



STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the college on 8805 6700.

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.

Glen Waverley 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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2. School values, philosophy and vision
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POLICY

1. School profile

Glen Waverley Secondary College is a large eastern suburbs neighbourhood non-select entry school of approximately 1900+ students. GWSC provides excellent educational outcomes for all students in a positive, caring and supportive learning community, where diversity is highly valued, lifelong learning is embraced and all students have the opportunity to create their own personal futures.

Diversity adds to the richness and quality of the students' educational experience with a significant English as an Additional Language (EAL) student cohort and over 60 cultural groups represented in the school. The GWSC International School program provides a further global perspective.

Our unique facilities design provides an innovative learning environment where individual needs are central to the curriculum provision. The College supports personalised continuous progression of learning, through embracing the development of a collaborative learning culture which values innovative pedagogy and the explicit teaching and assessment of skills outlined within the student developed PACT learning model (Prepare and Engage; Ask Questions and Listen; Critical and Creative Thinking and Problem Solving; Take on Feedback and Reflect) . The school's holistic teaching and learning approach and collaborative teaching teams focus on enhancing the achievement of all students.

As a high performing school, achieving consistently outstanding VCE results, Glen Waverley Secondary College prides itself on academic excellence in an environment where individual and collective student academic, sporting, music and the arts achievements are recognised and celebrated. Underlying the focus on excellence is the recognition that this can only be achieved in an environment where students are happy, healthy and resilient.

2. School values, philosophy and vision

Glen Waverley Secondary College's vision is: Growing respectful, responsible, resilient global citizens who value diversity and lifelong learning.

This vision is underpinned by our values: Respect, Diversity, Commitment, Perseverance and Accomplishment.

Respect: A consideration for your surroundings, by consistently making a conscious effort to set an outstanding example.

Diversity: A willingness to embrace diversity and build shared respect between others.

Commitment: A commitment to the GWSC community across learning areas and through a diverse range of extracurricular activities.

Perseverance: An ability to maintain effort over a sustained period of time and despite setbacks.

Accomplishment: A capacity to achieve outstanding academic and/or extracurricular outcomes.

3. Wellbeing and engagement strategies

Glen Waverley 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 Engagement and Support Strategies (Whole School)

- *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 engagement and 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 such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data (progress reports, EOY reports, PAT etc)*
- *deliver a broad curriculum that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations*
- *teachers at Glen Waverley Secondary College use an GWSC instructional model to ensure an explicit, common and shared model of instruction that is evidenced-based, are incorporated into all lessons*
- *teachers at Glen Waverley 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 and AITSL*
- *our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents and recognised and celebrated through the Gain Wisdom Program*
- *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 Principal's Advisory Group, Senior and Middle School Executives and other student representative bodies including year group meetings and Peer Support Groups. 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/swimming, music programs and peer support programs*
- *All students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, House 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 (lead school) and Safe Schools*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *buddy programs, peers support programs and mentoring programs*
- *School wide restorative practices framework adopted by teaching staff to support social and emotional learning*

**Targeted Engagement and Support Strategies
(Year Group Specific)**

1. *each student has a House Leader/Sub School Leader, responsible for their cohort, 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*
2. *all students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future*
3. *connect all Koorie students with a Koorie Engagement Support Officer*
4. *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*
5. *PSD coordinator allocated to support all PSD funded students*
6. *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*
7. *staff will apply a trauma-informed approach to working with students who have experienced trauma*

Individual Engagement and Support Strategies

Glen Waverley Secondary College implements a range of strategies that support and promote individual engagement.

- *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*
- *considering if any environmental changes need to be made, for example changing the classroom set up*
- *Where students require ongoing supports to enable them to engage in learning an Individual Learning Plan or Behaviour Management Plan is implemented. The development of an ILP or Behaviour Management Plan can involve a range of strategies not limited to:*
 - *Student Support Groups, see:*
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
 - *SSGs are used to help develop Individual Learning Plan and Behaviour Support Plan. They are required for: Program for Students with Disabilities, Navigator, Lookout and Koorie students*
- *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, Headspace*
 - *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*
- *running regular Student Support Group meetings for all students (see above)*

4. Identifying students in need of support

Glen Waverley Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Sub School Teams play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Glen Waverley 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*
- *learning behaviours*
- *observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation (underpinned by staff professional learning)*
- *attendance, detention and suspension data*
- *engagement with families*
- *self-referrals or referrals from peers*

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 a right to:

- Work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition.
- Participate fully in the College's educational program.

Students have a responsibility to:

- Participate fully in the College's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the College community.
- Uphold the Vision and Values of the College
- Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students.
- As students' progress through College they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole College community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.
- Students should, with support, be expected to participate fully in the College's educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the College community.

Parents/carers have a right to:

- Expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged

Parents/carers have a responsibility to:

- Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.
- Ensure their child's regular attendance.
- Engage in regular and constructive communication with College staff regarding their child's learning.
- Support the College in maintaining a safe and respectful learning environment for all students.

Teachers have a right to:

- Expect that they will be able to teach in an orderly and cooperative environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to work effectively.
- Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student.

Teachers have a responsibility to:

- Fairly, reasonably and consistently, implement the engagement policy.
- Know how students learn and how to teach them effectively.
- Know the content they teach.
- Know their students.
- Plan and assess for effective learning.
- Create and maintain safe and challenging learning environments.
- Use a range of teaching strategies and resources to engage students in effective learning.

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. 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

Overview and Guiding Principles:

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values.

Glen Waverley Secondary College is committed to maintaining a college environment which provides programs and curriculum which is inclusive and empowering, valuing the positive contributions of students and creating a sense of belonging and connectedness that are conducive to positive behaviours and effective engagement in learning.

The College will create an environment that is conducive to positive behaviours and effective engagement in learning; linked to College-wide classroom expectations. Consequences for breaching expected behaviour may take the form of (but not limited to):

- Parent calls
- Email and Compass notifications
- Recess and /or lunch 'community service'
- Lunch-Time or after-school detention
- Suspension
- Expulsion (an ongoing staged response and strategies of support are linked to this means of last resort)

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>

Error! Hyperlink reference not valid. 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 Glen Waverley Secondary College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

The college will also, where appropriate, pair consequences with discussion and reflections that follow the Restorative Practices Framework.

Opportunities for students to take responsibility and be involved in decision-making will occur via Captain and leadership roles, Principals Advisory Group (PAG), Student Representative Council and College Council. Student voice will assist in building relationships, shared expectations and supporting policy implementation.

Students will be engaged through dedicated classroom curriculum on behavioural expectations, where students show they are much more likely to commit to them. This will also help to build an inclusive and respectful College culture, where all members of the College community feel empowered to contribute to influencing the culture and practice.

The College will provide social / emotional and educational support for at risk and vulnerable students identified through College staff or another.

College Actions:

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-College and classroom practices.

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- Understanding the student's background and needs
- Ensuring a clear understanding of expectations by both students and teachers
- Providing consistent College and classroom environments
- Scaffolding the student's learning program.

Broader support strategies will include:

- Involving and supporting the parents/carers.
- Involving the student wellbeing coordinator, managed individual pathways or careers coordinators.
- Tutoring/peer tutoring.
- Mentoring and/or counselling.
- Convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour.
- Developing individualised flexible learning, behaviour or attendance plans.
- Providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts.
- Involving community support agencies.

Influences on student behaviour:

There are many potential influences on student behaviour and many factors that can lead to behaviour that is challenging for Colleges to deal with. GWSC will take into account the following student factors, which will require support:

- Biophysical factors, such as medical conditions or disabilities;
- Psychological factors, including emotional trauma or lack of social skills;

- Behavioural / social factors, including where a student's behaviour has been learned through reinforcement, consequences or adaptation to social practices;
- Historical community factors including students whose family member/s had difficult, sometimes traumatic, experiences of College and government agencies.
- Cultural factors, catering for cultural diversity.
- Student group dynamics, such as bullying and teasing or student apathy or hostility.
- Environmental factors, for example the level of classroom noise.
- Classroom organisation issues, such as inconsistent routines or inadequate materials.

GWSC staff will understand challenging behaviour by seeking to understand the role of behavioural triggers.

Promoting positive student behaviour:

GWSC will acknowledge that positive student behaviours are most effectively developed and supported through relationship-based whole-College and classroom practices, and clearly communicated behavioural expectations. Some students exhibit challenging behaviour and require additional support and interventions to address this behaviour and to develop positive behaviours.

Challenging behaviour interferes with the safety or learning of the student/s or safety of College staff; including:

- Withdrawn behaviours (e.g. anxiety, College phobia, truancy, social isolation)
- Disruptive behaviours (e.g. tantrums, swearing, screaming or refusing to follow instructions)
- Violent and/or unsafe behaviours (e.g. kicking, biting, punching, fighting, running away)
- Inappropriate social behaviours (e.g. inappropriate conversations, stealing, property damage)

Positive Behaviour Support:

GWSC will utilise a variety of DET and GWSC developed support measures to promote positive student behaviour; which may include the following-

- *Restorative Practices:*
The College is committed to the use of restorative practices with students to aid in the resolution of issues with peers and teachers. Restorative Practices:
 - Are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999).
 - Promote awareness of others, responsibility and empathy (Hopkins 2002).
 - Involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
 - Promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
 - Separate the deed from the doer (Marshall et al. 2002).
 - Are systematic, not situational (Armstrong 2004).
 - Are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).
- *Bullying and peer relationship issues-*

Bully Stoppers is the Department's online resource dedicated to bullying prevention, providing advice for teachers, parents and students on how to identify, respond to and prevent bullying in their College community. The College will promote a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their College environment. Bullying that is carried out through an internet service, such as email, chat room, discussion group instant messaging or by any other technology method is considered cyber bullying.

- **Respectful Relationships:**
GWSC will utilise this framework as a set of guiding principles in the maintenance of a safe and supportive learning community. These principles will assist to promote student wellbeing, develop respectful relationships and a College secure from harassment, aggression, violence and bullying.
- **Positive Behaviour Interventions Support (PBIS)**
GWSC works collaboratively with students, staff, parents / carers and the wider school community to identify effective Positive Behaviour Interventions and Supports for students. This proactive approach ensures that students are supported to re-engage and to experience success within the classroom.

GWSC employs Student Wellbeing staff who will assist with issues across a broad range of student wellbeing issues. They will provide guidance on which supports can best address the needs of vulnerable students; including:

- Supportive measure to students where absenteeism has become an issue;
- Investigating strategies and supports beyond the College
- Students affected by homelessness or Out-Of-Home care will have specific supportive provisions, where their absenteeism will be monitored on a case-by-case basis.

Legislative Requirements:

GWSC acknowledges within our statement of commitment that it is our moral and legal responsibility to create a nurturing College environment where children and young people are respected, their voices are heard and they are safe and feel safe. All children, regardless of their gender, race, religious beliefs, age disability, sexual orientation, or family or social background, have equal rights to protection from abuse.

Within this context it is vitally important that GWSC staff promote the participation and empowerment of all children. When children have an environment in which they feel safe, respected and comfortable, they are more likely to speak on issues of safety and wellbeing.

All staff of GWSC have a responsibility to provide teaching and learning environments that are free from discrimination in all forms, including those based on race, ethnicity, gender, ability, disability, sexuality and religion.

Child protection is a shared responsibility between all employees, workers, contractors, associates, and members of the GWSC community. The safety and wellbeing of our students form a central and fundamental responsibility of our College.

We are committed to zero tolerance of child abuse; including physical violence, sexual offences, serious emotional or psychological abuse and serious neglect. It is our moral and legal responsibility to create a nurturing college environment where children and young people are respected, their voices are heard

and they are safe and feel safe. All children, regardless of their gender, race, religious beliefs, age disability, sexual orientation, or family or social background, have equal rights to protection from abuse. GWSC affirms our commitment towards-

- The support and respect all children, as well as our staff and volunteers.
- Actively working towards listening to and empowering children.
- Creating systems to protect children from abuse and will take all allegations and concerns seriously; having mechanisms in place to ensure consistency in line with College, DET and DHS protocols.
- Promoting cultural safety and safe learning environments for Aboriginal children, the disabled and children from culturally / linguistically diverse backgrounds.
- Empowering and providing an inclusive environment for Aboriginal children, the disabled and children from culturally / linguistically diverse backgrounds.

The development of a Student Engagement and Discipline Policy assists our legal obligations under relevant legislation; including:

Equal Opportunity Act 2010 (Vic) which prohibits discrimination on the basis of: race, religion, disability, sex, age, gender identity and sexual orientation.

Charter of Human Rights and Responsibilities Act 2006 (Vic), which requires government schools and their employees, to act within human rights and to consider human rights when making decisions and delivering services; including decisions around enrolment, attendance, responding to behaviour concerns (including preventing the escalation of behaviours), the making of adjustments for students with disabilities, preventing and responding to bullying.

Disability Standards for Education 2005, which clarify and make more explicit the obligations on Colleges and the rights of students under the Disability Discrimination Act 1992(Cth). The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

Education and Training Reform Act 2006 (Vic), which states that all Victorians, irrespective of the education and training institution they attend, where they live or their social or economic status, should have access to a high quality education that-

- i. Realises their learning potential and maximises their education and training achievement;
- ii. Promotes enthusiasm for lifelong learning;
- iii. Allows parents to take an active part in their child's education and training.

Information contained within this policy has been obtained from DETs website, specific to Student Engagement:

<https://www.education.vic.gov.au/school/teachers/behaviour/engagement/Pages/engagement-policy.aspx>

7. Engaging with families

Glen Waverley 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 and via the Compass Parent Portal
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent engagement opportunities so that families can actively participate in their child's education (subject selection, information nights, celebration events etc.)
- 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.

8. Evaluation

Glen Waverley 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:

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- | | |
|--|---------------------------|
| • Student Attitude to School Survey data | • Gain Wisdom Data |
| • Incidents data (suspensions) | • Learning Behaviour Data |
| • School Reports (Academic growth) | • Classroom Voice Surveys |
| • Parent Opinion Survey | • Attendance Data |
| • Individual Case Management | • Enrolment Data |
| • CASES21 | • SOCS |

Glen Waverley 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:

- Published in student and staff planners
- Published in staff handbook
- Published on the college webpage

Our school will also ensure it follows the mandatory parent/carers 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 and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2022
Consultation	Consultation with School Council Consultation with college Leadership Team
Approved by	College Principal- Joanne Wastle
Next scheduled review date	June 2024