

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.

Beaumaris 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.

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POLICY

1. School profile

Beaumaris Secondary College is a newly established secondary school enrolling Year 7 students in 2018. It is in the leafy bayside suburb of Beaumaris in close proximity to the bay, a marine sanctuary and nature reserves. The excellent sporting facilities on site are part of a developing relationship with the Melbourne Cricket Club (MCC). The community and family partnerships are vital for the success of the school. This transforms the identity of a community and builds on our local

connections that welcomes everyone. A place where we have high aspirations and expectations of our students, families, school and community.

2. School values, mission and vision

Mission

Our mission is for our students to understand their personal agency and group capacity to contribute to our world in a positive, honest, and sustainable way with responsibility, pride, and integrity. A school that has every student achieving personal success in their chosen pathway.

Vision

At Beaumaris Secondary College our students will be:

1. Independent learners and free thinkers
2. Curious, self-aware and confident when expressing their ideas
3. Optimistic about the future
4. Globally aware
5. Enthusiastic about the experiences they share with their peers
6. Risk takers in their own learning
7. Have a sense of pride and responsibility to the school, each other and the wider community
8. Respectful, empathetic and tolerant of others

Values

Beaumaris Secondary College's positive behaviour model represents our CORE values of Curiosity, Optimism, Respect and Excellence.

- **Curiosity** – we will be curious, self-awareness and confident when expressing ideas.
- **Optimism** – we are optimistic about the future and have believe we can make a positive difference in the world.
- **Respect** – We uphold respect, empathy and understanding of others.
- **Excellence** – We promote the pursuit of excellence in ourselves and in others

Beaumaris Secondary College will be committed to:

- **Activity and Health** – our students emerge fit and healthy with a good understanding of the benefit physical activity and a healthy lifestyle. The school recognises the potential benefit that physical activity has on student's wellbeing and academic performance. It will utilise its unique location and potential partnerships with outside organisation to create opportunities for students and staff to excel. Provide state of the art facilities to inspire activity and develop a respect for the benefits of a healthy lifestyle including emotional and mental health.
- **Creativity and Enterprise** – our students understand the challenges of life and can develop and apply creative and critical thinking skills and behaviours to help us navigate change and challenge. Students will emerge equipped with skills to analyse and problem solve, understanding that challenges are part of the journey they will face. Enterprise and resilience will be cultivated within the schools' culture and curriculum and students will build confidence through participation.
- **Connection with the local environment** – the school will promote environmental stewardship and meaningful connections to place. The school interacts with local schools, communities,

families, resources and their environment to develop connections that support the social and emotional wellbeing of students and staff. Utilise the unique local environment in developing a culture of environmental care and proactive management. Instil the importance of sustainability.

- **Community membership** - our students contribute in a meaningful way to the community and emerge from school as informed community members. The school is supportive and reactive to changing local needs; it will have a unique offering and will attract the best teaching staff. Our staff are supported and encouraged to pursue their own learning and are recognised for their expression of our values as members of our learning community.
- **Global outlook** – our students understand their place in the world. The school will provide a local setting within a global stage. It will foster and establish connections that provide students the opportunity to understand the global community and how their decisions and actions have an impact locally and further afield. Develop a sense of place in the world and encourage an understanding of issues within a global context. Promote participation as a key skill to meet the challenges of today's world.

3. Wellbeing and engagement strategies

Beaumaris 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:

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.
- All students will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future.
- 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 VM to ensure that students can choose subjects and programs that are tailored to their interests, strengths, and aspirations.
- teachers at Beaumaris Secondary College use a bespoke instructional framework 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 Beaumaris 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 can 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 classroom teachers, GOAL mentors, Heads of House, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through performing arts programs, athletics, music programs and peer support programs.
- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, GOAL Mentors, Heads of House, 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
 - Safe Schools
 - Cybersmart schools
 - Classroom expectations
 - CORE Values
- programs, incursions, and excursions developed to address issue specific needs or behaviour.
- opportunities for student inclusion including enhancement programs, sports teams, clubs, and lunchtime activities.
- buddy programs, peers support programs
- 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 GOAL group has a GOAL mentor and Head of House, a senior teacher responsible for their House, who monitor the health and wellbeing of students in their House, 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 which is evident throughout our curriculum and part of student voice.

- our English as a second language students are supported through our EAGLE program, and all cultural and linguistically diverse students are supported to feel safe and included in our school.
- 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](#)
- 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, consultation with families and where required, 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 to working with students who have experienced trauma.
- 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](#).
- Beaumaris Secondary College assists students to plan their Year 10 work experience, supported by their Career Action Plan.

Individual

Beaumaris 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.

4. Identifying students in need of support

Beaumaris Secondary College provides a learning centred approach that is personalized to each student. The school will identify students requiring support through transition information, MYAT testing and information from students and parents. Students will work with teachers to develop individual learning plans with personalized learning goals.

Students with poor attendance will be identified by GOAL Mentors or the Attendance Officer. In the case of ongoing or frequent absenteeism, a meeting convened by the Assistant Principal which could include Head of House, Student Wellbeing Co-ordinator, Principal, student, and parents/guardians will be arranged. Means to support the student to attend the College will also be examined. Parental support in these matters is vital to ensure the best possible educational opportunities for our students.

Students from at risk groups, such as Out of Home care and Indigenous students will have Student Support group meetings and Individual Learning Plans. Where appropriate they will also be assigned a mentor to help implement relevant strategies and oversee their general wellbeing and academic progress.

The Wellbeing team initiate and help implement many of the preventative and early intervention approaches throughout the College, particularly those relating to resilience and mental health. The focus of the Wellbeing team is whole school, but much of the day to day of the team members is supporting staff to work with individual students identified by staff, parents, or students themselves.

DE Regional support is available on a referral basis. Parent permission is required for the online referral to be made by the Wellbeing Coordinator. External specialists such as Speech Pathologist, Psychologists, Physiotherapists, Visiting Teacher service and further specialists as required.

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- Learn and be part of an educational program that allows them to participate and develop their talents, interests and ambitions within the structures and principles of the school
- Feel safe and work in a secure environment without intimidation, bullying (including cyber-bullying) or harassment

Students have the responsibility to:

- Present on time for classes
- Assessments completed and submitted on time
- Ready to learn-taking responsibility for their own learning
- Appropriate uniform: school and sport
- Focused on learning in the classroom
- Active and positive participation in school life
- Supporting positive contributions of all students, staff and parents
- Exhibiting good manners to all class members and teachers
- Developing good relationships with all members of the school community
- Demonstrate the CORE values of the college: Curiosity, Optimism, Respect and Excellence

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.

Parents have the right to

- expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.

Parents have the responsibility to

- Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviors.
- Ensure their child's regular attendance and punctuality to school
- Engage in timely, meaningful and constructive communication with school staff regarding their child's learning.
- Support the school in maintaining a safe and respectful learning environment for all students by presenting positive attitudes to school.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Treat all school leaders, staff, students, and other members of the school community with respect.

Teachers have the right to

- Expect that they will be able to teach in an orderly, clean, safe and cooperative environment
- Be informed, within Privacy requirements about matters relating to students that will affect the teaching and learning program for that student
- To work in a supportive professional environment

Teachers have the responsibility to

- Fairly, reasonably, and consistently, implement the engagement policy.
- Know their students, how they learn and how to teach them effectively so their learning progresses.
- Know the content they are expected to teach.
- Plan and assess for effective learning using multiple sources of data.
- Create and maintain safe and challenging learning environments.
- Use a range of teaching strategies and resources to engage students in effective learning.
- Understand and implement school curriculum and policy

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

6. Student Agency

Student agency is about recognising that students are equal players in decisions which affect our learning community. It is about valuing people and the learning that is possible when we engage multiple voices in the College. Together we aim to provide opportunities that will allow students to have their voices heard and build upon the leadership potential inherent within all learners.

The College will encourage student participation by:

- Student involvement in college and community development
- Student involvement in whole school decision making processes
- Student feedback on teaching and learning
- Students as researchers and co-enquirers
- Students as peer-tutors

The College promotes active 'student participation' as an avenue for improving educational outcomes and facilitating school change. Student participation ranges from young people sharing their opinions on issues and potential solutions through 'Student Voice' or in focus groups associated with the College strategic plan. It also includes our students sharing their 'voice' by collaborating with teachers to improve the curriculum taught, assessment used and teacher-student relationships.

7. Student behavioural expectations and management

Our College will implement a school wide positive behaviour program that is based on pro-social values, social competencies, incentives and positive peer relationships.

The key focus will be on prevention and early intervention strategies that:

- define and teach college-wide and classroom expectations
- establish consistent college-wide and classroom consequences for problem behaviour
- establish college-wide and classroom processes for early identification of students experiencing academic and/or behaviour difficulty
- provide college-wide and classroom processes for ongoing collection and use of data for decision-making
- empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- provide a physical environment conducive to positive behaviours and effective engagement in learning
- utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour

The College's strategies to promote school wide positive behaviour and include close links with the curriculum. Victorian curriculum standards embrace the learning within the Interpersonal Development domain which supports students to initiate, maintain and manage positive social relationships with a range of people in a variety of contexts. It is through the development of positive social relationships that individuals become linked to society, develop a sense of belonging and learn to live and work with others. In a pluralistic, multicultural society such as Australia, with varying interests, values and beliefs, it is essential that individuals learn to participate in groups whose members are from diverse backgrounds. In this domain there is a particular focus on developing students' capacity to work cooperatively as part of a team as this is widely acknowledged as being a core requirement for success in the workplace and in the community.

Longitudinal data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of College-based strategies and approaches.

Some sources of data are:

- the Attitudes to School Survey data
- school level report data
- parent survey data
- parent forums
- student pulse checks throughout the year
- data from case management work with students

The College will utilise relevant external student wellbeing support services in order to identify and address the barriers to learning that individual students may be facing.

Such services to provide support for students and staff will include:

- psychologist for psychological and academic assessment
- mentors – providing support for ‘at risk’ children
- Department of Health and Human Services case managers and support workers
- social workers to provide services such as counselling, social skills and anger management programs
- youth and family agencies
- relevant DE support staff

Shared Expectations

Beaumaris Secondary College will work closely with the school community to ensure there are shared expectations of respect, responsibility, fairness and equality. The expectations are intended to be positive in that they set out appropriate behaviours for our College community that are underpinned by our values. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds and experiences.

Schools have a responsibility to provide an educational environment that ensures that all students are:

- valued and cared for,
- feel they are part of the school, and
- can engage effectively in their learning and experience success.
- Understanding, Tolerance and Inclusion-Be aware of others and their cultures, accept diversity within a democratic society, being included and including others
- Honesty and Trustworthiness-Be honest, sincere and seek the truth

The school aims to address diversity by:

- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- attracting highly skilled and diverse staff making the school a preferred employer
- increasing the range of knowledge, skills and experiences available in the workforce
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- Creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning

The school is committed to the use of restorative practices with students. Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

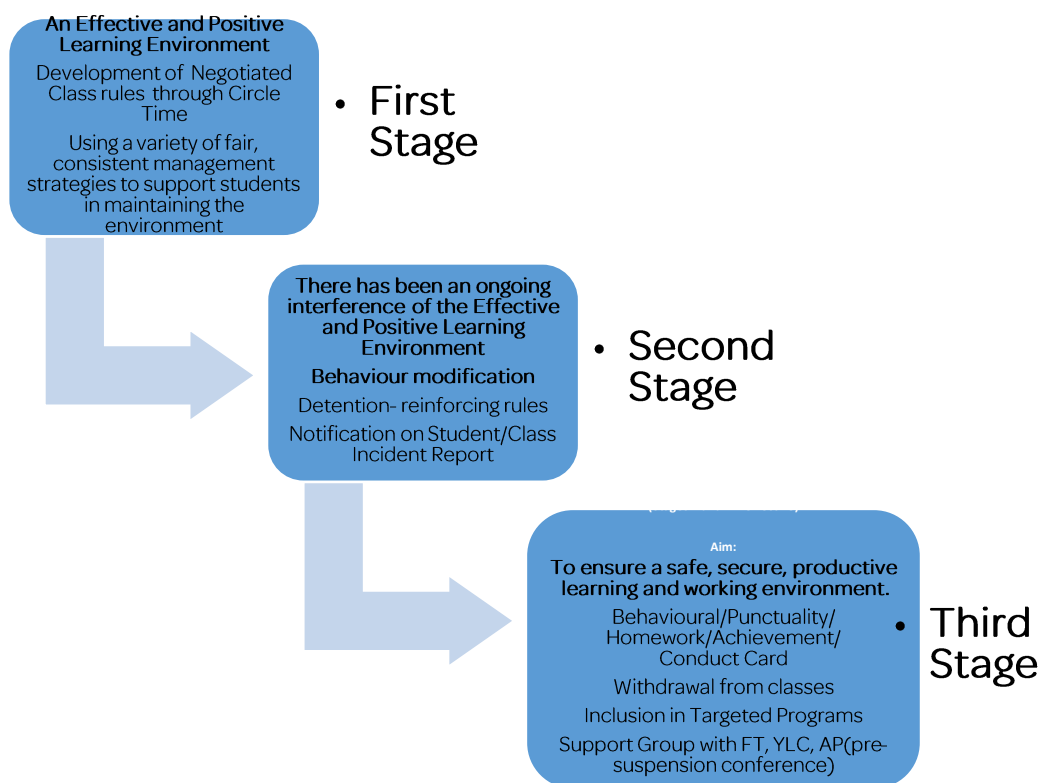
- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.

Discipline

Beaumaris Secondary College student management model represents a culture of respect, trust respectful learning environment. Beaumaris Secondary College does not condone the use of corporal punishment.

Student engagement, regular attendance and positive behaviours will be supported through respectful relationships, whole school and classroom practices, including:

- establishing consistent, fair and democratic classrooms and school environments
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning



Behaviors that are not in line with the shared expectations will be addressed in a fair and reasonable manner. A range of strategies, including disciplinary measures, may be applied including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments

- scaffolding the student's learning program.
- Changing positioning in the classroom
- Removal from class for a short period of time
- Detention
- Suspension
- Expulsion

When a student repeatedly demonstrates challenging behavior, we will implement a more structured intervention strategy as part of a staged response to address the behavior. These support strategies may include:

- involving and supporting the parents/carers,
- involving the Wellbeing Team, managed individual pathways or careers coordinators
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning or work education,
- involving community support agencies.

Discipline will be applied in a way that is proportionate to the behavior and upholds procedural fairness, with an aim to not only respond to the incident but to ensure the best long term outcomes for all individuals involved.

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 Beaumaris 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.

8. Engaging with families

The College aims to support families to engage in their child's learning and build their capacity as active learners. The College aims to provide an environment that welcomes all parents/carers and is responsive to them as partners in learning. The College aims to ensure that the unique experiences and skills of our students' families enrich the learning environment and the College community.

Involvement in our College by parents and carers helps children achieve the best possible learning outcomes. Parents and carers will be provided with the opportunity to participate in College life, both formally and informally, through College council, BYOD program and Compass, volunteering, the College website, undertaking structured workplace learning and staying up to date with news about what is happening in education via our College newsletter.

The College will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the College's Student Engagement and Wellbeing Policy
- conducting effective College-to-home and home-to-College communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in College decision-making
- coordinating resources and services from the community for families, students and the College
- providing opportunities to resources and sessions on a wide range of academic, social and wellbeing topics
- involving families in Student Support Groups and developing individual plans for students.

9. Evaluation

Beaumaris 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

Beaumaris 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
- Included as annual reference in school newsletter
- 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 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	19/3/2024
Consultation	Community Consultation through school newsletter 7/3/2024 School Council 19/3/2024 Parents Association Consultation 21/2/2024 Student Leaders Consultation 21/2/2024 and 28/2/2024
Approved by	Principal
Next scheduled review date	19/3/2026