



Student Wellbeing and Engagement Policy

Truganina College

This policy reflects the DET *Student Policy Advisory Guide* including school community consultation.

Principal: Jennifer Crowle

School Council President: Jagruti Dave

Date: 13th May 2019

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.

Truganina 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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School Name: Truganina P-9 College		Policy name: Student Wellbeing and Engagement Policy		Policy Ref. Number: 4.1 (a) (i) 2	
Owner: J.Crowle [AUTHOR]	Approved by: School Council [APPROVER]	Date: 13/05/2019 [Month, Day, Year]	Version 1.0	Page 1 of 19	

1. School profile

Truganina College officially opened in 2015 and is located within the City of Wyndham at 55 Clearwood Drive, Truganina, MEL 203 B3. The area is believed to be named after Truganina, a full-blooded Aboriginal Tasmanian woman who spent a short time in the area. Truganina College provides instruction for students in Foundation through to Year 9. The school has a focus on effective transition from Early Learning Centres and to Senior Secondary education.

Truganina College employs the correct number of staff as required by the DET guidelines. As Truganina is in a growth corridor, student numbers have increased rapidly. Many of the families are first home owners who have recently shifted into the area or families who are renting properties. The local infrastructure is being built to support this rapidly growing community. The school forms the centre of the community as other facilities such as sporting precincts, neighbouring roads and shopping precincts which are still being developed and completed.

It is evident that enrolments are coming from culturally diverse backgrounds including a high percentage of students from Pacific Islander and Indian descent.

2. School vision and values

Our vision: Our school community is one with high expectations. We are collaborative and inclusive of all. We deliver a 21st century guaranteed and viable curriculum that results in outstanding student achievement.

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

The school values are: Respect, Resilience, Responsibility and the right to Learn. These values underpin all interactions at the College.

All teachers at Truganina College uphold the Department of Education Values of Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights.



3. Child Safety and Protecting Children From Abuse

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Truganina College has an appointed a Child Safety Officer to ensure the strategies are well embedded into the organisational culture of the College.

Please refer to related policies:

- 1) Child Safe Code of Conduct
- 2) Child Safe Statement of Compliance

A statement about the rights and responsibilities of all students and school staff is included at **Appendix 1**.

4. Guiding principles

- The school will collaboratively develop and implement a fair and respectful whole-school approach to engagement and behaviour management.
- The school's curriculum will include explicit teaching of pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote the provision of education and training that is culturally relevant, reinforces cultural identity and provides supportive learning environments for Koorie people.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

5. Engagement strategies

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and we will put in place strategies to identify these students and provide them with the support they need.

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The School works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships.

There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in **Appendix 2**.

6. Identifying students in need of extra support

Our school 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. Truganina 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, particularly in literacy and numeracy assessments
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance
- major, minor and positive behaviour data
- engagement with families
- self-referrals or referrals from peers

7. Student behaviour

Truganina College recognises that positive student behaviours are most effectively developed and supported through relationship-based whole-school and classroom practices, and clearly communicated behavioural expectations. Shared behaviour expectations for students, parents/carers and school staff are detailed in **Appendix 3**.

The school follows the *School Wide Positive Behaviour Framework (SWPBS)* with a *Positive Pathways Model* being used to reward, recognise and respond to positive and less desirable behaviour.

SWPBS is a whole-school framework which provides school professionals with an approach to promote improved behaviour at the school. At the College we support our students by having a weekly behaviour focus that is explicitly taught school wide. The Truganina College Behaviour expectations matrix and the Truganina Positive Pathway can be found in **Appendix 4**.

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Responding to challenging behaviour

For students with or at risk of attendance or behaviour related issues, the School will institute a staged response as outlined in the Department of Education and Trainings Student Engagement and Inclusion Guidance (see **Appendix 5**).

Examples of challenging behaviour include:

- Withdrawn behaviours such as shyness, rocking, staring, anxiety, school phobia, truancy, social isolation or hand flapping
- Disruptive behaviours such as being out-of-seat, calling out in class, tantrums, swearing, screaming or refusing to follow instructions
- Violent and/or unsafe behaviours such as head banging, kicking, biting, punching, fighting, running away, smashing equipment or furniture/fixtures
- Inappropriate social behaviours such as inappropriate conversations, stealing, being over-affectionate, inappropriate touching or masturbation.

Bullying Prevention

Truganina College is committed to providing a safe and respectful learning environment where bullying will not be tolerated.

When responding to bullying behaviour, Truganina College aims to:

- be proportionate, consistent and responsive
- find a constructive and positive solution for everyone
- stop the bullying from happening again
- restore the relationships between the students involved.

Truganina College acknowledges that school staff owe a duty of care to students to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include harm that may be caused by bullying behaviour.

Definitions

Bullying occurs when someone, or a group of people, deliberately and repeatedly upset, harass, intimidate, threaten or hurt another person or damage their property, reputation or social acceptance. There is an imbalance of power in incidents of bullying, where the bully or bullies have more power than the victim due to their age, size, status or other reasons.

Bullying may be direct or indirect, physical or verbal, and includes cyberbullying. Bullying is not a one-off disagreement between two or more people or a situation of mutual dislike. In this policy any reference to 'bullying' includes all forms of bullying including cyberbullying.

Bullying can be:

1. *direct physical bullying* – e.g. hitting, tripping, and pushing or damaging property.
2. *direct verbal bullying* – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
3. *indirect bullying* – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person and/or damaging a person's social reputation or social acceptance.

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Harassment can also constitute bullying if it amounts to a pattern of behaviour or course of conduct towards another person that is demeaning, offensive or intimidating to a person.

Cyberbullying is direct or indirect bullying behaviours using digital technology. For example via a mobile phone, tablets, computers, chat rooms, email, social media, etc. It can be verbal, written or include use of images, video and/or audio.

Other distressing behaviours

Many distressing behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing behaviours should report their concerns to school staff and our school will follow the Child Safe policies. *Mutual conflict* involves an argument or disagreement between people with no imbalance of power. In incidents of mutual conflict, generally, both parties are upset and usually both want a resolution to the issue. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single-episode acts of harassment, nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion, they are not being bullied. Harassment, nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, single episodes of harassment, nastiness or physical aggression are not acceptable behaviours at our school.

Bullying Prevention

Truganina College has a number of programs and strategies in place to build a positive and inclusive school culture. We strive to foster a school culture that prevents bullying behaviour by modelling and encouraging behaviour that demonstrates Respect, Resilience and Responsibility.

Bullying prevention at Truganina College is proactive and is supported by research that indicates that a whole school, multifaceted approach is the most effect way to prevent and address bullying. At our school:

- We have a positive school environment that provides safety, security and support for students and promotes positive relationships and wellbeing.
- We strive to build strong partnerships between the school, families and the broader community that means all members work together to ensure the safety of students.
- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour.
- In the classroom, Truganina College explicitly teaches Respect, Responsibility and Resilience including awareness, assertiveness, conflict resolution and problem solving.
- Students are encouraged to look out for each other and to talk to teachers and older peers about any bullying they have experienced or witnessed.
- We participate in whole school events to promote respectful and safe behaviour and learning.

Our ability to effectively reduce and eliminate bullying behaviour is greatly affected by students and/or parents and carers reporting concerning behaviour as soon as possible, so that the responses implemented by Truganina College are timely and appropriate in the circumstances (see **Appendix 6**).

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Investigations

The teacher and TLT leader/Year level coordinator is responsible for investigating allegations of bullying in a timely and sensitive manner. To appropriately investigate an allegation of bullying, the involved staff may:

- speak to the students involved in the allegations, including the victim/s, the alleged perpetrator/s and any witnesses to the incidents
- speak to the parents of the students involved
- speak to the teachers of the students involved
- take detailed notes of all discussions for future reference
- obtain written statements from all or any of the above.

All communications in the course of investigating an allegation of bullying will be managed sensitively. Investigations will be completed as quickly as possible to allow for the behaviours to be addressed in a timely manner.

The objective of completing a thorough investigation into the circumstances of alleged bullying behaviour is to determine the nature of the conduct and the students involved. A thorough understanding of the alleged bullying will inform staff about how to most effectively implement an appropriate response to that behaviour.

Serious bullying, including serious cyberbullying, is a criminal offence and may be referred to Victoria Police. For more information, see: [Brodie's Law](#).

Responses to bullying behaviours

When the teacher has sufficient information to understand the circumstances of the alleged bullying and the students involved, a number of strategies may be implemented to address the behaviour and support affected students in consultation with Engagement Coaches, Lead Teachers, Assistant Principal and/or Principal.

There are a number of factors that will be considered when determining the most appropriate response to the behaviour. When making a decision about how to respond to bullying behaviour, Truganina College will consider:

- the age and maturity of the students involved
- the severity and frequency of the bullying, and the impact it has had on the victim student
- whether the perpetrator student or students have displayed similar behaviour before
- whether the bullying took place in a group or one-to-one context
- whether the perpetrator demonstrates insight or remorse for their behaviour
- the alleged motive of the behaviour, including any element of provocation.

Each Assistant Principal is responsible for maintaining up to date records of the investigation of and responses to bullying behaviour within their area of the College.

Truganina College understands the importance of monitoring and following up on the progress of students who have been involved in or affected by bullying behaviour. Where appropriate, school staff will also endeavour to provide parents and carers with updates on the management of bullying incidents.

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Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (e.g. repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

[Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.](#)

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the principal or delegate and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here: <http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

Aboriginal and Torres Strait Islander Students

All staff need to be aware of the way students are raised in an Indigenous family and to recognise that the rules that govern their behaviour are well defined in a particular cultural context. In relation to discipline, it is traditional for Indigenous children to have a very free life where they determine their own boundaries, settle their own conflicts and learn to conform through the reinforcement of positive behaviours, ignoring mistakes and being teased or shamed. Teasing occurs to prevent irregular behaviours occurring. School teachers and staff need to develop a relationship with the students and have an understanding of acceptable behaviour. The children should not be treated differently from others in the school as this can be seen as unfair. Shouting at the children or using a loud voice must be avoided: this can cause a sense of shame. It is important to speak quietly, but firmly. If the children are upset, a 'cooling off' or 'time out' period should be used.

Where possible the teacher needs to deal with discipline problems personally or to consult someone who has a relationship/bond with the child. Most importantly the teacher needs to get to know the parents and the family and to seek advice on how best to manage their children.

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8. Engaging with families

The College values parent/carer/family input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council.

The College will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The College will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Wellbeing and Engagement Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups
- Culturally appropriate protocols will be adopted when engaging the families of Aboriginal and Torres Strait Islander students.

Parent's responsibilities for supporting their child's attendance and engagement are outlined at Appendix 3 and Appendix 5. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school.

9. Evaluation

9.1 Data collection and analysis

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- the Attitudes to School Survey data
- school portal data
- school reports
- parent survey data
- data from case management work with students
- data extracted from software such as CASES21 or SOCS

9.2 Review of this policy

This policy will be reviewed as part of the three year review cycle or more often if necessary due to changes in regulations or circumstances.

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10. Appendices and Related Policies

Links to DET School Policy & Advisory Guide:

- [Student Engagement](#)
- [Student Behaviour](#)
- [Student Support Groups](#)
- [Disciplinary Measures](#)
- Truganina College Inclusion and Diversity policy

Appendix 1: Statement of rights and responsibilities

Appendix 2: Student engagement strategies

Appendix 3: Shared expectations for engagement and attendance

Appendix 4: Behaviour expectations

Appendix 5: Staged response to behaviour issues

Appendix 6: Process for responding to breaches of Behaviour Expectations

This policy is informed by the Department of Education and Early Childhood Development's Student Engagement and Inclusion Guidance available at

<http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>

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Appendix 1: Statement of Rights and Responsibilities

It is the right of all members of the School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer and Equal Opportunity Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching and the Child Safe Standards. That is, to 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, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

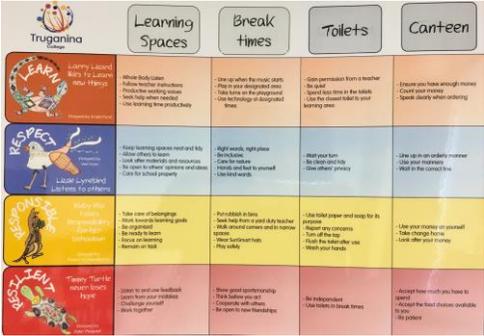
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Appendix 2: Student Engagement Strategies

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> • Our school will deliver a broad curriculum • Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students • Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families • Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents. • All students will have the opportunity to participate in a social and emotional learning curriculum program. • Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other more informal mechanisms. 	<ul style="list-style-type: none"> • All Koorie students, will have an Individual Learning Plan • 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. • School nurse and welfare staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year. • Relevant teaching staff will apply a trauma-informed approach (using Calmer Classrooms: A Guide to Working with Traumatized Children, and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care. 	<ul style="list-style-type: none"> • Strategies to support attendance and engagement of individual students include: <ul style="list-style-type: none"> ○ Meet with student and their parent/carer to talk about how best to help the student engage with school ○ Establish a Student Support Group. ○ Seek extra resources under the Program for Students with Disabilities for eligible students ○ Develop a Behaviour Support Plan and/or Individual Education Plan. ○ Consider if any environmental changes need to be made, for example changing the classroom set up. ○ Refer to internal support services e.g. Student Welfare Coordinator or Student Support Services ○ Refer to external support services including ChildFirst, Local Government Youth Services and Community Agencies such as School Focussed Youth and Red Cross visiting Truganina College.

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Appendix 3: Shared expectations for engagement and attendance

	Students	Parents/Carers	Principals/Teachers & Staff
<p>Engagement (participation in the classroom and other school activities)</p>	<p>Demonstrate to College Values and expectations as described in the Truganina College Behaviour matrix (Appendix 4)</p> 	<ul style="list-style-type: none"> Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs Support their child in their preparedness for the school day and in the provision of a supportive home environment Monitor their child's school involvement and progress and communicate with the school when necessary Are informed and supportive of school programs and actively participate in school events/parent groups Have high expectations of their child's behaviour and an understanding of the schools behavioural expectations Communicate with the school regarding their child's circumstances Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs 	<ul style="list-style-type: none"> The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child. The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues. The school will consistently apply its Behavioural Policy through a shared

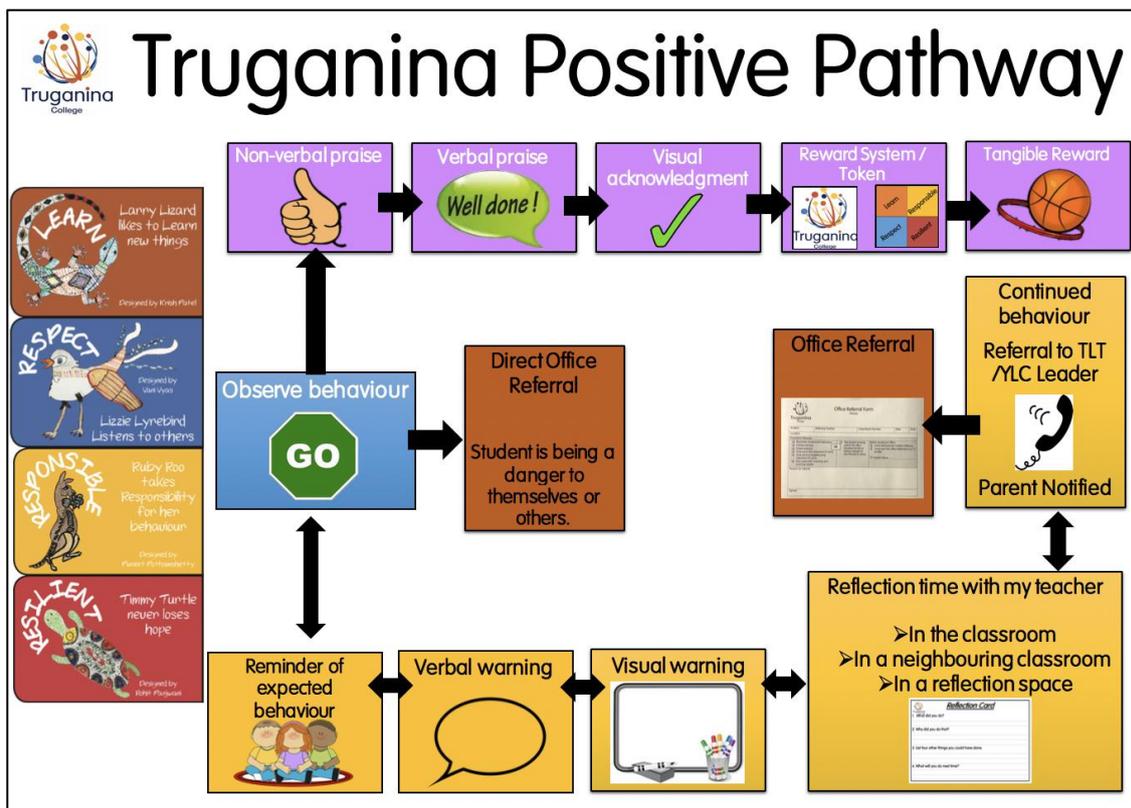
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			<p>collegiate understanding and only exclude students in extreme circumstances.</p> <ul style="list-style-type: none"> The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion.
Attendance	<p>All students are expected to:</p> <ul style="list-style-type: none"> attend and be punctual for all timetabled classes every day that the school is open to students be prepared to participate fully in lessons bring a note from their parents/carers explaining an absence/lateness 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> ensure that their child's enrolment details are correct ensure their child attends regularly advise the school as soon as possible when a child is absent account for all student absences keep family holidays within scheduled school holidays Support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	<p>In accordance with legislation released March 1, 2014 the school will:</p> <ul style="list-style-type: none"> proactively promote regular attendance mark rolls accurately each lesson follow up on any unexplained absences promptly and consistently Identify trends via data analysis report attendance data in the college Annual Report Support students whose attendance is problematic by developing 'Return to School' Learning Action Plans and working with families to implement individual strategies

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Appendix 4: Behaviour expectations

Truganina College		Learning Spaces	Break times	Toilets	Canteen
	<ul style="list-style-type: none"> - Whole Body Listen - Follow teacher instructions - Productive working voices - Seek help when needed - Use learning time productively 	<ul style="list-style-type: none"> - Line up when the music starts - Play in your designated area - Take turns on the playground - Use technology at designated times 	<ul style="list-style-type: none"> - Gain permission from a teacher - Be quiet - Spend less time in the toilets - Use the closest toilet to your learning area 	<ul style="list-style-type: none"> - Ensure you have enough money - Count your money - Speak clearly when ordering 	
	<ul style="list-style-type: none"> - Keep learning spaces neat and tidy - Allow others to learn - Look after materials and resources - Be open to others' opinions and ideas - Care for school property 	<ul style="list-style-type: none"> - Right words, right place - Be inclusive - Care for nature - Hands and feet to yourself - Use kind words 	<ul style="list-style-type: none"> - Wait your turn - Be clean and tidy - Give others' privacy 	<ul style="list-style-type: none"> - Line up in an orderly manner - Use your manners - Wait in the correct line 	
	<ul style="list-style-type: none"> - Take care of belongings - Work towards learning goals - Be organised - Be ready to learn - Focus on learning - Remain on task 	<ul style="list-style-type: none"> - Put rubbish in bins - Seek help from a yard duty teacher - Walk around corners and in narrow spaces - Wear SunSmart hats - Play safely 	<ul style="list-style-type: none"> - Use toilet paper and soap for its purpose - Report any concerns - Turn off the tap - Flush the toilet after use - Wash your hands 	<ul style="list-style-type: none"> - Use your money on yourself - Take change home - Look after your money 	
	<ul style="list-style-type: none"> - Listen to and use feedback - Learn from your mistakes - Challenge yourself - Work together 	<ul style="list-style-type: none"> - Show good sportsmanship - Think before you act - Cooperate with others - Be open to new friendships 	<ul style="list-style-type: none"> - Be independent - Use toilets in break times 	<ul style="list-style-type: none"> - Accept how much you have to spend - Accept the food choices available to you - Be patient 	



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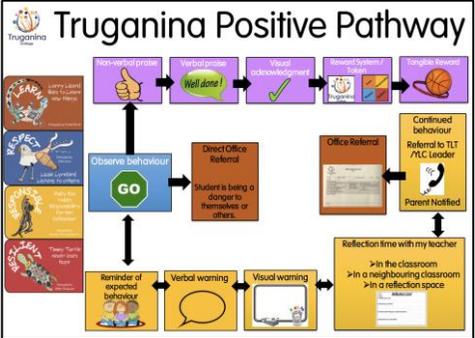
Appendix 5: Staged response to behaviour issues

Stage 1: Promoting positive behaviour and preventing behavioural issues
School strategies
Define and teach school-wide expectations for all through the School Wide Positive Behaviour framework.
Build collective commitment, capacity and accountability to a whole school approach to student wellbeing and engagement.
Explicitly teach the College Values expectations and implement the Positive Pathway (Appendix 4).
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.

Stage 2: Responding to individual students exhibiting challenging behaviour
School strategies
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).
Develop Behaviour Support Plan and/or Learning Action Plan for behaviour, involving parent or carer and establish a Student Support Group.
Consider if any environmental changes need to be made.
Teach replacement behaviours using the College Values expectation matrix.
Engage Student Support Services (Advisory Visiting Teacher – Behaviour) and/or community services to undertake assessments and/or provide specialist support.
Implement appropriate disciplinary measures (logical consequence) that are proportionate to problem behaviours.
Consider out-of-school behaviour management options such as Student Development Centres (if available).

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Appendix 6: Process for responding to Behaviour Expectations

Overall behaviour	<i>Student Expectations</i>	<i>Classroom Teacher Responsibility</i>	<i>Assistant Principals/Team Leaders (AP/TL)</i>
	<ul style="list-style-type: none"> Students must obey all reasonable requests of staff. Students must always treat others with respect. Students must respect the rights of others to learn. No student has the right to impact on the learning of others. Students must follow the behaviour expectations outlines in the Truganina College Behaviour Matrix (Appendix 4) 	<ul style="list-style-type: none"> Remain calm and positive Provide 6:1 positive to negative interactions Follow the Positive Pathways Model (Appendix 4)  <p>The flowchart 'Truganina Positive Pathway' shows a progression of responses to 'Observe Behaviour'. It starts with 'Observe Behaviour' (GO), leading to 'Reminder of expected behaviour', 'Verbal warning', and 'Visual warning'. From 'Visual warning', it branches into 'Direct Office Referral' (if the student is bringing a danger to themselves or others) and 'Office Referral'. 'Office Referral' leads to 'Reflection time with my teacher' (in the classroom, neighbouring classroom, or reflection space), which then leads to 'Parent Notified'. 'Parent Notified' leads to 'Continued behaviour Referral to TLT /TLC Leader'. The top row of the flowchart lists five positive reinforcement strategies: 'Non-verbal praise', 'Verbal praise (Well done!)', 'Visual acknowledgement', 'Behaviour points / Stars', and 'Tangible reward'.</p>	<p>Implement a staged response:</p> <ul style="list-style-type: none"> Speak with the student prior to actioning Student to ring and inform parent of negative behaviour choices in presence of AP/TL Logical consequence Restorative conversation with affected parties Learning Action Plan - Behaviour Student contract Parent contact Student support conference In house suspension Suspension Recommendation to externally suspend and referral to Principal

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Attendance and punctuality	<i>Student Expectations</i>	<i>Classroom Teacher Responsibility</i>	<i>Assistant Principals/Team Leaders (AP/TL)</i>
	<ul style="list-style-type: none"> • Students must be on time to all classes • Students who are late to period one must report to the general office to get a late pass. • Students who leave school early must have a note from home signed by their teacher prior to signing out at the office. • Students absent from school must ensure reasons for the absence have been communicated with the school. • Notification from home (i.e.: signed note or medical certificate) must accompany all absences. • Students must not leave the school grounds without permission. 	<ul style="list-style-type: none"> • Provide class incentives for on time behaviour. • Check late pass, check compass entry. • Speak to student about lateness and detain at end of lesson if periods 2, 3 or 4 over the issue. Report to TL/AP if ongoing. • Provide attendance incentives. • Utilise Learning Action Plans to support improved attendance. • After two days absent, contact family. If further absence occurs, contact PCO. 	<ul style="list-style-type: none"> • Speak to student about lateness issues. • Ongoing lateness: Organise for parent conference to resolve issue. • Follow through with student and / or parent/guardian/carer • After three days absence: Organise for attendance conference as per the school's attendance strategy. Inform Student Welfare Coordinator.
Uniform	<i>Student Expectations</i>	<i>Classroom Teacher Responsibility</i>	<i>Assistant Principals/Team Leaders (AP/TL)</i>
	<ul style="list-style-type: none"> • Students must adhere to the school uniform requirements. • It is compulsory for all students to wear appropriate footwear at all times. 	<ul style="list-style-type: none"> • Encourage the student to wear uniform. Check uniform pass. Contact families. Report extremes in appearance to Principal Class. 	<ul style="list-style-type: none"> • Meet with families as required.

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Property and security	<i>Student Expectations</i>	<i>Classroom Teacher Responsibility</i>	<i>Assistant Principals/Team Leaders (AP/TL)</i>
	<ul style="list-style-type: none"> • Students are to respect all school property. • Students must not enter staff room or offices unless supervised. • Students must bin all rubbish • Students must not have the following at school: Liquid paper, chewing gum, medium felt pens. • Students must return borrowed school material on time. • Students must keep lockers secure at all times. School will not be responsible for loss of valuables. • Students must leave school bags in lockers. • Electronic devices must not be used without permission. • Classrooms must be left neat and tidy. • Graffiti of any kind will not be tolerated. 	<ul style="list-style-type: none"> • Challenge behaviours around rights and responsibilities and using a Restorative Justice model resolve with a logical consequence. • For repeated offences, refer to TLT leader/Principal Class • Confiscate the bag. • Confiscate device and take to General office • Retain any evidence of graffiti and report to Principal Class 	<ul style="list-style-type: none"> • Challenge behaviours around rights and responsibilities and using a Restorative Justice model resolve with a logical consequence. • Parent notified. Student required to repair damage. Parent may be required to meet costs if external service needed. If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.

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	<i>Student Expectations</i>	<i>Classroom Teacher Responsibility</i>	<i>Assistant Principals/Team Leaders (AP/TL)</i>
Bullying	<ul style="list-style-type: none"> • Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person. • Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff as soon as possible. • Students will speak to their teacher or any trusted member of staff. • Parents or carers who may develop concerns that their child is involved in, or have witnessed bullying behaviour at Truganina School should contact their student’s teacher or the relevant Assistant Principal for their students age level. 	<ul style="list-style-type: none"> • Take bullying complaints seriously and respond sensitively • Record the details of the allegations in Compass • Report to TLT leader if required. • Use resources from Bully stoppers, “I’ve been called a bully” or “Students and Cyberbullying” to prompt reflection. • Discuss issue with the student using a Restorative Justice model. • Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary. • Implement year group targeted strategies to reinforce positive behaviours in line with School Wide Positive Behaviour. • Facilitate a Student Support Group meeting and/or Behaviour Support Plan for affected students (if required) • Contact parents and involve Assistant Principal. 	<p>The following responses may be used to respond to bullying behaviour:</p> <ul style="list-style-type: none"> • Contact parents and involve Student Welfare Coordinator. • Provide consequences, which may include reflection card, apology, anti-bullying contract, student task related to anti bullying/cyber bullying, presentation of task to year level, referral to intervention program. • Offer counselling support to the victim student or students as well as the perpetrator student or students and any affected witnesses, including referral to SSS • Facilitate a restorative practice or a mediation meeting with all/some of the students involved to repair relationships that have been damaged by bringing about a sense of remorse and restorative action on the part of the person who has bullied someone and forgiveness by the person who has been bullied. • Prepare a Safety Plan restricting contact between victim and perpetrator students.

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