



PRESTON
HIGH SCHOOL

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Preston High School, (03) 9055 8400 or email preston.hs@education.vic.gov.au

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.

Preston 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.

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1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
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POLICY

1. School profile

Preston High School is located close to the CBD of Preston, adjacent to the Preston Library and near the Town Hall, Preston Market, High Street, Preston City Oval, Police Station and other local amenities. Opening in 2019 for year 7s only the has grown one-year level at a time until 2024 when the full year 7-12 cohort will be in attendance.

Wellbeing and Engagement is managed by an Assistant Principal under the direction of the Principal.

Due to its unusual shape the school site our school has 3 street frontages and residential housing on all sides.

Our community is culturally and linguistically diverse (with Chinese being the fastest growing language) and increasingly affluent as demographic changes and property prices alter the community profile.

Our motto is Lead, Explore, Inspire. This informs our work.

2. School values, philosophy and vision

Our school's values are: Excellence, Inclusion and Community.

Our Motto is: Lead, Explore, Inspire.

Our Vision: We envision Preston High School as a highly regarded academic institution with broad discipline based programs engendering confidence in learners as well as specialist programs to enable young people to flourish in areas of passion or talent. We are unashamedly aspirational. We empower young people to be the leaders of tomorrow.

Our Statement of Values and School Philosophy is available online.

3. Engagement strategies

Preston High School has 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

- The explicit teaching of pro-social skills through the adoption of Philosophical thinking that includes respecting opinions, critical and reflective evaluation, listening skills and turn-taking.
- 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

- teachers at Preston High School use a shared lesson model as an 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 Preston 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
- carefully planned transition programs and a developmentally appropriate staging of phases of learning 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 advisory and leadership forums. Students are also encouraged to speak with relevant staff whenever they have any questions or concerns.
- All students are welcome to self-refer to staff responsible for wellbeing and engagement, or other relevant staff, if they would like to discuss a particular issue or feel as though they may need support of any kind. We have an 'open door' approach where students and staff are partners in learning and we focus on re-engaging with learning as soon as appropriate.
- we engage in school wide positive behaviour programs with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Safe Schools
- programs, incursions and excursions developed to address issue specific behaviour or social/emotional needs (i.e. cyber safety programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- teachers are aware of our school's proactive 'preconditions for effective teaching' expectations:

PRESTON HIGH SCHOOL
Preconditions for highly effective teaching in Every Classroom, Every day
Knowing our students. Teachers have learnt about their students using a variety of data and interpersonal communication that show an interest in the student as a person and a learner.
Connecting with students. Teachers have made a connection with each student on a personal level so that the child feels known, safe to ask questions, connected to the teacher
Connecting the class. A sense of 'group' has been formed. Eg "We are a group who will be doing [subject] together"
Relational and Positive Behaviour Norms: Shared values and expectations have been established and articulated and are actively taught (recognizing that these are learned behaviours and can be taught and missteps can be acknowledged). Eg: "We treat each other's ideas with respect and interest and engage with them." "We come prepared." "We respond to feedback." "We return work on time." "We are on time to class".

PRESTON HIGH SCHOOL

Preconditions for highly effective teaching in Every Classroom, Every day

Learning and Teaching Behaviour Norms: Organisational norms and routines for the classroom that enable efficient use of learning time have been established in line with school-wide agreements. Eg. teaching students how to organize their books, represent ideas, follow a structure, write legibly, track corrections and changes, track questions", etc. "We are careful with mathematical ideas and are curious about patterns and problems." "We will write every day using the language of our subject." "We experiment with possibilities." "We analyse errors and missteps." "We ask questions."

Targeted

- each class group has a Class Tutor, a teacher responsible for their year, who monitors the health and wellbeing of students in their class, and act as a point of contact for students who may need additional support.
- from 2022 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
- all Koorie students will be connected 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
- 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 and will apply approaches relevant to working with those students
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- 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
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)

Individual

The items below will be considered on a case-by-case basis and will in some cases rely on DET programs or funding to support our actions

- Student Support Groups, see: <https://www2.education.vic.gov.au/pal/student-support-groups/policy>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities / Disability Inclusion
- referral to Student Wellbeing Coordinator and Student Support Services
- referral to ChildFirst, Headspace, Navigator, Lookout or other appropriate

Preston 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:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as local council based 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 Extra support – Reasonable Adjustments

Preston High School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, and socially.

At our school, student wellbeing is the responsibility of every staff member and every teacher is a teacher of wellbeing. In addition to our Tutors (teachers assigned to each group) the Assistant Principal responsible for Student Wellbeing and Engagement and their team play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing.

Preston High School will make reasonable adjustments to accommodate any senior secondary students with special needs or a disability that are seeking to access a senior secondary course.

Preston High School will consider the following information to determine whether any reasonable adjustments need to be made:

- the nature of the student's special needs or disability
- any adjustments that have previously been provided
- any recommended or alternative adjustments

Preston High 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 or parents

The information gathered will enable school staff to better understand the young person in a case managed approach and allows for reasonable adjustments to be made for students with learning or behavioural difficulties.

From time-to-time reasonable adjustments or special provision will be required for Senior Secondary assessments and exams, a list of possible adjustments is provided below:

- Rescheduling school-based assessment tasks.
- Extra time to complete assessment tasks.
- Extra reading time, writing time, rest breaks.
- Alternative format exam papers (e.g. enlarged print, Braille).
- Replacing a task with a task of a different kind.
- Using a single task to assess more than one of the learning outcomes.
- Using technology (e.g. laptops), integration aides, or other special arrangements.
- Extensions of time to complete folio and production items.

Preston High School has been built with significant physical adjustments to suit students with mobility issues. These modifications include but are not limited to:

- Accessible toilets
- Handrails
- Installation of tactile indicators
- Open corridors
- Elevators and ramps

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 Statement of Values highlights 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.

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.

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.

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 Preston High School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Preston High 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 review meetings with parents/carers
- suspension
- expulsion

Corporal Punishment is prohibited is prohibited by law and will not be used in any circumstances at our school.

Suspension, expulsion, and restrictive interventions are measures of last resort and may only be used in particular 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>

Further information is also available at:

- [Procedure for Suspension](#)
- [Information for Parent and Carers about Expulsions](#)

The Principal of Preston High School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Preston High School is a Child Safe Organisation. We ensure this by complying with the requirements of the Child Safe Standards including having strategies in place to embed a culture of Child Safety at the school, having a Child Safety Policy/ Statement of Commitment to Child Safety and having policies and procedures to manage child abuse.

In applying a Restorative Practices Approach, teachers will apply the following continuum:

THE CONTINUUM OF RESTORATIVE PRACTICES: TEACHERS' GUIDE

OUR AIM FOR RESTORATIVE PRACTICES

- Provide an opportunity to reinforce school values
- All participants have a sense of justice and fairness.
- Participants gain an insight into the impact of their behaviours on others.
- A healing of hurt and a repairing of the damaged relationship.
- Continue to offer support and a sense of belonging.
- A sense of community is heightened when students, teachers and parents are equally valued as participants at a conference.

TEACHERS may begin their interventions at any of Stages 1-3.

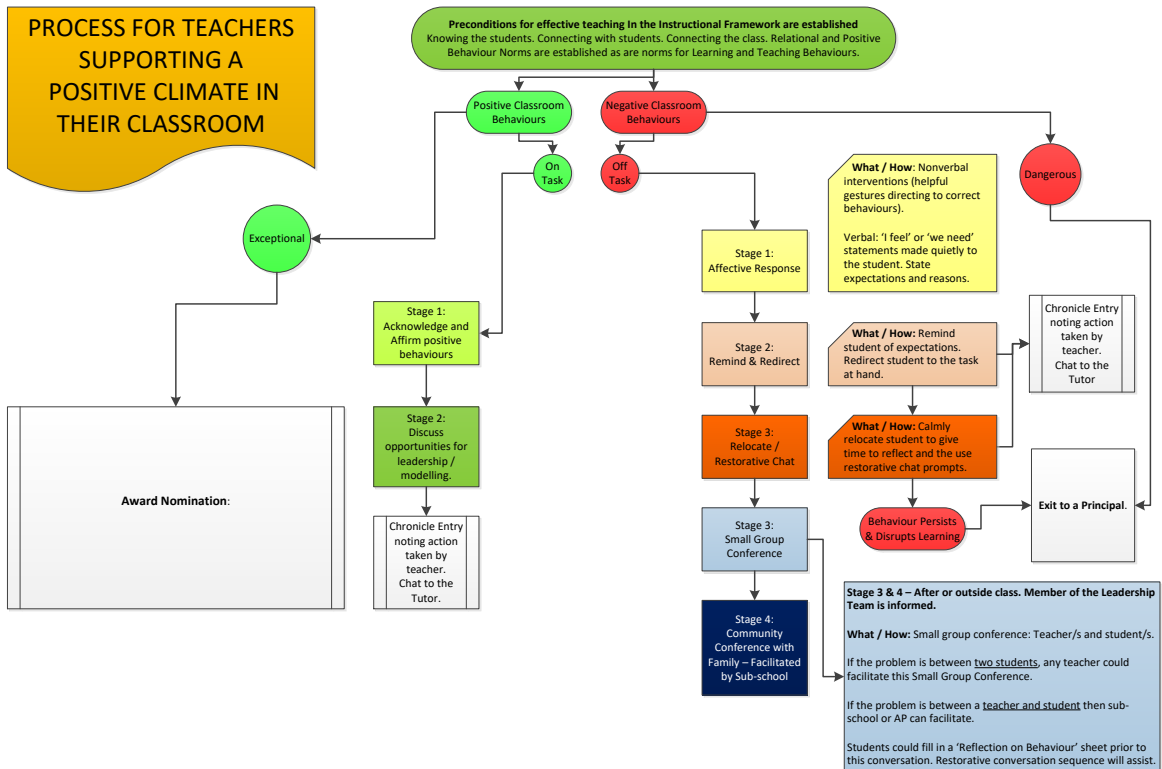
STAGE 1: Teacher Affective Response	STAGE 2: Teacher Remind & Redirect	STAGE 3: Teacher Relocation/Restorative Chat
<p>What / How: Nonverbal interventions + Verbal Interventions such as 'I' or 'we' statements made quietly to the student</p>	<p>What / How: Remind student of expectation or agreements and assist them to reengage in the task.</p>	<p>What / How: To provide reflection time either: calmly move the student to a new seat, or advise that they will stay back for a chat</p>
<p>Example: Make eye contact in order to gesture to the task at hand. Example: When you _____ I feel _____ I need you to _____ Or:</p>	<p>Example: Remember (we spoke about / agreed / it is expected that) _____. Can you see what is next in this task? Do you need any assistance to re-engage in this task?</p>	<p>Example: "I'd like you to come and sit here and in a minute we can chat about what's happened and what can help you refocus." "We will need to have a quick chat after the bell about what's happened"</p>

By _____ the learning of others is interrupted and we need you to _____		today and how next lesson can be better."
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Level of Formality – Start at the appropriate stage.

STAGE 4: Teacher & Member of the Leadership Team if required	STAGE 5:
Small Group Conference: If behaviour has continued after Stage 3.	Community Conference with a member of the Leadership Team and parents / students
What / How: <ul style="list-style-type: none"> • Small group conference: Teacher/s and student/s. <ul style="list-style-type: none"> ○ If the problem is between <u>two students</u>, any teacher could facilitate this Small Group Conference. ○ If the problem is between a <u>teacher and student</u> then sub-school or another teacher can facilitate • Students should write a 'Reflection on Behaviour' prior to this conversation 	What / How: <ul style="list-style-type: none"> • As for Stage 4. • Member of the leadership team co-ordinates conference. • May require a learning agreement to be formalised.

The Staged Response to behavioural issues is as outlined below. Note: A Teacher may initiate a response at any of Stages 1-3 depending on the behaviours and context of the moment. (A full-size version is contained in Appendix # 1):



7. Engaging with families

Preston 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 relevant school policies and procedures, available on Compass or the school website
- maintaining an open, respectful line of communication between parents and staff, supported by relevant policies.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving our community in school forums to gather advice and input to decision making
- supporting an active and engaged School Council
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students where these are required.

8. Evaluation

Preston 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

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available online at any time on Compass
- Included in staff induction processes
- 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

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](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2023
Consultation	School Council October 2023
Approved by	Principal
Next scheduled review date	2025

Appendix #1 to the Student Wellbeing and Engagement Policy

