Glen Waverley Secondary College

Student Engagement and Well-Being Policy

Produced in consultation with the GWSC community

To be read in conjunction with 
*Effective School are Engaging Schools – Student Engagement Policy Guidelines*

March, 2010

Principal: Gerard Schiller
School Council President: Ian Clarke
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1. SCHOOL PROFILE STATEMENT

Glen Waverley Secondary College is one of the largest secondary colleges in Victoria with a culturally diverse population of over 1900 students and 132 equivalent fulltime staff and 38 education support staff. It is located in the eastern suburbs of Melbourne and prides itself on the contribution it makes to its local community through the provision of excellent educational outcomes for young people in the area. It is a neighbourhood school enrolling students from the local neighbourhood. There is a very high demand for student places in the College but it is a clearly stated intention of the College to remain a non-selective neighbourhood school with the fundamental educational philosophy that all students can learn and achieve success as clearly articulated in our Vision and Values.

To foster a sense of connectedness and to create a safe, supportive and inclusive environment for all learners, it is necessary to create smaller communities within the larger community. To support this philosophy, the College was restructured in 2007 into two sub-schools - a Year 7-9 Middle School and a Year 10-12 Senior School. In addition, to more effectively support the needs of the "whole child" the management structure of the two sub-schools has been redeveloped, including the introduction of Middle and Senior School Directors of Student Learning, with an emphasis on creating links between curriculum & student management.
A focus of this school for a number of years has been to create a safe learning environment where students are engaged and have opportunities to develop all of their potential and capabilities. This is evidenced by:

- Vision and Values document
- Implementation of our Powerful Learning Map,
- Strong emphasis on co-curricula programs,
- Implementation of our Generic Skills and Attributes and
- Focus on the development of inquiry learning

GWSC has a clear commitment to providing an environment where the individual student needs are central to the curriculum provision. A holistic approach to teaching and learning has seen the integration of personal learning, inquiry learning and ICT into the curriculum and the development of teaching teams working collaboratively with the focus on student achievement in a positive, safe and supportive environment. The College’s Enquiry Learning Model, scaffolding the skills and attributes student require as they move through Middle School, taps into students’ particular interests and questions, providing them with increased control over their learning, and is a key means to ensuring the learning is engaging, authentic and relevant. In addition, the College’s emphasis on the explicit teaching of generic skills and attributes contributes significantly to their development as autonomous lifelong learners. There is a commitment to student and staff wellbeing and recognition of the need to invest heavily in the learning of all members of the community.

The College prides itself on the belief that all students can make progress and the support and encouragement for student success provided by the College is reflected in the consistently high student retention rate which exceeds 100% and a student attendance rate of 91.2% in 2009.

Diversity adds to the richness and the quality of the educational experience of all students. The College is composed of over sixty cultural groups, including a large number of students from China, India and Sri Lanka. The socio-economic profile of the school, based upon the Student Family Occupation Index, is rated as ‘high’.
The Student Family Occupation (SFO) density for the College has increased over the last 3 years from 0.16 (2006) to 0.22 (2008) indicating the socio-economic status of the parent community has decreased slightly, but is still relatively high. One hundred and forty five families, which is approximately 10% of our student population, receive Educational Maintenance payments. In addition, students who come from families with Language Background Other than English (LBOTE) has increased to 0.51 or 51% of the total student population in 2008.

In addition, GWSC has an International School program, comprised of around fifty students from many parts of Asia, which provides a further global perspective. Our international student cohort is highly valued for the positive contribution these students make to our knowledge and understanding of the world in which we live. The College is strongly committed to the continuation of the program and its ongoing role in supporting the development of a truly global learning community.

The increase in the number of ESL students, particularly from the language schools, has impacted on the literacy levels within the College and strategies are being developed, including the employment of a special needs teacher and further ESL staff, to address this concern.

GWSC senior students have consistently achieved outstanding VCE results, well above state means, with the great majority of students routinely entering the tertiary education sector or accessing other pathways (97% of the 2008 cohort have received offers at either a university or TAFE). The re-structure of the two sub-schools has resulted in an improved monitoring and mentoring program as students move from Years 10 through to Year 12.

GWSC invests heavily to ensure resources are directed to enhancing a technology-rich environment to support learning appropriate for the twenty first century. This includes access to an innovative learning centred Intranet for students, parents and teachers, whole school access to computers in a variety of settings, access to a wireless network, integration of digital whiteboards and teacher professional learning to support the personalisation of learning.

The above approach to developing and sustaining innovation in learning embeds the principles of the DEECD Effective Schools Model upon which the College has based its growth, referenced its work and measured its progress. A focus on continual improvement in the quality of teaching and learning has been the core College priority around which the other attributes of the effective schools model interact in order to achieve the deep learning outcomes being sought for students and teachers.
2. WHOLE SCHOOL PREVENTION STATEMENT

GWSC recognises the need for each student’s school experience to be positive, caring and supportive of their individual learning needs, in an environment which encourages positive social interactions between all members of the College community. The College believes that to fully engage the whole student in our learning community and ensure protective factors are in place, we need to cater for students’ individual cognitive, behavioural, emotional and social needs.

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Teaching & Learning (Cognitive):

To ensure students’ cognitive needs are met the College employs the following strategies:

- **Living & Learning Program**: All students in Year 7, 8 & 10 have designated Living and Learning (pastoral care) period per week, facilitated by a core subject teacher. This supports student need for an identified adult responsible for monitoring and supporting their individual learning needs.

- **Personal Learning Goals**: The Living and Learning teacher is also responsible for assisting their Living and Learning students with the development of their identified personal learning goals and the strategies which will assist the achievement of these goals. Specific Personal Learning Goals, which are designed to support progression of learning, are identified for attention at each year level:
  - Year 7 – Cooperative Learning
  - Year 8 – Habits of the Mind
  - Year 9 – The 4Rs of Learning Power
  - Year 10 – Emotional Intelligence

- **Generic Skills & Attributes**: The College has identified the skills and attributes students require to become effective autonomous learners and embedded these across the curriculum. The identified areas include Personal, Interpersonal, Communication, Thinking & Inquiry and ICT. (see attachment) Emphasis is placed in Middle School on **inquiry learning**, carefully scaffold through Year 7 through to ensure students have the skills to undertake authentic, deep learning in a collaborative setting by Year 9.

- **Special Learning Needs/Literacy/ESL**: the diversity of the GWSC student population requires identification of literacy and numeracy levels and the development of strategies to address these. Consequently the college has a well developed ESL program, determines Literacy and Numeracy levels all Year 7 – 9 students and has employed the services of a fulltime Special Learning Needs teacher to assist teachers develop individual learning plans for identified students with additional needs.
• **Middle School Study Hall:** Students identified by sub-school managers and teachers with learning, time management, organisational, etc needs are individually supported through a staffed weekly afterschool session.

• **Senior School Mentoring:** Students identified through sub-school managers and teachers with learning, time management, organisational, etc needs are individually mentored by senior school teacher. High performing Year 12 students are mentored by members of the College Leadership Team under the Principal’s Scholars Program.

• **Senior School Course Counselling:** All Year 10, 11 and 12 students are individually counselled by members of the Senior Sub-school Management Team to ensure student pathways reflect capabilities, interest and maintain students’ engagement in their ongoing learning.

**Wellbeing (Emotional)**

To ensure students’ emotional needs are met the College employs the following strategies

• **Student Code of Conduct:** – based around the College Vision & Values pillars of valuing diversity & learning to live together, creating personal futures and embracing lifelong learning the Student Code of Conduct developed in consultation with the student population, sets the expectations for student interaction and behaviour. (See Attachment 1)

• **Sub-school / House management structure:** The College has a well-structured sub-school House system which is designed to provide ongoing support for students by an identified sub-school manager. The structure incorporates three directors at each sub-school with specific roles identified to ensure the whole student needs are supported – learning, wellbeing, transition and pathways.

• **Faculty teams:** The Middle and Senior school faculty team structure ensure consistency of curriculum delivery, assessment and reporting so that students have similar learning experiences.

• **Restorative Practice:** The College’s whole school Restorative Practice policy places clear emphasis on the value of building positive social relationships, working and learning in teams and managing and resolving conflict. Wrongdoers are encouraged to be accountable for their behaviour and take responsibility for their actions by making amends to those affected. The adopted model empowers young people, victim or offender, to act in socially responsible ways and focuses on rebuilding relationships. All staff are provided with professional learning on implementing restorative practice strategies in their classrooms.

• **Bullying/harassment:** In line with the GWSC Vision and Values statement students have the right to expect a safe and caring, inclusive environment which promotes personal growth and positive self-esteem for all. The College is committed to providing this environment and each member of our college community shares in the responsibility to help ensure that this occurs. As such, the College has a fully documented Anti-Bullying/Harassment Policy which is connected to our Restorative Practice approach and is distributed to all families new to the school. Students are engaged in living this policy through co-curricular programs, classroom activities and the Living and Learning Program. This policy is located on the intranet under College/Administration/Charters.

• **Drug Education Policy:** GWSC believes all students have the right to feel safe and supported in their school community. Issues such as alcohol and drug use and misuse will impact on the school and community. Therefore the school regularly updates its Drug Education policy to ensure there is a comprehensive, coordinated approach to drug education across the whole college and that a healthy environment is promoted. Policy is located on the intranet under College/Administration/Charters.

• **Student leadership** – Authentic student leadership opportunities and the ability to participate in meaningful contribution to school wide decision making are essential for the development of responsible, caring local and global community members. GWSC provides an extensive range of opportunities through student membership of the Principal Advisory Group, Middle and Senior School Councils, Arts Council, and taking on the roles of form, house, arts, sport, music and school captain to name a few.

• **Transition Practices:** Transition processes are managed through the sub-schools to ensure the move between primary and secondary and middle and senior schools is as seamless and supportive as possible.
Management (Behavioural):
To ensure students’ behavioural needs are met the College employs the following strategies

- **Student Wellbeing** – To build a strong school community in which student individual needs are met the College has a comprehensive, coordinated wellbeing support structure in place which includes a fulltime school nurse and chaplain, and access to psychologists and social workers. Processes for referral to health professionals are managed by the sub-school directors.

- **Learning support** – SWANS (Student with additional learning needs), including integration programs. Students have individual learning plans developed by classroom teachers with support from a Special Education Teacher to ensure they achieve learning success.

- **Peer support** - identified, interested Year 9 students are trained to work with incoming Year 7 students so that the transition process is less stressful and students enter the college feeling safe and supported.

- **Extra-curricular programs** – The College has identified particular extra-curricular programs of benefit to the emotional wellbeing of different age groups and incorporated these into the appropriate year level. These include programs which target bullying and harassment; relationships, peer pressure, etc: motivational speakers (such as Darren Pereira) to assist with organisational and time management skills.; pathways & careers counselling for Years 9-12; Young Life lunch time activities for Middle School students, etc.

Community (College/Local/Global) connections:
To ensure students’ social needs are met the College employs the following strategies

- **Whole school camps program** – Outdoor education experiences are particular important for city students, many of whom have never been camping. The whole school program involves:
  - Year 7 – Nayook camp for form groups to improve the transition process,
  - Year 8 – Narmbool camp for House groups to develop relationships across the year level,
  - Year 12 – Cowes camp to prepare students for the learning, organisational and time management demands of Year 12

- **Cultural awareness tours**: Tours to France, Normandy, Noumea, USA are just some of the tours offered to students at various levels to increase their awareness of historical and cultural factors shaping a country’s development and global perspectives.

- **Year 9 Communities program**: some Year 9 students each year are identified as less engaged in their learning and at risk of leaving school. In response to this the college has developed a ‘Communities Program’ (12-15 students) with specific support to meet individual needs through a camping program, pathways advice, TAFE tasters, motivational and time/organisational skills, etc.

- **Co-curricular programs** – There is a strong emphasis on the development of the whole student supported by the wide ranging co-curricula programs including music, sport and drama opportunities across the school. Students are encouraged to be involved in ongoing regular training for athletics, swimming, cross country and interschool sporting teams; music ensembles and bands; school productions, drama performances; debating and public speaking; to name a few.

- **Duke of Edinburgh**: Student are supporting in undertaking the Duke of Edinburgh program involving developing community and sporting skills and independent camping expeditions. Self-confidence, self-esteem, decision making and community involvement are just some of the benefits students gain through involvement in this program.

- **2020 Program**: For all Year 9 students the curriculum is collapsed for 4 weeks while they undertake a collaborative, authentic, sustainability enquiry enabling students to develop an understanding of global environment issues and an awareness of their ability to create change. There is an emphasis in this program on the social responsibility of students, as members of a local and global community, which is essential understanding for today’s youth.

- **Community Arts Council**: the first pillar of the GWSC Vision and Values is ‘learning to live together’. Student leadership of the Arts Council encourages awareness and understanding of societal responsibilities to actively support the rights of all community members for equality and inappropriateness of all forms of discrimination.

- **Information Service and Student Wellbeing**: The Library is open from 8 am to 4.10 pm and provides a safe learning environment for our community with a teacher librarian and a library assistant time tabled on at all times (including recess and lunchtime) to provide students with assistance at all times. Students have access to a variety of well being resources including: teenage
development literature, clickview programs, magazines/newspapers and fiction/non fiction
collections. Students also have the opportunity to be part of clubs that operate through the library.

- **International School:** A fully resourced and supported program caters for the needs of our cohort
  of international students to ensure their smooth integration into the College and their ongoing
  wellbeing needs are met.

3. RIGHTS & RESPONSIBILITIES STATEMENT:

**Guiding Principles:**

All Glen Waverley Secondary College community members have the right to participate in a learning
environment which is safe, supportive and inclusive of their individual needs. All College members
are to be treated with respect and dignity in an environment which promotes positive relationships,
values diversity and supports the learning of all students. In line with the GWSC Strategic Plan 2010-
2013, the College will provide opportunities for student participation and leadership with an emphasis
on developing the whole person (personally, socially & intellectually) and supporting the personal
growth of students across a wide range of curricular and co-curricular areas.

The rights and responsibilities of all members of the Glen Waverley Secondary College school
community need to adhere to the following legislation:

1. **The Equal Opportunity Act 1995**
   
   This act sets out the types or grounds of discrimination that are unlawful and aims to promote
   community recognition and acceptance of the equality of men and women, and the equality of
   people of all races, regardless of their religious or political convictions, their impairments or their
   age.
   

2. **The Charter of Human Rights & Responsibilities Act 2006**
   
   This charter outlines a vision of human rights for all Victorians. The charter affirms that all people
   are born free and equal in dignity and rights. While the charter demands equality for all, it also
   emphasises the value of difference. The charter requires public authorities, including government
   schools and their employees, to act compatibly with human rights and to consider human rights
   when making decisions and delivering services.
   

3. **The Disability Discrimination Act 1992**
   
   The standards clarify and make more explicit the obligations on schools and the rights of students
   under the Disability Discriminations Act. The standards cover enrolment, participation, curriculum
   development, student support services, and harassment and victimisation.
   

4. **The Education Training & Reform Act 2006**
   
   All providers of education and training, both Government and non-Government, must ensure that
   their programs and teaching are delivered in a manner that supports and promotes the principles
   and practice of Australian democracy including a commitment to: elected Government; the rule of
   law; equal rights for all before the law; freedom of religion; freedom of speech and association;
   and the values of openness and tolerance.
   

5. **Bullying and Harassment**
   
   Glen Waverley Secondary College does not tolerate bullying or harassment in any form. The
   College is committed to providing a safe and caring environment which promotes emotional, social
   and physical well being. All members of our college community share in the responsibility of
   promoting and supporting an anti-bullying environment. Bullying is when someone, or a group of
   people, who have more power at the time, deliberately upset or hurt another person, their property,
   reputation or social acceptance on more than one occasion.
   
   - It is an abuse of power
   - It can be planned and organised or it may be unintentional
   - Individuals or groups may be involved.
There are three broad categories of bullying.
- Direct physical bullying e.g. physical violence, demands for money or possessions, damaging property.
- Direct verbal bullying e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
- Indirect bullying – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, social exclusion, damaging someone’s reputation and social acceptance, cyber-bullying, involving the use of email, text messages or chat rooms to humiliate and cause distress.

On-line safety:
Being involved in online spaces – either at home or at school – requires students to behave responsibly. Behaving safely online involves protecting your own privacy and personal information and protecting the privacy of others (this includes the sharing of personal information and images).

Cyber-bullying:
Cyber-bullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging, blogs or web-pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images. People can also be bullied online by groups of people such as class groups or collective members of an online community.

Responding to Harassment, Bullying and Cyber bullying:
The College Community has a commitment to preventing and reducing bullying. This means that everyone should report incidents of bullying. All reports of bullying will be taken seriously and thoroughly investigated. All complaints will be treated confidentially. GWSC has a whole school commitment to Restorative Practices which place the clear emphasis on the values of building positive social relationships, working and learning in teams and managing and resolving conflict. The College’s aim is to make those who demonstrate inappropriate behaviour aware of the situation and subsequently repair the harm done and change their behaviour.

Wrong doers are encouraged to be accountable for their behaviour and take responsibility for their actions by making amends to those affected. Restorative Practices empower young people, victims and offenders, to act in socially responsible ways through its focus on rebuilding relationships.

Rights and Responsibilities of the School Community
Student, staff and parent behaviour impacts on the educational, social, emotional and physical development of all members of the school community.

Rights and Responsibilities of Students

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<th>Responsibilities</th>
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| Students have a right to:  
- Work in a safe and supportive environment where, without intimidation, bullying (including cyber-bullying) or harassment, they are able to fully develop their talents, interests and achieve their ambitions.  
- Participate fully in the school’s educational program  
- Work in an environment which recognises and caters for their individual learning need  
- Have their opinions heard and be listened to | Students have a responsibility to:  
- Participate fully in the College’s educational program. They should attend regularly, be punctual and meet deadlines  
- Develop positive and respectful relationships with their peers, teachers and all other members of the college community  
- Model the college’s Vision and Values  
- Take responsibility for their own learning  
- Work collaboratively with others – understanding that we can all learn from one another  
- Reflect and seek continuous improvement, working towards personal success |
For further details refer to Attachment 1: Student code of Practice

**Rights and Responsibilities of Staff**

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<td>Staff have a right to:</td>
<td>Staff have a responsibility to:</td>
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<td>• Work in a safe and supportive environment free from intimidation,</td>
<td>• Fairly, reasonably and consistently implement the engagement policy</td>
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<td>bullying (including cyber-bullying) or harassment.</td>
<td>• Create and maintain a safe and challenging learning environment</td>
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<td>• Expect that they will be able to teach in an orderly and cooperative</td>
<td>• Generate and nurture positive relationships with other members of</td>
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<td>environment</td>
<td>the college community</td>
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<td>• Be informed, within Privacy guidelines, about matters pertaining to</td>
<td>• Critically reflect on professional practice to continually improve</td>
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<td>students that will affect the teaching and learning program for that</td>
<td>the quality of their work and learning</td>
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<td>student</td>
<td>• Recognise that people learn in different ways and cater for this</td>
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<td>• Ongoing professional learning to support their growth and</td>
<td>diversity in their classrooms</td>
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<td>development as effective practitioners</td>
<td>• Plan and assess for effective learning and regularly provide</td>
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<td>meaningful feedback to students and their parents that promotes</td>
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<td>learning and growth</td>
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<td>• Model ethical and moral behaviours that clearly demonstrate</td>
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<td>community values.</td>
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For further details refer to Attachment 2: Staff code of Practice

**Rights and Responsibilities of Parents/Carers/Community members**

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<td>Parents/carers have a right to:</td>
<td>Parents/carers have a responsibility to:</td>
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<tr>
<td>• Expect that their children will be educated in a safe, supportive</td>
<td>• Promote positive educational outcomes for their children by taking</td>
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<td>and inclusive environment in which the rights of others are</td>
<td>an active interest in their child’s educational progress and by</td>
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<td>encouraged</td>
<td>modelling positive behaviours</td>
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<td>• Ensure their child’s regular attendance and punctuality to school</td>
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<td>• Engage in regular and constructive communication with the college</td>
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<td>staff regarding their child’s learning</td>
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<td>• Support the college in maintaining a safe and respectful learning</td>
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<td>environment for all students</td>
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<td>• Support activities which extend student’s academic, physical and</td>
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<td>social development</td>
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For further details refer to Attachments 3 & 4: School Council Code of Practice & Community Building
4. SHARED EXPECTATIONS:

Glen Waverley Secondary College provides an educational environment where all students have the opportunity for personal growth and fulfilment. Students are valued and cared for, in an inclusive learning environment where they feel connected to their peers and the school and are able to engage effectively in their learning and achieve success.

The GWSC Vision and Values document (for details see School Profile), developed in consultation with the school community, establishes the significance of creating a learning community where everyone continually learns and grows in an environment which recognises the importance of:

- **Valuing diversity and learning to live together** – including an awareness and understanding of the diversity of cultural heritages and a diverse ways of knowing and being. It also includes embracing our responsibilities as local, national and global citizens

- **Embracing life long learning** – learning to become adaptive, flexible, autonomous learners, continually reflecting and seeking to improve

- **Creating personal futures** – developing resilience and self-confidence to pursue their own personal future and embracing a healthy lifestyle.

The intended outcome is to support the development of happy, positive, fulfilled individuals who are able to achieve their individual potential and develop a sense of self-worth and personal growth

The College has a shared high expectation, by all community members, of working to achieve the College vision, values, goals and targets through:

- Teaching practices which are inclusive of all members of the community and that encourage teachers to work collaboratively to ensure the learning experience for all students are similar

- A whole school curriculum program which is accessible and engaging for all students

- An appropriate, relevant and challenging curriculum that provides students with the opportunity to experience success is in place and is regularly reviewed and evaluated.

- The school working in partnership with the parent community to ensure they are fully informed and have an opportunity to input into whole school decision making.

- Having in place a well resourced and managed student services, providing for the wellbeing and pathways of all students.

GWSC Whole School Restorative Practices:

GWSC places a high value on the development and maintenance of positive, healthy and respectful relationships and a supportive school environment. The College has a whole school approach to behaviour management which is based on Restorative Practices. There is a clear emphasis on the value of building positive social relationships, working and learning in teams and managing and resolving conflict.

Wrongdoers are encouraged to be accountable for their behaviour and take responsibility for their actions by making amends to those affected. It focuses on the harm done to people and relationships. Restorative practices empower young people, victim or offender, to act in socially responsible ways. As an alternative to the punitive model it focuses on rebuilding relationships.

The Restorative practices approach is implemented in GWSC, depending on the circumstances, in the following ways:

1) **Circle time** – a proactive measure designed to create positive connections and relationships which can be used for a class group or a smaller group

2) Restorative chat – is used to resolve incidents and repair relationships in small groups consisting of the victim(s) and wrongdoer(s) and their advocates

3) ‘No Blame’ conference – often organised in class groups to manage whole class difficulties and disruptions. All teachers of the class and the students in the class are involved.
4) Community conference – a formal and structured conference that deals with matters of a serious nature, involving members of the community such as police, parents, social workers, or adults who have been affected. The purpose is to bring together the victim(s), wrongdoer(s) and their respective supporters with the broader community who have a stake in the proceedings.

5. SCHOOL ACTIONS AND CONSEQUENCES

Glen Waverley Secondary College has a whole-school approach to promoting strategies that build student engagement, high attendance and positive behaviours. Central to the College’s philosophy is the need for the entire school community to feel safe, secure and supported so that learning opportunities are maximised and the wellbeing needs of all students are met.

Strategies used to support student engagement, regular attendance and positive behaviour include:

- **Sub-school/House structures** – students are supported through Middle School and Senior School by a vertical sub-school/House structure whereby their progress, attendance and wellbeing are closely monitored and concerns are addressed promptly.

- **Attendance**: online marking of rolls each period, with daily follow up by sub-schools enables the close tracking of attendance by class teachers, sub-school managers and parents.

- **Year 7-10 Living and Learning Program** links a core teacher to a particular class to monitor student learning and wellbeing needs. This assists the development of positive student/teacher relationships and provides students with a significant adult who has the prime responsibility for their learning and wellbeing.

- **Student at the centre model**: Glen Waverley SC is a large community in excess of two thousand individuals. To foster a sense of connectedness and to create a safe and supportive environment for all learners, it is necessary to create smaller communities within the larger community. This is the driving force for the development of our Middle School model where the student is placed firmly in the middle and is supported by a team of teachers who have students in common.

- **Learning support**: Optimise and personalise the learning of all students & equip them with the skills, dispositions & essential understandings to be successful, contributing members of the 21st century society through personalising the learning. The College’s special education teacher works with the sub-schools and classroom teachers to identify learning needs and develop individual learning programs for students.

- **Student Leadership**: See Section 2 ‘Whole School Presentation’ of GWSC Student Engagement and Well-Being Policy for details

- **Camps Programs Years7-12**: See Section 2 ‘Whole School Presentation’ of GWSC Student Engagement and Well-Being Policy for details

- **Peer Support**: Creates connections between Year 7 and 9 students to improve transition process and role model positive behaviours. See Section 2 ‘Whole School Presentation’ of GWSC Student Engagement and Well-Being Policy for details

- **Restorative Practice**: see Section 4 ‘Rights and Responsibilities’ of GWSC Student Engagement and Well-Being Policy for further details

In addition, student engagement, regular attendance and positive behaviours are supported in the College through relationship based whole-school and classroom practices including:

- Ensuring predictable, fair and democratic classroom practices are embedded across the school
- Providing opportunities for students to be involved in the development of classroom and whole school expectations
- Providing personalised learning programs for all SWANS (Students With Additional Needs)
- Consistently acknowledging participation and success of students across the arts, music, drama, sport, community and academic fields
Empowering students by creating multiple leadership opportunities for them to take responsibility and be involved in decision making

Providing a physical environment which is conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, dependent upon specific concerns, including

- Understanding the particular student’s background and needs
- Involving the parents/carers in discussions around the child’s particular needs
- Ensuring a clear understanding of expectations by both students and parents
- Involving members of the wellbeing team, managed individual pathways or careers teacher
- Convening a student support group meeting to develop a plan of action
- Developing an individual flexible learning, behaviour or attendance plan with the assistance of sub-school managers, special education teacher and wellbeing support
- Providing broader educational programs, for example experiential learning, work education, camps/outdoor educations/creative arts
- Involve community support agencies

Discipline procedure – suspension and expulsion

Glen Waverley Secondary College has clearly stated procedures, policies and rules by which students must operate. In cases where students do not follow these rules, the relevant Sub-School Directors and/or student managers will manage the disciplinary process. Every effort is made to provide discipline in a consistent, fair and transparent manner to achieve positive outcomes for the student.

Students will only be excluded from school when all other measures deemed appropriate have been exhausted or been implemented without success or where immediate suspension is the only appropriate course of action given the student’s behaviour.

Suspension or expulsion measures are the responsibility of the Principal who will consult with Assistant Principals, Directors of Students at Middle or Senior School, student managers, teachers and students before implementing such measures. The school will consider the educational and emotional impacts on the student and school community when taking suspension or expulsion measures.

Suspension:

- Students will be suspended for the shortest time necessary
- Students can be suspended internally or externally
- Students can be suspended immediately or after a student support group is convened
- Students can be suspended for inappropriate behaviour:
  - while attending school
  - travelling to or from school or
  - engaging in an activity away from school
- Students can be suspended on the following grounds:
  - Behaving in such a way as to threaten or constitute a danger to the health, safety or wellbeing of any person
  - Committing an act of significant violence against a person or causing significant damage to or destruction of property or is knowingly involved in the theft of property
  - Possessing, using or deliberately assisting another person to use prohibited drugs or substances
  - Failing to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member
  - Consistently behaving in a manner that interferes with the wellbeing, safety or educational opportunities of any other student
  - Consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person based on age, gender identity, impairment, physical features, political beliefs or activity, pregnancy, race, religious belief or activity, sexual orientation, etc.
When the principal deems a suspension is justified, procedures as outlined on page 26 – 27 of the ‘Effective Schools are Engaging Schools – Student Engagement Policy Guidelines’ will be followed

For further details see Attachment 5: Suspension Process Flow Chart

**Expulsion:**

- Only the principal has the authority to expel a student from the school at which she/he is the principal. Expulsion is the most serious consequence and this action will only be taken when all other measures consistent with the staged response, outlined above, have been tried and it is deemed the only appropriate measure.

- Students can be expelled if, while attending school, travelling to or from school or engaged in any school activity:
  - The student does anything for which they could be suspended (see above for grounds for suspension)
  - The students’ behaviour is of such a magnitude that, for the health, safety and wellbeing of other staff and students at the school and the need to maintain the effectiveness of the school’s educational programs, an expulsion is the only available option.

- The student and parents/carers must be informed that expulsion is being considered and must be given the opportunity to be heard.

- If principal considers that expulsion is justified, the regional director must be notified and must nominate a member of the regional staff to attend the student support group meeting to ensure appropriate alternate options are considered and to assist in the course of action agreed to at the meeting.

- Detailed ‘Procedures for Expulsion’ and ‘Procedures following Expulsion’ can be found page 28-31 of the ‘Effective Schools are Engaging Schools – Student Engagement Policy Guidelines’

- For further details see Attachment 6: Expulsion Process Flow Chart

**Roles and responsibilities of the principal and school council:**

The principal is responsible for the implementation of the Student Engagement Policy. The school council is responsible for approving the policy, monitoring its effectiveness and evaluating its success. The policy is available on the College intranet and can be accessed via College/Administration/Charters/School Engagement Policy

**References:**

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