Boronia K-12 College

Student Wellbeing and Engagement Policy

HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Boronia K-12 College on 03 9760 4900 or boronia.k12@education.vic.gov.au.

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.

Boronia K-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.

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2. School values, philosophy and vision
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POLICY

1. School profile

Our College was established in 2012 following the merger of Boronia Primary School, Boronia Heights College and

the Allandale Kindergarten. The buildings, grounds and facilities reflect a modern are state of the art school. The college comprises of three sub-schools – Junior School (Kinder to Year 6), Middle School (Year 7 to Year 9) and Senior School (Year 10 to Year 12). The Principal Team consists of the College Principal and three Assistant Principals who oversee the Primary Years, Secondary Years and Wellbeing & Inclusion. The Principal Team is supported by a strong School Improvement Team consisting of three Leading Teachers, three Learning Specialists, our Business Manager and Wellbeing Leader. The college employed equal to 49 fulltime teaching staff and 17.5 Education Support staff. Our enrolment profile in 2023 shows a total of 583 students were enrolled at the school. Primary school enrolments were 208 and secondary enrolments were 375.

The school also has strong representation from the Koorie community, and we are proud of the contribution they make to the life at Boronia K-12 College.

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

2. School values, philosophy and vision

The vision of our College is to provide a safe, supportive and stimulating learning environment that engages and challenges students and adults to love learning, experience success and be effective and caring members of the global community. At Boronia K-12 College we are "proudly learning together". Our College values of Community, Achievement, Respect and Lifelong Learning underpin all that we do.

Community: We collaborate and share with others, we are positive role models, we value our community and are proud to contribute, we support and care for each other.

Achievement: We have high expectations for all that we do, we set goals and take risks to achieve our personal best, we seek feedback to reflect and improve, we celebrate and are proud of our successes.

Respect: We listen to one another's ideas with an open mind, we value our diversity as we learn and grow together, we treat everyone with honesty and empathy, we take responsibility for our actions.

Lifelong Learning: We participate in our learning in an open-minded and flexible way, we are inquisitive and seek out new knowledge and skills, we are enterprising, show initiative and use our creative abilities, we are not afraid of making mistakes and constantly seek to improve. Boronia K-12 College is committed to developing our students into responsible members of the local, national and global communities that they live in.

Our Statement of Values is available online at: https://www.boroniak-12.vic.edu.au/

3. Wellbeing and engagement strategies

Boronia K-12 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
- 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 curriculum including VET programs, VCE including VM to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Boronia K-12 College use an Instructional 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 Boronia K-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 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, from ELC to Foundation, Year 6 into Year 7 and year 9 into the Senior school
- 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 Voice Team and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Leaders, Sub-school Directors, Assistant Principals and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, swimming carnivals, music programs, Student Voice and peer support programs
- all students are welcome to self-refer to the Student Wellbeing Leader, School Nurse, School Chaplain, Year Level 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 and frameworks such as:
  - o Respectful Relationships
  - o Restorative Practice
  - o Berry Street Educational Model
  - o Safe Schools
  - o SWPBS
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. social/emotional, engagement programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs in the Primary school.
- 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 group has a Year Group Leader/Coordinator, 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
- Indigenous 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 – refer to our Marrung Action Plan and Aboriginal Learning Wellbeing Policy for further information
- our English as an additional language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through
- 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. The implementation of a Safe school Program Participation Plan, the establishment of an Allies Group and the implementation of Gender Affirmation Support Plans.
- 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 Education Plan and a termly 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, Attitudes to school data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma using the Berry Street Educational Model framework
- 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 7 will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Boronia K-12 College assists students to plan their Year 10 work experience, supported by their Career Action Plan

Individual

Boronia K-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
- completion of an FBA to determine function of student behaviour
- considering if any environmental changes need to be made, for example changing the classroom set up using the classroom checklist.
- referring the student to:
  - school-based wellbeing supports (Counselling Leader, Youth Worker, Mental Health Practitioner, Adolescent Health Nurse, Chaplain)
  - Student Support Services
  - Appropriate external supports such as council-based youth and family services (SFYS), other allied health professionals, Headspace, child and adolescent mental health services or Orange Door, CYMHS DiSS and Lookout
  - 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 (Tier 2)

4. Identifying students in need of support

Boronia K-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. Boronia K-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
- Staff referrals
- self-referrals or referrals from peers
- Parent referrals

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, 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.

6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

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 our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Boronia K-12 College will institute our Positive Behaviour Expectations staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class. 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 support and intervention meetings
- 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.

The Principal of Boronia K-12 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.

7. Engaging with families
Boronia K-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 (return to school, education, safety and engagement) for students

8. Evaluation
Boronia K-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

- SOCS

Boronia K-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 or Compass
- Included in staff induction processes
- Included in transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers and students
- 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
- Child Safety Responding and Recording
- Inclusion and Diversity
- Gender and Inclusivity Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2024
Consultation	May 2024 Staff Meeting. School Council consulted 17/06/2024
Approved by	Principal
Next scheduled review date	May 2026