

# Student Wellbeing and Engagement Policy



## Help for non-English speakers

If you need help to understand this policy, please contact the school on 9393 5800

## 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.

Bayside P-12 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 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. 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 |

### 1. School profile |

Bayside P-12 College is a multi-campus coeducational college situated in the City of Hobson's Bay in Melbourne's western metropolitan area. The college consists of three campuses: a Prep -Year 9 campus in Altona North, a Year 7-9 campus in Williamstown and a Year 10-12 campus in Newport. The college has a student population of approximately 1100.

As a community we value and encourage everyone to be a learner, to be respectful and to be responsible. These values are taught, promoted, reinforced and celebrated.



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Bayside P-12 College implements the Victorian Curriculum F-10 and a broad range of subject choice in VCE, VET and VCAL. Students are encouraged and expected to take an active and responsible role in their learning. In addition to this we offer an academic achievers program, a select entry tennis program and girl's football program.

The college has developed strong links with Tertiary Institutions and TAFE colleges. We are a base school for the University Of Melbourne Graduate School Of Education and a member of the University Of Melbourne Network Of Schools.

## 2. School values, philosophy and vision |

Our vision is for our students to develop a strong desire to learn which drives ambition to challenge themselves, perform well and continually grow. We want our students to remain grounded. We recognise that it takes the whole school community to create true success for themselves and others.

We have four values that underpin this vision:

### Open Community |

Our school culture is enriched by its community. It's the combination of diverse cultures, people and backgrounds that make Bayside P-12 a place where everyone feels welcome, included and respected. It is just part of our everyday.

### Team Spirit |

We apply a team mindset to everything we do. We promote an environment where everyone truly cares and supports one another. We're committed to each other through encouragement, kindness and by always having each other's back. One Spirit, one team.

### Growth Matters |

We nurture every individual by backing, challenging, and inspiring them towards personal success. We exercise an adventurous and curious way of thinking to continually drive bigger, better and greater learning opportunities. We do this by creating an environment where everyone is encouraged to grow.

### With Purpose |

We have a high regard for integrity and responsibility. If we say something we mean it. If we do something we stand behind it. We continually take pride in our school, our students and what we achieve as this drives our future.

## 3. Wellbeing and Engagement strategies |

Bayside P-12 College has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

School-wide Positive Behaviour Support (SWPBS) is an evidence-based framework for preventing and responding to student behaviour. It aims to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members. It includes analysis of data



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in professional learning teams, implementation of evidence based practices and organisational systems for establishing safe, purposeful and inclusive school and classroom learning environments while providing the individual behaviour and learning supports needed to achieve academic and social success for all students

Restorative practice was developed in the justice system as an approach to dealing with offending behaviour that focused on offenders taking responsibility for their behaviour and taking action to repair the harm they caused. In schools, restorative practice is used as a strategy for maintaining healthy relationships and to repair relationships that have been damaged. It may be applied at a whole-school or classroom level and in responding to challenging behaviour or bullying by individual students.

## Implementation |

- The wellbeing of every young person at the school is our highest priority.
- The school recognises that healthy development and education is a shared responsibility, with families, learners, and DET and other services all playing a role. Health and wellbeing is an important outcome in its own right, but it is also a precondition for learning and employment, and is an indicator of successful education.
- The school acknowledges that the five dimensions of health and wellbeing contribute to the development of the 'whole' person. These dimensions are:

Learning development and skills – including active participation and engagement in learning, having the functional skills to participate meaningfully in all aspects of one's life

Social and emotional wellbeing – including positive mental health, self-awareness, resilience, interpreting the world positively and pro-social values and behaviour

Supportive relationships – including positive family bonds, friendships, experiencing a sense of belonging and being engaged in age-appropriate learning and activity

Physical health – including absence of health problems, oral health, nutrition, weight and self-management including sleeping

Safety and material wellbeing – including a sense of safety at home and where children play and learn, being safe from injury and harm, having access to daily essentials and adequate and stable housing

- The school will:
  - provide a safe, inclusive and supportive environment that promote health, wellbeing, learning and development
  - build caring and supportive relationships with children and their families
  - ensure children and families are consulted about matters that impact on them and their voices inform policies and activities that contribute to health and wellbeing
  - support staff to protect and promote the health and wellbeing of our students, ensuring that staff act with integrity when dealing with those in their care and
  - build partnerships with health and wellbeing services and other relevant community services
- The school will consider adopting the School-wide Positive Behaviour Support (SWPBS) program which aims to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members.
- The school will also consider restorative practice as an approach to dealing with offending behaviour.
- The school will consider Bully Stoppers, DET's online resource dedicated to bullying prevention, The National Safe Schools Framework, the Healthy Together Achievement Program, Kids Matter and Mind Matters as possible resources to promote healthy relationships. For details, please refer to the second website below.



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- If resources permit the school will create/maintain the role of Student Welfare Officer (or similar) with responsibilities for child safety, to promote the whole school approach to health and wellbeing within the school community and work in collaboration with students and parents, school staff including the Principal, teachers, aides, specialist staff, student support services officers and with broader community agencies.
- Please refer also to the school's Child Safe Policy, Curriculum Policy, Student Engagement Policy, the Student Code of Conduct Policy and the Bullying & Harassment Policy.
- 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
- 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
- teachers at Bayside P-12 College use an agreed 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 Bayside P-12 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 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. Students are also encouraged to speak with their teachers, Year Level Coordinator, 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 Coordinator, School Nurse, Year Group Leaders, 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
  - Anti-Bullying programs
  - Safe Schools
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs



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## Targeted |

Each year group has a pastoral care teacher and/or Year Level Coordinator, 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

- 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
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- Bayside P-12 College assists students to plan their Year 10 work experience, supported by their Career Action Plan
- 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

## Individual |

- Student Support Groups, see:  
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace
- Navigator
- Lookout

Bayside P-12 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 Education 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



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- 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
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - and with other complex needs that require ongoing support and monitoring.

## 4. Identifying students in need of support |

Bayside P-12 College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Bayside P-12 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

## 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:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- be purposeful in their ideas, feelings and concerns and be considerate of other ideas 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](#).





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## 6. Student behavioural expectations and management |

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Bayside P-12 College [Bullying Prevention policy](#).

When a student acts in breach of the behaviour standards of our school community, Bayside P-12 College will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

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

Disciplinary measures that may be applied include:

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

Suspension, expulsion restrictive interventions are measures of last resort and may only be used in particular 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 is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

## 7. Engaging with families |

Bayside P-12 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



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- 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.

## 8. Evaluation |

Bayside P-12 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
- CASES2, including attendance and absence data
- SOCS

Bayside P-12 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 and Compass
- 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 |

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)





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- [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 |

**Consultation** | College Council & Student Representative Group

**Date of approval by College Council** | June 2024

**Review Date** | June 2026

