

Student Wellbeing and Engagement Policy



Help for non-English speakers

If you need help to understand the information in this policy, please contact the School Administration Office.

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) the support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Yurran P-9 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.

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POLICY

1. School profile

Yurran P-9 College, established in 2026 and is located in the Point Cook Southwest area of East Werribee, in the city of Wyndham. Our school grounds are located on the traditional lands of the Bunurong people and back onto native bushland and parklands. Most students that attend our school live locally and tend to walk or ride their bike to school. Yurran P-9 College is surrounded by a supportive community with a focus on effective transitions from Early Learning through to Senior Secondary education. Our school prides itself on the close ties it has developed with the local community and enjoys support from the neighbouring shops and community services.

As a new school in Melbourne's growing western corridor, upon completion it will offer up to 1,250 places (650 primary and 600 secondary) to the growing number of families in the area. In its first year of operation Yurran P-9 College will open as a primary school only, offering enrolments for students in Foundation (Prep) to Year 5, progressing to year levels 6 to 9 from 2027 – 2030 respectively.

Our school offers students state of the art facilities for the Arts, Technology and Physical Education, along with multiple (age appropriate) outdoor spaces for recreation and learning. In addition, a new co-located kindergarten and specialist school on site supports an educational integration for families.

As the school grows, we are committed to supporting all students' transition and growth, whether starting at Foundation, transitioning environments or joining the new campus from 2027. As a community, we acknowledge supported transition as central to our student's achievements and growth; we take pride in their progress and look forward to their continued success.

Our school is culturally diverse with 25% of families having a language background other than English (LOTE), with the largest LOTE groups being Chinese (Mandarin), Hindi and Telugu. The school also has strong representation from the Koorie community. We are proud of our diversity and inclusive school community.

Yurran P-9 College is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of learning, growth mindset and the aim to achieve excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society. Our school encourages students to explore their potential and strive for excellence in all endeavours.

2. School values, philosophy and vision

Yurran P-9 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, learning and growth mind set at every opportunity.

Our school's vision is to provide a quality education which empowers all students to explore their potential, strive for excellence and grow into individuals who contribute positively to their communities.

Our *Statement of Values* is available online on our school's website.

Our school is committed to providing a safe, orderly 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.

Our school values, philosophy and vision guide our organisational leadership, governance, and culture to ensure that child safety and wellbeing are embedded in our school's daily practices.

The school values are **Respect, Growth Mindset and Learning**. These values underpin all interactions at our school. All staff at Yurran P-9 College uphold the Department of Education Values of Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights.

3. Wellbeing and engagement strategies

Yurran P-9 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 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 are encouraged via the promotion and communication of ongoing staff training and development, student empowerment initiatives, and community engagement opportunities.
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing. Our school promotes this by:
 - implementing the School Wide Positive Behaviour Support (SWPBS) framework
 - integrating wellbeing and personal development programs into the curriculum such as Resilience, Rights and Respectful Relationships (RRRR) and Building Respectful Relationships (BRR)
 - incorporating Home Group sessions at the commencement of each day for our senior students from years 7-9.
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued.

- our staff participate in the [Community Understanding and Safety Training \(CUST\)](#), which strengthens the capability of school staff to build more culturally inclusive practices, including embedding Aboriginal perspectives in the curriculum, and connecting with Aboriginal Community to support ongoing learning and partnership.
- welcoming all parents/carers and being responsive to them as partners in learning. Our parent community are encouraged to join our school council, volunteer in the classroom, attend camps and excursions and where required be involved in care team meetings for their children.
- 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
- our school uses the High Impact Teaching Strategies, High Impact Wellbeing Strategies and Positive Classroom Management Strategies when planning the learning and wellbeing curriculum
- teachers at Yurran P-9 College use VTLM 2.0 as 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 Yurran P-9 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 and School Philosophy are incorporated into our curriculum and promoted to students, staff, parents and carers so that they are shared and celebrated as the foundation of our school community
- with an onsite kindergarten the school acknowledges the importance of transition periods for young people in our community. All students are supported with transition at all the relevant stages, from one campus to another and for some, beginning at the school for the first time at the Senior campus. Carefully planned transition programs are in place to support students moving into different stages of their schooling, including their departure from Yurran P-9 College and onto their final Senior Secondary Years (10-12).
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents and carers.
- the Attendance Leadership Team monitors student attendance and implements 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 Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, PLC Leader, the Wellbeing team, 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, peer support programs.

- all students are welcome to self-refer to the Learning Specialist, Classroom teachers, Educational Support (ES) staff, PLC Leader, Assistant Principal and/or 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
 - SWPBS- School Wide Positive Behaviour Support System
 - PCMS- Positive Classroom Management Strategies
- Wellbeing programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. drumbeat, grief and loss group, cyber safety)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- being co-located with the Ngurruga School we will facilitate cross-school connections, where possible, providing a broader learning environment for both schools and allowing a better understanding and acceptance of student inclusivity and diversity.
- 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.
- A child safe culture is championed and modelled at all levels of the school from the top down and bottom up. Our Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities. Risk management strategies focus on preventing, identifying and mitigating risks to children and young people.

Targeted

The targeted (year group specific) strategies which promote positive behaviour and inclusion include:

- each year level has a PLC leader and Learning Specialist 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
- our school actively engages with Koorie Education Support Officers (KESO) to provide additional cultural and educational experiences for our Koorie students as part of our Action Plan Aboriginal Learning, Wellbeing and Safety policy.
- support Programs through explicit and differentiated instruction for English as an Additional Language (EAL) students: targeted support programs and services are offered to students with English as an Additional Language (EAL) and all cultural and linguistically diverse students, to facilitate their language development, academic achievement, and social integration. This includes English language support

classes, bilingual resources, cultural orientation programs, and opportunities for peer engagement.

- employment of Multicultural Aides (MEAs) to further support students and families from diverse cultural and linguistic backgrounds, particularly those from refugee or migrant communities
- we support learning and wellbeing outcomes of students from refugee background through differentiated learning and wellbeing processes, care team meetings and advice from external supports such as [RESI – Refugee Education Support Initiatives](#).
- engaging with [The Refugee Education Support Program \(RESP\)](#) which is aimed at assisting schools to identify and implement strategies which have a positive impact on the achievement, engagement, and wellbeing outcomes of students from refugee backgrounds and their families.
- 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](#)
- 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 Education 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 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 apply a trauma-informed approach to working with students who have experienced trauma
- Yurran P-9 College runs a Careers and Pathways program as part of the year 9 curriculum and support these students to engage with the Morrisby Career assessment and interviews. Further information can be found [My Career Insights | vic.gov.au \(www.vic.gov.au\)](#)

Individual

Yurran P-9 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 students and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Education Plan (IEP) and/or a Behaviour Support Plan
- Use of safety plans or yard plans or seating plans where necessary
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services (SSS)
 - Appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or Orange Door
 - Re-engagement programs such as Navigator
- considering if any environmental changes need to be made, for example changing the classroom set up, modifying seating arrangements, providing sensory supports, or creating designated quiet areas to enhance the student's comfort and engagement

Where necessary the school supports 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 line with the departments [Attendance Improvement Strategies](#) and in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers (KESO) who ensures culturally responsive support and resources are available for Indigenous students
- running regular Student Support Group (SSG) 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

Yurran P-9 College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Yurran P-9 College utilises 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
- detention and suspension data
- engagement with families
- self-referrals or referrals from peers
- IEPs and SSGs

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.

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, racism, discrimination or intimidation
- express their ideas, feelings and concerns
- a welcoming, diverse and knowledgeable community
- achieve their goals.

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.
- behave in a manner that promotes a safe and inclusive environment, refraining from bullying, harassment, or disruptive behaviour.
- respect school property and resources, maintaining a clean and orderly environment for themselves and others.
- strive to uphold the values and principles outlined in the school's *Statement of Values and School Philosophy*, serving as positive role models for their peers.

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*.

6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's *Statement of Values* or *Student Code of Conduct*.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination are not tolerated and are managed in accordance with this policy and our *Bullying Prevention Policy*.

When a student acts in breach of the behaviour standards of our school community, Yurran P-9 College institutes a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement as well as our School Wide Positive Behaviour Framework. Where appropriate, parents and carers are informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implements 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 are applied fairly and consistently. Students are always 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 PLC Leader/ Learning specialist or Assistant Principal
- 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 is expelled without the approval of the Secretary of the Department of Education.

The Principal of Yurran P-9 College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

Yurran P-9 College values the input of parents and carers and 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 and carers have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents, carers 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
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.
- providing [Interpreting and Translation Services](#) to parents and carers who have limited or no English language skills to communicate key information about their child's education.
- inviting families to attend award ceremonies when recognising and celebrating student accomplishments as well as publishing these milestones in newsletters, fostering a sense of pride and engagement among families.
- creating a welcoming and inclusive environment for all families regardless of cultural background by facilitating parent involvement in school events and activities. Focus is given to the unique cultural experiences our families can contribute to our school community.

8. Evaluation

Yurran P-9 College collects 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 are assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- Student Online Case System (SOCS)

Yurran P-9 College also regularly monitors 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 is communicated to our school community in the following ways
- Available publicly on our school's website
- Included in staff induction processes
- Made available in hard copy from school administration office upon request

Our school also ensures 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 policies and resources are relevant to this Student Wellbeing and Engagement Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQA+ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)
- [Koorie Education: Policy | education.vic.gov.au](#)
- [Preventing and Addressing Racism in Schools](#)
- [Multicultural education programs and resources](#)

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

- *Child Safety and Wellbeing Policy*
- *Bullying Prevention Policy*
- *Inclusion and Diversity Policy*
- *Statement of Values and School Philosophy*
- *Complaints Policy*
- *Duty of Care Policy*
- *Action Plan Aboriginal Learning, Wellbeing and Safety*
- *Communication with School Staff Policy*

POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2025
Consultation	*Consultation with school council, students, staff, parents and carers will take place in Term 1, 2026 (or as soon as the school council are appointed)
Approved by	Principal
Next scheduled review date	Term 1, 2026 - to ensure ongoing relevance and continuous improvement, this policy will be reviewed every 1-2 years thereafter.

*The *Student Wellbeing & Engagement policy* will be reviewed by the School Council once they are appointed or earlier if a significant incident occurs or if legislative or other changes require in the interim.