

## Section – Wellbeing Policy No - WEL009

### 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.

Tyrrell 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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### POLICY

#### 1. School profile

Tyrrell College is a Foundation to Year 12 government school located in Sea Lake, a small town in the Mallee. The College draws students from an approximate 40km radius and was formed in 1994 combining Berriwillock, Nandaly and Sea Lake Primary Schools and Sea Lake Secondary College. Culgoa and Woomelang primary schools combined at a later date after they closed. The College offers a wide range of opportunities in an environment that encourages students to seek challenges and continue to learn and contribute beyond schooling.

The College is organised on the basis of the following sub-schools: Foundation-6 and Years 7-12 however we are a F12 school. Curriculum offered from Foundation to Year 12 incorporates the eight learning areas with an emphasis on literacy, numeracy, and an integrated Personal Development program. Year Foundation to Year 10 course structures, assessment and reporting practices are modelled on the Victorian Essential Learning Standards with Year 11 and 12 having the option of VCE, VET or VCAL courses.

## School values, philosophy and vision

Tyrrell 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 respect, responsibility, aim high and honesty at every opportunity.

Our school's vision is to will inspire students to seek practical and academic excellence. Develop community and global mindfulness. Take pride in ourselves, our school and our fellow students and community.

Our Statement of Values is available online at: <http://www.tyrrell.vic.edu.au/>

### 2. Engagement strategies

*Tyrrell 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 Tyrrell College use 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 Tyrrell 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*
- *students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and School Council. Students are also encouraged to speak with their teachers, Unit Leaders, Assistant Principal and Principal whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students through school plays, athletics, shared assemblies and peer support programs*
- *All students are welcome to self-refer to the Mental Health Nurse, School Nurse, School Chaplain, PDP teachers, Unit 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 such as:*
  - *Respectful Relationships*
  - *Bully Stoppers*
  - *Safe Schools*

### *Targeted*

- *each year group has a PDP teacher, a Unit Leader who is responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support*
- *all students from Year 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*
- *Tyrrell 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:*  
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- *Individual Educational Plan and Behaviour Support Plan*
- *Program for Students with Disabilities*
- *referral to Student Welfare Coordinator and Student Support Services*
- *referral to outside agencies where applicable*
- *Navigator*
- *Lookout*
- *Use of Student Snapshots to identify at risk students*

*Tyrrell 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 Education 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.*

### **3. Identifying students in need of support**

*Tyrrell 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. Tyrrell 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*
- *[Amend to include other referral pathways]*

### **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, 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.

## 5. Student behavioural expectations

*Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Tyrrell College's Bullying policy.*

*When a student acts in breach of the behaviour standards of our school community, Tyrrell 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 consequential action taken by teachers and other school staff.*

*Consequential 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. Consequential measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard. Consequential measures that may be applied include:*

- *warning a student that their behaviour is inappropriate*
- *teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour*
- *withdrawal of privileges*
- *referral to the Year Level Coordinator*
- *restorative practices*
- *detentions*
- *behaviour reviews*
- *suspension*
- *expulsion*

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

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

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

## 6. Engaging with families

Tyrrell 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.

## 7. Evaluation

Tyrrell 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

### REVIEW CYCLE

<b>Date Implemented</b>	March 2020
<b>Reviewed By</b>	School Council March 2020
<b>Responsible for Review</b>	Principal
<b>Review Date</b>	March 2022

