



STUDENT WELLBEING AND ENGAGEMENT POLICY

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.

Woodmans Hill 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 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

Woodmans Hill Secondary College was established in 2019 but was created from the demerge of Ballarat Secondary College. It is located on the out-skirts of Ballarat approximately 100 kms north west of Melbourne. We have 482 students enrolled from Year 7 to Year 12 and 72 staff members, including a student support worker/provisional psychologist, mental health practitioner and a Wellbeing Coordinator.

Our local community of Ballarat East and Brown Hill is growing each year and is very supportive of the school being the only Government Secondary College in the area. We have very strong ties with our local feeder schools in the area as well as local community groups and welcome opening our school facilities for their use.

Most students who attend our school live locally and many walk and ride to school. We have a significant population of students from local rural areas East of Ballarat and these students rely on buses to transport them to school.

We are an inclusive and supportive environment and while we don't have a large Indigenous or culturally diverse population we celebrate difference, inclusion and understanding.

We strive to provide a supportive and challenging learning environment for all students and staff and aim to provide every member of community with the confidence and support to learn and grow to the best of their ability. We recognise that learning is not simply an academic pursuit and we reinforce with our students the importance of their social and emotional wellbeing as well.

2. School values, philosophy and vision

SCHOOL VALUES

We want and expect all students to be **respectful** of each other and staff as the basis for learning and achieving their full potential. We want all students to be **determined** in their pursuits, and strive for **excellence** in everything they do.

RESPECT

Having respect for themselves and others, and accepting the right of others to hold different or opposing views

- In our school community, evidence of respect includes:
 - valuing the learning opportunities of all students
 - regarding as important the opinions of parents
 - implementing government education policy
- In classrooms, evidence of respect includes:
 - accepting the right of others to hold different views to your own
 - listening to others without interrupting
 - obeying school rules
 - acknowledging the strengths and abilities of all students
 - affirming cultural diversity within the school community

DETERMINATION

Determination is being able to do or achieve something. It is about making your mind up about something and driving to achieve a goal.

In our school community, evidence of determination includes:

- never giving up
- setting goals and resolutions and working towards them

In classrooms, students will show determination by:

- asking for help
- not being afraid to make a mistake
- having perseverance
- take advantage of opportunities

EXCELLENCE

Striving for the highest personal achievement in all aspects of schooling and individual development and community action, work and life-long learning.

In our school community, evidence of excellence includes:

- giving recognition to students achieving high standards
- frequently encouraging and acknowledging individual improvement
- celebrating school community achievements
- encouraging students' awareness of broader life opportunities

In classrooms, excellence will be shown by students:

- reaching personal best performance
- maintaining high learning expectations
- setting and meeting high standards
- persisting through challenges and difficulties in learning
- high quality teaching and learning

VALUES

Woodmans Hill Secondary College's vision is to "Strive for Excellence through Respect and Determination"

MISSION

Woodmans Hill Secondary College's mission is to ensure that every student experiences good growth and develops into a positive and confident individual who makes a difference in the lives of others and our community. At Woodmans Hill we ensure that each student's academic, social and emotional development is catered for through a range of experiences and opportunities designed to help them reach their potential. We have high expectations for all of our students and firmly believe that each of them can be successful in whatever pathway they choose. At Woodmans Hill Secondary College we pride ourselves on knowing every individual student in our community, thus ensuring their learning needs are met.

3. Engagement strategies

Woodmans Hill Secondary College has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school.

We recognise in order to best support our students we must understand the range of needs they have everyday within our school. We focus on our learners in the holistic sense and aim to support them academically as well as socially and emotionally during the 6 years they are with us.

A summary of the whole school, targeted and individual engagement strategies used by our school is included below:

WHOLE SCHOOL:

- School Wide Positive Behaviour (SWPB)
 - Promoting, prioritising and rewarding positive behaviour across the school and in all different settings.
 - positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- High and consistent expectations of all community members – that is students, staff, and families.
- Creating a culture that is safe and inclusive, supportive and engaging.
- Creating partnerships with families and parents to support the ongoing learning of all students in the school.
- Teachers at Woodmans Hill Secondary College work in Professional Learning Communities (PLCs) at all levels to respond to student academic and wellbeing data through inquiry based communities of practice.
- Develop an educational program for all students that incorporates a range of subjects and programs to ensure that students receive an holistic education.
- At a senior level deliver a broad curriculum including, VCE, VCAL and VET programs to ensure that students are able to choose subjects and programs that are tailed to their interests, strengths and aspirations.
- Carefully planned transition programs to support students moving to different stages in their schooling.
- Monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level.
- Home Room sessions daily to develop school culture and connectedness as well as strengthening relationships within our community.
- Run specialist programs for students within our Learning Support Centre to address specific needs or provide opportunities for students to catch-up on aspects of their learning.
- Create opportunities for cross—age connections amongst students through school performances, athletics and other sporting programs and music programs.
- We engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Safe Schools
 - SWPBS

TARGETED:

- The school is divided into two sub-schools. The structures are as follows;

Junior School

- Head of Junior School: Lachlan Mika
- Assistant Head of Junior School: Alice Kroemer
- Year 7 Leader: Kerrie Hammond
- Year 8 Leader: Patrick Cleary
- Year 9 Leader: Shaedyn Clifford

Senior School

- Head of Senior School: Tegan Crosby
- Assistant Head of Senior School: Rebecca Dawes
- VCE Leader: Jaswinder Kaur
- VCAL Leader: Jessica Hollands

Whole School

- Student Leadership: Jessica Rainsford
- Marrung Leader: Trish Fox

Wellbeing Team

- Wellbeing Coordinator: Saskia Boersma
- Student Support/Provisional Psychologist: Rose Bond
- Mental Health Practitioner: Rachael Silverman

- The sub-school teams monitor the academic growth & health and wellbeing of students within their designated year group and across their sub-school. Leaders act as a point of contact for students and parents who may need additional support. Additionally, Home Room Teachers provide day to day support and care for our students.
- 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.
- Connect all Koorie students with the Marrung Dance Academy leader to provide day to day support around their learning and cultural identity.
- All students in Out of Home Care will be appointed a Learning Mentor and have an Individual Learning Plan.
- Woodmans Hill Secondary College assists students to plan their Year 10 work experience, supported by their Career Action Plan
- 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
- Year Levels receive external professional programs which target a point of need for example: Year 7 and 8 students visited by Victoria Police to support them with Cyberbullying and how to deal with this. Year 9 students receive Sexual Health Education programs from Ballarat Community Health. Year 10 students undertake a program called You the Man which aims to educate them on respectful relationships and domestic and sexual violence and where to seek support.

- The Respectful Relationships program supports the college values of respect, determination and excellence and focuses on developing empathy, inclusion and tolerance within our students.

INDIVIDUAL:

Woodmans Hill 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 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 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.
- Student Support Groups, see:
 - http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroup_s.aspx
- Individual Learning Plan and Behaviour Support Plan
 - <https://www.education.vic.gov.au/school/teachers/health/Pages/oochedplans.aspx>
 - <https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/teachplans.aspx>
- Program for Students with Disabilities
 - <https://www.education.vic.gov.au/school/parents/needs/Pages/default.aspx>
- Navigator
 - <https://www.education.vic.gov.au/about/programs/Pages/navigator.aspx>

- Lookout
<https://www.education.vic.gov.au/about/programs/Pages/lookout.aspx>

4. Identifying students in need of support

Woodmans Hill Secondary College is dedicated to supporting the social, emotional and academic development of all of our students.

The Wellbeing Team plays a critical role in identifying students in need of support and developing and implementing plans to address this and enhance their wellbeing. Woodmans Hill 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 from Compass.
- Academic performance as identified by teachers throughout the year.
- Observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation.
- Detention and Suspension data.
- Engagement with families
- Self-referrals or referrals from peers to YLCs or Youth Counsellors.

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.

Guiding Principles

- Members of the Woodmans Hill community are committed to creating a positive, cooperative and supportive school environment that emphasises positive relationships.
- All students are valued and will be treated with respect.
- Students will work in a secure environment where, without intimidation, harassment, bullying or disruption they are able to fully develop their interests, abilities and talents.
- Teachers have the right to expect that they will be able to teach in an orderly and cooperative environment.
- Woodmans Hill expects students to take responsibility for their own behaviour.

Student Rights:

Learning	To learn without interference from others.
Communication	To communicate ideas and views without interference from others.
Treatment	To be treated with respect and in a fair and equitable manner free from harassment.
Environment	To work and learn in a well-resourced, clean and pleasant environment.
Safety	To be, and feel safe.

Student Responsibilities:

Learning	To attend class on time, prepared to learn and not interfere with the learning of others.
Communication	To speak and listen in a manner that shows respect for others.
Treatment	To treat others with respect and resolve differences through discussion and compromise, not conflict.
Environment	To use and care for our environment and the property of others.
Safety	To act in a safe manner showing consideration for members of the Woodmans Hill community. Safety includes not having dangerous items and substances in your possession.

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. Student bullying behaviour will be responded to consistently with Woodmans Hill Secondary College's Bullying & Harassment policy.

When a student acts in breach of the behaviour standards of our school community, Woodmans Hill Secondary College will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

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 in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Coordinator
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

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

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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

Suspensions and expulsions are recorded using our data management system Compass and are entered onto CASES21 as required by Ministerial Order 1125.

Record Keeping of Suspensions and Expulsion

In line with regulations stated by the Public Records Office of Victoria, suspensions and expulsion information is destroyed one year after a student leaves our school.

7. Engaging with families

Woodmans Hill 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 all families are welcomed into our school community prior to their child's enrolment in Year 7 through a variety of Transition events aimed at strengthening our Woodmans Hill community.
- Ensuring that all parents and guardians have access to our school policies, procedures, structural and curriculum information on our College website. www.woodmanshill.net.au
- Ensuring that all parents and guardians have access to accurate and up to date information about their child and school events as well as positive feedback about their child in line with the SWPB program through our online portal Compass.
- Involving families in learning discussions with their child through formal and scheduled sessions such as Parent Teacher Interviews.

- Including parents and guardians in Student Support Groups and developing individual learning and behavioural plans for students.
- Coordinating resources and services from the community for families and individual students.
- Having regular events at school which celebrate learning such as the Science Fair, Art Show and musical performances to ensure that parents can partner with us in their child's learning.

8. Evaluation

Woodmans Hill 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:

- student survey data
- PIVOT data
- incidents data on Compass
- attendance data on Compass
- SWPB data – positive behaviour nominations on Compass
- school reports
- parent survey
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

For further information on related policies please see:

Woodmans Hill Statement of Values and School Philosophy

Woodmans Hill Bullying Prevention Policy

Woodmans Hill Attendance Policy

Child Safe Standards & Woodmans Hill Child Safe Policies

Woodmans Hill Respect for School Staff Policy

REVIEW CYCLE

This policy was last updated and reviewed on February 2021.