn 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. We have implemented a School Wide Positive Behaviour Support (SWPBS) framework and are a Respectful



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Relationships school. We also have a 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.

A summary of the universal (whole of school), targeted (year group 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued
- 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 and VCE to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Craigieburn Secondary College 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



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- All students are welcome to self-refer to the Doctor in Schools program, Allied Health team, School Nurse, 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
 - Respectful Relationships
 - Restorative Practice
- 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)
- peer support programs
- measures are in place 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

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

- flexible learning classroom program called 'Engage'
- 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
- 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
- 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
- our 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 including through our employment of Multicultural Education Aides (MEAs) and dedicated EAL classes
- we support learning and wellbeing outcomes of students from refugee backgrounds through recognition and celebration of important cultural events such as Harmony Day and Refugee Week
- 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 as well as running the Rainbow Alliance support group



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- 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 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
- 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](#)
- students identified at risk of disengagement have the opportunity to be part of a number of programs at the College including Hands on Learning, the Engage program and, Rock and Water.

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/or an additional Allied Health team member. These 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 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



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- 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
- engaging with our regional Koorie Engagement 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.

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 and Youth Worker teams play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Craigieburn Secondary College will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- Compass chronicles and data records
- positive and supportive relationships with staff
- 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
- Information received from external providers.



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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 in their school community
- 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 Sub School, Allied Health or school leadership teams. 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.

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 the College's Bullying Prevention Policy, SWPBS framework and Stage Response process. Bullying will be managed in accordance with our Bullying Prevention Policy.

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 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 implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.



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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. 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 and/or their delegate of Craigieburn 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

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.



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We work hard to create successful partnerships with parents and carers by:

- hosting a council of elders to discuss school issues
- 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.
- providing parent volunteer opportunities so that families can contribute to school activities
- 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

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, including attendance and absence data
- SOCS

Craigieburn 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 :

- available publicly on our school's website
- 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.



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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	October 2024
Consultation	School Council October 2024
Approved by	Principal
Next scheduled review date	October 2026