

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the general office on (03) 9467 1511.

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.

Bundoora Secondary College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture 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.

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POLICY

1. School profile

Bundoora Secondary College (BSC) believes that a vibrant school culture with a shared enthusiasm for lifelong learning is the key to student growth and achievement. The school aims to provide a welcoming and positive learning experience, in which students are engaged, empowered and supported to develop a holistic approach to their education. Student wellbeing, supported through positive relationships, provides the foundation upon which success can be achieved. All members of the BSC school community are treated with respect, fairness and equity and the same high expectations are required of everyone. Effective induction programs facilitate a warm, welcoming transition into a caring school environment. At BSC, students are known by name and not by a number. The College's comprehensive vision statement reflects and drives our core purpose which is underpinned by the College values. These values are known by the whole community as the 5Rs: Rigour, Relationships, Respect, Responsibility and Resilience.

Bundoora Secondary College is a proud of its Child Safe environment. It is a place where children have the right to be safe and protected and where they do feel safe and protected. At Bundoora Secondary College we embrace our responsibility for keeping children safe. To do this Bundoora Secondary College has a number of policies in place that ensure our compliance with the Department of Education and Training Child Safe standards and to manage and reduce the risk of any child abuse in our organisation. Child abuse, and arrangements that allow it to occur, are not be tolerated at Bundoora Secondary College. Victoria's children deserve nothing less.

2. School values, philosophy and vision

At BSC, and since the beginning of 2018, we are embedding student-centred learning with a focus on authentic student empowerment and personalised learning pathways.

Our core purpose is to empower students so that they 'Take Control' of their learning and their lives. We work together to help them find and use their voice, discover and enhance their passions and foster the growth and development of the whole person so each student can thrive and contribute positively in the rapidly changing, globally connected digital age. Our philosophy is that students learn best and are better prepared for the challenges of life when they take control and ownership of 'their choices'. They take control of their decision making, learning pathways and learning methods. Education is not 'done to them', we are active partners in learning.

Students at BSC are not bound by the traditional year level classes. The school is broken into Entry Year, PACE21 and VCE/VCAL. This vertical offering of subjects creates student's choice and provides flexibility in the learning program ensuring that all students are engaged in their learning at their point of interest and challenged at their point of need. For example, students in the middle years may undertake subjects from the traditional suite of subjects as well as from the College's Parallel, Pre VCE, VCE or VCAL programs. With our new vertical curriculum structure, students are based on the level they are working at rather than traditional year levels based on age.

Our Statement of Values is available online at: <https://www.bundoorasc.vic.edu.au/vision>

3. Engagement strategies

Bundoora Secondary 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 (group specific) and individual engagement strategies used by our school is included below:

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- deliver a broad curriculum including VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Bundoora Secondary 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
- our school's Statement of Values is incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns

- create opportunities for cross—age connections amongst students through college productions, athletic and swimming carnivals, music programs and peer support programs
- All students are welcome to self-refer to Student Wellbeing, School Nurse, Head of House, House Leaders, Assistant Principal and/or Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - o Respectful Relationships
 - o Bully Stoppers
 - o Safe Schools
- programs, incursions and excursions developed to address issue specific behaviour
- opportunities for student inclusion

Targeted

- Each student is in a aged based PAL group. A Senior Leader oversees the PAL and monitors the students overall attendance, engagement and health and wellbeing. They are an additional point of contact for students who may need additional support.
- all students are assisted to develop a Plan, with targeted goals and support to plan for their future
- all Koorie students are further supported with the Multicultural Support Leader
- all students in Out of Home Care will be appointed a Wellbeing Leader have an Education and Wellbeing Audit (EaWA)
- Bundoora Secondary College assists students to plan their PACE 3 work experience, supported by their Pathways Plan
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply aspects of the Berry Street Education model adopting a trauma-informed approach to working with students who have experienced trauma

Individual

- Individual Learning Plan and Behaviour Support Plans where necessary
- Snapshots for learning
- Education and Wellbeing Audit (EaWA)
- Program for Students with Disabilities
- Case Management by the Student Services team
- Referral to ChildFirst, Headspace and/or Reconnect
- Lookout

Bundoora Secondary College implements a range of strategies that support and promote individual engagement. These can include but not limited to:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Education Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council-based youth and family services, other allied health professionals, Headspace, child and adolescent mental health services or Child First
 - Re-engagement programs such as Grounded, Open House or the Heidelberg Teaching Unit.

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

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Bundoora Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies that help identify students in need of support and enhance student wellbeing. Bundoora Secondary College 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
- attendance, detention, and suspension data
- 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.

Students have the right to:

- be shown courtesy, consideration and cooperation from peers, staff and parents
- learn in an environment free from deliberate and consistent interference or harassment
- make the most of educational opportunities and to be informed of progress
- expect that problems be handled constructively and in a fair, reasonable and consistent manner
- increasingly participate in the College decision making process
- express ideas and opinion, taking into consideration the rights and feelings of others and the established policies of the College

Students have the responsibility to:

- attend the college regularly and be punctual on all occasions, and adhere to College policies
- carry out all reasonable instructions and directions of staff and to show courtesy and respect to all members of the College community
- recognise that learning is a shared responsibility and that sanctions will be imposed if students do not meet learning and behaviour expectations of the College
- treat College and personal property with care and respect
- develop to the best of their ability, skills and knowledge in all areas of education, including the BSCi
- accept and respect the equal rights of all members of the College community
- keep parents/carers informed of College events and to deliver all notices

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.

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently as per Bundoora Secondary College's Bullying Policy.

When a student acts in breach of the behaviour standards of our school community, Bundoora Secondary College will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents/carers will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

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 BSC 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 Senior School/Junior Leaders
- restorative practices
- community service
- behaviour reviews
- suspension
- 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 and Training.

The Principal of Bundoora secondary College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

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

We 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

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

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

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21

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
- Periodically referenced in our eNewsletter
- Made available in hard copy from school administration upon request

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

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

FURTHER INFORMATION AND RESOURCES

Statement of Values and School Philosophy, Bullying Prevention, Child Safe Standards

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2024
Consultation	School Council: 6th May 2024 Student Representative Groups: 3rd May 2024 Staff meeting: 2nd May 2024
Approved by	Principal
Next scheduled review date	May 2026