

Student Engagement and Inclusion POLICY

Rationale

This Student Engagement and Inclusion Policy underpins the Student Engagement and Wellbeing goals and targets in both the College's Strategic and Annual Implementation Plans. Western Port Secondary College aims to promote and maintain high levels of achievements, engagement, wellbeing and participation through whole school strategies.

Purpose

Western Port Secondary College cares about developing each of our students as a whole person. We build positive relationships and offer opportunities that position students for their Pathway to Success. Using an evidence base, strategies are developed and implemented to foster an inclusive and positive culture and climate where students are empowered and feel valued as a member of the College community.

Policy

Western Port Secondary College offers a range of opportunities that suit students so they participate in the life of the College and adopt a whole-school approach that identifies effective prevention and early intervention strategies as outlined below.

The College has an established home group and sub-school structure to build positive relationships and monitor the attendance of every students. We endeavour to create a safe and supportive environment so students feel safe to attend and participate at school.

- We educate our students to understand how and when to raise issues of concern
- We adopt consistent, rigorous procedures to monitor and record student attendance using Compass to follow up student absences promptly and consistently
- We make clear written and verbal statements regularly to parents/carers and student about attendance expectations
- We promote an awareness that student absences result in quantifiable lost learning time and opportunities
- We document Individual Learning Plans and conduct Student Support Group meetings that includes achievement, engagement and wellbeing goals.

Implementation

This Student Engagement and Inclusion Policy underpins the Student Engagement and Wellbeing goals and targets in both the College's Strategic and Annual Implementation Plans.

We aim to promote and maintain high levels of student achievement, engagement, wellbeing and participation through whole school strategies including:

- Creating safe, orderly and supportive learning environments where students experience success
- Regularly articulating high expectations to all members of the College community
- Active participation and engagement in purposeful and differentiated learning

- Home group, sub-school structures and zoned environments that enable opportunities for increased connectedness to individual teachers, peers and learning spaces
- Ensuring students set clear goals through Individual Learning Plans and Pathway Plans and are supported by staff in regular review opportunities
- Modelling and rewarding positive behaviours
- Teachers trained in the use of restorative practices
- Teachers and support staff skilled in understanding the indicators requiring early intervention
- Resourcing student supports through sub-school teams, Home group teachers, the student wellbeing team and a designated attendance officer
- Well planned and supportive year-to-year transition programs with information handover, particularly when moving from middle to senior school
- Identification, support and monitoring intervention strategies for students demonstrating negative social behaviour, those at risk on non-attendance and/or non-completion
- Conduction Student Support Group meetings and maintaining quality online documentation
- Pathways and careers counselling support
- Provision of specialist programs, including The Murdoch Program., Leaders in Sport, Performing Arts, Hand on Learning, SNAP, farm, production. Sporting programs, homework club, debating, music
- Linking with local community groups and agencies.

The College's support process is framed in a way to encourage students to accept responsibility for their actions, and to participate fully and positively in their educational experience. Exclusions will occur only when all other options have been exhausted or where the wellbeing or safety of another student is a risk. These expectations are outlined to every new student through the induction process.

Parents/carers will be expected to work in partnership with the College to promote positive educational outcomes for their children by taking an active interest in their child's educational progress.

Roles and Responsibilities

The Principal team will

- Create a positive school culture that is inclusive, fair and respectful
- Build a safe and supportive environment
- Expect positive, supportive, and respectful relationships that value diversity
- Promote pro-social values and behaviours
- Encourage student participation and student voice
- Proactively engage with parents/carers
- Implement preventative and early intervention approaches
- Respond to individual students
- Link to the local community
- Comply with DET School Accountability and Improvement Framework

The role of the College Council is outlined in the Education and Training Reform Act 2006.

Roles and Responsibilities

Child Safe Code of Conduct
Attendance Policy
Anti-Bullying and Harassment Policy

Supporting Documentation

<http://www.education.vic.gvo.au/principals/participation/Pages/engagepool.aspx>

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

Evaluation: *This policy will be reviewed as part of the College's review Cycle*