



STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact Wyndham Central College on 03 8744 8900 or wyndham.central.sc@education.vic.gov.au.

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.

Wyndham Central 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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POLICY

1. School profile

Wyndham Central College is a single campus co-educational school located in central Werribee. There are approximately 1,400 students from Years 7 to 12 with a team of 130 teachers and an additional 50 education support staff. Over the years since it commenced the cultural diversity of student

population has grown and many different nationalities are now represented. The school operates in two sub-schools; middle and senior which are located in separate buildings. The pastoral care model is overseen by the Assistant Principal in charge of each sub school along with the Year Level Leaders and class Tutor Teachers.

The school is committed to an educational improvement plan which is focused on developing and delivering rigorous curriculum using the Advancement Via Individual Determination (AVID) strategies. The general curriculum is well balanced and is structured with a strong emphasis on the use AVID to enhance rigour.

The council, leadership team and staff are committed to the vision of creating a community of high expectations for all. The School Council of Wyndham Central College expects all parents/carers to support the vision of the school and encourages their involvement in the educational development of their children. Wyndham Central College is actively involved in the Wyndham Network and with the primary feeder schools in the areas of Science, Technology, Engineering and Mathematics (STEM), Languages other than English (LOTE), Literacy & Numeracy, AVID and School Wide Positive Behaviours (SWPB).

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

Wyndham Central College's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of *Respect, Excellence and Co-operation*. All members of the College are encouraged to act in accordance with these values and within our school wide positive behaviours framework. Wyndham Central College operates under the motto:

'Creating a community of high expectations'

Wyndham Central College is dedicated to providing an environment that creates high expectations for all members of our community and inspires each individual to achieve their potential by developing their skills for post-secondary education, or to be work-ready so they can participate in a global community as productive citizens. Our vision in 'creating a community of high expectations' holds all members of the community accountable to the highest standards in providing the academic and social support and setting the expectation for strong respectful professional relationships, so that students will be able to rise to any challenge and close the achievement and opportunity gaps.

3. Wellbeing and engagement strategies

Wyndham Central College has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- high and consistent expectations of all staff, students, parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- deliver a broad curriculum including VET programs, VCE and VCAL to ensure students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Wyndham Central College use the AVID instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidence-based, high yielding teaching practices are incorporated into all lessons. These include the WICOR framework (Writing, Inquiry, Collaboration, Organisation and Reading). All students are explicitly taught how to take Cornell notes, and all are given an AVID binder to keep their work effectively organised.
- teachers at Wyndham Central College adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents/carers so that they are shared and celebrated as the foundation of our school community
- students from years 7 – 11 have a dedicated Tutor Teacher who they have daily time assigned to and a documented tutor time program to support pastoral care
- 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/carers. The VIVO system is used to reward students, as well as SWPB comments on Compass and postcards that are mailed home.
- 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 School Council, and Middle Year and School Captains program. Students are also encouraged to speak with their teachers, Year Level Leaders, Assistant Principal and Principal whenever they have questions or concerns.
- create opportunities for cross-age connections amongst students through swimming, athletics, cross country carnivals, music and performing arts program and break-time clubs
- all students are welcome to self-refer to our Student Wellbeing Coordinators, School Nurse, Pathways Coordinator, visiting student support team, Year Level 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
 - Bully Stoppers
 - Safe Schools
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, break-time activities, and after school sports program)
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment
- our student services support team offer specific programs developed to address specific behaviour (i.e. for inclusion Rainbow group).

Targeted

- each year level has a Year Level Leader, coordinator and team of Tutor Teachers, attached staff and an Assistant Principal for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – Wyndham Central College connects all Koorie students with a Koorie Engagement Support Officer and the opportunity to participate in our ‘Young Mob’ program
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- we support learning and wellbeing outcomes of students from refugee background through the use of multicultural education assistants and tutors in the classroom, and targeted students will be invited to participate in our Quicksmart tutoring program
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department of Education’s policy on [LGBTIQ+ Student Support](#)
- all students in Out of Home Care are supported in accordance with the Department of Education’s policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG), being referred to Student Support Services for an Educational Needs Assessment, the opportunity to participate in support programs, and from the college’s designated ‘Look Out’ coordinator
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department of Education’s policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff
- staff will apply a trauma-informed approach to working with students who have experienced trauma

- all students will be assisted to develop a Career Action Plan, with targeted goals and support plans for their future pathway. Students in years 9 -12 have career interviews and participate in pathways and job exhibitions.
- Wyndham Central College assists students to plan their Year 10 work experience, supported by their Career Action Plan.

Individual

- Student Support Groups
- Individual Learning Plans and Behaviour Support Plans
- Program for Students with Disabilities
- Referral to Student Welfare Coordinators and Student Support Services
- Referral to The Orange Door, Headspace, visiting psychologists, SSS staff
- Referral to support agencies White Lion, Foundation House, WEstjustice, Anglicare, Navigator, Lookout

Wyndham Central College implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - appropriate external supports such as council based youth and family services, other allied health professionals, Headspace, child and adolescent mental health services or The Orange Door
 - 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 Plan 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.

4. Identifying students in need of support

Wyndham Central College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Year Level Leaders and Student Wellbeing Team

play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing.

We monitor student progress on Compass. This data base is used to record and track behaviour observations, attendance, academic progress, classroom habits and communication with parents/carers. This data is used to identify students in need of support, it is also used to make decisions about whole school systems and processes.

Student attendance and academic progress is constantly monitored by Tutor Teachers, Year Level Leaders and our school Attendance Officer. Additionally, each sub school has an education support worker who also closely monitors student attendance. These systems highlight when early intervention is required for students at risk and enables us to implement protective and preventative strategies to reduce disengagement from the College.

Wyndham Central College will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from college staff or peers

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values and School Wide Positive Behaviour matrix highlights the right and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect, cooperation and excellence for themselves, their peers, their teachers and members of the school community
- respect the rights of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the

school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school values of respect, cooperation and excellence.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business include when a student:

- is rude, abusive, aggressive or harasses others
- uses violence and or physical intimidation against others
- makes sexist, racist or derogatory comments or actions
- consumes prohibited substances or brings prohibited substances on school grounds
- interferes with other's property including theft or vandalism.

When a student acts in breach of the behaviour standards of our school community, Wyndham Central College will institute a staged response, consistent with the Department of Education's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents/carers will be informed about the inappropriate behaviour and the disciplinary action issued by the school.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student's seat in the classroom or exiting them to a senior class
- withdrawal of privileges (such as attending camps and excursions)
- referral to the Year Level Leader
- restorative Justice practices
- break time and after school detentions
- behaviour reviews and targeted behaviour plans
- modified school timetable
- suspension
- expulsion

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

- [Suspensions policy](#)
- [Expulsions policy](#)
- [Restraint and Seclusion policy](#)

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education.

The Principal of Wyndham Central 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.

7. Engaging with families

Wyndham Central College values the input of parent 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/carers have access to our school policies and procedures available on Compass
- maintaining an open, respectful line of communication between parents/carers and staff, supported by our Communicating with School Staff policy
- inviting families at the end of term one and three to discuss their child's learning at parent teacher interviews
- inviting families at the end of the year to attend goal setting interviews with their child's Tutor Teacher
- involving families with homework, AVID and other curriculum-related activities
- involving families in school decision making
- offering families the opportunity to be join an online feedback group
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

8. Evaluation

Wyndham Central College will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incident data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Wyndham Central 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 via Compass and is located within the Policies & Handbooks folder (available using parent/carer login details): <https://wyndhamcentralsc-vic.compass.education/Communicate/SchoolResources.aspx>.

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department of Education's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

The following Department of Education policies are relevant to this policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQA+ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this 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	7 May 2024
Consultation	Assistant Principal (Wellbeing), parents/carers, Student Representative Council, School Council
Approved by	Principal
Next scheduled review date	May 2026