



# **Williamstown High School**

## **Student Engagement and Wellbeing Policy**

<b>Review cycle</b>	Biennial
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## 1. Rationale

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

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.

## 2. 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.

Williamstown High School 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.

## 3. Implementation

### School Profile

Much like the town of Williamstown itself, Williamstown High School is steeped in a rich history. The Yalukit-willam clan of the Kulin nation were the first people to live where our two campuses are situated, and they called it "koort-boork-boork", meaning "She-oak, She-oak, many" - a reference to the abundance of She-oak trees across the Hobson's Bay municipality. Today, the school maintains a focus on the environment with the Bayview Middle Years (7-9) Campus being located on the Port Phillip Bay waterfront, and featuring award-winning and environmentally sustainable building designs. The adjacent Jawbone Marine Sanctuary has also enabled the creation of an engaging and environmentally focused curriculum for students, that reflects the unique surroundings, and is complemented by our Marine Science program. The Pasco Later Years (10-12) Campus comprises a unique variety of architectural styles. Our oldest school building dates from 1867, and the most recent addition, our Performing Arts Centre, opened in April 2024, contributing to a visually interesting and mature learning environment to meet the needs of our students as they move towards VCE studies.

Williamstown High School opened as a government high school in 1915 on the Pasco Street site of the original Williamstown Borough Grammar School. The school colours - red, yellow and black - were adopted from the flag of Belgium to draw inspiration from the spirit and resilience shown by the Belgians in World War One, and the anchor in the logo was used to honour the nearby Naval Depot. The school's maritime association continued when our motto 'Hold Fast' - a sailing cry encouraging commitment, determination, loyalty, strength and courage, won out over "Don't Drift". Today, the school caters for more than 1480 students from years 7 to 12 on two campuses that are a ten-minute walk apart. The Bayview Street Middle Years Campus is built on the site of the former Point Gellibrand Girls' Secondary College which it merged with in 2000. The Pasco Street Later Years Campus is housed in several heritage buildings, including the original 1867 Williamstown Borough Grammar School block. Centenary celebrations and strong community support has delivered a state-of-the-art 300 seat theatre to the campus, completing Stage One of the Performing Arts Centre of Excellence facilities.

In addition to co-educational home groups, the school offers a Select Entry Accelerated Learning program, an International Students' program and a dynamic and growing STEM/STEAM culture where our students engage in Robotics and other technologies that are fast-becoming essential areas of need and development as the twenty-first century progresses. We also offer an Accelerated Sports program which includes triathlon, netball, soccer, basketball, cricket and lacrosse. Our excellent Music Program includes multiple Concert/Stage Bands and Guitar/Vocal Ensembles, in addition to Classroom and VET Music Programs. Our ensembles perform regularly, including at Generations in Jazz, the Victorian State Band Championships and numerous other local and interstate events. Our very special and iconic 'Warchild' concert also showcases the incredible talents of our young people and staff working together at this annual event.

While Williamstown High School is proud to perform strongly in NAPLAN, VCE Study Scores and ATAR results, we are most proud when we can help our diverse community of students grow, and that means from whatever position they are starting from. Our Literacy and Numeracy initiatives, community connections, care for our students' wellbeing and the wellbeing of their learning, and attention to the pathways they will embark upon after moving on from us, means our focus on students' growth and opportunities is targeted and ongoing, so that they can become their best selves.

### **School values, philosophy and vision**

A Williamstown High School education provides a dynamic learning culture that promotes integrity, innovation and the individual. As a school community we value:

- Excellence and creativity in our achievements and ambitions
- Integrity and honesty in our actions and relationships
- Diversity in our curriculum, in each other and in our community

- Strong and open communication between our school and our homes, and between our teachers, our students and our families
- A commitment to social justice and a passion to protect and improve our environment and our community.

As a learning community, Williamstown High School values and supports the learning, engagement and wellbeing of our entire school community and prides itself on implementing whole school initiatives that contribute to, strengthen and reinvigorate the school's historical commitment to student achievement. The school is committed to fostering a positive, productive and pedagogically engaging school culture through embedded School Wide Positive Behaviour Support (SWPBS). SWPBS is the framework that underpins and influences all actions connected with student engagement and wellbeing at Williamstown High School. SWPBS provides educational leaders with a school improvement framework for ensuring the learning environment and school culture is focused on creating positive relationships, outcomes and engagement for all.

Through implementing preventive, positive and proactive programs we ensure that the diverse student body is provided with multiple opportunities to actively contribute to the creation of a stimulating, purposeful and challenging educational experience. Fostering student voice and promoting student leadership are areas of focus for the school. Our extensive engagement and wellbeing related policies assist in ensuring early preventative supports are implemented and a wide range of strategies aimed at catering for all learners are woven into the educational experience for our students.

Our school values and understands the need for consistent review of programs and initiatives. The school is determined to consistently and continually consider how to provide innovative, best practice learning experiences and SWPBS plays a key role in building the inherent learning capabilities of our students. SWPBS focuses on data and inquiry to drive continuous improvement in the school's engagement and wellbeing processes. We work towards ensuring that every student at Williamstown High School is awarded a dynamic learning culture that promotes integrity, innovation and the individual.

Williamston High School is committed to promoting respectful relationships and gender equality for all members of our school community.

Williamstown High School aims to achieve this by a whole school approach. Efforts are needed at multiple levels in order to achieve positive and sustained cultural change. This will include providing our school community with broad exposure to key messages across the curriculum, policies and practices of the school.

## Engagement Strategies

Williamstown High School has developed 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***

Using the Department of Education's evidence-based School Wide Positive Behaviour Supports framework, Williamstown High School:

- 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
- 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
- delivers a broad curriculum including VET programs, VCE and VCE VM to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Williamstown High School use a SIMPLE instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Williamstown High school 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 Inclusivity is 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
- monitors 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 Leadership Group 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.
- creates opportunities for cross—age connections amongst students through school production, athletics, music programs, peer support programs
- all students are welcome to self-refer to the Student Wellbeing Coordinator, Youth Worker, Year Level Coordinators, Inclusive Education team, 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
  - The Resilience Project
  - 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
- Engaging with local community groups such as Hobson's Bay Youth Services

### ***Targeted***

Using the School Wide Positive Behaviour Supports framework, Williamstown High School:

- provides each year level with a Homegroup Teacher dedicated to monitoring the health and wellbeing of students in their class. The Homegroup 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.
- each year group has two Year Level Coordinators, 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
- all students will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future

- First Nations 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
- connect all First Nations students with a member of the inclusive education team
- 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 including through our homegroup program
- 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
- Williamstown High School 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
- apply a trauma-informed approach to working with students who have experienced trauma, using the SWPBS framework
- 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
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)
- provides breakfast one morning a week for students who feel they need it. And facilitate a Food Bank collection at different points in the term.

### ***Individual***

Williamstown High School implements a range of strategies that support and promote individual engagement. These can include:

- building supportive and 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 FLIP or 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
- engaging with our regional Koorie Engagement Support Officers
- 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.

### Identifying students in need of support

Williamstown High School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Engagement and Wellbeing and Inclusive Education teams play a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing.

Williamstown High School 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
- referrals from school staff.

## Student rights and responsibilities

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.

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.

All members of our school community have a right to be treated with dignity and respect. We have a responsibility to ensure that everyone can fully participate in an educational environment that is safe, supportive and inclusive of ability, culture, gender, religion and sexuality.

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.

The rights and responsibilities of all members of the Williamstown High School community take into account the following legislation:

- The Equal Opportunity Act (2010)
- The Charter of Human Rights and Responsibilities Act (2006)
- The Disability Discrimination Act (1992)
- The Education Training and Reform Act (2006) – including the 2022 Child Safe amendments

## **Student behavioural expectations and management**

Behavioural expectations of students are grounded in our school's Statement of Values.

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.

### **Key Behaviour Expectations**

All members of the school community are expected to model appropriate behaviours as set out by the college values and the school wide positive behaviour expectations as outlined in our locations matrix and learning tasks matrix. We believe that the importance of positive personal relationships is one of the key underpinning values of the Williamstown High School community and this is represented in our school community rights and responsibilities.

#### ***We are Respectful***

Respecting self and others, school and community property. This includes valuing the diversity of individuals in the school community and valuing the ideas of others.

#### ***We are a learner***

Maintain a learning culture that provides the opportunity for all individuals to maximise their academic and social growth. This includes developing responsible young people and adults motivated by a passion for lifelong learning and active participation in society.

#### ***We are Safe***

Provide a safe and secure learning environment that enables all students to fully participate in all aspects of school life.

#### **Everyone has the right to:**

- Be treated with respect without discrimination.
- Equal opportunity.
- Develop a positive self-image and have positive interactions with the wider school community.
- Feel safe and not suffer interference to person, property and educational opportunities.

#### **Everyone has the responsibility to:**

- be polite in all dealings with members of the school community.
- show empathy for other members of the school community and act accordingly.

- display positive behaviours that show respect for self, community and the environment.
- celebrate achievements of members of the community.
- ensure student learning is at the forefront of everything we do at the school.
- behave in a safe manner that ensures both individual safety and the safety of others.
- support members of the College community in achieving their educational goals.

## **All students**

### **Have the right to:**

- learn and to develop interests, abilities and ambitions in a secure and supportive environment.
- participate fully in all aspects of the school's program.
- expect the highest quality education the school can provide.
- participate in the life of the school including relevant decision making processes.
- experience success and to receive praise for achievement.

### **Have the responsibility to:**

- attend regularly.
- participate fully in the school's educational program and strive to achieve their personal best.
- explore and express relevant and thoughtful ideas and opinions.
- display positive behaviours that demonstrate the school's values and key expectations towards themselves, the community and the environment.
- demonstrate respect for other's right to be taught and to learn.

## **Parents/Guardians and Carers**

### **Have the right to:**

- expect that their children will be educated in a secure environment in which the school's values are promoted.
- to work in partnership with the school to advance their child's education through having opportunities to be informed and actively involved.

### **Have the responsibility to:**

- ensure their child attends the school regularly.
- promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.
- engage in regular and constructive communication with the staff regarding their child's learning.
- support the school in maintaining a safe and respectful learning environment for all students.

- acknowledge and praise their children's efforts and successes.

## **Staff**

### **Have the right to:**

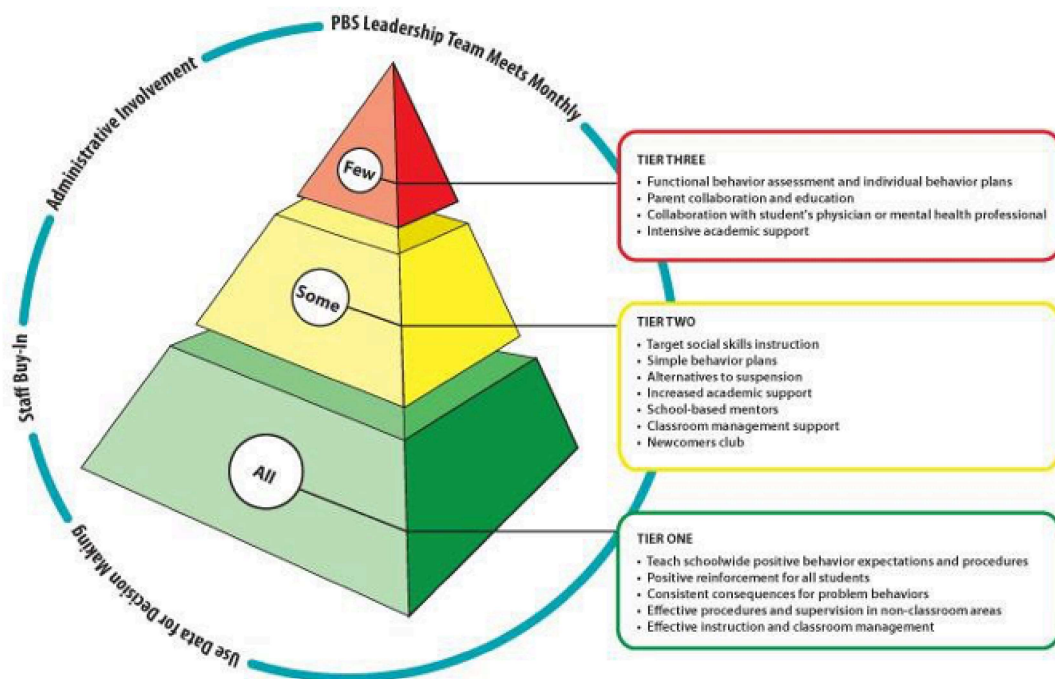
- expect that they will be able to teach in an orderly, safe and cooperative environment.
- be informed, about matters relating to students that will affect the teaching and learning program for that student.

### **Have the responsibility to:**

- fairly, reasonably and consistently, implement school policies.
- implement and embed the SWPBS key expectations in all school environments.
- develop their capacity as teachers.
- develop positive relationships with students and understand their learning needs.
- know the curriculum they teach.
- understand the process of learning and the impact of good practice on enhanced student learning outcomes.
- plan and assess for effective learning.
- create and maintain safe and challenging learning environments.
- use a range of teaching strategies and resources to engage students in effective learning.
- engage in professional learning in relation to goals and targets in school strategic plan.
- participate in the school's decision-making processes and foster student, parent and community participation.
- provide educational programs and services which cater for individual needs.
- create an environment where achievement are valued, recognised and celebrated.

## **Shared Expectations**

Williamstown High School shares high expectations for the whole school community. We have developed a set of key expectations that create and maintain a positive and safe learning environment that maximise individual academic, emotional and social growth. The key behaviour expectations of: We are a Learner, We are Respectful and We are Safe encompass the school's core values, were developed in collaboration with the school community, are explicitly taught across years 7 to 12 and reinforced by all school community members. To ensure that students at Williamstown High School receive what they need to achieve successful outcomes, we employ the SWPBS continuum of support.



### **School (Principals, Teachers and Educational Support Staff) Expectations**

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

#### ***School staff will:***

- develop positive and meaningful relationships with families that promote engagement, wellbeing and successful outcomes.
- uphold and explicitly teach the school values and key behaviours expectation (identified in the behaviour matrix).
- develop inclusive teaching practices that include provisions of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.
- recognise and celebrate student success and achievement within the school and in the wider community.
- build community partnerships which engage families and the community in ways that support and provide family access to appropriate student services.
- provide the provision of broad educational opportunities that allow and encourages students to explore pathways to success as responsible members of the global community.

- address and celebrate diversity on a local, national and global level.

### **Parents/ Guardians and Carers Expectations**

Parents/ Guardians and carers can be expected to promote positive educational outcomes for their children by taking an active interest in their child's educational progress.

#### ***Parents / Guardians and Carers will:***

- model and support the explicit teaching of the school's values and key behaviour expectations.
- actively support their child's engagement in the school environment.
- engage and work effectively with the school, communicate clearly regarding their child's learning and wellbeing needs and work with the school to promote positive educational outcomes for them.
- support their children and ensure they attend school regularly and promote the value of education to their student.
- support the school in maintaining a safe and respectful learning environment for all students.
- work with students in the use of the SWPBS reflective conversation (when relevant).
- work with the school to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the school, community and at home.

### **Student Expectations**

As students' progress through school they need to be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.

#### ***Students will:***

- with support from their parents/guardians and carers participate fully in the educational program and attend regularly.
- take responsibility for their own learning and participate as a member of the whole school community.
- actively contribute to creating a positive learning environment by upholding the school's key behaviour expectations, demonstrating and encouraging safe and inclusive behaviours.
- demonstrate respect for the rights of others, including their right to learn.

### **SWPBS Reflective Conversations (Restorative Practices)**

Williamstown High School is committed to the application of SWPBS reflective conversations (Restorative Practices). Our reflective conversations inform a positive

and formative approach to student engagement and wellbeing (including behaviour management). Its aim is to promote resilience in the one harmed and the one causing harm. The reflective conversation guides staff to support students to understand what they have done, give them ownership of their actions, recognise the impact of their actions on others, consider the most desirable way to reconcile and resolve conflict with others and be engaged and empowered through the process.

**Restorative Practices:**

- Are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999).
- Promote awareness of others, responsibility and empathy (Hopkins 2002).
- Involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b).
- Promote relationship management rather than behaviour management (Cameron & Thorsborne 2001).
- Are systematic, not situational (Armstrong 2004).
- Are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

**Student engagement, regular attendance and positive behaviours** will be supported through a relationship based on School Wide Positive Behaviour Support practices throughout the whole school, including:

- establishing predictable, safe and respectful school environments.
- ensuring student participation in the development of whole school expectations as clearly identified in the behaviour matrix.
- providing personalised learning programs where appropriate for individual students.
- acknowledging and recognising the positive behaviours of all students.
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision making.
- providing safe physical environments that foster positive behaviours and effective engagement in learning.

***Inappropriate behaviours***, including irregular attendance, will be responded to through a staged response that has a preventative, early intervention and data based focus, including:

- understanding the student's background and needs.
- ensuring a clear understanding of key expectations by students, parents/guardians, carers and teachers exists.
- providing explicit reteaching opportunities to students who exhibit second and first tier behaviours.
- engaging, involving and supporting parents / guardians and carers to promote positive educational outcomes for their child.



- convening student support group meetings (SSG) to develop individualised and flexible support plans which may include scaffolding the student's learning program and/or learning, behaviour or attendance plans.
- actively involve the student well-being coordinator, careers counsellor and managed individual pathways coordinator.
- linking students and families with community support, health agencies, mentoring opportunities and/or counselling.

Williamstown High School uses our Matrix of Expected Behaviours to explicitly identify and teach the School's values and expected behaviours.

When the inappropriate behaviour is minor (according to our framework) College staff respond by following the Responding to Inappropriate Behaviours Flowchart 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:

- parent is notified
- 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 Year Level Coordinator/Assistant Principal/Principal. These may include withdrawal of privileges, restorative practices, re teachings, behaviour reviews etc.

### ***Discipline procedures – suspension and expulsion***

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

The Staged Interventions used prior to suspension include:

- A range of positive behaviour interventions.
- learning plans, behaviour support plans and return to school plans.
- parent/ guardians and carers contact through email, telephone conversations and meetings.
- referral to student wellbeing coordinator, leading teachers, assistant principals and DET personnel.
- referral to school based positive behaviours, preventative and intervention wellbeing programs.

- use of Compass to monitor and track students at risk in order to provide appropriate early intervention.
- convening of a Student Support Group (SSG) and SSG meetings (see the 'DET Student Engagement and Inclusion Guidance Information' for the process).

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 and Training.

The Principal of Williamstown High School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

### Engaging with families

Williamstown High School 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
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

## 4. Specific procedures

## 5. Evaluation and Review

Williamstown High School 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
- SOCS
- NCCD

Williamstown High school 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.

## 6. Definitions and References

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

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

This policy should be read in conjunction with the following policies;

- Williamstown High School Bullying Prevention Policy
- Williamstown High School Attendance Policy
- Williamstown High School Progression Policy
- Williamstown High School Learning Support Policy
- Williamstown High School Acceptable Use Agreement
- Williamstown High School Child Safe Policy

Links to Williamstown High School SWPBS Support Material

- WHS Positive Behaviour Matrices.

- WHS Reflective Conversations
- WHS SWPBS curriculum syllabus

## 7. Consultative process

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
- 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](#)