



# Northern Bay College

## Student Engagement and Wellbeing Policy

### 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.

Northern Bay 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 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. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

### POLICY

#### 1. Northern Bay College Profile

Northern Bay P-12 College is a unique multi-campus school located in the Northern Suburbs of Geelong. It is made up of four junior campuses (P-8 campuses) and one senior campus (years 9-12). Our aim is to provide a supportive, coordinated and consistent approach to the education and wellbeing of children and young people enrolled in government schools in the Corio/ Norlane area. Our vision is to instil community commitment, confidence and high expectations in lifelong learning.

The College embraces a growing cultural diversity that includes culturally and linguistically diverse (CaLD) students from non-English speaking backgrounds and a significant Aboriginal and Torres Strait Islander (A&TSI) population. The College is a leader in addressing the specific needs of these students through a structured EAL (English as an Additional Language), a partnership with the Geelong English Language Centre and the College Marrung Action Plan

There is a significant enrolment of students with additional needs some of which are funded through the Program for Students with a Disability.

The College community is characterised by high levels of social disadvantage. The parent population is characterised by high unemployment, single parent families and high mobility. The Student Family Occupation Index range within the College averages 0.7347.

#### 2. Northern Bay College Values, Philosophy and Vision

At Northern Bay College we believe:

- That our students have a right to quality at all times - quality teachers, quality resources, quality leaders, quality tasks, quality relationships, quality facilities, quality outcomes and quality experiences.
- We want a school where learning is visible and where students feel safe, respected by staff, believed in by staff, listened to by staff and taught by knowledgeable, capable and enthusiastic teachers.

Our mission is to provide Corio Norlane communities with the highest quality educational programs in the best possible, world class facilities.

**Our vision** is to instil community commitment, confidence and high expectations in life-long learning. The staff and students at Northern Bay College strive to live the College CORE VALUES: Collaboration, Outcomes, Respect and Equity.

Northern Bay College is characterised by its **CORE** values of:

- |                       |  |
|-----------------------|--|
| <b>Collaboration:</b> | The responsibility to actively work, plan and learn together in a flexible learning environment and to share our resources and learning with others.   |
| <b>Outcomes:</b>      | To provide Corio/Norlane communities with the highest quality educational programs in the best possible, world class facilities with a vision to instil community commitment, confidence and high expectations in lifelong learning. |
| <b>Respect:</b>       | The staff and students at Northern Bay College respect the College CORE Values without discrimination abiding by the basic principles of Freedom, Respect, Equality and Dignity  |
| <b>Equity:</b>        | Equity is based on the legal and ethical premises of fairness and inclusion. Equity enables access to all learning, programs and facilities.   |

### **3. Engagement Strategies**

#### **Whole School Prevention Statement and Commitment to Child Safety**

At Northern Bay College we have numerous programs, initiatives and practices which aim to develop a positive school culture and include all members of our college community. These are captured in the table below. As our college is continually evolving some of these programs are short term and others can be subject to change and review.

Northern Bay College is committed to safety and wellbeing of all children and young people. This is the primary focus of our care and decision-making. Northern Bay College has zero tolerance for child abuse. Northern Bay College is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. This will include the cultural safety of Aboriginal and Torres Strait Islander children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Northern Bay College has a responsibility to understand the important and specific role they play individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make. We promote a pro-social and inclusive school culture emphasising positive relationships across the entire school community. A key element of our approach is to allow every person, but especially our students, to operate at their optimum level by:

- Feeling safe from verbal, physical or cyber conduct that is uninvited and /or intimidatory.
- Developing strategies and practices that address bullying/harassing and inappropriate behaviour which includes online behaviour.
- Knowing there is a trusted adult they can rely on to support them if they need help.

Leadership Teams regularly consult with students, teachers and parents/carers to ensure that we are responsive to the student's social, emotional, cognitive and cultural needs. Student voice is encouraged through participation in Student Representative Council, School Wide Positive Behaviour activities and resources as well as other whole school activities.

Northern Bay College Student Engagement & Inclusion Policy seeks to provide a balance between acquisition of essential knowledge and skills, development of conceptual understanding, demonstration of positive attitudes and taking responsible action. Our curriculum engages all students by recognising and responding to their diverse learning needs. Effective teaching, inclusive curriculum and respectful relationships between staff and students are promoted through SWPB practice.

Northern Bay College has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

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

## **Universal**

- a) high and consistent expectations of all staff, students and parents and carers
- b) prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- c) creating a culture that is inclusive, engaging and supportive
- d) welcoming all parents/carers and being responsive to them as partners in learning
- e) 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
- f) 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
- g) teachers at Northern Bay College use an agreed 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
- h) teachers at Northern Bay College adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- i) our school's Statement of Values 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
- j) carefully planned transition programs to support students moving into different stages of schooling
- k) positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- l) monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- m) students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Instructional or Learning Community Leader, Campus Wellbeing Team, Assistant Principal and Principal whenever they have any questions or concerns
- n) create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- o) All students are welcome to self-refer to the Student Wellbeing Team, Mental Health Practitioners, School Nurse, School Chaplain, Instructional and Learning Community 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
- p) we engage in SWPBS with our staff and students, which includes programs such as:
  - i. Berry Street Education Model (BSEM)
  - ii. Respectful Relationships
- q) programs, incursions and excursions developed to address issue specific concerns or behaviours relating specifically to student wellbeing (i.e. targeted intervention groups for specific mental health concerns)
- r) opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- s) buddy programs, peers support programs **Targeted**
- t) each year group has an Instructional or Learning Community Leader, 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
- u) all students from Year 7 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- v) connect all Koorie students with a DET Koorie Engagement Support Officer
- w) all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Education Plan, been supported through a Student Support Group and will be referred to DET Student Support Services for an Educational Needs Assessment
- x) Northern Bay College assists students to plan their Year 10 work experience, supported by their

#### Career Action Plan

- y) the Health and Wellbeing team will undertake health promotion activities and support wellbeing education and development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- z) staff will apply a trauma-informed approach to working with students who have experienced trauma

#### Individual

Northern Bay College implements a range of strategies that support and promote individual engagement. These can include:

- a) building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- b) meeting with student and parent/carer to discuss the best to help the student engage with school
- c) developing an Individual Learning Plan and/or a Behaviour Support Plan
- d) considering if any environmental changes need to be made, e.g. changing the classroom set up
- e) referring the student to:
  - i. College wellbeing supports
  - ii. NBC W.R.A.P (Work Ready and Applied Pathways) for Yr 9-12 students
  - iii. DET Student Support Services
  - iv. Appropriate external supports such as council based youth and family services, other allied health professionals, Headspace, child and adolescent mental health services or ChildFirst
  - v. Re-engagement programs such as Mackillop, Operation Newstart, Reconnect, Youth Plus and Diversitat

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

- aa) being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- bb) 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
- cc) monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- dd) running regular Student Support Group meetings for all students (Refer NBC Student Support Group Guidelines):
  - i. with a disability
  - ii. in Out of Home Care
  - iii. and with other complex needs that require ongoing support and monitoring

**See Appendix A**

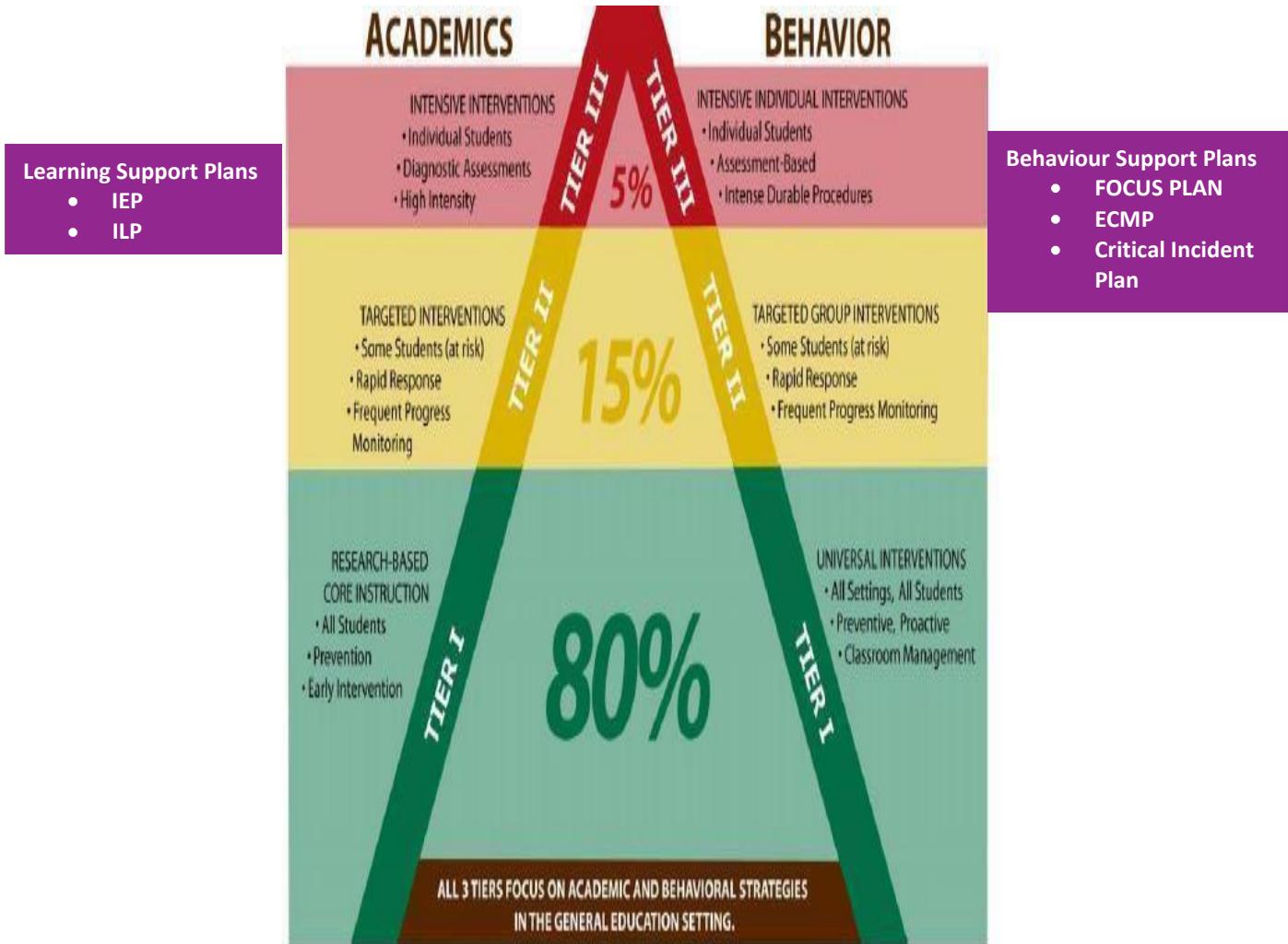
## **4. Identifying Students in Need of Support**

#### **NBC Stage Response**

The NBC Staged Response is a process, which teachers and educational support staff can refer to when responding to the needs of their students. Teachers will collaborate with members of the Student Wellbeing Team to develop teaching and learning strategies, create Learning and/or Behaviour Support Plans and engage with external supports. **See Appendix B**

#### **The Response to Instruction Model (RTI):**

RtI model integrates core instruction, assessment, and intervention within a multi-tiered system to maximize student achievement and reduce behaviour problems. Through implementation of RtI, we will identify and monitor students at risk, use problem-solving and data-based decision making to provide research-based interventions and adjust the intensity of interventions based on the student's response.



Our College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. In collaboration with our teaching and education support staff, the Student Engagement and Wellbeing (SEW) team plays a significant role in developing and implementing strategies to help identify students requiring support and enhance student wellbeing. The college will use the following information and tools to identify students requiring extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

## 5. Student Rights and Responsibilities

At Northern Bay College, we adhere to the legislation that underpins all schools in Australia and ensures that every child's right to an education that is fair, inclusive and safe. Students, staff and parents/carers of our school community all have **the right to belong, the right to be accepted and the right to be included**. These rights are guided by our school values and by the following legislation:

- Charter of Human Rights and Responsibilities Act 2006
- Equal Opportunity Act 2010
- Education and Training Reform Act 2006
- Disability Discrimination Act 1992. <http://education.gov.au/disability-standards-education>
- Ministerial Order 870 Child Safety Accordingly, these rights mean that bullying, harassment, intimidation and persecution in all forms is not tolerated at our college. Our School's Statement of Values highlights the rights and responsibilities of members of our community.

### **Students have the right to:**

- f) participate fully in their education
- g) feel safe, secure and happy at school
- h) learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- i) express their ideas, feelings and concerns.

### **Students have the responsibility to:**

- j) participate fully in their educational program
- k) display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- l) 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. Child Safe practices implemented at each campus will ensure that students know where and to whom they may go if feeling unsafe.

In most occasions students should be encouraged to speak with staff members and be advised if their concern has not been dealt with as expected they should raise it with their family through the Parents Concerns and Issues Policy which reflects the resolution of parent, students and community complaints.

### **Student Behavioural Expectations**

At Northern Bay College we aim to live the college values of Collaboration, Outcomes, Respect and Equity. We acknowledge that all students, staff and parents/guardians have the shared responsibility for contributing to the success of student learning. The expectations listed below contribute to all members feeling included, accepted and having a sense of belonging.

### **See Appendix C**

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Northern Bay College's Bullying and Harassment policy.

When a student acts in breach of the behaviour standards of our school community, Northern Bay College will refer to our SWPBS Framework into Everyday Practice, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

### **SWPBS Framework into Everyday Practice or refer Appendix D**

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 Instructional or Learning Community Leader
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available [here](#). Corporal punishment is prohibited in our school and will not be used in any circumstance.

## **6. Engaging with Families**

Northern Bay College values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

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

- a) ensuring that all parents have access to our school policies and procedures, available on our school website
- b) maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- c) providing parent volunteer opportunities so that families can contribute to school activities
- d) involving families with homework and other curriculum-related activities
- e) involving families in school decision making
- f) coordinating resources and services from the community for families
- g) including families in Student Support Groups, and developing personalised plans for students.

## 7. Evaluation

Northern Bay 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:

- |                        |                    |
|------------------------|--------------------|
| a) student survey data | f) case management |
| b) incidents data      | g) NCCD            |
| c) school reports      | h) CASES21         |
| d) attendance data     | i) SOCS            |
| e) parent survey       |                    |

## REVIEW CYCLE AND EVALUATION

This policy will be reviewed ANNUALLY and was last updated July 2020 – Review Date July 2021

Document #	Committee Responsible	Review Date	Public Location
NBC020	College Wellbeing	July 2021	Website

## FURTHER INFORMATION AND RESOURCES

### Northern Bay College Policies

1. Acceptable Use Technologies Policy
2. Child Safety Code of Conduct
3. Mandatory Reporting Policy
4. Bullying and Harassment Policy
5. Child Safe Policy
6. Privacy Policy

### Links to Northern Bay College Documents

1. NBC SWPBS Framework into Everyday Practice
2. NBC Learning Support Plan Guidelines
3. NBC Behaviour Support Plan Guidelines
4. NBC Statement of Values
5. NBC Student Support Group Guidelines
6. Use of restraint policy (being developed)
7. Learning Support Plan Policy
8. PSD Policy
9. OoHC Policy
10. Attendance Policy

### Government Legislation

- Charter of Human Rights and Responsibilities Act 2006 Equal Opportunity Act 2010 Education and Training Reform Act 2006
- Disability Discrimination Act 1992. <http://education.gov.au/disability-standards-education>
- Ministerial Order 870 Child Safety

## Appendix A

Practices have been coded below: Whole College Across P-8 Across 9-12

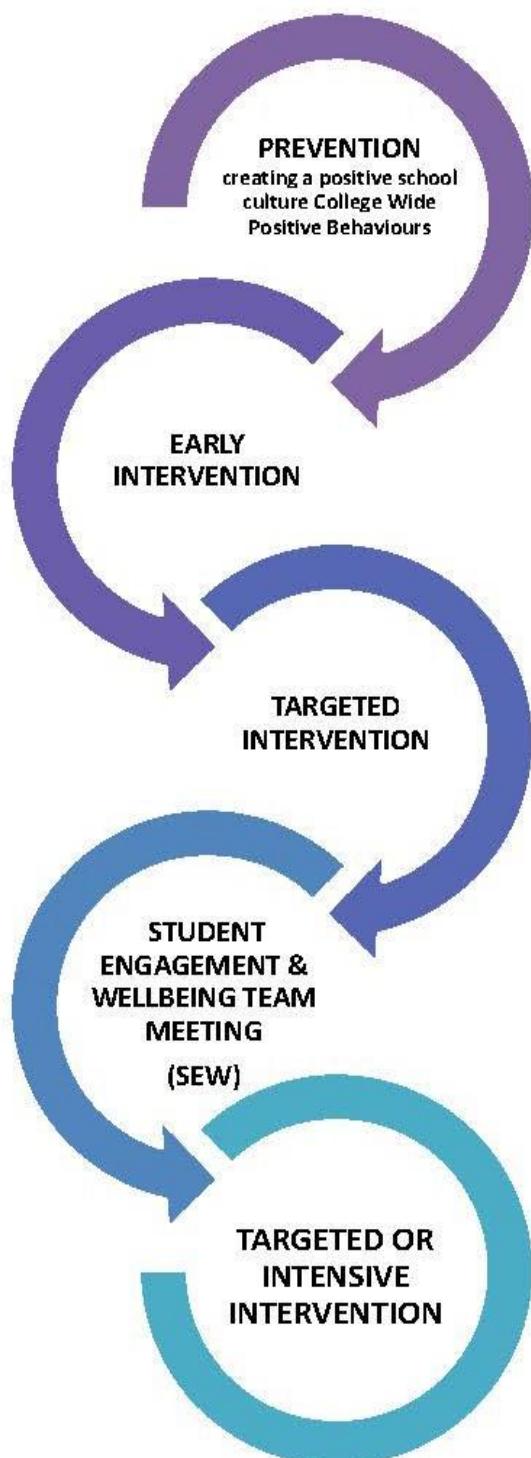
<b>1.1 Creating a positive school culture</b> <ul style="list-style-type: none"> <li>● Lunchtime programs</li> <li>● Valuing diversity through newsletters, assemblies, Harmony Day celebrations etc.</li> <li>● First weeks of the year 'Starting Right'</li> <li>● Staff PD – Master classes to build relationships between student/staff, student/student, staff/staff</li> <li>● Staff non-negotiable actions and behaviours</li> <li>● Explicit teaching of College Values</li> <li>● Friendship and Social Skills groups</li> <li>● Heads up Ambassadors</li> <li>● Student Representative Councils (SRC)</li> <li>● School Wide Positive Behaviour Support</li> </ul>	<b>1.2 Building a safe and supportive school environment</b> <ul style="list-style-type: none"> <li>● Restorative Practices</li> <li>● School Wide Positive Behaviour Support</li> <li>● Berry Street Education Model</li> <li>● Respectful Relationships Program</li> <li>● Explicit teaching of cyber safety and anti-bullying</li> <li>● Transition programs</li> <li>● Fluid grouping/mixed mentor groups</li> <li>● Differentiated curriculum</li> <li>● First aid, anaphylaxis, asthma, diabetes training</li> </ul>	<b>1.3 Expecting positive, supportive and respectful relationships that value diversity</b> <ul style="list-style-type: none"> <li>● Learning Support Plans – IEP &amp; ILP</li> <li>● Behaviour Support Plans – Focus Plan, ECMP, Management &amp; Safety Plans</li> <li>● Goal Setting</li> <li>● Inclusive teaching practices</li> <li>● PSD students appropriately catered for</li> <li>● Diversity days</li> <li>● Student Engagement input into 'own' learning</li> <li>● Camp Programs</li> <li>● Blue Earth</li> <li>● Student empowerment and support groups</li> </ul>
<b>12.1 Promoting pro-social values and behaviours</b> <ul style="list-style-type: none"> <li>● Pro-social values explicitly taught in relation to Vic Curriculum (Personal and Social Capabilities)</li> <li>● Publicly acknowledging positive student Behaviours - SWPBS</li> <li>● Heads Up Ambassador Program</li> <li>● Regularly acknowledging student success' (e.g. at assemblies- students of the week, wristbands)</li> <li>● Excursions</li> <li>● Swimming Program</li> <li>● Athletics</li> </ul>	<b>12.2 Encouraging student participation</b> <ul style="list-style-type: none"> <li>● Encourage students to be active – duty students</li> <li>● Student Leadership Program</li> <li>● Student led lunchtime activities</li> <li>● Student voice in developing policies, expectations in the classroom etc</li> <li>● Regular feedback</li> <li>● Student Survey Data</li> <li>● Cyber Safety Programs</li> <li>● Debating</li> <li>● Student Art Exhibition</li> <li>● Extended School day</li> </ul>	
<b>12.3 Proactively engaging with parents/carers</b> <ul style="list-style-type: none"> <li>● Communication Diary / Regular phone calls</li> <li>● Parents meetings – welcome new parents.</li> <li>● Attendance – policy includes home visits.</li> <li>● Parent Education Programs</li> <li>● Volunteer Programs</li> <li>● Program Information Nights</li> <li>● Student Led Conferences</li> <li>● SSG's for PSD funded students, students in OoHC and students requiring targeted intervention.</li> <li>● Community Engagement Teams</li> </ul>	<b>12.4 Implementing preventative and early intervention</b> <ul style="list-style-type: none"> <li>● Monitoring and responding to absenteeism of students</li> <li>● Targeted pastoral care programs</li> <li>● Use of data to establish student needs</li> <li>● Community Circles</li> <li>● About Me Tool</li> <li>● Student Snapshots</li> <li>● Learning Support Plans – IEP &amp; ILP</li> <li>● Behaviour Support Plans – Focus Plan, ECMP, Management &amp; Safety Plans</li> <li>● Reading Recovery</li> <li>● Staged Response for behaviour, attendance and engagement</li> <li>● Mandatory Reporting</li> <li>● Connect Program</li> </ul>	
<b>12.5 Responding to individual students</b> <p>Utilise wellbeing teams across campuses</p> <ul style="list-style-type: none"> <li>● Referral to outside agencies</li> <li>● Language Support (budget)</li> <li>● Working with families</li> <li>● Identify students – knowing students</li> <li>● Specialist programs for targeted individual</li> </ul> <p>students and groups</p> <ul style="list-style-type: none"> <li>● Learning Walls</li> <li>● Developmental curriculum</li> <li>● SSG's for PSD funded students and students requiring targeted intervention.</li> <li>● Utilise DET Barwon North Central Network</li> <li>● School Based Apprenticeships</li> </ul>	<b>12.6 Linking to the local community</b> <ul style="list-style-type: none"> <li>● Community Project work.</li> <li>● Advance</li> <li>● Partnerships with local organisation</li> <li>● Hands OnLearning</li> <li>● Ardoch Foundation</li> <li>● Smith Family</li> <li>● Catholic Care</li> <li>● Bethany (SAFE KIDS)</li> <li>● Targeted Programs (e.g. Reach, Girls Talk)</li> <li>● SSR</li> <li>● Deakin Aspire Program</li> <li>● Nirodah</li> <li>● Leisure Networks</li> </ul>	<b>12.7 School accountability and Improvement Framework</b> <ul style="list-style-type: none"> <li>● Regularly review and respond to data</li> <li>● Strategic planning related to Annual Implementation Plan</li> <li>● Learning Community SIP's to address the specific needs of each Learning Community</li> <li>● Regular reflection current targets, goals and key improvement strategies addressed through Personal Learning Teams</li> </ul>

## Appendix B



**Northern Bay  
College**

### Northern Bay College Staged Response



#### Getting to know the students and building quality relationships to support learning. Teacher actions:

- Explicit teaching of CORE values and expectation in line with School Wide Positive Behaviours
- Understand what their learning data means
- Create inclusive environments and practices

#### Not meeting expected academic, behaviour and wellbeing benchmarks.

- Document on Compass
- Collaborative discussion with parent/guardian
- Engage with Student Support Team for strategies and support
- Review teaching learning strategies-adjustments, differentiation, learning styles, recommendations from professionals
- Wellbeing Coordinator consults for assisted supports and strategies
- Refer to early intervention resources: SWPBS (COMPASS - School Documentation).
- Construct Behaviour Support Plan and/or Learning Support Plan
- Student Support Group Meeting

#### Further support for intervention required

- Complete Compass Wellbeing Internal Referral Form

#### Referrals

- Referral will be discussed at either the Student Engagement and Wellbeing (SEW) Team meeting
- Recommendations from these teams will be discussed at SEW Meeting. Further interventions will be decided. Action will be documented on Compass. Designated SEW member/s will communicate directly with teacher.

#### Action - options

- Further review of Learning Support and/or Behaviour Support Plans
- PSD funding application
- Campus Based Wellbeing support
- NBC CALD Community Worker
- Referral to College Wellbeing Leader
- Referral to College Complex Cases Liaison
- Referral to College MHP (Years 7-12)
- Referral to College Nurse
- Referral to DET Secondary School Nurses
- Referral to DET SSS or external agencies

NBC 2020

## Appendix C

High Standards and Expectations		
<b>Student</b> <ul style="list-style-type: none"> <li>I will come to class on time prepared to learn on a daily basis and remain throughout the scheduled school hours</li> <li>I will take responsibility for my learning</li> <li>I will be an active learner</li> <li>I will look ahead to build and balance educational requirements.</li> </ul>	<b>Parent/Carer</b> <ul style="list-style-type: none"> <li>I will ensure my child attends school on time every day prepared to learn and has appropriate sleep, nutrition, and clothing</li> <li>I will monitor homework, academic progress, and attendance</li> <li>I will support my child in setting and achieving short and long term goals.</li> </ul>	<b>Northern Bay College</b> <ul style="list-style-type: none"> <li>We will provide a welcoming environment</li> <li>We will set high standards for student performance</li> <li>We will provide a strong academic curriculum and quality instruction.</li> </ul>
Learning		
<b>Student</b> <ul style="list-style-type: none"> <li>I will maximize opportunities to understand material, using strategies that best support my learning style</li> <li>I will contribute my ideas and skills to my classroom, school, and community</li> <li>I will apply and practice what I learn</li> <li>I will take responsibility to complete and return my work requirements on time</li> <li>I will use the resources that are available to help my learning: tutoring, student support etc.</li> </ul>	<b>Parent/Carer</b> <ul style="list-style-type: none"> <li>I will help my child capitalise on their learning style and abilities</li> <li>I will help my child learn life skills of: self-sufficiency, goal setting, planning, resilience, and decision-making</li> <li>I will support a timely completion of homework and work requirements</li> <li>I will ensure that school work is a priority</li> <li>I will work with student support services if required.</li> </ul>	<b>Northern Bay College</b> <ul style="list-style-type: none"> <li>We will provide instruction based on the Victorian Curriculum and student learning styles</li> <li>We will make learning an enjoyable experience</li> <li>We will communicate real life applications of the curriculum</li> <li>We will hold students responsible for work completion and quality</li> <li>We will take appropriate interventions and remediation to help students succeed</li> </ul>
Positive School Environment		
<b>Student</b> <ul style="list-style-type: none"> <li>I will respect the personal rights and property of myself and others</li> <li>I will behave responsibly and dress appropriately</li> <li>I will inform an adult about bullying, harassment, and unsafe behaviour</li> <li>I will know how to keep myself safe and drug-free.</li> </ul>	<b>Parent/Carer</b> <ul style="list-style-type: none"> <li>I will talk with my child about respecting people and property</li> <li>I will set positive behaviour and uniform expectations, and support school policies</li> <li>I will talk with my child about bullying, harassment, peer pressure, safety, and drug-free behaviour</li> <li>I will support the College's SWPBS Framework into Everyday Practice.</li> </ul>	<b>Northern Bay College</b> <ul style="list-style-type: none"> <li>We will treat students and parents with respect</li> <li>We will clearly communicate school behaviour expectations to students and parents</li> <li>We will take steps to prevent bullying and harassment</li> <li>We will promote safe and drug-free schools</li> <li>We will use restorative practices as the basis for our discipline policy</li> <li>We will adhere to the DET guidelines regarding discrimination and creating safe and inclusive environments.</li> </ul>
Communication		
<b>Student</b> <ul style="list-style-type: none"> <li>I will pay attention to information and seek assistance when needed</li> <li>I will cooperate with everyone by conducting myself in a mature manner conveying respect to all persons</li> <li>I will be a good messenger between home and school.</li> </ul>	<b>Parent/Carer</b> <ul style="list-style-type: none"> <li>I will use information sources (diaries, newsletter, e-mail, websites) to keep up with school issues and activities</li> <li>I will communicate with teachers as needed</li> <li>I will participate in classroom and school activities, parent-teacher conferences, and other parent involvement activities.</li> </ul>	<b>Northern Bay College</b> <ul style="list-style-type: none"> <li>We will maintain regular communication with parents</li> <li>We will encourage parent and student involvement in class and school activities</li> <li>We will schedule and conduct learning discussions with parents/guardians in the form of Student Led Conferences twice yearly.</li> </ul>
Commitment		
<b>Student</b> <ul style="list-style-type: none"> <li>I know that my success in school rests upon my responsibility and dedication.</li> </ul>	<b>Parent/Carer</b> <ul style="list-style-type: none"> <li>I acknowledge the commitment my child has made. I support his/her efforts.</li> </ul>	<b>Northern Bay College</b> <ul style="list-style-type: none"> <li>We have the goal to inspire and enable students to attain their highest potential through challenging and rewarding experiences.</li> </ul>

## Appendix D

### School Wide Positive Behaviours Support Framework into Everyday Practice

Who	STRATEGIES & ADJUSTMENTS	DOCUMENTS/PROGRAMS	BEHAVIOUR PROTOCOLS	Restorative Practices Fair Consequences
2-5 %				
PC LP <b>*TALT3</b>	SWPBS *Redesign of learning environment *Behaviour Recovery Curriculum BSEM *Triage Conversations *Restorative Practices vs Fair Consequences NCCD *Substantial – Extensive Adjustments	• Behaviour Support Plan • Critical Incident Safety Plan	<b>MAJOR:</b> • Violence with intent • Threatening behaviour • Dangerous behaviour • Possession of/use of illegal substance • Illegal behaviour • Leaving school grounds • Age inappropriate sexualised behaviour (Ref CASA) • Repeated moderate behaviours  <b>ATTENDANCE:</b> below %	Behaviours that impact on the Sanctity of Safety • High Expectations • Clear boundaries • Home / school partnership
15-20%				
LCL LW <b>CHAPLAIN</b> AIT MENTOR TEACHERS SPECIALIST TEACHERS LEARNING SUPPORT	SWPBS *Individual program *Tone & Timing BSEM *Co-regulation *Differentiated Mindfulness *Differentiated Brain Breaks NCCD *Supplementary – Substantial Adjustments	ECMP SEW Referral  Zones of Regulation	<b>MODERATE:</b> • Physical aggression • Age inappropriate sexualised behaviour (Refer CASA) • Theft or deliberate destruction of property • Leaving Building • Repeated minor behaviour  <b>ATTENDANCE:</b> 80% - 94%	Behaviours that impact on the Sanctity of Learning • High Expectations • Clear boundaries • Home / school partnership
70-80%				
MENTOR TEACHERS SPECIALIST TEACHERS LEARNING SUPPORT	SWPBS • 8 Effective Classroom Teaching Strategies • Seating Plan • Pre-teaching • Tokens / Dojos  BERRY STREET EDUCATION MODEL (BSEM) Domain 1: Body Domain 2: Relationships Domain 3: Stamina Domain 4: Engagement Domain 5: Character See below  NCCD *QDTP	Learner Profile Learner Support Plan  SWPBS • Matrix – values  BSEM • Focus Plan • De-escalation Maps • Ready To Learn • Lesson Plan Structure  School Policies • Engagement & Inclusion • Attendance	<b>MINOR:</b> • Disrespectful of others • Disrespectful of the environment • Uniform expectations • Interrupting Learning • Not ready for learning • Inappropriate technology use • Leaving Learning Space • Refusal to follow reasonable instructions  <b>ATTENDANCE:</b> 95-100%	Behaviours that improve the Sanctity of Learning • High Expectations • Clear boundaries • Home / school partnership
Berry St Educational Model (BSEM) Domains				
Body	Relationships	Engagement	Stamina	Character
De-escalation Present. Centred. Grounded. Mindfulness Self- Regulation	Attachment Unconditional Positive Regard Redefining Power Empathy and Zen Mind Golden Statements Process vs Person Praise Active Constructive Responding Whole School Relationships	Flow Willingness Positive Emotions Positive Movement & Rhythm Play, Humour, Fun Physical Theatre & Clowning Around Cultivating Wonder	Growth Mindset Emotional Intelligence Resilience Stamina for Independent Learning Teacher Self-Care	Values Character Strengths Community Strengths Hope Gratitude

#### LEGEND

AIT: Attendance Improvement Team

IL: Instructional Leader

LW: Learning Worker

SEW: Student Engagement Wellbeing

TAL: Team Around Learner

PC: Principal Class

BSEM: Berry St Education Model

LCL: Learning Community Leader

NCCD: National Consistent Collection Disability Data

SWPBS: School Wide Positive Behaviour Systems

QDTP: Quality Differentiated Teaching Practices

ECMP: Escalation Cycle Management Plan

LP: Learning Partner



NB – Underlined and bold indicates lead professionals

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