UPPER YARRA
SECONDARY COLLEGE
www.uysc.vic.edu.au

Student Wellbeing and Engagement

Purpose

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

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- our school's policies and procedures for responding to inappropriate student behaviour. Upper Yarra Secondary 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. Our school is also committed to preventing and addressing bullying, including cyber-bullying. Please see our Bullying Prevention Policy for more information.

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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School Profile

Upper Yarra Secondary College is located at Yarra Junction in the Yarra Valley, 65 kms from Melbourne. The College provides students with a safe, healthy and supportive environment that nurtures self-esteem, leadership qualities, talent, curiosity and optimism for the future, providing them with a base to become responsible members of the College and the broader community.

Our staff is committed to focus on continuous improvements in curriculum provision and respond to research based trends in current and innovative teaching methods. We provide a range of curriculum choices including VCE, VET and VCAL that support pathways to a wide range of destinations including Universities, TAFE Colleges, apprenticeships and employment. This includes a strong partnership with Box Hill TAFE to deliver the Upper Yarra Secondary College established Viticulture course that utilises our own self established vineyard. The College also has implemented and embedded the Certificate III in Aviation into the curriculum, allowing students to gain their Remote Pilot Licence (Drones).

Students develop close relationships with staff via daily contact in our Year Level Team approach incorporating our Support Group Program. Student leadership and a strong student voice is promoted within a range of opportunities within the College.

A model of Inquiry Based Learning has been established in Year 7 and Year 8. FLIP (Future Learners Inquiry Program) has elements of an open plan learning environment, an integrated inquiry based approach to curriculum delivery and a significant literacy focus, personalising learning for students through engagement, acknowledgement of learning styles and preferences and student directed learning.

Professional Learning Communities (PLC's) and Learning Labs are led by staff at Upper Yarra Secondary College and are based on PIVOT and Attitudes to School Data. The Teaching and Learning Program also utilises HITS and has embedded Learning Intentions and Success Criteria into the Instructional Model of Gradual Release of Responsibility. We are constantly striving to improve the use of technology in the teaching and learning programs with an emphasis being placed on the use of iPads at Year 7 and 8.

School Vision, Values and Philosophy

Our Philosophy

Upper Yarra Secondary College aims to provide students with a safe, supportive and inclusive environment that nurtures self-esteem, leadership qualities, talent, curiosity and optimism for the

future, providing them with a base to become responsible members of the college and the broader community.

Our Vision

To provide high quality education to the students of the Yarra Valley.
The college aims to encourage all young people to engage effectively with an increasingly complex world that will be characterised by advances in information and communication technology, population diversity and complex environmental and social challenges. It discourages negative forms of discrimination based on sex, language, culture, ethnicity, religion, disability, socio-economic background or geographic location. The college seeks to provide its students with the widest possible range of educational opportunities and to engender in its students a desire to achieve their fullest potential, to overcome obstacles and to aim for academic excellence by living our values of Respect, Responsibility, Excellence and Resilience.

We hope to improve student connectedness and engagement with the UYSC community.

Our Values

Respect, Responsibility, Excellence and Resilience

UYSC strives to maximise the educational opportunities for all students so they can reach their personal best. We aim, in collaboration with parents, to teach and reinforce behaviours which enable students to become respectful, responsible, valued and adaptable members of the local, broader and global community. Our staff will continue their own professional learning in order to improve the curriculum and their methods of teaching for the benefit of all students.

Our purpose is to:

- Challenge students with an engaging curriculum which builds numeracy, literacy and general knowledge as well as providing the skills needed for the safe and discerning use of information and communication technology.
- Provide a wide range of extra-curricular activities.
- Provide a safe and caring environment with appropriate support for student wellbeing.
- Encourage students to value their education as a foundation for their future study, employment and lifelong learning.
- Work collaboratively with students and families to set and achieve ambitious goals.
- Provide information and direction for students as they make decisions affecting their career pathways.
- Provide positive role models and opportunities for students in the areas of leadership, collaborative decision making, academic achievement and ecologically sustainable practices.

We Value:

- **Respect:** The College encourages students to take care of the feelings and property of others, have a high regard for themselves and take pride in the school uniform and environment.
- **Responsibility:** Students make positive choices and come to school ready and willing to learn. They own their mistakes and learn all they can every day.
- **Excellence:**. Students are encouraged to step outside their comfort zone and to bring their personal best in all that they do. Students are not afraid to be great and take pride in their achievements and the achievements of others.

- **Resilience:** Students accept they have both strengths and weaknesses. They can set goals for themselves and never give up achieving these goals. The College continues working with peers, parents and the wider community for the benefit of all.
- Learning: Learning which supports students' social and academic success now and into the future.

Our Statement of Values is included at Appendix 3 and available on our website.

Wellbeing and Engagement Strategies

To realise our vision, Upper Yarra Secondary College has in place a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour and respectful relationships for all students in the 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, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need, both now, and as they grow and develop.

The School works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used at Upper Yarra secondary College are:

Programs Implemented to Improve Engagement

Wellbeing and Engagement

Student-Led Assemblies
3-Way Parent/Student/Teacher Conferencing Student Leadership Program And Electives Year 9 City Experience
Year 8 and 9 Health and Wellbeing Days/Incursions
Year 10 Keys Please Driver Education
Primary Athletics/Tabloid Sports – Student Leaders
Mosaic Project and Other Community Art Projects
Support Groups program
Student Of The Week
Rewards Token for Values
Newsletter and School Magazine
Separate Year 7 learning area and Orientation Camp Lunchtime Sport Activities
Refurbished Fitness Studio Before School/After School.
Whole School Swimming/Athletics Days
Sport House System and Interschool Sports
Year 12 Celebration Day and Graduation Dinner Instrumental Music Program
The Good Life Farm School Leadership & Sustainability
Duke Of Edinburgh and Outdoor Education Program
X-Box Group and Chess
Club Year 12 Lounge
Presentation Ball and Year 10 Formal
Advance – Student Leadership Program Reptile Club
School/Year Level/Class/Bus Captains
Alpine School For Leadership
Doctors in Schools Lead School
Respectful Relationships Lead School
Rotary United Nations Program
Bogong Outdoor Education Centre Camps Ski Camp
Year 8 and 9 Tasmania Camp
Year 12 Party Safe Presentation – Red Frogs
Year 12 City Orientation Camp
Cambodia / Rotary Humanitarian Camp
Anzac Day Service led by UYSC Band and School Captains
Trivia Night and Arts Nights
Bus Management Market Week

Student Learning

Writing To Learn Initiative
FLIP: Future Learner Inquiry Program Years 7 & 8 BYOD Technologies
Transformations: Supported Transition Year 6 To 7 Curriculum Based Transition Program
English And Mathematics afterschool Study Groups
Literacy – Writing To Learn and Explicit Teaching Programs Quicksmart Literacy and Numeracy.
MYLNS Program
STEAM and Technology Classes
VCAL, VCE and VETis Programs
Staff Exchange Between Primary Schools
VCE Supervised Study
Viticulture and Aviation certificates delivered through UYSC
Accelerated Program For Year 10 Into VCE PIVOT Student Perception Survey

Wellbeing Student Services

School Based Counsellors Youth Clinic
Mondays Shire Youth Services
GP and Community Health Nurse
School Nurse
Medicare Local - Social Workers Chaplain
Counsellors and SSSO Support
Parent zone Sessions
CYMHS and DHS Support, Harrisons and Anchor
Youth Policing Support- Lilydale
Deakin Partnership - Uni Visits/School Presentations
Tuesdays: Cheese Toasties At The Buses
First Aid Attendance
Cyber Smart Presentations Rock And Water Program
STRIDE Leadership Training and Peer Support Connections With Upper Yarra Community House
PSD Support For Students With Special Needs Vaccination Program
Breakfast Club every morning Wellbeing lunchtime activities Dental Van

Universal Strategies

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students through the Support Group Program, 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 Upper Yarra Secondary College use the gradual Release of Responsibility instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Upper Yarra Secondary College school adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and PIVOT surveys. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, 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: Respectful Relationships, Drs in Schools, The Resilience Project
- programs, incursions and excursions developed to address issue specific behaviour (Man Cave Flourish Girls, Vaping sessions.

- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers 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 and harassment.

Targeted (Group Specific) Strategies

- 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
- Support Group Program where every student has a teacher they can refer to if needing assistance or support.
- Koori 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 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
- we support learning and wellbeing outcomes of students from refugee background through
- 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 Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on Students with Disability, such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: International Student Program
- all students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Upper Yarra Secondary College assists students to plan their Year 10 work experience, supported by their Career Action Plan
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
- Upper Yarra secondary College School assists students to plan their Year 10 work experience,

supported by their Career Action Plan

- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year

Individual Strategies

- 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
- Mental health toolkit
- headspace
- Navigator
- LOOKOUT

Upper Yarra Secondary College implements a range of strategies that support and promote individual engagement:

- 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
- 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 Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students: with a disability, in Out of Home Care with other complex needs that require ongoing support and monitoring.

Identifying Students in Need of Extra Support

Upper Yarra Secondary 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.

Upper Yarra Secondary College will utilise the following information and tools to identify students in need of extra support using the following strategies:

- Personal, health and learning information gathered upon enrolment and discussions with primary school
- Attendance records
- Academic performance, particularly in literacy and numeracy assessments
- 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
- Responding to social / emotional needs
- Engagement with student families

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 will 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 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.

Student Behavioural Expectations And Management

Behavioural expectations of students are grounded in our school's Statement of Values. And 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 and Upper Yarra Secondary College's Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Upper Yarra Secondary 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. Upper Yarra Secondary College uses a Two Tick Process in the classroom for behaviour Management. (Refer Appendix 4)

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 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 Leader
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion
- Individual Education/Behaviour Plans
- Careers planning meetings

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 Upper Yarra Secondary 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.

Engaging with Families

Upper Yarra Secondary 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 provide an environment that welcomes all parents/carers and is responsive to them as partners in learning.

We work hard to create successful partnerships with parents/carers and families by:

- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for all students
- to achieve best outcomes
- ensuring all parents/carers have access to our school policies and procedures, available on
- our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- including families in Student Support Groups, and developing individual plans for students
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute to the school programs
- involving families with homework and other curriculum-related activities and information sessions
- involving families as participants in school decision-making where possible

Parents' responsibilities for supporting their child's attendance and engagement are outlined at **Appendix 3**.

Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Values. **(Appendix 3)**

Evaluation

Upper Yarra Secondary 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 (PIVOT, Attitudes to School)
- incidents data (Team Leader data)
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data

- SOCS

Upper Yarra Secondary 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
- Included in staff induction processes
- Included in transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers and students
- Included as annual reference in school newsletter made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/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
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

Policy Review and Approval

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

Policy last reviewed	November 2024
Consultation	School Council Wellbeing team Team Leaders Senior Leaders
Approved by	Principal: Scott Tully: School Council President: Lincoln Wilson
Next scheduled review date	November 2026

Appendices and Related Policies

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

Appendix 3: Statement of Values

Appendix 4: Behaviour Expectations and Processes

Related School Policies:

Duty of Care

Learning Technologies

Onsite Supervision

Bullying and Harassment

Camps

Excursions

Appendix 1

Statement of Rights and Responsibilities

- It is the right of all members of the school community to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Bullying Prevention Policy and Equal Opportunity Policy).
- Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may imact on the teaching and learning for that student.
- 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.
- Teachers have a responsibility to demonstrate 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.
- All members have an obligation to ensure school property is appropriately used and maintained.

Appendix 2
Student Engagement Strategies

81 - 89 Little Yarra Road, Yarra Junction PO Box 550, Yarra Junction, Victoria 3797
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Appendix 3:
Statement of Values

Universal Strategies	Targeted Strategies	Individual Strategies
• Our school will deliver a broad curriculum including VET programs, VCE and VCAL. • Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students • Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families • Our school will regularly acknowledge examples of positive behaviour and • student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents. • All students will have the opportunity to participate in a social and emotional learning curriculum program through the Personal Learning time in Support Groups. • Students will have the opportunity to contribute and provide feedback on decisions about school operations both through the Student Representative Council and surveys.	• All students from Years 10 and above, and all Koorie students from Years 8 and above, will be assisted to develop a Career Action plan • All students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment • School nurse and welfare staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year. • Relevant teaching staff will apply a trauma-informed approach (using *Calmer Classrooms: A Guide to Working with Traumatised Children, Restorative Practice and Circle Work,* and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of homecare.	• Strategies to support attendance and engagement of individual students include: • Meet with student and their parent/carer to talk about how best to help the student engage with school • Establish a Student Support Group. • Seek extra resources under the Program for Students with Disabilities for eligible students • Develop a Behaviour Support Plan and/or Individual Education Plan. • Consider if any environmental changes need to be made, for example changing the classroom set up. Refer to internal support services eg Student Welfare or Student Support Services • Refer to Support learning programs • Refer to Flexible Learning Options (Good Life Farm, ECOSS) • Refer to external support services including Child First, Local Government Youth Services, Community Agencies CYMHS or Youth Connections

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Appendix 4
Behaviour Expectations and Processes

UYSC Year 7-10 Behaviour Management Processes

Removal Process: 7-10 Only		
STAGE	**ACTION**	**CONSEQUENCE**
1ST TICK	• Student's name is written on the board with a tick next to their name • Brief statement made by teacher to student of why they received the tick	STUDENT IS RELOCATED IN THE CLASSROOM.
2ND TICK	• Removal slip is completed and student is sent to Senior class (see removal roster on back of slip) • Send student with a trustworthy student (or staff member if available) to escort removed student.	AFTERSCHOOL DETENTION IS ISSUED (In Compass select the student and click on ***Add Chronicle Entry*** button from the Student Chronicle Window. Select ***Removal From Class Form*** and enter details. This is found in the Attitude/Behaviour section of the ***TEMPLATE*** drop list.)
FOLLOW UP	• Enter removal details on Compass under 'removal from class' • Update 'outcome of restorative process' details on Compass	-Classroom teacher is responsible for phoning home to organise afterschool detention (refer to relevant Team Leader before making call.) The detention may be one just with you or they can attend the group one in 7Y on Thursday afternoons. (Consult with Team Leader). -Classroom teacher MUST also have a Restorative Conversation with student (can be done during detention).
Late or No Equipment	• Students will receive one tick for being late to class and a catch up time with teacher. • Students will receive one tick if they do not bring their equipment to class. • Students who are late and with no equipment will receive one tick.	-A catch up time with the teacher for the minutes missed.

Removal process – Senior School		
STAGE	**ACTION**	**CONSEQUENCE**
Warning	Speak with student one on one about their behaviour (preferably outside classroom)	Move seat (Advised but at discretion of teacher)
Removed from class	Removal slip is completed and student is sent to KFE, JKI, DSA or BFO.	Parent meeting (organised by Team Leader/Sub School Leader). Classroom teacher may be requested to attend parent meeting.