

WULERRP SECONDARY COLLEGE STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school office.

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.

Wulerrp 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
3. Wellbeing and engagement strategies
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POLICY

1. School profile

Wulerrp Secondary College is being built in two stages. The first stage was completed for the school opening at the beginning of 2025. In its first year of operations the school is open for enrolments of 180 - 200 students, for year 7 students only. Enrolments are expected to increase at a similar rate for each new year level thereafter, with an expected enrolment of 1600 students in 2030, when Year 12 students begin.

Our school is approximately 50 kilometres from Melbourne, located on the traditional lands of the Bunurong people. Based in the city of Casey we are in an area of rapidly growing new housing estates, incorporating green spaces. Our school grounds are close to planned parklands and sporting facilities, and we are surrounded by a supportive community. Students who attend our school live locally and tend to be dropped off by parents, walk or ride their bike to school.

Our students have access to state of the art education facilities which include: an Administration building (with library), learning neighbourhoods, a STEM Centre, a Community Hub, Sports field/Oval, and Hardcourts.

Our school is culturally diverse with 60% of students speaking a language other than English at home, the most common languages being Punjabi, Sinhalese and Hazaragi.

We are proud to know that our school community is diverse and inclusive; a thriving and harmonious school where all students feel they belong. We provide a nurturing and challenging environment to develop our students' passion for learning, empowering them to be life-long learners to achieve their best in their academic, social/emotional, and vocational learning.

In our first year we have approximately 30 staff members, 15 teaching staff, 8 education support staff, wellbeing staff and school leadership staff. The Wulerrp Secondary College team are dedicated to support and challenge all students and collaboratively work in highly effective ways, using evidence-based practices.

Our school is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society. Our school encourages students to strive for excellence in all of their endeavours.

2. School values, philosophy and vision

Wulerrp Secondary 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 at every opportunity.

Wulerrp Secondary College's vision is to empower students to be passionate, curious, life-long learners, achieving to their highest level of ability to become respectful, inclusive, effective citizens who are prepared for their desired futures.

Our school values, philosophy and vision guide our organisational leadership, governance, and culture to ensure that child safety and wellbeing are embedded in our school's daily practices.

Our values are based on the GROWTH acronym:

Growth - shown by recognising growth takes consistent effort

Respect shown by respecting ourselves, our school and community, including local, indigenous and diverse cultures, and respecting each other shown by our inclusiveness and kindness to others

Opportunities - shown by participation and doing one's best at every opportunity

Wellbeing - shown by taking care of ourselves and others

Togetherness - shown by learning harmoniously and collaboratively

High Expectations - shown by striving for excellence and achieving to the highest level of our ability in all areas of our learning.

Our Statement of Values and School Philosophy is available online at the school's website.

3. Wellbeing and engagement strategies

Wulerrp Secondary 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 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 and parents and carers communicated through staff professional learning and development, staff meetings, the student Personal Development Program, student forums and explicitly outlined in our school policies and procedures – always available on the school website, in our newsletter and Staff and Student Handbooks
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing - this will be addressed in Home Group sessions, our Pastoral Care/Personal Development program as well as other integrated wellbeing programs that will be included throughout the school's curriculum
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- a Child Safe Culture is championed and modelled at all levels of the organisation from the top down and bottom up. A Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities. Risk management strategies focus on preventing, identifying and mitigating risks to children and young people. Our school will also do this by:

- welcoming all parents/carers and being responsive to them as partners in learning - e.g. our parent community are encouraged to join our school council, participate in school surveys when requested, engage with the school's student management portal Compass, and where required be involved in care team meetings for their children
- 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 VPC to ensure that students can choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Wulerrp Secondary College use our school's instructional framework to ensure an explicit, common, and shared model of instruction to ensure that evidenced-based, high impact teaching practices are incorporated into all lessons
- teachers at Wulerrp 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 Statement of Values and School Philosophy 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 are implemented 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
- student attendance is monitored, and we implement attendance improvement strategies at a whole-school, cohort and individual level
- students can contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums 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.
- Opportunities are created for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, 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 are implemented to address issue specific needs or behaviour (i.e. anger management programs)
- opportunities are provided for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs are provided

- 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.

Targeted

- Each year group has a Year Level Co-ordinator and a Leading Teacher (Junior School or Senior School) responsible for their year, 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
- 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 – refer to the Koorie Education Policy and the DE Marrung Initiative
- our English as a second language students are supported through our EAL program, and all culturally and linguistically diverse students are supported to feel safe and included in our school. Programs offered will aim to facilitate their language development, academic achievement, and social integration.
- we support learning and wellbeing outcomes of students from refugee background through refugee support services
- we provide a positive and respectful learning environment for our students who identify as LGBTIQA+ and follow the Department's policy on [LGBTIQA Student Support](#)
- all students in Out of Home Care are supported in accordance with the Department'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) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department'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 each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- Year 9 students complete the Morrisby Survey and Interviews to develop their understanding of themselves and their interests as part of their Career Planning. Year 9 Students also participate in Careers Week which is an intensive focus on Careers Learning with exposure to Careers opportunities.
- 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
- Wulerrp Secondary College assists students to plan their Year 10 work experience, supported by their Career Action Plan

Individual

Wulerrp 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 students 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/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 Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Education Support Officers
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Wulerrp Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Wulerrp 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
- 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 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 and School Philosophy 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, 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 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. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations

Behavioural expectations of students are grounded in our school's Statement of Values and School Philosophy/Student Code of Conduct. 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.

When a student acts in breach of the behaviour standards of our school community, Wulerrp Secondary College will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

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 in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges, such as not participating in extra curricular activities, such as excursions, sports or camps
- referral to the Year Level Coordinator
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion.

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>

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 Wulerrp 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.

7. Engaging with families

Wulerrp 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
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities – via:
 - our Student Management portal Compass and
 - during Student/Family/Teacher meetings and
 - Student Support Group meetings as well as
 - inviting families to Student Display Days/Nights, Open Days/Nights and various student performances
 - through Curriculum Information shared in the newsletter with photos of students participating in events and,

- publication and display of student work in the local community (for instance, inviting families to a display of student Art Work at the local gallery opening).
- involving families in school decision making via the school council, sub committees and parent surveys, parent forums and seeking parent feedback via emails or phone calls.
- coordinating resources and services from the community for families
- creating a welcoming and inclusive environment for all families regardless of cultural background by facilitating parent involvement in school events and activities where possible and integrating some of the diverse cultures that exist at our school into our Arts, Music, Drama and Technology programs.
- celebrating or highlighting on the school calendar specific cultural days and having families participate and contribute to these days where appropriate.

8. Evaluation

Wulerrp 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
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- Student Online Case System (SOCS).

Wulerrp 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

- available publicly on our school's website
- included in staff induction processes
- included in transition and enrolment packs
- included as an annual reference in our school newsletter
- made available in hard copy from school administration upon request.

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

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

FURTHER INFORMATION AND RESOURCES

- The Department's Policy and Advisory Library (PAL):

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Koorie Education: Resources | education.vic.gov.au](#)
- [Students with Disability](#)
- [LGBTIQA Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)
- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Student Support Services](#)
- Other Department programs and services such as:
 - [Program for Students with Disabilities](#)
 - [Mental health toolkit](#)
 - [headspace](#)
 - [Navigator](#)
 - [LOOKOUT](#)
- Related Policies:
 - Child Safety and Wellbeing Policy
 - Bullying Prevention Policy
 - Inclusion and Diversity Policy
 - Statement of Values and School Philosophy
 - Complaints Policy
 - Duty of Care Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2024
Consultation	Consultation on this policy is mandatory. School Council when appointed
Approved by	Principal - Leanne Winfield
Next scheduled review date	May 2025 To ensure ongoing relevance and continuous improvement, this policy will be reviewed every 1-2 years thereafter.

* The Statement of Values and School Philosophy will be reviewed and approved by the School Council once they are appointed