

TERANG COLLEGE

Student Wellbeing and Engagement

POLICY



Help for non-English speakers.

If you need help to understand the information in this policy please contact the Principal, Kath Tanner.

1. 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.

Terang 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.

2. SCOPE

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

3. 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

4. POLICY

1. School profile

Terang College is a school where students of all ages are encouraged to grow academically, socially and emotionally to ensure that they become active members of our local community. The College has a major emphasis on academic rigour and high expectations but overriding all others is the well-being of the students, staff and parents and ensures that they become confident, contributing members of their communities.

At Terang College, our pedagogy and programs aim to foster tolerance and respect of others, respect for the local and global environment but most importantly a respect for themselves in their learning and growth. Our values include: Pride, Responsibility and Respect.

Our staffing profile includes: College Principal, 2 Assistant Principals, 3 Leading Teachers, 1 Learning specialist, 16 full time Teachers and 14 part time Teachers along with 3 full time and 14 part time Education Support Staff.

We are situated in Western Victoria, 211 kms west of Melbourne. We form part of the South West Victorian Region of Schools. Terang College is a co-educational College consisting of a P—12 students. The College operates under the framework of a Junior school (P-4), Middle school (5-8) and a Senior school (9-12). Student numbers have remained relatively stable at 260. Two percent of students had English as an additional language and three percent were Aboriginal or Torres Strait Islander. Terang College is determined to see an improvement in Literacy and Numeracy results across the board. Efforts to simplify and raise the profile of our Instructional Model, along with support from the Tutor Learning Initiative and Middle Years Literacy and Numeracy Specialists have been our focus.

2. School values, philosophy and vision

Terang College is dedicated to providing a safe, respectful, caring, and supportive community. We foster positive relationships with students, staff, families and community members with a strong emphasis on wellbeing. Our College is committed to empowering students to achieve their highest standard of intellectual, emotional, social and physical development. Our core values of respect, responsibility and pride underpin our College motto of 'Together We Grow'.

Our Statement of Values and School Philosophy is available online at: <http://www.terangcollege.vic.edu.au/statement-of-values-school-philosophyapproved-210322->

2/ Wellbeing and engagement strategies

Terang 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.

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 and VPC to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations*
- *teachers at Terang College use Explicit and Direct Instruction as an 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 Terang 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 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 Junior School Council and other forums including year group meetings. Students are also encouraged to speak with their teachers, Sub School Leader, 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 whole college days*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities such as:*
 - *Sports Equipment*
 - *Library Activities*
 - *Running club –*
 - *Terang Art Show*
 - *Theatre visits and Author visits*
- *all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, Mental Health Practitioner, 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*
- *Student Wellbeing Programs and Health promotion Programs*
- *Student Leadership - active School Captains and House Leaders, SSG's for students with disabilities. - Colac/Corangamite Social Workers - School Nurse - School Psychologist - MIPS - School assemblies - SSRC /JSC activities - Career Development - Assemblies. -*
- *we engage in school wide positive behaviour support with our staff and students, which includes programs such as:*
 - *School Wide Positive Behaviour Support*
 - *Positive Education Framework*
 - *Respectful Relationships*
 - *Safe Schools*
- *programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs):*
 - *Police – Cyber Bullying*
 - *Corangamite Shire Youth Worker*
 - *Brophy Family& Youth Services*
 - *Mental health incursions, e.g Mancave*

- WestVic Workforce
- Induction ceremony
- Deakin University - Engagement and Access
- 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 group has a Home Group Leader, who meets with them each morning, 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
- Indigenous 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 – all staff have completed CUST and two staff are our Cultural Champions. We acknowledge and celebrate special days on the calendar.
- 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 including through reporting against the EAL measures
- 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 including celebrating special days such as an IDAHOBIT wellbeing 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
- 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
- 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
- Terang College assists students to plan their Year 10 work experience, supported by their Career Action Plan

Level	Targeted Program, Camps, Excursions
Prep – Year 4	<ul style="list-style-type: none"> - School Nurse Screening - House Spirit Program - Respectful Relationships - Learning to Learn - Visiting Dentist - Hoop time - Flagstaff Hill visit - Camp Kangarooie Years 3/4 - Years 1/2 Sleepover - Quantum Victoria Science & Maths Programs & Education - A wide range of Sporting events
Years 5 and 6	<ul style="list-style-type: none"> - Health – Puberty & Hygiene - Kitchen Garden Program - Debating Eisteddfod - Poetry Eisteddfod

	<ul style="list-style-type: none"> - Hoop time - Lifesaving day – Port Campbell - Respectful Relationships - Sovereign Hill and Anglesea Camps - A wide range of Sporting events
Years 7 and 8	<p>Leadership programs</p> <ul style="list-style-type: none"> - Deakin Engagement & Access Program – Deakin University - Health – Sexual Education - Big Day Out - Cape Bridgewater Camp - Cows Create Careers - Tower Hill Excursion - End of year activities (Noorat Walk, Surfing, Adventure Park). - A wide range of Sporting events
Year 9	<ul style="list-style-type: none"> - Bricks - Alpine School - First Aid Certificate (St. Johns) - Snow Camp 9/10 - Central Australia Camp 9/10 - Try A Trade - A wide range of Sporting events
Year 10	<p>Urban Experience</p> <ul style="list-style-type: none"> - Snow Camp 9/10 - Central Australia Camp 9/10 - Core of Life/ Safe Sex - Bricks - Personal development/Resilience - Year 10 Work Experience - Mock Job Interviews - VETis / ASBAs - Kwong Lee Dow Scholarship - Course & subject counselling - BEACON program – Deakin University - MITT (Multiple Industry Trade Taster) - A wide range of Sporting events
Year 11	<p>11/12 Transition</p> <ul style="list-style-type: none"> - Year 11 Work Experience - VETis / ASBAs - Winter Ball - Barwon Prison Visit - Course & subject counselling - VCE/VCAL Induction program - BEACON program – Deakin University - Study skills – work ready day - A wide range of Sporting events
Year 12	<p>Year 12 Orientation (Stress management/team building)</p> <ul style="list-style-type: none"> - Year 12 Induction Program - VETis / ASBAs - Victoria Police: Save a Mate - Exit Interviews

	<ul style="list-style-type: none"> - P.A.R.T.Y Program - Elevate Study Skills - SEAS - Melbourne Genetics Workshop - A wide range of Sporting events
--	---

Individual

Terang 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 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.

3. Identifying students in need of support

Terang 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. Terang 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

4. **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 in a respectful way.
- Access quality teaching and learning programs
- Utilise current ICT resources to enhance their learning opportunities
- Be exposed to rich and authentic resources
- Participate in additional activities to help build relationships and develop stronger understandings of curriculum content, such as camps and excursions

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.
- Respect the right of the teacher to teach
- Respect college equipment and keep the grounds clean and tidy

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.

5. **Student behavioural expectations and management**

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

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, Terang College 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
- 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

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

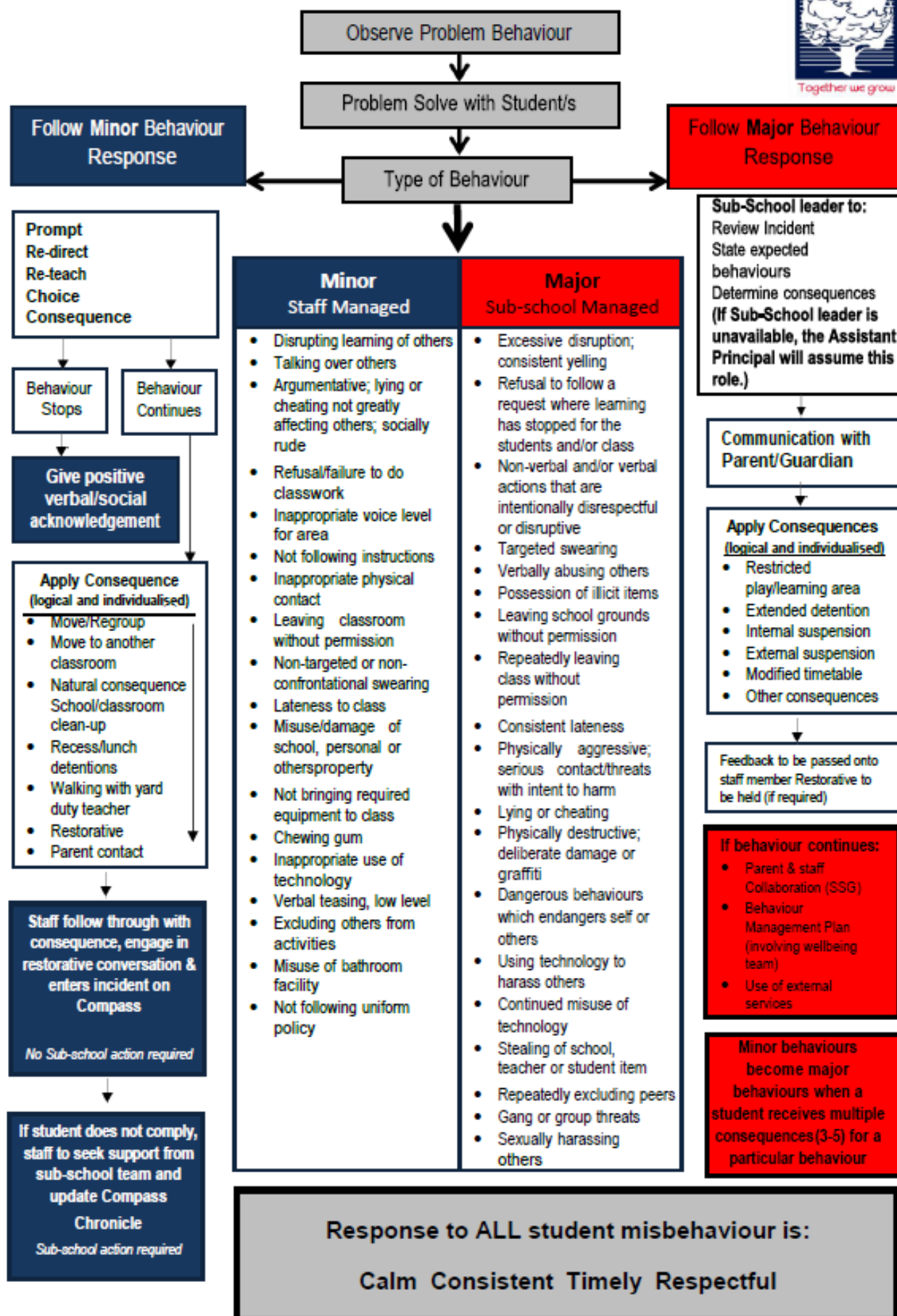
- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

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.

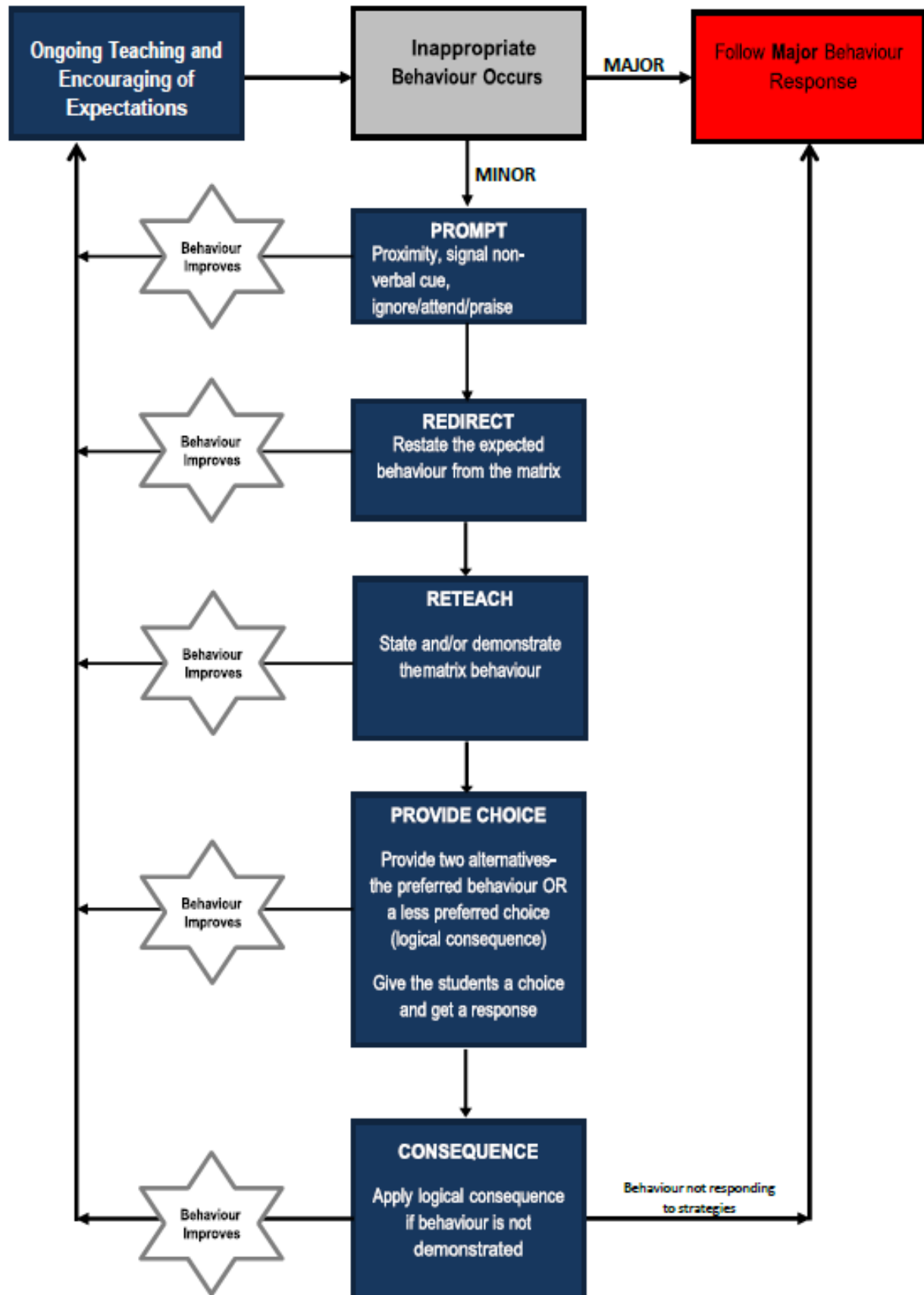
The Principal of Terang College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

Terang College Behaviour Management Flowchart



Continuum of Support for Discouraging Inappropriate Behaviour



6. Engaging with families

Terang 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
- consulting and communication with families about school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

5. EVALUATION

This policy will be reviewed every 2 years or earlier as required.

Terang 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.

Data to inform this review will be collected through:

- Discussion and consultation with students and parent/carers
- Regular student, staff and parent/carer surveys
- incidents data
- school reports
- attitudes to school survey
- parent opinion survey
- case management records
- CASES21, including attendance and absence data
- SOCS

Terang 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.

6. COMMUNICATION

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

- Available publicly on our school's website and Compass
- Included in staff induction processes
- Included as annual reference in school newsletter
- 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'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 Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2023
Consultation	Student discussion – February 2023 Parent survey – 2022 School Council – 21/03/2023
Approved by	Principal
Next scheduled review date	May 2025