

Student Wellbeing and Engagement Policy

2021-2023

Purpose

The purpose of this policy is to ensure that all students and members of our school community understand:

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- our school's policies and procedures for responding to inappropriate student behaviour.

Hampton Park Secondary 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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Policy

1. School Profile

Hampton Park Secondary College is situated approximately 42 km from the Melbourne CBD in the southeast growth corridor within the City of Casey. The College is geographically close to Lyndhurst SC, Cranbourne SC, Hallam Senior SC and Narre Warren P-12 College. River Gum PS, Hampton Park PS, Kilberry Valley PS, Lynbrook PS and Coral Park PS are the predominant primary schools that feed into Hampton Park Secondary College. The College opened in 1987 and is sited on spacious grounds with modern facilities.

We are rich in diversity and wholehearted in our pursuit of excellence. Our values of Respect, Learning and Working Together guide our school programs, are embedded in whole school practice such as the Positive Behaviours Program, and are supported by the Positive Behaviours Program. From 2020, we are transforming our approach to learning. We are committed to embedding an education model that is student-centred and focused on personalised learning pathways.

From 2020, we are transforming our approach to learning. We are committed to embedding an education model that is student-centred and focused on personalised learning pathways. When students are passionately engaged in their education, at their point of need, learning deepens, and outcomes improve. We recognise that all students are unique and different with individual passions and interests and as such we want to provide students with the opportunity to individualise their educational program.

Our world is rapidly changing and so must our approach to learning. Sir Ken Robinson reminds us that Schools Kill Creativity. Professor Yong Zhao suggests that education requires a 'Paradigm shift'. In 2019 Hampton Park Secondary College (HPSC), joined the Future Schools Alliance (FSA) and commenced re-designing our curriculum and our approach to learning to enhance student engagement and learning outcomes.

At HPSC, we strive to create a culture of learning that enables 'learning to be done with students rather than to students. Our innovative, tailor-made approach to learning assists students so that no student is held back, and no one is left behind. Learning is an organic process. By creating optimal conditions for learning, students thrive. From 2020, we enable students to be more empowered to take control of their learning.

The enrolment profile for 2020 is a total of 1179 students enrolled at this school, 586 female and 593 males. There are EFT 5 Principal Class, 116 Teacher Class and 70 Educational Support Staff.

The student population is multicultural with approximately 52 nationalities represented and 67 languages other than English spoken. 62 percent of students had English as an additional language and 1.61 percent were Aboriginal or Torres Strait Islander. - 59% born in Australia/New Zealand & 41% born elsewhere. Overall, 22% of students have less than 5 years education in English. In recent years, there has been an increase in the enrolments of Afghan and Middle Eastern students who now make up 17.1% of the school population. These students often have little or no previous educational background except for 6 months in a Language Centre. This poses a particular challenge for the College to provide appropriate educational program for these students. 11.1% of students are of Pacifica background.

We have 2 out of home care students and 19 PSD students who require individual learning plans and close monitoring and support.

This school's socio-economic band value is: Low at 0.6519, lower than 2019. CASES 21 data shows that on average 42.9% of primary parents are unemployed or home duties and 41.46% are unskilled workers. We currently enrol a large number of refugee students into the middle and senior school who have special learning and wellbeing needs. To support the wellbeing needs of students, we have an extensive Student Services and Well Being Team consisting of Student Services Coordinator, Social Workers, Youth Workers, Careers Practitioners, Adolescent Health Nurse and SSSO Psychologist.

The increase in SFO index continues to have a significant impact on families' capacity to meet the basic costs associated with education such as, school uniform and facilitating the BOYD program for learning.

A comprehensive curriculum, following the Understanding by Design principles is offered at the College. All students participate in a BYOD digital device program that enables 24/7 access to resources and our learning management platforms, including Compass and Office 365 which allows for collaboration and the sharing of resources.

The College is involved in several community partnerships with organisations such as the Smith Family, SELLEN, Operation New Start Victoria, Schools Plus, RMIT and Deakin University, Hampton Park Community Renewal Group and VETiS local collaboration, Casey Council, Chisholm TAFE, Monash University, and the Hallam Trade Training Centre consortia.

2. School Values

Our Statement of Values is available online at:

<https://hpsc.vic.edu.au/wp-content/uploads/2021/03/Statement-of-Values-and-School-Philosophy-Policy-2020-2023.pdf>

3. Engagement Strategies

Hampton Park Secondary College 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), cohort and individual engagement strategies used by our school is included below:

Universal

Mentoring Program

The college has a mentoring system based on Houses whereby mentors met with their group once a week to assist students in establishing a connection and belonging within college. Mentors assist students to organise, review and reflect on their learning, and they encourage students to participate widely in the life of the college.

Positive Behaviours Program

Hampton Park Secondary College strives to provide a safe, secure, friendly and stimulating environment for students and staff.

There is particular importance placed on promoting positive behaviours which encourages care, courtesy and respect for others. We promote a school wide Positive Behaviour Approach to build connectedness and to provide a framework for establishing a positive climate for learning, through promotion of the College Values Respect, Learning and Working Together.

To achieve this as a college we:

- Spend a significant amount of time at the start of each year defining our school values and the behavioural expectation for students.
- Refer explicitly to the values in the classroom and yard. See our school values as represented in Values Matrix below

- Acknowledge and reward positive behaviour. This is done by awarding Values Certificates, Values Postcards, Point System Awards (Bronze, Silver and Gold) and regular celebration assemblies.
- Regularly inform parents and the school community of our College Values.
- Display our values throughout the college.

Other Whole School Strategies

 <p>COLLEGE VALUES</p>	CLASSROOM	INSIDE SPACES	OUTSIDE SPACES	TO AND FROM SCHOOL	SCHOOL EVENTS	DIGITAL CITIZENSHIP
<p>RESPECT</p> <p>I respect myself and other people</p> <p>I actively listen to others with an open mind</p> <p>I respect other people's different perspectives</p> <p>I am inclusive</p> <p>I respect school property and the property of others</p> <p>I wear my school uniform with pride</p>	<ul style="list-style-type: none"> I use good manners with everyone I listen actively when others speak I am considerate of others I follow directions I look after the belongings/property of the school and others 	<ul style="list-style-type: none"> I use a quiet voice I respect personal space I move safely I respect the privacy of others I keep my hands to myself I use good manners with everyone I leave areas neat and tidy 	<ul style="list-style-type: none"> I stay within school boundaries I respect the personal space of others I use language that is not offensive to others I keep our school clean I look after school equipment I only go to the canteen when I have my own money 	<ul style="list-style-type: none"> I use language that is not offensive to others I use good manners with everyone I wear my school uniform correctly I represent Hampton Park Secondary College in a positive way I respect private and community property and spaces 	<ul style="list-style-type: none"> I arrive on time I listen attentively I follow the seating plan I wear my school uniform correctly I use positive language I exhibit good sportsmanship 	<ul style="list-style-type: none"> All modern digital devices I use ICT according to the ICT agreement I am smart, safe and responsible when online I keep my password and personal information private I take care of my computer I am responsible for the security of my digital devices
<p>LEARNING</p> <p>I set personal goals and have high expectations of myself and others to continually improve</p> <p>I have a positive attitude and enthusiasm for learning</p> <p>I strive to achieve my personal best</p> <p>I take pride in the achievements of myself and others</p>	<ul style="list-style-type: none"> I bring all of my equipment to class I get to class on time I listen to instructions I complete all of my work I try my best to achieve my goals I ask questions if I don't understand I am in class at all times 	<ul style="list-style-type: none"> I maximise my learning time I need permission to be in other areas of the school I use equipment carefully I am mindful of how my movements impact on the learning of others 	<ul style="list-style-type: none"> I accept consequences without arguing and complaining I recognise the music means I should move to class 	<ul style="list-style-type: none"> I am punctual and I arrive to school on time I am responsible for completing my homework and submit by due date I take notices home and I return notices to school from home I follow instructions 	<ul style="list-style-type: none"> I support the learning of others I remember what is said I act on feedback as provided I use my initiative to react positively to new and/or different experiences 	<ul style="list-style-type: none"> I bring my charged computer to school every day During my time at school my computer use is directly related to classroom learning I reference and acknowledge information from the internet
<p>WORKING TOGETHER</p> <p>I am willing to share ideas, resources and skills</p> <p>I am helpful and approachable</p> <p>I contribute positively to class, group activities and the school community</p>	<ul style="list-style-type: none"> I allow others to learn I share school equipment with others I work together cooperatively I complete my fair share of group tasks 	<ul style="list-style-type: none"> After I use a pass I return to class quickly I use good manners with everyone I report problems to teachers I walk quietly and safely when moving between classes 	<ul style="list-style-type: none"> I help others I understand that others have different ideas and opinions I take personal responsibility for my actions I know how to wait my turn 	<ul style="list-style-type: none"> I obey all rules, including road rules I use school crossings I walk my bike through the school grounds I help others I report problems to teachers 	<ul style="list-style-type: none"> I return payments and permission forms on time I bring the equipment I need I support my House by joining in and being an active member I act as a positive team member I strive to be a positive role model while representing the College I help others when needed 	<ul style="list-style-type: none"> I use technology cooperatively in the classroom I return resources in the same condition as they were borrowed

Other Strategies Include:

- 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 can choose subjects and programs that are tailored to their interests, strengths and aspirations.
- Teachers at Hampton Park Secondary College use the Gradual Release of Responsibility instructional framework and common Floor of

Practice to ensure an explicit, common and shared model of instruction is incorporated into all lessons.

- Teachers at Hampton Park Secondary College adopt a broad range of teaching and assessment approaches (HITS) 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 Values of Respect Learning and Working Together are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated through the Compass Chronicle system and at House and Values Assemblies.
- Carefully planned transition programs that support students moving into different stages of their schooling
- Monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level.
- Students can contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including Teaching Learning Forums, Pivot and representation on teacher selection panels. Students are also encouraged to speak with their teachers, Student Learning Leader, Assistant Principal and Principal

whenever they have any questions or concerns.

- Have opportunities for cross—age connections amongst students through the Enhance Program, school productions, athletics, music programs and peer support programs
- All students are welcome to self-refer to the Student Wellbeing Team, School Nurse, Careers Practitioners, 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 regular Values Assemblies and programs such as:
 - Respectful Relationships
 - Reach
 - 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)
- Teacher mentor programs, peers support programs

Targeted Strategies

- Each year level has Student Learning Leaders and a Sub School Leader who monitor the academic

progress and health and wellbeing of students. These staff act as a point of contact for students who may need additional support.

- All students are assisted to develop a Career Action Plan (through mentoring and organised events), with targeted goals and support to plan for their future
- All Marrung students are connected with a Marrung Engagement Support Officer
- All students in Out of Home Care are appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- Hampton Park Secondary College assists students to plan their work experience, supported by their Pathway team and 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.
- Staff will undertake training and apply a trauma-informed approach to working with students who have experienced trauma

Individual Strategies

See links to information on the Department's School Policy Advisory Guide PAL for further details

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

- Student Support Groups,
- 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

Hampton Park Secondary 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 or Attendance 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 youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
- 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:
 - 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

Hampton Park Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Learning Leaders and Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and to enhance student wellbeing. Hampton Park Secondary 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
- Feedback from Mentor teachers
- Review of GPAs
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation.
- detention and suspension data
- engagement with families
- self-referrals or referrals from peers

5. Student Rights and Responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Values highlight the rights and responsibilities of members of our community.

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, discrimination or intimidation.
- express their ideas, feelings and concerns.
- 1) to be recognised as an individual member of the school, with all associated rights of access to the site's services and facilities.
- 2) to be treated fairly and ethically, with respect and dignity.
- 3) to study in a supportive and encouraging environment.
- 4) of access to their records.
- 5) to have their records dealt with in ways that are secure, with access limited to designated persons.
- 6) to be informed of the existence of this information and to have adequate access to it.

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.
- to uphold the positive reputation of HPSC

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.

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 the HPSC Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Hampton Park Secondary College will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Parents/carers will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and the Student Learning Leaders.

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 and reminder of the school values

- teacher consequences such as moving a student in a classroom, seating plans or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Student Learning Leader
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

Behavioural Expectations and Responses to Challenging Behaviour

Expected behaviour at the College is defined by our College Values of Respect, Learning and Working Together. Students who by their actions, show that they do not uphold these values, will receive a consequence from their classroom teacher. All teachers in all subjects at all year levels will actively monitor behaviour and respond according to the school Positive Behaviours guide.

Hampton Park Secondary College Positive Behaviours Frame

This frame is shared with staff at the start of each year (*Staff Handbook* and workshops). It clearly outlines the expectations for students, teachers and Student Learning Leaders/Managers and Well Being in responding to challenging

behaviours, including the *Are You Ready To Learn?* process where a student may need to exit the classroom for persistent disruption of the learning environment and/or severe behaviour.

Severe behaviour includes:

- Abusive and threatening language directed at teacher or student in an aggressive way
- Significant unsafe behaviour

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 Hampton Park Secondary 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 in any circumstance.

7. Engaging With Families

Hampton Park Secondary 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 Communications Policy.
- providing a parent network forum so that families can contribute to school activities.
- following DET guidelines to ensure parent representation on School Council and relevant Sub Committees.
- 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.

8. Evaluation

The Student Well Being & Positive Behaviours Committee of Hampton Park Secondary 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- Attitudes to School and student feedback forums
- Compass Chronicle Reports- of incidents and behaviours
- school reports- semester and GPA
- parent survey
- case management and Tier 1,2,3 data for referrals
- CASES21
- SOCS

Further Information and Resources

Bullying Prevention Policy:

<https://hpsc.vic.edu.au/wp-content/uploads/2021/03/Bullying-preventions-2021-2023.pdf>

Child Safety Policy:

<https://hpsc.vic.edu.au/wp-content/uploads/2021/03/Child-Safe-Policy-2021-2023.pdf>

Review Cycle

This policy was last updated in June 2021 and is scheduled for review in three years.