

STUDENT WELLBEING, MENTAL HEALTH AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the school office on 55607225.

PURPOSE

The purpose of this policy is to ensure that all students and members of the **Hawkesdale P12 College** 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.

Hawkesdale P12 College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

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

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

POLICY

1. School profile

Hawkesdale is located in south-western Victoria in an area surrounded by Koroit, Port Fairy, Woolsthorpe, Macarthur and Penshurst. The town is about 42 kilometres north of Warrnambool in an area dominated by a mix of farming and agriculture related activities.

The school offers a comprehensive curriculum for 13 years of schooling that aims to address the learning needs of students in a stimulating and supportive environment. The curriculum is further enriched by the specialist program and a broad range of extracurricular activities. Included in these are the Hands on Learning Program, WILD program, CFA volunteering program and 2 years of work experience; one of which is in Melbourne. In the later years, the senior school offers students a variety of vocational and academic pathways for students; RIST, VET, and VCE.

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. We have high expectations for our students and deliver an intellectually rigorous curriculum with multiple pathways appropriate to adolescents in the 21st century.

Respect, Responsibility and Resilience are the core values of this school.

Respect for self, respect for others, respect for school and respect for the environment.

Responsibility for behaviour and effort.

Resilience to cope with the stresses of daily life and bounce back from difficulties faced.

We seek to promote these values throughout the curriculum, in co-curricular activities, and in our daily operations. We explicitly teach social and emotional learning strategies across years F-9 and use the Bounce Back program (a wellbeing and resilience program) to supplement and support this learning. The key concepts of the program are core values, people bouncing back, courage, looking on the bright side, emotions, relationships, humour and no bullying.

The school wellbeing team consists of the principal, assistant principal, special programs leader, Primary Coordinator, Primary PSD coordinator, secondary school nurse, mental health practitioner and a school chaplain. Systems are in place to monitor students and provide support when needs are identified. The school provides a supportive environment that values diversity, promotes equality and is not tolerant of any form of bullying.

2. School values, philosophy and vision

Our school strives to be a learning community where students, teachers, parents and the community can relate well to each other, and where different ideas and viewpoints are sought, valued and respected. We acknowledge that the three way partnership between students, teachers and carers is important to students' wellbeing and performance outcomes.

It is fundamental to acknowledge that each teacher is influential as a vital source of support and a determinant in the success of their students. The teachers at this school work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. We have a strong focus on supporting teachers to continue their professional growth. There is also a cohesive structure in place with many opportunities for teachers to take on significant areas of leadership and responsibility.

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This school recognises the need for education to be engaging and inclusive, recognising and responding cultural diversity, accommodating different learning styles and rates of learning, and intervening as required.

Our school acknowledges that in any given class, a range of student ability exists. Within this diversity, our school aims to challenge all students to become optimistic, resilient, creative and critical thinkers.

The college works conscientiously with the Department initiative “Every day counts.” We employ a school attendance officer and are continually upgrading our attendance monitoring systems, including class by class electronic roll marking and parent contact via phone or email.

Our school data has identified improving student engagement in learning and stimulating interest and curiosity. The core strategy is to build a student centred learning environment that encourages the active participation of students in all aspects of school and especially in their own learning. We also have identified the need to maintain a positive school community.

3. Wellbeing and engagement strategies

Hawkesdale P12 College has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- deliver a broad curriculum including VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Hawkesdale P12 College ensure that evidence-based, high yielding teaching practices are incorporated into all lessons by using the Gradual Release of Responsibility instructional model. This uses an explicit, common and shared model of instruction
- teachers at Hawkesdale P12 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

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- 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
- *the SWPBS framework is used to recognise positive behaviour and student achievement in the school setting, and formally in school assemblies and by 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 group, student school council representatives 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, swimming, athletics, music programs and peer support programs*
- *all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, School Chaplain, Year Group 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: Hands on Learning, School Wide Positive Behaviours, Respectful Relationships, The Man Cave, Skittles LGBTQIA+ and Friends Group, celebrating RUOK Day ...*
- *programs, incursions and excursions are 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 and peer support programs*
- *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 Group Leader/Coordinator, a senior 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; our College engages with the Marrung Education Plan 2016-26 and the WSWR Cultural Leaders CoP, and actively supports indigenous identity through our College RAP and inclusive indigenous meeting group. Our College is also engaging with local KESO's and Elders to establish a Koorie Reference Group that will inform future indigenous teaching, learning, awareness and sense of belonging*
- *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. Our College routinely draws on the expertise of EAL Area staff to facilitate teaching and learning adjustments for EAL students.*

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- We support learning and wellbeing outcomes of students from refugee background through the support of wellbeing staff, and through accessing the resources and support of refugee support agencies and organisations
- *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](#). This support includes the ongoing Skittles LGBTQIA+ and Friends Group, as well as celebrating Purple Day and IDAHOBIT Day on an annual basis*
- *all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment*
- *students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans*
wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- *staff will apply a trauma-informed approach to working with students who have experienced trauma*
- *all students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future*
- *Hawkesdale P12 College assists students to plan their Year 10 & 11 work experience, supported by their Career Action Plan*

Individual

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#) as well as to other Department programs and services such as:
- [Program for Students with Disabilities](#)
- [Resilience, Rights and Respectful Relationships](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

Hawkesdale P12 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*

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- *developing an Individual Learning Plan and/or a Behaviour Support Plan*
- *considering if any environmental changes need to be made, for example changing the classroom set up*
- *referring the student to:*
 - *school-based wellbeing supports* ○ *Student Support Services*
 - *Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst*
 - *Re-engagement programs such as Navigator*

Where necessary the school will support the student's family to engage by:

- *being responsive and sensitive to changes in the student's circumstances and health and wellbeing*
collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- *monitoring individual student attendance and developing an Attendance Improvement Plan 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.*

4. Identifying students in need of support

Hawkesdale P12 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 to help identify students in need of support and enhance student wellbeing. Hawkesdale P12 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*

5. 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.

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- It is the right of all members of the School community to experience a safe, pleasant and supportive learning and teaching environment. Staff, students and parents/ carers have the right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our AntiBullying Policy, Digital learning policy and Child safe code of conduct.). Everyone deserves to be treated with respect and dignity.
- Teachers also have the right to be informed, within Privacy requirements, about matters relating to students that may impact on their teaching and learning of that student.
- Teachers have a responsibility to demonstrate professional performance that meets the standards set by the Victorian Institute of Teaching. 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 and Behaviour Policy.

- 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.
- All members have an obligation to ensure school property is appropriately used and maintained.
- The school is committed to child safety as outlined in the Child Safety Policy and the Child safe Code of Conduct. **Our school explicitly prohibits corporal punishment in any shape of form.**

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

6. Student behavioural expectations and management

Our school recognises student outcomes are dependent on positive relationships and shared expectations between students, parents, teachers and the community.

At our school the motto is **"Dare to achieve"** and we promote this motto through promoting a growth mindset learning environment. A growth mindset philosophy believes that intelligence can be developed with hard work. It leads to a desire to learn and therefore a tendency to ...

- embrace challenges
- persist in the face of setbacks
- see effort as the path of mastery
- learn from criticism
- find lessons and inspiration in the success of others

Our school will strive for a learning space that praises effort, struggle and perseverance. We will provide feedback and praise when students select difficult tasks to conquer or try new strategies when learning concepts.

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	All students are expected to demonstrate: • preparedness to engage in and take full advantage of the school program • effort to do their very best • self-discipline to ensure a cooperative learning environment and model the school values • come to class organised and prepared with all class materials.	Parents/Carers are expected to: • 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 • Ensure their children are provided with appropriate materials for class	All staff at the school are expected to: • comply with duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students • provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success • Develop positive relationships with students and parents/carers and respond sensitively to individual student needs and refer to support services as appropriate.

Attendance	All students are expected to: • attend and be punctual for all timetabled classes every day that the school is open to students • be prepared to participate fully in lessons and opportunities presented to them at school.	Parents/Carers are expected to: • ensure that 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	In accordance with DEECD procedures the school will: • Proactively promote regular attendance • Mark rolls accurately each lesson and follow up on absences on a daily basis. • Absences greater than 3 days be followed up by year level coordinator.
	i.e excursions, camps, sports days. • bring a note from their parents/carers explaining an absence/lateness	within scheduled school holidays • Support their child's learning by assisting them to complete work as required by absence learning plans. • Liase with the school as soon as refusal appears	• Identify trends via data analysis • Report attendance data in the school's Annual Report • Complete student absence learning plans for absences greater than 3 days. • Use navigator program to support students return to school

Behaviour	Students are expected to: • take responsibility for their learning and have high expectations that they can learn • take responsibility for their behaviour and its impact on others • model the schools core values of respect, responsibility and resilience • comply with the schools Behaviour Policy and work with teachers and parents in developing strategies to improve outcomes • engage with SWPBS	Parents/Carers are expected to : • have high expectations of their child's behaviour and an understanding of the school's behavioural expectations • Communicate with the school in regards to their child's circumstances • Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs	The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well being of every child focusing on pro-social behaviours in curriculum content Embed the SWPBS program into the school curriculum and programs. 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 behaviour issues The school will consistently apply its Behaviour Policy through a shared collegiate understanding and only exclude students in extreme circumstances.
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			The school recognises that for some students additional support may be needed in the form of Behaviour Management Plans and is committed to working with families to reintegrate students after exclusion.
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At Hawkesdale P-12 College positive behaviour will be recognized and acknowledged at all times. Restorative practices will be used prior to any more punitive consequences. (New staff new to have Restorative practices training.) The intention is for students to recognise what harm has been caused by their actions, to identify what needs to be done to repair the harm, and to make a commitment for reparation.

There are 8 classroom expectations that are consistent across every class in the college. These are:

- Follow all instructions given by teachers.
- Listen to others respectfully without interrupting.
- Complete all required class work.
- Respect others by keeping hands, feet and inappropriate comments to yourself.
- Be in class on time.
- Bring correct equipment to class.
- Complete and submit homework on time.
- To try your best at all times.

School Actions and Consequences

At Hawkesdale P-12 College positive behaviour will be recognized and acknowledged at all times. Restorative practices will be used prior to any more punitive consequences.

Level	Incident	Likely Consequence	Engagement/ Wellbeing Action Plan
1	Minor infringements of the rules	Use of restorative practices (refer to appendix C) and/or 1-2-3 Magic. (Refer to appendix D) Where possible a logical consequence will be used. Parents may be contacted by the teacher.	Provide quality classroom management professional development. Review the curriculum in terms of delivery modes and learning styles, and levels of student engagement.

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	An isolated incident where a consequence is appropriate.	Actions may include: • Reminder that own/others learning is being compromised by the behaviour. • making an apology to the injured party, payment for any damage. • the student being required to prepare a written explanation of why the behaviour is unacceptable and show it to their parents. • completing unfinished work. • completing some community service. • a detention or being confined to a specified part of the yard for a short time. • withdrawal of privileges.	Record student behaviour on incident on compass – this up to the teacher's discretion at this level.
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2	Continual minor infringements An isolated incident of a more serious nature	Logical consequences will apply These may include: • exclusion from activities • being required to complete additional work, • an attendance or behaviour report • community service • detention • yard restriction • behaviour agreement • withdrawal of privileges. • Withdrawal from class • Parents will be contacted if the incident is of a serious matter	Develop a student support group and involve parents in a program support meeting. Develop an Individual Education Plan and/or Behaviour Management plan. Offer counselling if required. Record student behaviour on Compass Offer staff support.
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3	Continual, serious breaches of the rules An incident of a serious nature Examples of major offences: -violence of any sort - bullying - taking of illegal substances. - destruction of school/ community property - leaving school grounds without permission - weapons on school property	Parents and Principal class will be involved. Consequences will be specific to each case but are likely to include: • contracts • restrictions on the student's movement or privileges • one or more of the consequences from a prior level • enrolment at another school • call the police Suspension in line with DEECD guidelines 4.3 may be considered. Extreme situations may lead to expulsion in line with DEECD guidelines 4.4	Develop a student support group and involve parents in a program support meeting. Develop an Individual Education Plan and Student Management Plan. Seek counselling or support services for student. Offer support for staff. Offer support for parents in parenting role. Seek support from Regional staff. Secondary consultation with appropriate community agency. Record student behaviour on Compass
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Hawkesdale P12 College

Positive Behaviour Expectations Matrix

VALUES	LEARNING SPACES	YARD	CANTEEN/ OFFICE	BUS	CORRIDOR	ONLINE SPACES	TOILETS	OFF CAMPUS
RESPECT	Active listening Speak in a respectful manner Be inclusive of all class members Respect the furniture and equipment Give others personal space	Include others Be friendly and helpful to everyone Speak in a respectful manner	Line up and don't push in Speak in a respectful manner	Listen to and follow instructions from bus captains and driver Be mindful of the property of others Speak in a respectful manner	Speak and walk calmly Respect people's personal space and property ie. lockers Greet people politely	Only type what you would say to someone's face in a respectful manner	Use the facilities appropriately Give others privacy	Present a positive image of yourself and our school Speak in a respectful manner Respect other people's property
RESPONSIBILITY	Get to class on time Be prepared to learn Be an active class member Use furniture and equipment correctly Leave the room as you found it	Keep the yard clean Wear a hat in term 1 and 4 Stay in the designated playing areas Find a teacher if there is a safety hazard Be a positive role model	Put your rubbish in the bin Bring back and wash your own cutlery Leave the canteen area as you found it	Wait your turn to board the bus Remain in your assigned seat Put your rubbish in the bin Be a positive role model	Move in a timely manner from one class to another Keep lockers and corridors tidy	Only use your computer when asked to by your teacher Keep your password to yourself Only use your own account Hand in and collect your phone from the office	Leave toilets clean and tidy Wash your hands Report concerns	Walk on the path Follow road safety rules Stay with the group when on excursion Be a positive role model Bring permission notes back on time
RESILIENCE	Be yourself and be confident Do your best and stay on task Have a growth mindset Be aware of others' perspectives	Take 10 deep breaths if you're feeling upset Use 'I statements' to resolve problems Be aware of others' perspectives	Wait your turn, don't push in Be aware of others' perspectives	Use 'I statements' to resolve problems Take 10 deep breaths if you're feeling upset Be aware of others' perspectives	Wait your turn, don't push in Be aware of others' perspectives	Be aware of others' perspectives Resolve conflict in person Seek help when needed	Go to the bathroom on your own (Secondary)	Be aware of others' perspectives Seek help when needed

Behavioural expectations of students are grounded in our school Positive Behaviour Expectations Matrix.

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.

When a student acts in breach of the behaviour standards of our school community, Hawkesdale P12 College will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

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

- *restorative practices*
- *detentions*
- *behaviour support and intervention meetings*
- *suspension*
- *expulsion*

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

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

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Hawkesdale P12 College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

Hawkesdale P12 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.
- 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
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Hawkesdale P12 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, including attendance and absence data
- SOCS

Hawkesdale P12 College will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

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

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

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	April 2025
Consultation	2025 May School Council meeting. AIP Strategic Meeting: SWPBS – term two 2025 Newsletter Website inviting consultation
Approved by	Principal
Next scheduled review date	April 2027