



WEDDERBURN
COLLEGE

POLICY: STUDENT WELLBEING AND ENGAGEMENT

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.

Wedderburn 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 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

Wedderburn College is located in the North Central district of Victoria in the town of Wedderburn, approximately 76 kilometres north-west of Bendigo on the Calder Highway. The College services the towns of Wedderburn, Inglewood, Borung and Korong Vale, and the surrounding rural districts. The College provides a comprehensive Foundation to Year 12 education and operates as a member of both the North Central Trade Training Centre and the Loddon Campaspe Network. The College is a hub within our community, works closely and has developed strong relationships with various community groups, service providers, sports bodies and businesses to enhance the opportunities available for our students and the wider community.

In 2018 staff and students relocated into recently renovated buildings, constructed as part of the \$2 million dollar Capital Works Refurbishment Project to improve the Administration area, First Aid room, Library Resource Centre, classrooms, staff lounge and work area. Further investment upgraded site drainage, retaining walls and external lighting for improved safety. Further works are now being undertaken on landscaping and outdoor learning and play spaces.

Enrolment numbers in 2019 is 202 students: 94 in the primary cohort and 108 in the secondary cohort.. Wedderburn College is proud of it's high expectations and commitment to excellence and equity, using the Framework for Improving Student Outcomes (FISO) to drive all improvements at the College.

2. School values, philosophy and vision

The vision of Wedderburn College is to 'develop positive learners for the world community'. To achieve the vision above, the mission of Wedderburn College is to provide a safe, supportive and challenging learning culture, so that all students are equipped with the values, skills and knowledge they require to become lifelong learners and positive contributing members in the community. Wedderburn College's objective is to ensure that all students leave our College with a viable post-school pathway where they can pursue their future aspirations with confidence and optimism. Wedderburn College's values are the three R's of Respect, Responsibility and Resilience.

*We **respect** ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us*

*We accept personal **responsibility** for our thoughts and actions in order to build a safe and thriving community of individuals, and we encourage others to do the same*

*We strive to build **resilience** by developing healthy minds and habits that keep us moving forward when we encounter adversity*

Our Statement of Values is available online at our website.

3. Engagement strategies

Wedderburn 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 additional social, emotional or educational support at school which may 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

Using the Department of Education and Training's evidence-based School Wide Positive Behaviour Supports framework, our College:

- teaches values through our matrix of expected behaviours and explicit teaching
- holds high and consistent expectations of all staff, students, parents and carers
- prioritises positive relationships based on respect, between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- works to create a culture that is inclusive, engaging and supportive
- encourages all parents/carers as partners in learning
- analyses and is responsive to a range of school data such as attendance, Attitudes to

School surveys, parent survey data, student management data and school level assessment data, and student voice surveys

- delivers 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
- uses the Explicit Instructional Model (EIM) to ensure an explicit, common and shared model of instruction which means evidenced-based, high yield teaching practices are incorporated into all lessons
- adopts 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
- incorporates our school's Statement of Values into our curriculum and promotes it to students, staff and parents
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievements are acknowledged in the classroom, and formally in school assemblies and communicated to parents, in both tangible and intangible ways
- monitors student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- provides opportunities for students to contribute to and provide feedback on decisions about school life through the Student Representative Council and other forums such as youth group and focus groups, as well as membership on the SWPBS. Team Students are also encouraged to speak with their teachers, Senior Leaders or Leading Teachers, Assistant Principal and Principal whenever they have any questions or concerns
- creates opportunities for cross-age connections amongst students through school plays, athletics, music programs, peer support programs
- welcomes self-referrals to our School Nurse, Doctors in School, Occupational Therapist, Youth Worker, Teachers, Education Support Staff, 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:
 - o Respectful Relationships
 - o Bully Stoppers
 - o Safe Schools
- programs, incursions and excursions developed to address specific age appropriate issues (i.e. emotional self-regulation programs, bystander/upstander program, safe sexual health education, self-esteem and positive body image initiatives, youth mental health, positive peer modelling)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs

Targeted

Using the School Wide Positive Behaviour Supports framework, our College:

- provides each year level with a homeroom teacher dedicated to monitoring the health and wellbeing of students in their class. The homeroom teacher acts as a central point of

contact for each student, providing a consistent relationship that support and advocates for the overall wellbeing and educational development of each individual student.

- assists all students from Year 10 and above to develop a Career Action Plan, with targeted goals and support to plan for their future
- connects all Koorie students with a Koorie Engagement Support Officer
- appoints all students in Out of Home Care with a Learning Mentor (usually the homeroom teacher), an Individual Learning Plan and are referred to Student Support Services for an Educational Needs Assessment
- assists Wedderburn College students to plan their Year 10 work experience, supported by their Career Action Plan
- identifies students who require additional literacy support and addresses this with the evidence based MultiLit suite of interventions
- resources 'Hands on Learning' a functional and interactive reengagement program
- provides breakfast three mornings a week for students who feel they need it. And facilitate a Food Bank collection at different points in the term
- runs a weekly playgroup to support school readiness and parent engagement
- engages in the Professional Learning Communities model of enquiry for the improvement of teacher practice to better differentiate student learning needs
- plans with college student services staff to undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- apply a trauma-informed approach to working with students who have experienced trauma, using the SWPBS framework and Calmer Classrooms

Individual

- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan and Safety Plans
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to Child First, Headspace, YSAS, IDHS, Yarra Me
- Navigator
- Lookout
- Doctors in Schools

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

- building constructive relationships with students who are at risk or vulnerable due to complex and individual circumstances
- meeting with student and their parent/carer to collectively talk about how best to support the students to engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental modifications can be made to enable equitable learning, for example changes to classroom set up
- referring the student to:

- o school-based wellbeing supports
- o Student Support Services
- o Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
- o Re-engagement programs such as Navigator

Where necessary the school will support the student's family/parents and carers to engage with the child's learning and the college community by:

- being responsive and sensitive to changes in the student's circumstances, health and wellbeing
- collaborating, where appropriate, 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 when attendance is refused, or the student is disengaged
- running regular Student Support Group meetings for all students:
 - o with a disability
 - o in Out of Home Care
 - o or have other complex needs that require strategic ongoing support and monitoring.

4. Identifying students in need of support

Wedderburn College is committed to creating an equitable community that ensures our students are supported intellectually, emotionally and socially. The Assistant Principal, together with our College based Student Support Services and teachers, plays a significant role in developing and implementing strategies to identify students in need of support and holistically enhance all students wellbeing. Wedderburn 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 updated appropriately while the student is enrolled
- academic performance
- observations by school staff to identify changes in physical, psychological or social capacity, such as fluctuations in engagement and motivation, self-care and functional capacity, social connectedness and peer supports
- attendance, referral and SWPBS data
- engagement with families and carers to support capacity building, encourage advocacy and students self determination
- 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 the right to:

- participate fully in their education
- feel safe, secure and happy at school

- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

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

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

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. A student displaying bullying and harassment will be responded to consistently with Wedderburn College's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Wedderburn College will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines.

Wedderburn College uses our Matrix of Expected Behaviours (Appendix A) to explicitly identify and teach the values of Respect, Responsibility and Resilience through the expected behaviours. When the inappropriate behaviour is minor (according to our framework) College staff respond by following the Responding to Inappropriate Behaviours Flowchart (Appendix B) using an approach that is Calm, Consistent, Brief, Immediate and Respectful. This includes:

- providing a non-verbal prompt
- redirecting the behaviour (includes restating the expected behaviour)
- reteaching the rule or the expected behaviour
- providing a choice

When the inappropriate behaviour is major (according to our framework), students are:

- referred to the Referral Location
- behaviour is chronicled
- parent is notified of referral by Compass and a SMS notification
- re-teach of expected behaviours and responsibilities occurs
- restorative conversations between teacher and student is undertaken
- an appropriate consequence is determined by the teacher and or Assistant Principal/Principal. These may include withdrawal of privileges, restorative practices, detentions, behaviour reviews, suspension, expulsion or any other appropriate consequence or requirement to undertake a therapeutic intervention
- referral to college or region based Students Services Staff for support may occur and/or be required

Corporal punishment is prohibited in our school and will not be used in any circumstance. Suspension and expulsion are measures of last resort, and may only be used in particular situations consistent with Department policy, available at:

7. Engaging with families

Wedderburn 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 with parents and carers to provide a holistic and communicative learning environment within our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff
- providing parent volunteer opportunities so that families can contribute to school-based activities e.g. Parents Association
- involving families with homework and other curriculum-related activities
- involving families in school decision making and seeking feedback from the annual Parent Opinion Survey
- coordinating resources and services from within the community to support and engage families
- including families in Student Support Groups, and the development of individual learning plans

8. Evaluation

Wedderburn 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 Attitudes to School Survey
- Parent Opinion Survey
- School Wide Positive Behaviour Supports data extracted from Compass
- Incidents data (ISOC)
- School reports
- Case Management
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

All College Policies including Bullying Policy, Statement of Values and Philosophy

REVIEW CYCLE

This policy was last updated in August 2019 and is scheduled for review in August 2020