Empowering every student to aspire and achieve

STUDENT WELLBEING AND ENGAGEMENT POLICY

Help for non-English speakers

If you need help to understand the information in this policy please contact Campus Principal

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.

Copperfield 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 also 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
6. Student Behavioural Expectations and Management
7. Engaging with Families
8. Evaluation

Empowering every student to aspire and achieve

POLICY

1. School Profile:

Copperfield College is a multi-campus school situated in Melbourne's North-West. The College is comprised of two junior campuses (Years 7-10) in Kings Park and Sydenham, and a senior campus (Years 11-12) at Delahey. We have a student population of approximately 1900, with 154 (EFT) teaching staff, 78 (EFT) Education Support Staff and 7 Principal Class personnel. The SFOE for the College is in the 'High' school level bank, indicating a significant level of social disadvantage. The College is culturally diverse, reflecting our community, and in 2024, 42% of the students came from a Language Background other than English (LBOTE).

The College's mission is 'to empower every student to aspire and achieve' which is a clear focus in our new College Strategic Plan which can be found on the College website www.copperfieldcollege.vic.edu.au. Our current plans aim at delivering high quality educational outcomes with low in-school variation in everything we do through a Guaranteed and Viable Curriculum. Our Strategic Plan has a major focus on building the capacity of every teacher to work collaboratively as part of a Professional Learning Community to provide differentiated learning challenges to every student. Improving numeracy and literacy are also key foci for all teachers.

Copperfield is a large provider of VET in Schools and a key member of the Brimbank VET Cluster. We are the lead school in a Technical Trade Centre, hosting VET Automotive, VET Electrotechnology and a range of other VET subjects. The College also emphasises the importance of a robust co-curricular and student leadership program. Copperfield has managed to sustain a stable International Student Program and there are currently 45 international students across the College. English as an Addition Language (EAL) is taught at all campuses as are two LOTEs, one of which is supported by a 20 year old sister school relationship with Fuji Junior High School in Japan.

2. School Values, Philosophy and Vision:

At Copperfield College, parents, students and staff will work as a collaborative learning community to motivate, challenge and set high expectations for each other. Our engaging learning environment will inspire in all students a passion for learning and a commitment to creating opportunities for themselves and others.

Mission
Empowering every student to aspire and achieve

Values
At Copperfield College we value:
- Collaboration
- Inclusiveness
- Growth

Copperfield College is and always has been committed to Child Safe Standards.

Our Statement of Values is available on the College website, www.copperfieldcollege.vic.edu.au

3. Wellbeing and Engagement Strategies:

Copperfield College has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping students feel safe and connected. We acknowledge that some students may need extra social, emotional and/or educational support at school, and that the needs of students will change over time as they develop 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

- Development and staged implementation of a Social and Emotional Wellbeing Program, which includes Respectful Relationships and Safe Schools
- Promotion and implementation of School-wide positive behaviour support including associated matrix of expected behaviours and the celebration of student proactive behaviours.
- 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 and that embraces and celebrates diversity and empowers all students to participate and feel value
- 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
- Teachers at Copperfield College use LENAR, 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
- Carefully planned transition programs to support students moving into different stages of their schooling, namely Grade 6 to Year 7 and Year 10 to Year 11
- Positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- 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 the Student Representative Council (SRC) and other forums including year group meetings and Peer Support Groups
- All students are welcome to self-refer to members of the Student Wellbeing Team, Campus Leaders, Team Leaders, Home Group (Mentor) Teachers, Campus Principals and College 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
- Programs, incursions and excursions developed to address issue specific needs or behaviour (e.g. Proactive Policing Unit of Victoria Police)

- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- Measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted

- Each year group has a Campus Leader and, at least two, Team Leaders, and Home Group (Mentor) Teachers responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- Our 'English as a second language' students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- We support learning and wellbeing outcomes of students from a refugee background
- We provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on LGBTIQ Student Support
- All students in Out of Home Care are supported by a Leading Teacher for Inclusive Practices in accordance with the Department's policy on Supporting Students in Out-of-Home Care including having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment as required
- Students with a disability are supported, by a Leading Teacher for Inclusive Practices, classroom teachers and integration aides, to be able to engage fully in their learning and school activities in accordance with the Department's policy on Students with Disability, such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- Wellbeing staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- Staff will apply a trauma-informed approach to working with students who have experienced trauma
- Students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at International Student Program
- All students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Copperfield College assists students to plan their Year 10 work experience, supported by their Career Action Plan

Empowering every student to aspire and achieve

<u>Individual</u>

Copperfield College implements a range of strategies that support and promote individual engagement. These can include:

- Building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- Meeting with a student and their parent/carer to talk about how best to help the students' 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:
  - o School-based wellbeing supports
  - o Student Support Services
  - o Appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
  - o 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
- Engaging with our regional Koorie Education Support Officer/s
- Running regular Student Support Group meetings for all students:
  - o with a disability
  - o in Out of Home Care
  - o with other complex needs that require ongoing support and monitoring
- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

As well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

Empowering every student to aspire and achieve

4. Identifying Students in Need of support:

Copperfield College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Management Team at each Campus and the College Student Wellbeing Team play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Copperfield 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, parents/carers and/or external agencies such as DFFH

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, racism, discrimination or intimidation
- express their ideas, feelings and concerns

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

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**.

Empowering every student to aspire and achieve

6. Student Behavioural Expectations and Management:

Behavioural expectations of students are grounded in our school's [Statement of Values and School Philosophy 2025](#) (our most recently updated version).

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 our Bullying Prevention Policy, and Inclusion and Diversity Policy, as well as the Departments Restraint and Seclusion Policy

When a student acts in breach of the behaviour standards of our school community, Copperfield 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 Team Leader and/or Campus Leader
- 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 the Department policies, 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

Empowering every student to aspire and achieve

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 Campus Leaders are responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with Families:

Copperfield 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
- 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:

Copperfield College will collect data each year to understand the frequency and types of student 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

Copperfield 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
- Referenced during the transition and enrolment process
- 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

RELATED POLICIES AND RESOURCES

The following Department of Education 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 Safe Responding and Reporting Obligations Policy and Procedures
- Child Safe Code of Conduct
- Attendance Policy
- Inclusion and Diversity Policy
- Bullying Prevention Policy
- Raising Concerns and Complaints Policy
- Statement of Values and School Philosophy

Empowering every student to aspire and achieve

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2025
Policy requirement	Mandatory
School Council consultation/approval	Consultation on this policy is NOT mandatory Consulted: School Council Consult Date: 19 May 2025
College approved by	(Acting) College Principal Dr Michael Gruis
Next scheduled review date	May 2027 – This policy has a mandatory minimum review cycle of 2 years