


<i>Policy: Student Wellbeing and Engagement</i>		
<p>Date of next Review: August 2026</p> <p>Responsible for review: <i>Principal</i> Consultation</p>	<p>Bright P-12 College Council Policy</p> 	<p>Date Approved: 4th December 2024</p> <p>Approving Authority: Principal</p>

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- our school’s policies and procedures for responding to inappropriate student behaviour.

Bright 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, 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.

<p>KEY ACTIONS</p> <p><i>School Leadership and Staff:</i></p> <ul style="list-style-type: none"> ● Setting high and consistent expectations for all staff, students, and parents/carers. ● Prioritising positive relationships between staff and students. ● Creating an inclusive and supportive culture that celebrates diversity. ● Analysing various school data to inform decision-making. ● Providing a broad curriculum tailored to students' interests and aspirations.
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- Adopting diverse teaching and assessment approaches to cater to different learning styles.
- Teaching values of respect, effort, and collaboration.
- Incorporating the school's values into the curriculum.
- Implementing carefully planned transition programs for students.
- Acknowledging positive behavior and student achievements.
- Involving students in decision-making through various forums.
- Offering cross-age connections through different programs.
- Providing opportunities for student inclusion through various activities
- Implementing school-wide positive behavior support programs.
- Offering targeted support for specific groups such as Year Level Coordinators, Koorie students, Out of Home Care students, etc.
- Assisting students in developing Career Action Plans
- Providing support for students with diverse backgrounds such as ESL students, refugees, LGBTIQ+ students, etc.
- Supporting students with disabilities through reasonable adjustments and individual education plans.
- Implementing individual strategies for students needing extra support, including personalized learning plans and behavior support plans.
- Collaborating with external support services when necessary.
- Monitoring student attendance and developing improvement plans.
- Identifying students in need of support through various data and observations.
- Upholding student rights to a safe and supportive environment.
- Encouraging students to express their ideas, feelings, and concerns while respecting others.

Parent/Carers Involvement:

- Welcoming and being responsive to parents/carers as partners in learning.
- Providing opportunities for students to be heard and participate in restorative practices when addressing behavioral issues.

Family Engagement:

- Engaging with families through open communication, involvement in school activities, and partnerships in their child's learning.

Data Analysis and Evaluation:

- Collecting and analyzing data on student wellbeing issues through various sources to evaluate the effectiveness of school strategies and identify areas for improvement.
- Monitoring data dashboards regularly to address wellbeing and engagement issues promptly and implement interventions as needed.

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POLICY

School profile

Bright P-12 College was established in 1876 and is located approximately 300 kilometres north of Melbourne. We have 485 students enrolled from Foundation to Year 12 and school staff members including, a Wellbeing Coordinator, Student Wellbeing Support, Mental Health in Schools Practitioner, Primary Wellbeing Coordinator, and Year Level Coordinators .

Our school grounds are picturesque , and we are surrounded by a supportive community. Most students that attend our school live locally and tend to walk, ride their bike or take a bus to school. Bright P-12 College has developed close ties to the local community, and enjoys support from our local shops and community services.

We are proud of our diversity and inclusive school community.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

School values, philosophy and vision

Bright P12 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 core values of **respect, effort** and **collaboration** at every opportunity.

Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

Wellbeing and engagement strategies

Bright P12 College has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- 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 Focus Groups, 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 Bright P12 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
- teachers at Bright P12 College explicitly teach our values of respect, effort and collaboration through our School Wide Positive Behaviour Matrix.
- 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
- 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, 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 Wellbeing Team 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. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess 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 year level at Secondary has a Year Level Coordinator, 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, Primary students will use their classroom teacher as their point of contact*
- *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*
- *connect all Koorie students with a Koorie Engagement Support Officer*
- *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*
- *Bright P12 College assists students to plan their Year 10 and Year 11 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*
- *develop Case Studies of students of interest, connecting educational needs to social and emotional needs and building the capacity of staff to meet the needs of students*

- *L2P program for Year 11 students*
- *Teen Mental Health First Aid for Year 10 students*
- *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.*
- *our English as a second language students are supported through our EAL program when required , and all cultural and linguistically diverse students are supported to feel safe and included in our school.*
- *we support learning and wellbeing outcomes of students from refugee background through inclusive practices*
- *we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on*
- *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](#)*

Individual

Bright P12 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

Bright P12 College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Positive Climate team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Bright P12 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*

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

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 Bright P12 College's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Bright P12 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 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 Bright P-12 College 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.

Bright P12 College is a **School Wide Positive Behaviour Support Program School**. The Behaviour Matrix, which clearly states the expected behaviours for students and staff, will be visible in all classroom and non-classroom settings. Staff will refer to and follow the staged response set out in the response to inappropriate behaviours processes and procedures.

Engaging with families

Bright 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
- 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

Bright 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
- CASES21, including attendance and absence data

Bright 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
- Included in staff induction processes
- 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 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