



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, Dean Rogers.

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 behaviour that does not meet our school expectations.

Kerang Technical High School 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.

SCOPE

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

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POLICY

1. School profile

Kerang is strategically positioned on the highway network between Swan Hill, Echuca and Bendigo in the productive Northwest irrigation area of Victoria. The town has a population of over 4000 and the Kerang Technical High School draws its students from the town and the wider district, which has a population of over 12,000. The main industries in the area are Agriculture, Dairy Farming, Engineering and Horticulture so many of our students come from a farming background. The three nearest centres with larger populations are Swan Hill, Echuca and Bendigo, which meet the added needs for goods, services and entertainment.

KTHS draws its students from seven primary schools namely Kerang Primary School, Kerang South PS, St. Joseph's PS, Kerang Christian School, Koondrook PS, Murrabit Group School and Lake Charm. There is a strong network between the secondary school and the feeder schools with combined Professional Development Days and involvement in the Year 6 to Year 7 Transition Program. Given the geographic spread of the student catchment area, a significant number of students are transported to school by bus.

The school began as a Higher Elementary school in 1913 and was proclaimed as a High School in 1919. The Technical component was added in 1973 from which time the school has been known as Kerang Technical High School. The Technical Wing has been a strong feature of KTHS. It caters for students in Woodwork, Automotive, Engineering, Welding and Metalwork. The facilities, the enthusiastic "Tech" staff and the pathway offered by the Technical Wing have ensured that it is an important component of the school and community. More recently the school has undergone a refurbishment plan with both the red brick building and the Library being upgraded to better reflect the learning needs of the students at KTHS.

KTHS sits in 19 hectares of sporting fields, lawns and gardens. McLeod Oval is the main sporting area and an athletics track has been constructed with the joint assistance of the Kerang Little Athletics Association. The School's facilities are available to the community. Thornely Hall is used extensively for Community events as well as school occasions.

The school is well equipped with a Library and an excellent Canteen. We have over 100 desk top computers, both in rooms and in "pods", and at present KTHS is in the fortunate position of being able to provide Netbooks to our senior students and 5 portable Netbook trolleys that are available for classroom use. The school has just completed a major re-development with new classrooms, Library, food technology complex and canteen.

The organizational structure of the school is both vertical and horizontal. There are two Houses, which are vertical in structure, led by two House Managers. Students remain in the same House throughout their years at school. Home Group meetings are organised through the House system, as



is the Athletics and Swimming carnivals. The Year Level Co-ordinators monitor the progress of the students and deal with welfare and discipline matters. The school is also divided into Junior and Senior School for curriculum planning and delivery purposes. Two senior members of staff manage the 'sub schools'.

The school has a teaching staff of 22, a quarter of who work on a part-time basis. Seventeen Education Support Staff and School Council Employees complement the teaching staff as Administrative Support, Librarian and Library Technician, Science Laboratory Technician, Youth Worker, Integration Aides, Canteen Manager, Grounds and Cleaning staff.

KTHS has a strong Wellbeing program. A School Nurse is shared by Swan Hill and KTHS and newly appointed School Psychologist visits the school regularly. More recently the school has employed a Wellbeing Coordinator to further extend the Wellbeing program. Doctors in Schools program has commenced and a school Mental Health Practitioner has recently joined the team.

KTHS has a proud reputation of providing a rich co-curriculum program which caters for the most students in the school. There is a high participation rate by students and the programs have been strongly supported by parents. Every effort is made to implement programs/events which cater for individual needs. We have Pathways to VET & VCAL., The Alpine School, Middle School Trips, Year 7 Transition Camp, Year 10 Work Experience, Great Victorian Bike Ride, and the Feathertop Hike. Since 2007 KTHS has partnered with The Rotary Club of Kerang, to offer an alternative to the End of Year 12 Schoolies week, with a Community Aid program to Cambodia.

A small core of parents is actively involved in the school. Parents are involved in the School Council and nearly all of the sub-committees in the school. Parents are also called upon to provide transportation to student events and this is always a positive contact between parents and the extracurricular programs offered.

School values, philosophy and vision

Kerang Technical High School strives to provide educational opportunities, within a caring, supportive and inclusive environment, which permits all students to do their best. We aim to create good citizens who are ready to pursue a productive life in a constantly changing world. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, resilience and responsibility at every opportunity.

Our school's vision is to provide our students with a quality education for the future in and inclusive and supportive environment.



2. Wellbeing and engagement strategies

Kerang Technical High School 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 VCE Vocational Major to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations*
- *teachers at Kerang Technical High School use the KTHS Instructional Model to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high impact teaching strategies are incorporated into all lessons*
- *teachers at Kerang Technical 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 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 Voice Team and other forums including year group meetings*



and Peer Support Groups. 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 school plays, athletics, music programs and peer support programs
- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, Youth Worker, Year Group Leaders, Junior & Senior School Managers, 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 have adopted the School Wide Positive Behaviour Support Framework
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs Do these exist at KTHS?
- 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 Year Level Coordinator, a Leading teacher 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
- Koorie 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 – refer to our [insert name of any other school documentation you have in place outlining the school strategies to support Koorie students] for further information
- 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 our Disability & Inclusion Program.
- we support learning and wellbeing outcomes of students from refugee background through [insert any specific strategies or measures you have in place to support students from refugee background]
- 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 \[insert any specific measures at your school to support LGBTIQ+ students\]](#)
- 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*
- *students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)*
- *all students will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future*
- *Kerang Technical High School assists students to plan their Year 10 work experience, supported by their Career Action Plan*

Individual

Kerang Technical High School 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*
- *[Student Support Groups \(SSG\)](#) meetings 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, Youth Justice, Child and Adolescent Mental Health Services or [Orange Door](#).*
 - *Re-engagement programs such as Navigator*
 - *[Disability Inclusion Program](#)*

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.*

as well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

3. Identifying students in need of support

Kerang Technical High 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. Kerang Technical High School 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*
- *linking with agencies to support transition to alternate education or work eg. AXIS Employment, Tafe etc.*

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.

Student Responsibilities

This comes from the Student Handbook

Students have a responsibility to:

- *Participate fully in the school's educational program to the best of their ability*
- *Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community*
- *Attend all classes with the correct materials and be ready to learn*
- *Be punctual and in school uniform*
- *Observe the school's behavioural expectations and practise the school values*
- *Demonstrate respect for the rights of others, including their right to learn*
- *Take greater responsibility for their own learning as they move through the school, including being active members of the wider school community. This includes setting personal goals and managing resources to achieve these goals.*

Student Rights

Students have the right to:

- *work in a secure environment where, without intimidation, bullying (including cyberbullying) or harassment they are able to fully develop their talents, interests and ambition*
- *participate fully in the school's educational program*
- *work in a supportive environment where one's physical and mental wellbeing is valued and developed.*

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. Link will be added when ratified at School Council.

5. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Behaviour Matrix & Continuum of Response. (Refer to Addenda 1,2 & 3.)



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 KTHS Bullying Policy.

When a student acts in breach of the behaviour expectations of our school community, Kerang Technical High School 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 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 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 Kerang Technical 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.

6. Engaging with families



Kerang Technical 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
- 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 Education plans for students.

7. Evaluation

Kerang Technical 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 annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS
- XUNO attendance data

Kerang Technical High School 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.

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 in transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers and students
- 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/carers 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:


- Bullying Prevention Policy
- Statement of Values and School Philosophy We don't have these currently as separate documents
- Student Drivers
- Yard Duty And Supervision
- Attendance Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	2023
Consultation	School Wide Positive Behaviour, School Council, Wellbeing Team
Approved by	Principal
Next scheduled review date	2025



Addenda 1. Kerang Technical High School Behaviour Matrix

 KTHS BEHAVIOUR MATRIX "Quality education for the future in an inclusive and supportive environment."			
	At All Times	At the Lockers	In the School Ground
Respect	I will ... Listen when others are speaking Use appropriate language Show kindness to people	I will ... Take care of school property Accept my locker allocation Only use my locker Walk in a quiet manner	I will ... Take care of school & personal property Maintain appropriate personal space
Resilience	I will ... Take on challenges Try again and not give up Ask for help and take on feedback Learn from my mistakes	I will ... Be patient and wait my turn Ask for help when things are not working with my locker	I will ... Take turns and share Respond appropriately to the people around me Share common areas
Responsibility	I will ... Follow the school expectations Try my best Follow the instructions of staff Care for my own and others belongings	I will ... Keep my locker neat and tidy Lock my locker Put my rubbish in the bin Arrive at my locker in a timely manner Lead by example	I will ... Put rubbish in the bin Be an upstander Take ownership of my words & actions Use the yard area for its designated purpose

Addenda 2. Kerang Technical High School Continuum of Response

