



# FRANKSTON HIGH SCHOOL

## STUDENT WELLBEING AND ENGAGEMENT POLICY

Updated March 2020

### POLICIES AND PROCEDURES

#### PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- Our commitment to providing a safe and supportive learning environment for students
- Expectations for positive student behaviour
- Support available to students and families
- Our school's policies and procedures for responding to inappropriate student behaviour

Frankston High 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.

#### CONTENTS

- School profile
- School values, philosophy and vision
- Engagement strategies
- Identifying students in need of support
- Student rights and responsibilities
- Student behavioural expectations
- Engaging with families
- Evaluation

#### School Profile

Frankston High School is a large, dual campus, co-educational school that has a population in excess of 1800 students and is situated in South Frankston. The school's staff consists of an aggregate of 134.9 full time equivalent teaching positions and 32.5 full time equivalent Educational Support Officers. In 2020 the staffing profile consists of 148 Teachers, 11 Leading Teachers, 3 Learning Specialists and 6 Principal Class staff. Students or parents who speak a language other than English at home are in relatively low proportion (LBOTE proportion: .06). However, a small enrolment of international students together with local students who arrive from other countries value add to our promotion of the benefits of living in a multicultural community.

Frankston High School provides a safe and supportive community for the development of purposeful learners. Students feel a strong sense of belonging to school through their participation in high quality, extensive co-curricular programs which feature music, sport, outdoor education, international trips and camp programs. Individuals, teams and these programs are regularly acknowledged with the achievement of state and national titles. A well-established Student Leadership Council provides opportunities for students to develop exceptional leadership skills with students admirably representing the school at state and national forums. We have a tablet notebook program which enhances teaching and learning. Japanese and French are our two languages and tours in these countries, as well as long term exchange visits are available with our sister schools. As a result of a strong feeling of connectedness to school, student attendance is above the state average in all year levels.

### School Values, Philosophy and Vision

In 2009, our community agreed upon vision and values were launched to support our well established Motto: **Optima Semper: The Best Always**. The vision and values are:

<b>VISION</b>	<b>Together we become purposeful learners</b>	
<b>VALUES</b>	<b>Empathy:</b>	An understanding and compassion for others
	<b>Integrity:</b>	Strength of character to do the right thing
	<b>Optimism:</b>	A positive outlook
	<b>Persistence:</b>	Striving to succeed
	<b>Respect:</b>	An appreciation towards self, others and the community
	<b>Responsibility:</b>	Valuing the rights and obligations to self and others

In 2013 the school community agreed on our Mission and Learning Principles Statements.

### Mission Statement

The aim of FHS is to support the continued intellectual development of our students and prepare them to understand and practise:

- Independent learning
- Critical and creative thinking
- Behaviours that contribute productively to society
- Effective communication
- Sound physical, emotional and social behaviours

### Learning Principles

- The key goal of school learning is that the knowledge and skills learnt need to be **transferrable** to real life situations where ultimately students can make positive contributions to society. Therefore, learners need to be assessed using authentic tasks where students demonstrate their understanding by applying knowledge and skills. Learners will be able to explain what they are doing and why and apply the learning to a new situation.
- Learning always **starts with what the learner already knows**. The learner then transforms their knowledge and consolidates, stores and applies the new knowledge. Therefore, all learners from novice to expert must be helped to actively connect new information and ideas to what they already know, using familiar language, actions and imagery to move forward in their learning.
- Successful learning depends on understanding that there is a **purpose** or reason for learning a particular topic. Therefore curriculum should be framed in terms of critical understandings and essential questions rather than isolated facts, skills and experiences.

- Learning for understanding requires a **safe, supportive and emotionally positive environment**. Therefore the classroom needs to be a place where “learning from mistakes” is valued and learners get the opportunity and enough time to revise, rethink and use new ideas creatively.
- Learners need to feel that **educational progress** is expected and that their work is valued. Learners need to see a clear pathway to their goals. Therefore learners need relevant criteria and rubrics to guide and revise their work.
- Independent learning requires students to have some degree of **choice and control** over how they are learning. Therefore learners need the opportunity to understand how they learn; enabling them to make **independent** decisions about their learning.
- Learning is enhanced when the learners’ interests, creative strengths, contributions and developmental progress are acknowledged. Therefore, teachers need to **differentiate** their instruction by taking into account students’ interests and developmental progress.
- While learning is ultimately the responsibility of the individual, it requires effective communication in a collaborative environment. Therefore learners need opportunities to share ideas, listen to and consider other opinions and points of view; building new knowledge on ideas and experiences of others through collaborative experiences and/or use of relevant technology.
- Learners require regular, timely and user friendly, purposeful **feedback**. Therefore constant teacher feedback is essential for learners to understand where they are at in their learning and the next steps required to progress further.
- Learners need to be constantly challenged with real world problems and authentic tasks that demand **high level critical and creative thinking**. Therefore students need the opportunity to participate in learning experiences where they are expected to use different types of thinking, such as categorization, analysis, synthesis and make inferences. Learners need to identify patterns, trends and generalisations.

Frankston High School responds to the needs and expectations of parents and the community by providing educational programs that cater for a variety of learning styles, student needs and ambitions. Our school views parents as vital partners in the educational process and seeks their active participation.

### **Engagement Strategies**

Our school constantly strives to support all community members in feeling valued and safe, allowing them to confidently access and enjoy the diverse range of learning opportunities on offer. School Council and the leadership team regularly consult with students, parents/carers, support organisations and the broader community to ensure we are responsive to students’ social, emotional, cognitive and cultural needs.

- 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
- Teachers at Frankston High School use an understanding by design model of curriculum design.

- Teachers use the Dylan Wiliam model of formative assessment to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- Teachers at Frankston High 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
- Carefully planned transition programs to support students moving into different stages of their schooling
- 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
- Create opportunities for cross-age connections amongst students through school plays, athletics, music programs and peer support programs
- Opportunities for student inclusion (i.e. Sports teams, clubs, recess and lunchtime activities)

Student Leadership Council allows students to develop their leadership skills and to play an active role in the decision making process with representation on School Council.

Our positive high achieving learning culture has been attained by continually exploring and developing strategies and programs to engage students actively and enthusiastically in the process of learning. The Leadership Team has developed as high quality educational leaders who are supporting all teachers to constantly reflect and improve upon their instructional practice. Our Professional Learning Teams involve all staff in working with the Understanding By Design model (UBD) where unit plans map the curriculum. This is complemented by regular classroom visitations with many involved in a school wide coaching program. The aim is for all teachers to be enhancing their skills and talents to develop positive relationships with all students together with acquiring a repertoire of constantly evolving teaching practices to engage our community in purposeful learning.

The school is organised into three sub-schools, offering a broad, comprehensive curriculum. There is a well-established and effective transition program that helps students adjust from primary to secondary school. Each year group has a Coordinator who monitors the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support.

Junior school students (Years 7 & 8) study a core curriculum with a year 7 tutorial system involving pastoral care activities designed to improve connectedness to the school as well as The Resilience Project curriculum introduced in 2018. Middle school students (Years 9 & 10) have a vertically time-tabled elective program which was designed to enhance student engagement by giving students subject choice as well as offering core studies in English, Mathematics and Science.

Students in the senior school are offered a wide range of VCE subjects with opportunities for VET and university enhancement programs. They also have the option to enrol in the Victorian Certificate of Applied Learning (VCAL) program at Year 11 in 2020 and at both Year 11 and 12 from 2021 onward. VCAL gives students the opportunity to build employability skills, industry experience, personal development skills, and literacy and numeracy skills. Students also have the option to participate in the Structured Workplace Learning Program which integrates practical on-the-job experience and learnings in industry as part of either the VCE or the VCAL. The majority of students in Years 10 & 11 study a VCE subject as an accelerated option. VCE students also take part in a tutorial program which includes careers information, study skills sessions, and wellbeing activities.

Priority has been given to providing for the pastoral care and health needs of all students. Programs such as Hands-on-Learning and Pathways, cater for students who will benefit from the choice of alternative learning pathways. There has also been a continual focus on addressing individual learning needs from Years 7 to 10, by the provision of literacy and numeracy support.

This is further enhanced with support from specialist staff members such as our Well Being Coordinators, Learning Support staff and the Careers Counsellor. Lunchtime activities, a breakfast club, social skills groups, Year 9 Mentoring Program, and Homework Club together with student counselling and referrals for agency support are examples of how we cater for student wellbeing needs.

### Targeted

- 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
- All students in Year 8 – 12 engage in individual course counselling to assist in subject selection in line with their needs and requirements
- 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 and will be referred to Student Support Services for an Educational Needs Assessment
- Frankston High School assists students to plan their Year 10 work experience, supported by their Career Action Plan
- Wellbeing and health 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
- Year 7 students engage in The Resilience Project curriculum through the Tutorial program.

### Individual

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

Student Support Groups, see:

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

- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- Referral to Student Welfare Coordinator and Student Support Services
- Referral to Orange Door, Headspace etc.
- Navigator School referrals

Frankston High School 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 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
  - Student support services
  - Appropriate external supports such as council based youth and family services, other allied health professionals, Headspace, Child And Adolescent Mental Health Services or Orange Door
  - 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 plans 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
  - And with other complex needs that require ongoing support and monitoring

### **Identifying Students in Need of Support**

Frankston High School 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 that help identify students in need of support and enhance student wellbeing. Frankston High School 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

### **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:

- 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.

## **Student Behavioural Expectations**

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Frankston High School's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Frankston High 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:

- 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 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.

## **Engaging with Families**

Frankston High 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:

- 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

## **Evaluation**

Frankston High 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**

Related policies including Statement of Values and School Philosophy, Bullying Prevention, Child Safe Standards, can be found at [www.fhs.vic.edu.au](http://www.fhs.vic.edu.au)