



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 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.

Bayswater 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, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

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

SCOPE

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

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

POLICY

School profile

Founded in 1961, Bayswater Secondary College is a growing secondary school located in the City of Knox in the eastern suburbs of Melbourne, approximately 34 kilometres from the Melbourne Central Business District.

The College is a centre of the community and we value our strong relationships with students, parents, carers, local primary schools and the wider community, including tertiary partnerships.

Our core focus is providing a wide variety of options and opportunities to our students in a boutique setting, to ensure that every student at Bayswater Secondary College has every opportunity to succeed throughout and beyond their secondary school years.

Bayswater Secondary College currently has an enrolment of 178 students, with growth projected to increase to above 200 students in 2024 with a built capacity of 550 to be reached by 2028. Our staffing profile includes a Principal and Assistant Principal, 2 Leading Teachers, 2 Learning Specialists, 19 teachers and 8 full-time equivalent Education Support (ES) staff.

Our College values of Honesty, Excellence, Acceptance, Respect and Teamwork are at the H.E.A.R.T. of everything we do at Bayswater Secondary College, and underpin the culture of support and inclusivity that we continually work to achieve. We believe in a supportive and inclusive school community where all students, staff and teachers have a right to learn and work in a safe and orderly environment. Respectful learning environments and positive student behaviours are most effectively developed through positive relationships that are based on whole school and classroom practices.

The organisational structure for students is one that is arranged into sub-schools (Junior - Years 7-9; and Senior - Years 10-12) where students are supported by engagement and wellbeing leaders within the College including their Home Group teacher, Sub School Coordinator, Sub School Leader and Assistant Principal. Further engagement and wellbeing supports are enacted through our College wellbeing team comprising of a Student Wellbeing Coordinator, Mental Health Practitioner, Psychologist, Occupational Therapist and Chaplain. Regular support from the regional Student Support Services team, in addition to strong links with the Occupational Therapy program of La Trobe University round out the team and ensure the wellbeing and engagement needs of students are met.

Our learning community is welcoming and highly diverse and we celebrate and acknowledge the broad range of strengths, skills and attributes that all members of our school community possess. Bayswater Secondary College currently offer a structured core curriculum (Victorian Curriculum / VCE / VCE-VM), as well as Accelerated Learning opportunities for students at all year levels, an Instrumental Music program from Years 7-10 and a wide variety of VCE and Vocational Education and Training in schools (VETis) options for senior students.

The College offers a variety of elective choices in Years 8-10, which are vertically grouped to provide students a wide range of options in a small setting. The College is part of the Bayswater Education Plan, and is currently working with the local Bayswater primary schools to improve educational outcomes for students in the Bayswater area.

All students, staff and teachers have a right to learn and work in a safe and orderly environment. Respectful learning environments and positive student behaviours are most effectively developed through positive relationships that are based on whole school and classroom practices.

School values, philosophy and vision

Bayswater Secondary 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 H.E.A.R.T. values of Honesty, Excellence, Acceptance, Respect and Teamwork in all places, at all times.

Bayswater Secondary College's vision and mission is to support all students to become active, positive members and leaders of our community by providing a wide variety of options and opportunities for them to achieve excellence.

Our Statement of Values is available online in the Policies section of our website.

Wellbeing and engagement strategies

Bayswater Secondary 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 less isolated. 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, with more detailed information about our specific approaches to engagement and wellbeing to be found in the appendices to this policy document:

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 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
- 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 Bayswater Secondary College use the College Teaching and Learning Model to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Bayswater 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 and School Philosophy are 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, Sub School Coordinator and/or Leader, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- all students are welcome to self-refer to the Student Wellbeing Team, Sub School Leadership Team, Assistant Principal 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
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:

- Respectful Relationships
- Bully Stoppers
- Safe Schools
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. resilience building programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- Peer Mentor program
- measures are 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

- Each Sub School (Junior – Years 7-9 and Senior – Years 10-12) has a Sub School Coordinator and Sub School Leader, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Koorie students are 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. This is supported through engagement with the College wellbeing team, the College's Marrung School Lead, area KESOs (Koorie Education Support Officers) and VACCA (Victorian Aboriginal Child Care Agency) workers where appropriate. Further to this, Koorie students are provided opportunities to engage in learning beyond the College, including participation in the Yarra Ranges Tech School's Koorie Student Program.
- our English as a second language students are supported by our EAL staff and all cultural and linguistically diverse students are supported to feel safe and included in our school including through celebration of events such as Harmony Day
- we support learning and wellbeing outcomes of students from refugee background through our Wellbeing programs and with connections to agencies such as Foundation House.
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+, including the acknowledgement and celebration of events such as IDAHOBIT, Wear it Purple Day and Pride month, as well as following the Department's policy on LGBTIQ Student Support
- all students in Out of Home Care are supported in accordance with the Department's policy on Supporting Students in Out-of-Home Care including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability 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, regular communication and consultation with families as well as student support groups and individual education plans

- 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 a trauma-informed approach based on the Berry Street Education Model, when working with students who have experienced trauma, however, the philosophies behind this approach are beneficial for all students
- 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
- Bayswater Secondary College assists students to plan their Year 10 work experience, supported by their Career Action Plan, in addition to offering a range of micro-credential programs, such as the White Card qualification, First Aid certificate, Food Safety, Responsible Service of Alcohol, Barista Certification and a range of other qualifications.

Individual

Bayswater Secondary 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 an Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers

- 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.

Identifying students in need of support

Bayswater Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Bayswater 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
- information from allied health professionals engaged with the student

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:

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

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values and BSC Approach to Positive Behaviours Documentation.

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

The College undertakes a values-based positive approach to managing student behaviours that sets clear expectations across the College in line with the H.E.A.R.T. values, and considers the functions of behaviour when supporting positive engagement across all areas of College life.

Our school considers, explores and implement positive and non-punitive interventions in line with our Values Based Behavioural Expectations to support student behaviour before considering disciplinary measures such as detention and suspension. Details of our approach to Positive Behaviours can be found in the BSC Approach to Positive Behaviours document, and appendices located in the Policy section of our website.

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.

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 Bayswater Secondary 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.

Engaging with families

Bayswater 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.

Evaluation

Bayswater 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, including attendance and absence data
- SOCS

Bayswater Secondary 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
- Included in staff induction processes
- Included in transition and enrolment packs

- Made available in hard copy from school administration upon request

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

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

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training 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 Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	Term 2, 2023
Consultation	Consultation with students, staff, School Council and community at varying stages throughout 2021-2022 to develop values, matrix and approach to engagement and wellbeing. Consultation on final policy draft in Term 2, 2023
Approved by	Principal
Next scheduled review date	Term 2, 2025