

Taylors Lakes Secondary College

Student Wellbeing and Engagement Policy



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Taylors Lakes Secondary College on 03 9390 3130 or taylors.lakes.sc@education.vic.gov.au.

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.

Taylors Lakes 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.

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2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
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POLICY

1. School profile

Taylors Lakes Secondary College is located approximately 22 kilometres north-west of the Melbourne CBD. The school is a single campus 7-12 school located within the City of Brimbank situated on approximately 8 hectares, adjacent to Taylors Lakes Primary School. The student population is approximately 1300 students. The majority of our students have been born in Australia, however 40% of our students' parents have been born overseas. Under 2% of the student body speak a language other than English at home. Under 2% of our students are of

indigenous background. Just over 4% of our students have a disability. We strive to provide a nurturing and challenging environment for all students that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

Taylors Lakes Secondary College's vision is to create a safe and inclusive community where all students and staff are supported to become active, engaged and confident 21st century learners in the pursuit of academic excellence and social and emotional growth.

Taylors Lakes Secondary College's values are Respect, Commitment and Safety:

- We show respect and value diversity through the way we communicate and empathise with each other. We care for our college community and learning environments.
- We show commitment to our academic, social and emotional growth. We strive to achieve our personal best and support others to do the same.
- We acknowledge everyone's right to feel safe at school. We promote physical, emotional and intellectual safety and encourage everyone to take responsible risks in their learning.

3. Wellbeing and engagement strategies

Taylors Lakes Secondary College has and will continue to develop and implement strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. These are designed to reduce any risk factors that may contribute to attendance or behavioural issues while at the same time increasing protective factors to support student engagement and positive behaviour. We recognise that some students, as a group or as individuals, may need extra social, emotional or educational support to flourish at school, and as such we have put in place strategies to identify these students and provide them with the support they need.

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, Resilience Youth Survey, parent survey data, student management data and school level assessment data*
- *deliver a broad curriculum including VCE, VCE VM and programs, to ensure that students can choose subjects and programs that are tailored to their interests, strengths and aspirations*
- *teachers use an 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 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*
- *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*
- *All staff track and monitor attendance and develop 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 Leadership Program, Compass Insights and focus groups. Students are also encouraged*

to speak with their teachers, Year Level Leader, Sub-school Leader, Assistant Principal and Principal whenever they have any questions or concerns.

- *create opportunities for cross—age connections amongst students through school productions, athletics, music programs and student leadership programs.*
- *all students are welcome to self-refer to the Student Support Services Team, School Nurse, , Mentor Teacher, Year Level Leaders, 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:*
 - *Respectful Relationships*
 - *Berry Street Education Model*
 - *Safe Schools*
- *programs, incursions and excursions developed to address issue specific needs or behaviour*
- *opportunities for student inclusion (through sports teams, clubs, recess and lunchtime activities).*
- *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

- *each year group belongs to a Sub-school (Junior, Middle or Senior) which has overarching role in monitoring the health and wellbeing of students in their sub-school, 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, and targeted engagement strategies are provided (see Cultural Safety Action Plan)*
- *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.*
- *we support learning and wellbeing outcomes of students from refugee background through linking students with external agencies and services in this area.*
- *we provide a positive and respectful learning environment for our students who identify as LGBTIQ+, run a Rainbow FYI group, celebrate IDAHOBIT and Wear It Purple Day, through our RR programs and whole school assemblies promote diversity and address homophobia and transphobia. We respect gender diversity by respecting the use of personal pronouns and provide access to gender neutral toilet facilities.*
- *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*
- *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*
- *students are assisted to undertaking structured work placement, supported by their Career Action Plan*

Individual

- *building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances*

- *conducting SSG meetings with student and their parent/carer to talk about how best to help the student engage with school, where the student has been identified through low attendance or learning engagement data.*
- *developing an Individual Learning Plan and/or a Behaviour Support Plan identified through the Disability Inclusion Profile process*
- *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 the Department of Families, Fairness and Housing (DFFH)*
 - *Re-engagement programs such as Navigator, CALM, FLIP, Virtual Schools Victoria, Les Twentyman Foundation*

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*
 - *at risk due to poor attendance or learning engagement.*
 - *with other complex needs that require ongoing support and monitoring.*

4. 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, racism, discrimination or intimidation*
- *express their ideas, feelings and concerns.*

Students have the responsibility to:

- *Model positive behaviour to other students.*
- *Comply with and model school values.*
- *Behave in a safe and responsible manner.*
- *Respect ourselves, teachers and other member of the school community and the school environment. Actively participate in school and hold high expectations for ourselves as learners.*
- *Not disrupt the learning of others and make the most of our educational opportunities.*
- *Follow standard College procedures and rules.*

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.

5. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values and Expected Behaviours matrix.

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 and our Consistent Response framework.

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, Taylors Lakes 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.

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*
- *Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time. Where appropriate, parents/carers will be informed of such withdrawals.*
- *restorative practices*
- *detentions (see below)*
- *Establishment of a Student Support Group*
- *internal and external suspension (see below)*
- *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.

The Principal of Taylors Lakes 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.

6. Engaging with families

Taylors Lakes 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, 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.*

7. Evaluation

Taylors Lakes 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 (Attitude to School Survey and Resilient Youth Survey)
- incidents data
- school reports
- parent survey
- CASES21, including attendance and absence data

Taylors Lakes 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.
- Available on COMPASS (School Documentation folder)
- Included in staff induction processes
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carers 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 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 and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	December, 2024
Consultation	Parent and Friends Group 6/12/2024 Student Leadership group 9/12/2024 School Council 11/12/2024
Approved by	Principal
Next scheduled review date	Before December, 2026