Kerang Technical High School

Student Engagement
&
Well-Being Policy

Produced in consultation
with the school community

To be read in conjunction with
Effective Schools are Engaging Schools –
Student Engagement Policy Guidelines

MAY, 2020

Principal: Dean Rogers
School Council President: Travis Collier

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.

Kerang Technical High School 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.

1. School profile statement

Social – community and demographics

Kerang Technical High School is located in a rural township of nearly 4000 people, but draws its student population from a wider district of almost 12,000.

Students come from eight primary schools which consist of six government and two non-government schools.

83 students currently claiming CSEF support.

Enrolments have declined slowly and have settles around 240 in 2020.

Staff movement is likely to remain small over the life of these years.

A prolonged drought will continue to impact negatively on the school community.

The community is ethnically homogenous with English being the language spoke at home by almost all students.

Educational

The school has a blend of highly experienced and inexperienced teachers and will focus on improving teaching and learning practices for all using a coaching and mentoring model.

Individualised learning plans have been introduced and their use will be extended.

Technological

There is already an extensive IT infrastructure which will be further upgraded and improved.

Information Technology is continually changing and the school will move to meet the needs of all students in this area so that they are aware of the latest use of technology.

This involves regularly upgrading our computers and putting ourselves in a position where we can take advantage of government initiatives and grants.
The Xuno Student Wellbeing and attendance system has been in place since 2019 that encourages parents, students and teachers to interact within this platform.

2. Whole-school prevention statement

Kerang Technical high School strives to provide educational opportunities, within a caring supportive and inclusive environment, which permits all students to do their best. We aim to create good citizens who are ready to pursue a productive life in a constantly changing world.

The three broad objectives of Kerang Technical High School are……

- Achieve our potential by striving for personal excellence in a wide range of learning experiences.
- Build quality relationships in a safe, secure and respectful environment.
- Cater for individual differences whilst demonstrating tolerance and pride in our diverse community.

3. Engagement strategies

Kerang Technical High School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. 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

Some of the strategies that Kerang Technical High School incorporates:

- 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
- 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 VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Kerang Technical High School use the KTHS 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 Kerang Technical High School 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 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 Social Worker, Student Wellbeing Coordinator, School Nurse, School Chaplain, Year Level Coordinators, Subschool Managers, 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:
  - o Bully Stoppers
  - o Safe Schools
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

Targeted

Some of the strategies that Kerang Technical High School incorporates:

- each year group has a Year Group Leader/Coordinator, a senior 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

- 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
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- Kerang Technical High School assists students to plan their Year 10 work experience, supported by their Career Action Plan
- 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

Individual

- Student Support Groups, see: http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace
- Navigator
- Lookout

Kerang Technical High School 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:
    o school-based wellbeing supports
    o Student Support Services
    o Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
    o 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
- running regular Student Support Group meetings for all students:
  - o with a disability
  - o in Out of Home Care
  - o and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Kerang Technical High School 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. Example School 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
- Amend to include other referral pathways such as CVGT, Swan Hill Special school, WDEA

5. Rights and responsibilities

5.1 Guiding principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

In designing this Student Engagement Policy, the following acts of parliament were taken into consideration:-
- Equal Opportunity Act 1995
- Charter of Human Rights and Responsibilities Act 2006
- The Disability Standards for Education 2005
- Disability Discrimination Act 1992
- Commonwealth Sex Discrimination Act , and the
- Victorian Equal Opportunity Act.

A more detailed statement of information relating to these acts is contained in the Addenda to this policy and links to these acts are also listed.

This school takes a firm stance against all forms of bullying and harassment. A more detailed explanation of the definitions, types and effects of bullying and harassment is also contained in the Addenda.

5.2 Rights and Responsibilities of the School Community

The behaviour of all sections of the school community will affect how a school performs. Both positive and negative behaviours between members of each section, could contribute to the educational, social, emotional and physical development or lack of, themselves and those around them.

Whole school engagement, attendance and behavioural expectations create a highly predictable environment that allows students to understand what is expected of them and what they can expect from each other.

The inclusion of separate statements of the rights and responsibilities of teachers, students and parents/carers are to ensure each section has a clear understanding of what can be expected.

5.21 Rights and Responsibilities of Students

Rights	Responsibilities
Students have a right to: • work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition • participate fully in the school's educational program • work in a supportive environment where ones physical and mental wellbeing is valued and developed	Students have a responsibility to: • participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students. • As students progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals. • Students should, with support, be expected to participate fully in the school's educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • To attend all classes, be punctual and properly prepared for work and in correct uniform • To observe the school rules and expectations. • Provide feedback that would be of benefit to the school community

5.22 Rights and Responsibilities of Parents/carers

Rights	Responsibilities
• parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the	Parents/carers have a responsibility to: • promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.

rights of others are encouraged	• Ensure their child's regular attendance • Engage in regular and constructive communication with school staff regarding their child's learning. • support the school in maintaining a safe and respectful learning environment for all students.

5.23 Rights and Responsibilities of Teachers

Rights	Responsibilities
Teachers have a right to • expect that they will be able to teach in an orderly and cooperative environment • be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student	Teachers have a responsibility to • fairly, reasonably and consistently, implement the engagement policy. • Know how students learn and how to teach them effectively. • Know the content they teach. • Know their students. • Plan and assess for effective learning. • Create and maintain safe and challenging learning environments. • use a range of teaching strategies and resources to engage students in effective learning. • Contribute to the development, implementation and evaluation of the curriculum. • Develop specific Individual learning plans for identified students. • Have an understanding of the importance of physical and mental wellbeing and promote initiatives that support a students wellbeing, as a component of holistic education.

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Example School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Example School 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.

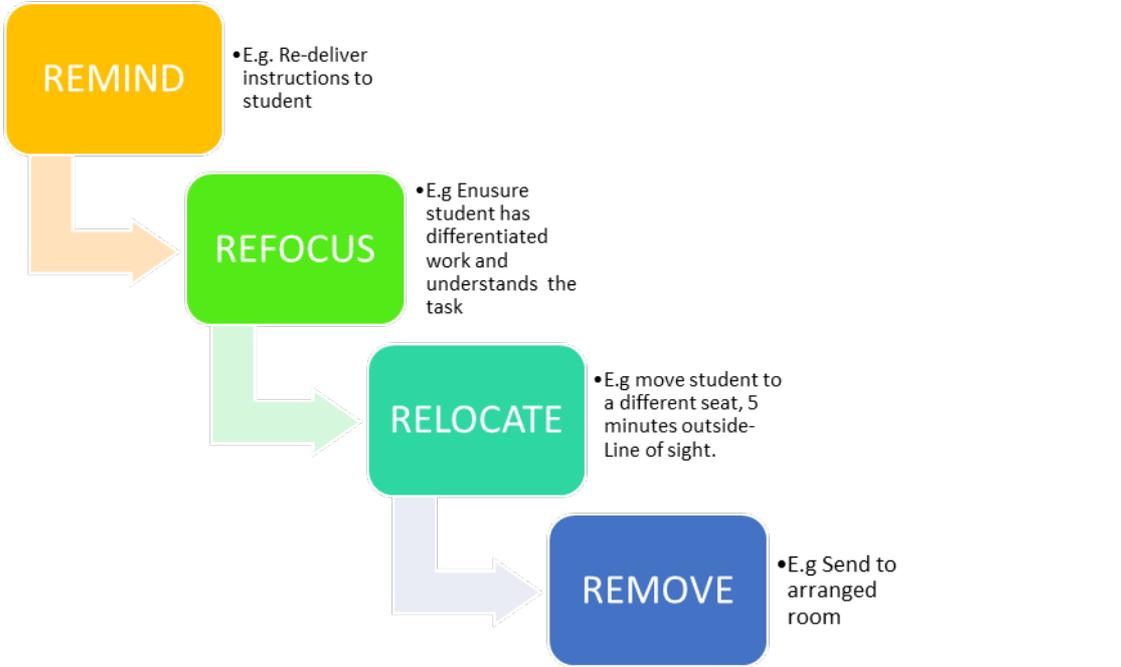Disciplinary measures that may be applied include:
- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Coordinator
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:
http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx

KTHS RE-ENGAGEMENT POLICY

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

REMIND
- E.g. Re-deliver instructions to student

REFOCUS
- E.g Enusure student has differentiated work and understands the task

RELOCATE
- E.g move student to a different seat, 5 minutes outside-Line of sight.

REMOVE
- E.g Send to arranged room

☐ TEACHER   STUDENT ☐

TEACHER	STUDENT
☐ Remove student from class	☐ Sent out of the classroom to arranged room. Serious incident to Prin Office.
☐ Meet the student at the corridor	☐ Complete student reflection form
☐ Read the 'students reflection sheet'	☐ Wait in the corridor at next break e.g recess/lunch/end of day
☐ Discuss re-engagement process with the student to attend next class	☐ Classroom teacher will explain re-engagement process
☐ Enter incident into Xuno	☐ Meet with the teacher before the next class to adhere to school/classroom expectations.
☐ Ring parent/guardian about the incident before the end of the day	
☐ Meet student to discuss re-engagement	

Did Re-engagement Occur?

YES: Re-enters classroom

NO: Refer to YLC
Level Co-ordinator
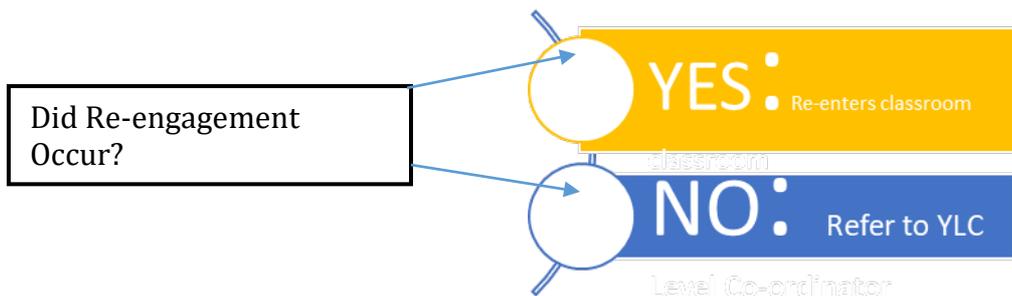
- **Engaging with families**

Kerang Technical High School 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.

- **Evaluation**

Kerang Technical high School 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
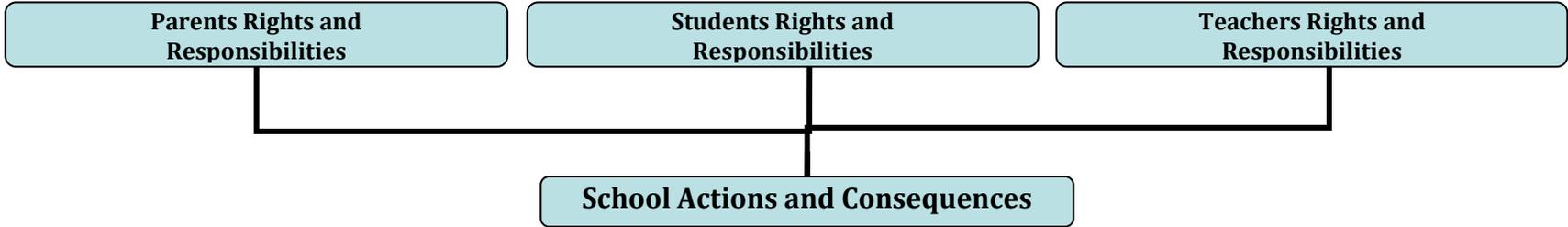- SOCS

FURTHER INFORMATION AND RESOURCES
Further Resources can be found on the individual policies of
- Attendance
- Bullying Prevention
- Camps And Excursions
- Child Safety Responding and Reporting Policy and Procedures
- Child Safe Standards policy or commitment and code of conduct
- Communication with School Staff
- Curriculum Framework
- Digital Technologies (Internet, Social Media and Digital Devices)
- Duty Of Care
- Enrolment - specialist or specific purpose schools
- Equal Opportunity (includes discrimination and harassment)
- First Aid (including arrangements for ill students)
- Head Lice
- Health Care Needs

- Homework
- Inclusion And Diversity
- "Mandatory Reporting
- Mature Minors
- Occupational Health And Safety
- Photographing, Filming and Recording Students
- Privacy
- Private Car Use
- Respect For School Staff
- Restraint and Seclusion
- Statement Of Values And School Philosophy
- Student Drivers
- Yard Duty And Supervision - Parents and Students

REVIEW CYCLE

This policy was last updated on August 2020 and is scheduled for review in August 2022

Parents Rights and Responsibilities	Students Rights and Responsibilities	Teachers Rights and Responsibilities

School Actions and Consequences

Operational Rules apply at all times

A negotiated set of classroom behaviours must be decided at the start of each semester/year. This set of behaviours should be based on the Rights and Responsibilities of Students, Teachers and Parents/Carers. A set of consequences should also be discussed.

Breaches of Rules are dealt with by the classroom teacher.

For persistent or severe breaches of rules, a teacher

- Seek advice or assistance from colleagues
- Refer the student's behaviour to YLC by Incident Referral Form
- Ask for the student to be **removed** from class. This

- Incident Referral Form be given to YLC asap.
- Student completes Behaviour Reflection Form
- Student held for half of next break
- Meeting between teacher and student to discuss behaviour.

2nd Referral – parents informed- student withdrawn from **all**

3rd Referral – meeting with parent

At any stage the action may be escalated should the circumstances require it.

Attendance Issues.
Requires good communication between YLC, Home Group teacher, classroom teacher, parents and Office Staff

School yard Issues
Should be dealt with by teacher on duty. If necessary, the issue should be referred to YLC.

Replacement Teachers will be given additional support and powers

Student Welfare Intervention plan

Positions

Government organisations
DHHS
CAHMS
TAC

SSSO Network
Psychologist
Speech Pathology/
School Nurse
Social Worker

Principal and Assistant Principal

Sub school Leaders
Junior
Senior

School Welfare team
School Chaplain
Social Worker

Year Level Coordinator

Agency based
Local Doctor
NDCH
Anglicare
ACSO
MFC
Psychologist
Counsellor

Self Referral

Student

Dependent on Age

Parent