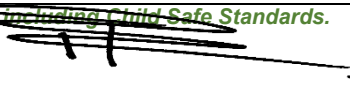




Broadford Secondary College

# STUDENT WELLBEING AND ENGAGEMENT POLICY

Date Implemented	April 2015
Author	Mark Boland
Approved By	Principal
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Responsible for Review	SIT /Principal Class Officers
Review Date	March 2028
References	DET Student Engagement Policy Guidelines

*Broadford Secondary College actively promotes the safety and wellbeing of all students. All staff are provided to protecting students from abuse or harm in the school environment in accordance with their legal obligations including Child Safe Standards.*



## Help for non-English speakers

If you need help to understand the information in this policy, please contact the college on 57841200.

## 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.

Broadford 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 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

- School profile
- School values, vision and mission
- Engagement strategies

4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation.

## POLICY

### 1. School profile

Broadford Secondary College is located 70km north of Melbourne. Kilmore and Broadford are the main feeder towns for the College, both of which are experiencing sustained growth as part of the 'Hume Corridor'. The College also draws students from other primary schools including Wandong, Pyalong and Willowmavin. In 2025, the College had an enrolment of over 830 students. The College has a Principal and 3 Assistant Principals, more than 60 teachers and more than 20 ES staff which support the administration and welfare programs. The school also has strong representation from the Koorie community. We are proud of our diversity and inclusive school community.

The College is structured on a sub-school basis with Junior (Years 7 and 8), Middle (Years 9 and 10) and Senior (Years 11 and 12) sub-schools. We offer a wide range of subjects at VCE and have established VCE VM and VPC programs. The College also offers students an extensive range of VET subjects which can be accessed from Year 10. VET courses delivered on site include Sports Coaching, Engineering and Building & Construction. Other courses are delivered at TAFE colleges which are accessible by train. At Broadford Secondary College we focus on giving every child, every opportunity, every day. YAAWINBU YANANINON "Enjoy Your Journey."

### 2. Values, Vision and Mission

<u>Values</u>	<u>Vision</u>	<u>Mission</u>
<p><b><u>Respect</u></b> <i>We treat others the way we wish to be treated.</i></p> <p><b><u>Responsibility</u></b> <i>We are responsible for our actions.</i></p> <p><b><u>Organisation</u></b> <i>We are ready to teach and learn.</i></p> <p><b><u>Persistence</u></b> <i>We never give up and never stop trying.</i></p> <p><b><u>Excellence</u></b> <i>We always strive for our personal best – everywhere.</i></p>	<p>At Broadford Secondary College we focus on giving every child, every opportunity, every day.</p> <p>YAAWINBU YANANINON "Enjoy Your Journey."</p>	<p>To be an inclusive community where every student is valued and supported.</p>

### 3. Engagement strategies

Broadford Secondary College has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our College. 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
- 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, VCE, VCE VM and VPC to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Broadford Secondary College use the BSC 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 Broadford 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 College'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 and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Sub-School Manager, the Assistant Principals and the 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 speak to the Student Wellbeing Coordinator, School Nurse, their Year Level Coordinator, the Assistant Principals and the 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 College-wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - 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, Library clubs, recess and lunchtime activities).

## Targeted

- each year group has a Year Level Coordinator and Sub-School Manager, staff responsible for monitoring the health and wellbeing of students, and who 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

- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students, as well as those from refugee backgrounds, 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 and Designated Teacher, having an Individual Education Plan, holding termly SSG meetings, 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](#)
- 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
- Broadford Secondary College assists students to plan their Year 10 work experience, supported by their Career Action Plan.

#### Individual

- Student Support Groups - <https://www2.education.vic.gov.au/pal/student-support-groups/policy>
- Individual Education Plan and Behaviour Support Plan
- program for Students with Disability
- referral to Student Wellbeing Coordinator and Student Support Services
- referral to ChildFirst and Headspace
- Navigator
- LOOKOUT.

Broadford 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 a 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
- 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

Broadford Secondary 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 that help identify students in need of support and enhance student wellbeing. Broadford Secondary College will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers.

#### 5. Student rights and responsibilities

All members of our College 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
- 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.

## 6. 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 Broadford Secondary College's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Broadford Secondary 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
- relocation
- 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 Broadford 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.

## 7. Engaging with families

Broadford Secondary College values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website

- maintaining an open, respectful line of communication between parents and staff, supported by our Respect for School Staff policy
- providing continual educational growth feedback
- 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

Broadford 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
- parent survey data
- staff survey data
- incidents data
- school reports
- case management
- CASES21
- Compass
- SOCS.

Broadford 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 and available on staff Google drive
- included as an annual reference in the school newsletter
- made available in hard copy from the 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](#)
- [Expulsions.](#)

## 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
- Attendance Policy
- Respect for School Staff Policy
- School Wide Positive Behaviour Policy
- Statement of Values and School Philosophy.