Collingwood College

Student Wellbeing & Engagement Policy

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Help for non-English speakers
If you need help to understand the information in this policy, please contact the school office.
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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.

Collingwood 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 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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Child Safety

Collingwood College is a child safe organisation which welcomes all children, young people and their families. We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. The school adheres to the Ministerial Order 1359 which sets out how the Victorian Child Safe Standards apply in school environments and will ensure that student engagement and wellbeing strategies are developed inclusively to meet the needs of all students.

Policy Implementation

Collingwood College is committed to ensuring that information and procedures to enable and to respond to concerns raised by students are age-appropriate, simple, and accessible for all students including students from culturally and linguistically diverse backgrounds, Aboriginal and Torres Strait Islander students, students with disability, LGBTIQ+ students and other vulnerable students. We openly display contact details for independent child advocacy and child helpline services throughout the school. The school delivers age-appropriate education to all students about:

- healthy and respectful relationships (including sexuality)
- resilience and coping with adversity
- child abuse awareness and their right to be safe
- their right to make decisions about their body and their privacy
- how they can raise concerns about safety, abuse or other harm
- any concerns raised will be taken seriously and responded to appropriately

Information about these and other child safety and wellbeing topics, is made available to all students through various age-appropriate engagement and wellbeing initiatives as well as communications such as newsletters and the school's website and communication portal. Child safety and wellbeing topics are also incorporated into the school's curriculum. In our school a range of student diversity exists. Within this diversity, our school aims to challenge all students to become optimistic, resilient, creative and critical thinkers. We seek to promote our school values of diversity, achievement, responsibility and endeavour throughout the curriculum, in co-curricular activities, and in our daily operations.

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1. School profile

Collingwood College is a government Prep to Year 12 (P-12) school that was established in 1882. Located in the inner-city suburb of Collingwood, Collingwood College has a rich history and is a culturally diverse school with over 800 students. Embracing our core value of diversity, we have up to 80 international students from countries such as Vietnam, Cambodia, China, Thailand, Indonesia, Korea, and more.

Collingwood College is a warm and welcoming school with a strong commitment to partnerships with parents and the wider community. The academic, social, emotional, and physical development of each child lies at the heart of our educational process.

Collingwood College provides education for students P–12. The main campus of our school is arranged with two sub-schools; Primary and Secondary. The design of each sub-school is appropriately tailored to be a nurturing environment for children at each stage of their development. Our primary curriculum is underpinned by the Victorian Curriculum for teaching and learning and we offer two streams; a Steiner inspired program and a Mainstream program. Our Reggio Emilia-inspired early years program has a curriculum focussed on fostering students' social and emotional wellbeing.

Our secondary students have access to a breadth of subject choices through a co-operative arrangement with Fitzroy High School and a joint provision of senior programs, including VCE, VET, and VCAL. The Duke of Edinburgh International Awards Program, a development program empowering Australians aged 14–24 to explore and reach their full potential, is also offered at senior year levels. Our joint campus with Fitzroy High school, Wurun newly opened in 2022 provides specifically for our Senior Students and those students in Year 10 that are undertaking an enhancement.

Additionally, Collingwood College provides an English Language Centre to support eligible international and English as an Additional Language (EAL) students. We also host an additional specialist campus — the Collingwood Alternative School, which provides educational opportunities to students through a hands-on learning program or Operation Newstart.

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Our facilities include:

- A three-court sports stadium
- A performing arts centre and theatre
- An English Language Centre (ELC)
- A library
- A modern science precinct
- Outdoor learning areas
- Professional-grade hospitality kitchens

Our extensive Primary and Secondary outdoor spaces are situated within pleasant gardens and landscaped playing areas. Our classroom facilities are open and spacious, whilst being well-equipped with the latest technology for our students. All our buildings are connected to a high-powered wireless network that enables students to access state-of-the-art eLearning throughout the college.

We are steadfast in our resolve to build strong partnerships with the local community. The continued development and growth of our educational community is fuelled by the commitment and enthusiasm of staff who strive to provide a rich, authentic learning environment that caters for the individual needs of the whole child.

Collingwood College offers a range of co-curricular programs including the Stephanie Alexander Kitchen Garden, instrumental music, visual and performing arts, and outdoor education. We have integrated programs to support students, including extension, intervention, and integration. The college also has strong international links with partner organisations including six sister schools in China. Together with our sister schools, we regularly host visits from students and teachers at international schools.

Our college is motivated towards the development of 'excellence in life-long learning. The college ethos and practice reflect a commitment to individual development and the personal wellbeing of all students through fostering a safe and caring environment. The college uses the Victorian Curriculum to plan and implement a comprehensive and rigorous curriculum at all levels encompassed by consideration for the personal, social and emotional wellbeing of individuals. We pay particular attention to provide relevant curriculum to individuals and groups of children and young people in our community with additional and specific needs. Teachers are supported to map and develop teaching and learning activities within the Victorian

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Curriculum priorities to enable staff to build their confidence with Aboriginal and Torres Strait Islander content and to recognise opportunities to draw upon Aboriginal pedagogies and practices within their classrooms.
The college uses NAPLAN data, English On-Line, Maths On-Line, On Demand Testing and Attitudes to School Survey as part of its suite of tools to improve student outcomes and school performance. Students with special learning needs receive instruction in the general education classroom and participate in extra-curricular activities with the necessary support. The college provides access to internal and external clinicians, education support staff; English as an Additional Language (EAL) and literacy intervention programs.

The leadership profile of Collingwood College is composed of 1 Principal, 1 campus (Assistant) Principal, and 2 Assistant Principals. They are supported by teaching, Education Support (ES) staff and Allied health staff.

2. School values, philosophy and vision

The college mission, vision and values were developed through a consultative process with students, staff and community. They form and underpin our behaviour and wellbeing frameworks. Collingwood College's vision is to help to develop inspirational young people. Inspirational young people are well-balanced, strong and creative individuals who make a positive difference to our community.

College Values

- Diversity
- Innovation
- Creativity
- Relationships
- Achievement

Our Statement of Values is available online at:
https://www.collingwood.vic.edu.au/our-school/vision-values/

3. Engagement strategies

Collingwood College recognises that the most effective teaching and learning occurs in an environment where teachers and students maintain strong, positive and respectful relationships. Collingwood College has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and

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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.

Encouraging Expected Behaviours

Teaching expected positive behaviours is necessary, but not sufficient for success in learning. Schools must also provide incentives to encourage students to use pro-social skills. The critical element of an incentive system is not the token or tangible, but the social acknowledgement and interaction between the student and the school. Collingwood College has developed and implemented school strategies for staff to use when students exhibit the expected positive behaviours related to the school values and expectations.

Positive Reinforcement

The implementation of School Wide Positive Behaviours (SWPBS), Respectful relationships (RR) and Social and Emotional Learning (SEL) programs across the college supports the provision of a safe and supportive learning environment. Collingwood College adopts a whole-school behaviour management approach that is based on pro-social values, social competencies, incentives and positive peer relationships.

The college approach creates a positive school climate and a culture of student competence so that all students understand clearly what is expected of them, together with an open, responsive management system for school leaders, teachers, students and parents. This includes establishing practices and systems, such as effective collection and analysis of data, needed to support all students, including those most vulnerable, to achieve both academic and social success.

Our key focus is on prevention and early intervention strategies that:

- define and teach school-wide and classroom expectations
- establish consistent school-wide and classroom consequences for problem behaviour
- establish school-wide and classroom processes for early identification of students experiencing academic and/or behaviour difficulty

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- provide school-wide and classroom processes for ongoing collection and use of data for decision-making
- empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- provide a physical environment conducive to positive behaviours and effective engagement in learning

Whole-school engagement strategies are implemented. Some examples are as follows:

- High and consistent expectations of staff, students and parents/guardians
- Prioritising the safety and inclusivity of learning environments through teaching programs to address bullying and respectful relationships between peers, teachers, students and parents/guardians.
- Collingwood College is committed to providing a number of targeted strategies to maintain and improve student engagement: *For example, differentiated programming at every year level*

Collingwood College has also provided a number of individual strategies to maintain and improve individual student engagement

Some examples of these are as follows:

- all students who require an individual learning plan and/or behaviour management plan will have one developed by the home group/classroom teacher, Year Level Coordinator and a member of the wellbeing team if required, during term one, or as the need arises
- wellbeing staff conduct home visits for any student who may be struggling at home and will contact necessary departments who may need to be aware/involved as a result
- any student with disabilities is provided with the support needed to maintain their engagement whilst at school and also ensure that they can participate fully in school activities that are suitable and safe for their condition
- Student Support Groups focused on Individual Learning Plans and re-engaging students at risk
- Individual Behaviour Support Plans
- all staff at Collingwood College have the ability to refer individual students to the wellbeing team and student support services as the need arises

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- the wellbeing team is able to refer students to a number of outside agencies and support services
- ongoing meetings can be arranged between the classroom/ homegroup teacher, Year Level Coordinator, wellbeing staff and the Department of Human Services and/or any other external support services or persons regarding individual students as the need arises.
- referring the student to:
  - school-based wellbeing support services
  - 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 New Start and individual learning plans aimed at meeting SMART goals

- Student Leadership Positions including School Captains, and House Captains
- Before and After School Care and Holiday Care provided by an external provider.

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

Collingwood College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing

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team plays a significant role in developing and implementing strategies that help identify students in need of support and enhance student wellbeing.

Collingwood College has adopted a case management approach to the wellbeing of students. Class teachers, home group teachers, Learning Community leaders, year level co-ordinators and Advisory teachers take an active role in monitoring student wellbeing attendance and achievement. They meet in teams to monitor these aspects of a student's progress and refer to the wellbeing team members or appropriate leaders when additional support is required.

5. Rights and Responsibilities of Students, Parents/Carers and Teachers

All members of our school community have a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values and School Philosophy highlights the rights and responsibilities of members of our community.

STUDENT RIGHTS	STUDENT RESPONSIBILITIES
• To work in a secure environment where, without intimidation, bullying (including cyberbullying within the college online environments) or harassment, they can fully develop their talents, interests and ambitions. • To be able to participate fully in the college's educational program. • To be allowed to develop as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.	• To participate fully in the college's educational program and to attend school every day. • To display positive behaviours that demonstrate respect for themselves and all other members of the college community. • To demonstrate respect for the rights of others, including the right to learn. • To contribute to an engaging educational experience for themselves and other students. • To take greater responsibility as they progress through school for their own learning and participation as members of the whole college community.
PARENT/CARER RIGHTS	**PARENT/CARER RESPONSIBILITIES**
• To expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged. • To expect that the college will communicate with them regarding their child's learning progress.	• To promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours. • To ensure their child's attendance at school every day. • To engage in regular and constructive

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	communication with college staff regarding their child's learning. • To support the college in maintaining a safe and respectful learning environment for all students.

Teacher Rights	Teacher Responsibilities
• To expect that they will be able to teach in an orderly and cooperative environment. • To be informed, within privacy requirements, about matters relating to students that will affect the teaching and learning program for that student	• To fairly, reasonably and consistently, implement the student engagement policy. • To know how students learn and how to teach them effectively. • To know the content they teach. • To know their students. • To plan and assess for effective learning. • To create and maintain safe and challenging learning environments. • To use a range of teaching strategies and resources to engage students in effective learning.

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*.

Curriculum Development

All students have the right to access curriculum which addresses their academic, physical and social needs. The school is responsible for curriculum delivery and design. Curriculum documents are available to staff and parents/carers. Where applicable Collingwood College will provide a variety of programs and interventions that will address the specific needs of students in relation to gender, special learning needs, disabilities and impairments, giftedness and students from language backgrounds other than English. This might include:

a) An Individual Learning Plan for each student at risk academically outlining in detail the students' learning goals.
b) A Student Absence Learning Plan for when a child has an extended absence from school.

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c) A Behaviour Action Plan to develop strategies for students experiencing behavioural difficulties.

Participation

Collingwood College respects the rights of each student to participate in all aspects of school life. Participation is only restricted if and when a student's behaviour infringes on the rights of others and/or places a student at risk. Withdrawal from programs and or the provision of a limited timetable will be negotiated with students' parents/carers as part of a staged response to managing behaviour and/or wellbeing.

Harassment and Victimisation

All members of the school community have a right to feel safe, be treated with respect and given every opportunity to play and work without interference. All members of the Collingwood College community are expected to respect individuality, diversity, differences of opinion, rules and rights of others.

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's values. 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 *Bullying Prevention Policy*.

When a student acts in breach of the behaviour standards of our school community, Collingwood College will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff. 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. Warnings about inappropriate behaviour is the first step in the school's staged response.

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Student Discipline procedures – suspension and expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- PAL Suspensions Policy
- PAL Expulsions Policy
- PAL Restraint and 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.

Collingwood College has clearly stated expectations of appropriate behaviours. All members of the school community share responsibility to support the appropriate behaviour expectations outlined in the school agreements. In cases where students do not meet the expectations, every effort is made to provide consequences in a consistent, fair and transparent manner to achieve positive outcomes for the student. Students will only be excluded from school when all other measures deemed appropriate have been exhausted or been implemented without success or where immediate suspension is the only appropriate course of action given the student's behaviour. Suspension or expulsion measures are the responsibility of the school governing Board, the principal and/or deputy principal.

The school will consider the educational and emotional impacts on the student and take into account situations where a student is in out-of-home care, a Koori student, and/or a student with a disability, when taking suspension or expulsion measures. If a student is suspended it should be for the shortest time necessary. The period of suspension should be used by the school, the student and the student's parents/carers as an opportunity to reflect on the present difficulties and develop positive, student-focused re-engagement strategies.

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

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

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7. Engaging with families

Collingwood 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 relevant school policies and procedures, available on our school website
- communicating regularly with the school community via the school website, school newsletter, Compass, email and student diaries and letters
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy

8. Evaluation

Collingwood College will collect data each year to understand the frequency and types of wellbeing or engagement 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

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Collingwood 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 and through COMPASS
- Included in staff induction processes
- Discussed at staff briefings/meetings as required
- Discussed at parent information nights/sessions
- Included in transition and enrolment packs
- Referenced at least annually in the school newsletter
- Discussed at student forums
- 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

Related School Policies/Documents

This policy should be read in conjunction with the following school policies:

- Bullying Prevention Policy
- Child Safety and Wellbeing Policy
- Child Safe Code of Conduct
- Digital Learning Policy
- Duty of Care Policy
- Inclusion and Diversity Policy
- Parent Complaints Policy
- Statement of Values and School Philosophy
- Yard Duty and Supervision Policy

Related Department of Education and Training Policies

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

Policy Review and Approval

This policy will be reviewed every 2 years, or earlier as required following analysis of new research or school data. Proposed amendments to this policy will be discussed with students, staff and parents at School Council.

Policy last reviewed	May 2023
Consultation	Student focus groups: March 2023 School Council & Ed Policy : May 2023
Approved by	Principal
Next scheduled review date	2025

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