

Purpose

The purpose of this policy is to ensure that all students and members of the Brunswick Secondary College community understand:

- our priority is to improve student educational outcomes
- our commitment is to provide a safe, respectful and supportive learning environment for students
- our expectation is for school-wide positive (pro-social) behaviour
- that support is available to students and families
- school policies and procedures for responding to inappropriate (anti-social) student behaviour is for the benefit of all students.

Wellbeing is the state of being mentally, physically, socially and emotionally healthy. Engagement in schools is being interested in attending and learning and participating in school life. Wellbeing and engagement are characterised by happy, respectful, competent, independent learners who regularly and punctually attend and take part in school learning and activities.

Scope

This policy applies to all school activities, including camps and excursions, and travelling to and from school.

Contents

- Purpose
- Scope
- School profile
- School values, philosophy and vision
- Engagement strategies
- Identifying students in need of support
- Rights and responsibilities
- Student behavioural expectations
- Engaging with families
- Evaluation

School profile

Brunswick Secondary College is a genuinely vibrant, co-educational inner-city college. We are proud of our inclusive school community and diversity, with over 50 nationalities represented in an overall enrolment of about 1000 students. Almost all recent enrolments that attend our school live locally and tend to take public transport or ride their bike to school.

The school has three members of the Principal Team, and about 100 dedicated teachers and 20 helpful support staff including a student wellbeing leader, a mental health practitioner (social worker), two additional social workers, a school nurse, and a doctor from the Doctor in Schools program. We also consistently supervise multiple provisionally registered psychologists each year. We provide a nurturing and challenging learning environment that empowers students to aim for excellence, both academically and socially. This is supported with an extensive co-curricular program where students engage with academic, skill-based, physical, artistic and social clubs.

School values, philosophy and vision

Our school values and philosophy are 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 demonstrate our core values of respect, responsibility, perseverance, achievement, excellence and teamwork at every opportunity.

Our philosophy is that student wellbeing and student learning outcomes are interdependent and that students realise their potential when they are happy, healthy and safe. A positive behaviour culture helps to engage students and support them in their learning.

Our vision is to provide all students with a learning environment that promotes academic achievement, challenging and supporting each child to exceed their expected level of progress. There is a clear focus on innovative teaching and high expectations of learning and behaviour practices that support excellence. We aim to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy global citizens.

Our Statement of Values is available on our website: [Vision, Values and Logo - Brunswick Secondary College](#)

Engagement strategies

Brunswick Secondary College has developed a range of strategies to promote wellbeing and engagement for all students in our school. We recognise that the needs of students will change over time as they grow and learn, and that some students may need extra social, emotional, physical or educational support at school through these positive behaviour strategies.

A summary of the school-wide (whole school), targeted (small groups) and individual (one-on-one) engagement strategies used by our school is included below.

School-wide strategies to promote positive behaviour (whole school)

- our school's values are incorporated into our curriculum and expectations, and promoted to students, staff and parents so that they are shared and celebrated e.g. student awards and assemblies based on our values; a focus on values in Home Group; positive messages based on school values
- creating a culture that promotes positive behaviours with high and consistent expectations of all staff, students, and parents and carers e.g. positive behaviour matrix; acknowledgment of student achievement in feedback, reports and PTS conferences; celebration of positive behaviours in school and year level assemblies and newsletter; communication of expectations through school policies and ICT Acceptable Use Agreement
- prioritise positive relationships between all members of the school community
- welcoming and responding to all parents/carers as partners in learning e.g. Parents association, Student Support Group meetings with parents/carers; Respectful Relationship team
- communicating daily student absences and lateness to school
- analysing and being responsive to a range of school-wide data from enrolment, attendance, surveys, assessment and student behaviour
- deliver a broad curriculum including VCE, VCAL, VET and SEAL programs, and electives to ensure that students choose programs and subjects that are tailored to their interests, strengths and aspirations
- using the BSC Instructional Model as an explicit and shared model of instruction to ensure that evidenced-based, high-impact teaching and learning practices are incorporated into all lessons
- prioritising engagement and differentiation as key foci of our teaching and learning e.g. Early Start program
- thoughtfully planned and implemented transition programs to support students moving into different stages of their schooling e.g. Head Start programs, Grade 6-7 transition program
- opportunities for cross-age connections amongst students through recess and lunch time activities, sport carnivals, school production, music programs, co-curricular programs and peer support programs

- opportunities for inclusion in different environments through incursions, excursions, evening events, and camps
- building a sense of belonging and connection through the house system
- students contribute to and provide feedback on decisions about school operations through the Student Representative Council, students on school council, Peer Support and other forums
- students are encouraged to speak with a trusted teacher, support staff, Home Group teacher, Year Level Coordinator, Sub-School Leader, Assistant Principal and Principal whenever they have any questions, concerns, need to discuss a particular issue or seek support.

Targeted strategies to promote positive behaviour (year group /other group)

- a Year Level Coordinator monitors the wellbeing of students in their year level, and act as a point of contact for students and parents and carers who may need additional support
- Year 7 students are supported by Year 10 Peer Support students
- Year 7 -12 students undertake personal learning education every week with a focus on social and emotional wellbeing
- Year 7 -12 students are assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- assist student planning of Year 10 work experience, supported by their Career Action Plan
- application programs such as High Ability Program, Victorian Young Leaders to China tour for Year 9, Herbert Smith Freehills Mentoring for Year 9, EdConnect mentoring, and other school-based programs
- connect Koorie students with a Koorie Engagement Support Officer
- 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
- a commitment to ongoing professional learning of staff in areas of need
- analysing and being responsive to a range of year level or group data such as attendance, surveys, year level assessment data, student behaviour and enrolment information.

Individual strategies to promote positive behaviour (one-on-one)

This section identifies strategies that may be considered and applied on a case-by-case basis, including:

- being responsive and sensitive to changes in the student's circumstances or wellbeing and student data such as attendance, surveys, assessment, student behaviour and enrolment information
- building constructive relationships with all students, and particularly with students at risk or students who are vulnerable
- considering if any environmental changes need to be made e.g. changing the classroom set up, peer support
- meeting with the student and their carer to talk about how best to help the student engage with school
- referral to Year Level Coordinator, Learning Plan Support, Student Wellbeing Leader and Student Support Services
- student participation in mediation and restorative practices to restore and rebuild relationships
- documented plans developed in conjunction with the student e.g. Attendance Plan, Safety Plan, Individual Learning Plan, Behaviour Support Plan, Program for Students with Disabilities (PSD)
- Student Support Groups (SSG) every term/semester for students with funded support. Refer to the DET website for more information on student support groups: [Student support groups for children with additional needs \(education.vic.gov.au\)](https://www.education.vic.gov.au/student-support-groups-for-children-with-additional-needs)
- referral to external organisations such as ChildFirst/Orange Door, Headspace, and Navigator
- short-term participation in specialised educational settings such as Brunswick Learning Space and Operation NewStart.

Identifying students in need of support

Staff, students, carers and the Student Wellbeing team all have a role in identifying students in need of support. We use the following information and tools to identify students in need of extra emotional, social, physical or educational support:

- data from enrolment, attendance, surveys, assessment, student behaviour
- observations and referrals by school staff such as changes in engagement, behaviour, and achievement
- communication with families
- self-referrals or referrals from peers.

Rights and responsibilities

All members of our school community have a right to experience a safe, respectful and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school values and expectations highlight the rights and responsibilities of members of our community.

Students have the right to:

- be treated with respect
- participate fully in their education
- learn in an environment that feels safe and is 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, and the school environment.

Staff have the right to:

- be treated with respect
- teach in an environment conducive to learning
- be informed about student needs.

Staff have the responsibility to abide by the teaching profession Code of Conduct and Ethics, which includes:

- integrity in professional conduct
- a responsibility to professional competence.

Parents have the right to:

- be treated with respect
- be included in the education of their child. Refer to the DET website for more information on supporting your child's learning and parent involvement in schools. Visit <https://www.vic.gov.au/education-information-parents?Redirect=1> have their child able to fully access quality education.

Parents have the responsibility to:

- treat all school staff with respect. Visit [Respectful behaviours in schools \(education.vic.gov.au\)](https://www.vic.gov.au/education-information-parents?Redirect=1)
- model and reinforce positive behaviours, and support their child to learn and to manage their own behaviour
- ensure their child's regular and punctual attendance: Visit [Attendance and missing school \(education.vic.gov.au\)](https://www.vic.gov.au/education-information-parents?Redirect=1)

- maintain regular and constructive communication with the school regarding their child.

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.

Parents and carers who may have a complaint or concern are encouraged to contact the Year Level Coordinator or a member of the school Leadership Team.

Student behavioural expectations

- Behavioural expectations of students, staff and families are founded on our school's values and can be found in Student Expectations (Appendix A).
- When a student breaches the behaviour standards of our school community, we will institute a proportionate and progressive response, consistent with the Department of Education & Training (DET) expectations for behaviour. More information can be found at the DET website: [School age \(education.vic.gov.au\)](https://www.education.vic.gov.au)
- Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.
- Disciplinary measures are used in combination with other engagement and support strategies to ensure that the 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:

- reminding a student that their behaviour is inappropriate, with a warning of an appropriate consequence if the behaviour continues
- teacher-controlled consequences such as moving a student in a classroom, exit from class, or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Coordinator
- restorative practices where repairs to physical or emotional damage is undertaken
- detention after school for not more than 45 minutes with notification to parents the day before, or detention at recess or lunch for not more than half of the break time
- Suspension and expulsion, with opportunity for student and parent discussion.

Suspension and expulsion are measures of last resort and may only be used in situations consistent with DET policy, available at: [If your child is suspended from school \(education.vic.gov.au\)](https://www.education.vic.gov.au) and [If your child is expelled from school \(education.vic.gov.au\)](https://www.education.vic.gov.au)

Engaging with families

We value the input of parents and carers. We are committed to supporting and partnering families to engage in their child's learning and build their child's capacity as active learners and global citizens.

We strive to create successful partnerships with parents and carers by:

- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy
- ensuring that all parents have access to our school policies and procedures, available on our school website and from the school office
- involving families with homework and other curriculum-related activities
- communicating daily student absences and lateness to school
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families in school decision making

- coordinating resources and services from the school and community for families, such as second-hand books and uniforms, mental health services, and Camps and School Excursions funding (CSEF)
- including families in Student Support Groups (SSG) and in developing Individual Learning Plans (ILP) and Behaviour Support Plans (BSP) for students.

Evaluation

Brunswick Secondary College will collect data each year to understand the types and frequency of wellbeing issues that are experienced by our students so that we can measure the success of our wellbeing strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- enrolment information
- attendance
- surveys
- documented student incidents
- school assessment reports.

Further information and resources

- Statement of Values and School Philosophy
- Bullying Prevention Policy
- Child Safe Standards
- Student Expectations
- Acceptable ICT User Agreement

Review cycle

This policy was updated in February 2022.

This policy is scheduled for review in 2 years.

APPENDIX A: STUDENT EXPECTATIONS

Expectations for Overall Behaviour

- Student behaviour reflects the values of our school.
- Students treat others with respect by being polite, using appropriate language (no swearing or offensive language), and cooperating.
- Students follow instructions of staff.
- Students support a good learning environment by engaging promptly with learning, speaking quietly when permitted, and supporting others to work.
- Students work to the best of their ability.
- Students submit work that is their own.
- Students submit work punctually, including homework and assessments.
- Students bring the correct equipment to class, including a charged device (charging can only occur in the library charging station)
- Students only use school devices, and non-school devices such as headphones, when instructed by their teacher.
- Phones are in lockers during the school day.
- Students access Student Year Level Team, Compass, and school email to remain informed, and to organise timely consent for events.

Expectations for Attendance and Punctuality

- Students attend all classes.
- Students arrive at class on time.
- Students submit a signed parent note/medical certificate to YLC/general office or Compass entry to explain any absences or lateness.
- Students provide a signed parent note to YLC before 9 am to leave the school early.

Expectations for Uniform

- Students wear approved school uniform, including for school excursions.
- Students wear approved school sports uniform on the days of Sport and PE classes.
- Students provide a signed parent note detailing why the student is out of uniform and when the student will be back in uniform.

Expectations for Health and Safety

- Students show care for others by being inclusive and supportive. Exclusion, harassment, intimidation, bullying, and offensive behaviour is not tolerated.
- Students move around the school and behave in a safe and orderly way, avoiding running in confined spaces, unwelcome contact and bike riding, etc. on grounds.
- Students must not possess or use prohibited substances such as cigarettes, lighters, alcohol/drugs, weapons, pornographic material, etc.
- Students eat in designated areas. Water only is permitted in class.
- Visitors must enter the school via the office.

Expectations for Environment and Property

- Students show respect for the college and others by caring for equipment and facilities (not having prohibited substances including gum, permanent markers, lighters, laser pens, water bombs). Students keep school tidy by placing rubbish in bins (e.g. no littering or spitting)
- Classrooms are left clean and tidy.
- Students return borrowed materials on time.
- Students keep lockers clean and secured with a combination padlock.
- Lockers can be accessed before school, recess, lunchtime and after school.
- Students leave mobile phones and school bags in lockers. (Students can take sports bag to Sports/PE class)
- Bikes should be secured in the school bike shed with a lock during the day.
- Students wait for a teacher to invite them into the staff room or office.