



POLICY

Student Wellbeing and Engagement

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.

Lyndale Secondary College 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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7. Engaging with families
8. Evaluation

Policy

1. School Profile

Lyndale Secondary College is a large, co-educational Years 7-12 single campus school. Established in 1961 to serve the North Dandenong area, today the college is well reputed for its culture of continuous improvement, student engagement and inclusion, its challenging academic program, and sporting success. We provide a future-focused curriculum.

The population of North Dandenong is culturally diverse and transient. It has a low socio-economic demographic, high unemployment and there is evidence of generational poverty. Our academic and social policies and programs address the attendant ramifications.

We provide:

- social integration and transition programs
- language support: English as an Additional Language (EAL), Language Centre
- financial support
- a range of learning pathways: VCE, VCE VM, VPC and VET

In 2022, the college had an enrolment of 823 students and a staffing profile including 4 Principal Class, 83.3 equivalent full-time teaching staff and 19.6 Education Support staff including 1.8 Educational Psychologists.

Over 35% of the school population was born outside Australia in 52 different countries. The proportion of students from the Horn of Africa and Afghanistan has increased the cultural diversity of the school over recent years.

The college community is currently comprised of:

- 49.7% male and 50.3% female students
- 1% Indigenous students and Torres Strait Islanders
- approximately 5% PSD students
- approximately 9.1% Non-English Speaking Background students

The College's learning facilities, accommodated on eight hectares, include general and specialist classrooms and extensive outdoor activity areas. The college has a well-resourced library, a hall, student cafeteria, drama centre, careers room and media centre. A brand-new Senior School wing opened at the start of 2023, house 12 interactive classrooms. The school boasts a two-court stadium, including a weights room and classrooms. Additionally, the Junior School building was constructed in 2012 as part of the Federal 'Building the Education Revolution' program.

A comprehensive range of studies are offered at the college in English, English as an Additional Language (EAL), Mathematics, Science, Humanities, Languages, Physical Education and the Creative and Performing Arts.

The College's Select Entry Accelerated Learning Program provides highly able students with the opportunity to complete Years 7-10 in three years instead of four and improves student options for their final years of schooling.

College calendar highlights include the Drama production, the Arts Festival and extensive sporting opportunities.

Lyndale Secondary College is committed to developing principled lifelong learners, capable of transferring skills and applying knowledge. This is encapsulated in the College Vision, Mission, and Values statements.

We are Committed to:

- child protection and have zero tolerance for child abuse. Everyone working at Lyndale Secondary College is responsible for the care and protection of all students and reporting information about suspected child abuse.
- providing a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.
- delivering high quality educational programs which are engaging, rigorous and future focused.
- a rich diversity of educational experience which contributes to the academic, social, emotional, cultural, and physical skills growth of students.
- helping all students achieve their full potential.
- providing an attractive, well resourced, stable, secure, friendly, and respectful learning environment.

2. School Values, Philosophy, and Vision:

Lyndale Secondary College'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 respect, integrity, honesty, responsibility, and resilience at every opportunity.

Vision:

At LSC we are proud of our diverse community and inspire our learners of today to be their best in readiness for the world of tomorrow

Objective:

At Lyndale Secondary College we recognise and celebrate diversity, excellence and positive relations and uphold a commitment to developing each and every young person. We provide a pathway for every aspiration and offer our young people opportunities to explore their passions in an inclusive learning environment, underpinned by our values of respect, responsibility, and resilience. Stimulating learning is achieved through fostering a growth mindset, where collaboration is valued, and creativity is nurtured. We empower our young people to make meaningful contributions and instil a positive sense of purpose to excel in an ever-changing and complex world.

Our Statement of Values is available on our [website](#)

3. Wellbeing and Engagement Strategies

Lyndale 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.

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

Universal

The whole of school strategies we adopt to promote positive behaviour and inclusion include:

- having high and consistent expectations of all staff, students and parents and carers.
- prioritising 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.
- delivering a broad curriculum including VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations.
- Use of an instructional framework to ensure an explicit, common, and shared model of instruction. This ensures that evidenced-based, high yield teaching practices are incorporated into all lessons.
- use of a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students.
- following the standards set by the Victorian Institute of Teaching, incorporating our school's Statement of Values into our curriculum, and promoting them to students, staff, and parents so that they are shared and celebrated as the foundation of our school community.
- implementing carefully planned transition programs to support students moving into different stages of their schooling.
- implementing restorative practices.
- acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents.
- monitoring student attendance and implementing attendance improvement strategies at a whole school, cohort, and individual level.
- giving students the opportunity 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.
- creating opportunities for cross-age connections amongst students through the school production, sports carnivals, the House system music programs, and peer support programs.
- ensuring all students know they are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, Year Level Coordinators Leaders, 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.
- engaging in school wide positive behaviour support with our staff and students, through programs such as: Respectful Relationships, Bully Stoppers, Safe Schools.
- running programs, incursions and excursions developed to address issue specific behaviour (i.e., bullying prevention, cyber safety).
- opportunities for student inclusion in sports teams, clubs, recess and lunchtime activities • running buddy and peers support programs.

Targeted

Lyndale Secondary College responds to the needs of its Years 7-12 cohorts by ensuring:

- each year group has a Year Level Coordinator, a senior teacher responsible for their year, who monitors the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support.
- 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.
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan, and will be referred to Student Support Services for an Educational Needs Assessment.
- students are assisted with the planning of their Year 10 work experience, supported by their Career Action Plan.
- wellbeing and health staff facilitate health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year.
- staff apply a trauma-informed approach to working with students who have experienced trauma.

Individual

Lyndale Secondary College implements a range of strategies that support and promote individual engagement.

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances.
implementing the Select Entry Accelerated Learning (SEAL) Program to enrich and accelerate learning.
- providing pathways including VET, VCE VM, VPC, and access to University Enhancement Studies and an ESL program.
- meeting with the student and their parent/carer to talk about how best to help the student engage with school.
- developing an Individual Learning 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.
 - Appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst.
 - Re-engagement programs such as Navigator.

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 Plan in collaboration with the student and their family.
- running regular Student Support Group meetings for all students:

- with a disability/ in Out of Home Care/ with other complex needs that require ongoing support and monitoring.

Lyndale Secondary college considers and applies specific student strategies on a case by case basis. For further information on the following, refer to the Department's School Policy Advisory Guide.

- [Student Support Groups](#)
- Individual Learning Plans and Behaviour Support Plans
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst,
- referral to Headspace
- Navigator
- Lookout

4. Identifying Students in Need of Support

Lyndale Secondary College 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. Lyndale Secondary College will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- 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, detention, and suspension data.
- engagement with families.
- self-referrals or referrals from peers.

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.
- fully develop their talents and interests; pursue their aspirations.
- have a say in decisions that affect their schooling experience.

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.
- demonstrate the college values and pride in the school.
- develop autonomy as learners.

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.

6. Student Behavioural Expectations and Management

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

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. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Lyndale Secondary College will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores, and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

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.
- referral to the Year Level Coordinator.
- restorative practices.
- detentions.
- behaviour support and intervention meetings.

- suspension.
- expulsion.

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

A Staged Response

To establish an understanding of students, the college will engage the family during an initial interview, to begin to establish a positive rapport. Relevant information will also be sought from the previous school.

The Restorative Practice approach is used informally when talking to students and will be embedded in all teaching and learning.

Serious incidents will require a more formal approach with the classroom teacher applying classroom management strategies and/or the teacher on yard duty reminding students of appropriate conduct.

If appropriate the teacher will refer the incident to the relevant sub school and submit a pink incident sheet outlining inappropriate behaviour and how the behaviour has been managed. Discussion will take place about the best course of action for the individual or groups of students. This could be a punitive consequence and/or restorative.

Where appropriate the Student Wellbeing Leader, Psychologist or Year Level Coordinator will liaise with outside agencies such as; DHS, CAMHS, Foundation House, Department of Health and Human Services - Southern suburbs: **1300 655 795**, Child Protection Crisis Line (24 hours) **13 12 78**

Victoria Police - Sexual Offences and Child Abuse Investigation Team (SOCIT), Southern Metropolitan: (03) 9556 6128

There will be situations where a formal conference involving key stakeholders and a convenor will be required. Any imposed consequence will be imbedded in the restorative process that requires a response 'that makes things right' in relation to those who have been affected.

Where a restorative approach has been conducted and inappropriate behaviour continues, the school will constitute a Student Support Group to devise strategies and approaches to address the behaviour. This may include intervention from specialist services and external agencies in the local community. An individualised timetable may also be considered for individual students.

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

7. Engaging with Families

Lyndale Secondary College 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, 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.

8. Evaluation

Lyndale Secondary College 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, including attendance and absence data.
- SOCS.

Lyndale Secondary College 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 in transition and enrolment packs.
- Included in student diaries so that it is easily accessible to parents, carers and students.
- Included as annual reference in school newsletter.
- Made available in hard copy from school administration upon request.

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](#)
- [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 and Wellbeing Policy
- [Bullying Prevention Policy](#)
- [Inclusion and Diversity Policy](#)
- [Statement of Values and School Philosophy](#)
- Child Safe Standards
- Student Code of Conduct
- Discrimination and Harassment

Policy Review and Approval

Policy last reviewed	21/03/2023
Consultation	Leadership: 28/03/2023 School Council: 29/ 03/ 2023
Approved by	Principal
Next scheduled review date	Term 1, 2025

Endorsed Date: 5th May 2023

Date of next review: May 2025