

Student Wellbeing and Engagement 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, supportive and inclusive learning environment for students which is consistent with our school's 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.

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 1,310 students and 43 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.

2. School values, philosophy and vision

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 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. Engagement strategies

Braybrook 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

- *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*
- *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 and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations*
- *Using a number of instructional framework models (E⁵, GANAG, Gradual Release of responsibility (GRR) and Victorian Curriculum F-10) to ensure an explicit, common and shared model of instruction that is evidenced-based and incorporates high impact teaching practices (HITs)*
- *Adopting 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 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 implementing 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 Coordinator, Sub-School Leaders, Assistant Principal 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 (DISS), Year Level Coordinators, Assistant Principal and Principal if students 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 behaviour (i.e. anger management)*
- *Allowing 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)*
- *Assisting all students to develop a Career Action Plan, with targeted goals and support to plan for their future*

Targeted

- *The school is organised into three sub-schools offering a broad, comprehensive curriculum*
- *Each Sub School has a Sub School Leader who oversees two year levels, two Year Level Coordinators and two/one deputy coordinators. Furthermore, there is an attendance officer who assists 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 & 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*
- *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*
- *Integration students are supported in class and through Individual Education Plans*
- *All students are provided with numeracy and literacy support*

Individual

- *Student Support Groups*
- *Individual Learning Plan and Behaviour Support Plan*
- *Program for Students with Disabilities*
- *Referral to Student Wellbeing Coordinator and Student Support Services*
- *Referral to ChildFirst, 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*
- *Running regular Student Support Group meetings for all students:*
 - *with a disability*
 - *in Out of Home Care*
 - *and 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 to 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*
- *Attendance, detention and suspension data*
- *Engagement with families*
- *Self-referrals or referrals from peers and staff*
- *Referrals from and to the Doctor (DISS)*
- *Referrals to and from Department of Family, Fairness and Housing (DFFH) and the Police*

5. Charter of Human Rights and Responsibilities

We respect and promote the following four basic principles of human rights and responsibilities (under The Charter of Human Rights and Responsibilities Act 2006): Freedom, Respect, Equality and Dignity. When making decisions, we act compatibly with human rights and consider each of the following: the right not to be discriminated against; the right to privacy and reputation; the right to freedom of thought, conscience, religion and belief and cultural rights. Staff, students and parents/carers understand that with human rights comes a responsibility to respect the human rights of others.

6. UN Convention on the Rights of the Child

We are also committed to promoting the UN Convention on the Rights of the Child in all our policies, procedures and documentation.

7. 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 highlights 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, discrimination or intimidation*
- *Express their ideas, feelings and concerns.*
- *Receive reasonable assistance to resolve school related problems*
- *Receive ongoing communication and feedback on their progress*

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/carers and approach a trusted teacher, Year Level Team or a member of the school leadership team.

8. Student behavioural expectations

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

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 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.

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 reviews*
- *Suspension*
- *Expulsion*

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

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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

9. 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 Communication 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 to attend information sessions and Parent/Teacher Interviews*
- *Inviting parents to celebrate their children's achievements*
- *Encouraging parents to participate in decision/policy making to bring about positive change*

10. 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 and Parent survey data*

- Incidents data
- School reports
- Case management
- CASES21
- SOCS
- On Demand testing
- NAPLAN data
- GAT
- VCE results

FURTHER INFORMATION AND RESOURCES

Other relevant College Policies

- Critical Incident Policy
- Suicide Prevention Policy
- Occupational Health and Safety Policy
- Drug Education Policy
- Admissions Policy
- Anaphylaxis Policy
- Anti-Harassment and Anti Bullying Policy
- Child Safety Policy
- Critical Drug Policy
- Duty of Care Supervision Policy
- Excursion Policy
- First Aid Policy
- International Student Policy
- Out of Class Policy
- Parent Complaint Policy and Procedure
- Photograph and Video Images Policy
- School Medication Policy
- Sexual Harassment Policy
- Student Awards Policy
- Uniform and Supplementary Dress Policy
- Visitors in the School Policy

Appendix 1

Child Safe Standards

1. *Strategies to imbed an organisational culture of child safety, through effective leadership arrangements*
2. *A Child Safety Policy or Statement of Commitment to Child Safety*
3. *A Code of Conduct that establishes clear expectations for appropriate behaviour with children*
4. *Screening, supervision, training and other human resource practices that reduce the risk of child abuse by new and existing personnel*
5. *Processes for responding to and reporting suspected child abuse*
6. *Strategies to identify and reduce or remove risks of child abuse*
7. *Strategies to promote the participation and empowerment of children*

REVIEW CYCLE

This policy was last updated on 28th April and is scheduled for review in April 2022.