



STUDENT WELLBEING POLICY

POLICY STATEMENT

Narre Warren South P-12 College is committed to providing a safe, secure and stimulating learning environment for all students. The College believes that students can only reach their full educational potential when they are happy, healthy and safe, and when there is a positive College culture to engage and support them in their learning. Our College acknowledges that student wellbeing and student learning outcomes are inextricably linked.

It is fundamental to acknowledge that each teacher is a vital source of support and a determinant in the success of their students. The teachers at this College will work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the College and can effectively engage with their learning. This College recognises the need to be engaging and inclusive, recognising and responding to the diverse needs of our students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.

Our College strives to be a learning community where students and teachers establish positive relationships with each other and where different ideas and viewpoints are valued and respected.

1. GUIDELINES

The College aims to focus on establishing positive and respectful relationships, particularly between teachers and students, and establish a learning community that provides multiple and diverse opportunities for students to experience success.

The College aims to collaboratively develop and implement a fair and respectful whole-College behavior management approach.

The College aims to encourage and provide multiple opportunities for parents/carers and members of the broader community to play an active part in the life of the college and the education of their children.

The College's curriculum aims to include positive social values and behavior to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

The College aims to promote active student participation and provide students with a sense of ownership of their environment.

The College aims to encourage families in their child's learning and build their capacity as active learners.

The College aims to have processes in place to identify and respond to individual students who require additional assistance and support.

The College aims to build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our college and our teachers to respond to the needs of the students.

2. LEARNING

The curriculum programs of the College aim to recognise and respond to the diverse needs of the College's students by:

- accommodating different learning profiles and rates of learning
- intervening early to identify and respond to individual student needs

The College is committed to the delivery of an inclusive curriculum that ensures all our students have access to a quality education to meet their diverse needs.

Our College will implement a whole-College behavior management approach that is based on pro-social values, social competencies, incentives and positive peer relationships.

The key focus will be on prevention and early intervention strategies that:

- define and teach College-wide and classroom expectations
- establish consistent College-wide and classroom consequences for problem behavior
- establish College-wide and classroom processes for early identification of students experiencing academic and/or behavior difficulty
- provide College-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 behaviors and effective engagement in learning
- utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behavior

Involvement in our College by parents and carers helps children achieve the best possible learning outcomes. Parents and carers will be provided with the opportunity to participate in College life, both formally and informally, through College Council, iPad program, Compass program, volunteering, the college website, undertaking structured workplace learning and staying up to date with news about what is happening in education via our College newsletter.

The College's strategies to promote pro-social values will be a college-wide focus and include close links with curriculum. AusVELS embrace the learning within the Interpersonal Development domain which supports students to initiate, maintain and manage positive social relationships with a range of people in a variety of contexts. It is through the development of positive social relationships that individuals become linked to society,

develop a sense of belonging and learn to live and work with others. In a pluralistic, multicultural society such as Australia, with varying interests, values and beliefs, it is essential that individuals learn to participate in groups whose members are from diverse backgrounds. In this domain there is a particular focus on developing students' capacity to work cooperatively as part of a team as this is widely acknowledged as being a core requirement for success in the workplace and in the community.

3. STUDENT VOICE

Student voice/student participation is about recognizing that students are equal players in decisions which affect our learning community. It is about valuing people and the learning that is possible when we engage multiple voices in the College. Together we aim to provide opportunities that will allow students to have their voices heard and build upon the leadership potential inherent within all learners.

The college will encourage student participation by:

- Student involvement in college and community development
- Student involvement in whole school decision making processes
- Student feedback on teaching and learning
- Students as researchers and co-enquirers
- Students as peer-tutors

The College promotes active 'student participation' as an avenue for improving educational outcomes and facilitating College change. Student participation ranges from young people sharing their opinions on issues and potential solutions through Student Voice or in focus groups associated with the College strategic plan. It also includes our students sharing their 'voice' by collaborating with teachers to improve the curriculum taught, assessment used and teacher-student relationships

4. PARENTAL ENGAGEMENT

The College aims to support families to engage in their child's learning and build their capacity as active learners. The College aims to provide an environment that welcomes all parents/carers and is responsive to them as partners in learning. The College aims to ensure that the unique experiences and skills of our students' families enrich the learning environment and the college community.

The College will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the college's Student Wellbeing Policy
- conducting effective College-to-home and home-to-College communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in College decision-making
- coordinating resources and services from the community for families, students and the College
- providing opportunities to enhance parenting knowledge and skills

5. PREVENTION / EARLY INTERVENTION

Implementing preventative and early intervention strategies to support positive behaviors is a key part of the Student Wellbeing Policy at our College.

Prevention and early intervention strategies the College will implement will include:

- defining and teaching College-wide and classroom expectations
- establishing consistent College-wide and classroom consequences for problem behavior
- establishing College-wide and classroom processes for early identification of students experiencing academic and/ or behavior difficulty
- providing College-wide and classroom processes for the ongoing collection and use of data for decision-making
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing a physical environment conducive to positive behaviors and effective engagement in learning.
- utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behavior.

Longitudinal data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of College-based strategies and approaches.

Some sources of data are:

- the *Attitudes to School Survey* data
- College level report data
- Bullying data
- parent survey data
- data from case management work with students

The College will utilise relevant external student wellbeing support services in order to identify and address the barriers to learning that individual students may be facing.

Such services to provide support for students and staff will include:

- psychologist for psychological and academic assessment
- mentors – providing support for 'at risk' children
- Department of Human Services case managers and support workers
- social workers to provide services such as counselling, social skills and anger management programs
- youth and family agencies
- local parent support groups
- relevant DET support staff

6. ATTENDANCE

The College will promote and maintain high levels of student-attendance and participation through:

- articulating high expectations to all members of the College community
- adopting consistent, rigorous procedures to monitor and record student absences through an Attendance Improvement Plan (AIP)
- following up student absences promptly and consistently
- implementing data-driven attendance improvement strategies
- creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
- providing early identification of, and supportive intervention for, students at risk of non-attendance including overseas travel
- providing a staged response

7. PROGRAM FOR STUDENTS WITH DISABILITIES

The College will use a coordinated and inclusive approach to identify and respond to individual students who require additional assistance and support. Please refer to the Disability Discrimination Act 1992

To improve educational outcomes for students with disabilities, the following key strategies are in place:

- providing students with a learning program that best suits their needs in consultation with the student support group (SSG) including the SSSO network
- supporting students access to programs that let them pursue achievable pathways
- ensuring the expertise of teachers working in our College is maintained and developed

The College will provide the following support structures:

- monitoring of, and responding to, protracted student absences
- trauma management plan
- protocol for mandatory reporting
- Student Support Group Meetings for children in need
- bullying survey of students and College environment

8. WHOLE SCHOOL FRAMEWORKS

ESMART

Narre Warren South P-12 College has started the process of becoming an eSmart school. We recognise the importance of cybersafety and promote proactive strategies and programs as part of the curriculum. We want our students to be confident and safe using this technology. We believe that explicitly teaching students about safe and responsible online behaviors is essential, and is best taught in partnership with parents/guardians. We request that parents/guardians work with us and encourage this behavior at home.

Parents and students are advised to report an incident if:

This policy was last ratified by College Council on: 25th November 2015

- they feel that the welfare of other students at the school is being threatened
- they have experienced an incident of Cyberbullying
- while at school, they come across sites which are not suitable
- someone writes something they don't like, or makes them and their friends feel uncomfortable or asks them to provide information that they know is private
- they accidentally do something which is against the rules and responsibilities they have agreed to.

All incidents of Cyberbullying and Cybersafety must be referred to a member of the Wellbeing team as soon as possible.

8.2 KIDSMATTER

KidsMatter Primary is a flexible approach to improving children's mental health and wellbeing for primary schools. It can be tailored to Primary's local needs.

Through KidsMatter Primary, schools undertake a two-to-three-year cyclical process in which they plan and take action to be a positive community; one that is founded on respectful relationships and a sense of belonging and inclusion, and that promotes:

- social and emotional learning (including evidence-based social and emotional learning programs)
- working authentically with parents, carers and families
- support for students who may be experiencing mental health difficulties.

Narre Warren South P-12 College has implemented the KidsMatter Framework in 2015 and is committed to continuing this process in the years to come.

8.3 MINDMATTERS

MindMatters is a mental health initiative for Secondary Schools that aims to improve the mental health and wellbeing of young people. It is a 'framework', in that it provides structure, guidance and support while enabling schools to build their own mental health strategy to suit their unique circumstances and involves the following:

- provides school staff with blended professional learning that includes online resources, face to-face events, webinars and support.
- helps schools promote positive mental health through the whole school community, and aims to prevent mental health difficulties in students by taking steps to improve relationships and resilience.
- provides staff with practical advice and guidance so that they can support students who may be struggling with mental health difficulties in a timely and appropriate way.

The use of MindMatters' comprehensive resources has mental health benefits for the entire College community – including students, families and College staff.

8.4 NATIONAL SCHOOL CHAPLAINCY PROGRAM (NSCP)

The National School Chaplaincy Programme (NSCP) supports the emotional wellbeing of students by providing pastoral care services and strategies that support the emotional wellbeing of the broader College community..

The Chaplain works closely with the Student Wellbeing Team and adheres to the guidelines and policies set out by the Department of Education and Training (DET) for more information visit: <http://www.education.vic.gov.au>

8.5 SECONDARY SCHOOL NURSING PROGRAM (SSNP)

The Secondary School Nursing Program (SSNP) aims to reduce risk to young people and promote better health in the wider community. About two thirds of government secondary schools take part in the SSNP, with the program targeted to Victoria's most disadvantaged schools.

Ways the program can help your child include:

- playing a key role in reducing negative health issues and risk-taking behaviours among young people, including drug and alcohol abuse, tobacco smoking, eating disorders, obesity, depression, suicide and injuries
- focusing on prevention of ill health and problem behaviours by making sure there is coordination between the school and community health and support services
- supporting the College community in addressing health and social issues facing young people and their families
- offering appropriate primary health care through professional nursing, including assessment, care, referral and support

Narre Warren South P-12 College is fortunate enough to have a nurse available two days a week who works closely with our student wellbeing team.

9. LINKS AND APPENDICES (including processes related to this policy)

Links which are connected with this policy are:

- <http://www.education.vic.gov.au/school/teachers/health/Pages/default.aspx>
- <http://www.education.vic.gov.au/school/teachers/health/Pages/sel.aspx>
- <http://www.education.vic.gov.au/school/teachers/health/Pages/respectfulsch.aspx>
- <https://education.gov.au/disability-standards-education>

EVALUATION:

The effectiveness of this policy will be reviewed as part of the College's four year review cycle