

# PARKDALE SECONDARY COLLEGE

## STUDENT ENGAGEMENT & WELLBEING POLICY



POLICY DATE: 2022

REVIEW DATE: 2022-2024

CONSULTATION with SCHOOL COUNCIL: April 2022

APPROVED BY THE PRINCIPAL: David Russell

### 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.

Parkdale 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

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

### POLICY

#### 1. School profile

Parkdale SC is a zoned co-educational secondary college, located in the bayside suburb of Mordialloc. Established 58 years ago, we have a proud tradition of providing quality public education for the students in the community. We have 1700 students enrolled in 2022 and 180 staff, including Education Support Officers, a Wellbeing Coordinator and Mental Health Practitioner. Within the College population there are a range of students with diverse backgrounds including those with disabilities, international students and high performing Maths/Science, Sporting and Performing Arts students. We provide quality educational programs for all ability levels.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially. Every student is expected to complete their schooling at Parkdale SC having worked towards our motto 'Pergo et Perago', Strive and Achieve.

#### 2. School values, philosophy and vision

The ethos of the College is to provide an outstanding education through encouraging enthusiasm for learning through effective teaching and learning practices. The College prides itself on providing a supportive learning environment.

Parkdale Secondary College's Statement of Values and School Philosophy is embedded in the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of aspiration, empathy, integrity, resilience and respect at every opportunity.

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Our school's vision: "challenging our school community to strive and achieve" is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

Our values – Respect, Resilience, Integrity, Aspiration and Empathy underpin College operations, interactions, structures and programs. They work with and support the classroom expectations of the Parkdale Principles – 5Ps – Punctuality, Preparation, Purpose, Participation and Probity.

### 3. Engagement strategies

Parkdale SC has developed 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

- 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, 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 Parkdale Secondary College use the PSC Instructional Model 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 Parkdale Secondary College 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 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 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 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.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- All students are welcome to self-refer to the Student Wellbeing Team. Students are encouraged to seek support from Student Managers, Year Level Leaders, Assistant Principals 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:
  - Respectful Relationships
  - Bully Stoppers
  - Safe Schools

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- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- we develop and facilitate programs, incursions and excursions to address issue specific needs (i.e., Boy's Club, Girl's Club, New-Start, Social Skilling, Stand-Out)
- buddy programs, peers 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.
- we provide opportunities for students to be involved in supporting Year 6-7 transition.
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### Targeted

- each year group has two Year Level Coordinators. There are five Year Level Leaders across the school (Year 7, Year 8, Year 9, Year 10, Year 11/12) responsible for their year(s), who monitor the health and wellbeing of students in their year(s), 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. Koorie Culture is explicitly embedded in programs across Year 7-10, including Koorie Day activities, Dadly & Yawa units in Year 9 & 10 programs. Koorie student are supported through inclusion in our Kingston Koorie Mob program, which creates links to community and culture amongst all Koorie students in the Kingston network.
- 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 celebration of days such as Harmony day, representation on SRC, and involvement in our English Language Centre where require.
- 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](#), implementation of the Respectful Relationships Program, acknowledgment and celebration of IDAHOBIT day and our Stand Out support group.
- 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](#)
- all students from Year 9 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future.
- Parkdale SC assists students to plan their Year 10 work experience, supported by their Career Action Plan.

### Individual

Parkdale SC 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.
- conducting SSG (Student Support Group) meetings with students and their parent/carer to talk about how best to help the student engage with school.
- developing a Student Profile to identify the strengths, challenges and adjustments required for students with additional needs.
- developing a Behaviour Support Plan to identify strategies to support students to engage in their learning in a safe and respectful manner.
- referring the student to:
  - the Parkdale SC Wellbeing Team
  - Student Support Services within DET

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- 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.
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - and with other complex needs that require ongoing support and monitoring.

#### 4. Identifying students in need of support

Parkdale SC is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Managers, Year Level Leaders and Wellbeing team play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Parkdale SC 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

#### 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 school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

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### 6. Student behavioural expectations and management

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 Parkdale SC's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Parkdale SC 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 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 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/Leader
- 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:

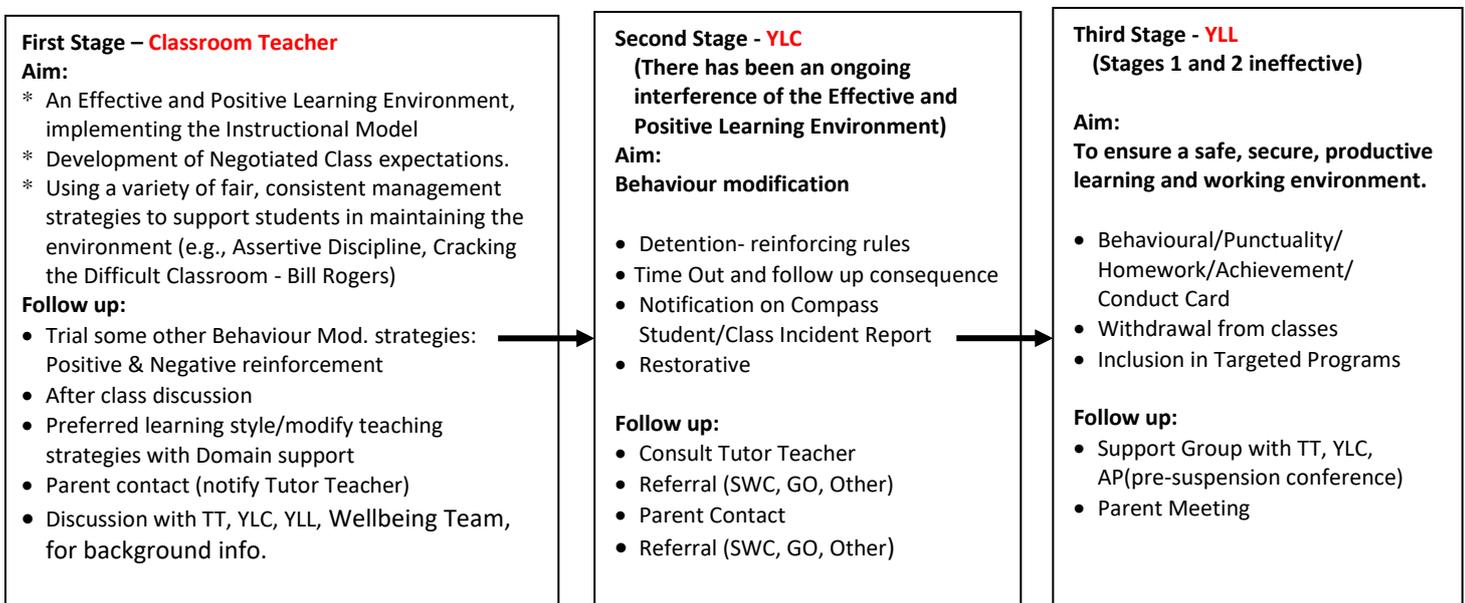
- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

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.

The Principal of Parkdale SC is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

### Creating a Positive Learning Environment through Behaviour Management



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### Classroom teacher detention

With breaches of 5Ps (classroom rules or late work/work not being handed in) teachers can apply the following teacher detentions:

- Lunchtime detentions
- Before or after school detention (with 24 hours' notice given to parents – phone call, email or note in organiser)
- With regards to serious breaches of classroom rules, Time Out should be used to allow the student to reflect on their behaviours and the class to continue uninterrupted. Remember teachers are required to follow up with the paperwork and a suitable consequence.

Classroom Teacher Detention Expectations	
Students should:	Teacher should:
<ul style="list-style-type: none"> <li>• Attend behavioural detention on time</li> <li>• Ensure they have books and equipment requested by teacher.</li> <li>• Follow instructions of classroom teacher</li> <li>• Complete the tasks assigned by the classroom teacher</li> <li>• Act responsibility and within school rules at all times.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure student is fully informed of the time, location and reason for detention.</li> <li>• Ensure they inform parents of before or after school detention at least 24hrs before detention.</li> <li>• Be on time</li> <li>• Ensure each student is engaged in meaningful school work.</li> <li>• Support students to stay on task</li> <li>• Seek support from YLC if any difficulties arise.</li> </ul>

### SCHOOL DETENTION

School detentions (Tuesday Afternoons) are for breaches of general school rules.

For example:

- Second breach of Student Mobile Phone Policy
- Repeated late arrival to tutor group and or class.
- Repeated failure to have organiser signed (Year 7-9)
- Inappropriate behaviour in the school yard/corridors (where you are unable to apply an immediate consequence)
- Off school property without permission

***School detentions will only apply after consultation with YLCs.***

- Teachers must ensure students are fully informed of the detention and the reason for the Detention.
- Teachers should consult with Year Level Coordinators.

School Behaviour Detention Expectations	
Students should:	Staff on duty should:
<ul style="list-style-type: none"> <li>• Attend behavioural detention on time</li> <li>• Ensure they have school work to complete or a book for silent reading.</li> <li>• Hand phone to detention supervisor</li> <li>• Follow instructions of detention supervisor</li> <li>• Act responsibility and within school rules at all times.</li> </ul>	<ul style="list-style-type: none"> <li>• Mark the roll on Compass</li> <li>• Ensure each student is engaged in meaningful school work.</li> <li>• Support students to stay on task</li> <li>• Ensure students are working silently</li> <li>• Ensure students meet school expectations (5Ps)</li> <li>• Seek support from AP if any difficulties arise.</li> </ul>

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### PRINCIPAL'S DETENTION

Is held in lieu of a suspension. The aim of a Principal's detention is to provide an escalated consequence for serious misconduct or consistent breach of school rules, that does not remove the student from the classroom and impact on their learning.

Principal's detentions are held from 3.15pm – 5pm on Friday afternoons.

Parents will be notified in writing from the Principal prior to the detention date.

*Principal's detentions will only apply after consultation with YLC and YLL.*

Principal Detention Expectations	
Students should:	Principal team member on duty should:
<ul style="list-style-type: none"> <li>• Attend Principal's area and have name marked off.</li> <li>• Hand phone to detention supervisor</li> <li>• Place bag under desks.</li> <li>• Follow instructions of detention supervisor</li> <li>• Act responsibly and within school rules at all times.</li> </ul>	<ul style="list-style-type: none"> <li>• Mark the roll</li> <li>• Allocate jobs for students to complete</li> <li>• Support students to stay on task</li> <li>• Monitor students around the school.</li> <li>• Dismiss students at 5pm</li> </ul>

### ACADEMIC DETENTIONS

Teachers will refer students who have not completed class work, homework, assignments or projects to the YLC. These students will attend an Academic Detention session, held on in K01 (Library) Tuesday 3.20pm – 4.00pm, to complete the required work.

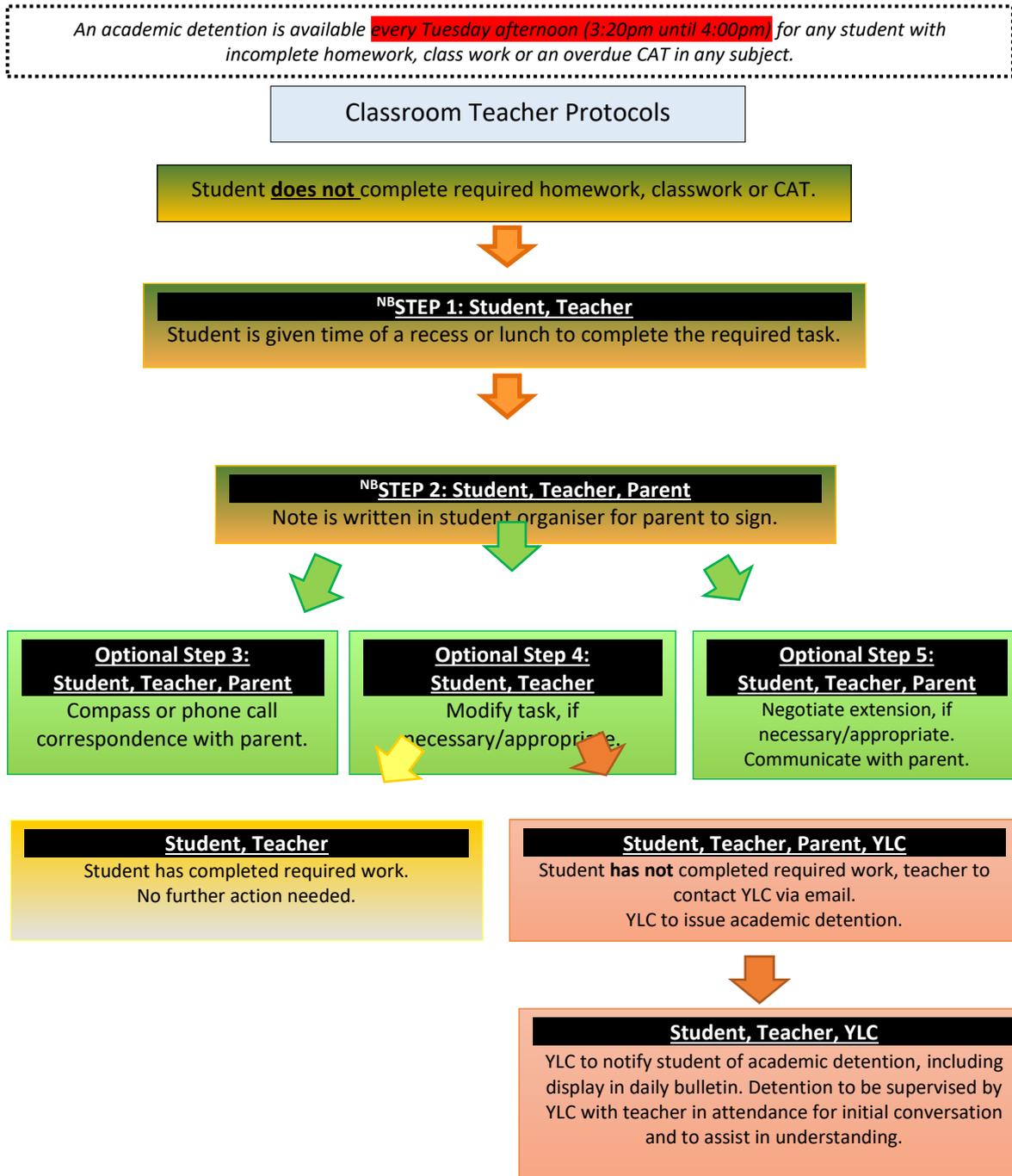
YLC to notify student of academic detention. Detention to be supervised by Leading Teacher with the relevant classroom teacher in attendance for initial conversation and to assist in understanding. Students who fail to attend Academic detention will be placed on Behavioural detention.

Academic Detention Expectations	
Students should:	Staff on duty should:
<ul style="list-style-type: none"> <li>• Attend academic detention with materials needed to complete school work</li> <li>• Ask for assistance from teacher on duty</li> <li>• Attempt to complete as much of the task as possible in the session</li> </ul>	<ul style="list-style-type: none"> <li>• Assist students with organising their work</li> <li>• Identify resources in the library that may assist the student to complete work</li> <li>• Clarify questions or problems for the student in relation to their work</li> </ul>

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## ACADEMIC DETENTION PROCESS



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### 7. Engaging with families

Parkdale SC 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.
- Encouraging parents/carers to be members of the Parents' Association
- 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, developing Student Profiles and individual plans for students.

### 8. Evaluation

Parkdale SC 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, including attendance and absence data
- SOCS

Parkdale SC 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 and COMPASS
- Included in student diaries so that it is easily accessible to parents, carers and students
- Made available in hard copy from school administration upon request

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](#)

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### EVALUATION

The School Improvement Team – Wellbeing Executive, in consultation with the School Council, will be responsible for reviewing this policy.