



Education
and Training

LIVING OUR
VALUES
EVERYDAY



STUDENT WELLBEING AND ENGAGEMENT POLICY

INCORPORATING CHILD SAFE MINISTERIAL ORDER 870 STANDARDS 6 AND 7

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.

Wellington Secondary College is committed to providing a safe, secure and stimulating learning environment for all students, with regard to their diverse needs, including LGBTIQ+ 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

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

SCHOOL PROFILE

Wellington Secondary College is a large single campus, co-educational State Secondary College located in the City of Monash approximately 24 kilometres to the South East of the Melbourne CBD.

The College is in the penultimate year of the (2019-2022) Strategic Plan.

Wellington is a successful, high performing school that provides programs and pathways for over 1800 students from Years 7-12. It is predicted that enrolments will continue to rise. Wellington has a very diverse and strong multicultural environment.

The College also has a well-established International Program for over 90 students, mostly from Vietnam and Cambodia. We have a dedicated International Centre and accredited Intensive English Language Centre to support this program.

Our College is located in Mulgrave and draws its students from a very wide area. We are located on the most southern point of the North Eastern Victoria Region, with many of the closest Primary and Secondary Schools located in the South Eastern Victoria Region. We have only one truly “local” feeder Primary School – Albany Rise. Monash University is our “local” university and we have a strong relationship with Monash in terms of student destinations and student pathways support.

Our SFOE measures are in the medium category, having moved from the high bracket of 4 years ago. The SFOE measure, introduced in 2016, is currently 0.5087 (2020). As a result, we have been the recipient of significant equity funding over the last 4 years. In 2016, the College received funding in the State Budget to develop and implement a further stage of our Master Planning needs – construction to update and enhance teaching spaces and create a Senior School Hub along with a Wellbeing and Inclusion Centre is in progress, with an expected completion date of January 2021.

In line with the Education State FISO model, Wellington focusses on the whole child where we recognise and promote a learning environment that will provide all students with the academic and personal skills they will need to operate as effective and successful members of the 21st century global community, both now and in the future.

The College offers a rich and broad curriculum that is attractive to a diverse range of young people. Students can choose from a very wide range of VCE subjects.

In Years 7 to 10, students have a range of compulsory and elective choices in their preparation for the Senior School. The College supports a particularly robust Mathematics program, as students with English as an Additional Language (EAL) background often enjoy a high level of success in this area. In Years 7, 8 and 9 there are “High Flyers” classes for students whose core learning is based around collaboration, communication, creative problem solving and critical thinking. Our acceleration program has Mathematics as a significant focus. Chinese was introduced into the Year 7 curriculum in 2013 as an addition to the French offering of previous years. Advanced placement to VCE is available to selected Year 10 students.

Due to the multi-cultural nature of our community, many students pursue the community language option through Victorian School of Languages (VSL) or other providers.

Wellington also has a well-established VCAL program with up to two Intermediate and Senior classes operating each year.

Our NAPLAN results, especially in Numeracy, show consistently strong performance against State benchmarks and growth or relative gain indicators. As a result of work undertaken in the current Strategic Plan, the school has a strong commitment to building Literacy growth in all NAPLAN Bands.

Wellington is well known for its strong commitment to the inclusive engagement and wellbeing of all of its students. We endorse and support the belief that school should be a safe place for all children at all times. Our approach to addressing student attendance is rigorous. The College uses the Compass School Management system to monitor attendance. We have a full time Attendance Officer and 3 Sub School Support Officers to assist in this process. Parents can access “live” data through the COMPASS portal system. We are a Lead school in DET’s RRRR Strategy.

Students are engaged in a number of activities outside the classroom. A strong SRC provides significant student voice in the school community and a well-developed student leadership pathway is in place, starting in Year 7 and expressing itself in a variety of forums throughout the different Year Levels. The lunchtime engagement programs and after school homework clubs compliment the more traditional House and Sporting activities that have always been a feature of this College.

A Wellbeing Centre funded under the National Partnerships (Low Socio Economic Status (SES)) Program was completed in 2012 and was formally opened early in 2013. This facility provides community access to the College’s Wellbeing and Pathways Teams as well as health professionals and a social worker. In 2013, a part-time doctor was added to the team to complement the other wellbeing services offered by the Centre. This facility was the inspiration for the current government’s ‘Doctors In Schools’ initiative.

For many years, the College has received significant funding support through the Managed Individual Pathways (MIPS) program. The Careers/Pathways section is the second major component of our Wellbeing Centre and through MIPS funding we are able to support our students through a Leading Teacher, two full-time Careers Counsellors and a School Attendance Officer.

As part of DET’s School Improvement Partnership program, in 2017 Wellington engaged in a formal Partnership with Wodonga Senior Secondary College and Wodonga Middle Years College. All schools in this partnership have committed to building Literacy of students and Teacher Leadership capacity at all three schools. We also have an informal Literacy Partnership with Albany Rise Primary School, our local primary school.

Wellington Secondary College enjoys a very positive reputation with parents and within the local community. We are a school that fully supports and represents the Education State and the DET Values that go with it. We have our own well established traditions and students and parents support the culture of ‘The Wellington Way’ embodied in the College’s motto: *Caring, Striving and Learning*. The College motto describes our key purpose and values of Caring for others, Striving for excellence and Learning for life.

SCHOOL VALUES, PHILOSOPHY AND VISION

Wellington Secondary College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

The College Philosophy is reflected in our motto: ‘Caring, Striving, Learning’

THE COLLEGE MOTTO DESCRIBES OUR KEY PURPOSE AND VALUES OF CARING FOR OTHERS, STRIVING FOR EXCELLENCE AND LEARNING FOR LIFE.

This is the “Wellington Way” and as espoused through our vision and motto, underpins everything we do.

Our Statement of Values and School Philosophy is available on our school website, in our staff induction handbook, in the student planner and in enrolment and transition information.

ENGAGEMENT STRATEGIES

Wellington Secondary College has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. 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
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data sets such as attendance, Attitudes to School Survey, gender equity surveys, parent survey data, student management data and school level assessment data
- deliver a broad curriculum including VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Wellington Secondary College use 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
- teachers at Wellington 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 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 Representative Council and other forums including year group meetings and Peer Support Groups and the Student Voice Pivot Surveys with

classroom teachers. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any other questions or concerns.

- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- All students are welcome to self-refer to the Student Wellbeing Coordinators, Inclusion Coordinator, School Nurse, School Chaplain, Adolescent Health Nurse, College Social Worker, Year Group 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 with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Safe Schools
- programs, incursions and excursions developed to address issue specific behaviour as required
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

TARGETED

- each year level has a team of Year Level Coordinators, along with Head of Sub-School and Sub School assistants 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
- all students from Year 9 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- 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
- Wellington Secondary College assists students to plan their Year 10 work experience, supported by their Career Action Plan
- wellbeing and health staff will facilitate health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year. Programs from outside the college will be accessed in support of students as required
- staff will apply a trauma-informed approach to working with students who have experienced trauma

INDIVIDUAL

Wellington 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
- meeting with student and their parent/carer to talk about how best to help the student engage with school - Student Support Groups:
<https://www2.education.vic.gov.au/pal/student-support-groups/policy>

- developing an Individual Learning Plan - Koorie Individual Learning Plan, Individual Focus Statements, Personal Learning Plans, Behaviour Support Plans, Out of Home Care Individual Education Plans, etc.
- considering if any environmental changes need to be made, for example changing the classroom arrangement
- 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
- Referral to Program for Students with Disabilities (See Inclusion and Diversity Policy).

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 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:

Wellington 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 to help identify students in need of support and enhance student wellbeing Wellington 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
- 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 or family

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, member of the Year Level Team, the Wellbeing Team or a member of the school leadership team.

STUDENT BEHAVIOURAL EXPECTATIONS

Behavioural expectations of students, staff and families are grounded in our Statement of Values and School Philosophy and Code of Conduct. Student bullying behaviour will be responded to consistently with the Wellington Secondary College Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Wellington Secondary College 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 Coordination Team
- restorative practices
- detentions

- exclusion
- 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:

<https://www2.education.vic.gov.au/pal/student-engagement/policy>

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

ENGAGING WITH FAMILIES

Wellington 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 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.
- ensuring parents have access to the learning data relating to their child through the Compass system
- alerting parents to community activities and support that may be of benefit

EVALUATION

Wellington 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
- NCCD (Nationally Consistent Collection of Data)
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS
- Gender Equity Surveys

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the:

- Wellington SC Statement of Values and School Philosophy,
- Bullying Prevention Policy,
- Child Safe Standards,
- Inclusion and Diversity Policy,
- Mandatory Reporting Policy,
- Sexual Harassment Policy,
- Multicultural and Diversity Policy,
- Respectful Relationships
- Gender Equity Policy

REVIEW CYCLE

Date of implementation	Prior to the 2018 School Review
Date endorsed by Council	Prior to the 2018 School Review
Policy author	E. H Blaikie - Principal
Policy review schedule	1 – 2 years
Last review date	March 2021
Next Review Date	March 2023