	Student Welfare Policy	Cranbourne East Secondary College

1. POLICY STATEMENT

Cranbourne East Secondary College is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

It is fundamental to acknowledge that each teacher is a vital source of support and a determinant in the success of their students. The teachers at the College work collectively to ensure that all students feel valued and cared for, have meaningful opportunities to contribute to the College and can effectively engage with their learning. This College has curriculum and programs that are designed to be engaging and inclusive whilst recognising and responding to the diverse needs of our students. Students are taught to their point of need and different learning styles are accommodated for in line with AusVELS and the National Curriculum.

The College strives to be a learning community where students and teachers can relate well to each other, and where different ideas and viewpoints are valued and respected.

Refer: The *Effective Schools are Engaging Schools: Student Engagement Policy Guidelines*

2. GUIDELINES

2.1   The College will focus on establishing positive, authentic and respectful relationships, particularly between teachers and students, and establishing a learning community that provides multiple and diverse opportunities for students to experience success.

2.2   The College has collaboratively developed and implemented a fair and respectful whole-school behaviour management approach.

2.3   The College encourages and provides multiple opportunities for parents/carers and members of the broader community to play an active part in the life of the school and the education of their children.

2.4   The College curriculum includes pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

2.5   The College promote active student participation and provides students with a sense of ownership of their environment.

2.6   The College supports families to engage in their child's learning and build their capacity as active learners through positive working relationships.

2.7   The College has established social/emotional and educational support for vulnerable students and monitors and evaluates progress through the provision of psychologists on-site, access to members of the College Wellbeing Team and links to external providers of support.

2.8   The College has processes in place to identify and respond to individual students who require specific assistance and support. The Wellbeing Team meets weekly (and more frequently as required) to discuss the case management of students and to share strategies that move students in the direction they need to go.

2.9   The College has strong links with the local community and agencies which support student health and wellbeing.

3. PROGRAM

3.1.1   The curriculum programs of the College recognise and respond to the diverse needs of the school's students by:
- accommodating different learning profiles and rates of learning
- intervening early to identify and respond to individual student needs.

3.1.2   The college is committed to the delivery of an inclusive curriculum that supports diversity and ensures all our students have access to a quality education.
To improve educational outcomes for students with disabilities, the following key strategies are in place:
- providing parents/carers with an Individual Learning Program that best suits their child's needs
- involving students and parents in programming and planning decisions
- supporting students' access to programs that let them pursue achievable pathways
- ensuring the expertise of teachers working in our school is maintained and developed though professional development.

3.2   The College's whole-school behaviour management approach is based on pro-social values, social competencies, incentives and positive peer relationships.
The key focus is on prevention and early intervention strategies that:
- define and teach school-wide and classroom expectations
- establish consistent school-wide and classroom consequences for problem behaviour
- establish school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
- provide school-wide and classroom processes for ongoing collection and use of data for decision-making
- empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- provide a physical environment conducive to positive behaviours and effective engagement in learning
- utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour.

Calmer Classrooms: A Guide to Working with Traumatised Children, developed by the Office of the Child Safety Commissioner, provides teachers and schools with effective relationship based classroom and school-wide strategies.

3.3   Involvement in our College by parents and carers helps children achieve the best possible learning outcomes. Parents and carers are provided with the opportunity to participate in College life, both formally and informally, through School Council, the Parent Association, volunteering and engaging in communication and news about their child's performance online using Compass.

3.4   Strategies to promote pro-social values will be whole-school in focus and include close links with curriculum. AusVELS and the National Curriculum include the learning domain of Physical, Personal and Social Learning, which encourages students to work with

others, and to take greater responsibility for their own learning and participation at school. In this context, the College curriculum includes pro-social values and behaviours to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

3.5 Student voice/student participation in the College is about valuing people and valuing the learning that results when students engage. It focuses on realising the leadership potential inherent within all learners. There are five dimensions to student participation:
1. student involvement in school and community development
2. students as researchers and co-enquirers
3. student feedback on teaching and learning
4. students as peer-tutors
5. student involvement as a manifestation of inclusion principles.

The College promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change. Our students share their 'voice' by collaborating with teachers to improve educational outcomes, including helping to improve teaching, curriculum and teacher-student relationships and leading to changes in student assessment. College leaders are elected annually and each year level and class has a student representative.

3.6 The College supports families to engage in their child's learning online through Compass. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The College builds partnerships with parents/carers and families by:
- ensuring all parents/carers are aware of the school's Student Welfare Policy
- conducting effective school-to-home and home-to-school communication
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- providing opportunities to enhance parenting knowledge and skills

3.7 Implementing preventative and early intervention strategies to support positive behaviours is a key part of the Student Welfare Policy at the College. Prevention and early intervention strategies the school deploys include:
- defining and teaching school-wide and classroom expectations
- establishing consistent school-wide and classroom consequences for problem behaviour
- establishing school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
- providing school-wide and classroom processes for the ongoing collection and use of data for decision-making
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing a physical environment conducive to positive behaviours and effective engagement in learning
- utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour
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3.8 The College promotes high levels of student attendance and participation through:
- articulating high expectations to all members of the school community
- adopting consistent, rigorous procedures to monitor and record student absences
- following up student absences promptly and consistently
- implementing data-driven attendance improvement strategies

- creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
- providing early identification of, and supportive intervention for, students at risk of non-attendance
- linking with local community groups and agencies to maximise program and individual support
- providing a staged response to truancy

3.8.1 The College will use coordinated early intervention and prevention strategies to identify and respond to individual students who require additional assistance and support. The College will provide the following support structures:
- monitoring of, and responding to, protracted student absences
- trauma management plan
- protocol for mandatory reporting
- Student Support Groups for children in need
- bullying survey of students and school environment

3.8 Longitudinal data is collected regarding frequency and types of welfare issues, so as to measure the success or otherwise of school-based strategies and approaches.
Some sources of data are:
- Attitudes to School Survey data
- school level report data
- parent survey data
- data from case management work with students
- Safe Schools Coalition Survey data

3.9 The Student Mapping Tool (Compass) allows the college to easily identify students who have characteristics that are known to increase disengagement at school.
Risk Factors explored on Compass include:
- poor attendance
- low literacy
- low numeracy
- problematic school behaviour and relationships through the number of suspensions and the number of days suspended
- low income or unemployed family background - the occupation code of parents
- Koorie or Torres Strait Islander background
- refugee or EAL status
- presence of a physical disability
- presence of learning disorders leading to integration support
- receipt of Youth Allowance
- restricted access arrangements as a result of parent separation
- presence of a risk alert
- experience of significant health issues.

3.9 The College utilises a wide range of external student wellbeing support services in order to identify and address the barriers to learning that individual students may be facing. Such services to provide support for students and staff include:
- Headspace
- ELMHS
- psychologist for psychological and academic assessment as well as therapy.
- mentors – providing support for 'at risk' children
- Department of Human Services case managers and support workers
- social workers to provide services such as counselling, social skills and anger management programs
- youth agencies
- local parent support groups

- relevant DEECD support staff
- C.A.S.A. [Centre Against Sexual Assault]
- School Focused Youth Service (SFYS)
- Casey Council
- Safe Schools Coalition

4.   **EVALUATION**

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.