

STUDENT WELLBEING, ENGAGEMENT AND CODE OF CONDUCT

East Doncaster Secondary College is committed to providing a safe, secure and stimulating learning environment which is consistent with the school's values. 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.

Purpose

To ensure that all students, parents and members of our school community understand:

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student conduct
- support available to students and families
- our school's policies and procedures for responding to inappropriate student conduct.

Scope

This policy applies to students, staff and parents of the school community on-campus and during any school based activities off campus.

Policy

School profile

At East Doncaster Secondary College we have a strong tradition of academic excellence and we aim to promote and sustain a reflective learning culture. We want students to experience a sense of achievement and growth in their academic, personal, social and emotional development. We have high expectations of our students' commitment to being mutually supportive and striving for success as learners. We are a multicultural community with a student population from more than 40 nationalities including a number of International Students and a high percentage of our schools speak a language other than English at home.

Our students are vibrant, energetic, and talented young people. East Doncaster Secondary College life is full of opportunities, with a rich and varied range of co-curricular activities particularly in sport, music, debating, lunchtime clubs, school productions, student leadership, and access to academic competitions. There are many student leadership opportunities and we aim to continue to increase student access to decision-making and self-determination as learners. There are further opportunities to develop personal goals and relationships, which are supported and facilitated with numerous camps and international experiences.

Along with the standard Victorian curriculum, East Doncaster secondary College provides Health and Personal Development, Sport, Music and Drama as compulsory studies across Years 7 to 9. For some senior students in years 10-12, the alternative pathway option of Victorian Certificate of Applied Learning (VCAL) now provides access to a wide range of Vocational Education and Training (VET) studies to maximise the opportunities of success for all students.

School values, philosophy and vision

We endeavour to create a "Culture of Curiosity" with goals of ensuring learning improvement for every student – every student, every period, every day. Our school's purpose is to develop passionate learners who are critical thinkers with the confidence and capability to engage in the global

community. We aim to sustain a learning culture that provides every student with a sense of achievement and the capacity to be their best in academic, personal, social and emotional development. The core values that underpin the culture of our school as we embrace the challenges of 21st century learning are: Care and Compassion, Curiosity, Excellence, Fairness, Resilience, Respect and Teamwork. 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

Our Statement of Values is available online at: http://www.eastdonsc.vic.edu.au/our_school/school-values

Engagement and Wellbeing Strategies

East Doncaster Secondary College has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students. 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.

Whole School Strategies to promote positive conduct for students and parents include:

- high and consistent expectations that are inclusive, engaging and supportive
- prioritising positive relationships, recognising the fundamental role this plays in building and sustaining student wellbeing. This includes the Respectful Relationships program and restorative practices
- welcoming all parents/carers and being responsive to them as partners in learning
- 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
- carefully planned transition programs to support students moving into different stages of their schooling
- encouraging the opportunity for students to contribute to and provide feedback on decisions about school operations through Student Leadership and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- creating opportunities for cross—age connections amongst students through school plays, athletics, music programs, sports teams, clubs, recess and lunchtime activities
- All students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, Year Group Coordinators, 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

Whole School Strategies to promote positive conduct for staff and students include:

- teaching the Victorian curriculum 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
- 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

- acknowledging of positive conduct and student achievement in the classroom, and formally in school assemblies and communication to parents
- analysing and being responsive to a range of school data such as attendance, student management data and school level assessment data. Surveys such as Attitudes to School Survey, parent survey data and staff survey data is collected to provide insights and guide decisions on how the school functions.
- engaging in school wide positive behaviour support with our staff and students, which includes programs such as:
 - *Year level pastoral care in the middle school*
 - *Peers support programs with year 9 and 7 students*
 - *Respectful Relationships*
 - *Restorative Practices*

Targeted strategies designed to address particular concerns in certain age groups or friendship circles:

- Year Level Coordinators monitor the health and wellbeing of students in their allocated year level, and act as a point of contact for students who may need additional support
- connect all ATSI students with the Wellbeing department for additional support
- all students in the international program have a specific common area where they have access to specialist staff for 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
- meet with students and their parents/carers to talk about how best to help a student engage or re-engage with the school

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
 - with other complex needs that require ongoing support and monitoring through the Wellbeing department and college staff

Identifying students in need of support

East Doncaster 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 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

Specific strategies that may be considered on an individual case by case basis:

- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Wellbeing Coordinator and Student Support Services
- referral to ChildFirst and Headspace
- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- considering if any environmental changes need to be made, for example changing the classroom set up
- The wellbeing department may engage with appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst

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 a right to:	Students have a responsibility to:
<ul style="list-style-type: none"> • work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition • participate fully in the school’s educational program • be treated with respect and acceptance by all members of the school community • be able to express their views and to participate in decision making about their educational environment 	<ul style="list-style-type: none"> • participate fully in the school’s educational program and to attend regularly. • Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students. • With encouragement and support, take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals. • show pride in their physical environment

	<p>and assisting to develop and maintain a clean and attractive school</p> <ul style="list-style-type: none"> • support and encourage other students to do their best and to celebrate their achievements
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Students who may have a concern or complaint about something that has happened at school are encouraged to speak to their year level coordinator or their parents/carer.

Parent Rights and Responsibilities

Parents/carers have a right to:	Parents/carers have a responsibility to:
<ul style="list-style-type: none"> • expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged • receive regular feedback on student progress • communicate any concerns or issues to the school and to have these addressed in a timely fashion • be fully informed about programs and policies that affect their children's education 	<ul style="list-style-type: none"> • promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours. • ensure their child's regular attendance • engage in regular and constructive communication with school staff regarding their child's learning. • support the school in maintaining a safe and respectful learning environment for all students • provide the school with any information that is required to support their child's learning • engage with and be an active member of the school community and encourage their children to do the same • be informed about and support the school in implementing the uniform policy

Teacher Rights and Responsibilities

Teachers have a right to:	Teachers have a responsibility to:
<ul style="list-style-type: none"> • expect that they will be able to teach in an orderly and cooperative environment • be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student • be supported by colleagues to develop curriculum and pedagogy which engages students and assist them to learn 	<ul style="list-style-type: none"> • fairly, reasonably and consistently, implement the engagement policy model appropriate behaviours when interacting with all members of the school community • work in collaborative and innovative professional teams to develop and use a range of teaching strategies and resources to engage students in effective learning • build strong relationships with students, parents and professional colleagues • know how students learn and how to teach them effectively. • know the content they teach. • Know their students and use a variety of data and feedback to provide a teaching

	<p>and learning program that addresses the needs of each student</p> <ul style="list-style-type: none"> • plan and assess for effective learning. • create and maintain safe and challenging learning environments • provide regular feedback on learning outcomes to students and parents • enable student to connect to the wider community and to apply their learning
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Code of Conduct and 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 East Doncaster Secondary College's Bullying Prevention policy.

When a student acts in breach of the conduct standards of our school community, the College will respond appropriately, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate conduct and the disciplinary action taken by teachers and other school leadership staff.

Disciplinary measures may be used as part of a staged response to inappropriate conduct 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 conduct 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 conversations and class councils
- detentions
- conduct 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.

Engaging with families

East Doncaster 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
- 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.

Evaluation

East Doncaster 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
- SOCS

<u>Evaluation</u>		Reviewed: April 2019	
School Council President:	Name: Stefan Kazakis	Signature:	Date:
Principal:	Name: John Roberts	Signature:	Date:
Date of Next Review:	<i>April 2020 or as directed by DET.</i>		