



EMERALD SECONDARY COLLEGE

Student Engagement & Wellbeing Policy

ACCESS TO EXCELLENCE

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Focus

The Student Engagement & Wellbeing Policy focuses on the following:

- Wellbeing and engagement of all students
- Shared expectations on the rights and responsibilities of the whole school community
- Prevention and early involvement to prevent negative behaviour and for attendance concerns

Aims

The Student Engagement & Wellbeing Policy is a whole school approach that

- Promotes a positive school culture
- Increases student wellbeing and learning
- Creates a safe environment for all
- Creates an environment where positive behaviour and learning are expected

School Profile Statement

Emerald Secondary College offers a quality Secondary Education. We are located on the outskirts of Emerald in an attractive bushland environment. The College currently has 738 students and enrolments have stabilized with expected growth coming through from the nearby Primary schools from 2018 onwards. Approximately two thirds of students travel to school on one of our school bus services.

Emerald Secondary College encourages student participation in their learning and a positive learning environment. Our College has a strong history of academic success with a high proportion of students being accepted into university or other tertiary institutions usually in equal proportions. The College offers a very strong Pathways Program empowering students and families with the knowledge to make informed choices through senior years and post school. We offer an extensive range of vocational education opportunities including VET and three levels of VCAL. Our Select Entry Accelerated Learning (SEAL) Program has been operating since 2008 and provides a high quality accelerated curriculum for a select group of students with high academic potential.

Emerald Secondary College has an excellent Inclusion Program that enables all students to access the quality education they deserve. The program supports both funded and non-funded students along with ATSIL, Gifted and Talented, OHC, EAL and students under the protected attributes anti-discrimination act. Inclusive Education begins with a successful transition program from Grade 5 and as they enrol at Emerald Secondary College Individual Education and Learning Plans ensure that an inclusive approach to learning is a priority.

We see ourselves as part of a global learning community and our students have the opportunity to spend time in our Sister Schools in Japan and China as well as opportunities to engage in programs such as the Duke of Edinburgh's Award etc.

Our College understands the need to continue to increase opportunities for Student Voice and to provide an increased range of meaningful opportunities for students to build and demonstrate their leadership capabilities. The College also understands its role in promoting an understanding of minority groups that exist in society and the college has been a part of the 'Safe School's Coalition' for several years now.

School Values, Philosophy and Vision

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Our school is also committed to preventing and addressing bullying, including cyberbullying.

Our College Vision, which was developed in 2012, states that "Emerald Secondary College is a global learning community." We are committed to Achieving Access to Excellence. Our College considers itself as the school of choice in the area with a key focus on each of the following aspects of FISO with opportunities for future collaboration and leadership:

- Professional leadership
- Positive climate for learning
- Community engagement in learning
- Excellence in teaching and learning



Guiding Principles

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.
- The school will create a child safe organisation and will comply with its obligations under the Child Safe Standards.



Engagement Strategies

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise 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.

Emerald Secondary College 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

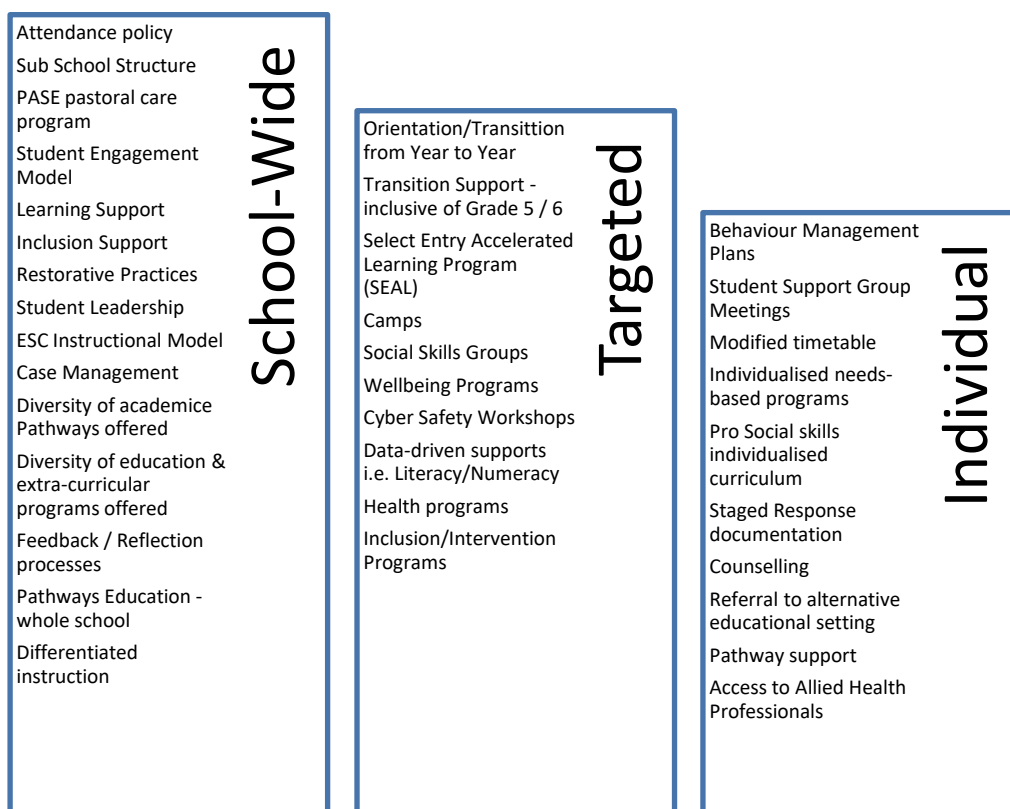
positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

Emerald Secondary College is committed to creating an inclusive learning environment that supports all students. Students engaged in their learning often have better relationships with teachers, peers, families and the wider community.

Emerald Secondary College utilises a range of strategies to address the numerous factors that commonly impact on engagement and student connectedness. World-wide research indicates that young peoples' engagement at school is influenced by the following:

- Poor literacy and numeracy skills
- Negative parental experience of education
- Bullying and harassment
- Drug and alcohol use
- Young people acting as carers
- Transitional schooling
- Poor attendance
- Mental and physical health concerns
- Generational poverty

Emerald Secondary College staff demonstrate inclusive teaching and learning practices at a school-wide, targeted and individual level (below). At Emerald Secondary College we expect our teaching and learning strategies to enhance and support the behavioural and emotional wellbeing of our students.



Identifying students in extra need of support (inclusion)

Emerald Secondary College will provide effective, supportive and up to date leadership, guidance and information to the support student's education with inclusion needs. These needs are specific to social, emotional, physical, intellectual and behavioural needs. The College will utilise many tools to identify and support students at either end of the inclusion spectrum. The College has an inclusion leader and a 'Process for Inclusion' policy.

Attendance

Schooling is compulsory for children and young people aged from 6 – 17 years. Daily school attendance is important for all children and young people to succeed in education and to ensure they don't fall behind both socially and developmentally. Children and young people who regularly attend school and complete Year 12 or an equivalent qualification have better health outcomes, better employment outcomes, and higher incomes across their lives. It is important that children develop habits of regular attendance at an early age.

School participation is important as it maximises life opportunities for children and young people by providing them with education and support networks. School helps people to develop important skills, knowledge and values which set them up for further learning and participation in their community.

Conversely, limited school participation is associated with a greater chance of dropping out of school, disruptive and delinquent behaviour and may lead to a cycle of rebellion against authority. These outcomes have later implications for employment, a range of health risk behaviours (drug and alcohol abuse), homelessness, poverty, welfare dependence, and involvement in the justice system.

Emerald Secondary College has an attendance expectation of 100% attendance of all students. To help reach this goal the college employs a range of strategies, including/offering:

- attendance officers who monitor student attendance and work within the college community to improve student engagement in their schooling
- Sub School and Year Level monitoring programs that assist students to meet attendance benchmarks
- clear VCE academic promotion related to attendance – inclusive of specific policies
- wellbeing and inclusion support which also looks at referral to outside agencies to assist with students who have high levels of absenteeism
- student absence plans and return to school plans

Emerald Secondary College Student Management Co-operation Code



BEFORE THE LESSON	
TEACHERS WILL	STUDENTS WILL
Inform students of any room changes prior to the lesson	Know of any room changes prior to the lesson
Arrive to class before the bell	Arrive to class before the bell
Be organised with the appropriate materials for the lesson	Be organised with the correct equipment, books and planner including a charged computer
Greet the students outside the classroom	Wait orderly and quietly outside the classroom
Invite the students into the classroom	Enter the classroom quietly

DURING THE LESSON	
TEACHERS WILL	STUDENTS WILL
Set an engaging entry task	Complete the entry task
Give clear consistent instructions	Listen to the teachers instructions and follow them first time
Write the learning objective on the board and set the learning goals and success criteria	Work independently on the tasks set to the best of their ability
Encourage all students to actively participate	Be respectful to themselves and everyone in the class
Provide regular feedback throughout the lesson	Ask the teacher questions to help with their learning and subject knowledge by raising their hand
Regularly check and correct work	Actively participate in the lesson

AT THE END OF THE LESSON	
TEACHERS WILL	STUDENTS WILL
Set any homework and write it on the board	Write down any homework and due date
Invite students to pack up	Pack up quietly when asked
Leave the room tidy for the next teacher and class	Leave the room tidy
Farewell the students politely	Thank the teacher politely
Add Green Chronicle Entries	

Emerald Secondary College Student Management Model

Our student management model uses the College Values as the foundation for the creation of a respectful learning environment. Approaches such as restorative practice, positive relationships and personal best underpin college processes. Emerald Secondary College does not condone the use of corporal punishment.

Responding to Challenging Behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, which follows guidelines in the Department of Education and Training Student Engagement and Inclusion Information.

Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (e.g. repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period (where appropriate, parents/carers will be informed of such withdrawals)
- Detention
- Suspension (in-school and out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the Principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here:

<http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

Creating a Child Safe Organisation

The school is committed to being a child safe organisation. It will do this by complying with the requirements of the Child Safe Standards including having strategies in place to embed a culture of

child safety at the school, having a child safety policy/ statement of commitment to child safety and having policies and procedures to manage child abuse.

The school's strategies for a child safe school can be found on the College Compass System and some policies are also available on the College website.

Bullying and Harassment

Emerald Secondary College is guided by College Bullying policy as endorsed by School Council and this will continually evolve.

Guiding Principles

1. Students have a right to learn and staff have a right to teach in a safe, secure and stable environment. Bullying, harassment or discrimination of any kind is unacceptable
2. An environment free of bullying is everyone's responsibility
3. All reports of bullying will be taken seriously and dealt with thoroughly and appropriately
4. Targets of bullying will be supported
5. Individuals responsible for bullying will be assisted and supported to alter their unacceptable behaviour
6. The college community will display their commitment to each other in a consistent, supportive and caring manner.

Definition

Bullying occurs when a person or group causes pain, hurt, embarrassment or discomfort to someone and does so repeatedly. Bullying involves an abuse of power, it can be planned and organised or it may be unintentional.

Bullying can take a number of forms including; physical bullying, verbal bullying via exclusion or through gestures/comments. It can also involve cyber bullying, extortion and sexual and racial harassment. *Bullying at school is everyone's problem and not a personal predicament.*

Emerald Secondary College is an accredited eSmart school. For further details consult www.esmartschools.org.au Upon enrolment all students at Emerald Secondary College are required to sign an agreement committing to responsible digital citizenship.

The College will work towards;

- Providing a safe and secure environment for all members of the school community
- Providing and sustaining an environment which fosters respect for self and others, responsibility, concern, care for others, honesty, integrity and trust
- Providing programs that focus on developing personal and social skills, problem solving and conflict resolution skills
- Providing student wellbeing programs to develop connectedness to the College community
- Deal with complaints and provide support and counselling for victims and bullies
- Providing staff with ongoing professional development

Staff at the college will be;

- Positive role models
- Provide curriculum and manage classrooms to ensure a co-operative learning environment
- Try to remove opportunities for bullying
- Be observant of possible bullying behaviour
- Take immediate and appropriate action which is consistent with the policy



Behaviour Identification

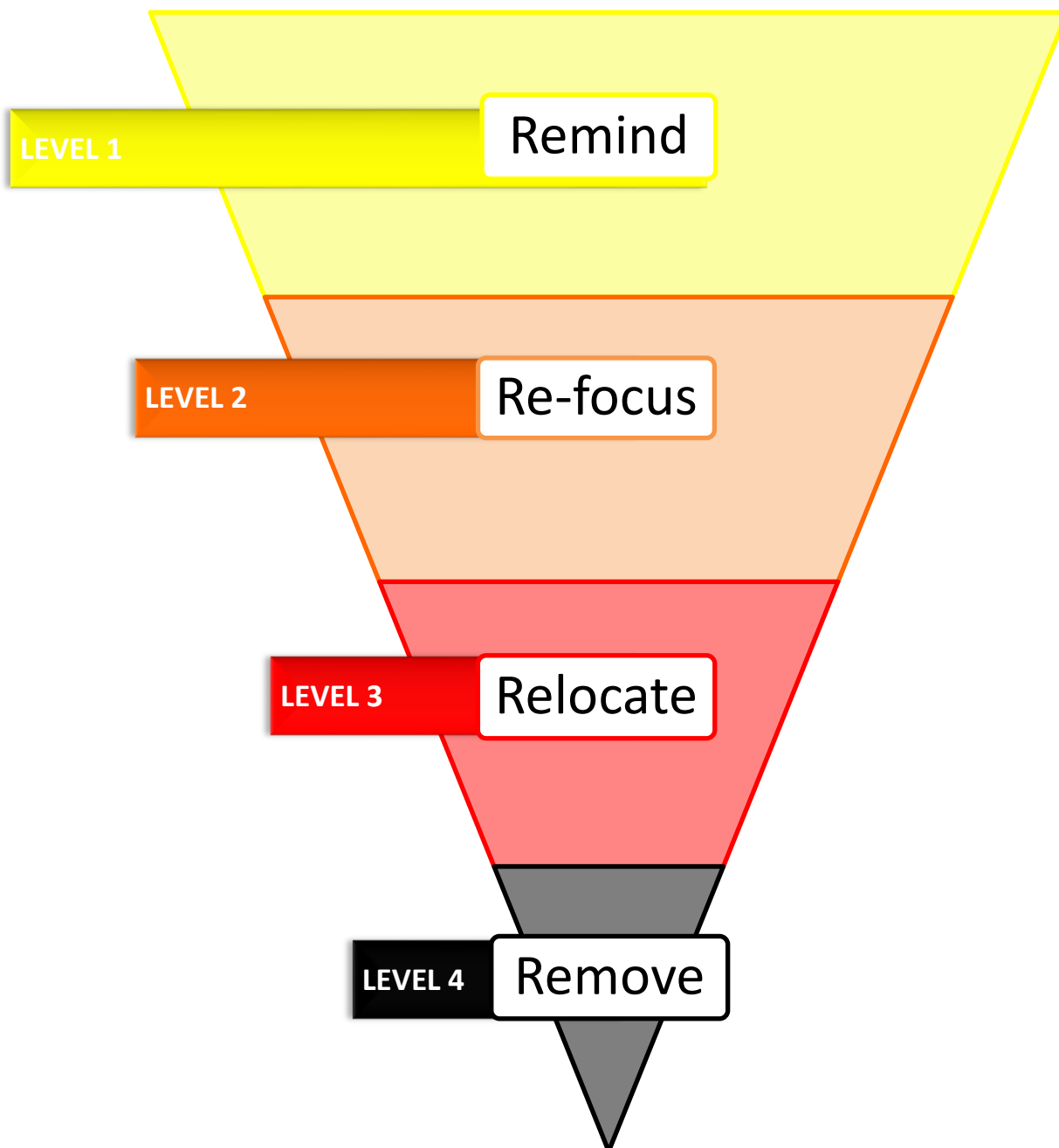
At Emerald Secondary College we identify student behaviours in two categories: Low Level and High Level.

Low Level Behaviours (not limited to)	Responsibility
<ul style="list-style-type: none"> • Failure to follow teacher instructions • Swinging on chair • Lateness • Failure to meet learning requirements • Disrespecting others • Disrespecting class space and materials e.g. littering, graffiti and not packing up materials • Inappropriate communication e.g. text messaging and note passing • Swearing indirectly • Chewing gum • Interrupting • Leaving class without permission for a period of time • Not Ready 2 Learn (R2L) – not having the correct equipment & not being on time • Incorrect uniform • Leaving seat without permission • Teasing/Harrassment • Inappropriate use of technology 	Classroom teacher

High Level Behaviours (not limited to)	Responsibility
<ul style="list-style-type: none"> • Failure to complete reflection sheet • Student does not attend main office or removal class after being sent out of class following the 4R process • Repeat low level behaviours/Behaves in such a way that impacts others learning • Smoking • Leaving the school grounds without permission or signing out • High level verbal abuse inclusive of swearing towards a teacher • Bullying and harassment • Online incidents of inappropriate behaviours affecting students • Physical violence • Drugs/illicit substances • Failure to attend after school detentions and redemption • Assessment cheating • Damage to property/infrastructure • Theft • Weapons/dangerous materials • Arson • Sexualised behaviour 	<p>Teacher, Year Level Leader &/or Principal Class Member</p> <p><i>Note: It is the classroom teacher or yard duty teacher's responsibility to enter all incident information onto Compass the same day</i></p>

In Class Student Management Model – THE 4R's

It is expected that all students and teachers follow this classroom model in order to maintain an orderly learning environment.



Emerald Secondary College Student Management Model Teacher Guide – 4R Process

Level 1

Remind

teacher positively reminds the individual student about CDSC values and classroom expectations

'remember our expectation of being ready to learn, take a seat, **thanks**'

'remember our college value of respect, please remain quiet whilst others are presenting, **thanks**'

'remember that we are supposed to be focused on our learning right now, **thanks**'

'I am going to take this opportunity to **remind** you that we are not using mobile phones at the moment, **thanks**'

Level 2

Re-focus

teacher explicitly re-focuses the student from what they are doing to what they should be doing

'**Bob**, stop ..., you know our **classroom expectation/college value** of ..., you need to **refocus** on ... , **thanks**'

Level 3

Relocate

teacher asks the student to move to an alternative location

Within the classroom

'**Bob**, I have **reminded and refocused** you already, can you move to ... table, **thanks**'

Relocate outside the classroom for up to 3 minutes

'**Bob**, I have **reminded and refocused** you already, step outside the classroom and I will come and talk to you, **thanks**'

Outside teaching space (up to 3 minutes)

'**Bob**, I have **reminded and refocused** you already, stand over to the side of the sporting field and I will come and talk to you, **thanks**'

Followed by

'You have a choice now to follow our classroom expectations/college values by refocusing on your learning. Any disruption to yours or a classmates learning will result in **removal**'

Level 4

Remove

Teacher directs the student to the Sub School Office with books

'**Bob**, go to the Front Office with your books and complete a reflection sheet you will be provided with in your relocation class. It is my **expectation** that you bring the **completed** sheet to me at my office before our next lesson, **thank you.**'

Send with a reliable student who will return to class.

Emerald Secondary College Class Removal Reflection Sheet

If a student is removed from class, following the 4R's process, they are expected to complete a reflection sheet in their relocation class, see Figure 3. This sheet will then be used to guide a restorative conversation between the classroom teacher and the student.

Emerald Secondary College Class Removal Reflection Sheet



Student Name: _____ Date: _____
Subject Teacher Code: _____

Class Teacher	SS Admin	Removal Class Teacher	
Period & Time Sent to Office	Time arrived	Removal Class Room	Time of arrival at Removal Class

STUDENT TO COMPLETE

You must hand this form in to the teacher that sent you out of their class prior to your next class with them

My Teacher REMINDED me by _____

My Teacher REFOCUSED me by _____

My teacher RELOCATED me in the class to _____

My reasons for removal were

- | | |
|---|---|
| <input type="checkbox"/> Failure to follow teacher instruction after warnings | <input type="checkbox"/> Leaving class without permission |
| <input type="checkbox"/> Failure to meet learning requirements after warnings | <input type="checkbox"/> Moving around the room without permission/ Leaving seat without permission |
| <input type="checkbox"/> Disrespecting others | <input type="checkbox"/> Repeated not bringing required equipment |
| <input type="checkbox"/> Disrespecting class space and materials | <input type="checkbox"/> Teasing/Harassment |
| <input type="checkbox"/> Inappropriate communication | <input type="checkbox"/> Inappropriate use of technology |
| <input type="checkbox"/> Swearing | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Interrupting the learning of others | |

How did your behaviour/actions impact your learning and the learning of others?

Emerald Secondary College Class Removal Reflection Sheet



What could have done differently to avoid being removed?

How could this situation have turned out if you had chosen other options?

OPTIONAL Question: What did you want the teacher or the school to know about you and your learning? *Note: this is your chance to let us know if there are things happening that may be impacting on your behaviour.*

STUDENT - You must take this reflection sheet to your subject teacher before your next lesson out of class time. If you do not then your Year Level Leader will be informed and further follow-up will occur.

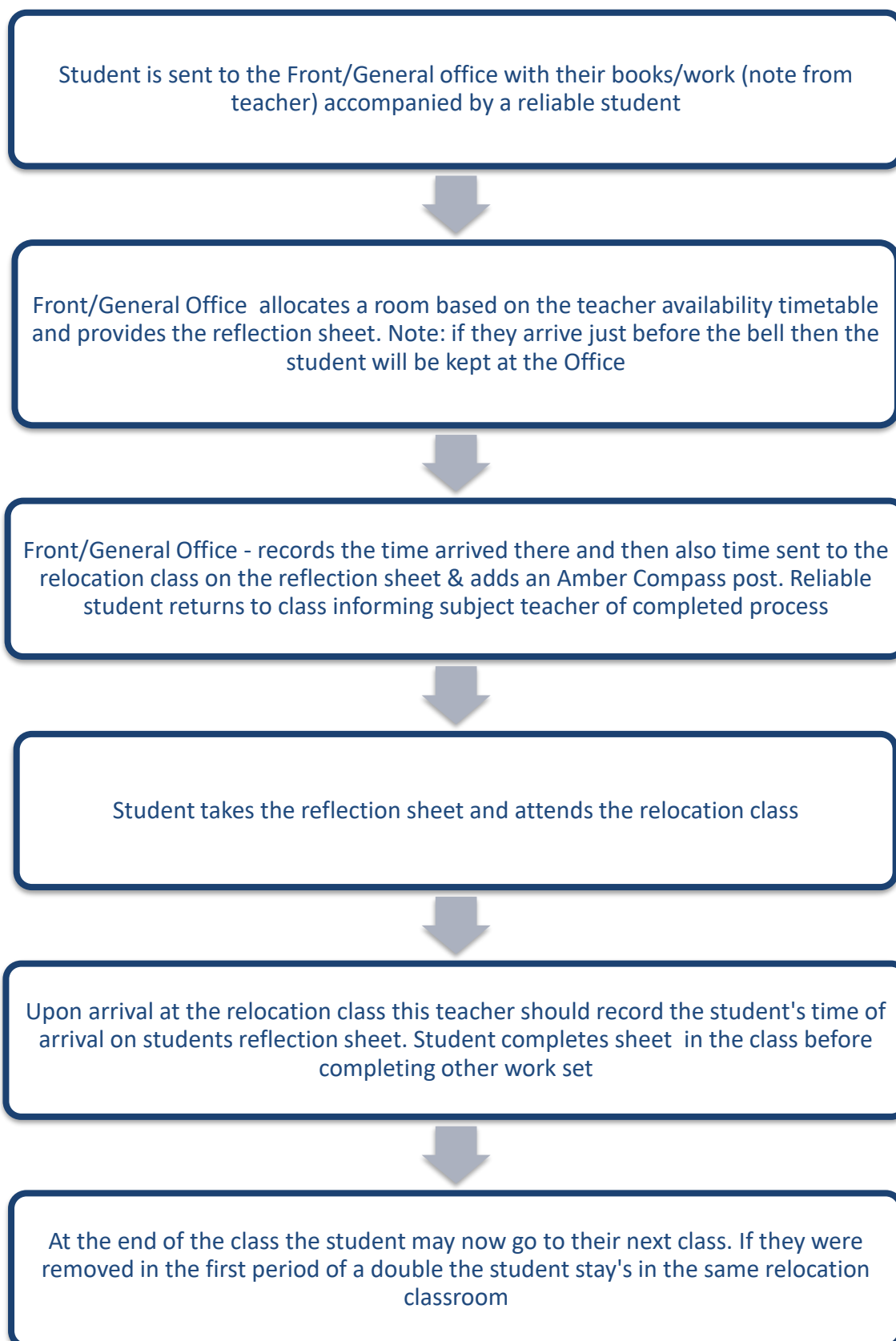
TEACHER TO COMPLETE

- ☐ Reflection Sheet Completed
☐ Restorative Held
☐ Phone call Home (must speak to parent – even if you need to ring back later)
☐ Amber Compass post completed (can scan this & attach to Compass as a record)

Additional Comments/Follow Up

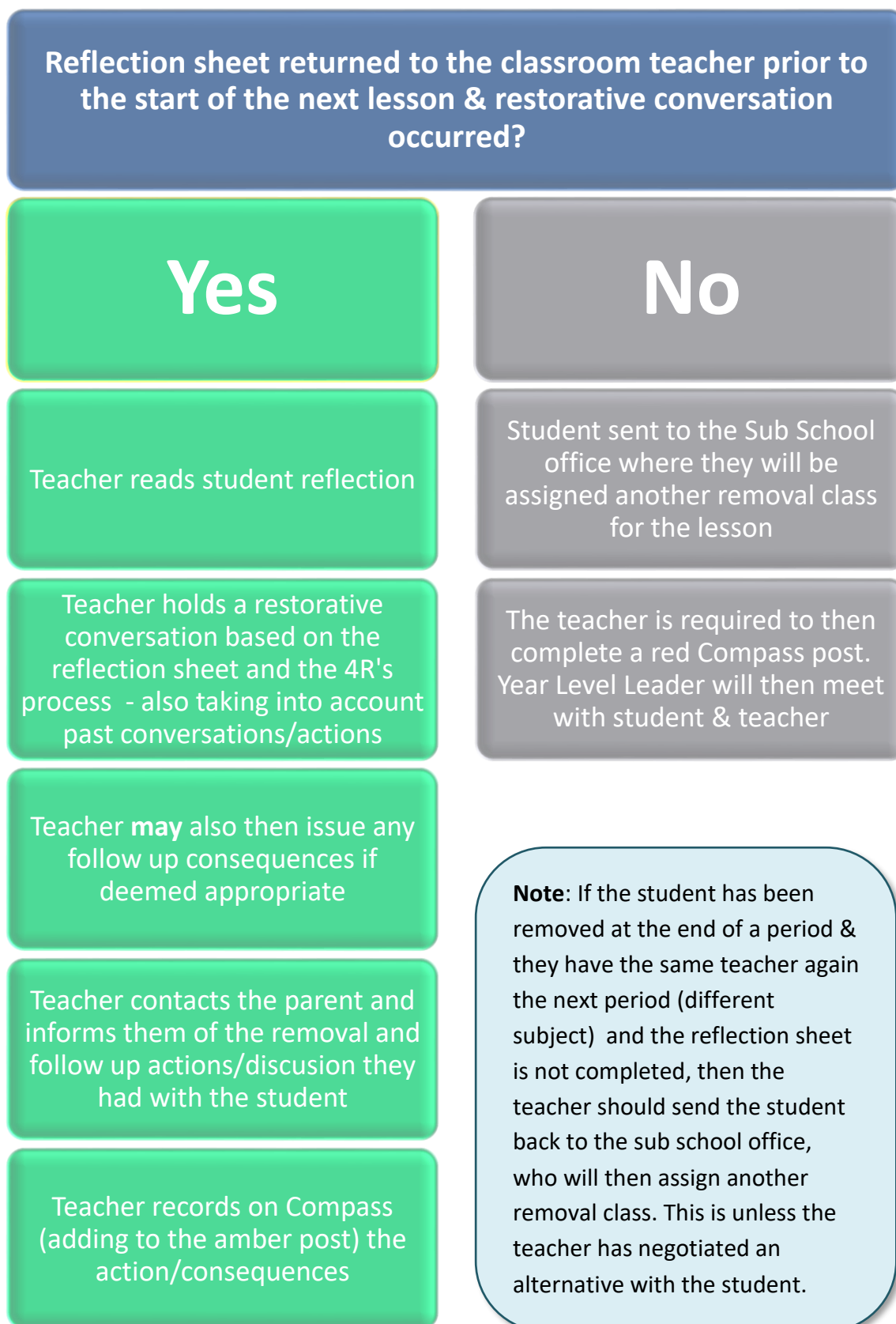
Student Removal Process

The following process is used to assist the teacher to remove the student when they have been reminded, refocused and relocated as part of the 4R's process.



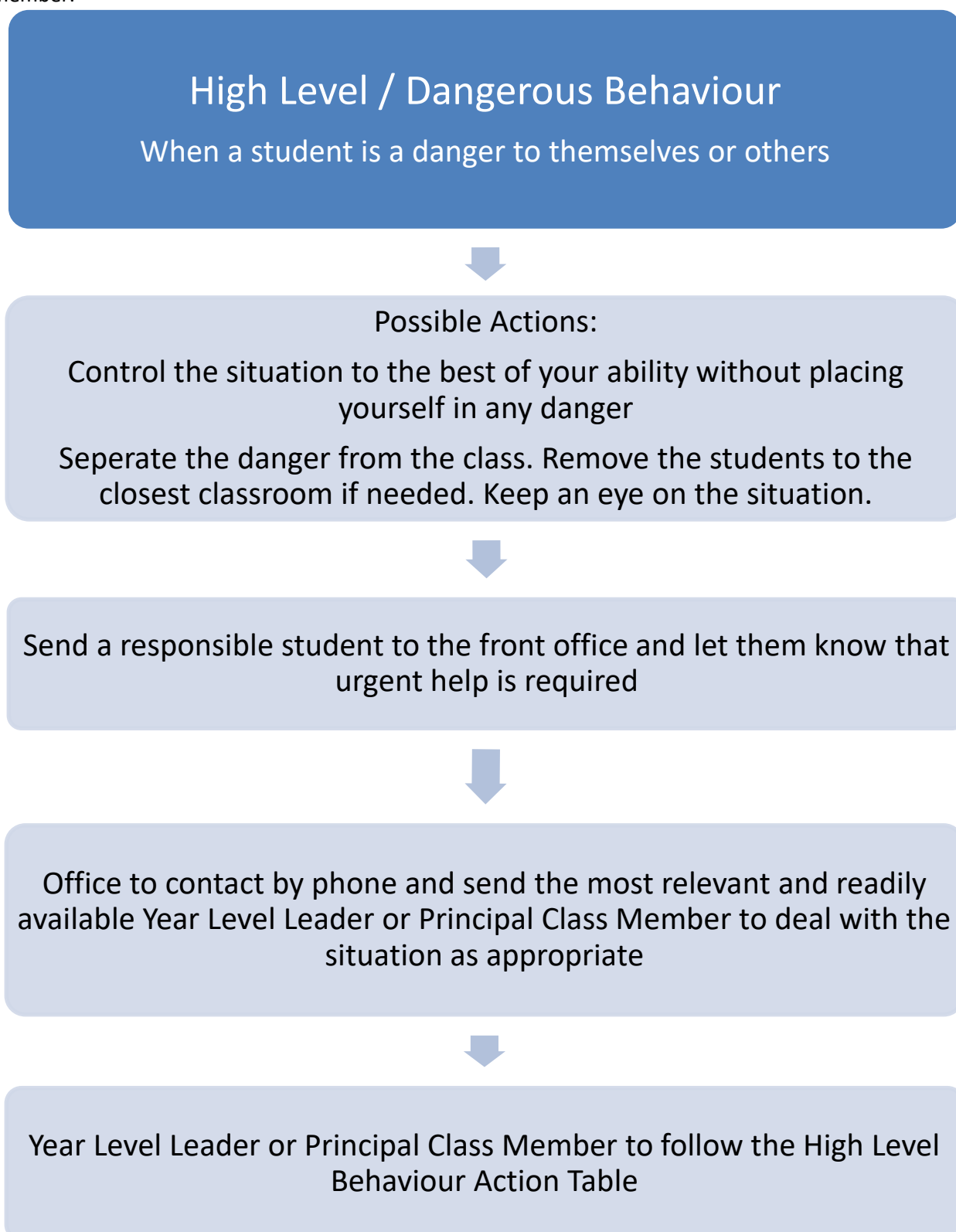
Student Re-entry to the Class

The following process is used to assist the teacher in supporting the student back into the classroom.



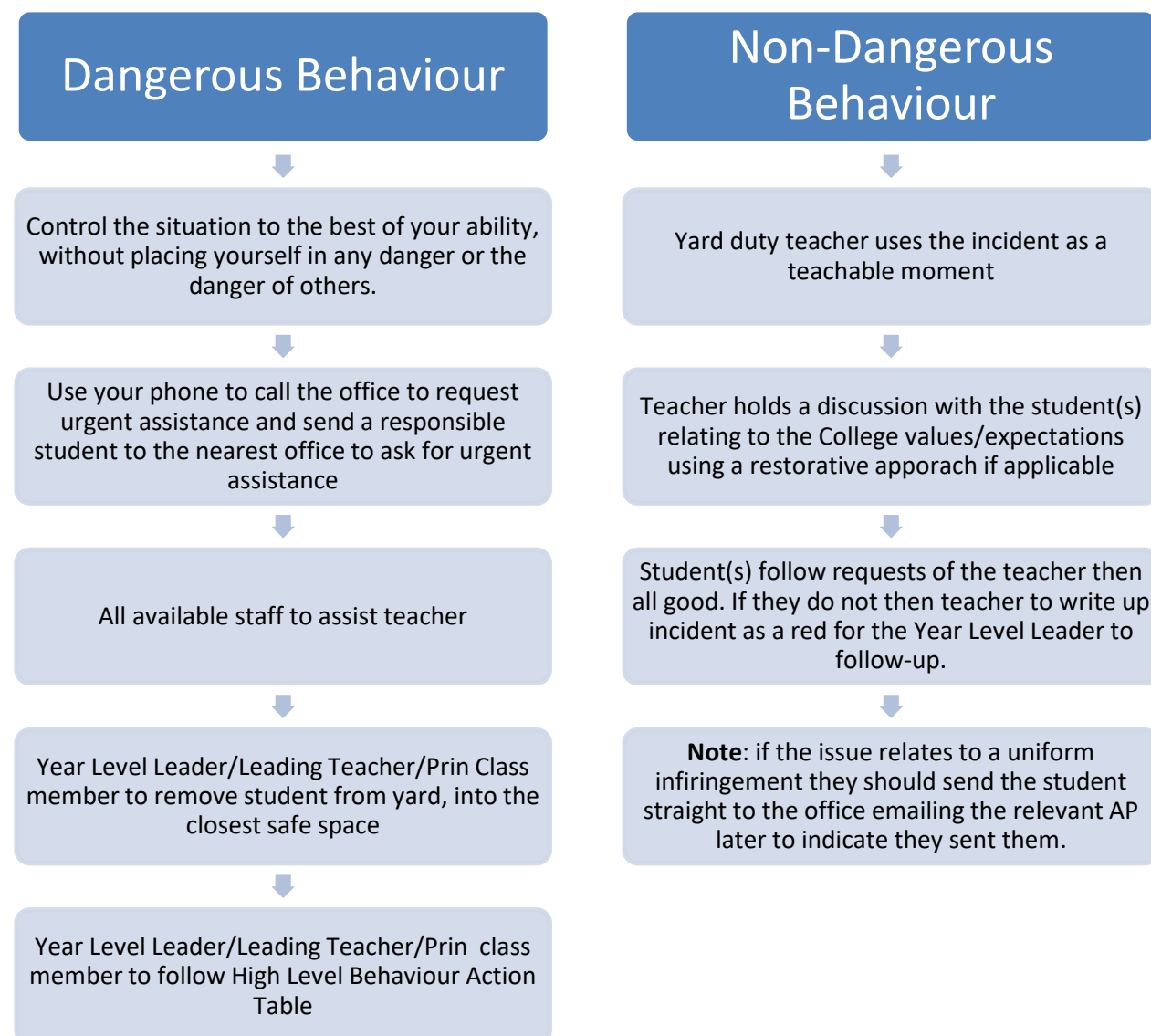
Emerald Secondary College High Level – Class

The following is the flow chart outlining the process to be used for High Level behaviours displayed in class. It is important to note that it is the classroom teacher's responsibility to enter the incident on Compass but that the follow action will predominantly be taken on by a Year Level Leader, Sub School Leader and/or a Principal class member.



Emerald Secondary College Student Management – Yard

The following is the flow map outlining the process to be used for High Level behaviours displayed in the yard. It is important to note that it is the classroom teacher's responsibility to enter the incident on Compass but that the follow action will predominantly be taken on by a Leading Teacher, sub school leader and/or a Principal class member.



It is the teacher's responsibility to enter all information on Compass the day of the incident. If the teacher is a CRT the expectation is that they will convey the incident to either the Year Level Leader or Daily Organiser who will then instruct them on what further action is then required. NOTE: a School Support Person may also be required to document an incident they have seen in the yard for follow-up.

Emerald Secondary College High Level Action Table

If the behaviour is deemed to be High Level the Year Level Leader, Sub School Leader and/or Principal class member may use the guidelines in the following table, along with other related policies, to assist them in delivering consistent consequences and supports to the student. Learning Support Referrals include but are not limited to counselling, behaviour management programs & interventions e.g. pathways options, alternate timetabling / programs options, student management based monitoring cards etc..

All High Level behaviour requires the student to complete a reflection sheet or something similar at a suitable time.

Any notifications to Emergency Management and calls to the police must be discussed with the Principal class first.

Behaviours	Possible Consequences	Supports	Once referrals are written, the student then becomes case managed through Learning Support and Sub School Leaders.
Continued failure to complete reflection sheet	Withdrawal from class Detention Suspension	Restorative conversation Student Support Group Meeting Behaviour Management Plan Staged Response	
Student does not attend Sub School office or relocation class after being sent out of class following the 4R process	Withdrawal from class Detention Suspension	Restorative conversation Student Support Group Meeting Behaviour Management Plan Staged Response	
Repeat Low Level behaviour/ Behaves in a way that impacts others learning Examples include; any low level of behaviour still being displayed for which students have already received consequences from classroom teacher including, lunch detention, restorative conversations, after school detention	Withdrawal from class Suspension	Restorative conversation Student support group Behaviour Management Plan Staged Response Learning Support Referral – counselling, behaviour management, potential referral to an alternative alternate program / setting. Individual Education and Learning Plan My Page	

Behaviours	Possible Consequences	Supports	Once referrals are written, the student then becomes case managed through Learning Support and Sub School Leaders.
Leaving school grounds without permission or signing out	Principal's / ASD's Suspension Yard Restrictions	Student Support Group Emergency Management Notification Staged Response	
Smoking	As identified in smoke free school policy. Refer to smoking policy.	Refer to smoking policy actions.	
Verbal abuse Examples include; swearing directed towards teachers or other students	Yard restrictions Suspension Note: swearing at a teacher will always result in ISS or Suspension	Restorative conversation Student support group Learning Support Referral Staged Response	
Bullying and Harassment Examples include repeat cases of behaviour that can be classified as bullying, or severe cases of bullying	Detention Yard restrictions ASD's / Suspension Police Involvement	Restorative conversation Student support group Follow pro – social model for bullying Engagement in pro-social curriculum Staged Response Emergency Management Notification	
Online incidents of inappropriate behaviour affecting students. Examples include; cyberbullying, sexting, exposure to pornographic images or a breach of the schools Student Engagement Policy.	Suspension Police Involvement	Restorative Conversation Pro social curriculum Learning Support Mandatory Reporting Emergency Management Notification Staged Response	

Behaviours	Possible Consequences	Supports	Once referrals are written, the student then becomes case managed through Learning Support and Sub School Leaders.
Physical Violence Engaging in violent behaviour, fighting or throwing punches or blows of any kind	Suspension Yard Restrictions on return from suspension Expulsion Police Involvement	Restorative conversation Student support group Anger management counselling Support for the person who was harmed Staged Response SSSO Involvement Student exited to appropriate pathway Pathway / Inclusion support	
Drugs/Illicit substances Using or possessing drugs or illicit substances at school, or attending school under the influence of drugs or illicit substances	Suspension Multiple involvement subject to discretion of Principal class. Police Involvement Expulsion	Student support group Referral to Learning Support to see Nurse re: health education Counselling from YSAS Staged response SSSO Involvement Emergency Management Notification Student exited to appropriate pathway Pathway support	
Failure to attend after school detentions and redemption	Additional detentions (before/after school) scheduled. Suspension	Student Support Group Opportunity to redeem missed detention/redemption Staged response	
Assessment Cheating VCE specific	Refer to VCE handbook for consequences possible	Refer to VCE handbook for actions	

Behaviours	Possible Consequences	Supports	Once referrals are written, the student then becomes case managed through Learning Support and Sub School Leaders.
Damage to property/infrastructure Examples include; graffiti, interfering with fire extinguisher, deliberate damage to school fixtures and fittings, deliberate damage to others belongings.	Invoice student for costs Community Service Detention Suspension Police involvement	Student Support Group Pro social curriculum Staged Response Emergency Management Notification	
Theft	Detention Suspension Invoice student for cost Community Service Police involvement	Student Support Group Staged Response SSSO involvement Pro social curriculum Emergency Management Notification	
Weapons/Dangerous Materials Examples include; any item that can be used as a weapon <ul style="list-style-type: none"> - Dangerous materials could include lighters, fireworks, laser pointers etc 	Confiscate Detention Suspension Police involvement Expulsion	Student Support Group Staged Response SSSO involvement Emergency Management Notification Student exited to appropriate pathway Pathway support	
Sexualised Behaviour	Yard restrictions / separation Suspension Expulsion Police involvement	Student Support Group Mandatory Reporting Learning Support Referral SSSO involvement Emergency Man. Notification Staged Response Pathway Support Student exited to appropriate pathway	

Engaging with Families

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups.

Reference

This Student Engagement Policy has been written to fulfil the requirements as identified in the DEECD [Student Engagement and Inclusion Guidance 2014](#)

The Emerald Secondary College Student Engagement & Wellbeing Policy has also been written to align with and address the following legal obligations and guidelines:

The *Equal Opportunity Act 2010* (Vic)

The *Charter of Human Rights and Responsibilities Act 2006* (Vic)

The Disability Standards for Education 2005

The *Education and Training Reform Act 2006* (Vic)

Child Safe Regulations

The following Emerald Secondary College policies should also be consulted when utilising this policy:

Acceptable User Agreement (ICT)

Attendance Policy

Bullying and Harassment Policy

Inclusion Policy

Senior School Policy

Range of Student Management policies – uniform, smoking, drug & alcohol etc.

Safe School Policy

Evaluation

Data Collection and Analysis

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- the Attitudes to School Survey data
- school level report data
- parent survey data
- data from case management work with students
- data extracted from software such as CASES21 or SOCS.

This policy was last ratified by School Council in	December 2017
Date of Review:	December 2019
Person(s) Responsible for Completing Review:	School Council, Student Management, SRC & Principal Team