



Yea High School

Student Engagement and Wellbeing Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact Yea High School on (03) 5797 2207 or by email yea.hs@education.vic.gov.au

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.

Yea High School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

This policy applies to Yea High School and all Access Yea Community Education (AYCE) Flexi Learning Centre campuses:

- **Bayswater/Wantirna Chinese Community Centre**
8 Ashley Street, Wantirna VIC 3152
- **Goldsworthy Road Corio Campus (Geelong)**
3/25 Goldsworthy Road, Corio VIC 3214

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POLICY

1. School profile

Yea High School is a co-educational secondary college, first established in 1963 and is situated 100 kilometres north-east of Melbourne. The school has approximately 312 students enrolled and provides for the educational needs of a mixture of rural and semi-rural communities. The student family occupation index in 2024 was 0.4891.

The school caters for students in the Yea community and the districts of Glenburn, Murrindindi, Molesworth, Killingworth, Highlands, Homewood, Strath Creek, Kinglake and Flowerdale. The school has over 40% of its students travelling by bus from the south of Yea; in particular, these areas include Glenburn, Flowerdale and Kinglake. Yea High School also runs a Flexible Learning Option (FLO) for students who need to reconnect with education. The Access Yea Community Education (AYCE) Program, supports, or provides for, the educational needs of approximately 116 Yea High School students studying at the following study centres: Bayswater and Geelong, with the Bayswater Centre being the largest of these locations.

Yea High School's vision is to build successful and responsible learners. The school strongly believes that education is best achieved through all key stakeholders working together with staff, parents, carers and community collaborating to help improve the educational outcomes of their young people.

Yea High School aims to foster a balance between learning and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for young people today and in their future pathways.

It is our mission to build relationships, create opportunities and inspire life-long learning.

School Strengths

Learning

The school has made strong progress in teaching and learning. Teachers are working collaboratively to ensure lessons are consistent, engaging, and aligned with the updated *Victorian Curriculum*. Professional learning has focused on equipping staff to make adjustments so that all students can access learning successfully.

Intervention and extension programs, including MYLNS, TLI, and Numeracy Excellence, have been strengthened to provide targeted support for students requiring additional help or challenge. A whole-school plan for assessment and reporting has been established, allowing staff to carefully track student progress and celebrate growth. Collaboration between campuses has also improved, providing students with more consistent support, particularly in VCE subjects.

Wellbeing

Student wellbeing continues to be a high priority. Systems to respond to non-attendance have been refined, with additional support available for families where needed. Wellbeing programs — *Berry Street*, Calmer Classrooms, SWPBS, and Student Voice — are now embedded across the school.

An increasing number of students are supported through individualised plans, and Student Support Group meetings ensure families and staff are working together to meet student needs. Sub-school leadership roles have been strengthened, providing greater clarity and consistency in student



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support. The Positive Behaviour framework (SWPBS) is progressing strongly, with the school on track to achieve Bronze recognition. Targeted wellbeing programs and strengthened partnerships with external health and youth services have expanded the level of support available to students.

Future work

Learning

- Continue strengthening teaching practice so that every student is challenged and supported.
- Use student progress data more effectively to guide teaching and interventions.
- Build greater consistency across campuses, particularly in curriculum delivery and VCE pathways.
- Further expand opportunities for both intervention and extension.

Wellbeing

- Continue improving attendance through early intervention and close partnerships with families.
- Further embed whole-school wellbeing approaches to ensure every classroom is safe, calm, and supportive.
- Increase the number of students supported through individualised learning and wellbeing plans.
- Strengthen partnerships with external providers to expand access to specialist services.
- Increase opportunities for student voice and agency in wellbeing and engagement practices.

2. School values, philosophy and vision

Yea High School's Statement of Values and School Philosophy is central to the work of the school and forms the foundation of its community. Students, staff, and families are encouraged to live and demonstrate the core values of Respect, Trust and Acceptance in all aspects of school life.

The school recognises the importance of strong partnerships between school and home to support student learning, engagement, and wellbeing. Together, the community shares a commitment to providing inclusive, safe, and orderly environments where every young person can thrive.

Guided by its School-Wide Positive Behaviour Support (SWPBS) framework, Yea High School's mission is to build relationships, create opportunities and inspire life-long learning. Its vision is to develop successful and responsible learners, supported by an objective of fostering a balance between learning and wellbeing. This ensures that students are equipped not only for success today but also for their future pathways.

School Values

Respect – We show respect by valuing the people and environment around us

Trust – We strive to be honest, reliable and responsible

Acceptance – We encourage and support others despite our differences



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In addition to its own values, Yea High School upholds the values of the Victorian Department of Education, which guide the work of all government schools:

- Responsiveness – We respond in a timely manner with our best work
- Integrity – We are honest, ethical and transparent
- Impartiality – We behave in the best interests of the public by making fair and objective decisions
- Accountability – We hold ourselves and others to account for the work that we do
- Respect – We value others and accept their differences
- Leadership – We are genuine, supportive and do the right thing
- Human Rights – We uphold and respect the rights of others

Together, these values underpin the school's culture and commitment to nurturing capable, resilient, and compassionate young people.

3. Wellbeing and engagement strategies

Yea High School is committed to supporting the learning, engagement, and wellbeing of all students. Our strategies are guided by the school's Annual Implementation Plan (AIP), which outlines the goals and actions that drive improvement across learning and wellbeing.

Goal 1: Maximise the learning outcomes in literacy and numeracy for every student.

- The school is strengthening its whole-school teaching and learning program to align with the Victorian Teaching and Learning Model (VTLM 2.0) and the Victorian Curriculum 2.0.
- Teachers work collaboratively to ensure consistent, high-quality classroom practice, with a strong focus on literacy and numeracy outcomes for every student.

Goal 2: Maximise physical health, mental health and wellbeing outcomes for every student.

- The school is refining its whole-school approach to student wellbeing through programs such as School-Wide Positive Behaviour Support (SWPBS) and strengthened attendance strategies.
- A focus on Disability Inclusion is embedded across classrooms, with professional learning and support provided to staff to increase capacity for inclusive learning and adjustments.
- Student wellbeing is further supported through tailored engagement plans, partnerships with families, and links with external wellbeing services.

These strategies ensure that Yea High School provides an environment that is inclusive, safe, and orderly, where every student is supported to achieve their best both academically and personally.

Whole-school strategies

- Promoting the school's values of Respect, Trust and Acceptance, embedded into all aspects of school life.



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- Maintaining high and consistent expectations for staff, students, and families.
- Prioritising positive relationships as the foundation for learning and wellbeing.
- Delivering an inclusive and engaging curriculum aligned with the Victorian Curriculum 2.0 and supported by the Victorian Teaching and Learning Model (VTLM 2.0).
- Providing professional learning for staff to strengthen curriculum delivery, adjustments, and inclusive practices.
- Resourcing intervention and extension programs including MYLNS, TLI, and Numeracy Excellence.
- Implementing a whole-school assessment and reporting plan to track student growth and guide teaching.
- Embedding tiered wellbeing approaches such as Berry Street, School-Wide Positive Behaviour Support (SWPBS), Calmer Classrooms, Safe Schools, and Respectful Relationships.
- Monitoring student attendance through refined staged responses, attendance officers, and consistent data review meetings.
- Encouraging student voice and agency through school-wide workshops and the Student Representative Council.
- Recognising positive behaviour and achievement through classroom practice, assemblies, and communication with families.
- Strengthening collaboration between campuses, including aligned VCE course delivery.

Cohort-specific strategies

- Implementing transition programs to support students moving between stages of schooling.
- Age-specific wellbeing programs and incursions, including resilience programs, career action planning, and art therapy.
- Support for priority cohorts, including:
 - Koorie students, supported through inclusive curriculum and engagement with Koorie Engagement Support Officers.
 - Students with disability, supported through Disability Inclusion practices, adjustments, and Student Support Groups.
 - Students in Out of Home Care, supported by mentors, Individual Education Plans, and SSGs.
 - Culturally and linguistically diverse students, supported through EAL programs and inclusive school practices.
 - Students who identify as LGBTIQ+, supported through a safe and respectful school culture, inclusive events, and adherence to DET policy.
- Careers education, including Career Action Plans and Year 10 Work Experience planning.



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Individual strategies

- Developing Individual Education Plans (IEPs), Behaviour Support Plans (BSPs), and Attendance Improvement Plans (AIPs) in partnership with families.
- Convening regular Student Support Group (SSG) meetings for students with disability, in Out of Home Care, or with complex needs.
- Providing targeted classroom support through inclusion staff and intervention programs.
- Referring students to internal supports such as the Wellbeing Coordinator, Mental Health Practitioner, Mental Health Nurse, Student Counsellor, or sub-school leaders.
- Accessing external supports where needed, including Student Support Services (SSS), Youth and Mental Health services, headspace, Navigator, and LOOKOUT.
- Adjusting classroom environments or teaching approaches to meet individual student needs.
- Implementing targeted Tier 2 and Tier 3 wellbeing interventions, including counselling, social skills development, and mental health partnerships.
- Building constructive relationships with students at risk to foster belonging, engagement, and confidence.

4. Identifying students in need of support

Yea High School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing and Inclusive Learning team plays a significant role in developing and implementing strategies, help identify students in need of support and enhance student wellbeing. Yea High School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

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

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.



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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.

6. Student behavioural expectations and management

Yea High School is a School Wide Positive Behaviour School (SWPBS). Behavioural expectations are grounded in the Positive Behaviour Expectations have been developed collaboratively with students and staff and provide the foundation for student behaviour support. The Positive Behaviour Matrix can be viewed on the school website.

At YHS, minor behaviours are managed by classroom teachers and can include the following behaviours:

- **Inappropriate Language** - Messages or use of words in an inappropriate way.
- **Physical Contact** - Non-serious, but inappropriate physical contact.
- **Non-compliance** – Disrespect; Low-intensity failure to respond to adult requests.
- **Mild disruption** - Interrupting the learning of self and others.
- **Property Misuse** - Student deliberately destroys another student's equipment/possession or work in an inappropriate way.
- **Uniform** - Student wears clothing or shoes that do not fit within the school setting policies.
- **Late to class** - Missing the beginning of class time.
- **Truancy** - Missing whole lessons or part lessons.
- **Cheating/Plagiarism** - Act dishonestly or unfairly in order to gain an advantage source.
- **Other** - Other minor problem behaviour that cannot be categorised within the available definitions.

Major Behaviours

- **Abusive Language** - Use of words or body language in an inappropriate way.
- **Defiance/Disrespect / Non-Compliance** - Refusal to follow directions, talking back and/or socially rude interactions. Failure to surrender phone upon request.



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- **Repeated Disruption** - Behaviour causing an interruption in a class or activity over multiple days.
- **Physical Aggression** - Actions involving serious physical contact where injury may occur.
- **Theft** - Taking someone else's property without consent.
- **Harassment** – Repeatedly making disrespectful comments or gestures to another person that includes pictures or written notes.
- **Property damage** - Any form of injury or damage caused to property.
- **Absenting** - Absence from learning within school grounds or by leaving school grounds.
- **Criminal behaviour** - Any behaviour that discredits the legal and lawful rights of others and property.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy.

Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Yea High School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

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 (non-verbal or verbal prompt)
- providing a corrective instruction aligned with SWPBS expectations: be respectful, be responsible and be kind
- re-teach expected behaviour
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- temporary removal from Learning Program (senior school or Administration)
- withdrawal of privileges
- completion of a SWPBS Reflection Sheet
- restorative conference
- referral to the Sub School Leader
- detention
- parent contact
- removal from school
- suspension
- behaviour support and intervention meetings



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- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education.

The Principal of Yea High School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

Yea High School 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:

- ensuring that all parents 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
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Yea High School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS



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Yea High School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

The following Department of Education 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](#)
- [LGBTIQA+ 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

Policy last reviewed	September 2025
Consultation	School Council (including Staff, Parent and Student Representation Consultation 10/2025)
Approved by	Principal



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Next scheduled review date	September 2027