

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers.

If you need help to understand the information in this policy, please contact 0357830300.

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.

Wallan 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.

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1. School profile
2. School values, philosophy and vision
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4. Identifying students in need of support
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POLICY

1. School profile

Wallan Secondary College is a Year 7 – 12 Secondary College situated in Wallan, 50 kilometres north of Melbourne, in the Mitchell Shire, one of the fastest growing areas outside of the Melbourne CBD. Land in Wallan and the surround is continuing to be developed, attracting many families to the area. The College opened in 2006 with 110 students. We have in excess of 900 students enrolled and more than 108 staff including a Wellbeing team, Careers and Pathways Manager and staff providing additional support for learning interventions. Some students that attend our school live locally and tend to walk, while many others travel to school via bus. Our school is becoming more culturally diverse with some families having a language background other than English, including but not limited to Samoan, Tongan, Arabic and Hmong languages. The school also has students with an Aboriginal or Torres Strait Islander background. The school has an International Students Program. We are proud of our diversity and inclusive school community. We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy, and vision

Wallan Secondary College's School Values and 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:

- Respect
- Responsibility
- Resilience

Wallan Secondary College motto is 'Learning for Life', where we strive to develop life-long learners. The school's vision is to be a leader in state education. It will be at the forefront of educational initiatives, programs and policies. Wallan Secondary College will apply exceptional teaching and learning practices that inspire and engage students to achieve excellence in all that they do. It will become the local school of choice for families seeking quality educational options for their children.

Our Statement of Values is available online at: <https://www.wallansc.vic.edu.au/>

3. Wellbeing and engagement strategies

Wallan Secondary 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 children and students feel safe and less isolated. 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

- 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 valued
- 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
- deliver a broad curriculum including VET programs, VCE and VCE VM to ensure that students can choose subjects and programs that are tailored to their interests, strengths and aspirations.
- teachers at Wallan Secondary College use a GANAG 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.
- teachers at Wallan Secondary College 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
- our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff, and parents so that they are shared and celebrated as the foundation of our school community.
- 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.
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Leadership Representatives. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.

- create opportunities for cross—age connections amongst students through school plays, athletics and clubs.
- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, Year Level 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.
- we engage in School Wide Positive Behaviour Support (SWPBS) with our staff and students as well as programs such as:
 - Social and Emotional Learning
 - Berry Street
 - Real Schools
 - Safe Schools
- programs, incursions and excursions developed to address issue specific needs or behaviour
- opportunities for student inclusion (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 level has a Leading Teacher, Coordinator, Compliance Officer and Wellbeing Support member who is responsible for their cohort and monitors the health, wellbeing and academic needs of students, and acts as a point of contact for families.
- Aboriginal and Torres Strait Islander 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 – refer to our Aboriginal and Torres Strait Islander Education Action Plan for further information.
- 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 in accordance with the Department’s policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Wellbeing Member, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment.
- students with a disability are supported 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 will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future.
- Wallan Secondary College assists students to plan their Year 10 work experience, supported by their Career Action Plan.

Individual

Wallan Secondary 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.

- Student Support Group 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.
- Wallan Secondary Support Network may include:
 - Ready 2 Learn Teacher, Classroom teacher, Coordinators, Sub-school Leader, Assistant Principal and Principal
 - Parent/Caregiver
 - Wellbeing Support
 - Learning Support (Inclusive Program)
- 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 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 Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - who identify as Koorie
 - with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Wallan 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. Wallan 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
- 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

Appendix 1- Wellbeing Referral flowchart

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.

6. Student behavioural expectations and management

- Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct & our whole school behaviour model- SWPBS (School Wide Positive Behaviours Support). This model focuses on school wide expectations using the following elements;
 - Building a culture within the whole school that will serve as a foundation for both social, emotional and academic success.
 - Emphasising early identification and prevention of undesirable behaviour.
 - Directly teaching appropriate social skills to all students, modifying or rearranging the school context where necessary to prevent undesirable behaviour.
 - Using a three-tiered continuum of behaviour support practices to discourage inappropriate behaviour.
 - Actively using data for decision-making.

All staff will refer to the SWPBS matrix in all areas of the school to directly teach expected behaviours. Mini lessons will be conducted according to data to improve student behaviour and ensure the environment is a safe learning space for all.

Please refer to appendix 2 for the SWPBS matrix

When a student acts in breach of the behaviour standards of our school community, Wallan Secondary College will be guided by the staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents/carers will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be issued in response to inappropriate behaviour, in combination with other engagement and support strategies. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Student Code of Conduct

The principles underlining each code of conduct are:

1. All individuals in the WSC community are valued and treated with respect.
2. All members of the WSC community, including visitors, have a right to work in a safe environment without intimidation, bullying or harassment where they are able to fully develop their talents, interests and ambitions.
3. Parents/carers and students have an obligation to support the school in its efforts to maintain a positive teaching and learning environment.
4. The Principal and staff have an obligation to fairly, reasonably and consistently implement the code of conduct.

Establishing a Positive learning environment

Wallan Secondary College aims to establish a positive learning environment, where students develop an understanding of expected behaviour. The College encourages students to exercise self-discipline, respect for the rights of others and to take responsibility for their own actions.

A positive atmosphere will be fostered by:

- Recognising positive behaviours and awarding 'SWPBS Merits' for upholding our school values.
- Providing parents/carers and students with regular feedback that is meaningful and tracks the achievement of students.
- Providing a challenging, varied and inclusive curriculum.
- Ensuring that all staff model appropriate attitudes and behaviours.
- Promoting a sense of responsibility for one's own behaviour and an understanding of its impact on others.
- Encouraging involvement in the College's Positive Week each term.
- Consistently implementing school policy.
- Improve teacher/student relationships through restorative practice.

7. Engaging with families

Wallan 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 communication policy.
- 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

Wallan 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 including AtoSS and PIVOT

- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Wallan 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 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](#)

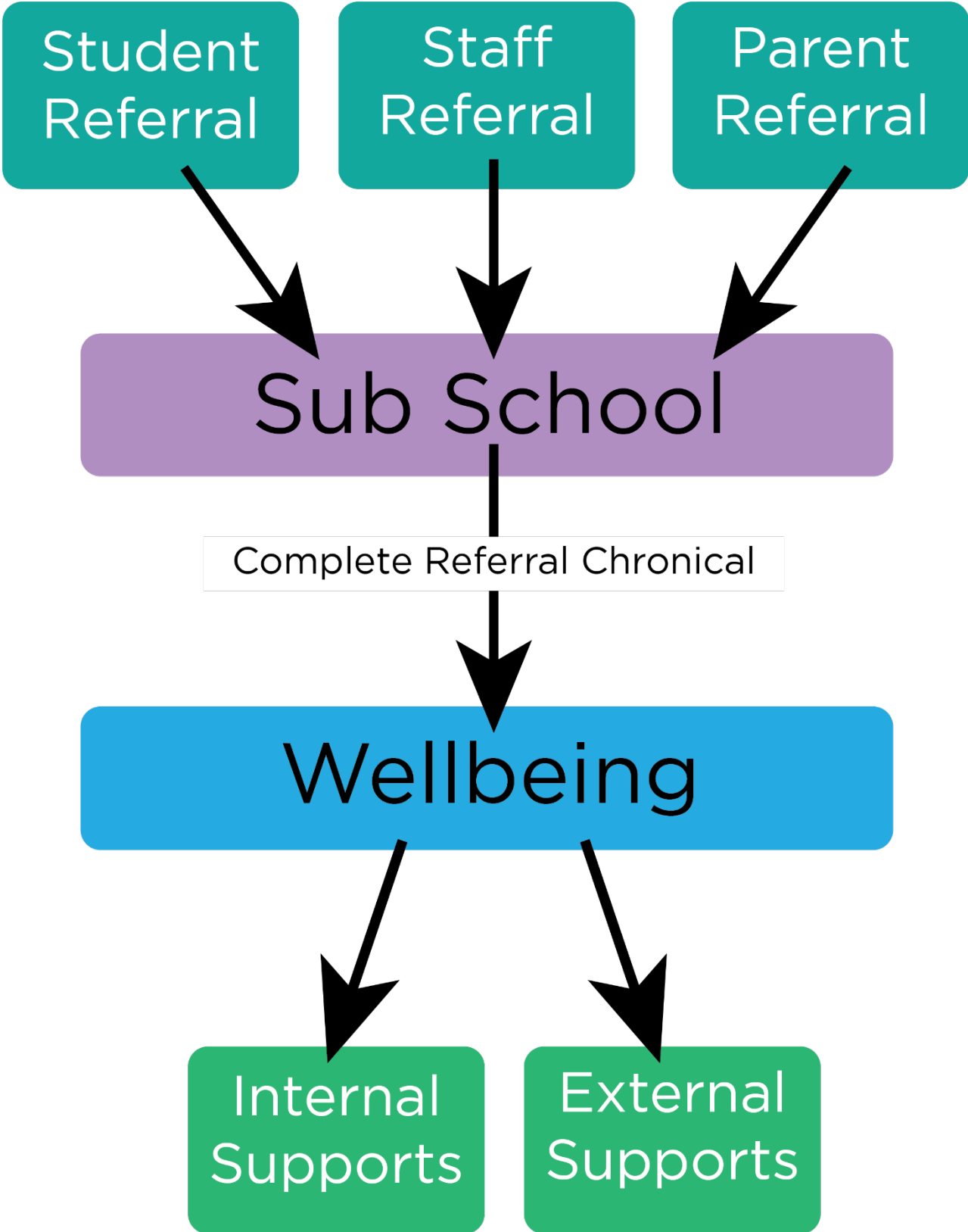
The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	2/12/2024
Consultation	School Council
Approved by	Principal
Next scheduled review date	December 2026

APPENDIX 1



APPENDIX 2: SWPBS POSITIVE BEHAVIOUR MATRIX



POSITIVE BEHAVIOUR MATRIX



Learning Spaces

School Grounds

Wider Community



- We listen to others and take our turn to speak
- We follow instructions
- We use appropriate language
- We respect everyone's right to learn

- We treat others with kindness
- We patiently and safely wait for our turn at the canteen
- We respect the expectations of the shared school spaces

- We listen attentively to presenters
- We make positive contributions online
- We value the privacy of others
- We respectfully conduct ourselves in the community



- We arrive ready to learn
- We use equipment safely and responsibly
- We use technology for learning
- We keep learning spaces clean and tidy

- We keep the yard and lockers clean
- We take a positive stance to reporting inappropriate behaviours
- We move around the school in a safe manner

- We speak positively about our school and others
- We represent our college in a positive manner
- We wear uniform correctly at all times



- We try new and challenging activities
- We try our best in all learning tasks
- We take on feedback and ask for assistance when required

- We play fair
- We include everyone
- We look out for others

- We celebrate and acknowledge the success and growth of others
- We work collaboratively with others
- We embrace all opportunities

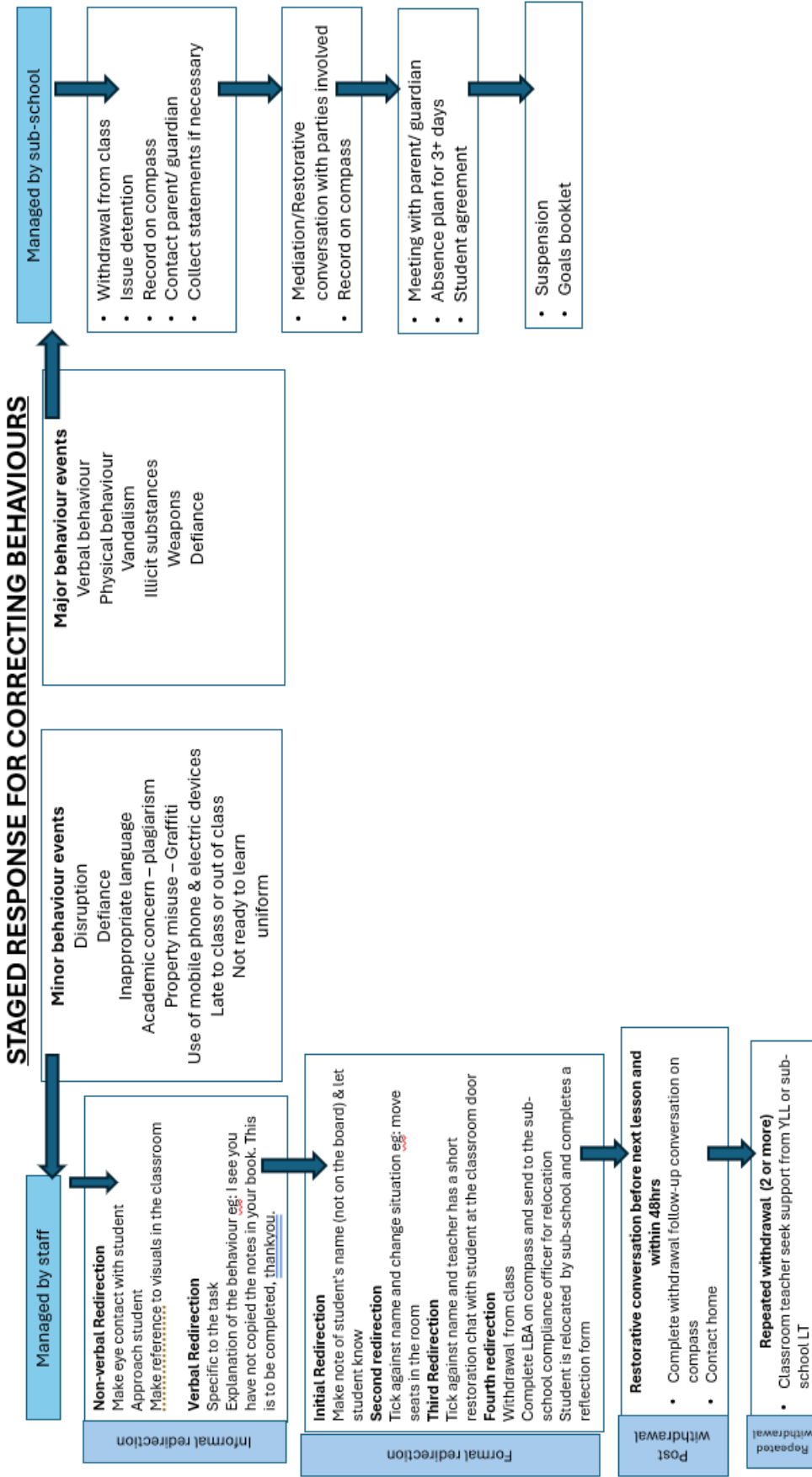
Appendix 3: Identifying Minor behaviours

Minor Behaviour	Examples
Disruption	<ul style="list-style-type: none"> • Talking during teacher instructions • Talking over others • Interrupting classroom & peers learning
Defiance	Refusal to follow reasonable staff instructions and/or school expectations outlined in our SWPBS positive behaviour matrix such as: <ul style="list-style-type: none"> • Engaging in argumentative behaviours • Refusal to move seats • Refusal to complete work in class • Not utilising ICT correctly (including playing games, watching YouTube, off topic web search ect) • Sitting/playing in and an out of bounds area
Inappropriate language (profanity)	<ul style="list-style-type: none"> • Name calling • Teasing • General swearing/use of profanities • Disrespectful language • Non-verbal communication including inappropriate body language and gestures
Academic Concern (plagiarism)	<ul style="list-style-type: none"> • Failing to submit homework or classwork • Failure to submit assessment task • Plagiarism of classwork, homework or assessment task
Property Misuse (graffiti)	<ul style="list-style-type: none"> • Deliberate destruction/misuse of equipment including • Misusing/destroying another students equipment or possession • Misusing or destroying student work • Student's misuse or breaks school property • Graffiti
Stealing (petty theft)	<ul style="list-style-type: none"> • Taking other persons equipment without permission
Use of Mobile phone and other electronic devices	<ul style="list-style-type: none"> • Possession or use of a mobile phone • Misusing electronic device
Late to class & out of class	<ul style="list-style-type: none"> • Not being present at the designated learning are at the designated time including • Consistent lateness • Leaving class without permission or a pass
Not ready to learn	<ul style="list-style-type: none"> • Failure to bring the required learning equipment
Uniform	<ul style="list-style-type: none"> • Wearing items that are not permitted by the college uniform policy

Identifying Major behaviours

Major Behaviour	Examples
Verbal Behaviours <i>Inappropriate language/profanity</i>	<ul style="list-style-type: none"> • Using an aggressive tone • Swearing at staff & students • Using intimidating language • Making credible threats • Behaving in such a way as to pose a danger, whether actual, perceived or threatened, to the health and safety or wellbeing of any person • Non-verbal communicate including inappropriate body language and gestures directed at a teacher
Physical Behaviour <i>Actions directed towards another student or staff member with intention to cause harm or intimidation including physical damage to property</i>	Physical intimidation includes: <ul style="list-style-type: none"> • Standing over people • Standing in people’s personal space • Physical/verbal treats • Hitting, kicking, throwing objects, play fighting etc • Behaving in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
Property Damage	<ul style="list-style-type: none"> • Vandalising school property may include but not limited to: • Graffitiing school property with a permanent material • Breaking equipment • Criminal damage • Causing significant damage to or destruction of property whilst representing Wallan Secondary College
Illicit substances: <i>Possessing, using, selling, supplying illicit substances.</i>	<ul style="list-style-type: none"> • Possessing, using or selling cigarettes, drug paraphernalia, lighter, alcohol, eCigarettes at school • Deliberately assisting another person to possess, use or sell illicit substances • Discussion of intent to sell • Selling of items • Supplying prohibited items to other students • Storing prohibited items in lockers, bags and on the person
Weapons <i>Possessing items which can harm others, including items that can be modified to cause injury</i>	<ul style="list-style-type: none"> • Possession or use of a prohibited weapon • Storing weapons on person, in locker or bag • Inappropriate use of scissors, metal rulers, sharpening objects, screw drivers or using items in the yard to threaten.
Defiance <i>Not performing required tasks and instructions as directed by staff and refusing to participate during the learning process</i>	<ul style="list-style-type: none"> • Failing to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened to the health, safety or wellbeing of any person • Refusal to relocate from the classroom • Refusal to follow reasonable instructions (eg. Hand in phone) • Not taking responsibility for actions

Appendix 3 – Wallan Secondary College Staged Response for Correcting Behaviours



Appendix 4 - WSC Discipline Procedures (Processes for responding to breaches of Behaviour Expectations)

Classroom Detention

- Issued by the classroom room teacher for lack of work and poor behaviour
- Will be conducted for a part of either recess or lunch
- Student will complete class work or complete activities which help reflect on behaviour
- Failure to attend the detention, referred to the coordinator and contact home made by the classroom teacher

Sub-School: Lunch Time Detentions

- Supervised by a sub-school staff member for half of the lunch time.
- Issued by sub-school for minor behaviours, uniform, truancy and classroom relocations
- Failure to attend lunch detention will result in an after-school detention. The sub-school Administration Officer will action this for each student who does not attend.
- After school detention: students will be required to attend on Thursday afternoon from 3:20pm until 4:00pm by a member of the leadership team.

Suspension

In the case where students exhibit behaviour which is outlined in the DE Suspension Guidelines, a suspension will occur.

For each suspension a Student Support Group meeting (SSG) will be held prior to returning to classes. This will be coordinated by the sub-school and attended by other WSC staff and other supports as required, at the school's discretion.

Where necessary a restorative conversation or mediation will be facilitated by the sub-school. Repetitive suspension may lead to a Behavioural Support Plan for the student.

Students who are suspended may not be able to represent the College in some extra- curricular activities, this will be at the discretion of the Assistant Principals.