



STUDENT WELLBEING AND ENGAGEMENT POLICY

Date	January 2025	Review Cycle	2 Years	Approved By	Principal <i>(community consultation)</i>
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INTERPRETER SERVICE

If you need help to understand the information in this policy please contact our college on 9741 1822 or werribee.sc@education.vic.gov.au so interpreters may be arranged via VITS or local services.



PURPOSE

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

- (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 Child Safe practices

Werribee Secondary College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students can reach their potential only when they are happy, healthy and safe. We believe 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.

This policy applies to all school activities, including camps and excursions.

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COLLEGE PROFILE

Werribee Secondary College is in the South Western Victoria Region and part of the Wyndham Network of schools, servicing the suburb of Werribee and adjacent communities. We currently have approximately 1550 local students and 50 International students and 154 staff. Live Worthily is the school motto which is underpinned by Respect and Responsibility as the values that drive our behaviours and decisions. We respect and are responsible for our learning, our identity and our community.

Our school is culturally diverse with 78% of families having a language background other than English (LOTE), with the largest LOTE groups being Chinese (Mandarin), Vietnamese and Hindi. The school also has strong representation from the Koorie community. We are proud of our diversity and inclusive school community.

COLLEGE MISSION AND VALUES

At Werribee Secondary College we strive for success in all the chosen endeavours of our students. We nurture the values of **respect** and **responsibility**.

We **respect**, and are **responsible** for embracing our identity and that of others; taking care of our local and global communities, and valuing the right to learn.

We respect and are responsible for our:

Learning

I respect my own right to learn and that of others, and I recognise my responsibility to become a lifelong learner.

Identity

I respect the diverse cultures, religions, languages, beliefs, genders, sexual orientation and the specific needs of those around me. I respect my own role within this community and take responsibility to show respect for both myself and others.

Community

I respect the local and global communities within which I live. I understand my responsibility in protecting these communities to ensure a safe and sustainable future in which everyone feels they belong.

RELATED POLICIES

Copies of all related policies are available on the college website at werribeesc.vic.edu.au

- Attendance Policy
- Uniform Policy
- Mobile Phone Policy
- Inclusive Education and Special Educational Needs
- International Homestay Policy
- First Aid Policy
- Health Care Needs Policy
- Anaphylaxis Policy
- Asthma Policy
- Administration of Medication Policy
- Smoking and Vaping Ban Policy
- BYODD Program & Devices
- BYODD Acceptable Use Policy
- BYODD Using Technologies Appropriately
- Visitors Policy
- Volunteers Policy
- Staff Register Policy
- DET Schools Privacy Policy
- DET CCTV Policy
- Child Safety Policy

WELLBEING AND ENGAGEMENT STRATEGIES

Werribee Secondary College has developed universal (whole school), targeted (year group) and individual engagement strategies to promote engagement, positive behavior and respectful relationships for all students in our school. We implement the Schoolwide Positive Behavior Support (SWPBS). This framework underpins the colleges expectations for our community in living our values of respect and responsibility. 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. The College community provides a safe and caring environment where each student is valued, ensuring they are equipped with the skills, knowledge and attitude needed for the dynamic world after secondary education. When providing support for students the College aims to create working relationships built on mutual respect, and accountability.

The College has a number of personnel, strategies and processes in place to monitor and support students who may be at risk of not successfully achieving their chosen endeavors. These include:

- A Student Wellbeing Team
- Sub-School Teams
- Home group program
- Koori Education Support Officer
- Referrals to DET and external agencies
- MYLNS stand alone supports
- Student re-engagement programs
- Careers Department and pathways counselling
- A range of Senior School programs
- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

Other Department programs and services such as:

- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

Strategies:

- 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, VCE VM and IB to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers 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 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 Representative Council and other forums including year group meetings. Students are also encouraged to speak with their teachers, Home Group teacher, 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 music programs.
- all students are welcome to self-refer to the Student Wellbeing Coordinator 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
 - Bully Stoppers
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- 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.

IDENTIFYING STUDENTS IN NEED OF SUPPORT

Werribee Secondary College is committed to providing the necessary support to ensure our students are supported academically, emotionally and socially. The sub-schools (Year Level Coordinators), Student Wellbeing team as well as the Inclusion and Intervention leader play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing.

Targeted:

- 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. This occurs through the provision of:
 - weekly mentoring sessions (both one-on-one and in small groups) with our Koori mentor;
 - fortnightly Yarning Circles with our Koori mentor, KESO and Marrung Champion; and
 - termly/semesterly SSG’s that involve the student, family/carers, Marrung Champion and KESO to co-create an IEP that sets academic, personal and cultural goals for the student;
 - the inclusion of First Nations content and perspectives across our curriculum and subjects areas.
- English as a Second Language students are supported through our EAL program led by a Learning Specialist, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through regular excursions, incursions and family information sessions.
- We support learning and wellbeing outcomes of students from refugee background through:
 - our partnership with RESP and Foundation House; and
 - the provision of weekly mentoring sessions with local cultural mentors.
- 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](#). Students are also supported through regular Rainbow Alliance lunchtime sessions run by wellbeing staff.
- 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 Learning Mentor, 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 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, using the WHITS strategies to support teachers and students with self-regulation and sensory integration difficulties
- staff will apply a trauma-informed approach to working with students who have experienced trauma, using the SWPBS framework
- 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 7-12 will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Werribee Secondary College assists students to plan their Year 10 work experience, supported by their Career Action Plan

Individual:

Werribee Secondary College offers a range of student specific strategies that are applied on a case-by-case basis. Such strategies are derived from Department Policies within the following areas:

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)
- [PROTECT framework \(responding to Incidents, Disclosures and Suspicions of Child Abuse\)](#)

Werribee Secondary College also uses various other Department policies programs and external services such as:

- [Disability Inclusion Profile](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)
- [Orange Door](#)

Werribee 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
- 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 ChildFirst
 - Re-engagement programs such as Navigator
- applying a triage process to ensure priorities are responded to as needed
- ensuring compliance with Edusafe reporting guidelines

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
 - with other complex needs that require ongoing support and monitoring.

IDENTIFYING STUDENTS IN NEED OF SUPPORT

Werribee 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. Werribee 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
- referrals from school staff
- liaising with external support presently in place for the student

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.

STUDENT BEHAVIOURAL EXPECTATIONS AND MANAGEMENT

 WERRIBEE SECONDARY COLLEGE SCHOOL WIDE POSITIVE BEHAVIOUR MATRIX				
We RESPECT and are RESPONSIBLE for our: <i>Learning Identity Community</i>				
We Are	In All Locations	In The Classroom	In The Schoolyard	In The Community
RESPECTFUL when we:	<ul style="list-style-type: none"> • use our manners • are mindful of how we communicate • are inclusive of others • listen to others • consider personal space, privacy and property 	<ul style="list-style-type: none"> • allow others to learn • celebrate personal and collective success • are open to new and different perspectives 	<ul style="list-style-type: none"> • take pride in our school grounds • speak to and treat each other with kindness and courtesy • create and contribute to a safe environment 	<ul style="list-style-type: none"> • acknowledge the country we are on • follow the expectations of the setting we are in • are kind to members of the community
RESPONSIBLE when we:	<ul style="list-style-type: none"> • wear our school uniform with pride • demonstrate WSC values • act in a way that creates a safe environment (physically and emotionally) • take care of our land 	<ul style="list-style-type: none"> • are on time and ready to learn • actively apply ourselves to our learning • follow safety rules • use ICT devices for learning purposes • follow reasonable instructions 	<ul style="list-style-type: none"> • put rubbish in the bin • say something if we see something • look out for each other's wellbeing • look after our equipment and facilities 	<ul style="list-style-type: none"> • represent the school positively • look out for ourselves and others • use public transport with care

Behavioural expectations of students are grounded in our school's Statement of Values and School Philosophy.

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 this policy. [If your school has a stand-alone bullying prevention policy] Bullying will be managed in accordance with our Bullying Prevention and Response Policy.

When a student acts in breach of the behaviour standards of our school community, Werribee Secondary 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 implement 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 Year Level Coordinator
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

SUSPENSIONS AND EXPULSIONS

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, 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>

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 Principal of Werribee Secondary College is responsible for ensuring all suspensions and expulsions are recorded.

Corporal punishment is prohibited and will not be used in any circumstance at Werribee Secondary College.

ENGAGING WITH FAMILIES

Werribee 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.
- 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

Werribee 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
- Compass chronicle data
- school reports
- parent survey
- case management
- attendance data

Werribee 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.

corporal punishment is prohibited and will not be used in any circumstance

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in the staff handbook and induction processes
- Discussed in relevant staff meetings, briefings, parent nights and assemblies
- Available on Compass so that it is easily accessible to parents, carers and students
- Made available in electronic/digital 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 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](#)