



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.

Mallacoota P-12 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 helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

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

SCOPE

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

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2. School values, philosophy and vision
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POLICY

1. School profile

Mallacoota P-12 College serves a small vibrant community in Victoria's Far East. Our purpose is to maintain a happy learning community where students from prep to year twelve can achieve to their full potential in a unique social and natural environment. The College prides itself on maintaining high academic standards within a supportive and inclusive environment. Emphasis is placed on maintaining a school culture of mutual respect where all students, parents and staff feel safe and supported. We are committed to maintaining



positive relationships with the wider community. School facilities and grounds are used by a range of community groups after school hours. Positive relationships and communication between home and school is a key component in creating a successful learning environment. Staff and parents are asked to communicate regularly in a range of settings and to work together for the benefit of our students. The College is governed by a strong and dedicated school council who have a long term commitment to making Mallacoota P – 12 College a leader in best school practice. A student representative council provides students with a voice and allows our students to take a leadership role in the directions and running of the school.

2. School values, philosophy and vision

Mallacoota P-12 College's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of Respecting, Learning and Striving at every opportunity.

Our College aims to be a happy learning community where students can achieve their full potential in a unique social and natural environment.

3. Engagement strategies

Mallacoota P-12 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.

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
- 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 VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Mallacoota P-12 College use the Gradual Release of Information instructional framework to provide an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Mallacoota P-12 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
- 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. Students are also encouraged to speak with their teachers, Sector Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students whole through school activities (such as sporting days, spelling bees etc.) music programs and peer support programs
- All students are welcome to self-refer to the Social Worker, School Nurse, Home Group teachers, 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 such as:
 - Respectful Relationships
 - Bully Stoppers
 - 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)
- buddy programs,

Targeted

- each sector group has a Coordinator, a senior teacher responsible for their sector, who monitor the health and wellbeing of students in their sector, and act as a point of contact for students who may need additional support
- all students from Year 7 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
- Mallacoota P-12 College assists students to plan their Year 10 work experience, supported by their Career Action Plan
- 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

- Student Support Groups, see:
<https://www2.education.vic.gov.au/pal/student-support-groups/policy>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace
- Navigator
- Lookout

Mallacoota P-12 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
- 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

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
- 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

Mallacoota P-12 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. Mallacoota P-12 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, supported 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

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. An overview of our expected behaviours is available in our Behaviour Expectations Matrix (appendix 1). Student bullying behaviour will be responded to consistently, in line with the Mallacoota P-12 College Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Mallacoota P-12 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 Sector Coordinator
- development of a behaviour plan (in consultation with student/parent/s)
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

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 Mallacoota P-12 College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

Mallacoota P-12 College's 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.

8. Evaluation

Mallacoota P-12 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

COMMUNICATION

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

- Included in staff induction processes
- Discussed at staff briefings or meetings, as required
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

FURTHER INFORMATION AND RESOURCES

Related school policies:

- Statement of Values and School Philosophy
- Bullying Prevention
- Child Safe Standards

POLICY REVIEW AND APPROVAL

School council consulted	05/05/2021
Policy last reviewed	23/04/2021
Approved by	Principal – 05/05/2021
Next scheduled review date	May 2023



Appendix 1.



Mallacoota P-12 College—Behaviour Expectations Matrix

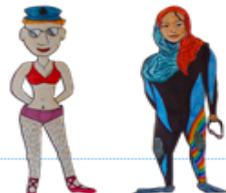
At Mallacoota P-12 we create, practice and maintain an environment that promotes respectful relationships, gender equality, learning and striving.

Values	All Settings	Learning Spaces	Outdoor settings	Outside School	Using ICT	Bathrooms
When Respecting We...	<ul style="list-style-type: none"> take care of ourselves and others communicate in a kind, inclusive and considerate way follow instructions/directions and use our own initiative take care of equipment and belongings 	<ul style="list-style-type: none"> walk indoors are patient e.g. wait our turn use equipment safely as intended leave our spaces tidy 	<ul style="list-style-type: none"> walk on pathways put litter in the bin share spaces are SunSmart sit when eating 	<ul style="list-style-type: none"> follow road rules travel with care take care of our built and natural environment 	<ul style="list-style-type: none"> obtain consent to publish/share treat people online as we do in person practise cyber safety 	<ul style="list-style-type: none"> flush the toilet leave bathrooms clean wash our hands consider others' privacy and needs
When Learning We...	<ul style="list-style-type: none"> arrive on time and ready to learn participate in school programs to the best of our ability ask for help when needed are actively involved in our own teaching and learning 	<ul style="list-style-type: none"> ask questions attempt set tasks/activities seek and give timely and specific feedback 	<ul style="list-style-type: none"> play by the rules and include others 	<ul style="list-style-type: none"> are positively involved with the wider community 	<ul style="list-style-type: none"> bring our computers fully charged access, manage and use ICT as a learning tool/ resource stay on task 	<ul style="list-style-type: none"> use the toilet during breaks when possible
When Striving We...	<ul style="list-style-type: none"> encourage and support others when we can challenge and trust ourselves to have a go are problem solvers celebrate our success with others promote and use sustainable practises 	<ul style="list-style-type: none"> set goals, reflect and learn along the way 		<ul style="list-style-type: none"> engage responsibly with the community and environment 		<ul style="list-style-type: none"> report problems to the office

limitless



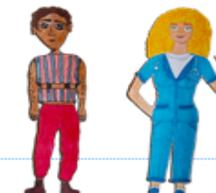
valued



unique



accepted



strong

