



MONTEREY SECONDARY COLLEGE POLICIES

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Monterey Secondary College on (03) 9781 7700.

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.

Monterey 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.

CONTENT

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 and management
7. Engaging with families
8. Evaluation

POLICY

1. School profile

Established in 1966, Monterey Secondary College has been a cornerstone for the communities of Frankston, Frankston North, Carrum Downs, and Seaford, offering a comprehensive education that equips students for their future.

In its foundation year, Monterey High School's first students were accommodated in four portable classrooms located at Monterey State School on Monterey Boulevard. The dedicated High School campus on Forest Drive was completed in late 1966, with students moving in at the start of 1967.

Between 1993 and 1995, Monterey High School and the Technical School merged to form Monterey Secondary College. The new name was adopted in 1993 and officially used from 1994. During the merger, the former Technical School became the main campus for Years 7–10 in 1994, while the former High School was designated for senior students (Years 11–12) completing the Victorian Certificate of Education.

In recent years, Monterey Secondary College has undergone significant upgrades and modernization. The school now boasts new community and wellbeing facilities to enhance services for students and their families, a state-of-the-art Health and Sports Science Centre of Excellence providing local employment pathways, a welcoming community space for parents and the wider community, and a competition-grade gym.

Monterey Secondary College is deeply committed to the social, emotional, and academic development of every member of its community. The College fosters a safe, nurturing, and high-performing learning environment that recognizes the unique needs of each student.

Proudly part of the Frankston North Education Precinct (FNEP), Monterey shares the precinct's vision of empowering every family in Frankston North to thrive in learning and life.

2. School values, philosophy and vision

Our Vision

To provide an opportunity and a pathway through which every child can excel and leave successful, qualified and confident.

Our Values

1. **Excellence:** We strive for excellence in everything we do
2. **Respect:** We act in a manner that demonstrates respect and engenders trust.
3. **Teamwork:** All members of the school and wider community work in collaboration with each other to effect the best possible student outcomes

Our Expectations

- **Be Safe:** to act in a manner that ensures all are free and secure from harm or risk.
- **Be Respectful:** We act in a manner that demonstrates respect and engenders trust.

- **Be a Learner:** All members of the school and wider community work in collaboration with each other to effect the best possible student outcomes and strive for excellence in all we do.

At Monterey, we aspire to be a place:

- Where students achieve to their full potential, enjoy, feel safe and identify with their school
- Where staff are supported professionally in an excellent working environment which encourages a lifelong passion for creativity, innovation and learning
- Where society benefits through the contributions of the Monterey College community

Guiding Principles

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and trauma informed behaviour management approach.
- The school's curriculum will include pro-social values and trauma-informed behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.
- The school will create a child safe organisation and will comply with its obligations under the Child Safe Standards.

3. Wellbeing and Engagement Strategies

To realise our vision, our school works collaboratively with students, parents and carers as well as local community organisations, to establish fair and respectful policies and practices. We have in place a range of strategies to promote engagement, trauma informed positive behaviour and respectful relationships for all students. We address the social, emotional and educational needs of students on a case by case basis as we recognise that each student's needs are unique and want to support each individual to flourish at school and in their lives.

Monterey Secondary College is committed to creating an inclusive learning environment that supports all students. Students engaged in their learning often have better relationships with teachers, peers, families and the wider community.

Monterey Secondary College utilises a range of strategies to address the numerous factors that commonly impact on engagement and student connectedness. World-wide research indicates that young peoples' engagement at school is influenced by the following:

- Low literacy and numeracy skills
- Negative parental/carer experience of education
- Bullying and harassment
- Drug and alcohol use
- Young people acting as carers
- Transitional schooling
- Low attendance
- Mental and physical health concerns
- Generational poverty

Australian Institute of Health and Welfare (AIHW). (2020).

Monterey Secondary College staff demonstrate inclusive teaching and learning practices at a school-wide, targeted and individual level. At Monterey Secondary College we expect our teaching and learning strategies to enhance and support the behavioural and emotional wellbeing of our students.

Our Engagement strategies have been divided into 2 categories: School Wide Positive Education Strategies, and Individualised Support. These are detailed below:

School-Wide Positive Education Strategies

Trauma-Informed Practice: All staff are trained in Trauma Informed Positive Education (TIPE) to maintain consistent, trauma-informed practices across the school.

Promote High Expectations: Foster consistent, high expectations for students, staff, and parents/carers, while accommodating individual contexts and abilities.

Build Positive Relationships: Emphasise positive, respectful relationships between staff and students, recognising the importance of connection to support student wellbeing.

Cultivate an Inclusive and Supportive Culture: Create a welcoming, inclusive, and supportive environment that values partnerships with parents/carers as essential contributors to student learning and wellbeing. Promote inclusive practices and celebrate diversity within the school.

Analyse and Respond to School Data: Use diverse data sources (attendance, surveys, assessments) to identify and respond to student needs, supporting growth and engagement.

Deliver a Broad Curriculum: Offer a range of programs such as Engagement and Wellbeing Programs, VET, VCE, VM, and VPC to meet students' diverse interests, strengths, and aspirations, and support access to external programs that enrich learning experiences.

Implement Evidence-Based Teaching Frameworks: Use a consistent, evidence-based instructional approach to ensure high-quality teaching practices across all lessons, adapting as needed to respond to diverse student learning styles.

Acknowledge Positive Behaviours and Achievements: Recognise and celebrate student achievements and positive behaviour both informally in classrooms and formally at assemblies and through communication with parents.

Monitor Attendance and Address Concerns: Track attendance on a school-wide, cohort, and individual level, engaging with families and external services as needed to address attendance issues.

Promote Student Voice and Agency: Encourage student involvement in school decisions through the Student Representative Council, year group meetings, and feedback opportunities.

Support Access to Wellbeing Resources: Ensure students have direct access to therapeutic supports, Year Level Leaders, and other support staff for wellbeing needs.

School-Wide Positive Behavior Programs:

- Implement a framework that supports student self-efficacy and resilience, with programs like the Respectful Relationships and Safe Schools initiatives.
- Promote positive behaviour through school-wide programs, including Respectful Relationships, Safe Schools, and other trauma-informed initiatives to reinforce resilience and positive social behaviour.
- Engagement and Wellbeing Programs: We offer a wide range of programs that cater to an array of students with various needs.

Career Action Plans for Year 9 - 12 Students: Guide students in setting goals and planning future pathways through personalised career action plans, aligning with their strengths and aspirations.

This comprehensive approach to positive education emphasises a trauma-informed, inclusive, and data-responsive framework, designed to promote student wellbeing, engagement, and success.

Individualised Strategies

Termly Student Support Group meetings: For students who are struggling with attendance, out of home care, students on a modified timetable, funded students and students with complex needs.

Individualised Learning Plans (IEP): Develop IEP's that support students' readiness to engage, addressing specific needs (i.e First Nations, out of home care) and creating adjustments as necessary.

Classroom Content: Individualised classroom content based on student interest and ability.

Disability and Inclusion: Individualised support for funded students and those with a disability or additional needs as per

Additional Support for Out of Home Care Students: Provide Out of Home Care students with a Learning Mentor, an Individual Learning Plan, and a Student Support Group to address academic and social-emotional needs.

Support for First Nations Students: Connect First Nations students with a Koorie Engagement Support Officer to ensure cultural responsiveness and targeted support.

Plan Work Experience for Year 10 Students: Support Year 10 students in organising work experience placements that align with their career action plans.

Collaborative Meetings with Students and Families and external supports: Meet with students and their parents/carers, and any key stakeholders, to identify engagement strategies tailored to individual needs and circumstances.

Referral to Internal and External Support Services: Facilitate access to both internal and external wellbeing resources, including allied health services including Student Support Services (SSS), Orange Door, Department of Families Fairness and Housing (DFFH), Sexual Offences and Child Abuse Support Teams (SOCIT), South Eastern Centre Against Sexual Assault, Lookout, Headspace, and re-engagement programs such as Navigator.

These targeted strategies are designed to provide students with the individual support they need to succeed academically and emotionally, fostering a collaborative environment that actively includes family and community resources.

Inclusive Education

At Monterey Secondary College, we are dedicated to fostering a welcoming and inclusive environment where every student is supported to reach their full potential. We celebrate the diversity of our community, including the cultural and linguistic backgrounds of students and families, ensuring all individuals feel valued and respected.

Our Inclusive Practices

- We ensure equitable access to education, removing barriers for students with disabilities and additional needs.
- We adopt a culturally responsive approach, recognising and respecting the intersection of disability and diverse cultural identities.
- We maintain transparent communication with families, ensuring they are informed and actively involved in decisions about their child's education.

Reasonable Adjustments

We provide reasonable adjustments tailored to the unique needs of each student, including:

- Personalised support through tailored strategies and classroom modifications to meet individual learning needs, ensuring all students are engaged and able to participate effectively.
- Assistive technologies, such as CPens, iPads, or laptops, to promote independence and engagement.
- Collaborative planning, involving families, students, and specialists in co-designing meaningful supports.

Collaboration through Student Support Groups (SSGs)

Our Student Support Groups (SSGs) ensure a holistic approach to planning and support for students with additional needs:

- Regular updates to Individual Education Plans (IEPs) to reflect students' progress and evolving needs.
- Transparent and collaborative communication, ensuring all stakeholders are aligned in their understanding and strategies.

- Inclusion of student voice, empowering them as active participants in their educational journey.

Commitment to Respect and Understanding

At Monterey Secondary College, we strive to build a culture of respect. Our staff model inclusive practices and foster positive attitudes towards diversity, both within and beyond the school community. We remain committed to continuously improving our inclusive practices to meet the needs of all students. For further information, please contact the Inclusion Team, who are available to provide ongoing support. For additional details on inclusive education policies, please visit the [Department of Education's Students with Disability Policy](#).

Engagement Programs on offer at Monterey Secondary College

- Outreach: The Outreach Program at Monterey Secondary College is designed for students who have experienced a level of disengagement from school. With individualised curriculums and therapeutic support, students are holistically supported to re-engage in the classroom.
- Classroom Connect: Classroom Connect is a 12 month, Social and Emotional Learning program, aimed to increase positive engagement at school and develop social and emotional awareness.
- Monterey Connect: Monterey Connect blends a highly supported learning environment with mainstream learning, which accommodates student's social and emotional needs with the opportunity to apply learning in mainstream environments.
- Pathways: Pathways engages year 10 students in learning
- Urban Farm: Experiential program to support student engagement
- Rise and Thrive: Social Emotional Program
- Activate: Individualised small group classes to support engagement
- Programs run through external providers

4. Identifying Students in Need of Support

Monterey Secondary College is dedicated to ensuring that every student receives the support they need to thrive academically, emotionally, and socially. The Student Wellbeing team and Sub School Leaders actively work to identify students who may benefit from additional support, using a range of trauma-informed approaches, including:

- Detailed intake and enrolment process
- Attendance records and engagement plans
- Progress checks and academic performance reports
- Detention and suspension data
- Family engagement insights
- Self-referrals or referrals from peers
- Therapeutic assessment
- Collaborative practice across the school teams
- Staff observations of changes in engagement, behaviour, self-care, social connections, and motivation

These tools help the school respond to each student's unique needs in a timely and compassionate manner.

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- Unconditional positive regard
- 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 to the best of their ability 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 and management

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

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

Our school uses unconditional positive regard for all our students. This implies that a student will be welcomed back to every class by the teacher if they have been removed due to dysregulated behaviour.

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.

Responding to dysregulated behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, which follows guidelines in the Department of Education and Training Student Engagement and Inclusion Information

Trauma informed approach to consistent dysregulated behaviour

Measures may be used as part of a staged response to dysregulated behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Measures that may be applied include:

- Restorative practice
- Withdrawal from class activities for a specified period (where appropriate, parents/carers will be informed of such withdrawals)
- Suspension (in-school and out of school)
- 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 and Training.

The Principal of Monterey 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.

Trauma Informed Supports



All staff are trained in Trauma Informed Practice and use a TIPE Instructional Model for each class (see image above)

School-Wide Positive Behaviour Supports (PBS)

Following the Victorian Department of Education and Training initiative, since 2018, Monterey Secondary College has adopted the School-Wide Positive Behaviour Framework to support behaviour management and general wellbeing at the College.

SWPBS is a broad range of systemic and individualised strategies for achieving important social and learning outcomes in schools while preventing problem behaviour. The key attributes of SWPBS include preventive activities, data-based decision making, and a problem-solving orientation. SWPBS is a technology with four core-defining features seen on the right:

PBS at Monterey Secondary College

Aligned with our values, Monterey Secondary College works based on three expectations:

- Be Safe
- Be Respectful
- Be a Learner

Each of our expectations are promoted across the College by every staff member throughout the use of positive language, positive relationships, consistent procedures and strategies that increase emotional regulation.

Core strategies implemented from the TIPE model to create a positive and engaging school and classroom environment are:

- Unconditional Positive Regard
- Process Praise
- The 5:1 Relationship Ratio
- Ready to Learn Plans

As well as Restorative processes to repair relationships between staff and students, when required.

Students are celebrated daily by staff giving them PBS points via Compass or a physical PBS slip. Rewards and PBS points are regularly celebrated across the college.

7. Engaging with families

Monterey 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 [Communications 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.
- parents/carer interviews/student led conferences
- regular progress reports
- opportunity for parents/carers to be on school council

8. Evaluation

Monterey 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
- Behaviour data- Incidents and SWPB data
- School support WEBEX data
- School reports
- Parent survey
- Case management

- CASES21
- SOCS
- PBS Matrix

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website (or insert other online parent/carer/student communication method)
- Included in staff induction processes and staff training
- Discussed at annual staff briefings/meetings
- Hard copy available 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 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](#)

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

- [Statement of Values](#)
- [Child Safety Policy](#)
- [Bullying Prevention Policy](#)
- [Child Safety Responding and Reporting Obligations Policy and Procedures](#)
- [Child Safety Code of Conduct](#)
- [Complaints Policy](#)
- [Digital Learning Policy](#)
- [Inclusion and Diversity Policy](#)
- [Visitors Policy](#)
- [Volunteer Policy](#)
- [Duty of Care Policy](#)

- [Attendance Policy](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	December 2024
Consultation	Sub School Leadership, School Council, Principal Class
Approved by	Principal (Peter Langham)
Next scheduled review date	December 2026