

Wellbeing and Engagement Statement

Carrum Downs Secondary College (CDSC) is committed to the safety and wellbeing of all students by creating an inclusive learning environment. Students engaged in their learning often have better relationships with teachers, peers, families and the wider community.

CDSC staff demonstrate inclusive teaching and learning practices at a school-wide, targeted and individual level, see figure 2. At CDSC we expect our teaching and learning strategies to enhance and support the behavioural and emotional wellbeing of our students.

School-Wide

- Attendance policy
- Sub School structure
- PC teachers and program
- Student Management Model
- Learning support
- Teaching of pro social skills
- Restorative practices
- Student leadership
- CDSC Instructional Model
- Case management
- Diversity of certificates offered
- Elective program
- Data-driven feedback
- Careers curriculum framework
- Differentiated instruction

Targeted

- Year 6 orientation
- Transition support
- Select Entry Program
- Wannik
- Camps
- Resilience groups
- Social skills group
- Bullying and harassment workshops
- Cyber safety workshops
- Data-driven supports, i.e. - Literacy/Numeracy
- Health programs
- Year 7 peer support program

Individual

- Behavioural management plans
- Student support group meetings
- Modified timetable
- Individual needs-based programs
- Pro social skills individualised curriculum
- Staged response documentation
- Counselling
- Behaviour management programs
- Referral to alternative educational setting
- Pathway support

A Team Approach

All teachers are able to help students overcome problems. If students have a problem with a particular subject, they should talk with that subject teacher.

House Leadership Team

The House Leader is responsible for all students in a House and is responsible for making sure students are progressing well and keeping in contact with parents.

Wellbeing and Child Safety

The Wellbeing team has special skills in helping students. Students can make an appointment to see a Wellbeing staff member through a referral process. The Youth Workers, Counsellor and Secondary School Nurse are available to assist students and families who may need special support in the long or short term. If you have any concerns regarding a young person's safety

and/or wellbeing please contact either a member of the Principal Class team, a House Leader or our Wellbeing Leader who will inform you of appropriate actions.

The Wellbeing team offers a variety of alternative programs designed to meet the individual needs of students. This includes wellbeing programs based around creative expression, self-esteem, stress-management, health issues and building resilience. Students can also access one on one social and emotional support. Furthermore, Wellbeing provides a comfortable space for students who require integration support.

The Learning Support Team is comprised of:

- Wellbeing Leader
- Wellbeing Coordinator
- Integration Coordinator
- Counsellors
- Integration Assistance
- Nurse

The Wellbeing team highly value community based support services and continually seeks new and exciting opportunities to engage students and families in lifelong learning.

The Wellbeing and Engagement Statement has been written to fulfil the requirements as identified in the DEECD Student Engagement and Inclusion Guidance 2014. The CDSC Wellbeing and Engagement Statement has also been written to align with and address the following legal obligations and guidelines:

- The Equal Opportunity Act 2010 (Vic)
- The Charter of Human Rights and Responsibilities Act 2006 (Vic)
- The Disability Standards for Education 2005
- The Education and Training Reform Act 2006 (Act)

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

Related policies: School Policy Advisory Guide – <http://www.education.vic.gov.au>

This policy was endorsed by the College Council in June, 2016