



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.

Traralgon College is committed to providing a safe, secure, inclusive 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 helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

CONTENTS

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

POLICY

1. School profile

Traralgon College is the sole government secondary provider in Traralgon, situated at the eastern end of the Latrobe Valley in Gippsland. The college has an enrolment of just under 1000 students with slightly over half of these at our Junior Campus (yrs. 7 – 9) and just under half at the Senior Campus (yrs. 10 – 12). Our two campuses are approximately 4 km apart.



Our ambition is to be the school of choice for students and parents in Traralgon. We are also creating a destination for teachers and leaders to develop their practice within a dynamic, professionally challenging, stimulating and rewarding environment.

Our community is relatively diverse in socio economic terms, drawing on students from Traralgon as well as the surrounding smaller towns. We cater for all students, regardless of disadvantage and pride ourselves in inclusivity.

The college offers a broad curriculum from core at year 7 to core with electives at years 8, 9 & 10 and an extensive VCE and VCAL program with VET options at years 11 & 12. At our junior campus, we have implemented a Studies of Asia program with a focus on building a Chinese language program in the future. In year 9, students participate in Connecting Learning in the Community CLiC, which is part of the Broadening Horizons initiative, designed to grow student community connection and aspiration. We offer a range of extra-curricular programs similar to most large secondary colleges as well as international travel opportunities with our sister school in China and through leadership programs such as the Global Challenge. We also offer an award winning Wakakirri program, a school musical production, a growing instrumental music program, an Entrepreneurial Program and Broadening Horizons.

2. School values, philosophy and vision

At Traralgon College, we focus on our purpose of “Growing together as adaptable, confident, successful learners and citizens”. This is supported by a well-developed vision, which describes what our students will do, how our staff work, individually, in teams, and how our leaders work. Our college works in teams, as we believe our teams take collective accountability for the learning, wellbeing and pathways of all our students.

We plan curriculum using the Understanding by Design framework and we focus on supporting student growth through inquiry learning and a positive and supportive learning culture. We emphasise the need to plan for deep learning and to plan for and teach the learning behaviours we look for in our students. The College’s Positive Behaviour Support program identifies the learning behaviours we expect to see in and out of classes and in the broader community.

We support students who are at risk of disengagement with a Response to Intervention approach. We have a strong wellbeing team consisting of two Student Wellbeing Coordinators, a Chaplin and school nurse who work across the college. We have a “Hands on Learning” program at the Junior Campus designed to meet the learning needs of students who are struggling to engage with learning in the regular classroom. Our cohort teams provide direct support to a diverse range of student needs, ensuring inclusivity and acceptance.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

Our college values support the achievement of our purpose and vision:

- Respect for self, others and our environment,
- Responsibility to strive for success,
- Resilience to take on new challenges.



3. Engagement strategies

Traralgon College has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. 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.

At Traralgon College, we use a Restorative Practice Framework that supports classroom management and student engagement. All staff have trained in the Berry Street Education Model that provides strategies to address trauma effected students and we are a School Wide Positive Behaviour Support School. We aim to create a learning environment that is safe and orderly where all students can learn by ensuring:

- high and consistent expectations of all staff, students, 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*
- 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, NAPLAN, parent survey data, student management data and school level assessment data*
- delivery of a broad curriculum including VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations*
- teachers at Traralgon College use a Gradual Release of Responsibility instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons*
- teachers at Traralgon College adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching*
- our school's Statement of 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 to support students moving into different stages of their schooling*
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents*
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level*
- there is opportunity for student voice and agency through Student Representative Council and other forums, providing an opportunity to contribute to and provide feedback on decisions about school in focus meetings. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.*
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs*



- *All students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, School Chaplain, Year Group Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning*
- *we engage our staff and students in programs such as:*
 - *Respectful Relationships*
 - *Social and Emotional Learning Programs*
 - *Safe Schools*
- *programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*

Targeted support

- *each year level has a Year Level Leader and an Assistant Leader responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support*
- *all students from Year 9 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future*
- *connect all Koorie students with a Koorie Engagement Support Officer*
- *all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment*
- *wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year*
- *staff will apply a trauma-informed approach to working with students who have experienced trauma*

Individual

The following strategies are student specific and are applied on a case by case basis.

- *Student Support Groups*
- *Individual Learning Plan and Behaviour Support Plan*
- *Program for Students with Disabilities*
- *referral to Student Wellbeing Coordinator and Student Support Services*
- *referral to ChildFirst, Headspace*
- *Navigator*
- *Lookout*
- *Ladder Program*

Traralgon College implements a range of strategies that support and promote individual engagement. These can include:

- *building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances*



- *meeting with student and their parent/carer to talk about how best to help the student engage with school*
- *developing an Individual Learning Plan and/or a Behaviour Support Plan*
- *considering if any environmental changes need to be made, for example changing the classroom set up, designing a seating plan,*
- *referring the student to:*
 - *school-based wellbeing supports*
 - *Student Support Services*
 - *Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or Child First*
 - *Re-engagement programs such as Navigator*

Where necessary the school will support the student's family to engage by:

- *being responsive and sensitive to changes in the student's circumstances and health and wellbeing*
- *collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student*
- *monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family*
- *running regular Student Support Group meetings for all students:*
 - *with a disability*
 - *in Out of Home Care*
 - *and with other complex needs that require ongoing support and monitoring.*

4. Identifying students in need of support

Traralgon College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Traralgon College will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- *personal, health and learning information gathered upon enrolment and while the student is enrolled*
- *attendance records*
- *academic performance*
- *observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation*
- *attendance, detention and suspension data*
- *engagement with families*
- *self-referrals or referrals from peers*



5. Student rights and responsibilities

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

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

6. Student behavioural expectations

Traralgon College is a Positive Behaviour Support School; an agreed matrix identifies the expected student behaviours in and out of class and acknowledgment of appropriate behaviours occurs through a rewards program. The school has established Safe and Orderly Learning Environment processes that assist students and teachers to engage in learning. Please see the Safe and Orderly Learning Environment policy booklet.

When a student acts in breach of the behaviour standards of our school community, Traralgon College will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- *warning a student that their behaviour is inappropriate*
- *teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour*
- *withdrawal of privileges*



- *referral to the Year Level Coordinator*
- *restorative practices*
- *detentions*
- *behaviour reviews*
- *suspension*
- *expulsion*

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

Corporal punishment is prohibited in our school and will not be used in any circumstance.

7. Engaging with families

Traralgon College values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communication policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Traralgon College will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

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

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS



- **Safe and Orderly Learning Environment** – policy and processes
- **Education and Training and Reform Act 2006 (Vic)**
<https://www.education.vic.gov.au/about/department/legislation/Pages/act2006.aspx>
- **Equal Opportunity Act 2010 (Vic)**
<https://www.humanrightscommission.vic.gov.au/the-law/equal-opportunity-act>
- **Reporting and Managing Emergencies and Incidents**
- **The Child Safe Standards**
<https://ccyp.vic.gov.au/child-safety/being-a-child-safe-organisation/the-child-safe-standards/>

REVIEW CYCLE

This policy was last updated on 16/09/2020 and is scheduled for review in 2 years.