



STUDENT WELLBEING AND ENGAGEMENT POLICY

Rationale

Whittlesea Secondary College (WSC) believes powerful learning occurs in an environment offering support, challenge and the development of self-esteem. We encourage families, the broader community and young people to hold high expectations for their educational learning.

The College takes pride in providing a safe and secure learning environment whilst at the same time offering a full range of challenging academic and vocational programs. We aim to prepare our students for an ever-changing world and challenge them to gain the necessary personal, social and academic skills to be successful members of our global community.

We promote an environment that nurtures strong learning, personal growth, and self-esteem, while developing positive relationships between students and teachers, knowing that our students will learn better in a friendly and respectful environment.

Purpose

In accordance with Department of Education and Training (DET, May 2017) guidelines and the State-wide priorities of the Victorian Government, the College aims to provide:

- Excellence in teaching and learning
- Professional leadership
- A Positive Climate for learning
- Community engagement in learning
- An environment that nurtures strong learning, personal growth and self-esteem while developing positive relationships between students and teachers, therefore knowing that our students will learn better in a friendly and respectful environment.

Scope

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

Policy

Whittlesea 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 and individual engagement strategies used by our school is included below:

Universal

- High and consistent expectations of all staff, students and parents and carers



- Prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- Creating a culture that is inclusive, engaging and supportive
- Welcoming all parents/carers and being responsive to them as partners in learning
- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, Parent Survey data, Student Management data and school level assessment data
- Deliver a broad curriculum including VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- Teachers at Whittlesea Secondary College adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- Our school's values: Attitude, Application and Achievement, 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 House group meetings, Student Leadership meetings and Peer Support Groups. Students are also encouraged to speak with their PAL teachers, Heads of House, Assistant Principal and Principal whenever they have any questions or concerns.
- Provide programs that encourage and foster cross—age connections amongst students through vertical curriculum, activities, PAL, House Activities, school production, athletics, music programs and peer support programs
- All students are welcome to self-refer to the Student Wellbeing Coordinator, Social worker, Mental Health Practitioner, School Nurse, School Chaplain, PAL Teacher, Heads of House, 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
- Programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

Targeted

- All students will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Connect all Koorie students with a Koorie Engagement Support Officer



- All students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- 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
- Staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

Whittlesea 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 environmental changes that can 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

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:
 - With a disability
 - In Out of Home Care
 - And with other complex needs that require ongoing support and monitoring.

College Values

ATTITUDE APPLICATION ACHIEVEMENT

The values of Whittlesea Secondary College underpin its cultural and moral framework, enabling it to set clear and resolute behavioural codes.

These codes, once adhered to, enable the members of the school college community to function in a safe, highly energised learning community and uphold the right of all to be respected by others, the right to learn and teach and the right to feel safe and secure in our environment.

Personal attributes such as honesty, resilience, empathy and respect for others reinforce essential life skills to assist building strong relationships.



This will be achieved through clearly articulated behavioural expectations based on a set of principles that acknowledge students' rights and responsibilities.

Restorative Practice

The College employs the principles of restorative practices to maintain positive relations between all members of the College community.

- Enable students to develop awareness about the effects of their behaviour on others through the use of effective questions
- Students are held accountable and responsible for their actions while their dignity is recognised and maintained
- Actively involve students in the disciplinary process by encouraging students to speak about their actions
- Give students the opportunity to restore any harm caused in their negotiation of appropriate actions and consequences

Procedures

The procedures for this policy are detailed in the following Appendices.

- Refer to Appendix A for the principles of classroom management
- Refer to Appendix B for the School wide positive approach to encourage expected behaviours

Related Legislation, Regulations, Policies, & Procedures

- [DET Policy and Advisory Library](#)

Appendices

- Appendix A: Principles of Classroom Management Procedures
- Appendix B: School wide positive approach to encourage expected behaviours

Evaluation Period

The following data will be collected and analysed to evaluate the effectiveness of current practices, approaches and intervention strategies for improving student outcomes

- Attitudes to school survey
- Student reports
- Attendance data
- Suspension data
- Respite data
- Parent survey
- Staff survey
- Compass chronicles



APPENDIX A Principles of Classroom Management Procedures

At Whittlesea Secondary College our approach to student and classroom management is based on the values of mutual respect, personal and collective responsibility and School Wide Positive Behaviour principles. We hope to encourage teachers and their classes to develop positive and productive relationships, in which issues may be identified and resolved collectively and in which individuals recognise their responsibilities.

Have Agreed Behaviour Expectations

It may take time with each class, but if expectations of conduct are agreed on, poor behaviour can always be referred back to these and the effect on everyone else, promoting ownership and group responsibility. These behaviours should protect students' rights (e.g. the right to learn).

Be a Calm Adult

Situations in the classroom can be stressful. Acknowledge that you are not at the most rational when stressed and will not make decisions that promote the most effective results. Follow a standard system and be consistent. Stressed teachers upset the learning of the whole class.

Separate the Behaviour from the Individual

If an adolescent feels personally rejected by their teacher, they may not have the emotional maturity to avoid antagonism. All students will make mistakes that teachers may need to address. Try to ensure that the language used focuses on what is wrong or what has happened. Avoid the implication that the student is 'defective'. Issues should be about the behaviour, not the individual.

Keep the Student in their 'Adult'

Sometimes students may try to drag you into a 'discussion' which places you as the (responsible) adult and them as a child (no responsibility). This dynamic is unproductive and does not teach students to take responsibility for their actions. Calmly and consistently expect students to justify behaviour and issue appropriate consequences when required. The student will be forced to revert to an adult frame of mind.

Rewards Work Better than Punishment

Poor behaviour makes us angry and propagates a desire to punish. This is understandable, but less productive than rewarding effort (not the behaviour). Effort-Reward system e.g. when challenging students say something nice, promote better behaviour patterns and greater levels of responsibility than punitive measures. Effort-reward systems take time to devise and implement but save time throughout the year. They also save stress. It should, however, be the aim to reduce the need to reward-for-effort.

The Best 'Technique' is a Strong Relationship

A productive and cooperative classroom environment relies on positive relationships. Adolescents learn best from an adult whom they recognise as having positive feelings towards them. Recognising positive effort and minimising the attention paid to negative behaviours has an overall effect on the whole class and particularly on more challenging students. Learning about your students' personal lives builds goodwill which can, when required, be drawn upon. No-one outside your classroom can solve your student management issues – they can only draw on their own relationship with each student you send to them, which doesn't alter the situation for you.



What is School Wide Positive Behaviour Support?

The goal of School Wide Positive Behaviour Support at Whittlesea Secondary College is to create and maintain a positive and safe learning environment that enhances our school culture where we maximise individual academic and social growth.

What Does SWPBS Look Like at Whittlesea Secondary College?

1. Create an environment of receptive students who can acquire the skills and knowledge enabling them to become lifelong learners in the global economy.
2. Create an environment where teachers feel empowered to teach effectively.
3. Create an environment based on mutual respect between all members of the school community where students develop the interpersonal skills needed to work cooperatively with others and have the ability to resolve problems or conflict in daily life.
4. Create an environment where students are empowered. They take ownership of their own learning, they set personal targets and they take responsibility for their own actions.
5. Create an environment where parents are empowered. They actively support the teaching and learning policies of the school and embrace the concept of lifelong learners.
6. Create an environment of kindness and caring, a community in which students, parents and teachers feel valued and have an important role in promoting positive behaviour

Why Do We Explicitly Teach Our Expected Behaviours?

Introducing, modelling and reinforcing positive social behaviour is an important step of a student's educational experience. Explicitly teaching our behavioural expectations and acknowledging students for demonstrating them is key to our success.

How Do We Teach Social Behaviours?

The school community uses a full range of positive acknowledgement and reinforcement including nonverbal, verbal, tangible or intrinsic. Staff continue to develop appropriate strategies and review positive acknowledgement and reinforcement that may become outdated and considered inappropriate to particular age groupings or social groupings.

Examples of positive acknowledgement and reinforcement include:

- Positive affirmation by all teachers in the classroom and in extra-curricular activities, including positive reinforcement and encouragement, the regular display of work and marking for improvement.
- Positive and encouraging comments on Learning Tasks.
- Awards and prizes distributed, as well as formal recognition at all House assemblies.
- Articles in the school magazine and the school social media accounts.
- A system across the entire College which encourages merits and House points,
- Certificates for academic results and improving academic performance.
- Use of the 4:1 ratio.
- Consistent Positive Recognition on Compass.

Where Do We Teach Our Expected Behaviours?

- Everywhere in the school.
- It is embedded in our school culture.



**STUDENT WELLBEING AND
ENGAGEMENT**

APPENDIX B

**School wide positive approach to
encourage expected behaviours**

OUT OF UNIFORM

- Each staff member to request uniform pass from student at the start of class.
- Staff to make initial request with student to confiscate item of uniform. If student does not comply, staff not to enter into argument with student. Staff to log on Compass if student refuses to follow instruction. Head of House to follow up at next available opportunity.
- Any out of uniform headwear to be removed and confiscated by teacher.
- Hoodies to be removed and confiscated.
- Students completely out of uniform to be sent home from College. If parents unable to pick up, student to be withdrawn for remainder of day.

OCCASION

OPPORTUNITY FOR GROWTH

1 st	Present to General Office on arrival to school, uniform pass issued (Hoodies & leggings excluded).
2 nd	Uniform pass issued, parents contacted by Head of House or PAL teacher.
3 rd	Uniform pass issued, parents contacted by Head of House.
4 th	Case managed to individual by Head of House.

MOBILE PHONES

- Student given the opportunity to lock phones securely in House locker/storage area at the beginning of the School day.
- Staff to make initial request with student to confiscate phone. If student does not comply, staff not to enter into argument with student. Staff to log on Compass if student refuses to follow instruction. Head of House to follow up at next available opportunity.
- Phone to be confiscated.
- Students refusing to hand phone over to be sent home from College. If parents unable to pick up, student to be withdrawn for remainder of day.

OCCASION

OPPORTUNITY FOR GROWTH

1 st	Taken, stored in House lockers/storage area, and collected at the end of the day. Parents to be contacted by Head of House
2 nd	Taken and parents contacted to collect by Head of House. Parent meeting to occur with Head of House to discuss College expectations.



STUDENT ATTENDS CLASS WITHOUT REQUIRED MATERIALS (WITHOUT REASONABLE EXCUSE)

OCCASION	OPPORTUNITY FOR GROWTH
1 st	Warning and parent notification by classroom teacher via Compass. Materials (pens/paper) on loan from classroom teacher. (We are trying not to encourage this as students are not bringing their own because we have some at school.)
2 nd	Parent notification arranged by classroom teacher. Materials (pens/paper) on loan from teacher. Laptop loaned from Resource Centre if necessary. Parent meetings arranged by classroom teacher if required.
3 rd	Parent notification arranged by classroom teacher. Materials (pens/paper) on loan from teacher. Laptop loaned from Resource Centre if available. Parent meetings arranged by classroom teacher if required.
4 th	Case managed to individual by Head of House.

STUDENTS LEAVING COLLEGE GROUNDS

OCCASION	OPPORTUNITY FOR GROWTH
1 st	Students escorted back to College grounds. Teacher to log on Compass. Parents notified by Head of House.
2 nd	Students escorted back to College grounds. Teacher to log on Compass. Parents notified by Head of House. Students to complete community service supervised by Head of House during lunch time.
3 rd	Students escorted back to College grounds. Teacher to log on Compass. Parents notified by Head of House. Students to complete community service supervised by Head of House during after school.
4 th	Parent meeting to discuss safety concerns and College expectations.

PHYSICAL FIGHTING/ASSAULT

Suspension via Principal consultation

- *At any time a serious breach of College rules may result in a Behaviour Review Conference where expulsion will be considered.*

OPPORTUNITY FOR GROWTH

- Referral to College Wellbeing Team for mediation and/or other alternative programs.

ILLICIT SUBSTANCES/WEAPONS AT SCHOOL

Suspension via Principal consultation

- *At any time a serious breach of College rules may result in a Behaviour Review Conference where expulsion will be considered*



OFFENSIVE LANGUAGE TOWARDS A STAFF MEMBER

- Case managed to individual by Head of House. Parents to be contacted.

LATE TO CLASS

- Classroom teachers record on Compass. Classroom teacher to contact home via email or phone call. Students stays back with classroom teacher to make up time.

STUDENTS LEAVING CLASS EARLY

- Classroom teachers record on Compass. Classroom teacher to contact home via email or phone call. Students stays back with classroom teacher to make up time.

BUS NETWORK INCIDENT

OCCASION	OPPORTUNITY FOR GROWTH
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1 st	Case managed to individual by Head of House.
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SMOKING

OCCASION	OPPORTUNITY FOR GROWTH
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1 st	Educational referral to Adolescent Health Nurse. Head of House to contact parents/guardians.
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2 nd	Parents meeting required.
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3 rd	Possible suspension via Principal Consultation.
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TRUANCY

OCCASION	OPPORTUNITY FOR GROWTH
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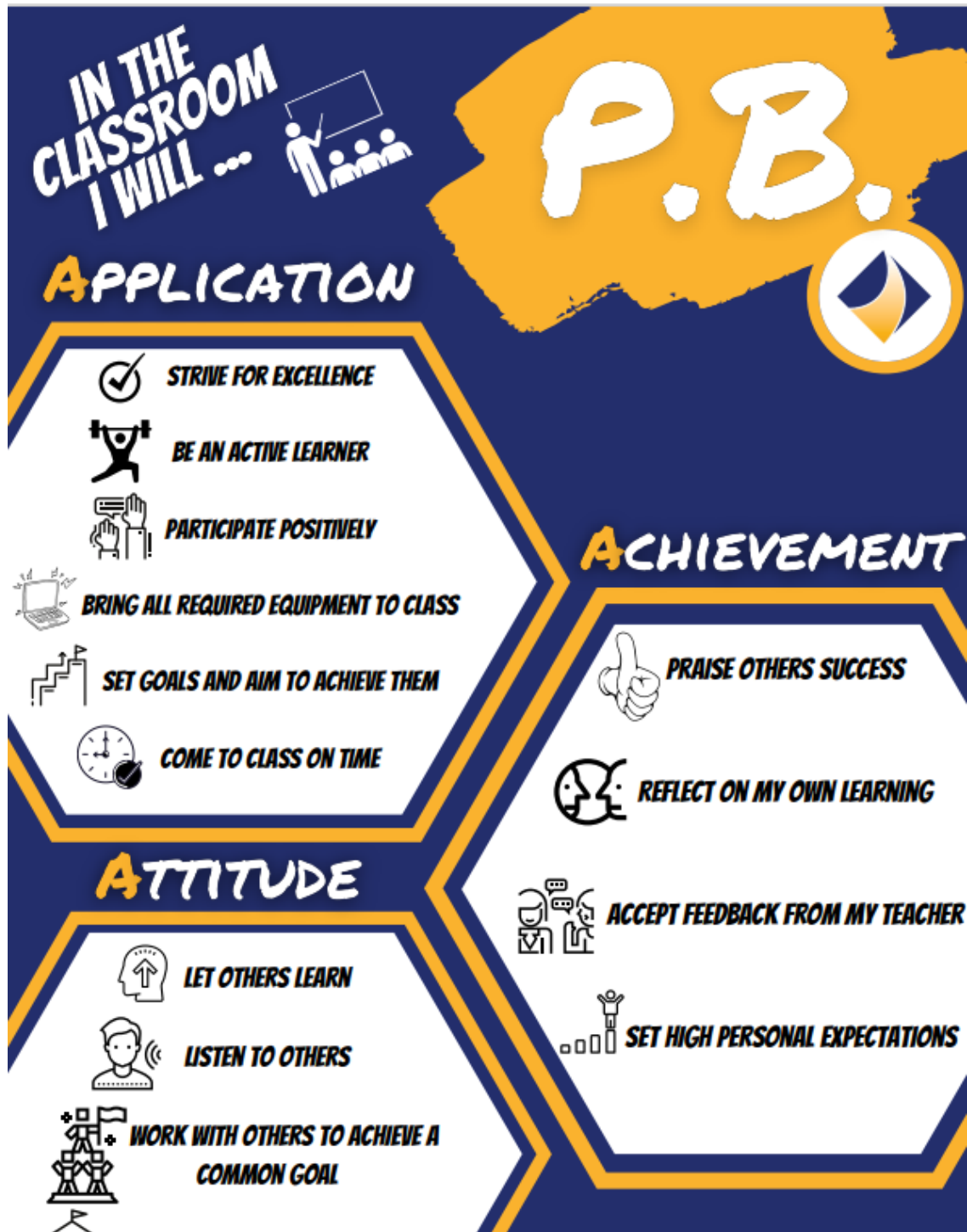
1 st	Head of House to contact parents/guardians.
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2 nd	Head of House to contact parents/guardians. Students to make up time lost via community service.
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3 rd	Head of House to contact parents/guardians. Students to make up time lost via community service. Parent meeting required.
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SWPBS Matrix – Appendix 1 Classroom







SWPBS Matrix – Appendix 2 Community




IN THE COMMUNITY I WILL ... 

P.B. 

APPLICATION

-  **BE COURTEOUS TO ALL MEMBERS OF THE COMMUNITY**
-  **REPRESENT THE SCHOOL WITH PRIDE**
-  **USE POSITIVE LANGUAGE**

ACHIEVEMENT


-  **SUPPORT THE NEEDS OF OTHERS**
-  **TAKE OWNERSHIP FOR MY ACTIONS**
-  **GIVE BACK TO MY COMMUNITY**
-  **LOOK AFTER MY COMMUNITY**


ATTITUDE

-  **BE CONSIDERATE OF OTHERS**
-  **WEAR SCHOOL UNIFORM CORRECTLY**
-  **VALUE DIVERSITY IN OUR COMMUNITY**






SWPBS Matrix – Appendix 3 School Grounds




IN THE SCHOOL GROUNDS I WILL .. 

P.B. 




APPLICATION

-  **ENSURE THE SAFETY OF THOSE AROUND ME**
-  **LOOK AFTER THE GARDENS, PLANTS, AND TREES.**
-  **TAKE PART IN SCHOOL EVENTS**

ATTITUDE

-  **LOOK AFTER OUR FACILITIES & EQUIPMENT**
-  **PLACE ALL LITTER IN THE BINS**
-  **MOVE SAFELY AROUND THE SCHOOL**

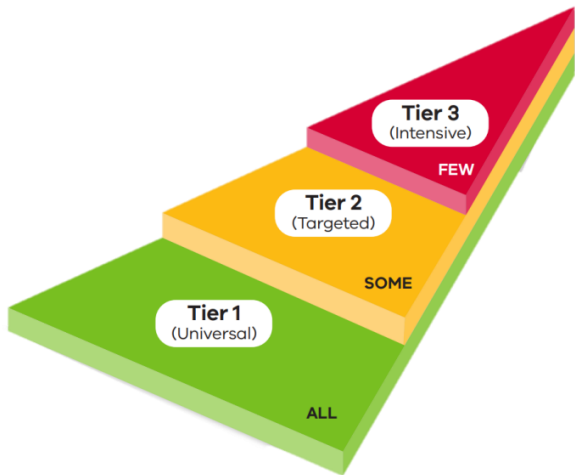
ACHIEVEMENT

-  **TAKE PRIDE IN HOW THE SCHOOL LOOKS**
-  **TAKE RESPONSIBILITY FOR MY ACTIONS**
-  **CONTRIBUTE TO KEEPING THE SCHOOL CLEAN**



Multi Tiered Systems of Support

SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT THE EDUCATION STATE



Type of support	Definition	The proportion of students accessing support
Tier 1 Universal supports	Tier 1 supports are the foundation for behaviour and academic performance. They involve the whole school and all classrooms. They support all students.	100%
Tier 2 Targeted supports	Tier 2 supports address specific academic and behavioural skill needs. Teams identify students with additional needs and match them with more intensive supports.	Up to 20%
Tier 3 Individualised Supports	Tier 3 involves the most intensive support offered by schools. It involves specialised and individual intervention approaches for students with high-risk behaviour. Tier 3 support is resource intensive. Schools should invest in prevention-focused activities to limit the need for Tier 3.	Up to 5%

WHITTLESEA SECONDARY COLLEGE

CASH

PRICE LIST

ROOM HIRE

PAC Lunchtime 50

L Block Room..... 25

GYM..... 30

ASSORTED PRIZES

Small..... 5-10

Medium..... 15

Large..... 20

TEACHER

Positive Call Home (Teacher of Choice)..... 20

Positive Call Home (Mr Searl)..... 30

Positive Call Home (Ms Mourkakos)..... 75

Teacher v Student Sport..... 50

EQUIPMENT HIRE

Basketball/Netball..... 5

Football..... 5

Soccer Ball..... 5

Cricket Set 5

CANTEEN

Fast Pass (All Day)..... 5

Voucher \$5..... 15

Voucher \$10..... 20



Policy status and review

The Principal team are responsible for reviewing and updating the Child Safety and Wellbeing Policy at least every two years. The review will include input from students, parents/carers and the school community.

Approval

Created date	2023
Consultation	School Council
Endorsed by	Principal,
Endorsed on	
Next review date	2025