



Student Engagement and Wellbeing

Essendon Keilor College Student Engagement & Wellbeing Policy 2023

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.

Essendon Keilor 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

1. SCHOOL PROFILE

Essendon Keilor College is a co-educational, multi-campus government school servicing Years 7-12 students in the north-western metropolitan suburbs of Melbourne. We operate Junior campuses for Years 7-9 students in Keilor East and Niddrie, and a Senior campus for Years 10-12 students in Essendon. Senior students can choose course combinations from up to 40 VCE studies, three VET subjects, as well as the VCE Vocational Major (VCEVM) stream. Our college enrolls 600 students including many international students. Essendon Keilor College has developed close ties to the local community, and enjoys support from our local shops and community services. We are proud of our diversity and inclusive school community. Each child's positive, holistic schooling experience is intentionally fostered by our nurturing, orderly environment; our enriching curriculum and broad learning opportunities; and our commitment to innovation.

2. SCHOOL VALUES, PHILOSOPHY AND VISION

SWPBS values:

Be Respectful - Respecting self and others, school and community property. This includes valuing the diversity of individuals in the school community and valuing the ideas of others.

Be Engaged - in our community and the wider community making positive contributions, being inquisitive, responsible for participating in learning opportunities in and outside of the classroom.

Be Aspirational - challenging each other and striving for academic excellence as we aim to become accomplished citizens who contribute, live meaningfully and succeed.

Be a Learner - Maintain a learning culture that provides the opportunity for all individuals to maximise their academic and social growth. This includes developing responsible young people and adults motivated by a passion for lifelong learning and active participation in society who are supported and encouraged to grow and progress in their learning.

School Values:

Excellence: We are committed to excellence, rising to high expectations, and to being and giving our best.

Diligence: We make progress by being positive and working hard. The rewards are character development, satisfaction, opportunity and success.

Integrity: We aim to know and do the right thing. We are truthful, keep our word and treat ourselves, others, and the environment with respect.

Community: We are friendly, caring and inclusive, appreciate diversity and support each other. This fosters belonging and lifelong connection.

Service: We seek to live meaningfully and champion social justice by showing compassion, helping meet community need, living sustainably and promoting human rights.

Philosophy:

Purpose, passion, positivity, and principles drive learning at our college because we're preparing students for tomorrow's world. It's a world that requires specific new knowledge, skills, capabilities and qualities – the ones we're helping students develop with the support of expert teachers in safe, stimulating environments. We aim to achieve this by:

- facilitating every student's progress; their expression of personal best across diverse disciplines and in a range of contexts
- educating the whole person
- developing global citizens of good character, who are community minded and live ethically
- providing a positive schooling experience that gives students every opportunity to be happy and have fun while learning
- ensuring our graduates are future-ready.

Vision:

To develop accomplished citizens who contribute, live meaningfully and succeed.

Mission:

To promote peak performance by delivering an outstanding education that is: purposeful, personal, positive, practical and principled.

We:

- create a safe and stimulating learning environment
- personalise learning to cater for varied interests, needs and aspirations
- teach and model positivity; the mindset and character strengths that build resilience
- instil the academic and personal skills required to thrive in our digital, global society
- foster a moral code and service ethic

3. WELLBEING & ENGAGEMENT STRATEGIES

As a learning community, Essendon Keilor College values and supports the learning, engagement and wellbeing of our entire school community and prides itself on implementing whole school initiatives that contribute to, strengthen and reinvigorate the school's historical commitment to student achievement. The school is committed to fostering a positive, productive and pedagogically engaging school culture through embedded School Wide Positive Behaviour Support (SWPBS) and Resilience, Rights & Respectful Relationships (4Rs). SWPBS is the framework that underpins and influences all actions connected with student engagement and wellbeing at Essendon Keilor College. SWPBS provides educational leaders with a school improvement framework for ensuring the learning environment and school culture is focused on creating positive relationships, outcomes and engagement for all.

Through implementing preventive, positive and proactive programs we ensure that the diverse student body is provided with multiple opportunities to actively contribute to the creation of a stimulating, purposeful and challenging educational experience. Fostering student voice and promoting student leadership and agency are areas of focus for the school. Our extensive engagement and wellbeing related policies assist in ensuring early preventative supports are implemented and a wide range of strategies aimed at catering for all learners are woven into the educational experience for our students.

Essendon Keilor College has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. 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 - Tier 1

- 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 VCEVM to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Essendon Keilor College use Jane Pollack's GANAG 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 at Essendon Keilor 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 Leadership positions and other forums. 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 Coordinator, School Nurse, Year Level 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
- We engage in school wide positive behaviour support with our staff and students, which includes programs such as:

Respectful Relationships

Safe Schools

Project Rockit

Elephant Ed

- Programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs, Project Rockit, Pat Cronin Foundation, SFYS programs)
- Opportunities for student inclusion (i.e. 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 - Tier 2

- A student-centred curriculum combined with a common approach to teaching and learning strategies are implemented to address individual student engagement.
- All students on the PSD/Tier 3 program and Inclusive Education program have an Individual Education Plan.
- Students are given multiple opportunities for student responsibility and involvement in decision making.
- A School Wide Positive Behaviours Program is implemented across the school with an agreed Expectations Matrix outlining expected behaviour.
- Student welfare programs will explicitly teach the school’s Expectations Matrix for student behaviour.
- Each year group has a Year Level Coordinator who monitors the health and wellbeing of students in their year, and acts 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
- 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.
- We support learning and wellbeing outcomes of students from refugee background through [XXX]
- 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](#)
- 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
- Essendon Keilor College assists students to plan their Year 10 work experience, supported by their Career Action Plan

Individual - Tier 3

Essendon Keilor College implements a range of strategies that support and promote individual engagement and may be considered and applied on a case by case basis. These can include:

- Building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances.
- Meeting with students and their parents/carer to discuss 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:
 - 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 ChildFirst; and
 - 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 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, and with other complex needs that require ongoing support and monitoring.

Essendon Keilor College employs student specific strategies that We implement a range of strategies that support and promote individual engagement. These can include:

- Student Support Groups
- Individual Education Plans
- Behaviour Support Plans
- Safety Plans
- Student Support Services

as well as to other Department programs and services such as:

- Disability Inclusion
- Mental Health Toolkit
- Headspace
- Navigator
- Lookout
- Orange Door

4. IDENTIFYING STUDENTS IN NEED OF SUPPORT

Essendon Keilor 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 to help identify students in need of support and enhance student wellbeing. Essendon Keilor 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
- GPA
- 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. RIGHTS & RESPONSIBILITIES

STUDENTS

Rights	Responsibilities
<p>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 Learn and to develop interests, abilities and ambitions in a secure and supportive environment. Participate fully in all aspects of the school's program. Experience success and to receive praise for achievement. Expect the highest quality education the school can provide. Participate in the life of the school including relevant decision making processes. Explore and express relevant and thoughtful ideas and opinions.</p>	<p>participate fully in the school's educational program and strive to achieve their personal best. participate fully in their educational program; display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community; and respect the right of others to learn Attend regularly. Display positive behaviours that demonstrate the school's values and key expectations towards themselves, the community and the environment. Demonstrate respect for others' right to be taught and to learn. <i>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 the school's Parent and Carer Complaints Policy.</i></p>

STAFF

Rights	Responsibilities
<p>Expect that they will be able to teach in an orderly, safe and cooperative environment. Develop their capacity as teachers. Engage in professional learning in relation to goals and targets in school strategic plan.</p>	<p>Be informed about matters relating to students that will affect the teaching and learning program for that student. Fairly, reasonably and consistently, implement school policies. Implement and embed the SWPBS key expectations in all school environments. Develop positive relationships with students and understand their learning needs. Know the curriculum they teach.</p>

Participate in the school's decision-making processes and foster student, parent and community participation.	<p>Understand the process of learning and the impact of good practice on enhanced student learning outcomes.</p> <p>Plan and assess for effective learning.</p> <p>Create and maintain safe and challenging learning environments.</p> <p>Use a range of teaching strategies and resources to engage students in effective learning.</p> <p>Provide educational programs and services which cater for individual needs.</p> <p>Create an environment where achievements are valued, recognised and celebrated.</p>
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PARENTS

Rights	Responsibilities
Expect that their children will be educated in a secure environment in which the school's values are promoted.	<p>To work in partnership with the school to advance their child's education through having opportunities to be informed and actively involved.</p> <p>Ensure their child attends the school regularly.</p> <p>Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.</p> <p>Engage in regular and constructive communication with the staff regarding their child's learning.</p> <p>Support the school in maintaining a safe and respectful learning environment for all students.</p> <p>Acknowledge and praise their children's efforts and successes.</p> <p>Support their children and ensure they attend school regularly and promote the value of education to their student.</p>

6. BEHAVIOURAL EXPECTATIONS MANAGEMENT

- Behavioural expectations of students are grounded in our school's Statement of Values and Student code of conduct.
- 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 the school's Bullying Prevention Policy.
- When a student acts in breach of the behaviour standards of our school community, Essendon Keilor 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;
 - referral to the campus student management team;
 - restorative practices;
 - detentions;

- behaviour support and intervention meetings;
 - suspension; and
 - expulsion
- Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department Suspensions, Expulsions, and Restraining Seclusion Policies.
 - 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 Essendon Keilor 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.

7. ENGAGING WITH FAMILIES

Essendon Keilor College values the input of parents/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/carers in our school community.

We work hard to create successful partnerships with parents/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 Communication of School Policies Policy.
- Providing parent/carer 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.

8. THE PROCESS TO EVALUATE AND UPDATE THE POLICY

Policy last reviewed: July 2023

Consultation: Student Wellbeing & Engagement Team March 2023 & School Council June 2023

Approved by: Principal – David Adamson

Next scheduled review date: August, 2025

Note: the mandatory review cycle is 2 years.

This policy should be read in conjunction with the following policies;

Essendon Keilor College Attendance Policy

Essendon Keilor College Satisfactory Completion Policy

Essendon Keilor College Learning Support Policy

Essendon Keilor College Acceptable Use Agreement

Essendon Keilor College School Child Safe Policy

Essendon Keilor College Inclusion Education Policy

Essendon Keilor College Statement of Values and School Philosophy

All Policies available at: <https://www.ekc.vic.edu.au/>

Department of Education and Training resources:

Attendance Policy

<https://www2.education.vic.gov.au/pal/attendance/policy>

Student Engagement Policy

<https://www2.education.vic.gov.au/pal/student-engagement/policy>

Child Safe Standards Policy

<https://www2.education.vic.gov.au/pal/child-safe-standards/policy>

Supporting Students in Out-of-Home Care Policy

<https://www2.education.vic.gov.au/pal/supporting-students-out-home-care/policy>

Students with Disability Policy

<https://www2.education.vic.gov.au/pal/students-disability/policy>

LGBTIQ Student Support Policy

<https://www2.education.vic.gov.au/pal/lgbtiq-student-support/policy>

Behaviour – Students Policy

<https://www2.education.vic.gov.au/pal/behaviour-students/policy>

Suspensions Policy

<https://www2.education.vic.gov.au/pal/suspensions/policy>

Expulsions Policy

<https://www2.education.vic.gov.au/pal/expulsions/policy>

Restraint and Seclusion Policy

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