

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the front office at either campus to organise interpreter support services.

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 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.

CONTENTS

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

POLICY

1. School profile

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 over 900 students. At Traralgon College, we use a Restorative Practice Framework that supports classroom management and student

engagement. Staff have trained in the Berry Street Education Model that provides strategies to addresses trauma effected students and we are a School Wide Positive Behaviour Support School. We are a dual campus school with our Shakespeare Street Campus housing our Year 7 and 8 students and our Grey Street Campus our Year 9 to 12 students. 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 and 8 to core with electives at years 9 & 10 and an extensive VCE and VM program with VET options at years 11 & 12. We offer a range of extra-curricular programs similar to most large secondary colleges, including an award winning Wakakirri program, a school musical production, a growing instrumental music program. At Traralgon College our programs and teaching are consistent with the principles of Australian democracy. The school adheres to the principles, including a commitment to:

- elected government; and
- the rule of law; and
- equal rights for all before the law; and
- freedom of religion; and
- freedom of speech and association; and
- the values of openness and tolerance.

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, and school nurse who work across the college. We 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. Wellbeing and engagement strategies

Traralgon College has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

At Traralgon College, we use a Restorative Practice Framework that supports classroom management and student engagement. Staff have trained in the Berry Street Education Model that provides strategies to address trauma-affected students and we are a School Wide Positive Behaviour Support School.

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

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise 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, parent survey data, student management data and school level assessment data
- deliver a broad curriculum including VET programs, VCE and VM 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 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 and School Philosophy 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 personalised transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, via Compass Chronicles, and formally in school assemblies and communication to parents including the Student Spotlight feature in the school newsletter
- monitor student attendance and implement personalised 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 Student Representative Council and other forums including year group meetings and Peer Support Groups. Student focus groups also periodically take place to seek student feedback. 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 across our College and with our feeder Primary Schools, through school plays, athletics, music programs and peer support programs
- all students are welcome to self-refer to student services, the Student Wellbeing Coordinator, School Nurse, 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 in school wide positive behaviour support with our staff and students, which includes programs and strategies such as:
 - o Respectful Relationships
 - o Berry Street Education Model
 - o Bully Stoppers
 - o Safe Schools
- programs, incursions and excursions developed to address issue specific needs or behaviour, including Courage to Care, focusing on Upstander behaviour and linking with Traralgon Police for incursions.
- opportunities for student inclusion through the Friendship Tribe social group, and other targeted Lunchtime and after school groups such as the Koorie Connections group.
- 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.

Targeted

- each year level group has a Year Level Leader responsible for their year, who monitors the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support.

- Advisory sessions along with Year Level assemblies are utilised to inform and educate students
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- we support learning and wellbeing outcomes of students from refugee background
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on LGBTIQ Student Support
- we have an active LGBTIQ+ group who meet regularly to connect and plan events including the annual Wear It Purple day
- all students in Out of Home Care are supported in accordance with the Department's policy on Supporting Students in Out-of-Home Care including being appointed a Learning Mentor, having an Individual Learning Plan and 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's policy on Students with Disability, such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- Police at Traralgon College Program runs with the support of staff from Traralgon Police station and is aimed at strengthening the relationship between students at Traralgon College and the proactive police unit
- 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, specific areas of focus include personal hygiene, mental health session and smoking/vaping
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)
- all students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Traralgon College assists students to plan their Year 10 work experience, supported by their Career Action Plan
- Our connection with Quantum Support Services also sees our students able to access the Adolescent Building Connections (ABC) program. This program is designed to provide the skills, understanding and learnings to encourage positive change in adolescents, to form healthy a respectful relationships.

Individual

Traralgon College implements a range of strategies that support and promote individual engagement. These can include implementing one or more of the following:

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

as well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

Traralgon College implements a range of strategies that support and promote individual engagement., including the following.

- 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
- 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 ChildFirst
 - Re-engagement programs such as Navigator
 - Doctors in School Program
 - Mental Health Practitioner

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
- 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.

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 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*
- *parent contact*

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, racism, 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. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's statement of Values and Student code of conduct (SOLE). Behavioural expectations are explicitly taught and reinforced with our School Wide Positive Behaviour Support Strategy (SWPBS).

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.

When a student acts in breach of the behaviour standards of our school community, Example School will institute a staged response, consistent with the Department'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.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

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

Disciplinary measures that may be applied include:

- *warning a student that their behaviour is inappropriate*
- *Contacting Parents and Carers*
- *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 support and intervention meetings*
- *suspension*
- *expulsion may be considered as a part of a Behaviour Intervention Support Meeting.*

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

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Traralgon College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

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 Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.
- Maintaining regular contact with families to discuss student learning and behaviour.

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, including attendance and absence data
- SOCS

Traralgon College 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.

COMMUNICATION

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

- Available publicly on our school's website
- Discussed at staff briefings/meetings as required
- Discussed at parent information nights/sessions as required
- Discussed at student forums as required
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carers notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

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

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

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2024
Consultation	School Council June 2024. Executive Team June 2024. School community July 2024.
Approved by	Principal
Next scheduled review date	June 2026