

STUDENT ENGAGEMENT AND WELLBEING POLICY

COLLEGE PROFILE STATEMENT

Yarrawonga College P-12 boasts approximately 897 students located on two separate sites, Gilmore Street containing Prep to Year 4 and 5-8 Campuses and the 9-12 Campus on the Pinniger Street site, in the Murray River town of Yarrawonga in Northeast Victoria.

The College provides access to Years P-4, 5-8 and 9-12 education of the highest quality for the young people of Yarrawonga and surrounding districts and aims to provide a safe and stimulating learning environment for all students which allows them to reach their maximum potential

Currently the college supports 18 students through the Program for Students with Disabilities, has low levels of Koorie students and non-english speaking groups. In 2019 approximately 43% of families are eligible for the CSEF.

Yarrawonga College P-12 draws the majority of its students from the 3730 postcode area, with students also being drawn from many smaller townships and districts in the surrounding area. Family Occupation details indicate that 14.74% of parents of the college are unemployed with a further 50% of parents involved in trades, skilled office work, sales, machine operation, hospitality or labourer and labourers assistant occupations.

The College has exemplary programs and is seen as a prominent school in the areas of student leadership, literacy and numeracy, together with visual arts, music performance, technology, sport and the sciences. Yarrawonga College P-12 is a Child Safe Organisation. Yarrawonga College P-12 is registered as a Sun Smart School and as an Asthma Friendly School.

P – 4 CAMPUS STATEMENT

Yarrawonga College P-12 P-4 Campus provides a safe and supportive environment that ensures positive experiences for all students enrolled in the school. This enables students to achieve to their full potential, grow in confidence, build resilience and optimism, and develop appropriate social skills. Add staffing profile or provide overall profile for Years 5-8 & 9-12.

The school places a strong focus on the development of quality Literacy and Numeracy learning to develop appropriate skills for all students. The school strives to provide an engaging curriculum that challenges students to develop themselves as learners, setting relevant learning goals and celebrate their achievements.

In 2019, 337 students are enrolled at the Campus in 16 classes. Specialist programs are provided in Art, LOTE and Physical Education. The school employs an Education Support Officer in a Student Welfare and Support Role to assist students and families and make the necessary connections with support agencies as required. The school Workshop provides a range of "hands on" projects and activities to stimulate and support the individual needs of all students.

5-8 CAMPUS STATEMENT

Yarrawonga College P-12 5-8 Campus provides a safe and supportive environment that ensures positive experiences for all students enrolled in the middle school. This enables students to achieve

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to their full potential, grow in confidence, build resilience and optimism, and develop appropriate social skills.

The school places a strong focus on the development of quality Literacy and Numeracy learning to develop appropriate skills for all students. The school strives to provide an engaging curriculum that challenges students to develop themselves as learners, setting relevant learning goals and celebrate their achievements.

In 2019, 301 students are enrolled at the school in 14 classes. Specialist programs are provided in Science, Art, IT, Design Technology Metal, Design Technology Wood, LOTE and Physical Education. Private Tuition is provided in a range of musical instruments. There are 6 Year 5/6 classroom teachers and the Year 7&8 Core Team is made up of 5 teachers who are responsible for Literacy and Numeracy with the support of Year 9-12 Specialist English and Mathematics teachers.

The College employs an Education Support Officer in a Student Counsellor and Support Role to assist students and families and make the necessary connections with support agencies as required at the 5-8 area. Workshop provides a range of "hands on" projects and activities to stimulate and support the individual needs of all students in Year 5/6.

9-12 CAMPUS STATEMENT

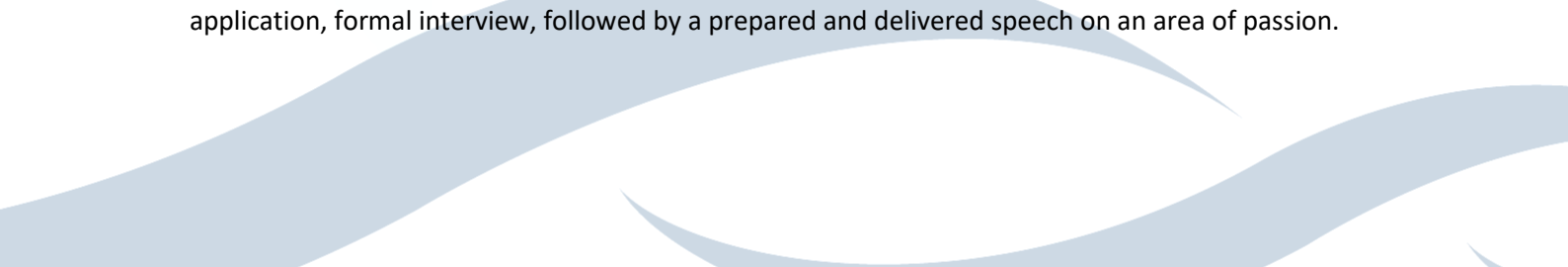
Yarrowonga College P-12, Years 9-12 has a confirmed enrolment of 259 students for 2019 and provides Educational pathways for the twin border towns of Yarrowonga and Mulwala.

The college consistently has a high percentage of students wanting to follow an academic pathway receiving first round offers into university, high level success with students entering apprenticeships and further adult learning, traineeships and full time work. For the last three years every student out of Year 12 has been successful in developing a future pathway.

Students have fantastic opportunities to attend some amazing locations on a National and International level. In Year 9 our students attend the Bogong Future Makers Program, which challenges students resilience to embark and persist in a 12-day, technology-free experience in the Victorian high plains, incorporating a 5 day wilderness trek. Following this in Term 1, the program moves into a year of learning based on a Personal Project that supports a Community/Broader Community charity/organisation, with sustainability being the common theme. Through this program, students are then eligible to apply for a range of Extension Programs including Summit to Sea, 2 weeks 'on country' in the Kimberley's or trekking and working in a small village in Nepal.

Year 9 students also have the opportunity to apply for a spot at the School for Student Leadership – a nine week experience at one of the SSL campuses, and in some cases including a six week component in China as part of the Victorian Young Leaders to China Program with the SSL. Through the School for Student Leadership, students also have the opportunity to participate in extension experiences, including 6 weeks in China, 2 weeks 'on country' in the Kimberley and Summit to Sea.

In Year 10 and 11 students have the unique opportunity to Papua New Guinea to 'Walk in their Footsteps' on the Kokoda Track for 11 days. Students apply for the program through written application, formal interview, followed by a prepared and delivered speech on an area of passion.



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The College has a strong structured work place learning program that commences in Year 10 and in 2019 we have introduced a “work ready” program for those students who find mainstream schooling challenging. This program provides a tailored and more hands-on approach to Maths, English and Science, getting students ready for work, apprenticeships or a transition into the VET and VCAL program in Year 11.

Students can also access VCE and VET subjects in Year 10 as part of our accelerated learning program. With a wide range of subjects on offer for VCE, VCAL and VET, students are able to select and study a course that meets their interests and needs for their future pathway.

Parent Satisfaction

Parent satisfaction with the school continues to be positive with all areas of the opinion for Yarrowonga College P-12 above like schools. Parents stated that 84% of families are satisfied with School Communication and opportunities for participation in the college, 87% of families are satisfied with the college overall. Responses from parents were all in the 4th Quartile of satisfaction, apart from teacher communication and students experiencing bullying. Both will be areas for improvement focus over the next Strategic Plan.

Student Survey

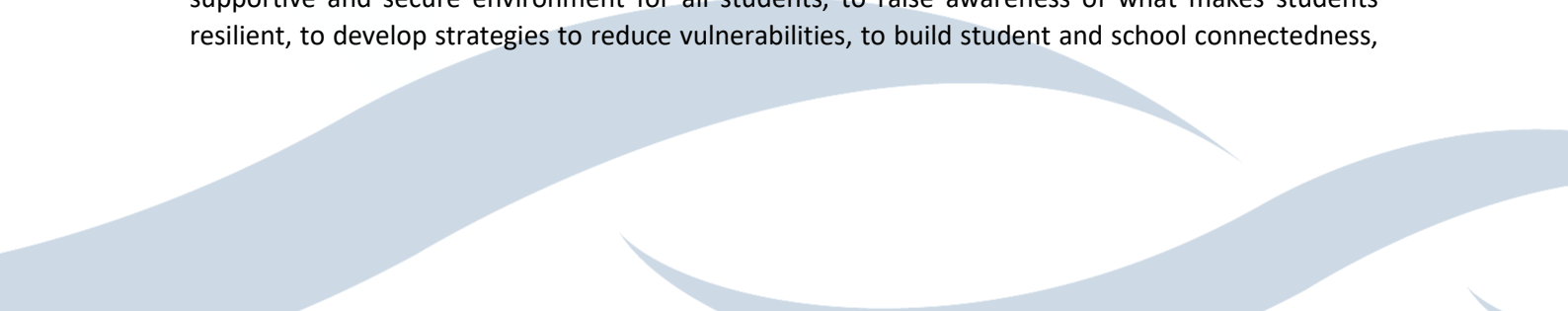
Student attitudes to school survey results indicate that wellbeing indicators of student morale and distress, teacher effectiveness and empathy have all continued to improve and are mainly in the fourth quartile. Teaching and learning indicators are also mainly in the 4th quartile. Student relationship data is continuing to improve with student connectedness at 80% (4th quartile), classroom behaviour at 80% (4th quartile) and student safety at 80% (4th quartile). All areas are above the similar schools and state average by a considerable amount.

Whole School Prevention Statement

Yarrowonga College P-12 incorporates the principles of restorative justice in our student support and management practices. This involves the building of positive relationships and establishing a supportive environment that is fair, consistent and democratic. This approach focuses on the harm that has been caused to others and provides an opportunity to repair that harm. It is also applied to incidents of serious harm. Everyone affected, including families, are provided with the opportunity to talk about what has happened, how they have been affected by it and what they want to happen to repair the harm that has been caused. This approach aims to repair the harm done to relationships and people, over and above the need for assigning blame and dispensing punitive punishment.

Teachers incorporate restorative practices on a daily basis in the management of a fair and democratic classroom. Agreed steps are negotiated to deal with minor breaches within the classroom.

The social, emotional and physical wellbeing of students is pivotal to their success at school, as adolescents and in their future lives. Yarrowonga College P-12 endeavours to provide a healthy, supportive and secure environment for all students, to raise awareness of what makes students resilient, to develop strategies to reduce vulnerabilities, to build student and school connectedness,



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and to increase coping skills. Refer to Welfare Policy (appendix 1) for programs and strategies incorporated into daily College practices.

The College values of integrity, cooperation, honesty, respect and responsibility form an integral part of daily life and are referred to by all teachers within the class context and also within the yard. Values education is included within Personal Learning (P-4) and the pastoral care program (Years 5-8 & 9-12). These programs engage students in circle time activities and are aimed at also addressing issues of well-being, getting along and other pro-social behaviours.

The engagement and well-being target for YCP-12 is to enhance the school educational environment in order to provide a safe, stimulating, caring and positive learning environment for all members of the school community.

The whole school positive behaviour strategies of YCP-12 include:

- **Softer & Closer** – staff aim to provide positive and negative feedback to students more personally and privately, by speaking quietly and within talking range, rather than policing at a distance. The teacher moves closer to the student and drops their voice and engages them in a quiet discussion. Staff will not yell at students.
- **Broken record** - This is where teachers state their expectation, give the required direction and wait for compliance. They repeat the expectation calmly. They keep repeating themselves in a calm manner until it occurs. Staff will not argue with students, but rather wait for compliance and then acknowledge and thank students when they comply.
- **Student of the Week** - These are awards created by the classroom teachers on a weekly basis. At the primary campus, awards are given out at assembly each week. At the middle school and secondary campus, nominations are provided to YLC's and "Student term awards" are distributed for effort and excellence.
- **Recognition of success** – Students are recognised for work well done and for achieving personal goals. At the primary campus students are provided with stickers and at the secondary campus Year Level Coordinators send positive notes home via Compass.
- **Global phrases** - Staff at Yarrawonga College P-12 have agreed to the use of global statements and will use these on a daily basis to address any issues.

P-4 Campus Global Statements:

- In this school we do not swear or use bad language
- In this school we respect the learning rights of others

5-8 and 9-12 Campuses Global Statements:

- In this school we treat each other with respect
- In this school we don't blame others and we don't make excuses
- In this school we listen to each other
- In this school we do not swear or use bad language

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Additional Strategies used across the College include

P-4 Campus

- **Aussie of the Month** - These awards are given to students who have contributed in a positive manner to the school community. They are presented at assembly once a month;
- **Classroom Reward Programs** - Classrooms run a program where there is a whole group reward for achieving particular goals set by the class and classroom teacher;

5-8 & 9-12 Campuses

- **8:1** – staff aim to provide feedback and comments to students that are in the Ratio of 8 positive comments to 1 negative comment.

Rights and Responsibilities

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

All policies and procedures incorporate the Equal Opportunity Act 1995, the Charter of Human Rights and Responsibilities Act 2006 and Disability Standards for Education 2005.

Yarrawonga College P-12 is committed to providing an environment that is free from harassment. Every person at YC has the right to experience positive and respectful relationships between all members of the school community. They also have the right to learn and to teach in a happy and safe environment. Harassment is not acceptable at YC and issues of bullying and harassment will be dealt with in a restorative manner, in order to ensure that all parties are involved in the process. (Harassment & Bullying Policy – Appendix 1)

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Rights and Responsibilities of the School Community

Rights and Responsibilities of Teachers

Rights	Responsibilities
<p>Teachers have a right to</p> <ul style="list-style-type: none"> • expect that they will be able to teach in an orderly and cooperative environment • be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student 	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> • fairly, reasonably and consistently, implement the engagement policy. • Know how students learn and how to teach them effectively. • Know the content they teach. • Know their students. • 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 and cater for individual differences • keep parents informed and provide feedback regarding their child's performance

Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<ul style="list-style-type: none"> • parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged • parents can expect the school to communicate any concerns about their child's learning 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> • promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modeling positive behaviours. • Ensure their child's regular attendance • Engage in regular and constructive communication with school staff regarding their child's learning. • support the school in maintaining a safe and respectful learning environment for all students. • Communicate positively with the school any relevant changes to their child that may affect their learning • Ensure that agreed support strategies for their child at home are fully supported and implemented

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Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none">• work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition• participate fully in the school's educational program• be valued, respected and treated fairly	<p>Students have a responsibility to:</p> <ul style="list-style-type: none">• participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.• Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students.• As student's progress through school they will 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 should, with support, be expected to participate fully in the school's educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Shared 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.

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School Values

The College values were devised through a consultative process in 2010 and are displayed in every classroom, on our café barriers, and in all publications with our school logo and motto.

Teachers and students refer to these on a daily basis and these form the code of ethics for most classrooms. **'Integrity'** underpins our school strategic plan. This is reflected through the school values of:

Respect, Responsibility, Cooperation and Honesty

Integrity – acting ethically and fairly at all times, ensuring consistency between words and actions. Upholding the College values in everything we do.

Cooperation – working together, communicating effectively and supporting each other in a positive manner

Honesty – always being truthful, fair and true to oneself and others

Respect – treating others with consideration, being courteous at all times and acknowledging the beliefs and rights of others

Responsibility – taking ownership of our behaviour and actions and setting a positive example to others

Learning Values

The College Learning values were devised through a consultative process in 2015 and are displayed in every classroom. Teachers and students refer to these on a daily basis and these form the learning intentions for classroom learning. **They help to** underpin our school strategic plan. This is reflected through the College Learning values of: The values aim to encourage cooperative and collaborative learning, to develop team and group sharing, where students learn and interact in a safe, respectful and inclusive environment.

YCP-12 Learning Values. ENGAGING, CHALLENGING, CREATIVE, CONTINUOUS IMPROVEMENT

As a College our **aims for students** are:

- Motivated, lifelong learners, striving to achieve excellence
- Students who demonstrate respect, compassion, honesty and tolerance of others
- Innovative and resilient learners who can adapt in a rapidly advancing world
- Competent in the fundamental skills of literacy and numeracy
- Socially responsible students who contribute positively to the community

In order to achieve this, our **mission as staff** is to provide:

- A broad, challenging and authentic learning environment
- An ethos of respect, tolerance, compassion and acknowledgement of success
- A setting that values diverse skills in an innovative, positive and enthusiastic teaching environment
- A rich and varied range of learning resources that facilitate success
- A supportive framework focused on mentoring and coaching through teamwork

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- A safe environment based on the principles of restorative justice.
- Quality opportunities for each student to develop a range of leadership capabilities

Restorative Practices

Restorative Practice views wrongdoing as a violation of people and relationships. When wrongdoing occurs, it is concerned with healing and repairing those individuals and their relationships. In this sense, it strengthens feelings of caring, belonging and community among school members. The College views wrongdoing as an opportunity for learning. We use methods that develop social and emotional knowledge and skills. We create a safe environment by using processes that treat all participants fairly, and with respect and dignity.

The discussions are concerned with reconnecting people and repairing relationships.

A restorative approach focuses on the needs of everybody, including the wrongdoers. Students learn to trust the school and its processes. Victims and others learn to trust that they will be protected, that relationships will be repaired and that things will be made right. Wrongdoers learn to trust that the rest YCP-12 has adopted a restorative philosophy for the management of relationships within the school community. The underlying principle is that relationships are important, and that every conversation we have and action we take, should occur with the thought of how this may affect other people. Restorative Practices involves the building of positive relationships and establishing a supportive environment that is fair, consistent and democratic.

A restorative approach:

- Focuses on the harm to a relationship rather than what rule has been broken
- Allows students to understand the consequences of their actions for others
- Requires students to be acknowledge and be accountable for their actions
- Enables students to make amends where their actions have harmed others
- Encourages respect for all concerned and develops empathy for others

The school is committed to the use of restorative practices with students and demonstrates this in the following ways at the 5-8 and 9-12 campuses:

- Respectful relationships
- PosEd
- Cooperative work
- Circle time—to plan, review and evaluate units of work
- Class meetings to solve problems
- Restorative chats
- No-blame Class conferences
- Restorative meetings to deal with bullying and other issues
- Using a restorative approach to solve conflict
- Community conferences
- Values education
- Pastoral Care / Personal Learning

Diversity in the school community

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The College aims to address diversity by:


- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- attracting highly skilled and diverse staff making the school a preferred employer
- increasing the range of knowledge, skills and experiences available in the workforce
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

Attendance

Regular school attendance is a critical factor in student success. For learning to take place, students have to be at school, in class and paying attention. Students who regularly miss days of school also miss valuable opportunities for education that often cannot be regained. Students receive the full benefit of classroom instruction only when they attend on a regular basis. That is, regular school attendance fosters a child's social development as well as their academic growth. By regularly attending school – completing assignments, and building strong connections with teachers and other students - students learn about responsibility and commitment to themselves and to others. These are among life's most valuable lessons.

Regular attendance at school is important to ensure that learning is not disrupted. Regular learning provides the building blocks for the future. Being at school helps children to develop important social skills, such as friendship building, teamwork, communication skills and a healthy self-esteem. When students stay away from school their learning and friendships are affected. They may miss the introduction of new work, revision or important explanations on how to do their work. Students will often fall behind in their learning.

The College is committed to continual improvement in the attendance rate of all students through a range of strategies including:

- regular articles in the newsletter reinforcing the benefits of regular attendance
 - follow up on student absence on a daily basis via parent phone calls, absence message bank, notes from home
 - Welfare Team follows up on patterns of extended or regular student absence or lateness with SSG.
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School Actions and Consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing real leadership opportunities for students (School and House Captains, Campus Leaders, Sports Leaders, SRC, Junior Council, Kokoda, Peer Leaders & Peer mediators, Buddy System, Alpine leadership schools, etc...)
- providing physical environments conducive to positive behaviours and effective engagement in learning
- positive behaviour strategies outlined in section 2.

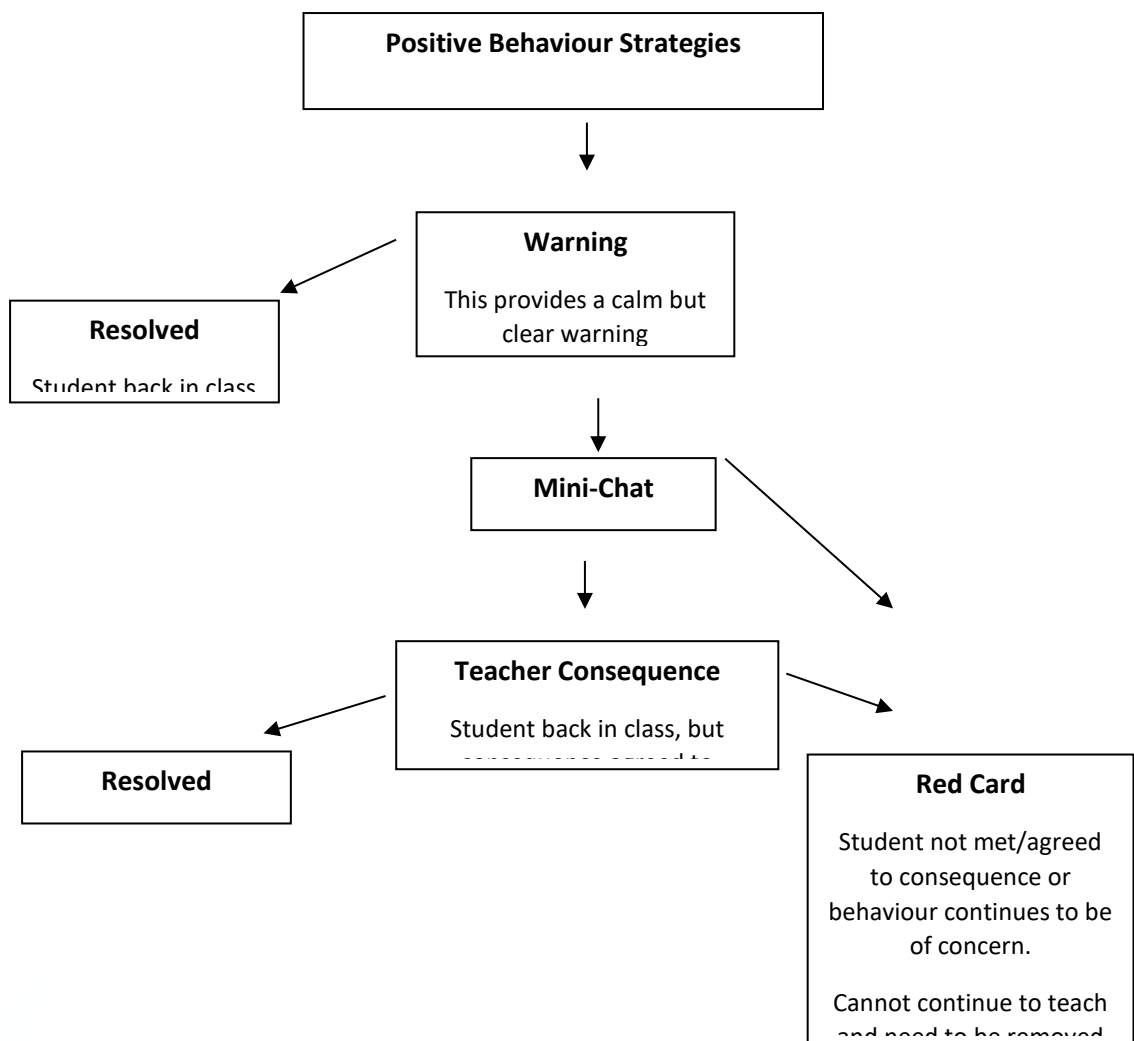
Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs
 - ensuring a clear understanding of expectations by both students and teachers
 - providing consistent school and classroom environments
 - scaffolding the student's learning program.
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Card System & Staged Response

Teachers incorporate restorative practices and positive behaviour strategies on a daily basis in the management of a fair and democratic classroom. Agreed steps are negotiated to deal with minor breaches within the classroom. If minor breaches continue, or there is deliberate defiance, the teacher will use the “red card” system.



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Yarrowonga College P-12 (P-4 Campus)

Red Card System

Red Card 1

Student Placed in a Buddy Class & Completes Reflection Sheet. Student meets with the teacher to complete an agreement regarding their behaviour and strategies to avoid this in the future. Teacher explains the process that will be followed if further red cards are received. (This occurs at every Red Card Stage)



Red Card 2

Teacher contacts parent/guardian and student is placed on an Individual Student Engagement Plan (2 days).



Red Card 3

Student is placed on Student Engagement Card (5 days). Possible A.P/Parent/Teacher meeting at the end of the 5 days, depending on student behaviour.



Red Card 4

Student placed on Student Engagement Card (5 days) and a meeting is held with parents, teacher and A.P to discuss concerns/issues. Student must attend meeting.



Red Card 5

Formation of a Student Support Group comprising Principal or a delegate of, classroom teacher, parents, student and Student Welfare Officer (Chris or Candy). ILP developed from meeting. For students in Prep – Year 5 a mentor student will be allocated. Student is again placed on a yellow card and possibly a formal referral to specialists is made



Red Card 6

Student Support Group reconvenes with the student, parent, A.P and or Principal. In house suspension (Student Reflection Day). Discussion to continue regarding referral to specialists, etc. Clear explanation to parent/caregiver and student around further incidents could incur a formal suspension.



Red Card 7

Student Support Group convene to discuss alternative options for the student, including suspension

Yarrowonga College P-12 (5-8 and 9-12 Campus')

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Red Card System

Red Card 1

Student Placed in a senior class & completes Reflection Sheet. Student attends a working lunch the next day & meets with the teacher to complete an agreement regarding their behaviour and strategies to avoid this in the future. Supervisor explains the process that will be followed if further red cards are received. (This occurs at every Red Card Stage)



Red Card 2

Year Level Coordinator contacts parent/guardian and student is placed on an Individual Student Engagement Plan/ Green Card (3 days).



Red Card 3

Student is placed on Student Engagement Card (5 days).

YLC organises a SSG meeting with parent & student to discuss concerns and issues.

A referral is made to STUDENT ENGAGEMENT & WELLBEING LEADER, School nurse or pathways leader for initial interview to establish a better understanding of the student in regard to difficulties they are facing, engagement or attendance issues – discuss possible strategies and interventions



Red Card 4

Student placed on Student Engagement Card (5 days)

SSG reconvenes meeting and individual learning/behaviour plan established. Student must attend meeting. Other strategies discusses (Year 12 mentor, tutorial assistance, etc...)



Red Card 5

Student placed on Student Engagement card (5 days)

SSG reconvenes – spend week with Year 12 mentor, formal referral made, tutorial assistance



Red Card 6

Student placed on student engagement card (5 days)

SSG reconvenes - clear explanation to parent/caregiver and student that further incidents may result in a formal suspension.



Red Card 7

Student placed on student engagement card (5 days)

A student may only be implemented with

SSG convenes to discuss alternative options for the student, including suspension

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in response to the student's behaviour. Appropriate and meaningful work will be provided to the suspended student to ensure a smooth transition back into the classroom upon return to school.

Attendance Issues

Education is a sequential process. Absences often mean students miss important stages in the development of topics, which in turn, can result in serious gaps in learning. The following support strategies are provided where there is a lack of regular school attendance or regular lateness to school

- Parents are sent a letter which includes all of the dates where absence has been recorded. This letter will require a written explanation for the dates missed. This is followed up with a phone call from the Year Level Coordinator / Campus Principal
- Year Level Coordinators / classroom teachers will complete a weekly check of attendance and lateness for students in their year level to identify extended or frequent absence and lateness by particular students. Upon identification of these issues, a phone call is made to the parent to discuss concerns and possible support strategies.
- If continued absence or lateness occurs a Student Support Group meeting is convened with parents to discuss attendance issues. This will include the student, parents, YLC and Campus Principal or Sub-school leader, and Student Engagement & Wellbeing Leader if requested.
- Regular Student Support Group Meetings will be convened if the problem does not improve. An ILP will be developed which will include individualised and flexible learning if needed. A range of interventions may be used including: modified timetable, student support room withdrawal to assist with learning, Workshop program at Primary Campus, catch up time to complete missed work, etc..
- Extra tutoring will be provided if this is deemed necessary.
- Counselling will be provided for student and family if necessary.
- The use of community support agencies such as NESAY will also be offered.

References:

Student Welfare Policy
Bullying and Harassment Policy
Privacy Policy
DET School Policy and Advisory Guide

Approved by School Council	19 th March, 2019
Approval Authority (Signature & Date)	School Council, Policy Committee
Reviewed Date	19 th March, 2019
Review Date	March, 2020