

Student Wellbeing & Engagement Policy



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school 9387 6133 or brunswick.sc@education.vic.gov.au

Purpose

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

- 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
- our school policies and procedures for responding to inappropriate student behaviour.

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.

Brunswick 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, 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, and travelling to and from school.

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School profile

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

The school has six members of the Principal Team, and about 100 dedicated teachers and 30 helpful support staff including a student wellbeing leader, a disability inclusion leader, a mental health practitioner (social worker), three additional allied health workers, a school nurse, and onsite access to other allied health professional. 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 positive 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, 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 isolate. 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 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
- 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
- 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 displayed; 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, regular communication and ICT Acceptable Use Agreement
- prioritise positive relationships between all members of the school community, recognising the fundamental role this plays in building and sustaining student wellbeing
- 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; Breakfast Club
- 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, VCE-VM, VPC, VET, 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
- teachers at Brunswick Secondary College adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- 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
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- opportunities for inclusion in different environments through incursions, excursions, evening events, and camps
- 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.
- 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, education support staff, Home Group teacher, Year Level Coordinator, wellbeing support staff, Assistant Principal and Principal whenever they have any questions, concerns, need to discuss a particular issue or seek support.
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as Respectful Relationships, Bully Stoppers and Safe Schools.
- programs, incursions and excursions developed to address issue specific needs or behaviour (online safety, coping strategies, mental health and wellbeing, partying safely, emotional regulation)
- buddy programs and 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 such as close connections with their Home Group teacher and their year level team, the REPORT IT online form and the anonymous feedback form.

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

- the Year Level Coordinator/s 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
- Wellbeing, health staff and Home Group teachers undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- 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
- 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
- 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
- our English as a second 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
- we support learning and wellbeing outcomes of students from refugee background through wraparound support from the year level team
- 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
- 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
- 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
- staff will apply a trauma-informed approach to working with students
- 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:

- building constructive relationships with all students, and particularly with students at risk or students who are vulnerable
- being responsive and sensitive to changes student data such as attendance, surveys, assessment, student behaviour and enrolment information
- 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, Inclusion Support, Student Wellbeing Leader and Disability Inclusion Leader
- 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 Education Plan, Adjustment Profile, Student Snapshot, Behaviour Support Plan, Disability Inclusion Profile.
- 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)

- referral to school-based wellbeing support, Student Support Services, external organisations such as council based youth and family services, other allied health professionals, headspace, Orange Door, Headspace, Navigator, LOOKOUT, Youth Justice Initiative and other local services.
- short-term participation in specialised educational settings such as Brunswick Learning Space and Operation NewStart.

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, for Koorie students and with other complex needs that require ongoing support and monitoring.

Identifying students in need of support

Brunswick 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 help identify students in need of support and enhance student wellbeing. We use the following information and tools to identify students in need of extra emotional, social or educational support:

- data from enrolment, attendance, surveys, assessment, academic performance, student behaviour
- observations and referrals by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- 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
- respect the right of others to learn.

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.education.vic.gov.au/respectful-behaviours-in-schools)
- 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 | Victorian Government \(www.vic.gov.au\)](https://www.vic.gov.au/attendance-and-missing-school)
- 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).
- 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 this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.
- When a student acts in breach of the behaviour standards of our school community, Brunswick Secondary College will institute a 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:

- reminding a student that their behaviour is inappropriate
- 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
- 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, 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 Brunswick Secondary School 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.

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:

- ensuring that all parents have access to our school policies and procedures, available on our school website and from the school office
- 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 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.
- communicating daily student absences and lateness to school

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
- student incidents
- school assessment reports.

Brunswick 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.

Further information and resources

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

Communication

This policy will be communicated to our school community in the following ways:

- Provided to staff at induction and included in staff handbook/manual
- Discussed at staff meetings/briefings as required
- Made available publicly on our school website
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Policy Review and Approval

Consultation	Consultation with wider school community via website February 2022.
Policy last reviewed	05/11/2025
Approved by	Principal
Next scheduled review date	November 2027 and should be reviewed every 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, vaporisers, 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 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.