



Camperdown College

Student Wellbeing and Engagement Policy

Rationale:

Camperdown College is committed to providing a safe, secure, inclusive 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. Student wellbeing and student learning outcomes are inextricably linked and the College acknowledges the importance of promoting positive mental health and wellbeing. Regular school attendance and remaining engaged with education for as long as possible are key factors impacting positively on life-long outcomes. All members of the College community (staff, students, parents) have a role to play in fostering engagement and success.

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.

Scope:

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

Contents:

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- 2. School values, philosophy and vision
- 3. Wellbeing and engagement strategies
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1. School Profile

Camperdown College is a co-educational P-12 school located in the Lakes and Craters district of south-west Victoria. Prep to Year 6 students are located at the Junior Campus and Years 7-12 students at the nearby Senior Campus. The school's values, mutual accountabilities, policies and rituals define and celebrate expected behaviours.

Camperdown College celebrates diversity and inclusivity and provides a culturally safe environment. Marrung leaders at both campuses are leading the work to embed Aboriginal and Torres Strait Islander perspectives throughout the curriculum

All staff are trained the Berry Street Educational Model (BSEM) that provides strategies that enable teachers to increase engagement of students with complete unmet learning needs and to successfully improve all student self-regulation, relationships, wellbeing, growth and academic achievement.

The school's wellbeing team comprises a full-time Student Wellbeing Officer and a full-time Sports Mentor, supported by a part-time Mental Health Practitioner, Family Support Worker and Secondary School Nurse.

2. School Values

Camperdown College's Statement of Values and School Philosophy is integral to 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 respect, integrity and kindness at every opportunity. Our school's vision is to be a high performing school that produces graduates well equipped to succeed beyond school and contribute actively to the community.

Our values are: excellence, respect, responsibility, caring and honesty

3. Wellbeing and Engagement Strategies:

Camperdown 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:

- 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 VM to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Camperdown College use the workshop 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 Camperdown 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 Coordinator, School Nurse, School Chaplain, Year Group 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
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- 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.

Targeted

- each year group has a Year Group Level Coordinator/ classroom teacher responsible for their year, who monitor the health and wellbeing of students in their year, 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
- 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 will support learning and wellbeing outcomes of students from refugee background should they enrol at Camperdown college.
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department’s policy on [this](#).
- 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 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Camperdown College assists students to plan their Year 10/11 work experience, supported by their Career Action Plan
- Student voice is actively sought through formal structures of the Junior School Council and Senior Representative Council, the twice yearly Pivot teacher feedback tool (Years 5-12) and the annual Attitudes to School Survey (Years 4-12), School Council sub-committees and student focus groups.
- A lunchtime activity program at the Junior Campus and Senior Campus provide additional opportunities for students to engage with interested others, develop talents and explore new opportunities.
- In addition to classroom learning, the College provides students with extra-curricular enrichment activities and communicates high expectations regarding student participation. Extra-curricular opportunities include:
 - the opportunity to participate in school sporting events and inter-school competitions to the highest level (where participation in school sporting events is a pre-requisite for participation in inter-school competitions);
 - outdoor adventures and physical challenges;
 - cultural activities including opportunities to participate in the performing arts, cultural incursions and excursions, and instrumental music lessons, workshops and performances;
 - activities designed to foster personal development, team building and leadership;
 - an extensive camps and excursions program including an international study tour;
 - subject celebrations and special events (e.g. Literacy and Numeracy Week, Science Week, Indonesian Week, Education Week)
 - the opportunity to apply for the Year 9 DET School for Student Leadership.
- To support student engagement and wellbeing, students in Years 7-10 who would benefit from an applied learning model have the opportunity to apply for the Hands on Learning program.
- The College celebrates student progress and achievement through weekly assemblies (Junior Campus) and end of term celebration assemblies (both campuses), displays, the fortnightly newsletter and local media.
- The College provides the opportunity and support for students to take on formal leadership roles including:

Junior – Captains, House Captains, Junior School Council (JSC), Year 6 Leadership positions.
Senior - Captains, Student Voice Captain, Sports Captain, House Captains Student Representative Council (SRC) executive,
- The College provides opportunities for students to connect with their community and will look for opportunities to draw on community skills and resources to enhance learning opportunities and outcomes, including:
 - Incorporating explicit community links in learning cycles at all year levels;
 - Community development projects through Hands on Learning and VCE Vocational Major.
 - Visiting speakers;
 - Participation in town events and ceremonies including ANZAC Service.
 - Work experience at Year 10
- Facilities at the College are maintained and developed to provide a safe, engaging and supportive environment for students.

Individual

Camperdown College 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:
 - 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 Child First
 - 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
- 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
 - with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Camperdown 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 help identify students in need of support and enhance student wellbeing. Camperdown 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
- 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

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:

- 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.

6. Student behavioural expectations and management

- College staff communicate and model high expectations and interactions, using growth mindset language and classroom approaches to raise student aspirations and reward purposeful effort.
- The College's approach to student behaviour is built on a foundation of respectful relationships and the Camperdown College Mutual Accountabilities.
- The school values of excellence, respect, responsibility, caring and honesty are incorporated into the language, rituals and signage of the College.
- The College Bullying and Prevention Policy outlines expectations and processes at Camperdown College.
- The College has adopted Respectful Relationships as a framework for promoting positive relationships and pro-social behaviour.
- Through the school curriculum, students are explicitly taught pro-social skills and strategies for building and maintaining respectful relationships.
- The College sets clear behavioural expectations in a clearly and widely communicated Student Code of Conduct (see Appendix), and the implementation of consistent consequences and classroom protocols.
- Restorative practices are used to support students to take responsibility for their actions and repair harm and growth mindset language and expectations underpin student reflection processes.
- Positive behaviour is reinforced through verbal acknowledgement, communication with parents including through Compass chronicle entries, and weekly or termly awards.
- The College communicates with parents when students are not meeting the College's expectations with regards to behaviour, through Compass chronicle entries and personal contact.
- The College applies the DET guidelines and Ministerial Order 625 with regards to student suspension and expulsion (see link).
- The College fosters responsible digital citizenship through a User Agreement for Information and Communication Technologies including mobile phones and social media, supported by the explicit teaching of respectful and responsible technology use.

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
- 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 Camperdown College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at Camperdown College under any circumstances.

Restrictive interventions are measures of last resort and may only be used in situations consistent with Department Policy

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

Suspension and expulsion may only be used in situations consistent with Department policy.

7. Engaging with families

Camperdown 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.

8. Evaluation:

Camperdown 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
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data

- SOCS

Camperdown 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.

Related documents and policies:

Camperdown College Mutual Accountabilities (students/parents/staff)

Camperdown College Bullying and Prevention Policy


Camperdown College Statement of Commitment to Child Safety by School Council in November 2022

Communication

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

- Available publicly on school website
- Included in staff induction processes
- Included in our staff handbook/manual
- Included in transition and enrolment packs
- Discussed at parent information nights/sessions
- Discussed at student forums/through communication tools
- Hard copy available from school administration upon request

POLICY REVIEW AND APPROVAL

Policy last reviewed	16/11/2022 School council Revised: 15/2/23
Consultation	School Council/ P&F Oct/Nov 2023 Advertised in newsletter Oct 2023 SRC Feb 2023 (for review)
Approved by	Acting Principal 
Next scheduled review date	March 2025