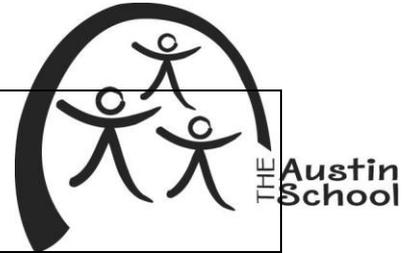


STUDENT WELLBEING AND ENGAGEMENT POLICY



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.

The Austin 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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2. School values, philosophy and vision
3. Engagement strategies
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POLICY

1. School profile

The Austin School is a P-12 School that provides specialised educational programs for children and young people who are patients of Austin Health and Austin CYMHS. The School is located within the grounds of Austin Hospital in Heidelberg. The school's facilities are located in an attractive garden setting where students have access to an outdoor area for recreation and socialisation. Most programs take place within the relocatable school buildings provided by the Department of Education; however, teachers also work with students within the Paediatric Ward, Royal Talbot and the inpatient units within the Marion Drummond Building.

Students *must* be referred to the School by clinical staff of Austin Health and Austin CYMHS. Student referrals come from the Austin Child & Youth Mental Health Service (CYMHS), either inpatient or outpatient teams, the Paediatric Ward (2 West) or Royal Talbot Rehabilitation Hospital. All students have a physical and/or mental health diagnosis. Mental health diagnosis may include psychiatric, emotional or behavioural issues. Physical health problems may include eating disorders, spinal injuries, acquired brain injury, neurological conditions, liver and renal disease, chronic fatigue syndrome and a range of other medical conditions. The school is in a growth corridor which means the number of school age students within our zone will continue to increase.

There are places for 56 students. Students attend on a full-time and part-time capacity. In total 14.2 effective full time (EFT) school teaching staff may see up to 480-490 students who are enrolled during the year. Outpatient programs are conducted on a school term basis, whilst the length of each inpatient admission will vary from a few days to a few months. Some students are supported within the community in an outreach capacity. A number of students may need to be re-enrolled due to their illness.

Staff work in multidisciplinary teams and all Austin CYMHS/Austin Health inpatient and outpatient clinical teams to support the work of the teachers. Due to our association with the Austin CYMHS and Austin Health the school is constantly required to review and adjust service models. Referral to Austin CYMHS services has continued to rise.

Given the transient nature of the school population and the fact that most students return to their base school, Individual Learning Plans are formulated for the majority of students, with a focus on English, Personal and Social capabilities. Our programs support students' social and emotional learning and focus on building their social awareness, self-management, social awareness, relationship skills and responsible decision making . The Austin School provides an educational intervention program designed to re-engage or maintain students with the learning process.

2. School values, philosophy and vision

The Austin School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

The Austin 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 school community are encouraged to live and demonstrate our core values of being respectful, inclusive and curious at every opportunity.

Our school's vision is to empower students to engage in a safe and supportive learning environment that will enhance social and emotional skills, relationships and support their transition to education and vocation.

Our Statement of Values is available online at: <http://www.austinschool.vic.edu.au/>.

3. Engagement strategies

The Austin School 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.

A summary of the universal (whole of school), targeted (program specific) and individual engagement strategies used by our school is included below:

Universal

Whole school strategies to promote positive behaviour and inclusion.

- 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 to ensure that students are able to participate in programs that are tailored to their interests, strengths and aspirations including different subjects, VET programs, VCE and VCAL (where appropriate)
- teachers at The Austin School use 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 The Austin 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
- our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition plans and outreach to support students returning or moving into different schooling, education and vocational settings
- positive behaviour and student achievement is acknowledged in the classroom and communication to parents, and wider team around the learner including clinician, home school and other agencies (where relevant)
- 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 forums including program based meetings and feedback sessions.
- students are also encouraged to speak with their teachers, program Leader, Assistant Principal and Principal whenever they have any questions or concerns
- create opportunities for cross—age connections amongst students through secondary health program, incursions, sport programs
- all students are welcome to self-refer to the, Program Leader, 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
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:

- Respectful Relationships
- Safe Schools
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anxiety, school disengagement and anger management programs)
- opportunities for student inclusion (i.e. recess and lunchtime activities)
- peers support programs

Targeted

Specific strategies, designed to address particular concerns in certain age groups or friendship circles.

- outpatient programs: Social Skills, SEP, LEAP and REV.
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan
- program teachers will undertake health promotion and social skills development in response to needs identified by clinician, parent and/ or student
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

Student specific strategies that may be considered and applied on a case by case basis.

- each student has a teachers and a clinician/ case manager, who monitor the health and wellbeing and act as a point of contact for students if they need additional support
- Student Support Groups
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Support Services
- referral to ChildFirst, Headspace
- Navigator
- Lookout

The Austin School implements a range of strategies that support and promote individual engagement. These can include:

- working with Austin Health and child and youth mental health services
- building constructive relationships with all students due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- meeting with student, their parent/carer, clinicians, schools and other relevant agencies to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- supporting schools to develop an Individual Learning Plan, Safety 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:
 - Student Support Services

- Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, or ChildFirst
- Re-engagement programs such as Navigator, alternative settings, other educational and vocational pathways

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

4. Identifying students in need of support

The Austin School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Each program team plays a significant role in developing and implementing strategies to help identify students need and support and enhance student wellbeing. The Austin School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- Austin Health/ CYMHS Student referral form, handover and other student focused meetings
- 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, Tier 2 and 3 data, detention and suspension data
- engagement with families
- self-referrals or referrals from peers
- Student Care and Support group meetings

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:

- be curious with their learning
- 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
- work towards understanding and managing emotions
- grow through learning, perseverance and reflection
- understand their own strengths, skills and interests.

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.

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. We engage in school wide positive behaviour support with our staff and student. The school behaviour matrix identifies accepted behaviours around of values in action. The school has also identified behaviours of concerns and supports within three tiers. Student bullying behaviour will be responded to consistently with The Austin School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, The Austin 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:

- Teacher speaking calmly with student one on one
- Student encouraged to make a good choice
- Student encouraged to take time out in classroom/ another appropriate space
- Student redirected to an alternative activity
- Student encouraged to self soothe using appropriate sensory strategy
- Unit/ clinician informed and support (if possible)
- Return to unit or have appointment with clinician
- Reflection sheet to allow student to take responsibility for action and to repair damage to people or property
- Appropriate consequences applied in consultation with multi-disciplinary team
Case review/Student support group meeting
- 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
- behaviour reviews
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

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

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

7. Engaging with families

The Austin 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:

- including families in Student Support Groups, and developing individual plans for students.
- 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
- involving families in school decision making
- coordinating resources and services from the community for families

8. Evaluation

The Austin 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

FURTHER INFORMATION AND RESOURCES

- School Policy and Advisory Guide:
 - [Student Engagement](#)
 - [Suspensions](#)
 - [Expulsions](#)
- [School Wide Positive Behaviours](#)
- [Bully Stoppers](#)
- [Safe Schools](#)

- [Respectful Relationships](#)

Policies on school website: <http://www.austinschool.vic.edu.au/>

Including *Statement of Values and School Philosophy, Bullying Prevention, Child Safe Standards*

REVIEW CYCLE

This policy was last updated on September 2020 and is scheduled for review in Dec 2021.

Accepted by School Council December 2018