

POLICY STATEMENT: Student Engagement and Well-Being Policy

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Section 1: Purpose, Values and Vision

At Bayswater Secondary College we believe that when students leave school they should:

Purpose:

-  Be confident and self-motivated learners who are resilient and capable of successfully exploring their chosen vocation or life pathway once their secondary schooling has been completed
-  Be able to effectively use technology to maximise their opportunities and to produce work that is of the highest quality standard
-  Be able to understand the changing societal circumstances in which they live and their roles and responsibilities in a complex global community
-  Be active, capable and responsible community members, who understand the importance of being respectful and tolerant towards other people within the local and wider community

Our Values:

- * Respect for Others (all)
- *Honesty (students), Integrity (staff)
- *Teamwork (students), Collaboration (staff)
- *Creativity (students), Innovation (staff)
- *High Expectations (all)
- *Resilience (all)

Vision:

Bayswater Secondary College delivers a contemporary and technologically relevant learning program for all students. We strive to provide a rigorous and challenging learning environment, along with our high expectations for success so that all students are prepared for life in the 21st Century. We are committed to creating learning experiences that enable our students to achieve their greatest potential, to develop lifelong learning skills and to adapt and adjust in an ever changing globalized world.

Section 2: School Profile Statement

Bayswater Secondary College offers an engaging but rigorous educational program from Years 7-12. The College provides a challenging, safe and orderly environment that promotes high expectations for academic success. We are committed to providing a rich and diverse learning experience which maximises student potential, so that students are resilient and adaptable in an increasingly complex global context.

In October 2015, the College underwent a DET Priority Review of its operations and programs. Subsequently, the College goals were to improve instructional practice, assessment, student outcomes, partnerships within the community and empowering students through student voice and leadership. The College also started a significant re-development program including a changed school logo, brand, signage, new leadership structure for 2017, development of new policies, student electives and curriculum programs as part of its “new directions”. Students transition from the Knox and Greater Knox areas to enter Year 7, from seventeen feeder primary schools across the local area.

Our College offers an extensive academic teaching and learning program and all aspects are supported by a range of extra-curricular programs including music, sport, performing arts, camps, excursions and student leadership opportunities for all students. A wide and varied program also exists for Senior students, which includes the Victorian Certificate of Education (VCE), Vocational Education & Training in schools (VETis), Victorian Certificate of Applied Learning (VCAL) and participation in school based apprenticeships. The breadth of the program is further enhanced through strong well-being, resilience and engagement programs for all students. The College has 21.50 employed staff: 1 Principal, 4 Leading Teachers, 17 teaching staff and 9 education support staff. Teaching and education support staff are also supported at the College by a Chaplain, SSSO Counselling Support and a DET Regional Adolescent Health Nurse.

As a result of the 2015 DET Priority Review, there are 6 main “threshold” areas of improvement and these are:

Achievement (NAPLAN Years 7-9 Learning Gain - Reading)

Achievement (VCE Outcomes – VCE Average Scores)

Participation (Attendance – Average days absent per student)

Environment (Student Attitudes to School - Connectedness To School)

Well-Being (Student Attitudes to School – Safety)

Productivity (School Climate – Staff)

While not totally linked to the areas of focus within the DET Priority Review, is an additional focus on building the school community and establishing greater links with feeder primary schools and the local community to build the school's stature and reputation. A heavy emphasis on improving student enrolment numbers is also an area of strategic need for the school.

The school is also divided into two Sub-Schools (Junior Sub-School Years 7-9 & Senior Sub-School Year 10-12) to better support students and their specific learning needs. In the Junior Sub-School the focus is more centred around the development of relationships, the building of core skills and knowledge and the establishment of good work and study habits to successfully complete high school. In the Senior Sub-School, the focus is more towards assisting students with understanding what pathways opportunities are available and what is required to successfully build opportunities post high school.

In 2016, an updated Home Group program and structure was established, to better support students and to also improve staff/student connections, given the concerns over threshold data. A greatly improved electives program has also been introduced in 2017, with further electives being added in 2018.

Section 3: Prevention Statement

At Bayswater Secondary College we believe that an important element of an effective Student Engagement and Wellbeing Policy is the development and implementation of age appropriate prevention programs that meet the needs of the school community.

We believe that the majority of work undertaken within the school community should target all students and be based on preventing health/social problems by decreasing risk factors and increasing protective factors that contribute to the health and wellbeing of our students and families.

To ensure needs are met the College regularly consults with students, parents/carers, support organisations and the broader community to ensure we are responsive to students' social, emotional, cognitive and cultural needs.

Attendance

School attendance is an effective prevention strategy that helps to protect young people from being at risk. At Laverton College all students are expected to come to school every school day throughout the year. If students cannot attend their parent(s)/carer must provide a suitable explanation to the school.

Whole School Prevention Programs

- Adoption by the school community of a new Home Group system, where students meet first thing each day for 15 minutes to work through a range of curriculum activities designed to support their individual needs, including goal setting.
- Comprehensive and engaging curriculum.
- A “step-up” program at the end of each year that clearly outlines school and classroom rules, rights, responsibilities and expectations.
- Year 7 Orientation program which incorporates two transition days, a meeting with the Principal, a morning tea for parents with the Principal and key teaching staff and student “buddies”. Early in the New Year, students also invite their primary school teachers to come and visit them in high school for a day of activities
- Community engagement activities such as theme days, whole school athletics and cross country carnivals, Cultural Celebration Day and the various college sport activities
- Student leadership and development programs that promotes student voice. This includes meeting with the Principal every two weeks to discuss student issues and the solutions around making the school a better place

- Respectful Relationships Program, which is delivered as part of the compulsory Health curriculum at Years 7-10
- Student involvement in the Rotary “Interact” Student Leadership Program, as a community service leadership opportunity
- Transition programs, including year by year and also incorporating any pathways related learning opportunities or programs such as Work Experience at Year 10
- Anti-bullying programs from Years 7-12, which can delivered through Home Group, Sub-School Assemblies or via guest speakers
- Secondary School Nurse Program that promotes good health and addresses adolescent health issues.
- Restorative Practices - teaching young people problem solving and life skills
- Cross age tutoring through the “Peer Support” and primary transition program
- External provider programs such as the “MAT Program” to assist with the development of positive behaviours.
- Peer Support Program with Year 9 students mentoring Year 7 students, as part of the transition and “peer buddy” process
- REACH workshops delivered to Sub-School year levels to build student capacity around relationships, tolerance, understanding and supportive networks
- Year 7 Boys and Girls Program, to assist with transition and change
- High Resolves curriculum and activities that help build student understanding and awareness of global issues and the impact that these have locally
- Positive reinforcement - Staff use a range of rewards and positive reinforcement when students display appropriate behaviour. These include: Subject awards, Sub-School Awards and Certificates, formal acknowledgement through the College Newsletter and Compass.
- Community groups and BSC staff provide services such as the Breakfast Club and Home Work Club to support and reinforce positive behaviours and involvement across the school. This may also involve cross-age peer tutoring to further support the learning needs of students

Section 4: Guiding Principles

Every member of the school community has the right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone is entitled to be treated with respect and dignity.

4.1 Equal Opportunity and the Charter of Human Rights

Our policy is greatly influenced by the, 'Equal Opportunity Act 1995' and the 'Charter of Human Rights and Responsibilities Act 2006'. They set out the grounds of discrimination that are unlawful and aim to promote freedom, dignity and equality for all.

Specifically these acts work towards creating a community in which there is:

- Recognition and acceptance of the equality of men and women
- Equality of people of all races, regardless of their religious or political convictions, their impairments or their age
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural rights
- Valuing of difference.

All DET employees must act in accordance with these acts and give proper consideration to human rights when making decisions.

** Refer to section nine for a link to the 'Equal Opportunity Act 1995' and the 'Charter of Human Rights and Responsibilities Act 2006'.*

4.2 Students with Disabilities

The *Disability Standards for Education 2005* clarify the obligations of schools and the rights of students as stated in the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

In determining whether an adjustment to the educational provision for any individual student with a disability is reasonable, an education provider should take into account information about:

- The nature of the student's disability
- His or her preferred adjustment
- Any adjustments that have been provided previously
- Any recommended or alternative adjustments.

4.3 Bullying and Harassment

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all staff, students, parents, caregivers and members of the wider school community. Bayswater Secondary College endeavours to provide an environment free from bullying. To ensure this, the school has a whole-school approach to anti-bullying.

** Refer to the Bayswater College Anti-Bullying and Cyber Bullying Policy.*

Section 5 : Rights and Responsibilities

All members of the college community have rights and corresponding responsibilities within the college. This applies equally to students, staff and parents/carers.

5.1 Students

Students have a right to:

- Work in a safe and caring environment without intimidation, bullying (including cyber-bullying) or harassment
- Participate fully in the school's educational program
- Fully develop their talents, interests and ambition.

Students have a responsibility to:

- Show respect to all members of the school community
- Participate fully in the school's educational program and to attend regularly
- Not hinder or harm the learning of others
- To be an active contributor to the college community.

5.2 Parents and Carers

Parents/carers have a right to:

- Expect that their children will be educated in a safe and caring environment
- Be fully informed and consulted in relation to the progress and wellbeing of their children
- Express their views and opinions in relation to the policies and programs of the college
- Access the support services of the College and the Education Department.

Parents/carers have a responsibility to:

- Take an active interest in their children's education
- Support their children's learning at home
- Ensure the regular attendance of their children
- To inform the College of their children's welfare needs
- Engage in regular and constructive communication with school regarding their children's learning
- Adhere to school policy and procedures
- Support the school in maintaining a safe and respectful learning environment
- To allow the school to deal with school related incidents and not take matters in to their own hands.

5.3 Staff Members

Staff have a right to:

- Work in a safe, orderly and cooperative environment
- Be informed, within privacy requirements, about matters relating to students that will affect their learning
- Access resources to undertake their role
- Contribute to the decision making process of the college
- Access professional learning to enhance knowledge and skills
- Access welfare support for themselves and the students.

Staff have a responsibility to:

- Fairly, reasonably and consistently, implement all college and department policies
- Act in accord with the professional requirements of DEECD
- Create and maintain safe and challenging learning environments.
- Support the health and wellbeing of their colleagues

In addition teachers have a responsibility to:

- Know how students learn and how to teach them effectively
- Know the content they teach
- Work productively and collectively in Professional Learning Teams
- Assess and plan for effective learning
- Use a range of teaching strategies and resources to engage students in effective learning
- Engage with parents and carers and fully inform them of the progress of their children
- Be an active participant of the college community.

Section 6: Student Management Procedures

Bayswater Secondary College maintains a strong focus on promoting a positive school environment and promoting positive behaviours. The College endeavours to ensure that appropriate prevention and intervention strategies are in place to meet the needs of students and the community. Student management procedures and strategies employed aim to teach important life skills including conflict resolution.

6.1 School Wide Expectations

An effective school clearly outlines expectations of all members of the community. Clear expectations set standards for students, parents and staff to promote and reward acceptable behaviour and deal with non-acceptable behaviours. To this end the College will actively promote its purpose, vision and values. It will also develop and communicate clear guidelines in relation to College expectations.

Expectations of Students

Each Sub-School will develop, discuss and publicise expectations for students to ensure that we have safe and inclusive learning environment in all classes. Students will be expected to follow expectations and do their best to be valued members of their learning community and the College.

Expectations of Teachers

-  To promote a positive classroom environment, teachers will:
 -  Establish predictable, fair and democratic classroom procedures in consultation with students
 -  Provide personalised learning programs
 -  Consistently acknowledging the efforts of all students and provide regular feedback in relation to their progress
 -  Use a range of strategies to allow the students to take responsibility for their learning and be involved in decision making
 -  Acknowledge positive behaviour and student strengths
 -  Discuss, and reinforce behaviour expectations and possible consequences with students.
 -  Support and actively adhere to all DET and school policies, in accordance with the Ministerial Order

Expectations of Parents

To be familiar with College expectations, discuss them with their children and support the College in regard to their implementation.

6.2 Dealing with conflict and breeches of school expectations.

Bayswater Secondary College uses a wide range of strategies for managing student behaviour. Strategies used endeavour to ensure prevention, early intervention, intervention and where necessary, post-vention programs and processes are enacted as appropriate. Strategies include; acknowledging and rewarding positive behaviour, problem solving circles, mediation, Student Support Group meetings (SSGM) behaviour management plans, care plans, implementation of sanctions where necessary and Restorative Practices.

Restorative Practices

Bayswater Secondary College is committed to using Restorative Practices. Restorative Practices aim to teach emotional intelligence and problem solving skills while restoring harmony to issues involving conflict. We believe that dealing with student management issues needs to be solution based and not punishment based.

Restorative Practices involve members of the school community in discussions or conferences in which all stake holders examine what happened, the harm caused to all affected and how the problem can be fixed. Through the process offenders take responsibility for their actions and acknowledge the harm they have caused. They also do what they can to make amends for their actions. Victims on the other hand, are placed in a position of regaining control and self-esteem. Within the school context the school provides an opportunity for learning that has the right blend of high control and high support.

6.3 Consequences for Inappropriate Behaviour

Consequences are an important part of students being held accountable and responsible for their behaviour. Consequences given are determined by the nature, severity and frequency of the offence.

6.3.1 Types of consequences

An incident may require one or more of the following; warning issued, alternative lunch program, time out, student fills in a reflection and problem solving form, community service, exclusion from an activity or event, contacting parents, holding a Student Support Group Meeting (SSGM), developing a behaviour modification plan, making amends through logical consequences determined during restorative conferencing, detention and suspension. In extreme circumstances expulsion may be deemed necessary.

Where possible and appropriate a staged response to student management will be implemented.

In determining consequences students and staff involved will have an opportunity to be heard prior to the principal making a decision.

At no stage is corporal punishment an acceptable consequence for any student.

6.3.2 Low Level Behaviour Issues in Classrooms

All staff are expected to utilise and follow the College Respectful Learning Environments and Student Management Procedures Policy which details and outlines the appropriate steps when dealing with issues that prevent the establishment of a positive learning environment. A range of prevention and intervention strategies can be used by staff to ensure that student learning outcomes are supported. Please refer to Respectful Learning Environments and Student Management Procedures Policy.

For low level behaviour issues, interventions may include:

-  Reminding the student of the school expectation
-  Asking students to move to another seat in the learning space
-  Removal from the class to an alternative class within the learning community
-  Time out
-  Detention (During recess, lunch break or after school)
-  Referral to principal or delegate
-  Notification to parents.

6.3.3 Playground Behavioural Concerns

 For low level behavioural concerns, interventions may include:

-  A reminder of the school expectation is given to the student
-  Time out
-  Community Service Activities
-  Designated area in the yard for the remainder of the break
-  Removal from the playground
-  Detention (During recess, lunch break or after school)
-  Referral to principal or delegate
-  Notification to parents.

6.3.4 Ongoing Repetitive Behaviour

Consequences or interventions for students will be individually based and may involve:

-  Parents being contacted

-  A Student Support Group Meeting arranged to discuss the matter and develop strategies to support students and staff involved
-  Developing a Student Management Plan or contract

- Withdrawal/exclusion from the classroom
- Withdrawal/exclusion from the yard
- Withdrawal of privileges such as camps, excursions and other events
- Counselling by the School Guidance Officer, psychologist or an outside agency
- Disciplinary actions such as suspension.

A suspension can be given at any time if a student's behaviour meets the suspension criteria.

6.3.5 Extreme, Unsafe and Violent Behaviour

The principal may implement an immediate suspension if the student's behaviour is such that they are putting the health, safety and wellbeing of themselves or any other person at significant risk. (Ministerial Order 625)

Extreme, unsafe and violent behaviour in the classroom or the yard will result in immediate exclusion.

Consequences for extreme, unsafe or violent behaviour will be determined in conjunction with the Principal, Assistant Principal or delegate. The Principal will ensure all parties involved will have an opportunity to be heard.

6.4 Detention

- Once detention has been deemed to be the consequence appropriate for the student's action or behaviour the following will apply:
 - No more than half the time can be given for a detention during breaks
 - Detention after school should not exceed forty-five minutes
 - Teachers are to ensure that parents/carers are informed at least one day before an after-school detention
 - A school detention notice will be given to parents to inform them of the detention given.

6.5 Suspension

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Only a Principal has the authority to suspend a student and this level of responsibility cannot be delegated.

There are two forms of suspension; internal suspension and external suspension.

6.5.1 Internal Suspension

Internal suspension may be given if a student's behaviour significantly interferes with the wellbeing of others, the rights of other students to learn or the capacity of a teacher to teach a class.

Internal suspension involves the student being withdrawn from classes and the playground during breaks. Students are given alternative work tasks and break times.

Parents/carers will be informed of such withdrawals and advised that if the offending behaviour continues it may lead to an external suspension.

6.5.2 External Suspension:

External suspension is a serious disciplinary measure and is reserved for incidents when other measures have not produced a satisfactory response or where the student's behaviour is of a serious nature. Only the Principal has the authority to issue external suspensions.

In determining whether to suspend a student, the Principal will ensure that suspending the student is appropriate to:

- The behaviour for which the student is being suspended
- The educational needs of the student
- Any disability or additional learning need of the student
- The age of the student
- The residential and social circumstances of the student.

6.5.3 Grounds for Suspension

The Principal may suspend a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to or from that activity), the student:

- a) Behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- b) Causes significant damage to or destruction of property;
- c) Commits or attempts to commit or is knowingly involved in the theft of property;
- d) Possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;

e) Fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;

f) Consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;

g) Consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

6.5.4 Duration of Suspensions

A student cannot be suspended for more than five consecutive school days. Written approval from the Regional Director is required if the total number of days the student has been suspended in the year is more than 15 days.

6.5.5 Notification of Suspensions

- As soon as is practical, the Principal or delegate will:
 - Give verbal notification to the student and their parent / guardian of the intention to suspend the student, the reason/s for the suspension, the schools days on which it will occur and where it will occur
 - Provide the student and their Parent / guardian with the Notice of Suspension and the Procedures for Suspension brochure prior to the day on which the suspension occurs (or on the day a suspension is implemented, if it is a suspension with immediate effect)
 - *The Procedures for Suspension brochure can be found at the following link.*
 - <http://www.education.vic.gov.au/Documents/school/parents/health/suspensionprocedures.pdf>
- Where appropriate provide contact details for additional support services to the student and their relevant person.

6.5.6 Suspensions for three days or less

Where a student is suspended for three days or less the College will supply meaningful work.

6.5.7 Suspensions for more than three days

Where the student is suspended for more than three days the College will develop a Student Absence Learning Plan and a Return to School Plan.

The Student Absence Learning Plan and a Return to School Plan can be found at the following link.

<https://edugate.eduweb.vic.gov.au/collaboration/attendanceengagementparentbehaviour/suspexp/default.aspx?InitialTabId=Ribbon%2EDocument&VisibilityContext=WSSTabPersistence>

6.5.8 Follow up and support

Where appropriate, or if requested, a Student Support Group or another meeting with the student and their relevant person can be convened to discuss strategies to provide further guidance and support.

Full details of the procedures for suspension are set out in 'Ministerial Order 625' and detailed further in the DEECD 'Suspension Guidelines'. See DEECD link for information and resources.

<http://www.education.vic.gov.au/school/principals/participation/Pages/suspensionconsiderations.aspx#link49>

6.6 Expulsion

The school Principal has the authority to permanently exclude a student. This power cannot be delegated to any other person at school level. Expulsion will only be used as a last resort and when all other strategies consistent with the staged response have been exhausted. Prior to any expulsion process occurring however, the Principal must hold a Behaviour Review Conference, which must be attended by a Regional R.A.S.P., to ensure that all avenues have been explored before an expulsion can occur. The Principal cannot make a determination regarding an expulsion, until the Behaviour Review has been undertaken. In a Behaviour Review, the student and parents have the opportunity to discuss the circumstances etc that have led to the Review. Once the Behaviour Review has been held, if an expulsion occurs as an outcome, the Principal must communicate this decision to the family within two days of the Review, as well as contacting the next school of enrolment.

The school must provide educational support to the student until the student is actually enrolled in their new school. In determining whether to expel a student, the Principal will determine that expulsion of the student is appropriate to:

-  The behaviour for which the student is being expelled
-  The educational needs of the student
-  Any disability or additional learning need of the student

- The age of the student
- The residential and social circumstances of the student.

6.6.1 Grounds for Expulsion

- If a student's behaviour breaches one or more of the conditions described in 6.5.3 Grounds for Suspension.
- Furthermore, the student's behaviour must also be of such magnitude that expulsion is the only available mechanism. In this regard, the principal must consider the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other students and staff at the school and the need to maintain the effectiveness of the school's educational programs.
- *Full details of the procedures for expulsion are set out in 'Ministerial Order 625' and detailed further in the DET 'Expulsion Guidelines'. See DEECD link for information and resources.*
- <https://edugate.eduweb.vic.gov.au/collaboration/attendanceengagementparentbehaviour/suspexp/default.aspx>

Section 7: Intervention and Welfare Structure

Bayswater Secondary College has a range of intervention and welfare structures and personnel in place.

These include:

- A College Well-Being Leader and an Assistant Well-Being Leader.
- Designated welfare responsibility is assigned to each Sub-School Leader, Assistant Sub-School Leader and Home Group teachers where applicable.
- Regional Adolescent Health nurse
- College Chaplain
- School psychologist
- Other DEECD School Support Service Officers (SSSOs)
- Visiting teachers.

7.1 Roles and Responsibilities

Student Wellbeing Leader & Assistant Wellbeing Leader:

Responsibilities include:

- Liaising with support agencies such as the Department of Human Services
- Referring students and families to support agencies such as Family First

- Liaising with and making referrals to the various health organisations such as the Royal Children's Hospital, The Avenues
- Organising financial assistance for students such as organising resources and uniform through State Schools Relief Fund
- Dealing with home and school related welfare issues
- Providing counselling for students and families
- Arranging alternative programmes for students through organisations such as Mountain District Learning Centre, Options @ Bayswater and Croydon Community College
- Liaising with and making referrals to the school psychologist, secondary school nurse and youth services.
- Organising targeted health/welfare programs for the college such as Myuna Farm
- Liaising with other Wellbeing personnel such as the College Chaplain
- Investigating absenteeism and punctuality
- Supporting students with health and wellbeing issues such as dealing with substance abuse, self-harm and personal hygiene
- Dealing with medical concerns of students, where appropriate
- Assisting with student management issues, including student management/learning plans
- Supporting and advising staff on student wellbeing issues.

7.2 Sub-School Leaders

It will be the responsibility of each Sub-School Leader to oversee welfare and wellbeing matters within their Sub-School and to lead and work with the Wellbeing Team, staff, students and health service providers to actively support student learning needs.

7.3 Role of Secondary School Nurse

Bayswater Secondary College has been allocated a secondary school nurse. Roles undertaken include:

- Health promotion & primary prevention
- School community development activities
- Small group work with target students focusing on health related issues
- Individual student counseling

- Advice & referral to assist young people making healthy lifestyle choices. For example regarding smoking, health and sexuality issues.

7.4 Role of the College Chaplain

Bayswater Secondary College has a College Chaplain who works with students, staff and families during their time here at school (currently 2 days per week). Roles undertaken include:

- General welfare and wellbeing of students
- Linking children, families and school communities to services available in the community
- Providing information and advice that promotes health and wellbeing in children.
- Assisting with medical referrals and appointments, where applicable
- Running targeted programs to support student connectedness and understanding.

7.5 School Psychologist

Bayswater Secondary College has the assistance of a DEECD school psychologist who assist with the following:

- Student assessments
- Advice to parents and teachers
- Intervention support
- Referral assistance
- Support to Student Support Groups.

7.6 Student Support Groups

A Student Support Group Meeting (SSGM) may be convened to exchange information and facilitate solutions to behavioural problems or difficulties of students.

These meetings are to be held at a time suitable to both the school and to the parents/carers. The purpose of procedures for such meetings will vary depending on the needs of individuals and the college. They promote and plan positive behaviours through a staged response.

School staff, parents/carers and the student may attend the meeting. Parents/carers can also request a support person who is not acting for fee or reward be present.

If the principal considers it warranted, or at the parents/carers request, the principal must ensure suitable language interpretation facilities are made available.

A brief written statement including a list of participants and agreed outcomes should be maintained to assist future problem-solving processes at the school.

The statement should be verified by the parents/carer and/or the student and remain confidential.

7.7 Wellbeing Referral Processes

Bayswater Secondary College has developed processes for the referral of student wellbeing needs. The school uses Compass as its learning management system to document all general observations, progress and/or concerns regarding students. All staff are expected to use this management tool to document all discussions, meeting

minutes and other aspects of conversations had with students and parents. When adding notes for incidents, or referral etc all staff are expected to notify the key personnel via a prompt email to ensure that the necessary levels of support can be provided within a timely fashion. The Respectful Learning Environments Policy also indicates what procedures and expectations need to be adhered to for all staff.

Section 8: Students with Disabilities and Impairments (D& I)

8.1 Student Support

Strategies that promote student improvement for D&I students and students with additional learning needs include:

- Providing students with learning environments that best develop their potential
- Where necessary, adapting the learning environment to meet the needs of the student
- The development of Individual Learning Plans for all students eligible for the Disability and Impairment program and for other students as deemed necessary. ILPs ***should be reviewed each term.***
- Supporting students in making transitions from; preschool to primary school, primary to secondary school, and from secondary to higher education, training and employment
- Conducting regular Student Support Group meetings
- Supporting children to access programs that allow them to pursue achievable career pathways or further education.

8.2 Parents / Carers Support

Strategies that promote student improvement for Students with Disabilities include:

- Providing parents/carers with the opportunity to meet and discuss their child's learning needs
- Supporting parents/carers in making transitions from; preschool to primary school, primary to secondary school, and from secondary to higher education, training and employment

- Involving parents/carers in programming and planning decisions through a Student Support Group.
- Supporting parents to seek advice and support from outside agencies to assist their child at school.

8.3 Staff Support

Strategies to support staff in providing the needs of D&I students and students with additional learning needs include:

- Providing appropriate time for staff to develop learning environments that best develop a child's potential
- Supporting staff in the transition of students
- Supporting the staff by including them in Student Support Groups
- Ensuring the expertise of staff is maintained and developed through professional learning. This is an area of responsibility for the Wellbeing Leader.

Section 9: Other Related Policies and Documents

- Asthma Policy
- Anaphylaxis Policy
- Medication Policy
- Anti-Bullying and Cyber Bullying Policy
- Parent and Community Complaint Policy
- Procedures for Effective Parent/Teacher communication
- Student Attendance Policy (WIP)