



HEALESVILLE
HIGH SCHOOL

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact Healesville High School on (03) 5962 4088 or via email at

healesville.hs@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.

Healesville 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, 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
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POLICY

1. School profile

Healesville High School is a co-educational secondary school located in the Yarra Valley, approximately 60 kilometres north-east of Melbourne. The school provides education for students in Years 7 to 12 and is committed to delivering engaging and dynamic learning experiences within a caring and inclusive school community.

The school values Community, Opportunity, Respect and Endeavour and aims to support all students to achieve their personal best academically, socially and emotionally.

Healesville High School offers a broad curriculum including VCE, VCE Vocational Major (VCE VM), VET pathways and a range of co-curricular opportunities that support students to pursue their individual interests, strengths and future aspirations.

The school is committed to fostering positive relationships between students, staff, families and the wider community and values strong partnerships that support student learning, wellbeing and engagement.

Healesville High School is proud of its inclusive school culture and works to ensure all students feel safe, respected, supported and connected to their learning.

2. School values, philosophy and vision

Healesville High School'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 demonstrate our core values of Community, Opportunity, Respect and Endeavour in all aspects of school life.

Our vision is to provide engaging and dynamic learning experiences for all students within a caring school community that nurtures individuals and motivates them to reach their full academic and personal potential.

At Healesville High School we provide a broad curriculum and co-curricular programs that value excellence and encourage all students to achieve their best. Through this approach we meet the diverse needs of our students, who enter their chosen learning pathway and are supported to achieve their goals.

Our Statement of Values and School Philosophy is available on the school website.

3. Wellbeing and engagement strategies

Healesville High School 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 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

Our whole-school strategies to promote positive behaviour, inclusion and student wellbeing include:

- maintaining high and consistent expectations for all students, staff and families
- prioritising positive and respectful relationships between students and staff
- fostering an inclusive school culture that values diversity and promotes belonging
- implementing the Respectful Relationships initiative across the school
- promoting student voice and leadership opportunities through student leadership groups and student feedback opportunities
- monitoring and responding to student wellbeing, attendance and engagement data
- delivering a broad and inclusive curriculum, including VCE, VCE VM and VET pathways
- supporting effective transitions into and through secondary school
- recognising and celebrating positive behaviour, student achievement and participation
- providing opportunities for students to participate in extracurricular activities, clubs, sport, performing arts and leadership opportunities

- embedding the school values of Community, Opportunity, Respect and Endeavour into daily school life
- implementing wellbeing and engagement programs that promote resilience, respectful relationships and positive mental health
- promoting inclusive practices that support students from diverse backgrounds and experiences
- creating opportunities for students to access support from wellbeing staff, year level coordinators, teachers and school leadership
- promoting child safety, inclusion and diversity through school-wide initiatives and programs
- implementing strategies to prevent and respond to bullying, discrimination, harassment and harmful behaviours.

Targeted

Our targeted strategies to support identified groups of students include:

- year level coordinators and wellbeing staff supporting the academic, social and emotional wellbeing of students
- supporting Aboriginal and Torres Strait Islander students through culturally safe and inclusive practices and engagement with Koorie Education Support Officers where appropriate
- supporting students from culturally and linguistically diverse backgrounds, including students requiring EAL support
- supporting students from refugee backgrounds through wellbeing and learning support processes where required
- supporting students who identify as LGBTIQ+ through inclusive and respectful practices
- supporting students in Out of Home Care in accordance with Department policy, including Student Support Groups and Individual Learning Plans
- supporting students with disabilities through reasonable adjustments, consultation with families and individual education planning
- implementing trauma-informed approaches to support students who have experienced trauma
- supporting international students in accordance with Department requirements
- providing career education, pathway planning and work experience opportunities
- responding to identified wellbeing needs through targeted wellbeing programs, interventions and referrals.

Individual

Healesville High School implements a range of individual engagement and support strategies, including:

- building positive and supportive relationships with students and families
- meeting with students and parents/carers to identify appropriate supports
- developing Individual Education Plans, Behaviour Support Plans and Attendance Improvement Plans where required
- referring students to school-based wellbeing supports
- referring students to Student Support Services and external agencies where appropriate
- supporting students through Student Support Group meetings
- collaborating with allied health professionals and external services where appropriate
- making reasonable adjustments to support access to learning and participation
- monitoring attendance, wellbeing and engagement data to identify students requiring additional support
- supporting re-engagement pathways where required.

4. Identifying students in need of support

Healesville High School is committed to providing the necessary support to ensure students are supported academically, emotionally and socially. The wellbeing team plays an important role in developing and implementing strategies that support student wellbeing and engagement.

The school uses a range of information and data to identify students who may require additional support, including:

- personal, health and learning information collected during enrolment and throughout schooling
- attendance data
- academic progress and achievement
- observations by teachers and school staff
- wellbeing, behaviour and engagement data
- student management data including detention and suspension records
- communication and engagement with families
- referrals from staff, families, peers or self-referrals
- Student Support Groups and Individual Education Plans

- Attitudes to School Survey data
- wellbeing referrals and incident reports.

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 supported at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination and intimidation
- express their ideas, opinions and concerns respectfully.

Students have the responsibility to:

- participate positively in their educational program
- demonstrate behaviours consistent with the school values of Community, Opportunity, Respect and Endeavour
- respect the rights of others to learn and feel safe
- follow school expectations, policies and staff directions
- contribute positively to the school community.

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 the school's Statement of Values and School Philosophy.

Violence, bullying, harassment, discrimination and other harmful behaviours are not tolerated and will be managed in accordance with school policies, including the Bullying Prevention Policy and Child Safety and Wellbeing Policy.

Healesville High School uses a staged and restorative approach to behaviour management that focuses on supporting students to learn from their behaviour and repair relationships where appropriate.

The school prioritises positive and proactive approaches to behaviour support before considering disciplinary measures.

Strategies that may be used include:

- restorative conversations and practices
- teacher-managed responses
- behaviour support meetings
- referral to year level coordinators or wellbeing staff
- parent/carer communication and meetings
- withdrawal of privileges
- detention
- behaviour support plans
- suspension
- expulsion.

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with department policy:

- [Suspensions Policy](#)
- [Expulsions Policy](#)
- [Restraint and 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 Healesville High School 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

Healesville High School values the input of parents and carers, and we 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.

The school aims to maintain strong partnerships with families by:

- ensuring school policies and procedures are accessible through the school website
- maintaining open, respectful and timely communication between school staff and families
- communicating student learning and wellbeing information through Compass and other communication platforms
- involving families in Student Support Groups and planning processes where appropriate
- providing opportunities for family engagement in school activities and events
- consulting with families on school improvement and policy review processes
- supporting families to access appropriate wellbeing and external support services where required.

8. Evaluation

Healesville High School collects 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 include:

- student survey data
- Attitudes to School Survey data
- Parent Opinion Survey data
- attendance and engagement data
- behaviour and incident data
- wellbeing referral data
- CASES21 data
- Student Online Case System (SOCS) data

The school regularly reviews this data to identify emerging trends, monitor the effectiveness of interventions and inform future planning and wellbeing initiatives.

COMMUNICATION

This policy is 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](#)

FURTHER INFORMATION AND RESOURCES

The following department policies and resources are relevant to this Student Wellbeing and Engagement Policy:

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2026
Consultation	School Council
Approved by	_____, Principal
Next scheduled review date	May 2028