

 <p><b>DONCASTER</b> SECONDARY COLLEGE</p>	<p><b>STUDENT WELLBEING &amp; ENGAGEMENT POLICY</b></p>
<p>College council will review this policy every two years</p>	<p><b>Date approved:</b> November 2022</p>
	<p><b>Date of next review:</b> 2024</p>

Doncaster Secondary College acknowledges the traditional owners of the land on which our school is situated, the Wurundjeri Woi Wurrung people of the Kulin Nation. We pay our respects to elder's past, present and emerging and extend that respect to any and all Aboriginal or Torres Strait Islander people.

We value the ongoing contribution to the cultural heritage that the Wurundjeri Woi Wurrung people provide to our school as well as the city of Manningham.

We recognise that this land was never ceded and there is no treaty, and we commit to efforts towards reconciliation as a school community.

We at Doncaster Secondary College are inclusive of individuals from all backgrounds including the LGBTQIA+, Culturally and linguistically diverse as well as Aboriginal and Torres Strait Islander people.



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## 1 SCHOOL PROFILE

Doncaster Secondary College is proud of our diverse student cohort, with students coming from a wide geographical area. The College has a student population of 1319 students, including approximately 42 full fee-paying international students. The International Program adds diversity and supports the provision of a broader academic curriculum. Of the 1319 students, 348 come from a language background other than English. There are 43 nationalities represented in the culturally diverse student population and approximately 10.75% of the students speak a language other than English at home. Doncaster Secondary College welcomes Aboriginal and Torres Strait Islander students and families to our community and offers further cultural support to students and families through the services of Koori Engagement Support Officers who is based on-site weekly and supports the delivery of the Galada Kirrip group Program. The College maintains excellent VCE outcomes, which open a variety of pathways for students beyond school. Over 80% of students enrol in tertiary studies at the end of VCE, with over 70% attending university and around 10% moving on to TAFE and other educational providers. Regular participation of Doncaster Secondary College students in national and international academic competitions, as well as regular inclusion amongst the Premier's Awards recipients, is another reflection of the high-quality outcomes achieved.

## 2 SCHOOL VALUES, PHILOSOPHY, AND VISION

At Doncaster Secondary College we are working together to enable all students to achieve their potential and become confident, effective learners who contribute productively to society. This core purpose is reflected in the College motto 'Working Together, Learning Together' and is underpinned by the following values:

**Respect** for ourselves, each other, and the environment. This includes treating others how you want to be treated, actively listening to others, having high regard for yourself and others in the learning environment, and understanding and responding appropriately to difference.

**Responsibility** for our own actions, including attending school on time with correct uniform and learning materials, understanding learning intentions and how these can be achieved, submitting work on time, and accepting consequences for your actions.

**Resilience** to embrace challenges with optimism and perseverance, taking realistic steps when facing challenges while using feedback to grow and improve, exploring different ways to learn and achieve your goals, and using initiative when asking for regular help if you need it.

**Teamwork** is working co-operatively and constructively with others while valuing feedback and utilising your own strengths to encourage and enable those around you. This includes giving, receiving, and applying constructive criticism and feedback from fellow team members.

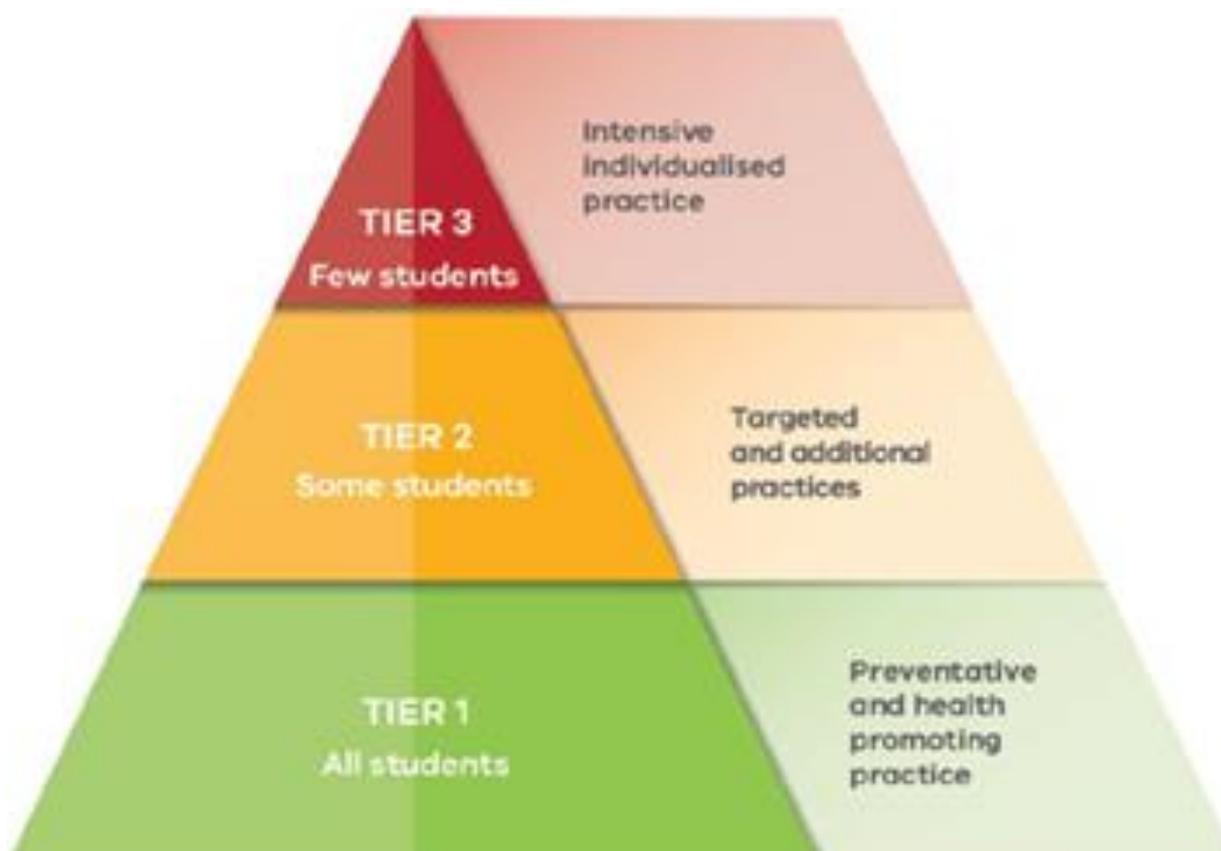
### 3 THE WHOLE SCHOOL APPROACH TO IDENTIFYING STUDENTS IN NEED OF SUPPORT

The community of Doncaster Secondary College is working together to enable all students to achieve their potential and be resourced with the skills and strategies to become confident, effective learners who contribute productively to society. Our work is underpinned by the values of Respect, Resilience, Responsibility and Teamwork. All members of the College community are expected to support and model these values.

#### 3.1 TIERED APPROACH TO STUDENT WELLBEING

A tiered approach to student wellbeing, as utilised at Doncaster Secondary College, is in line with current conceptualisation of student learning and wellbeing by DET (Schools Mental Health Menu ([education.vic.gov.au](http://education.vic.gov.au))). Utilising this approach enables DSC to assess need, plan and respond appropriately in relation to the student wellbeing needs to evaluate outcomes. It allows the mobilisation of targeted resources to address differing levels of need and ensures that all students are supported to engage in their learning equitably.

#### 3.2 WHOLE SCHOOL APPROACH



This approach embodies the Framework for Improving Student Outcomes (FISO) and forms the basis for every interaction, preventative or otherwise, the College has with its students. This approach aims to support students to become engaged learners, caring citizens and thriving people by understanding that these factors contribute to the development of healthy, caring and responsible young people (Search Institute, 2005)

FISO 2.0 sets the expectation that for students to be successful, the balance between learning and wellbeing is of equal weight. Wellbeing in this context refers specifically to 'the development of capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life' (FISO 2.0 [Framework for Improving Student Outcomes \(FISO 2.0\): Policy | education.vic.gov.au](http://education.vic.gov.au)).

Tier 1 is Universal Interventions that are available to all members of the school community and promote positive, proactive mental health and wellbeing.

### **Tier 1 – Positive Mental Health Promotion and Prevention**

At Doncaster Secondary College this looks like:

- Meetings inclusive of the teacher, parent or Engagement Coordinator and/or Positive Climate Leader.
- Policy and research work done by the Wellbeing Team and Student Management Team
- Support given by all College staff, Discovery teachers, Parents, Students, and Student Management Team.
- Developing a genuine relationship of care and concern for students/peers.
- Noticing/observing behaviour, inquiring, planning support, and assisting students where possible.
- Documenting concerns and actions, where appropriate, on compass.
- In classroom support by WPS program for DiSCovery Classes.
- Whole of school events, programs and activities that promote the development of positive coping skills and strategies (e.g. Mental Health Month, Discovery class content, IDAHOBIT, Reconciliation Week, Anzac Day).

### **Tier 2 – Early, cohort specific intervention**

These are more targeted programs to meet the needs of specific cohorts of students in a more targeted manner. Intervention in this tier involves support, counselling, and capacity building through the development of processes, programs, and policies to strengthen coping skills and reduce risk factors.

At Doncaster Secondary College this looks like:

- Using the NIP approach to respond to student wellbeing concerns early within the classroom.
- The provision of school-based practical support and counselling from the Wellbeing Team.
- Development and delivery of small group interventions targeting specific issues of concern.
- Year level specific programs that support the development of specific skills and strategies
- Wellbeing Needs Assessments in partnership with students, parents and key DSC staff members to determine needs and create support plans to address identified goals.
- Internal referral pathways that include support from our Mental Health Practitioner, School Counsellor and Social Worker as well as from our pre-service counsellors and social workers.
- Consultation with DET supports such as Student Support Service Officers (SSS) and Koorie Engagement Support Officers (KESO)
- Referral to external supports in the community
- Support for students removed from class and/ or suspended from regular school activities.
- Research project work completed by the Wellbeing Team with support of the WPS program around areas of student need.

### **Tier 3 – Intensive, Individualised Intervention**

This area of work involves specialised, intensive and individual support, monitoring and case management. External services and resources are activated to support students and their families.

At Doncaster Secondary College this looks like:

- The regular check-ins and monitoring from Wellbeing Team and WPS program.
- Direct support of counselling and case management support with students identified as needing significant wellbeing support.
- Utilising the Four Critical Actions to guide responses to urgent/immediate safety and wellbeing concerns with students.
- Classroom observation and healthy relationship modelling with students.
- Support in parent meetings, SSGs or Care Team Meetings.

- Risk assessment and safety planning for students with significant mental health concern.
- Consulting with teaching staff to develop strategies and plans to best support students with individualised needs.
- Specialised Professional Learning with staff around identified learning and practice gaps (e.g. working with behavioural challenges, ASD/ADHD, Trauma, mental health).

At Doncaster Secondary College the emphasis is on **early intervention** as the most effective means of providing all students with support to be ready to learn and to develop the skills and strategies to engage in their learning. This is achieved through:

- The College Discovery Program
- Wellbeing programs
- Sub School teams
- Whole-school events, programs and activities
- Whole of staff professional learning

These programs are designed to build resilience, a sense of belonging and promote wellbeing.

### 3.3 Wellbeing Placement Students

Doncaster Secondary College is proud to involve a wider community of tertiary institutions in the provision of wellbeing care and support to our students and families through partnerships with multiple departments of counselling, social work, and youth work across Victoria. These Wellbeing Placement Students form the bulk of the Wellbeing Team at Doncaster and work closely with our Wellbeing Coordinators to build relationships with the students and support their biopsychosocial wellbeing.

Our wellbeing placement students work proactively to provide early intervention support to students, and also reactively when students need immediate support. When a student requires ongoing support, our staffing group may allocate a social worker or counselling to work with that student on mental health and wellbeing issues and develop and set goals using the Personal and Social Capabilities ACARA framework. Working in partnership with students and their caregivers means that consent is always sought for wellbeing engagement and each party plays an active role in the development of specific goals and active feedback provided.

Wellbeing Placement Students complete key work at Doncaster Secondary College and are responsible for supporting Tier 1 and Tier 2 mental health and wellbeing early intervention work. Practice includes:

- One on one counselling sessions with students
- Completing psychosocial wellbeing needs assessment with students
- Providing in-classroom support for at-risk individuals or classes
- Supporting targeted group work and facilitating lunchtime programs
- Facilitating whole-day self-referral 'intake room' for students requiring immediate support
- Support for students who have been removed from class or on suspension
- Facilitating whole-school events, programs and activities for health promotion and positive mental health promotion

Doncaster Secondary College is committed to embedding these practices in our everyday lives, both at the College, and when we're in the community and our homes. Staff, students, and parents all have a role to play in supporting the wellbeing of our community. For more information visit about our Wellbeing Placement Student Program visit [www.doncastersc.vic.edu.au/wellbeing](http://www.doncastersc.vic.edu.au/wellbeing) or contact our Wellbeing Team directly.

## 4 RIGHTS & RESPONSIBILITIES

### Guiding Principles

Doncaster Secondary College follows Department of Education and Training (DET) policy guidelines and both state and federal legislation when developing policy for our school community. When defining the rights and responsibilities of those in our community, the following legislation is relevant: the *Charter of Human Rights and Responsibilities Act 2006* (Vic), the *Education Training and Reform Act 2006* (Vic), the *Equal Opportunity Act 2010* (Vic), the *Children, Youth and Families Act 2005* (Vic), the *Child Wellbeing and Safety Act 2005* (Vic), the *Disability Discrimination Act 1992* (Cth), the *Sex Discrimination Act 1984* (Cth), and the *Privacy Act 1988* (Cth). These pieces of legislation inform the DET policy guidelines under which all government schools operate and form their own policy. These guidelines extend to every facet of school functioning, including online learning and digital safety. Doncaster Secondary College upholds the rights and responsibilities protected in these acts, and expects members of the school community to behave according to the following descriptions.

### Rights and Responsibilities of Students

Rights	Responsibilities
<ul style="list-style-type: none"> <li>Learn in a safe and inclusive environment</li> <li>Learn in an environment which is free from bullying, harassment and intimidation</li> <li>To participate fully in the school community</li> </ul>	<ul style="list-style-type: none"> <li>Participate fully in their education</li> <li>Display positive behaviours that demonstrate respect for themselves, their peers, teachers and the school community</li> <li>Respect the right of others to learn</li> </ul>

### Rights and Responsibilities of Parents/carers/guardians

Rights	Responsibilities
<ul style="list-style-type: none"> <li>Be informed of the college directions and any changes to the processes within the school</li> <li>Expect their children to be educated in a secure environment which is safe, secure and free from harassment or bullying</li> <li>Approach any members of the school community with the assurance that their queries will be listened to and treated with confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>Promote positive educational outcomes for their children by modelling positive behaviour and taking active interest in their child's learning</li> <li>Ensure the child's participation in the College program through encouraging regular attendance and punctuality as well as providing the required materials</li> <li>Support the College in maintaining a safe and respectful learning environment</li> </ul>

### Rights and Responsibilities of Teachers

Rights	Responsibilities
<ul style="list-style-type: none"> <li>Expect to be able to teach in a safe and orderly classroom environment</li> <li>Expect the support and cooperation of parents in the education and care of their child</li> <li>Discipline students in line with the Engagement Guidelines set by the College and the Department of Education and Training</li> <li>Be informed, within Privacy requirements, of matters relating to students which may impact their ability to learn or engage in classroom matters</li> </ul>	<ul style="list-style-type: none"> <li>Understand how their students learn</li> <li>Understand the content their teaching</li> <li>Get to know their students and develop positive relationships with them</li> <li>Use a range of teaching strategies and resources to effectively engage students</li> <li>Raise concerns about particular students with the appropriate staff</li> <li>Support the Strategic Plan and college policies</li> <li>Engage in professional development opportunities</li> </ul>

**Rights and Responsibilities of Doncaster staff**

Rights	Responsibilities
<ul style="list-style-type: none"> <li>Expect to work in a safe, caring and inclusive environment</li> <li>Be informed, within Privacy requirements of matters relating to students that will impact on their work duties</li> </ul>	<ul style="list-style-type: none"> <li>To support teachers where extra support is required for a student</li> <li>Review the quality of their current work practices with the aim of improving outcomes for students</li> </ul>

**5 ENGAGEMENT STRATEGIES FOR STUDENTS AND FAMILIES**

Doncaster Secondary College is committed to the use of restorative practice in matters relating to student behavioural management. Student’s cognitive, behavioural and developmental wellbeing are enhanced by regular attendance, contribution during class, and recognition of inappropriate behaviour. To achieve our goal of students maintaining a 90% attendance, Doncaster Secondary College applies the following strategies:

- Electronic roll marking period by period
- Data on attendance readily available to school staff members, students, and guardians
- Providing guardians access to a direct phone line to report a student's absence
- Contact with parents of students who have unexplained absences
- Support from an attendance officer should the college require advice or further support

Further to these strategies which aim to encourage attendance, Doncaster Secondary College encourages students to form strong and healthy relationships, perform positive behaviours and ensure student engagement in all aspects of the schooling experience. To encourage students to develop these attributes and achieve their full potential, our students are supported through relationship-based, whole school learning as well as in-classroom practices. These practices include, but are not limited to:

- Establishing and encouraging safe and fair classroom environments
- Ensuring student participation within the classroom as well as school wide opportunities
- Providing personalised learning plans for students, acknowledging the variety in forms of learning
- Empowering students by providing opportunities for leadership and growth

**5.1 Engagement Strategies for Students:**

Doncaster 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.

**5.1.1 Academic Strategies:**

The College's Strategic Plan focuses on “Personalising Learning” and improving student outcomes in Literacy and Numeracy. Teachers are encouraged to use evidence-based practice data to inform their teaching while incorporating whole school and individual strategies that aim to improve literacy and numeracy and overall student engagement.

Two key programs which support academic outcomes include:

- The Learning Enhancement and Enrichment Program (LEEP), beginning at Year 7, provides opportunities for high-achieving students to learn at a rate and depth more appropriate to their academic strengths, as does the acceleration program available to students in Years 10 to 12.
- The 'MYSELF' (Middle Years Selected Essential Learning for the Future) Program at Year 9, involves all students undertaking a range of authentic and integrated programs for one day per week over the year. Many of these programs involve students working in the broader community. These developments are under constant review, with the focus upon continuous improvement.

A wide range of curricula and co-curricular activities engage and provide opportunities for students at all levels. There are numerous sporting opportunities, an exemplary Instrumental Music program, and a Performing Arts program available to all students.

### **5.1.2 Wellbeing Strategies:**

As mentioned in Section 3, Doncaster Secondary College has a strong focus on the entire school community having the ability to execute primary prevention, with specialist teams focused on providing support at deeper levels to students. A number of university placement students studying degrees in Social Work, Counselling or Psychology work closely with the wellbeing team in their service provision. The wellbeing team provide counselling as well as strategies for students needing support and those students who are at risk of disengaging from learning. Strategies to reduce the risk of students disengaging or attempting to reengage students include but are not limited to:

- Support to enhance time management and organisational skills through the use of practical tools such as development of planners
- Motivational Interviewing to enhance student motivation to submit required work tasks and reach attendance goals
- Provide encouragement to seek support from teachers if they are struggling with specific content
- Advocate for students amongst the wider teaching team
- Empower students to reach their academic potential

Further to the wellbeing team, supports are available through:

- Parents/guardians
- Peer mentoring and support groups
- Discovery teacher and co-ordinator input
- Mentoring and counselling externally through referral from the wellbeing team
- Involvement of the principal team

The College is committed to the use of restorative practice in all matters relating to student management. Restorative practice promotes relationship management rather than behaviour management which have flow on effects to cognitive and emotional wellbeing. The restorative practices are concerned with establishing or re-establishing social equality in a relationship and restoring a damaged relationship. Restorative practices involve acute and ongoing support to all students involved in a situation, as each students' needs are assessed by the wellbeing team who form a plan with classroom teachers to ensure a positive outcome for each student.

The College also utilises the skills of Sub-School Coordinators to support student's wellbeing. The Discovery Program, which involves students from years 7 – 12, focuses on developing competencies in the areas of learning, careers, emotional intelligence, and social skills. The skills acquired through the Discovery Program are transferred to learning in all curriculum areas and equip students for life beyond the College. Students are supported and encouraged by their Discovery teacher to acknowledge and develop their sense of wellbeing, with further support provided through the close partnership between Discovery teachers and the wellbeing team.

## 5.2 Engagement Strategies for Families:

Doncaster Secondary College values the input of students' parents and caregivers, we strive to support families to engage in their child's learning and school life. The College works hard to create positive 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 Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

## 6 STUDENT BEHAVIOURAL EXPECTATIONS AND SCHOOL RESPONSES

Inappropriate behaviours are responded to uniquely depending on the student and situation, these may include but are not limited to:

- Understanding the individual students needs through a thorough assessment
- Understanding the students background and any traumatising experiences which the student has endured
- Ensuring that students, and staff, have a clear understanding of the College expectations
- Creating scaffolding around the student in the form of a personalised learning program to best suit their learning style

Doncaster Secondary College utilises a Classroom Management Plan to respond to and attempt to minimise the impacts of student's inappropriate behaviour within the classroom setting.

## Classroom Management at DSC



**Step 1.**

**REMIND:** Teacher positively reminds the individual student about DSC values and classroom expectations.

**Step 2.**

**REFOCUS:** Teacher explicitly re-focuses the student from what they are doing to what they should be doing.

**Step 3.**

**RELOCATE:** Student is asked to move to a different location in the classroom. Student may be given a short break to refresh, and then return to class. See specific Online Learning options below.

**Step 4.**  
**REMOVE:**

<p><b><u>Issue Classroom Removal Report (CRR)</u></b> (Teacher to tick the box and sign)</p>	<p><b><u>Student is Removed</u></b> escorted by another student (if required and appropriate) to submit CRR to sub-school</p>	<p><b><u>Sub-School Office:</u></b> Given paperwork and then placed in an alternative class</p>	<p><b><u>Accountability:</u></b> Student arranges a time for a restorative conversation with their teacher</p>
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Teacher must follow up after class, with a **'Removal from Class' Compass Chronicle and a phone call home.**  
Student will receive -3 demerit points

<b>Step 5. RESTORE</b> Teacher responsibilities	Student responsibilities
<ul style="list-style-type: none"> <li>Student's parents/carers are informed via 'Removed from Class' Compass chronicle and a phone call home from the classroom teacher.</li> <li>Once the restorative conversation has taken place, teacher must give the 'Return to Class Agreement' to coordinator for the student records.</li> <li>Student is allowed back into the next class and 'Return to Class Agreement' is actioned.</li> <li>Student is praised for contributing positively to the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Student contacts their teacher to negotiate a time to discuss their 'Return to Class Agreement'.</li> <li>The student can use their reflection paperwork to actively participate in the restorative conversation.</li> <li>The student aims to meet expectations and employ new strategies to positively contribute to the learning environment.</li> </ul>
<p>*The Sub School Student Support Coordinator and Wellbeing Placement Students can be utilised to support both teachers and students with this process of restorative practice.</p> <p>**If the student has a 2<sup>nd</sup> Removal, this will lead to a further, targeted intervention with Wellbeing Placement Students and the Sub-School Student Support Coordinator.</p>	

Consequences of students' actions will be graduated and consistent with a restorative practice, they may include one or more of the following:

- Conversations between a classroom teacher and student regarding expectations
- Implementing a seating plan within the classroom
- Notice sent home to parents/guardians
- Detention to complete classwork
- DiSCovery teacher involvement
- Year level co-ordinator involvement
- Referral to the Wellbeing Team
- Involvement of the Principal team
- Creating a support group for a student
- Suspension within school
- Expulsion from school

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 Doncaster Secondary College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Physical restraint and seclusion are only permitted within Victorian government schools in exceptional circumstances where it is immediately required and reasonably necessary to protect the safety of a student or another person. Physical restraint and seclusion are not permitted at any other time. No person – including a parent/carer, clinician, practitioner, or student – can authorise, consent to, or approve the use of physical restraint or seclusion in a school. Please refer to the Department of Education's [Restraint and Seclusion Policy](#) for more information.

Corporal punishment is prohibited in our school and will not be used in any circumstances.

For further information regarding the wellbeing and engagement of students at Doncaster Secondary College, visit [www.doncastersc.vic.edu.au/wellbeing](http://www.doncastersc.vic.edu.au/wellbeing).

## 7 EVALUATION

Doncaster Secondary College will collect data each year pertaining to students' wellbeing and the support they are receiving through the Whole School Assessment template, to understand the frequency and types of wellbeing and engagement issues that our students experience. A Watching Brief will be implemented as a component of the leadership agenda and will involve a discussion which occurs quarterly to determine the effectiveness of the policy as it is being rolled out into practice.

The data will be used to evaluate and measure the success of the current strategies at the school and inform the review of this policy in: **2022**.

Other sources of data that will inform this review will be:

- Student survey data
- AToSS data
- Compass chronicles
- School reports
- Parent survey
- Wellbeing Needs Assessment data from the Wellbeing Team
- Program evaluation through the pre and post program evaluation process

This policy was last updated in 2022 and is scheduled for review in 2024. Any changes in policy guidance from DET will be tabled at the next available School Council meeting. Non-substantive changes may be made to this policy (e.g. grammatical changes, formatting) at the discretion of the principal.

## 8. RELEVANT POLICIES

All Doncaster Secondary College policies can be found on our website however the policies related to Student Wellbeing and Engagement are as follows:

[Attendance Policy](#)

[Bully Prevention Policy](#)

[Child Safety Code of Conduct](#)

[Child Safety Responding & Reporting Obligations](#)

[Drug Education Policy](#)

[Gender Identity Policy](#)

[Homework Policy](#)

[Inclusion and Diversity Policy](#)

[Management of Drug Related Incidents Policy](#)

[Parent Dispute Policy](#)

[Privacy Policy](#)

[Respect for School Staff Policy](#)

[Statement of Values](#)

[Supervision and Duty of Care Policy](#)

## 9. REFERENCES

Search Institute. (2005). *The framework of developmental assets for adolescents*.

Department of Education and Training. (2013). *Ministerial Order Number 625*.

<https://www.education.vic.gov.au/Documents/school/principals/participation/minorder625.PDF>