



HUME CENTRAL SECONDARY COLLEGE STUDENT WELLBEING AND ENGAGEMENT POLICY

Scope:

This policy applies to all students and parents/caregivers and is supported by all staff working within or for Hume Central Secondary College.

Rationale:

The College aims to provide safe, supportive and inclusive learning environments that promote opportunities for students to engage with learning in a meaningful way so that they experience opportunities for future success.

Student engagement and wellbeing at Hume Central Secondary College focuses on fostering attitudes of mutual respect and confident participation amongst the student population within a safe and supportive environment.

The College defines wellbeing as: a positive state of health, enabling a person to function well psychologically, physically, emotionally, socially and spiritually.

Student wellbeing encompasses all actions undertaken at the College with the aim of meeting the personal, social and learning needs of students and to ensure their safety. It is reflected in the way we care for our students and provide opportunities for them to enjoy success and recognition as well as make a contribution to the life of the school.

Guiding Principles for Student Engagement and Wellbeing

Our guiding principles are reflected in our College Logo:

ACHIEVEMENT	Supporting all students to achieve their personal best
DIVERSITY	Recognising the diverse backgrounds, cultures, talents and aspirations of our students and providing rich learning opportunities for all
SUCCESS	Developing the knowledge, skills and personal attributes that will enable our students to lead successful lives beyond school

The guiding principles are also reflected in the three positive behaviour expectations outlined in our School Wide Positive Behaviour Support Matrix that we hold of every member of our community:

To be RESPECTFUL

To be RESPONSIBLE

To be a LEARNER

- Hume Central Secondary College is a school which values the wellbeing of each student and seeks to support the emotional, mental, social, learning and physical needs of students
- Hume Central Secondary College values the uniqueness of the individual; encourages the development of a sense of personal integrity and seeks to create an environment which enables all to grow towards their full potential and feel a sense of belonging and connectedness to the school
- The College is committed to respecting the dignity of each individual, to promoting the development of self-esteem and to fostering an appreciation of the dignity and value of others
- The underlying aims of all student related policies are to develop a sense of responsibility for self, to create a harmonious environment in which all are able to study and learn, to work cooperatively, to relate to others with respect and acceptance of differences, to strive for and achieve their goals as students at Hume Central Secondary College.

Responsibilities of all College Staff:

- Promote and protect student wellbeing when making decisions/carrying out duties relevant to individual role. This includes any mandatory reporting obligations, immediate reporting of students at risk to Campus Principal/Wellbeing Team and consulting with relevant staff such as the Wellbeing Team and AP to implement strategies to support wellbeing and learning
- Develop relationships based on mutual respect rather than relying on authority to maintain purpose and order
- Positively reinforce the constructive efforts and behaviour of students
- Continually acknowledge student effort through the implementation of SWPBS rewards
- Create opportunities to praise students and recognise the efforts of students when striving to achieve their personal best
- Encourage, acknowledge and reward expected behaviours at a ratio of 5:1
- Communicate their interest in students' improvement and progress, and in their development as young adults
- Adhere to expected behaviours outlined in the Child Safety Code of Conduct at all times
- Implement strategies from the Berry Street Education Model training and apply a trauma-informed approach when carrying out role duties
- Where appropriate, involve families and students in decision-making
- Communicate the wellbeing needs of students in their classes to the Wellbeing Team and AP
- Develop and implement strategies in the classroom, in collaboration with the Wellbeing Team /AP/relevant support staff, to support student needs.

Responsibilities of all learners at the College:

As outlined in our [Student Learning Behaviour Policy](#), each student is responsible for and can expect to:

- Engage in and maintain safe and supportive learning environments
- Be treated respectfully and respect all others and their views.

SCHOOL WIDE POSITIVE BEHAVIOUR EXPECTATIONS (SWPBS)	
At all times, members of the Hume Central Secondary College Community ...	
WE ARE RESPECTFUL	<ul style="list-style-type: none">• Build respectful relationships• Are polite and use appropriate names• Listen to others and take our turn to speak• Respect rights and opinions of others• Make positive contributions online• Take a positive stance in response to all inappropriate behaviours including bullying• Are inclusive• Show empathy and appreciation
WE ARE RESPONSIBLE	<ul style="list-style-type: none">• Use diaries and lockers effectively• Move safely in and around school• Stay in designated areas• Use appropriate indoor or outdoor voices• Wear school uniform correctly and with pride at, to and from school• Care for and appreciate our environment and belongings• Contribute to College, house and campus activities• Represent our College in a positive manner when in the community
WE ARE LEARNERS	<ul style="list-style-type: none">• Arrive ready for learning• Submit all homework and learning tasks on time• Engage positively in all learning activities• Work collaboratively• Work independently and allow others to do so too• Use feedback to improve behaviour and performance• Use technology for learning• Aim for quality with everything we do

Responsibilities of all parents/carers at the College:

- Engage in a partnership between the family and the College that focus on positive educational outcomes
- Communicate individual needs/and or circumstances of your child that may impact on their learning with teachers and/or Campus Principal
- Respect and support the staff and other members of the College community together in partnership
- Support the College through engaging with the available communication systems and opportunities to be involved in a range of College activities.

Areas of Strategic Focus:

The College has developed and is implementing a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. Some students may need extra social, emotional or educational support and the needs of students will change over time.

A summary of the College wide strategies used at Hume Central Secondary College to support student engagement and wellbeing is included below:

▪ **Respectful Relationships (RR)**

The Respectful Relationships (RR) program aims to develop students' social, emotional and positive relationship skills. Students engage in Respectful Relationships lessons aimed at promoting positive gender norms in young people and has been shown to improve health related outcomes and wellbeing whilst reducing antisocial behaviours including engagement in gender-related violence. RR is an integral part of developing our whole school approach to positive behaviours.

▪ **School Wide Positive Behaviour Support (SWPBS)**

SWPBS is a comprehensive framework which involves shifting away from more reactive approaches to student behaviour towards a more flexible, positive, proactive and preventive continuum of behaviour support for all students. This explicit focus on positive behaviours, on teaching and rewarding positive behaviours, will continue to ensure our learning spaces are safe and orderly and that student academic engagement is further improved.

▪ **Berry Street Education Model (BSEM)**

The Berry Street Education Model is a trauma-informed positive education framework which assists teaching staff to meet the specific needs of disengaged young people in their pursuit of positive achievements in education. The Model provides a whole-school approach to meet the developmental strengths and needs of students, teachers, and leaders, and is based on classroom strategies informed by Berry Street's approaches to trauma-informed learning and the science of wellbeing.

The model is designed to add professional knowledge, and well-established strategies to the structures that already exist with regards to SWPBS and Respectful Relationships.

- **Student Voice and Agency**

Young people who find their own voice in supportive school environments are more likely to develop confidence, a capacity to act in the world, and a willingness to lead others. At HCSC, staff ensure that students are empowered with the knowledge, skills and dispositions that enable them to exercise effective voice, agency and leadership. By empowering students, we enhance student engagement and enrich their participation in the classroom, school and community. We help students to take responsibility for their learning and development and create a positive climate for learning through the construction of Semester based goal setting. Teachers ask students to share ideas about what they are learning and make changes in response to student feedback.

Our Student Voice Team (SVT) Coordinators use the DET Amplify document to provide direction to student leaders on each campus and enable them to better engage and represent their peers. SVT participates actively in campus and College based events and has the opportunity to work closely with campus/college leadership in decision making processes.

The College uses student feedback data to inform College Wide goals and actions. This data is also used to inform changes to instructional practice and support the wellbeing and engagement of students.

- **Attendance**

All the learning community at Hume Central Secondary College is responsible for attendance: Principals; Team Leaders and Coordinators; Mentor Teachers; Classroom Teachers; Students; Education Support Class and Parents/Carers.

Regular school attendance enables students to maximise their full educational potential and promotes active participation and engagement in learning. Maintaining habits of regular attendance at school enables students to continually extend their educational and social development (Attendance Policy).

- **Wellbeing Teams / Supports**

Under the guidance of the Assistant Principal and Director of Student Engagement and Wellbeing, the Wellbeing Team provides support, resources and activities to promote and enhance student wellbeing and safety. This includes the provision, coordination, implementation and evaluation of wellbeing services provided by the College to students and their families. Community liaison officers support culturally and linguistically diverse (CALD) families to seek support to engage in school environments.

The role of the Wellbeing Team includes:

- Counselling and supporting students who have personal, social or emotional needs that are likely the result of trauma, which are affecting their wellbeing and their ability to participate fully at school
- Linking students and/or their families with outside resources and agencies (as necessary) and to provide ongoing support to students that are referred
- Communicating the needs of students to teachers and College leaders so that all members of the school community can provide support
- Building the capacity of teachers and staff to understand the wellbeing needs of students
- Supporting teachers and staff to implement strategies to support students with needs
- Initiating and implementing appropriate programs in the area of wellbeing

Team Leaders, Coordinators and Mentors

Under the guidance of the Assistant Principal and Director of Student Engagement and Wellbeing, Team Leaders and Coordinators lead year level staff to provide optimum learning environments for students and lead staff to increase student engagement and learning outcomes. This includes implementation of SWPBS, RR and BSEM strategies and adherence to College policies and practices. Team Leaders, Coordinators and Mentors lead the effective delivery of the Mentoring program to meet student needs. Team Leaders will facilitate the Student Engagement Committee meetings and will engage other college staff to develop and implement appropriate strategies to support student engagement and wellbeing and, will convene SSG meetings as required.

REVIEW

This policy will be reviewed as required or due to changes in regulations or circumstances.

Date Reviewed	To Be Reviewed	College Council
10/10/2024	Annually	Presented at School Council 24th October 2024