

# 133 Student Wellbeing and Engagement Policy

## Purpose

The purpose of this policy is to ensure that all students and members of CCG 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. CCG's policies and procedures for responding to inappropriate student behaviour.

Community College Gippsland and ECG Secondary College, to be known as CCG for the purpose of this policy, 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 college culture, where student participation is encouraged and valued, helps to engage students, and support them in their learning. CCG acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support CCG to create and maintain a safe, supportive, and inclusive college environment consistent with CCG's values.

## Scope

This policy applies to all college activities, including camps and excursions.

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1. College profile
2. College values, philosophy, and vision
3. Wellbeing and engagement strategies
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## Policy

### 1. College profile

CCG is a multicampus organisation providing education and training to a wide group of people through our Secondary College, Registered Training Organisation (RTO) and Learn Local Provider.

ECG Secondary College provides alternative education pathways to diverse groups of students who have disengaged from mainstream education for several reasons. As a registered Learn Local Provider funded by Adult, Community and Further Education (ACFE), we support a wide range of

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learners from all backgrounds and abilities to build foundation skills and improve core skills such as numeracy, literacy, and employability skills. Our RTO prepares students to start their first job or change career paths through accredited training delivered in class and at workplaces. Our programs provide practical and hands-on training and experience.

The CCG community is open and welcoming to people of all background, abilities, and identities. We believe that our diversity is what makes us strong and strive to create an environment where everyone is respected and understood.

## 2. School values, philosophy, and vision

CCG's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our college community. CCG's values are Collaboration, Inclusion, Integrity, Quality and Safety.

Students, staff, and members of our college community are encouraged to model, demonstrate, and strive for:

- **Collaboration** - *working with communities for communities.*
- **Inclusion** - *including safety and respect for all people, cultures, and the environment.*
- **Integrity** - *in who we are and all we do.*
- **Quality** - *delivering excellence of experience and services.*
- **Safety** - *Upholding the highest standards to ensure Safety for All.*

At CCG, we live these values through the encouragement, support, and affirmation of our People.

CCG's **vision** is to positively change lives and enhance social inclusion through the transformative power of education.

CCG's **mission** is to provide quality, inclusive and innovative learning opportunities to realise individual potential and benefit community.

## 3. Wellbeing and engagement strategies

CCG has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students. We recognise the importance of student friendships and peer support in helping students feel safe and less isolated. We acknowledge that some students may need extra social, emotional, or educational support, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole organisation), targeted and individual engagement strategies used by our college is included below:

### Universal

- 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 college data such as attendance, Survey data, student management data and school level assessment data

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- deliver a curriculum including the Victorian Curriculum, VET programs, VCE-VM and VPC to ensure that students can undertake subjects and programs that are tailored to their interests, strengths, and aspirations.
- teachers at CCG 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 college’s Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff, and parents so that they are shared and celebrated as the foundation of our college community.
- monitor student attendance and implement attendance improvement strategies at a whole-college, cohort, and individual level.
- students can contribute to and provide feedback on decisions about college operations through forums including meetings. Students are also encouraged to speak with their teachers, Campus Principal or Lead Teacher, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—campus connections amongst students through college events.
- all students are welcome to self-refer to the Student Wellbeing Team, Campus Principal or Lead Teacher, 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 college wide positive behaviour support with our staff and students, which includes programs such as Respectful Relationships and bullying prevention.
- programs, incursions, and excursions developed to address issue specific needs or behaviour.
- opportunities for student inclusion.
- measures are in place to empower our college community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

## Targeted

- Each Campus has a Campus Principal or Lead Teacher, who monitors the health and wellbeing of students, and act as a point of contact for students who may need additional support
- 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. Refer to college Access and Equity policy and Child Safety and Wellbeing Policy.
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+.
- all students in Out of Home Care are supported, including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG).
- students with a disability are supported to be able to engage fully in their learning and college activities, such as through reasonable adjustments to support access to learning programs, consultation with families, student support groups and individual education plans.

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- 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 college staff each year.
- staff will apply a trauma-informed approach to working with students who have experienced trauma.
- 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.
- CCG assists students to plan their Year 10 work experience, supported by their Career Action Plan.

## Individual

CCG 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.
- referring the student to:
  - college-based wellbeing supports.
  - 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

Where necessary the college will support the student's family to engage by:

- being responsive and sensitive to changes in a student's circumstances, 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 Plan in collaboration with the student and their family.
- running regular Student Support Group meetings for 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

CCG 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 to help identify students in need of support and enhance student wellbeing. CCG will utilise the following information and tools to identify students in need of extra emotional, social, or educational support:

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- personal, health and learning information gathered upon enrolment and while the student is enrolled.
- attendance records
- academic performance
- observations by college staff such as changes in engagement, behaviour, self-care, social connectedness, and motivation
- attendance and suspension data
- engagement with families
- self-referrals or referrals from peers
- Engagement with other information sharing entities

## 5. Student rights and responsibilities

All members of our college community have a right to experience a safe and supportive college environment. We expect that all students, staff, parents, and carers treat each other with respect and dignity. Our college Statement of Values and Philosophy highlights the rights and responsibilities of members of our community. Student's Rights and Responsibilities are outlined in the Students Rights and Responsibilities Form provided to and acknowledged by ECG students upon enrolment.

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 college leadership team. 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 College Statement of Values, Student Code of Conduct and Student Rights and Responsibilities.

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 this policy. Bullying will be managed in accordance with our Bullying & Harassment Policy.

When a student acts in breach of the behaviour standards of our college community, CCG will institute a staged response, consistent with the CCG'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 college staff.

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

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

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**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 Campus Principal or Lead Teacher
- restorative practices
- 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 CCG policies.

Corporal punishment is prohibited by law and will not be used in any circumstance at CCG.

## 7. Engaging with families

CCG 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 college community.

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

- ensuring that all parents have access to college policies and procedures, available on our college website.
- maintaining an open, respectful line of communication between parents and staff
- providing volunteer opportunities so that families can contribute to college activities (refer to our volunteer policy)
- involving families in school decision making
- including families in Student Support Groups and developing individual plans for students.

## 8. Evaluation

CCG 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 satisfaction survey data
- incidents data
- school reports
- parent survey
- case management
- attendance and absence data

CCG 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.

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# Communication

This policy will be communicated to our college community in the following ways:

- Available publicly on our college website
- Included in staff induction processes.
- Made available in hard copy from college reception upon request.

CCG will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions.

## Relationships:

- Child Safety and Wellbeing Policy
- Bullying and harassment Policy
- Inclusion and Diversity Policy
- Access and Equity Policy
- Statement of Values and School Philosophy

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