

RATIONALE:

Echuca College is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive college culture to engage and support them in their learning. Our college acknowledges that student wellbeing and student learning outcomes are inextricably linked.

It is fundamental to acknowledge that each teacher is a vital source of support and a determinant in the success of their students. The teachers at this college will work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the college and can effectively engage with their learning. Echuca College recognises the need to be engaging and inclusive, recognising and responding to the diverse needs of our students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.

Our college strives to be a learning community where students and teachers can relate well to each other, and where different ideas and viewpoints are valued and respected.

AIMS:

- Echuca College is a positive environment in which all teachers assume responsibility for student welfare, endeavouring to provide successful experiences for all children, where children feel safe and secure in a supportive environment where a sense of belonging and wellbeing are strengthened.
- Children develop positive social behaviours and problem solving skills.
- Staff are confident, skilled and proactive in the management of student welfare issues.
- Communication processes and protocols are clear and well known to ensure the effectiveness of student welfare support.

1. GUIDELINES:

- 1.1 The college will focus on establishing positive and respectful relationships, particularly between teachers and students, and establishing a learning community that provides multiple and diverse opportunities for students to experience success.
- 1.2 The college will collaboratively develop and implement a fair and respectful whole-college behaviour management approach.
- 1.3 The college will encourage and provide multiple opportunities for parents/carers and members of the broader community to play an active part in the life of the college and the education of their children.
- 1.4 The college's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- 1.5 The college will promote active student participation and provide students with a sense of ownership of their environment.
- 1.6 The college will support families to engage in their child's learning and build their capacity as active learners.
- 1.7 The college will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.

- 1.8 The college will have processes in place to identify and respond to individual students who require additional assistance and support.
- 1.9 The college will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our college and our teachers to respond to the needs of the students.

2. PROGRAM

2.1 The curriculum programs of the college will recognise and respond to the diverse needs of the college's students by:

- accommodating different learning profiles and rates of learning
- intervening early to identify and respond to individual student needs

2.2 The college is committed to the delivery of an inclusive curriculum that ensures all our students have access to a quality education to meet their diverse needs. To improve educational outcomes for students with disabilities, the following key strategies are in place:

- providing parents/carers with a learning program that best suits their child's needs
- involving students and parents in programming and planning decisions
- supporting students access to programs that let them pursue achievable pathways
- ensuring the expertise of teachers working in our college is maintained and developed

2.3 Our college will implement a whole-college behaviour management approach that is based on pro-social values, social competencies, incentives and positive peer relationships. The key focus will be on prevention and early intervention strategies that:

- define and teach college-wide and classroom expectations
- establish consistent college-wide and classroom consequences for problem behaviour
- establish college-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
- provide college-wide and classroom processes for ongoing collection and use of data for decision-making
- empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- provide a physical environment conducive to positive behaviours and effective engagement in learning
- utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour

Calmer Classrooms: A Guide to Working with Traumatized Children, developed by the Office of the Child Safety Commissioner, provides teachers and schools with effective relationship based classroom and school-wide strategies.

2.4 Involvement in our college by parents and carers helps children achieve the best possible learning outcomes. Parents and carers will be provided with the opportunity to participate in college life, both formally and informally, through college council, volunteering and staying up to date with news about what is happening in education via our newsletter, website and termly magazines.

2.5 The college's strategies to promote pro-social values will be whole-college in focus and include close links with curriculum. The Victorian Curriculum includes the capabilities of Personal and Social Capability and Intercultural Capability which encourages students to work with others, and to take greater responsibility for their own learning and participation at school. In the context of the Victorian Curriculum, the college curriculum will include the Ethical Capability to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

2.6 Student voice/student participation is about valuing people and valuing the learning that results when we engage the capacities and multiple voices in the college. It focuses on realising the leadership potential inherent within all learners. There are five dimensions to student participation:

1. student involvement in college and community development
2. students as researchers and co-enquirers
3. student feedback on teaching and learning
4. students as peer-tutors
5. student involvement as a manifestation of inclusion principles

The college promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change. Student participation ranges from young people sharing their opinions of problems and potential solutions through student council or in focus groups associated with college strategic planning. It also includes our students sharing their 'voice' by collaborating with teachers to actually improve education outcomes, including helping to improve teaching, curriculum and teacher-student relationships and leading to changes in student assessment.

Our student voice is encouraged through our Student Governing Council which facilitates groups from different year levels to discuss various topics and help inform the future direction of the school.

2.7 The college will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning. The college will ensure that the unique experiences and skills of our students' families enrich the learning environment and the college community.

The college will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the college's Student Welfare Policy
- conducting effective college-to-home and home-to-college communications
- involving families with homework and other curriculum-related activities
- involving families as participants in college decision-making
- coordinating resources and services from the community for families, students and the college
- providing opportunities to enhance parenting knowledge and skills

2.7.1 Implementing preventative and early intervention strategies to support positive behaviours is a key part of the Student Welfare Policy at our college. Prevention and early intervention strategies the college will deploy include:

- defining and teaching college-wide and classroom expectations
- establishing consistent college-wide and classroom consequences for problem behaviour
- establishing college-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty

- providing college-wide and classroom processes for the ongoing collection and use of data for decision-making
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing a physical environment conducive to positive behaviours and effective engagement in learning
- utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behavior

2.7.2 The college will promote and maintain high levels of student attendance and Participation through:

- articulating high expectations to all members of the college community
- adopting consistent, rigorous procedures to monitor and record student absences
- following up student absences promptly and consistently
- implementing data-driven attendance improvement strategies
- creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
- providing early identification of, and supportive intervention for, students at risk of non-attendance
- linking with local community groups and agencies to maximise program and individual support
- providing a staged response

2.8.1 The college will use coordinated early intervention and prevention strategies to identify and respond to individual students who require additional assistance and support. The college will provide the following support structures:

- monitoring of, and responding to, protracted student absences
- trauma management plan
- protocol for child protection reporting
- Student Support Group's for children in need
- bullying survey of students and college environment

2.8.2 Longitudinal data will be collected regarding frequency and types of welfare issues, so as to measure the success or otherwise of college-based strategies and approaches.

Some sources of data are:

- the Attitudes to School Survey data
- school summary report
- parent opinion survey data
- data from case management work with students

Data collated on XUNO enables our college to easily identify students who have characteristics that are known to increase disengagement at school.

Data collated includes

- poor attendance
- low literacy
- low numeracy
- problematic school behaviour and relationships through the number of Suspensions and the number of days suspended

- low income or unemployed family background - the occupation code of parents
- Koorie or Torres Strait Islander background
- refugee or EAL status
- presence of a physical disability
- presence of learning disorders leading to integration support
- restricted access arrangements as a result of parent separation
- presence of a risk alert
- experience of significant health issues

2.9 The college will utilise relevant external student wellbeing support services in order to identify and address the barriers to learning that individual students may be facing. Such services to provide support for students and staff include:

- psychologist for psychological and academic assessment
- mentors – providing support for ‘at risk’ children
- Department of Human Services case managers and support workers
- social workers to provide services such as counselling, social skills and anger management programs
- youth agencies
- local parent support groups
- relevant DET support staff
- C.A.S.A. [Centre Against Sexual Assault]

3. LINKS AND APPENDICES (including processes related to this policy)

Links which are connected with this policy are:

<http://www.education.vic.gov.au/school/principals/participation/Pages/wholeschoolengage.aspx>

<http://www.education.vic.gov.au/about/department/Pages/resilienceframework.aspx>

<http://www.education.vic.gov.au/school/principals/health/Pages/socialemotion.aspx>

<http://www.education.vic.gov.au/about/department/Pages/wellbeing.aspx>

<http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>

<http://www.education.vic.gov.au/school/principals/participation/Pages/interventions.aspx>

<http://www.education.vic.gov.au/school/principals/participation/Pages/engageindividuals.aspx>

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/attendance.aspx>

EVALUATION:

This policy is to be reviewed as part of our school’s three-year review cycle.

This policy was last ratified by School Council in....