



Peter Lalor 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 Peter Lalor Secondary College on 03 9464 0122 or peter.lalor.sc@education.vic.gov.au.

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Peter Lalor 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.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

POLICY

1. School profile

Peter Lalor Secondary College is a leading provider of applied learning/vocational education and training for 14 – 18-year-old students in Lalor and surrounding areas. Students will exit the college equipped with the skills and attitudes to be outstanding prospective employees and adult citizens in the Australian society of the 21st century.

Environmental context

Peter Lalor Secondary College is emerging from a radical and comprehensive transformation in 2011 from a Year 7-12 secondary college to a successful senior vocational college (Years 10-12) specialising in VCE VM (Victorian Certificate of Education- Vocational Major) and Vocational Education and Training (VET).

Demographics and Community

- Situated in an established suburb characterised by low socio-economic status, cultural diversity and high youth unemployment.
- Supportive school council and school community.
- The college is also a community hub with an array of community programs operating in the college in partnership with many community agencies.
- Capable and enthusiastic staff team strongly committed to the future of the school and engaging the students in high quality applied learning programs.

Educational

- Offering the Victorian Education Certificate Vocational Major (VCE VM) and an increasing range of VET programs.
- Lead School and site of the new \$6.4 million Outer Northern Trade Centre (ONTTC).
- Highly successful in guiding students to successful post-school pathways in employment or further education and training.
- Strong focus on Literacy, Numeracy, employability skills, learning through “doing” and programs based on Positive Psychology.
- Students attend Peter Lalor Secondary College three days (VCE VM), VET on one day and SWL (Structured Workplace Learning) on one day per week.

Resources and Facilities

- Newly constructed modern school building (Stage 1) with well appointed classrooms.
- Excellent trade training – ONTTC, plus Hair and Beauty Salon and Commercial Kitchen.
- Currently 1-1 modern computer facilities for students and interactive LCD TVs in all classrooms.
- Gymnasium, outdoor basketball/soccer courts, community garden and spacious grounds.

2. School values, philosophy and vision

Peter Lalor 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 and the school cooperation agreement.

Our school’s vision is to be the leading provider of applied learning/vocational education, focused strongly on preparing students for the world of work (Apprenticeships, Traineeships, and general employment) or further TAFE training. for young people.

Our Statement of Values is available online at: peterlalor@vic.edu.au

Students, staff and school council were engaged in an extensive consultation process in late 2012 to establish the following key values for the college:

3. Respect
4. Commitment
5. Positive Attitude
6. Responsibility
7. Teamwork

8. Wellbeing and engagement strategies

Peter Lalor Secondary College has developed a range of strategies to promote engagement and positive wellbeing, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe

and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

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

Universal

- High and consistent expectations of all staff, students and parents and carers
- Prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- Creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- Welcoming all parents/carers and being responsive to them as partners in learning
- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- Delivering a broad curriculum including VET programs and VCE VM to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- Teachers use the PLSC Instructional Model 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 Peter Lalor 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 Cooperation Agreement is incorporated into our school culture and promoted to students, staff and parents so that it is shared and celebrated as the foundation of our school community
- Acknowledging positive attitude, behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents
- Monitoring 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 Leaders, Assistant Principals and Principal whenever they have any questions or concerns.
- All students are welcome to self-refer to the Student Engagement and Wellbeing (SEW) office, Student Wellbeing Coordinator, Assistant Principals 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
 - Berry Street Educational Model
 - Safe Schools
- Programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. Tri Tactics, Coffee with a Cop))
- Opportunities for student inclusion such as Pride Club, Art Club and yoga sessions
- 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 Leader, a senior teacher 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 have a Homegroup Teacher who is the first point of contact for any academic, social or wellbeing issues
- 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 our Aboriginal Learning Wellbeing & Safety Action Plan for further information
- We provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department’s policy on [LGBTIQ Student Support](#). We also conduct Pride Club to provide a safe space for LGBTIQ+ students and their allies.
- 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 trauma-informed practices when working with students who have experienced trauma
- 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](#)
- 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
- Peter Lalor Secondary College Careers Team assists students to plan their Structured Workplace Learning Placement/s, supported by their Career Action Plan.

Individual

Peter Lalor 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 Student 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
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - identified as an Aboriginal or Torres Strait Islander
 - with other complex needs that require ongoing support and monitoring.

9. Identifying students in need of support

Peter Lalor Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Engagement and Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Peter Lalor 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
- engagement with families through 3-way conferences, phone calls and meetings
- 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
- self-referrals peer referrals or referrals from staff
- Concerns from employers during Student Workplace Learning placement

10. 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:

- feel safe, secure and happy at school
- participate fully in their education
- 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 including VCE VM, VET and SWL
- 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.
- Follow the conditions outlined in the college Cooperation Agreement

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.

11. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Cooperation Agreement.



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 our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Peter Lalor 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 implement 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:

- a conversation with the student warning them 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 Leader
- restorative practices with the affected parties
- Make It Right Sessions (including detention)
- behaviour support and intervention meetings
- suspension
- expulsion

12. Ongoing Supervision and Management of Staff

- Regular School leadership walkarounds
- Leadership involvement in Yard Duties
- Development conversations (principal class supporting teachers)
- Building teacher practice regarding high impact student wellbeing strategies
- Leadership building is set immediately opposite year 10 classes
- Leadership offices very visible to teachers and students

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>

The Principal of Peter Lalor 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.

13. Engaging with families

Peter Lalor 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
- 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.

14. Evaluation

Peter Lalor 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
- Compass Chronicle Data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Peter Lalor 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- peterlalor.vic.edu.au
- Included in staff induction processes
- Included as annual reference in 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 following Department of Education 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](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing policy
- Child Safety Code of Conduct
- Child Safety Reporting and Responding
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	03.08.2024
Consultation	Consultation on this policy with school council on August 26 th 2024
Approved by	Principal
Next scheduled review date	Before July 2026