

STUDENT WELLBEING AND ENGAGEMENT POLICY



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Braybrook College on 9312 2900 or braybrook.sc@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, supportive and inclusive learning environment for students which is consistent with our school values
- (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.

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

SCOPE

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

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POLICY

1. School profile

Braybrook College is a multicultural, single campus, Years 7-12 school largely serving the areas of Sunshine, Braybrook and Footscray. The college is located 30 minutes from Melbourne's Central Business District with ready access to all forms of public transport. At present, the college has 1,378 students and 50 International students mostly from Vietnam. Our motto is 'Pride in Achievement'. The college has a clear focus on student achievement in a disciplined, orderly and structured environment. Facilities are constantly being improved and upgraded to optimise student learning outcomes. Accelerated learning opportunities are available for students in Year 10 to study a VCE subject; Year 11 to study a Year 12 subject and Advanced Classes operate from Years 7-11. Our school is culturally diverse with 85% of families having a language other than English (LOTE) with the largest LOTE groups being Vietnamese, Chinese, Hakha Chin and Arabic-speaking

2. School values, philosophy and vision

VALUES

Braybrook College's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of Respect and Excellence at every opportunity.

VISION

At Braybrook College, we strive for excellence within a safe, inclusive and supportive environment. Diversity and equality are valued and students can develop the academic and social skills necessary to contribute to local and global communities as informed and active citizens.

MISSION STATEMENT**THE CORE PURPOSE OF THE COLLEGE IS TO:**

- Provide a challenging, engaging and inclusive curriculum that is locally and globally relevant
- Maximise literacy, numeracy and digital technology skills
- Provide academic and co-curricula opportunities which widen the breadth of experience and extend the range of knowledge and skills in each student
- Provide the learning opportunities and employability skills that enable students to access a variety of pathways locally, nationally and globally
- Encourage students to become independent learners by fostering a strong work ethic
- Prepare students for the future by developing resilience, physical and emotional wellbeing, initiative, self-confidence, communication and decision-making skills
- Develop cooperative, respectful relationships that foster a sense of belonging and promote understanding and acceptance of others
- Ensure students demonstrate intercultural sensitivity
- Ensure students develop environmental respect and responsibility
- Develop knowledge and an appreciation of First Nations people and cultures

We believe that in order for students to experience success it is necessary to have a partnership where students, parents/guardians, the staff and the wider community all make meaningful contributions to the College and grow together.

TOGETHER, THE MEMBERS OF THE BRAYBROOK COLLEGE COMMUNITY STRIVE TO LEARN TO THEIR FULL POTENTIAL BY:

- Actively engaging in, appreciating and enjoying learning
- Valuing learning as a life-long habit
- Developing strong work habits
- Recognising that everyone has something to offer and is capable of experiencing success
- Seeking, encouraging and valuing alternative perspectives
- Developing creativity, critical thinking and problem-solving skills
- Sharing knowledge, expertise and resources to continuously improve performance
- Embracing active collaboration through all facets of learning

To contribute to a nurturing environment by:

- Behaving responsibly and fairly, and treating all with mutual respect
- Demonstrating a sense of pride and commitment to the College
- Developing an inclusive culture by accepting and celebrating diversity
- Role modelling respectful, cooperative and positive relationships and being supportive towards each other
- Displaying responsible global citizenship across all aspects of life
- Encouraging others to reach their full potential

To learn to become successful members of society by:

- Recognising and understanding the rights and responsibilities involved in living in a community
- Developing a healthy lifestyle and a fulfilling life
- Developing self-confidence and learning to adapt to changing situations
- Building leadership and civic engagement skills and becoming active contributors
- Treating people respectfully, with sensitivity and compassion

3. Wellbeing and engagement strategies

Braybrook College has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and connected. We also 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

- Holding high and consistent expectations of all staff, students and parents and carers
- Prioritising 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued
- Welcoming all parents/carers and being responsive to them as partners in learning

- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- Delivering a broad curriculum including VET programs, VCE, VCE Vocational Major and Victorian Pathways Certificate to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- Teachers at Braybrook College use a number of instructional framework models (E⁵, GANAG and Gradual Release of Responsibility – GRR) to ensure explicit, common and shared models of instruction that are evidenced-based and incorporate high impact teaching strategies (HITS) into all lessons
- Teachers at Braybrook 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
- Incorporating our school's Statement of Values and School Philosophy into our curriculum and promoting to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- Carefully planning transition programs to support students moving into different stages of their schooling
- Acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents
- Monitoring student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- Providing students with 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 Coordinators, Sub-school Leaders, Assistant Principals and Principal whenever they have any questions or concerns
- Creating opportunities for cross-age connections amongst students through school plays, athletics, music programs, peer support programs, homework programs and leadership groups
- Encouraging self-referral to the Student Wellbeing Coordinator, Wellbeing Team, School Nurse, Doctor (in the Doctors In Secondary Schools - DISS program), Year Level Coordinators, Assistant Principals 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
- Engaging in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Safe Schools
 - Breakfast Club
 - SRC
 - Peer Support
 - eSmart
 - Leaders of Leadership
 - Equal Opportunity Programs
 - Koorie Support
 - Programs to support resilience and academic performances
- Developing programs, incursions and excursions to address issue specific needs or behaviour (i.e. anger management programs)
- Providing opportunities for student inclusion (i.e. sports teams, drama and chess clubs, Links, Gardening Club, Social Skills groups, Homework and Tutoring programs and recess and lunchtime activities including Numeracy Centre and Library activities)
- Having measures in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted

- The school is organised into three sub-schools offering a broad, comprehensive curriculum
- Each year group has a Sub-school Leader who oversees two year levels, two Year Level Coordinators, and one/two Deputy Coordinators. Furthermore, there is an Attendance Officer who assist with administration of attendance
- There is a well-established and effective transition program that helps students adjust from primary to secondary school, from junior to middle school and from middle school to senior school and beyond
- All students are involved in a Home Group program involving pastoral care activities designed to improve connectedness to school as well as study skills and personal goal setting and future pathways planning
- Middle school students (Years 9 and 10) have a Specialist Subject program, which is designed to enhance student engagement by giving students subject choice as well as offering core studies in English, Mathematics, Humanities and Science
- Students learning Mathematics at Year 10 are targeted to meet their learning needs
- Year 10 students are given the opportunity to undertake a VCE subject as an accelerated option and Year 9 students participate in City Cite
- All Koorie students are connected with a Koorie Engagement Support Officer
- Koorie students are also supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture

- All students in Out of Home Care are appointed a Learning Mentor, have an Individual Learning Plan and are referred to Student Support Services for an Educational Needs Assessment
- Our college assists students to plan their Year 10 work experience, supported by their Career Action Plan
- Wellbeing and health staff 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 apply a trauma-informed approach to working with students who have experienced trauma
- Year 12 students are provided with mentors and Action Planning
- EAL students are supported in the classroom and beyond
- Learning Inclusion are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- All students are provided with numeracy and literacy support
- Students identified as 'Needing Additional Support' via NAPLAN are also provided with targeted Tutor assistance via the Tutor Learning Initiative program
- We support learning and wellbeing outcomes of students from refugee background
- We provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#)
- Students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)
- All students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future

Individual

- [Individual Education Plans](#)
- [Behaviour – Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

as well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

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

- Building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- Meeting with student and their parent/carer to talk about how best to help the student engage with school
- Developing an Individual Learning Plan and/or a Behaviour Support Plan
- Considering if any environmental changes need to be made, for example changing the classroom set-up
- Referring the student to:
 - School-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council-based youth and family services, other allied health professionals, Headspace, child and adolescent mental health services or ChildFirst
 - Re-engagement programs such as Navigator

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

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing a Return to School Plan and Re-engagement Plan in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officer (KESO)
- 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

Braybrook 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 help identify students in need of support and enhance student wellbeing. Braybrook 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 and families such as changes in engagement, behaviour, self-care, social connectedness and motivation
- detention and suspension data
- engagement with families
- self-referrals or referrals from peers and staff
- referrals from and to the Doctor (Doctors in Secondary Schools Program)
- referrals to and from Department of Family, Fairness and Housing (Department of Family, Finance and Housing) and the Police

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 Mission Statement and Values highlight the rights and responsibilities of members of our community.

Students have the right to:

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

Students have the responsibility to:

- attend regularly and 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
- take care of the school environment
- adhere to the Uniform and Supplementary Dress Policy
- show respect for the property and environment of the college and others

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, Year Level Team member 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

Behavioural expectations of students are grounded in our school's Mission Statement.

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 our Bullying and Harassment Prevention Policy and Anti-Racism Policy and Implementation Guide.

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

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

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Coordinator/Team
- restorative practices

- detentions
- behaviour support and intervention meetings
- 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.

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

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

7. Engaging with families

Braybrook 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.
- involving families with homework and other curriculum-related activities
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students
- providing opportunities for parents/carers to attend information sessions and Parent/Teacher Interviews
- inviting families to celebrate their children's achievements with the school
- encouraging parents/carers to participate in decision/policy making to bring about positive change.

8. Evaluation

Braybrook 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, including attendance and absence data
- SOCS

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

COMMUNICATION

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

- Available publicly on our school's website
- Available on Compass (In the School Documentation Folder)
- Included in staff induction processes
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from the General Office 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

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](#)
- [LGBTIQ Student Support](#)
- [Behaviour – Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying and Harassment Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy
- Critical Incident Policy
- Suicide Prevention Policy
- Drug Education Policy
- Anaphylaxis Policy
- Asthma Policy
- Duty of Care Policy
- Camps and Excursions Policy
- First Aid Policy
- International Student Policy
- Out of Class Policy
- Complaints Policy
- Photograph and Video Images Policy
- School Medication Policy
- Uniform and Supplementary Dress Policy
- Visitors Policy
- Volunteers Policy

Appendix 1

Child Safe Standards

1. Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.
2. Child safety and wellbeing is embedded in organisational leadership, governance and culture.
3. Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.
4. Families and communities are informed and involved in promoting child safety and wellbeing.
5. Equity is upheld and diverse needs respected in policy and practice.
6. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
7. Processes for complaints and concerns are child-focused.
8. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
9. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
10. Implementation of the Child Safe Standards is regularly reviewed and improved.
11. Policies and procedures document how the organisation is safe for children and young people

POLICY REVIEW AND APPROVAL

Policy last reviewed	23 rd April 2025 (To be reviewed biannually)
Consultation	SRC – 23 rd April 2025 School Council – 12 th May 2025
Approved by	Principal
Next scheduled review date	Before April 2027