



Collingwood English
Language School

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Reception on 9419 7633.

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.

Collingwood English Language 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, where student participation is encouraged and valued, 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.

CONTENTS

1. School profile
2. School values, philosophy, and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
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POLICY

1. School profile

Collingwood English Language School (CELS) is a major provider of the New Arrivals Program in the North Western Victoria Metropolitan Region. It is a combined primary and secondary school, providing full time, intensive English courses for newly-arrived migrants and refugees prior to their enrolment in a mainstream school or further education.

We provide a safe, supportive and stimulating learning environment where students prepare for a smooth academic, social and cultural transition to mainstream school or further education. We also support families and guardians to understand and engage with our school community and the Victorian Education system.

We have high expectations within a culture of support for all in our community. We provide an effective teaching and learning program and also deliver an opportunity for parent/carer and community engagement. We offer effective and responsive leadership, a positive and respectful environment, and, a commitment to student and staff wellbeing.

Collingwood English Language School has three campuses. The Collingwood Campus was established as a stand-alone school in 1989. This campus is the main administration hub. We have two campuses in the city of Hume - Broadmeadows and Craigieburn campuses. The Collingwood Campus is located in Cambridge Street, Collingwood; the Broadmeadows Campus is part of the Dimboola Hub and shares the oval with Broadmeadows Valley Primary School and Hume Central (Dimboola Rd Campus); the Craigieburn campus sits adjacent to Craigieburn South Primary School.

Each campus is well serviced by public transport, catering for new arrivals in the inner city area and from the Northern and Eastern suburbs at the Collingwood Campus, and new arrivals from the northern suburbs at the Broadmeadows and Craigieburn campuses. In 2019 the school's target enrolment at the Collingwood campus is 65 secondary students and 52 primary students, 65 secondary and 65 primary children at the Broadmeadows campus and 65 secondary students and 65 primary students at the Craigieburn campus. We currently operate two Outpost programs at Preston North East and Thomastown Primary Schools for a small number of primary students.

Outreach Services Coordinators support improved access to appropriate programs for eligible students in the north west of Melbourne. The wellbeing of our students is supported by a team led by an Assistant Principal for Student Engagement and Wellbeing including a full time Social Worker, Mental Health Practitioners and Student Wellbeing Coordinators at each campus.

2. School values, philosophy and vision

OBJECTIVE

Collingwood English Language School's objective is to ensure all students are prepared for mainstream schools or other educational pathways and successful future lives in Australia.

VALUES

Collingwood English Language School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our



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school community are encouraged to live and demonstrate our core values of respect, kindness and learning at every opportunity.

Collingwood English Language School's values are:

- Respect: For ourselves, each other and our environment
- Kindness: To others through compassion and celebrating success
- Learning: Being ready to learn, do my best, be actively engaged, share ideas and welcome feedback.

3. Wellbeing and engagement strategies

Collingwood English Language School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. 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.

As the majority of students are new arrivals with refugee and migrant backgrounds, strategies are modified to suit their needs.

We therefore:

- have 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
- *create a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued*
- welcome all parents/carers and being responsive to them as partners in learning
- complete a Student Profile and Learning Goals for each student
- analyse and are 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 an EAL-specific program where transition into the school begins with settlement for students and families, technology support and student voice and agency relevant to their age and stage of English language development, to ensure that students are able to contribute to making decisions around their pathways.
- use a Gradual release of Responsibility 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
- adopt a broad range of EAL-specific 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



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- incorporate our school values into our curriculum and promote to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- plan transition programs carefully to support students moving into different stages of their schooling beyond the English Language School
- acknowledge positive behaviour and student achievement 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
- provide opportunities for students 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 events, sport, and peer support programs
- enable all students to self-refer to the Student Wellbeing Coordinator, Mentor Teachers, Social Worker, 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
- engage in school wide positive behaviour support with our staff and students, which includes elements of programs such as:
 - Foundation House Recovery Goals
 - Trauma-informed practice
 - Respectful Relationships
 - Bully Stoppers
 - Safe Schools
- develop programs, incursions and excursions to address issue specific behaviour (eg Foundation House Rainbow program)
- provide opportunities for student inclusion (i.e. Harmony Day, NAIDOC week, buddy programs, Graduation)
- *measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.*

Targeted support includes:

- Mentor teachers monitor the health and wellbeing of students in their class, and act as a point of contact for students who may need additional support
- Staff apply a trauma-informed approach to working with students who have experienced trauma
- all students from Year 10 and above are assisted to develop a Career Action Plan, with targeted goals and support to plan for their future



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- all 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](#)
- Wellbeing and health staff undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#)
- all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- 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
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- 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 support includes:

- Mentor teachers, student wellbeing coordinators, social worker and Mental health Practitioner for secondary students
- Student Support Groups, see: <http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Education Plan and Behaviour Support Plan
- Program for Students with Disabilities
- Referral to Student Support Services
- referral to Student Support Services through culturally specific agencies eg CMY Arabic Welfare
- Navigator and Lookout if applicable
- [Mental health toolkit](#)
- [headspace](#)

Collingwood English Language School implements a range of strategies that support and promote individual engagement. These can include:

- Small class sizes



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- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer/interpreter to talk about how best ways to help the student engage with school
- developing an Individual Education 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 council based youth and family services, other allied health professionals (eg DPV, CoHealth), child and adolescent mental health services
 - Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

- recognising the students' and families settlement needs
- 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
- collaborating, where appropriate and with the support of the student and their family, to commence PSD processes and applications
- monitoring individual student attendance and developing plans in collaboration with the student and their family
- if applicable, 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

Collingwood English Language 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. Collingwood English Language School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- Enrolment information including sociocultural and linguistic information
- Migrant and refugee experience and potential trauma dues to significant change and upheaval
- Personal, health and learning information gathered upon enrolment and while the student is enrolled
- Attendance records



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- Academic performance
- Observations by school staff including MEAs 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
- Communicate students' specific needs to the next school or TAFE

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, racism, 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](#).

1. Student behavioural expectations and management

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 Collingwood English Language School's Bullying Prevention policy.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy.

When a student acts in breach of the behaviour standards of our school community, Collingwood English Language School will institute a staged response, consistent with the Department's Student



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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
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

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>

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 Collingwood English Language School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

2. Engaging with families

Collingwood English Language 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



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- providing parent volunteer opportunities so that families can contribute to school activities
- involving families in school decision making eg transition to mainstream or TAFE settings
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

3. Evaluation

Collingwood English Language 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
- Compass data

Collingwood English Language School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request
- Parent Engagement sessions

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](#)



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- [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 Policy](#)
- [Bullying Prevention Policy](#)
- [Statement of Values and School Philosophy](#)
- [Complaints Policy](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2022
Consultation	School Council 20/10/22
Approved by	Principal – Catherine McMahon
Next scheduled review date	June 2024