



STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Trafalgar High School on (03) 5633 1733.

PURPOSE

Trafalgar High School provides a strong foundation for student learning with student engagement and wellbeing as a whole-school priority.

Student wellbeing is everyone's responsibility - social and emotional wellbeing underpin effective student learning and positive behaviour. Trafalgar High School recognises that we are preparing young people for their adult lives.

Trafalgar High School focuses on the development of all students, focussing on aspiration, integrity, excellence and collaboration by embedding values-based learning opportunities into our pedagogy, curriculum, behaviour management systems, expectations and structures.

Trafalgar High School is a Positive Education and Respectful Relationships school which brings together the science of Positive Psychology with best practice teaching to encourage and support individuals, schools and communities to flourish. Positive Education and Respectful Relationships focuses on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle. Through teaching these valuable life skills, Trafalgar High School provides its students with an increased capacity to learn effectively, as well as offering them a strong foundation on which they can build a successful life within school and the wider community.

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

At Trafalgar High School we provide a caring, supportive and challenging learning environment where all students have the opportunity to achieve and develop as lifelong learners who actively participate in their community.

Trafalgar is a small country town (pop. approximately 4000), located 115km east of Melbourne, on the Princes Highway, in Gippsland. Trafalgar High School, established in 1963, is a medium sized, Years 7 – 12 standalone provider of secondary education. The school has a teaching staff of 54.5 EFT, with a current enrolment of approximately 700 in 2023. The nearest Secondary College is 15 km away.

2. School values, philosophy and vision

Our school's vision is to strive to provide a caring, supportive and challenging learning environment where all students have the opportunity to achieve and develop as lifelong learners, who actively participate in their community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of aspiration, excellence, integrity and collaboration. Trafalgar High School is committed to recognising diversity by maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community.

We aim to prepare students for the challenges of the 21st Century in which creativity, cooperative work, connectedness to the world and adaptability are key features. The school aspires to provide a contemporary approach to teaching and learning in its purposeful learning environment.

It is in this context that Trafalgar High School has a Positive Education approach to teaching and learning that recognises the critical connection between curriculum, pedagogy and relationships. It is within the Framework for Improving Student Outcomes (FISO) that the school aims to ensure a common language for improvement with a strong focus on:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning

(Refer to *Framework for Improving Student Outcome*

<http://www.education.vic.gov.au/school/principals/management/Pages/schoolperformance.aspx>)



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3. Wellbeing and Engagement strategies

Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

- **Behavioural engagement** refers to students' participation in education, including academic, social and extracurricular activities of the school.
- **Emotional engagement** encompasses students' emotional reactions in the classroom and in the school. It can be defined as students' sense of belonging or connectedness to the school.
- **Cognitive engagement** relates to students' investment in learning and their intrinsic motivation and self-regulation.

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 Trafalgar high school use the gradual release of responsibility 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 Trafalgar high school 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



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- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- Create opportunities for cross—age connections amongst students through the performing arts, athletics, music programs and peer led programs
- All students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, School Chaplain, Year Level Coordinators, Sub School 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
- Trafalgar High School is committed to the use of restorative practices with students. These practices are concerned with establishing or re-establishing social equality in relationships.
- We engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Positive Education
 - Safe Schools
- Programs, incursions and excursions developed to address issue specific behaviour (i.e. Anger management programs) and encourage community engagement
- Opportunities for student inclusion (i.e. Sports teams, clubs, recess and lunchtime activities)

Targeted

- Each year group has a Year Level Coordinator 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
- As students' progress through Trafalgar High School they are supported 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 (KESO)
- 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
- Trafalgar High School 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
- As all students transition into senior school, they are supported through a course counselling process



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- Year 12 students regularly meet with senior school staff to support their transition beyond senior studies
- 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 \[insert any specific measures at your school to support LGBTIQ+ students\]](#)

Individual

- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroup.s.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- Positive Choices strategies and self-management strategies
- Referral to Student Welfare Coordinator and Student Support Services
- Referral to Orange Door, Headspace
- Locally managed school GP partnership
- Regular Key Contact Meetings scheduled with the SSSO and sub-school leadership team
- Navigator
- Lookout

4. Monitoring student engagement

At Trafalgar High School, we use the following strategies and tools to document and monitor every student's development and progress

- 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
- Multi-purpose period (MPP) and form teacher check in system
- Course counselling and pathway planning

5. 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



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

Parents have the right to:

- Parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged

Parents/carers have a responsibility to:

- Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.
- Ensure their child's regular attendance
- Engage in regular and constructive communication with school staff regarding their child's learning.
- Support the school in maintaining a safe and respectful learning environment for all students.

School personnel have a right to

- Expect that they will be able to work in an orderly and cooperative environment
- Be informed, within privacy requirements, about matters relating to students that will affect the teaching and learning program for that student
 - Be treated with respect and fairness that conforms with Workplace Occupational Health and Safety (<http://www.worksafe.vic.gov.au/safety-and-prevention/health-and-safety-topics/occupational-violence>)



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Staff personnel have a responsibility to

- Consistently implement the student engagement policy.
- Know how students learn and how to work effectively with them.
- Know the content they teach.
- Plan and assess for effective learning.
- Create and maintain safe and challenging learning environments.
- Use a range of teaching strategies and resources to engage students in effective learning.
- Treat all students and staff with respect and fairness

6. Student behavioural expectations

Behavioural expectations of students, staff and families are outlined in our *Student Management Policy*. Behavioural expectations of students are outline in our *Statement of Student Expectations*. Student bullying behaviour will be responded to consistently with Trafalgar High School's *Bullying policy*.

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 Trafalgar High School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

Trafalgar High School 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 and Compass



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- Maintaining an open, respectful line of communication between parents and staff
- Hosting Parent Teacher Conferences twice a year
- Providing updates and communication via Compass, the newsletter and the school Facebook page
- 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
- Information evenings, such as Broadening Horizons, Senior School Pathways, Year 12 Information Evening, Year 7 Transition, Camps and other events
- Community events, such as the Art Twilight Market, CFA Boot Sale, Presentation Evening and School Production.
- Coordinating resources and services from the community for families
- Including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Trafalgar High School 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 ongoing basis include:

- Student survey data, such as Attitudes to School Survey Data
- Staff Opinion Survey
- Incidents data
- School reports
- Parent Opinion Survey
- Compass data
- case management
- CASES21
- SOCS

COMMUNICATION

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

- Available publicly on our school's website
- Included in staff induction processes
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request



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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

If you require further information in regards to support student engagement at Trafalgar High School, please visit <http://trafalgarhs.vic.edu.au/school-policies/> to access any of our current policies

- [LGBTIQ Student Support](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	November 2023
Consultation	School Council
Approved by	Principal
Next scheduled review date	November 2025

**This policy was ratified at the School Council Meeting held at Trafalgar High School;
 Date: November 2023
 Scheduled for review in: 2 years**

Signed:
School Council President
Holly Perriam

Signed:
Principal
Brett Pedlow