

STUDENT WELLBEING AND ENGAGEMENT POLICY

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.

Yarrowonga College P-12 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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POLICY

1. School profile

Yarrowonga College P-12, (YCP-12) was formed in 2010 when Yarrowonga Primary School and Yarrowonga Secondary College merged and is currently at two locations, Gilmore Street (P-4 Campus and 5-8 Campus) and Pinniger Street (9-12 Campus). All campuses are within walking distance of each other.

Yarrowonga College P-12 provides high quality education to approximately 1000 students across the two school sites, in the picturesque North East Victorian rural township of Yarrowonga, situated on the Murray River and Lake Mulwala. Yarrowonga College P-12 draws the majority of its students from the 3730 postcode area, with students also being coming from many smaller townships and districts in the surrounding area.

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As well as providing high quality education for Years P-4, 5-8 and 9-12 the College strives to provide a safe, inclusive and stimulating learning environment that empowers students to reach their personal best, both academically and socially.

As of May 2023 the student enrolment is 996 FTE, comprising of 361 from Prep to Year 4, 337 from Year 5-8 and 298 from Year 9-12. Student Family Occupation for P-12 in 2023 is 0.5103. At Yarrowonga College P-12 there are presently 53 students of a Koorie background and 0 students who have a Torres Strait Islander background. Yarrowonga College P-12 has 33.2 students enrolled who have a disability.

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. Yarrowonga College P-12 is a Child Safe Organisation and is registered as a Sun Smart School and as an Asthma Friendly School.

2. School values, philosophy and vision

YCP-12 Values include:

- *Integrity – always acting ethically and fairly, ensuring consistency between words and actions, upholding the College values in everything we do.*
- *Co-operation – 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 always courteous and acknowledging the beliefs and rights of others.*
- *Responsibility – taking ownership of our behaviour and actions and setting a positive example to others*

Aims for students:

YCP12 promotes high achievement by developing the learning capacities of all students, enabling them to be:

Motivated lifelong learners striving to achieve excellence

Students who demonstrate respect, compassion, honesty and tolerance for others

Innovative and resilient learners, inquisitive of the world around them

Students competent in the essential skills of literacy and numeracy, allowing all to reach their full potential

Technologically capable students who can adapt to a rapidly advancing world

Socially responsible students who contribute positively to the community

Vision(tbc)

3. Wellbeing and engagement strategies

Yarrowonga College P-12 utilises 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.

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

Universal

Whole school strategies used to promote positive behaviour and inclusion at Yarrowonga College:

- *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, Resilience Project survey data, NAPLAN, parent survey data, student management data and school level assessment data*
- *delivering a broad curriculum from P-12, enabling students, where appropriate, to choose subjects, programs, learning experiences and extracurricular activities that are tailored to their interests, strengths and aspirations*
- *teachers at Yarrowonga College P-12 use our College Instructional Model to ensure an explicit, common and shared model of instruction where evidenced-based, high impact teaching practices are incorporated into all lessons*
- *teachers at Yarrowonga College P-12 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 values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community*
- *carefully planned transition programs at key transition points to support students moving into different stages of their schooling:*
 - *Prep*
 - *Year 5*
 - *Year 7*
 - *Year 9*
- *structured end of year transition programs from P-11, including Meet the Teacher, Smart Start and Head Start*
- *positive behaviour and student achievement is acknowledged in the classroom, formally at school assemblies and awards nights and via communication to parents*
- *monitoring student attendance and implementing 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 Junior School Council and other forums including year group meetings and a variety student leadership roles (College Leaders, Campus Leaders, House Captains). Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.*

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- *create opportunities for cross—age connections amongst students, including formal Prep and Year 4 buddy program*
- *access to a range of support services via the school’s Wellbeing Team (Student Welfare Coordinator, Primary Welfare Officer, School Counsellor, Social Worker, Psychologist, Mental Health Practitioner, School Nurse, SSSOs, Engagement and Wellbeing Leaders, MHIPS Leader, Year Level Coordinators)*
- *Opportunities to attend The Workshop*
- *we engage in school wide positive behaviour education and support with our staff and students, utilising the following programs:*
 - *Respectful Relationships*
 - *The Resilience Project*
 - *Positive Education (PosEd)*
- *opportunities for student inclusion (a range of clubs/groups as well as recess and lunchtime activities)*
- *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 (see Bullying Prevention Policy and Inclusion & Diversity Policy)*

Targeted

- *In Years P-6 classroom teachers and year level Team Leaders monitor the health and wellbeing of all students in each year level group.*
- *In Years 7-12 each year level group has a Year Level Coordinator, a senior teacher responsible for their year, who monitors the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support*
- *The Engagement and Wellbeing Leaders at each Campus monitor the health and wellbeing of all students at their campus and, where needed, provide targeted support to individuals and small groups.*
- *Koorie students are supported by the Marrung Lead Teacher and Campus Principals to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture. Further support and culturally appropriate opportunities are provided via links to local cultural organisations (eg Many Mobs, Rumbalara)*
- *our English as a second language students are supported through the Department of Education’s EAL Virtual New Arrivals Program and are linked in with a learning mentor, and all culturally and linguistically diverse students are supported to feel safe and included in our school.*
- *we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department of Education’s policy on [LGBTIQ Student Support](#), facilitated by the Mental Health Team.*
- *all students in Out of Home Care are supported in accordance with the Department of Education’s policy on [Supporting Students in Out-of-Home Care](#) including having an Individual Learning Plan, 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 of Education’s policy on [Students with Disability](#), such*

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as through reasonable adjustments to support access to learning programs, consultation with families, Student Support Groups and Individual Education Plans

- *staff apply a trauma-informed approach when working with students who have experienced trauma*
- *all students from Year 9 and above will utilise the Morrisby Online Career Planning tool to develop a Career Action Plan, with targeted goals and support to plan for their future*
- *Yarrowonga College P-12 assists students to plan their Year 10 work experience and/or work placement, supported by their Career Action Plan*
- *Cohort and small group targeted sessions (i.e. Year 5 students complete Chill Skills, Year 6 students have completed social skills work based on feedback from teachers, Year 8 and Year 11 students complete the Teen Mental Health First Aid Certificate course facilitated by Live4Life).*
- *Engagement and Wellbeing staff will undertake other specific, needs-based health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff.*

Individual

Yarrowonga College P-12 implements a range of strategies that support and promote individual engagement. These include:

- *building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances*
- *meeting with the student and their parent/carer to talk about how best to help the student engage with school*
- *developing an Individual Education Plan and/or a Behaviour Support Plan*
- *considering if any environmental changes need to be made, for example changing the classroom set up*
- *referring the student to:*
 - *school-based wellbeing supports*
 - *Student Support Services*
 - *Appropriate external supports such as NESAY, The Bridge, NECAHMS, Orange Door, CASA DFFH, other allied health professionals, headspace, child and adolescent mental health services, Navigator or ChildFirst*
 - *Re-engagement programs*

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 Plan 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*
 - *with other complex needs that require ongoing support and monitoring.*

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Specific Wellbeing and Engagement Strategies/Programs utilised at each Campus

P-4	5-8	9-12
The Resilience Project Resilience, Rights and Respectful Relationships Zones of Regulation Values program, including weekly values awards House point reward system Social Skills groups Chill Skills groups GEM room MHIPS (Mental Health in Primary Schools) tools and strategies Lunchtime Activities *see Appendix 1, pg 15; Engagement and Wellbeing at P-4	The Resilience Project Resilience, Rights and Respectful Relationships Drs in Schools (7-12) Live4Life initiative (Yr 8) Modified Chill Skills session at Yr 5 GEM postcards Pastoral Care classes Wellbeing team support Small group programs Structured lunchtime activities Police Liaison Talks- Cybersafety Puberty and Health session program	The Resilience Project Resilience, Rights and Respectful Relationships Drs in Schools (7-12) Live4Life initiative (Yr 11) GEM postcards Wellbeing team support Man Cave & Flourishing Girls workshops Party Safe sessions Structured lunchtime activities Be Real/Learn 4 Life / Year 13 weekly session for 10 -12

Further information/resources on individual student wellbeing and engagement strategies/programs:

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)
- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

4. Identifying students in need of support

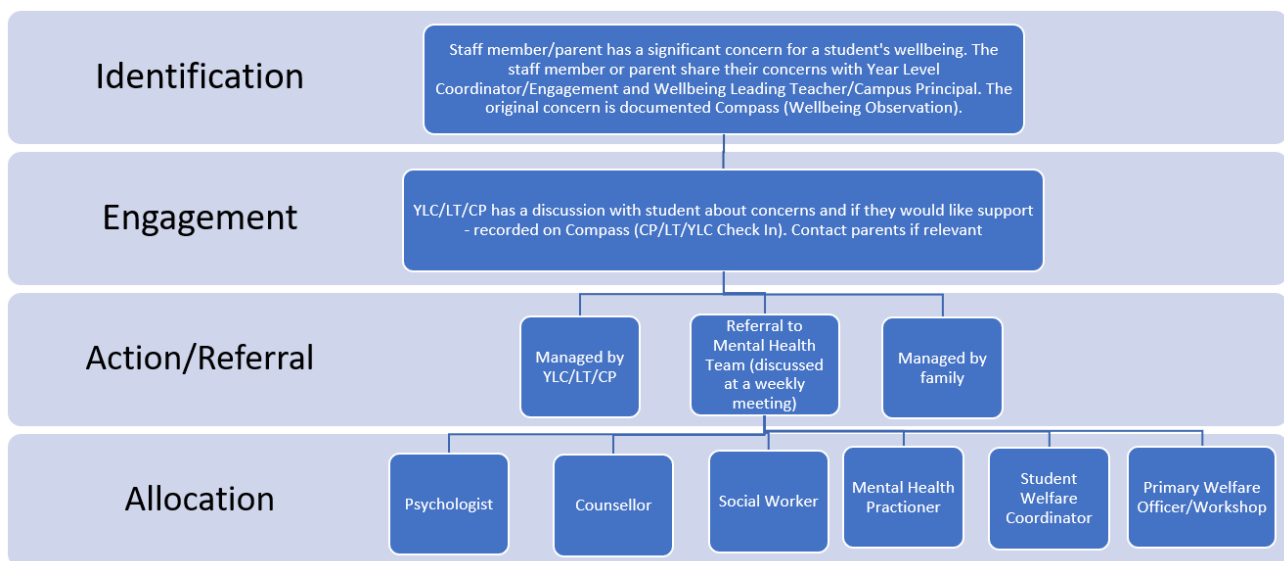
Yarrowonga College P-12 is committed to providing what is needed to ensure all our students are supported intellectually, emotionally and socially. The Student Engagement and Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Yarrowonga College P-12 utilises 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*

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- *academic performance*
- *attendance data*
- *student incident report data*
- *observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation*
- *engagement with families*
- *self-referrals or referrals from peers*

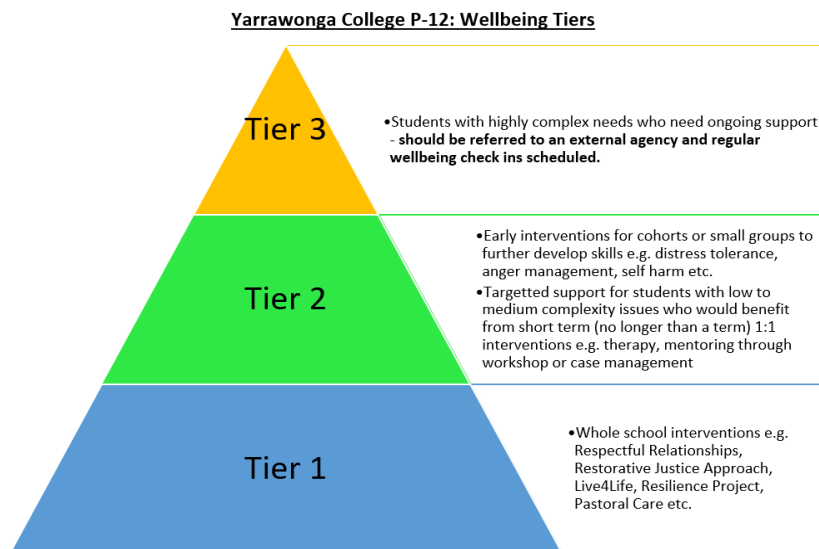
If classroom teachers or educational support staff have any concerns about the welfare of any student in their class, or any student they have come in contact with, they need to share their concerns with the campus based Student Engagement and Wellbeing Leaders, Year Level Co-ordinators, the 7-12 Student Welfare Coordinator or Campus Principals- either in person or via a Wellbeing Observation on Compass. This could include, but is not limited to, things such as concerns about health and well-being, changes in behaviour, mood, friendships, etc that they believe are impacting on the student's performance or behaviour in class or in the yard.



See Appendix 2 (pg 16) for further detail on who to contact/notify for serious concerns/issues. Refer also to the following school policies- *Child Safety and Wellbeing Policy*, *Child Safety Responding and Reporting Obligations and Procedures*.

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Support provided to students at Yarrowonga College will be based on the following Wellbeing Tiers. See Appendix 3 (pg 17) for internal and external wellbeing supports available for specific needs.



5. Student 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. We expect that all students, staff, parents and carers treat each other with respect and dignity.

Yarrowonga College P-12 is committed to providing an environment that is free from harassment. Every person at YCP-12 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 Yarrowonga College 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. (Refer to *Bullying Prevention Policy*)

Rights and Responsibilities of Students

Students have a right to:

- *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*
- *feel safe, secure and happy at school*
- *express their ideas, feelings and concerns.*

Students have a responsibility to:

- *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.*

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- *demonstrate respect for the rights of others, including the right to learn, which will contribute to an engaging educational experience for themselves and other students.*
- *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. As student's progress through school they will be encouraged and supported through this process.*

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*.

Rights and Responsibilities of Teachers

Teachers have a right to

- *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 effect the teaching and learning program for that student*

Teachers have a responsibility to

- *fairly, reasonably and consistently, follow the student behavioural expectations and management techniques listed in this 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 regular feedback regarding their child's performance*

Rights and Responsibilities of Parents/Carers

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 is encouraged*
- *expect the school to communicate any concerns about their child's learning*

Parents/carers have a responsibility to:

- *promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling 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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6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values and Student Code of Conduct (Appendix 4, pg 17). To ensure consistency throughout the school, staff are expected to follow up on specific behavioural expectations following the College Guidelines- Expected Follow up (Appendix 5, pg 18).

Management of student behaviour begins in the classroom. Teachers build relationships with their students, they focus on student engagement and learning and set up clear, consistent expectations in their classes, ensuring that students understand the behaviour management process within the class. Teachers are encouraged to consult with Year Level Coordinators, Team Leaders and/or Engagement and Wellbeing Leaders if they require any assistance with the management of their classroom or the management of students within their classroom.

When a student acts in breach of the behaviour standards of our school community, Yarrowonga College P-12 will institute a staged response, consistent with the Restorative Practices approach and the Department of Education'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.

Yarrowonga College implements positive, non-punitive interventions to support student behaviour, utilising Restorative Practices (see Appendix 6, pg 19).

Teachers at Yarrowonga College use the Red Card system after they have tried a number of steps and the student will not change their behaviour and it is impossible for the teacher to continue to teach the rest of the class. See Appendix 7 (pg 20) for further information on the Red Card system at 9-12 and 5-8 campuses and Appendix 8 (pg 22) for the P-4 Staged Response Process.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our *Bullying Prevention Policy*. Vaping will be managed in accordance with the Department of Education's [Smoking and Vaping ban policy](#) and the school's Response to Vaping guidelines (see Appendix 9, pg 24)

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 and consequences will always be proportionate to the nature of the behaviour and will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures will be used with discretion and in consideration of; 1. *Environment/background*, 2. *Previous interventions and agreements*, 3. *Frequency*, 4. *Disability and/or* 5. *OoHC, trauma, external service involvement*.

Measures that may be applied to respond to inappropriate behaviour include:

- *warning a student that their behaviour is inappropriate*
- *classroom based consequences, such as moving a student to another seat in the classroom or other reasonable and proportionate responses to misbehaviour*

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- *classroom conferences*
- *withdrawal of privileges*
- *utilising the Red Card system*
- *referral to the Year Level Coordinator*
- *restorative practices*
- *detentions*
- *behaviour support and intervention meetings*
- *behaviour support plans*
- *parent meetings*
- *suspension*
- *expulsion*

Withdrawal of Privileges

The school can withdraw student privileges (such as participation in excursions or specialist classes) as a consequence of breaching classroom or school behavioural standards. The specific privileges that are withdrawn may vary depending on the situation.

When withdrawing privileges as a disciplinary measure the school will ensure that:

- The withdrawal is time-limited
- The reasons for and period of the withdrawal is clearly communicated to the student and the parent
- The student is made aware of the behaviour standards expected in order for the privileges to be reinstated
- A Restorative meeting is held between the impacted teacher/s and student/s
- Behaviour contracts around Excursion or Camp attendance are put in place and understood by parents and student where concerns exist.

Responding to Challenging, Dangerous and Violent Student Behaviours

Challenging behaviour can generally be understood as something that either interferes with the safety or learning of the student or other students, or interferes with the safety of school staff. Incidents involving challenging, dangerous or violent behaviour can cause distress for the students involved or witnessing the incident, their parents and staff members. All incidents of challenging, dangerous and/or violent student behaviours must be reported to the relevant Campus Principal and Engagement and Wellbeing Leader.

Examples of challenging, dangerous or violent behaviours include but are not limited to:

- *Self-injuring behaviour, such as hitting/kicking walls, head-banging*
- *Verbal threat of harm which you believe a student will immediately enact*
- *Safety - running onto a road or near some other hazard*
- *Withdrawn behaviours such as shyness, rocking, staring, anxiety, school phobia, truancy, social isolation or hand flapping*
- *Disruptive behaviours such as continually being out-of-seat, calling out in class, tantrums, swearing, screaming or refusing to follow instructions*

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- *Violent and/or unsafe behaviours such as head banging, kicking, biting, punching, fighting, running away, smashing equipment or furniture/fixtures, attacking other students or staff, including hitting, hair pulling, throwing furniture or other objects at students and staff*
- *Inappropriate social behaviours such as inappropriate conversations, stealing, being over-affectionate or inappropriate touching.*

Incidents of challenging, dangerous or violent behaviour may occur following a period of escalating behaviour or may occur without any notice. In some cases, such behaviour may be associated with a student's disability or early trauma experiences.

Successful interventions are underpinned by strong staff-student relationships, as they require an understanding of the underlying factors influencing behaviour and the immediate triggers for its occurrence.

Interventions to prevent, de-escalate and respond to violent and dangerous student behaviours of concern can be broken into four categories:



When concerns arise about a student's behaviour, or when a student is displaying chronic patterns of challenging behaviour, a more targeted response is required which may include both support measures and disciplinary measures. Where students repeatedly demonstrate challenging behaviour, the school will implement more structured intervention strategies, including Behaviour Support Plans, as part of a staged response to address the behaviour.

The disciplinary measures implemented for incidents of challenging behaviour will depend on the nature and severity of the incident. Any decisions made in relation to addressing challenging behaviours will be clearly documented and discussed with the student's parent or guardian.

Suspension and Expulsion

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

Suspension, expulsion and restrictive interventions are measures of last resort and will only be used in situations consistent with Department of Education 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.

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The Principal of Yarrowonga College P-12 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.

Recording Student Incidents

All staff are encouraged to report student incidents via Compass. Type the student name in the search box for whom you wish to report on. On the right hand side of the screen select “add chronicle entry”. Under the template drop down menu select the appropriate form – usually ‘Incident Report’ or ‘Red Card’. If required to select a rating, red = serious and required follow up, yellow = FYI, green = positive. Complete all boxes and save.

7. Engaging with families

Yarrowonga College P-12 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*
- *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.*

8. Evaluation

Yarrowonga College P-12 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, and appropriately respond to, emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Yarrowonga College P-12 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.

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COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department of Education'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 Responding and Reporting Obligations Policy and Procedures
- Attendance Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2023
Consultation	May 2023- School Council meeting and on the College website for the wider school community
Approved by	Damien Keel – College Principal
Next scheduled review date	May 2025

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APPENDICES

APPENDIX 1: Engagement & Wellbeing Plan @ Yarrowonga P-4 Campus

<i>Building Relationships:</i>
- Each teacher will prioritise forming strong relationships with every student
- Each teacher will conduct a 5 minute 'get to know you' 1:1 conversation in term 1
- Regular check ins will be conducted by classroom teacher especially with behavioural and wellbeing students
<i>Establishing Routines:</i>
- Each classroom teacher will have a circle time to start the week/their teaching day
- Each grade will run a TRP lesson at least once a week and incorporate the GEM principles into daily practise when opportunities arise
- Each class will have a wellbeing hour once a week where the focus can be on Resilience Project, RRRR, Values, Building Relationships etc
<i>Supporting Students with Additional Learning Needs:</i>
- Children that are 12 months above will have an IEP
- Children that are 12 months below will have an IEP
- Children with red behaviour will have a behaviour support plan
- The prevent, teach, reinforce model should be used to support challenging behaviour
- Every Koorie student will have an IEP
- Every student in out of home care will have an IEP
- Every PSD student will have an SSG at least once a term
<i>Supporting Individual Learning Needs:</i>
- Each student will have a 'Learner Profile' downloaded to classroom computers in term 1, updated, uploaded and pinned to compass at the end of term 4
- Each student will have an academic tracker downloaded in term 1 then updated, uploaded and pinned to compass at the end of term 4
- Teachers will regularly document key information about students through compass chronicle entries as needed
<i>Behaviour Management:</i>
- Each classroom teacher will implement the Zones of Regulation in their classroom and refer to them for emotional regulation and behaviour
- Each classroom teacher will refer to positive education principles
- Each classroom will implement teach and refer to our College Values of 'Integrity' 'Co-operation', 'Respect', 'Responsibility & 'Honesty'. As a class: <ul style="list-style-type: none"> • Define what these words mean • Identify ways these values can be displayed at school • Reinforce displayed values with tokens etc
- Teacher's will follow the weekly values focus by discussing at the start of the week the definition etc then regularly reinforcing over the week
- Classroom teachers will give weekly 'Value Awards' that correspond to whatever week we are in (e.g., _____ displayed respect by welcoming a new student in our class). To be given out at assembly

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- Values posters will be displayed in every room/year level space
- Restorative practices will be used to correct and resolve undesired behaviours
- Red card system & staged response will be used to address behaviours as needed
House Points Reward Systems:
- Positive reinforcement should be used to label and encourage desired behaviours
- Tokens will be given in class and in the yard for students displaying our values and positive behaviours
- Children will have their names displayed within their classroom so that they know which house they're in
- There will be Year 4 House Captains each term who add up tokens
- Each year level will have a display station and tokens
- House points can be given for students who have Nude Food, complete home reading or any other positive behaviour that should be reinforced within the classroom
- Individual rewards can be decided on a class room/year level basis

APPENDIX 2: Serious concerns/issues – who to contact. Refer also to the following school policies- *Child Safety and Wellbeing Policy, Child Safety Responding and Reporting Obligations and Procedures.*

Issue	Who to contact/notify
Mandatory reporting (DFFH) <ul style="list-style-type: none"> Document on Compass (Wellbeing Confidential) 	Notify: <ul style="list-style-type: none"> School Welfare Coordinator Relevant E&W LT Relevant Campus Principal Damien Keel
Self-harming students <ul style="list-style-type: none"> Document on Compass (Wellbeing Confidential) 	Notify: <ul style="list-style-type: none"> School Welfare Coordinator Relevant E&W LT Relevant Campus Principal Damien Keel (prior to incident report to Department of Education)
Suicidal ideation in students <ul style="list-style-type: none"> Document on Compass (Wellbeing Confidential) 	Notify: <ul style="list-style-type: none"> School Welfare Coordinator Relevant E&W LT Relevant Campus Principal Damien Keel (prior to incident report to Department of Education)

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APPENDIX 3: External and internal wellbeing supports

High Impact Wellbeing Areas	Internal	External (list below as example, not complete)
Learning	Year Level Coordinators Learning Area Leaders Tutor Learning Initiative Middle Years Literacy and Numeracy Support	
Material Basics	The Workshop	
Mental Health	Psychologist MHP SWC Social Worker Counsellor	Headspace NESAY The Bridge NECAMHS External counsellors or psychologists
Physical Health	School nurse Doctors in Secondary Schools Program	GP Pediatrician
Cared for and Safe	The Workshop Student Welfare Coordinator Counsellor Social Worker Mental Health Practitioner Year Level Coordinators Leading Teachers	DFFH – Child protection Orange Door CASA
Participation	Year Level Coordinators Principal Class Leading Teachers Wellbeing The Workshop	Navigator

APPENDIX 4- Student Code Of Conduct: College Guidelines For Students

- *Courtesy and respect must be shown at all times to other students, staff and visitors to the College.*
- *Students must not interfere with anyone else or their belongings. This applies to the property of the College and teachers/office staff as well as to that of the students.*
- *Students in Years P – 10 must line up for class and may enter a classroom ONLY when a teacher is present.*
- *Students must walk sensibly and courteously within / around buildings.*
- *Running, pushing or other unruly behaviour is not acceptable.*

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- Heaters, fans, blinds and projectors in classrooms are to be adjusted only by the teachers or under a teacher's instructions.
- Visits to the toilet or to the office etc. should be made *DURING THE BREAKS* provided. Classes are to be assembled ready to enter the rooms when the bell for the start of class sounds.
- Students must arrange books for all the following classes during the breaks provided. Students are not to go to lockers between classes or during class time.
- Students must remain within the College grounds during school hours. Exceptions to this are (1) students with a lunch pass who may go to their designated home during lunchtime, (2) students with a note from a parent /guardian, who has signed out at the Office, (3) students involved in activities or excursions away from the school.
- Teacher's offices/Office are out of bounds to all students at ALL times, unless a teacher is present and has provided permission to be there with them.
- Students must NOT eat food in the corridors, classrooms or in the ECA centre at any time. Students may eat in classrooms when directed by the teacher.
- Students should not bring valuable items to school. If there are reasons why any of these items need to be at school, then they may be left at the Office during the school day. The school cannot be responsible for items lost or stolen.
- Students must not bring or chew gum at school.
- Any visitors to the school must report to the Office and obtain a visitor's pass, which must be worn while the visitor is on the school grounds.
- Students arriving late must IMMEDIATELY report to the Office to record their arrival.
- Students leaving the school early must sign out at the Office before they leave. They MUST either present a note explaining their early departure or be signed out by a parent or guardian.

APPEXDIX 5- College Guidelines: Expected Follow Up From Staff

Staff need to ensure that they are aware of, and follow up on, the following expectations of students consistently:

- Body piercing may need to be removed in practical classes such as PE, Metalwork and Woodwork and Science, as requested by the teacher, due to OHS concerns.
- No obtrusive jewellery is to be worn. In practical classes, for safety reasons, teachers may request that no jewellery be worn.
- Staff are expected to follow up students who are not in full school uniform. P-6 class teachers need to follow up directly with students and families. 7-12 teachers need to refer this to the Year Level Coordinator. The school can apply for support for uniforms via State School's Relief – please see the Wellbeing Leader for assistance with this.
- Chewing Gum is NOT permitted. Students chewing gum must be asked to place their gum in the bin. Use a global statement "In this school we do not chew gum" and continue to restate this until they place in the bin. Should they refuse, follow your normal classroom management plan.
- Students MUST NOT be allowed out of class WITHOUT a pass. All staff have been provided with a laminated pass for this purpose. Additional copies are available on staff common drive. If you see

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students out of class PLEASE ASK to see their pass. If they do not have one, send them back to class to get one. One student may leave the classroom at a time at the teacher discretion.

- *Teachers MUST NOT leave their class unattended. If necessary, get another staff member to watch your class temporarily.*
- *Students may have a water bottle in class for hydration purposes.*
- *DO NOT send students to the office during class time. They can complete excursion payments, phone calls, etc at recess or lunchtime.*
- *ENSURE that you are punctual to class. Students in Years P – 10 must line up quietly outside the classroom prior to entering with your permission.*
- *Mobile Devices are not permitted at school for P-6 students. Those students in 7-12 who bring mobile devices to school ARE NOT PERMITTED TO access their phones during school hours and whilst on school grounds. Phones must be locked in student lockers. If a student is using or accessing a mobile device then confiscate this and place it in the box in the office. These will be returned to students at the end of the day by the office staff. Parents will be contacted for subsequent breaches of this policy.*
- *Students who are late to school must sign in at the office where their arrival time will be noted on Compass. If they have arrived prior to you marking the roll, mark them as PRESENT, otherwise mark as ABSENT.*
- *ALL cords and speakers for projectors and IWB's in classrooms as well as remotes for reverse cycle units MUST remain in the locked box at the front of the classroom across the 5-8 and 9-12 campuses.*

APPENDIX 6- Restorative Practices at Yarrowonga College P-12

Yarrowonga College P-12 incorporates the principles of restorative justice in our student support and management practices.

Restorative Practices involves the building of positive relationships and establishing a supportive environment that is fair, consistent and democratic. The underlying principle is that relationships are important, and when an incident occurs, the focus is on the harm caused to the relationship and the subsequent repairing of that harm; rather than; what rule has been broken and therefore what consequences will be imposed.

In restorative practices, the wrongdoer(s) and the victim(s), as well as supporters of both, 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.

Rather than a person who is not involved dispensing “punishment” or consequences, all those involved are part of working out what should occur to make things right.

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

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- 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

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.

All Year Level Coordinators, Engagement and Wellbeing Leaders, Campus Principals and the Student Welfare Coordinator are fully trained in these techniques and will assist staff to resolve incidents restoratively.

Any incidents or issues at school will be resolved in this way, particularly bullying and harassment. Any suspensions will automatically result in a restorative meeting with students and parents.

APPENDIX 7- RED CARD SYSTEM Years 5-12

RED CARD SYSTEM – YEARS 9 – 12

Teachers will have their own classroom management plan that operates to deal with student learning and behaviour. In the case where all steps have been followed in the plan and a student continues to disrupt the learning of others, the last resort is for a teacher to give the student a “red card”. The following will then occur for students in Years 9 – 12.

- If a student receives a red card they will report to the Office where their name is recorded and they are placed in a designated area. In addition, they will attend a “working lunch” the next day. The classroom teacher needs to also come to the working lunch to work out the situation restoratively with the student. They need to form an agreement to ensure that the incident does not occur again. The classroom teacher also needs to place work for the student in the working lunch folder for completion during this time. Alternatively, the teacher may drop work in at the start of the session.
- This list of students is recorded on the whiteboard in the staffroom to remind staff that the student will be attending a “working lunch” for that day and they need to drop in and “work it out”.
- The supervising teacher will collect the “working lunch” roll and take it to the interview room. Students who do not turn up will be called over the PA and if they still do not turn up will be reported to the YLC for follow up.
- Students need to report to room 9 at 1.30pm and remain until 2.15pm, completing work provided by the teacher. Students need to bring their lunch with them.
- Once the restorative conversation has taken place, an agreement will be completed and copies provided to the teacher and to the student. This agreement is on staff info drive in the “Red Card” folder, as well as in the working lunch folder. Copies of the “restorative chat” card are also in this folder. The supervisor is available to assist with this conversation.

Yarrowonga College Red Card Staged Process (9-12 campus)

- 1st Red Card– Student spoken to by year level coordinator (potentially ring parents depending on situation)

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- 2nd – Student spoken to by year level coordinator and contact with parents made
- 3rd – SSG/Parent meeting made with parents and student put on a yellow or green engagement card
- 4th – another SSG meeting and student once again place on an engagement card.
- 5th – Student spends a day with a Year 12 student for mentoring and contact made with parents in the form of an SSG
- 6th – Student given in school suspensions
- 7th – External Suspension and SSG Meeting.

RED CARD SYSTEM – YEARS 5 – 8

The Red Card System will operate slightly differently for students in Years 5 – 8 with their core learning and elective teachers. Students in Years 5 – 8 who receive a red card will engage in a restorative conversation with their teacher and a facilitator (Georgie Thomas, Rachael Guppy or YLC) at the next available opportunity provided that sufficient ‘cool down’ time has passed and that the student and staff member are emotionally ready to resolve the issue and restore the relationship.

Arrangements will be made with the classroom teacher and the elective teacher for the restorative conversation to occur at the next available lunchtime. During this conversation an agreement on appropriate behaviour will be made.

- Teachers will have their own classroom management plan that operates to deal with student learning and behaviour. In the case where all steps have been followed in the plan and a student continues to disrupt the learning of others, or is behaving in an unsafe manner, the last resort is for a teacher to give the student a “red card”.
- If a student receives a red card they will be escorted by another student or staff member to an alternative learning area or office. Leadership may be contacted to support the classroom or the individual child’s relocation from the area.
- Students will be involved in a restorative conversation before returning to their class.
- Students will need to report to the 5-8 Campus office at 1:30pm the following day to complete work left by the teacher. Students that do not attend will be followed up by the YLC or Engagement and Wellbeing Leading teacher.
- The details of the incident must be recorded on Compass using the Red Card proforma by the initial staff member observing the behaviour. The child will work with a designated support person, who may also update the Compass report, and may be required to work through their break time to complete missed work and/or personal reflections as required.

Yarrawonga College Red Card Staged Process (5-8 campus)

Red Card 1

Student Placed in an alternate classroom, office area or 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).

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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 discussed (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)

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

APPENDIX 8: Staged Response Process – P-4 Campus

High Level Behaviours – Refer to Leadership

- Inform student of the violation and loss of right to remain in the classroom
- Isolate/withdraw student where possible / remove others if necessary
- Student to be withdrawn from the classroom and relocated to the office either by staff member if possible or via steps below
 1. Contact Campus Principal directly (via mobile or school extension)
 2. Contact office and request leadership support
 3. Contact Engagement & Wellbeing Leader or Team Leader to assist as last resort
- Leadership to review incident and determine consequences in consultation with class teacher
- Class teacher to Compass as Incident or Red Card entry where possible at **(RED)** level (or provide details directly to Leadership)
- Leadership to add to Compass entry and contact parents
- Leadership to facilitate restorative meetings with all parties

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- Re-entry to classroom and any further follow up (eg. Parent meeting, Behaviour Management Plan, external services) to be negotiated between leadership & teacher.

Examples of high-level behaviours:

- Repeated medium level behaviours despite teacher intervention
 - Intentional, targeted, physical or verbal disrespect, abuse or intimidation towards others
 - Deliberate physical or violent altercation/actions or threats
 - Being unsafe / attempting to leave the school grounds
 - Damaging/disrespecting classroom/school equipment purposefully
 - Targeted/deliberate swearing
 - Actions that meet Department of Education grounds for suspension
-

Medium Level Behaviours – Teacher Managed

- Reminder of expectation and clear choice (eg. To be respectful and cooperative in our class you need to use a quiet working voice and begin your task. If you continue to distract others, I'll have to ask you to move and work away from the rest of the class.)
- Consequence or temporary removal from or alteration of activity
- Removal to Buddy Class for 10 mins
- Class teacher to record on Compass (amber) & notify parents
- Time out for reflection/work completion or restorative chat with teacher during next break if required

Examples of medium level behaviours:

- Repeated low level behaviours despite teacher intervention
 - Interrupting teaching and learning
 - Continued refusal/poor choices
 - Inappropriate use of language
 - Refusal / disrespect
 - Needing to reset away from classmates
-

Low Level Behaviours – Teacher Managed

- Supportive Behaviour Management strategies (Non-verbal cues - eye contact, moving closer, facial gestures)
- Verbal Corrective Behaviour messages (address by name, state expectation clearly, acknowledge & redirect, rule reminders)
- Positive language, reinforcement & feedback around desired behaviour
- Mini Chat Reflection or use of brain/movement break or quiet time out
- Teacher to Compass in Grey if occurring frequently or student behaviours requiring to be tracked.

Examples of low level behaviours:

- Noisy / Distracting others
- Not following instructions
- Unwilling to begin/complete tasks
- Ineffective use of class time – avoidance, inattentive etc

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- Late to class
 - Not respecting personal space
-

APPENDIX 9: Yarrowong College P-12: Response to Vaping

9-12 Campus Response to Vaping:

Purpose: To reduce the prevalence of students vaping in the school and to help educate students and their families on the dangers associated with Vaping

Vaping – A student Vaping is any student caught Vaping or any student standing with a person who is Vaping.

- 1st Offence – Student is spoken to by their Year Level Coordinator who informs them that being their first offence that we will be contacting parents. Students will be also asked to take home a fact sheet on the dangers of Vaping. They will be required to have their parents sign the bottom of this fact sheet and return it to their Year Level Coordinator.
- 2nd Offence – Student will be spoken to by their Year level Coordinator and contact with home will once again be made. Student will be asked to complete an online Vaping course in the lunch room over 2 lunch periods or longer if they have not finished it.
- 3rd Offence – Parents will be asked to come into school for a meeting and student will receive an internal or external suspension.

5-8 Campus Response to Vaping:

Purpose: To reduce the prevalence of students vaping in the school and to help educate students and their families on the dangers associated with Vaping

Vaping – A student Vaping is any student caught Vaping or in possession of a Vape.

- 1st Offence – Student is removed from class will need to complete an online Vaping course. Parents are contacted and a phone or in person meeting will be held with the parent/s, student and 5-8 E&W Leader or 5-8 Campus Principal.
- 2nd Offence – Parents will be asked to come into school for another meeting and the student will receive either an internal or external suspension.