

## STUDENT WELLBEING AND ENGAGEMENT POLICY, 2024



### Help for non-English speakers

If you need help to understand the information in this policy please contact please contact reception: 9309 6258.

### PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Jacana School for Autism 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
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### POLICY

#### 1. School profile

Jacana School for Autism is a Victorian State Government specialist school that exclusively addresses the educational needs of students with Autism. The school was established in 2013 to meet the needs of the increasing numbers of students with Autism in the North-western Victorian Region. Our school is culturally diverse, and we are proud of our diversity and inclusive school community. Jacana School for Autism has developed close ties to the local community, and enjoys support from our local shops and community services.

Our school is culturally diverse with 45% of families having a language background other than English (LOTE), with the largest LOTE groups being Arabic, Turkish, Vietnamese and Hindi. The school also has strong representation from the Koorie community. We are proud of our diversity and inclusive school community.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

We have approximately 227 students enrolled from Prep to Year 12 with 150 staff members including speech therapists, occupational therapists, social worker and mental health practitioner. Our school is divided into three sub-schools, Primary, Middle and Secondary.

Adopting the schools Framework for Improving Student Outcome (FISO), JSA follow the main areas for student engagement and wellbeing, student achievement, excellence in teaching and learning, community engagement in learning, professional leadership and positive climate for learning.

## 2. School values, philosophy and vision

### VISION

Jacana School for Autism fosters resilience and independence, enabling students to be engaged participants in community life.

### MISSION

The school continually implements highly customised teaching and learning programs to ensure all students access an inclusive curriculum using evidence informed practice in a safe and supportive environment. Students are supported by a committed professional multi-disciplinary team, focussed on recognising and developing individual personal and educational potential.

### OBJECTIVE

Jacana School for Autism's objective is to ensure all students leave our school with a practical understanding of the curriculum.

### VALUES

Jacana School for Autism values are empathy respect and inclusion.

Jacana School for Autism actively encourages a student-centred approach by building a positive relationship between students, parents/carers and the staff.

We all have the right to be treated fairly and courteously, even under difficult situations. This includes demonstrating **empathy** towards one another. Everyone should feel valued and be treated with **respect** and has a collective responsibility to build positive relationships and promote **inclusion** and to feel included.

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

## 3. Wellbeing and engagement strategies

Jacana School for Autism 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.

We have also developed a whole of school range of support strategies that will enhance learning outcomes for students and meet their social and emotional needs. Teachers adopt a broad range of teaching and assessment approaches to effectively respond and meet the diverse learning styles and needs of our students.

We provide universal (whole of school), targeted (year group specific) and individual engagement strategies to support student engagement.

### Universal

Interventions at a Tier 1 level, are universal in design and are intended to provide a preventative framework for all student support. Strategies are included below:

- Student Support Group
- Referral to Mental and Wellbeing Leader to build teacher capacity to implement proactive strategies that support all student's mental and wellbeing outcomes.
- all 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 Personalised Learning Support Plans
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing.
- Leading Teachers will build staff capacity to apply universal trauma-informed approach to working with students who have experienced trauma.
- Wellbeing team and Leading Teachers to build staff capacity to apply universal restorative practices when students experience conflict.
- high and consistent expectations of all staff, students and parents and carers
- 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 and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Jacana School for Autism use a 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 Jacana School for Autism 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 Leadership Team. Students are also encouraged to speak or communicate using their communication style with their teachers, education support staff, sub-school leaders, Assistant Principal and Principal whenever they have any questions or concerns.
- all students are welcome to self-refer to the Classroom Teacher, Social Worker/MHP, Health and Wellbeing Officer, Mental Health and Wellbeing Leader, Sub-School Leader, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning.

- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - ✓ Respectful Relationships
  - ✓ Personal and Social Capability Curriculum
  - ✓ Health and PE
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. social/emotional learning programs)
- opportunities for student inclusion (i.e. recess and lunchtime activities)
- buddy 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

- Mental Health and Wellbeing Officer and Mental Health and Wellbeing Leader facilitate social-emotional learning groups aimed to support student's social-emotional learning.
- Canine Comprehension (Animal Assisted Therapy).
- Breakfast Club- Food Bank Victoria
- monitoring the health and wellbeing of students through attendance and wellbeing data.
- 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 Inclusion and Diversity Policy for further information.
- providing a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on providing cohort or individual counselling support with the school's Mental Health Practitioner (MHP) as well as developing a Mental Health Support Plan to support student wellbeing.
- 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 Welfare Team Member, having an Personalised Learning Support Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment.
- 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
- Leading Teachers will build staff capacity to apply targeted trauma-informed approach to working with students who have experienced trauma.
- Wellbeing team and Leading Teachers to build staff capacity to apply targeted restorative practices when students experience conflict.
- 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 from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future.
- Jacana School for Autism assists students to plan their Year 10 work experience, supported by their Career Action Plan.
- Students presenting with signs of distress and disengagement, will be referred to the Student Support Team to provide targeted interventions.
- Mental Health Practitioner will provide targeted social/emotional learning groups for identified students displaying signs of distress and disengagement.

### Individual

Jacana School for Autism implements a range of strategies that support and promote individual engagement. These can include:

- Referral to the Mental Health Practitioner (MHP) to engage with external services (community-based services)
- Referral to MHP for students to access 1:1 counselling service.
- Referral to Mental health and Wellbeing Officer to develop a Mental health Support Plan.
- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances.
- NDIS Navigator to provide support and guidance for parents and carers to build their capacity to understand the NDIS and access funded support services. They further enable productive and working relationships between school, parents, carers, and the NDIS.
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an individual plan including, Behaviour Response Plan, Behaviour Support Plan, Engagement Plan, Risk Management Plan, and Mental Health Support Plan.
- Liaising with external services/NDIS services to access community-based supports.
- referring the student to access:
  - ✓ school-based teaching and learning and 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, DFFH and The Orange Door.
  - ✓ Engagement Plan programs such as reduced time fractions and the Navigator Program.
  - ✓ NDIS 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 Engagement 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.

### **Establishing a culturally safe environment**

At Jacana School for Autism, we are committed to establishing an inclusive and culturally safe school where the strengths of Aboriginal culture, values and practices are respected.

We think about how every student can have a positive experience in a safe environment. For Aboriginal students, we recognise the link between Aboriginal culture, identity and safety and actively create opportunities for Aboriginal students and the Aboriginal community to have a voice and presence in our school planning, policies, and activities.

We have developed the following strategies to promote cultural safety in our school community:

- Begin events and meetings with a Welcome to Country or an Acknowledgement of Country as a standing agenda item. Use this as an opportunity to pause and reflect or open a discussion.
- Fly the Aboriginal and Torres Strait Islander flags on school grounds.
- Celebrate the local Aboriginal community in communications with students, staff, volunteers and families. Share information through school newsletters, school assemblies, parent information nights.

- Lead on safety and inclusion for all Aboriginal students and their families. Learn more about Aboriginal histories and cultures, both locally and across Australia. Speak with respect and confidence about Aboriginal culture, knowledge systems and people.
- Acknowledge and draw on the existing knowledge of Aboriginal students and their families.
- Use Koorie Engagement Support Officers (KESOs) to provide advice to government schools about creating culturally inclusive learning environments.
- Express zero tolerance of racism in your statement of commitment to child safety included in your Child Safety and Wellbeing Policy and other documents.
- Address racism from students, staff, volunteers or visitors directly. Make sure racist speech or actions are always dealt with, and the culture of the school works to prevent incidents from occurring.
- Work with the local Aboriginal community to build staff, volunteer and student knowledge and respect for Aboriginal culture and to promote cultural inclusion.
- Find out about the Traditional Owners of the land/s where the school is situated at the Map of Indigenous Australia and learn about the importance of acknowledging Traditional Owners.
- Engage with local Aboriginal communities via Traditional Owner groups, corporations or the Registered Aboriginal Party to review cultural safety in school environment, systems and processes.

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

Jacana School for Autism is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Support Team and The Wellbeing Team play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Jacana School for Autism will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- the Wellbeing Team referral pathway
- personal, health and learning information gathered upon enrolment and while the student is enrolled
- School-based and Panorama attendance data
- AtoSS survey data
- JSA wellbeing survey data
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- engagement with families
- referrals to Student Support Services
- referrals to Child Protection (DFFH)
- referrals to The Orange Door
- referrals to Children with Complex Disability Support Needs Program
- referrals to the Inclusion, Access and Participation Branch
- referrals to MACNI

#### **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.

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 or communicate 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/Student code of conduct.

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 Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Jacana School for Autism 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. Behavioural expectations of all students, staff and families are embedded in our school statement of values and within our SWPBS Framework. At JSA all students are expected to follow the three Expected Behaviours which are: Look after Myself, Look after Others and Look after Property (see appendix 3). This is in line within our MTSS Framework of staff supports (appendix 1).

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

If a student displays distressed or disengaged behaviour within our school community, JSA will institute an engagement staged response, to support student, staff and families. Where appropriate, parents will be informed about their child's behaviour and the support strategies implemented by teachers and other school staff.

Further behaviour support measures may be used as part of the engagement staged response for distressed and disengaged behaviour in combination with other engagement and support strategies to ensure that all risk factors that may have contributed to the student's behaviour are identified and addressed. Distressed and disengaged behaviour measures at our school will be applied on a case by case scenario taking into consideration of the duration, intensity and frequency of the student's behaviour.

Students will always be provided with an opportunity to be heard. Engagement staged responses that may be applied include:

- Explicitly teach students the School-Wide Expected Behaviours
- Teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate adjustments within the school environment
- Implement restorative practices embedded within classroom environment

- Collection of distressed and disengaged behaviour data to identify preventative, teaching and reinforcement interventions
- Complete JSA Safety Map to ensure appropriate staged responses and supports are put in place
- Suspension (see appendix 4 for suspension procedures)
- Expulsion (see appendix 5 for expulsion procedures)

### **Exclusion from school (Circuit-Breaker Day)**

In certain circumstances exclusion may be necessary for the safety of the student themselves, other students and staff. It may also be necessary to exclude a student for a short period of time to allow the school to make reasonable adjustments in altering the environment and changing support strategies.

Prior to exclusion the following procedures will be followed to attempt to modify or change the behaviour:

- Monitoring and recording student's behaviour.
- Discussion within classroom team to identify possible reasons for targeted behaviour.
- Leading Teachers, the Principal and other professionals as deemed appropriate to provide advice.
- Care Team Meeting scheduled with parent/carer and external services including NDIS services, to discuss behaviour/wellbeing support. Parents are also informed of strategies used in behaviour support plan.
- Develop and implement appropriate support strategies such as altering learning program, developing a behaviour support plan, a behaviour response plan and re-engagement plan.
- A relevant person has been identified to support the student (in most cases this will be their parent or carer) or another person as nominated by the parent or carer.

It should be noted that parents are to be involved in exclusion procedures as stated, except where:

- The student is over 18 years of age.
- The student is over 16 years of age, without disability or impairment and is living separately, apart and independently from his/her parents.
- For any reason the parent is not available or cannot be contacted.

In these circumstances Jacana School for Autism's principal may then refer to the student over the age of 18 years of age in place of 'a parent'. Where a student has a disability or impairment, the principal must make enquiries as to the student's ability to represent himself or herself. After making such enquiries, if the principal is satisfied that the student lacks the ability to adequately represent himself or herself, the student cannot be referred to in place of 'a parent'. In this case, as with a student under 18 years of age, the principal may regard as 'a parent' an adult whom the principal considers to be suitable and available to perform the role of the parent.

### **Suspension, expulsion and restrictive interventions**

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 Jacana School for Autism 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**

Jacana School for Autism 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 also aim to involve families in having an active voice when discussing their child's wellbeing, as we understand that the child's readiness to learn is underpinned by their wellbeing needs.



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 or made available in hard copy from school administration upon request
- maintaining an open, respectful line of communication between parents and staff, supported by our school newsletter and school website
- 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/Care Team Meetings and developing individual plans for students.

## **8. Evaluation**

Jacana School for Autism 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
- JSA Wellbeing data
- Wellbeing Team referral pathway data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS
- AToSS (Panorama)

Jacana School for Autism 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 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 Safet and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

## POLICY REVIEW AND APPROVAL

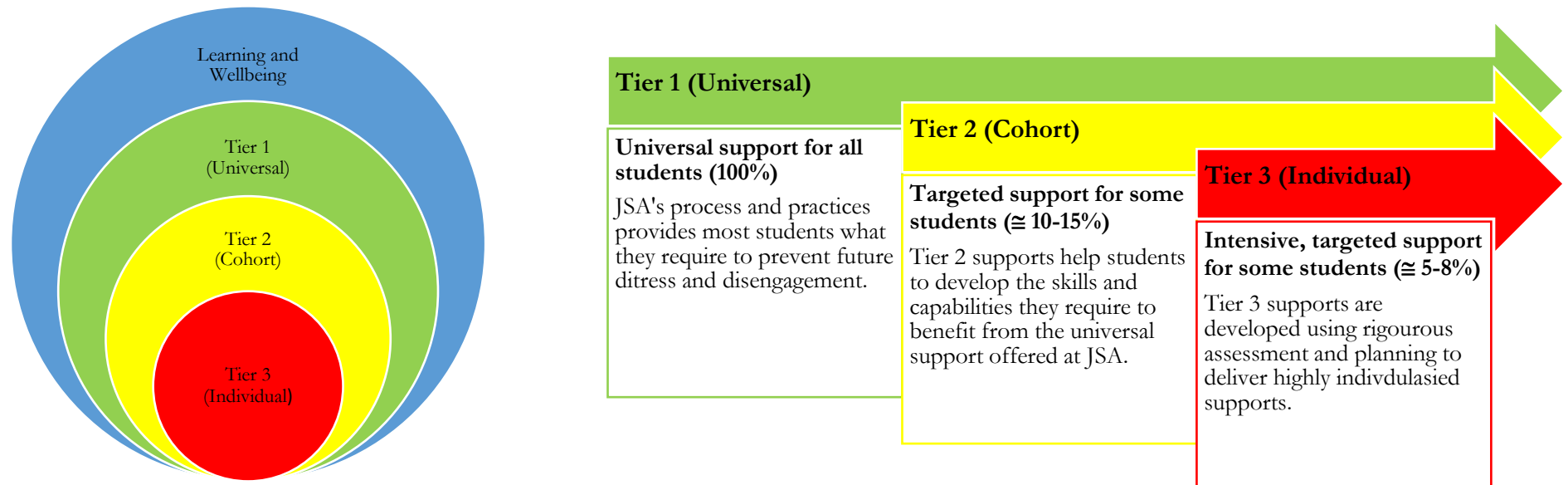
Policy last reviewed	21 <sup>st</sup> March 2024
Consultation	Consulted with School Council on 21 <sup>st</sup> March 2024
Approved by	Principal
Next scheduled review date	Term 1 2026

**APPENDIX 1**

Multi-Tiered Systems of Support (MTSS) is an inclusive, data driven, evidence-based framework designed to ensure that every student receives the appropriate level of support, instructional practice and adjustment to be successful. Having an MTSS approach reflects JSA’s commitment to support every child to engage in highly customised teaching and learning programs that recognise and support their learning and wellbeing needs.

MTSS centres on a strong foundation of universal, research-based approaches which increase in intensity and individualisation until the barriers to learning and wellbeing are addressed. The result is a continuum of resources, strategies and structures that directly address the academic, communication, social, wellbeing, and behavioural variances across all cohorts.

MTSS involves partnering with staff, families, service providers and the wider community to design tiers of support to address the full range of needs for our diverse learners. This Framework ensures consistency and transparency in our flexible and equitable, inclusive system.



**APPENDIX 2**

Tier 1 (Universal)		
	Response to Intervention	Staff
<b>Learning</b>	<p><b><u>Individual Education Plan (IEP)</u></b></p> <ul style="list-style-type: none"> <li>- Students will engage with the curriculum with the necessary adjustments made to the curriculum content and how students demonstrate their knowledge, skills and understanding.</li> </ul>	<b>Teachers</b>
	<p><b><u>Student Support Group (SSG)</u></b></p> <ul style="list-style-type: none"> <li>- Individual progress is formally recorded and reported upon at the SSG meetings and in written reports to parents/carers.</li> </ul>	<b>Teachers and Parents/Carers</b>
	<p><b><u>Professional Learning Community (PLC)</u></b></p> <ul style="list-style-type: none"> <li>- Plan, implement and monitor termly PLC inquiry cycles</li> </ul>	<b>PLC Instructional Leaders</b>
	<p><b><u>Curriculum Teams</u></b></p> <ul style="list-style-type: none"> <li>- Development of termly units for Literacy, Numeracy, Curriculum Pathways, SAKG and Specialists.</li> <li>- Gathers termly data to inform future planning of units.</li> </ul>	<b>Aspirant Leaders/Teachers</b>
	<p><b><u>Classroom Team Meetings</u></b></p> <ul style="list-style-type: none"> <li>- Weekly classroom team meetings with therapy staff and middle leaders to review learning and wellbeing needs of students.</li> </ul>	<b>Classroom Teams</b>
	<p><b><u>Opt-in Professional Learning</u></b></p> <ul style="list-style-type: none"> <li>- Opt-in professional learning delivered to teachers and education support staff.</li> <li>- Professional learning topics are strategically lined to Annual Implementation Plan targets and are differentiated according to professional learning needs.</li> </ul>	<b>Middle Leaders &amp; Teachers</b>
	<p><b><u>Sub-School Leader</u></b></p> <ul style="list-style-type: none"> <li>- Provide weekly feedback on Teaching and Learning Work Programs to their relevant sub-school</li> <li>- Actively participate in classroom team meetings to review Tier I practices</li> <li>- Share knowledge and expertise across their relevant sub-school</li> </ul>	<b>Sub-School Leaders</b>
	<p><b><u>Speech Therapy and O.T</u></b></p> <p>Design and provide techniques and training to implement specific classroom-based therapy practices as identified through classroom team meetings.</p>	<b>Speech and O.T Therapists/Leaders</b>
<b>Wellbeing</b>	<p><b><u>Mental Health and Wellbeing Leader</u></b></p> <ul style="list-style-type: none"> <li>- Build teacher capacity to implement whole-school teaching and learning practices that promotes and prevents student wellbeing.</li> <li>- Improves referral pathways for students requiring further assessment</li> </ul>	<b>Mental Health &amp; Wellbeing Leader</b>
	<p><b><u>Explicit teaching of Personal and Social Capability</u></b></p> <ul style="list-style-type: none"> <li>- Explicit teaching of Self and Social Awareness and Management IEP goals.</li> <li>- Design and implementation of Personal and Social Capability units.</li> <li>- Professional Learning on explicit teaching and assessment of Personal and Social Capability.</li> </ul>	<b>Personal and Social Capability Specialists/Classroom Teachers</b>
	<p><b><u>Trauma Informed and Restorative Practices</u></b></p> <ul style="list-style-type: none"> <li>- Whole school approach that prioritises building a supportive and inclusive school community. When conflicts arise, it focuses on communication, understanding, and repairing harm rather than punitive measures.</li> <li>- Developing a shared understanding of trauma and trauma-informed practices enables all staff to communicate effectively using a common language, when engaging with students who may have experienced trauma.</li> </ul>	<b>All staff</b>

	<p><b><u>SW-PBS</u></b></p> <ul style="list-style-type: none"> <li>- The ‘School-Wide Positive Behaviour System’ (SWPBS/ PBS) applies a whole school approach to expected behaviours within the classroom and playground. As a whole school we are also looking to expand our expected behaviours to our online community.</li> </ul> <p><b><u>Student Engagement Team</u></b></p> <ul style="list-style-type: none"> <li>- Lead and support staff to implement Tier 1 practices (SW-PBS) consistently across all learning environments.</li> </ul>	<p><b>All staff</b></p> <p><b>PCT</b>  <b>Sub - School Leaders</b>  <b>Learning Specialists</b>  <b>Classroom Teachers</b>  <b>ES</b></p>
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<b>Tier 2 (Cohort)</b>		
	<b>Response to Intervention</b>	<b>Staff</b>
<b>Learning</b>	<p><b><u>Learning Specialist</u></b></p> <ul style="list-style-type: none"> <li>- Observes, model and provide feedback on a targeted evidence-based practice; identified in Student Support Team meetings.</li> <li>- Coaches/mentors teachers and ES staff, build- Shares knowledge and expertise across PLC teams to build teacher capacity and promote teacher collaboration</li> </ul>	<b>Learning Specialists</b>
<b>Wellbeing</b>	<p><b><u>Mental Health and Wellbeing Leader</u></b></p> <ul style="list-style-type: none"> <li>- Implements social emotional learning program for targeted students.</li> </ul> <p><b><u>Mental Health and Wellbeing Officer</u></b></p> <ul style="list-style-type: none"> <li>- Works under the direction of the Mental Health Practitioner to implement student wellbeing supports for targeted students.</li> <li>- Implements social emotional learning program for targeted students.</li> <li>- Prepares reports and correspondence on targeted areas of needs in a student wellbeing and engagement context</li> <li>- Facilitates and manage the whole school Breakfast Club program</li> <li>- In collaboration with the Student Support Team will implement and facilitate programs and small group mentoring</li> <li>- Provides support for any identified wellbeing trends across the school through group work or mentoring.</li> </ul> <p><b><u>Canine Comprehension</u></b></p> <ul style="list-style-type: none"> <li>- Canine Comprehension, a specialist program designed to harness the power of Animal-Assisted Intervention (AAI) with well-trained certified therapy dogs.</li> <li>- The AAI programs, differentiated according to age and learning levels, provides targeted Social-Emotional (SE) learning opportunities to various cohorts throughout the year, to further develop their understanding and skills in social communication and interaction.</li> </ul> <p><b><u>Student Wellbeing Groups</u></b></p> <ul style="list-style-type: none"> <li>- Targeted sessions to cohort of students to support specific areas of Social-Emotional (SE) learning including resilience, emotional regulation, personal qualities and achievements and emotional literacy.</li> <li>- Within the scope of the sequence of lessons, the Wellbeing Team incorporate the ‘Jump! Schools’ learning activities that focus on personal growth, community building and leadership.</li> </ul>	<p><b>Mental Health &amp; Wellbeing Leader</b></p> <p><b>Mental Health &amp; Wellbeing Officers</b></p> <p><b>Wellbeing Assistant</b></p> <p><b>Canine Comprehension &amp; Wellbeing Team</b></p> <p><b>Wellbeing Team</b></p>

	<p><b><u>Student Support Team</u></b>          Collaboration and coordination of support for students requiring targeted Tier 2 supports.</p>	<p>APs  <b>Learning Specialists</b>  <b>Sub - School Leaders</b>  <b>Mental Health Practitioner</b>  <b>Mental Health &amp; Wellbeing Leader/Officer</b>  <b>Therapy Leader</b></p>
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**Tier 3 (Individual)**

	Response to Intervention	Staff
<b>Learning</b>	<p><b><u>Learning Specialist</u></b>            - Provides high level expertise in Teaching and Learning practices/Autism &amp; SW-PBS evidence-based practices.            - collaborates with teachers to design BSP/BRP and/or Student Engagement Plans            - Coach/mentor teachers and ES staff, to build their capacity to support individualised student learning and wellbeing needs            - Lead the Student Engagement Team, to develop and use data systems to identify and review students displaying distress (e.g. mental health) and/or disengagement (e.g. chronic absence) and support the use of evidence-based practices to improve student engagement.</p>	<p><b>Learning Specialist</b></p>
<b>Wellbeing</b>	<p><b><u>Behaviour Support Plan (BSP)</u></b>            - Functional Behaviour Analysis to identify functions of behaviour/s of concern.            - Implement Prevent Teach Reinforce (PTR) model to teach replacement skills and reinforce desired behaviours.</p> <p><b><u>Behaviour Response Plan (BRP)</u></b>            - Planned responses against each phase of a behaviour escalation cycle.</p> <p><b><u>Student Engagement Plan (SEP)</u></b>            - Targeted goals to support the use of attendance improvement strategies and support students returning to school.</p> <p><b><u>Risk Management Plan (RMP)</u></b>            - Planned responses to mitigate risks in the school and community environment.</p> <p><b><u>Mental Health Support Plan (MHSP)</u></b>            - Planned responses to support student mental health and wellbeing.</p> <p><b><u>Mental Health Practitioner (MHP)</u></b>            - Provides direction to the Mental Health and Wellbeing Officer to implement wellbeing programs and assist classroom teams to implement recommendations.            - Developing Mental Health Support Plans/Mental Health Safety Plans            -Complete mental health assessments for secondary aged students.            - Provides direct 1:1 counselling using focused psychological strategies (FPS) to support students with mental health concerns.</p>	<p><b>Learning Specialist</b></p> <p><b>Learning Specialist</b></p> <p><b>AP/Teachers</b></p> <p><b>AP/Teachers</b></p> <p><b>Mental Health and Wellbeing Officer</b></p> <p><b>Mental Health Practitioner</b></p>



- Coordinate support for critical high needs students, both internal and external to the school
- Contributes to school wellbeing policies, programs, and professional learning
- Provides professional learning to staff, to build the capacity of schools to improve students' learning and developmental outcomes.

**Mental Health and Wellbeing Officer (MHWO)**

- Works under the direction of the Mental Health Practitioner, to implement student wellbeing supports for individual students
- Prepares reports and correspondence on targeted areas of needs in a student wellbeing and engagement context.

**NDIS Navigator**

- The NDIS Navigator provides support to families and carers to help them to navigate and understand the NDIS, enabling them to get the most out of the supports available.

**Student Wellbeing Team**

- Collaboration and coordination of support for students requiring individualised Tier 3 supports.

**Mental Health & Wellbeing Officer**

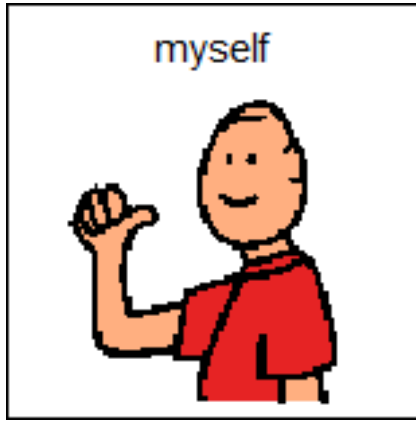
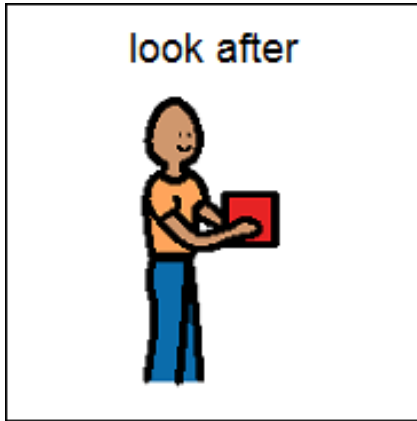
**NDIS Navigator**

**AP - ETL  
Learning Specialists  
Mental Health Practitioner  
Mental Health & Wellbeing Officer (as requested)  
Student Support Services (SSS)**

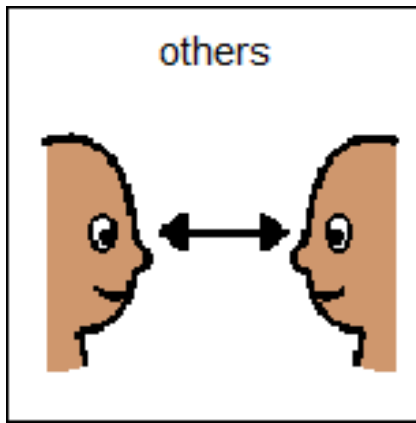
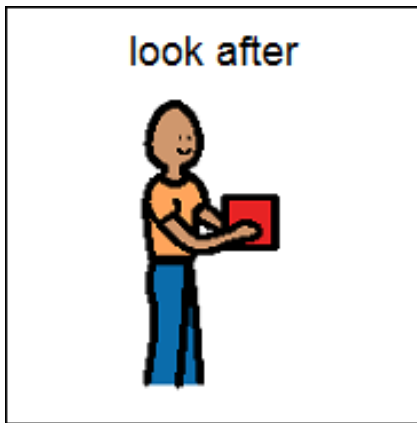
APPENDIX 3

JSA Expected Behaviours

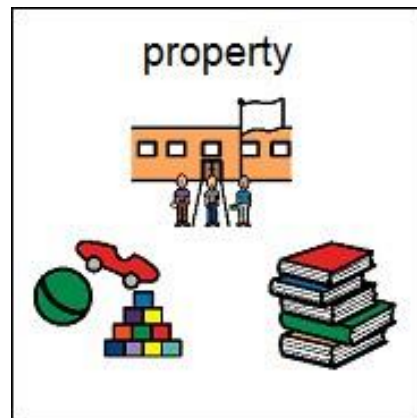
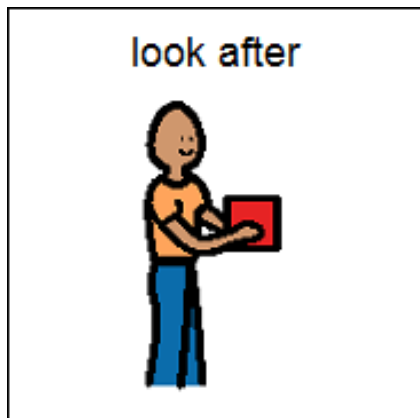
Look after myself



Look after others



Look after property



## APPENDIX 4

### Suspensions

#### General information:

Suspension is a serious behavioural measure and should normally only be used when other measures have not produced a satisfactory response. Suspension should be used for the shortest time necessary. The maximum period of time a student can be suspended consecutively is five school days. 'School days', as referred to in this document, does not include weekends, public holidays or school holidays. A student cannot be suspended for more than fifteen school days in a school year, unless approval is sought from the regional director. However, a student may be suspended for a further period (not exceeding five school days) pending the principal's decision whether to expel a student.

Behaviour support strategies for suspension
<b>Classroom Program Review:</b> Classroom team review Tier 1 strategies in conjunction with Therapists. Classroom team to make reasonable adjustments within the classroom environment.
<b>Formal Suspension:</b> Please refer to DET Guidelines <a href="http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/inschoolsuspension.aspx">http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/inschoolsuspension.aspx</a>
<b>Care Team Meeting</b> PCT, Wellbeing Team member, Sub-School Leader classroom teacher, student and parent/carers and/or external services, work collaboratively through restorative practice documents to embed alternative responses and self-regulation strategies in the event that a similar situation arises in future
<b>Review or reduction of school hours:</b> To be determined during collaborative discussion between Classroom Teacher, Sub-School Leader, Wellbeing Team member and a member of PCT.

#### Grounds for suspension

**Only** a principal has the authority to suspend a student from the school of which he or she is the principal. This power cannot be delegated to any other staff member.

A principal may suspend a student if, whilst attending school or travelling to or from school or engaged in any school activity away from the school (including travel to or from that activity), the student:

- (a) behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- (b) causes significant damage to or destruction of property;
- (c) commits or attempts to commit or is knowingly involved in the theft of property;
- (d) possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
- (e) fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- (f) consistently behaves in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender identity; disability; impairment; industrial activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes; or
- (g) consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

## Procedures for suspension

If the strategies outlined in **Procedures before suspension outlined in the Student Engagement Policy Guidelines** fail to achieve an acceptable change in behaviour and suspension is imposed, the following steps are to be taken:

1. In determining whether to suspend a student the principal must ensure that suspending the student is appropriate to –
  - (a) The behaviour for which the student is being suspended;
  - (b) The educational needs of the student;
  - (c) Any disability of the student;
  - (d) The age of the student; and
  - (e) The residential and social circumstances of the student.
2. Before implementing a suspension, the principal must be able to ensure that-
  - (a) The student has had the opportunity to be heard
  - (b) Any information or documentation provided by the student or their relevant person has been taken into account in making the decision regarding suspension; and
  - (c) Other forms of action to address the behaviour for which the student is being suspended have been considered.
3. Prior to suspension taking effect, or on the day of implementing a suspension with immediate effect, the principal must-
  - (a) Identify the relevant person in accordance with Part 2;
  - (b) Give verbal notification to the student and notify the relevant person via telephone or in person of the reason/s for the suspension, the school days on which the suspension shall occur;
  - (c) Provide contact details for additional support services to the student and their relevant person, as appropriate;
  - (d) Where the student is suspended for three days or less, provide meaningful work;
  - (e) Where the student is suspended for more than 3 days, develop a Student Absence learning Plan and Return to School Plan;
  - (f) Provide the student and their relevant person with a Notice of Suspension which must include-
    - (1) The reasons for the suspension; and
    - (2) The school days on which the suspension shall occur;
  - (g) Provide the student and their relevant person with copies of the Student Absence Learning Plan and the Return to School Plan (if required to be prepared in accordance with paragraph (e));
  - (h) Provide the student and their relevant person with a copy of the information brochure *Procedures for Suspension*; and
  - (i) Record the suspension in CASES21.
4. The principal may implement a suspension to have immediate effect if the student's behaviour is such that they are putting the health, safety and wellbeing of themselves, or any other person at significant risk.
5. Where a principal implements a suspension with immediate effect, the principal may determine to expel the student, while the student is on suspension.
6. Where a principal implements a suspension with immediate effect, the principal has a duty of care to provide supervision of the student –
  - (a) Until a student is collected by a parent or a person chosen as an emergency contact for the student by the parent; or
  - (b) If the student is in out of home care, if the student cannot be collected by a parent, until the student is collected by an adult who is residing with, and providing care to the student; or
  - (c) Until the end of the school day; or
  - (d) In the case of a school camp or school excursion, if (a) or (b) does not apply, until the end of the camp or excursion.

### Period of suspension

- (1) The maximum continuous period of time a student can be suspended at any one time is five school days, unless a longer period is approved by the Regional Director.
- (2) Where a principal implements a suspension with immediate effect and is considering whether to expel the student, the principal may request written approval from the Regional Director for a period of suspension greater than 5 school days for the purposes of undertaking expulsion procedures.
- (3) A student cannot be suspended for more than 15 school days in a school year without written approval from the Regional Director.
- (4) If a student is suspended for a period which is longer than the days left in a term the principal should consider the likely disruption to the student's learning before imposing a suspension that will continue into the following term.
- (5) If a student has been suspended from school for 15 school days in a school year, an expulsion is not the automatic consequence.

## **APPENDIX 5**

### **Expulsion**

#### **General Information:**

Only the principal has the authority to expel a student from the school of which he or she is the principal. This power cannot be delegated to any other staff member.

#### **Grounds for Expulsion**

A principal may expel a student from the school, if whilst attending the school or travelling to or from the school or engaged in any school related activity away from the school (including travel to or from that activity)-

- (a) the student does anything for which they can be suspended. (Grounds for suspension (a) – (g)).
- (b) the student's behaviour is of such magnitude, that having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other students and staff at the school and the need to maintain the effectiveness of the school's educational programs, expulsion is the only available mechanism.

#### **Procedures prior to Expulsion**

- (1) The principal must identify the relevant person.
- (2) If the student is in out of home care, the principal must inform the Regional Director that expulsion of the student is being considered.
- (3) If the student is an overseas student, the principal must inform the relevant business unit of the Department that the expulsion of the student is being considered.

#### **Behaviour review conference**

- (4) The principal must convene a behaviour review conference.
- (5) The purpose of the behaviour review conference is to-
  - (a) Advise the student and their relevant person that the principal is considering whether to expel the student;
  - (b) Outline the grounds for expulsion that are being considered and the evidence to support a finding that the student has engaged in relevant conduct;
  - (c) Ensure that the student and their relevant person have the opportunity to be heard;
  - (d) Identify the future educational, training and/or employment options most suited to the student's needs and agree on a course of action in the event expulsion is decided;
  - (e) Provide the student and their relevant person with a copy of the information brochure *Procedures for Expulsion*.
- (6) The principal must seek the support of a member selected from the regional approved list to-
  - (a) Attend the behaviour review conference, where appropriate
  - (b) Ensure that alternative disciplinary measures are considered for the student;
  - (c) Ensure that appropriate education, training and/or employment options are considered for the student; and
  - (d) Assist in implementing the course of action agreed to at the behaviour review conference.
- (7) Prior to the behaviour review conference the principal must contact the student and their relevant person and advise them of the following-
  - (a) The date, time and place for the behaviour review conference;
  - (b) That both the student and their relevant person are encouraged to attend the behaviour review conference;
  - (c) That if the student's relevant person is unable or unwilling to attend, the relevant person and/or the student may nominate another adult to attend the behaviour review conference;
  - (d) The relevant person and/or the student may be accompanied at the conference by an independent support person of their choice who is not acting for fee or reward;
  - (e) That if the student and their relevant person do not attend the behaviour review conference, the behaviour review conference may proceed in their absence and, if expulsion is decided, the course of action may be determined without the benefit of hearing from the student and their relevant person.



- (8) The principal should determine whether the assistance of an interpreter in any language (including Auslan) is required by any person who is to attend the behaviour review conference and arrange for such assistance to be present at the conference.
- (9) When conducting a behaviour review conference a principal must ensure that the conference is conducted as informally as possible.
- (10) If the student and their relevant person do not attend the behaviour review conference, the principal must ensure that the key points discussed at the conference are recorded in writing and sent to the student and their relevant person.

#### Decision regarding expulsion

- (11) In determining whether to expel a student the principal must properly, fairly and without bias consider all of the relevant matters in making their decision. The principal must determine whether the expulsion is appropriate when compared to-
  - (a) The behaviour for which the student is being expelled.
  - (b) The educational needs of the student;
  - (c) Any disability of the student;
  - (d) The age of the student; and
  - (e) The residential and social circumstances of the student.
- (12) Before implementing the expulsion, the principal must be able to ensure that any information or documentation provided by the student or their relevant person has been taken into account in making the decision regarding expulsion.
- (13) The principal must notify the student and their relevant person within 48 hours of the conclusion of the behaviour review conference of the principal's decision whether to expel the student.
- (14) If the principal decides to expel the student the principal must provide the student and their relevant person with the following documentation-
  - (a) A Notice of Expulsion which must state-
    1. The ground/s for the expulsion
    2. The reason/s for the expulsion;
    3. The date of the commencement of the expulsion; and
    4. That the student has a right to appeal the expulsion decision.
  - (b) A copy of the Expulsion Appeal form.
- (15) The principal must prepare an Expulsion Report which must be in writing and contain-
  - (a) A short statement of the history of the student's time at the school;
  - (b) The grounds for the expulsion
  - (c) The reasons for expulsion;
  - (d) Any considerations in support of the expulsion including a comprehensive range of strategies which might have been employed to date;
  - (e) Any representation made by the student or their relevant person;
  - (f) A summary of the options considered at the behaviour review conference and why expulsion was considered necessary;
  - (g) Details of the arrangements that have been made for the continuing education, training and/or employment of the student; and
  - (h) Recommendations on whether any further action either at the school, local, regional or system level is required, including strategies at the school level to prevent the repeat of similar circumstances.
- (16) Within 24 hours of the expulsion taking effect, a copy of the Notice of Expulsion and the Expulsion Report must be provided to the Regional Director.
- (17) The principal must record the expulsion in CASES21.

#### Procedures Following Expulsion

- (1) The principal of the expelling school, in collaboration with the DET regional office, must ensure that the student is provided with other educational and development opportunities as soon as practicable after the expulsion.
- (2) In the case of a student of compulsory school age, the principal and the DET regional office must ensure that the student is participating in one or more of the following options as soon as practicable-
  - (a) Enrolled at another registered school;
  - (b) Enrolled at a registered training organisation;
  - (c) Engaged in employment

- (3) In the case of a student of compulsory school age, the principal must provide the student with meaningful work from the time of expulsion until the student is participating in one or more of the options specified in (2) above, and monitor completion of that work.
- (4) The obligations in (2) and (3) above do not apply if the Minister has exempted a student from enrolment at school, attendance at school or both enrolment and attendance at school.
- (5) In the case of a student who is beyond compulsory school age, the principal should provide the student and their relevant person with information about other schools, registered training organisations, or employment agencies that may provide suitable opportunities for the student.

### Appeal Procedures

- (1) A student may appeal a principal's decision to expel the student to the Secretary (or delegate).
- (2) The grounds on which an appeal can be made are-
  - (a) That the expulsion process was not followed by the principal;
  - (b) The grounds on which the student was expelled are unfair;
  - (c) There have not been sufficient prior interventions and strategies utilised prior to the decision to expel where the student has a history of behavioural issues; or
  - (d) Other extenuating circumstances.
- (3) An Expulsion Appeal must be received by the principal within 10 school days of the student and their relevant person receiving the Notice of Expulsion.
- (4) The principal must provide the Secretary (or delegate) with a copy of the following documents within 24 hours of receiving the Expulsion Appeal-
  - (a) Notice of Expulsion
  - (b) Expulsion Report; and
  - (c) Expulsion Appeal.
- (5) The Secretary (or delegate) must determine to uphold or overturn the decision made by the principal to expel the student.
- (6) The Secretary (or delegate) may appoint an Expulsion Review Panel to review the principal's decision to expel the student.
- (7) The role of the Expulsion Review Panel is to-
  - (a) Provide an opportunity for the student and their relevant person to be heard; and
  - (b) Provide an Expulsion review Panel Report to the Secretary (or delegate) outlining the relevant facts and relevant considerations and recommending to the Secretary (or delegate) the decision that should be made in relation to the expulsion appeal.
- (8) If the Secretary (or delegate) determines to appoint an Expulsion Review Panel, the Secretary (or delegate) must appoint members of the panel. This panel must include-
  - (a) A DET representative selected by the Secretary (or delegate);
  - (b) A member from the regional approved list selected by the Regional Director; and
  - (c) A member from the regional approved list selected by the principal.
- (9) The Secretary (or delegate) must appoint an Executive Officer to assist the Expulsion Review Panel. The role of the Executive Officer is to-
  - (a) Liaise with the panel members to determine an appropriate date, time and place to convene an Expulsion Panel meeting;
  - (b) Contact the student and their relevant person and advise them of the following-
    - (1) The date, time and place for the expulsion Review Panel Meeting;
    - (2) That both the student and their relevant person are encouraged to attend the Expulsion Review Panel meeting;
    - (3) That if the student's relevant person is unable or unwilling to attend, the relevant person and/or the student may nominate another adult to attend the Expulsion Review Panel meeting;
    - (4) The student and/or relevant person may be accompanied at the meeting by an independent support person of their choice who is not acting for fee or reward; and
    - (5) If the student and their relevant person do not attend the Expulsion Review Panel meeting, the Expulsion review Panel meeting may proceed in their absence, and an Expulsion Review Panel Report to the Secretary may be prepared without the benefit of hearing from the student and their relevant person;
  - (c) Determine whether the assistance of an interpreter in any language (including Auslan) is required by any person who is to attend the Expulsion Review Panel meeting and arrange for such assistance to be present at the meeting;
  - (d) Ensure that the panel members receive the following documents prior to the Expulsion Review Panel meeting-

- (1) Notice of Expulsion;
  - (2) Expulsion Report; and
  - (3) Expulsion Appeal;
  - (e) Ensure that the panel members are fully informed of their role; and
  - (f) Appoint a Chairperson for the Expulsion Review Panel meeting.
- (10) The expulsion review panel must provide a completed Expulsion Review Panel Report to the Secretary within 24 hours of the conclusion of the Expulsion review Panel meeting.
- (11) Where the Secretary (or delegate) appoints an Expulsion Review Panel, the Secretary (or delegate) should consider the Expulsion Review Panel Report prior to making a determination but he or she is not bound to follow the recommendation made by the Expulsion Review Panel.
- (12) The Secretary or delegate should use his or her best endeavours to make a determination within 15 school days of receiving the Expulsion Appeal from the principal.
- (13) The Secretary (or delegate) must verbally notify the student, their relevant person, and the principal of the outcome of the appeal within 24 hours of the decision being made.
- (14) The Secretary (or delegate) must also provide written notification to the student, their relevant person and the principal of the determination made in relation to the expulsion appeal. If an Expulsion Review Panel was appointed a copy of the Expulsion Review Panel Report must be sent to the student, their relevant person and the principal.
- (15) If the Secretary (or delegate) overturns the principal's decision to expel the student the principal must ensure that the following actions are implemented as soon as possible-
- (a) The student must be re-enrolled at the school
  - (b) The principal must work with the student, their relevant person and the student's teacher/s to develop a Return to School Plan for the student;
- The principal must ensure that the record of expulsion is removed from the student's permanent record and CASES21; and
- (c) Once expulsion has been removed from the student's record, the principal must notify the student and their relevant person of this in writing.

