



Aiming High

Showing Respect

Being Safe

Valuing Community

Student Wellbeing & Engagement

Purpose

This Policy supports the right for all students to be able to learn and fully participate in an educational environment that promotes well-being and engagement at Manor Lakes P-12 College. Where difficulties arise, the college is committed to implementing timely and proactive responses to address concerns of students irrespective of where they live or their social or economic status.

Scope

This policy will apply to all staff paid and unpaid, students, members of the school community and will be embedded in all all programs and extracurricular activities.

Policy

Everyone deserves to be treated with fairness, equity and dignity ([Charter of Human Rights and Responsibilities Act 2006](#)). Wellbeing, engagement and inclusion factors can affect a student's ability to learn and reach their potential. Therefore, Manor Lakes P-12 College recognises the need to create an environment which caters for the social, physical, emotional and academic needs of all students.

Manor Lakes P-12 College is committed to the fostering of a strong cultural belief that education is a pathway to a socially inclusive, skilled and competent community. High expectations are considered the norm and all students are accepted, valued and supported to achieve their individual potential.

The College recognises that 'Engagement' and 'Connectedness' with school relies heavily on the development of respectful, supportive and nurturing relationships between all members of the community. It is through these relationships that students can develop a sense of belonging and and can be empowered to excel. We are therefore committed to developing healthy relationships within our school to promote the general wellbeing of our community.

For this vision to work successfully, Manor Lakes P-12 College has embedded evidence based structures, programs and processes that are directly linked to the promotion of student wellbeing engagement and inclusion. These strategies are underpinned by the creation of a vibrant and harmonious community of responsible learners who have a confident belief in their ability to learn, grow and succeed.

Wellbeing

Manor Lakes P-12 College demonstrates their commitment to this policy through:

- embedding the 'Child Safe Standards' into all aspects of teaching and learning
- utilising the College's identified evidence based 'Preventative and Proactive strategies' for students identified as requiring additional wellbeing support and will be documented on compass and used to inform teaching practice
- the maintenance of a wellbeing team that proactively addresses the individual needs of students. This team will be supported by professional development giving them appropriate expertise and sufficient budget and time to support student wellbeing needs
- Allied Health support networks put in place to assist in the referral process (Student Support Services - SSSO, speech therapist, occupational therapist, psychologist)



Mission:

Manor Lakes College will create a vibrant and harmonious community of responsible learners who have a confident belief in their ability to learn, grow and succeed.

- Wellbeing staff having access to external resource agencies to assist in meeting the needs of students. (youth services, Anglicare, ISIS, Centrecare, RCH, Orygen Youth Health, Reconnect, Child First, MacKillop Family Services, DHS etc);
- utilising data will be used to drive decision making (Compass/Chronicle, Suspension, annual data sources);
- a whole college approach to 'Student Management and Behaviour Expectations'
- staff following the correct procedures, including the emergency response plan, when assisting students who self-refer with emotional/social concerns, to the wellbeing team
- development of the Health, and the Capabilities curriculum in consultation with the wellbeing team
- incorporating team approaches within the sub-school structure into the overall wellbeing strategy across the college
- utilising healthy living and harm minimisation philosophies
- proactive and preventative responses will be used to address attendance concerns
- discussing wellbeing referrals and identifying urgent cases that will be referred to the appropriate person/agency
- utilising the Wellbeing Team Referral List (googledoc) to record basic referral status. This will be accessed by wellbeing team and PCT. More detailed notes will be placed on Chronicle for all staff to access if they need to.
- the wellbeing team annually producing a wellbeing reference list via grade, alerting staff to specific student needs.
- using ATOSS data to inform college wide decision making
- building professional capacity to understand positive classroom behaviour and engagement practices to ensure students have the tools and skills to develop positive and self-regulating behaviours

Engagement

- utilising the College's identified evidence based Preventative and Proactive strategies for students identified as requiring additional support to engage in their education
- wellbeing leading teachers and Assistant Principals assisting teaching teams in the development of curriculum, which supports student wellbeing.
- providing coaching and mentoring opportunities for staff in the areas of student wellbeing, curriculum and creating positive learning environments
- resources to assist in curriculum design including The Victorian Curriculum - Health and Personal and Social Capabilities Scope and Sequence and The Australian National Curriculum documents
- developing engagement programs to assist targeted groups to gain success (eg-gender equity, youth focused, social skills groups, behaviour change groups etc)
- providing staff professional development according to need.
- following The Attendance Policy document to ensure that attendance is tracked with diligence across the college.
- tracking attendance through the Compass system and reviewing the data periodically
- proactive approaches in addressing attendance concerns

Communication

- adhering to confidentiality protocols with all records of communication including using appropriate spaces
- following suspension processes and providing all relevant documentation to parents/guardians
- using Compass to track attendance concerns.
- informing wellbeing leaders of any students deemed 'at risk' with attendance.



Mission:

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- regular meetings between relevant stakeholders for students deemed at 'high risk'.
- storage protocols for sensitive wellbeing files and accessed via a wellbeing leader. Confidential department files are only accessed through the principal or SSSO.
- accessing all information required to support teaching and learning via the college's secure google drive
- a collaborative approach when dealing with wellbeing concerns. Conferring with other members of the team and seeking alternative opinions and perspectives is encouraged

Further information and resources

** This policy should be read in conjunction with (but not limited to) the following college policies:*

- [Anti-Bullying Policy](#)
- [Mandatory Reporting policy;](#)
- [Expected Behaviours Policy](#)
- [Child Safe Standards policy;](#)
- [Student Wellbeing, Engagement and Inclusion Policy](#)
- [Attendance Policy](#)

Review cycle

This policy was last updated on 02/02/2019 and is scheduled for review in 2-3 years