



STUDENT WELLBEING AND ENGAGEMENT POLICY

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.

Boisdale Consolidated School 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.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
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8. Evaluation

POLICY

1. School profile

Boisdale Consolidated School is a F-6 school of 226 students. The school is located just outside the township of Boisdale on the Newry Road 10 km from the Maffra township. The school caters for children from Boisdale and the surrounding districts of Llowalong, Coongulla, Maffra, Newry, Valencia Creek and Tinamba. Students travel mainly by bus. Many students come from a dairy farming background or industries associated with farming. The Student family Occupation index (SFO) of 0.5 and the Student Family Occupation and Education Index (SFOE) of 0.4414 have remained stable over the past few years. 0.44% of students at the school are non-English speakers and 0.88% of students are at risk. 3.1 of students have a

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disability (hearing, vision, speech or physical). At the school, there are two Aboriginal students and one Torres Strait Islander.

The school offers fully equipped classrooms. The BER (Building the Educational Revolution) building offers a bright open plan building with a shared open learning space. The school has an onsite swimming pool which is used by students for swimming lessons. These lessons are taught by accredited instructors who are fully Austswim trained. The school has a fully equipped student kitchen and an outdoor classroom. Other programs and extracurricular activities at Boisdale Consolidated School include Visual Arts, Music, Boisdale Dance Group, Bike Brigade, Winter sports, Annual Production, Kinder leadership, Student Leadership, Student Voice Team, intervention, Camps and excursions and the Foundation/Grade 6 Buddy Program.

2. School values, philosophy and vision

Mission

As a community we are committed to inspire, support, educate and foster inquisitive thinkers who value personal growth and collaboration in an ever changing world.

Vision

Together we strive to develop an enthusiastic culture of learners, enabling them to grow in a safe and supportive environment.

Values

Our School Values are “a code” by which we function as a school. They underpin our actions and beliefs, but they are not a set of rules. These are our core values –

- Respect
- Resilience
- Teamwork

At Boisdale Consolidated School we use our School Values to cater for all student needs.

3. Wellbeing and engagement strategies

Boisdale Consolidated School 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

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- 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
- teachers at Boisdale Consolidated School use the BCS 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 Boisdale Consolidated School 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
- 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
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- we engage in school 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 needs or behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- 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

- 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 – refer to our [insert name of any other school documentation you have in place outlining the school strategies to support Koorie students] for further information
- 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 [insert any specific measures at your school to support LGBTIQ+ students]
- 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

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- 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~~
 - ~~Example School assists students to plan their Year 10 work experience, supported by their Career Action Plan~~

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Individual

~~[This section should include student specific strategies that may be considered and applied on a case by case basis. Where possible, we encourage schools to explain the strategies, which can include links to information on the Department’s Policy and Advisory Library such as:~~

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- ~~Student Support Groups~~
- ~~Individual Education Plans~~
- ~~Behaviour – Students~~
- ~~Behaviour Support Plans~~
- ~~Student Support Services~~

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~~as well as to other Department programs and services such as:~~

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- ~~Program for Students with Disabilities~~
- ~~Mental health toolkit~~
- ~~headspace~~
- ~~Navigator~~
- ~~LOOKOUT~~

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~~Example School~~Boisdale Consolidated School implements a range of strategies that support and promote individual engagement. These can include:

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- 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

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- 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.

4. Identifying students in need of support

~~[This section should include detail about how your school will identify students in need of support.~~

~~The text below is included as a sample only:]~~

~~Example School~~Boisdale Consolidated School 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. ~~Example School~~Boisdale Consolidated School 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
- Individual Learning Plans
- Behaviour Support Plans,
- ~~[Amend to include other referral pathways]~~

5. Student rights and responsibilities

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~~[Note: please add to the rights and responsibilities included in this section to reflect your school community. The examples below are most appropriately suited to secondary schools, and should be tailored to the needs of your students.]~~

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

~~[Note: if your school has developed a student code of conduct, or staged response to managing inappropriate student behaviour, this should be included in this section of the policy, either in its entirety or as a reference out to the relevant document or information.]~~

~~The text below is included as a sample only:]~~

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 this policy. ~~[if your school has a stand-alone bullying prevention policy]~~ Bullying will be managed in accordance with our Bullying Prevention Policy.

Schools have a responsibility to provide an educational environment that ensures all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success. Boisdale Consolidated School has implemented the School Wide Positive Behaviour Program since 2012, as part of a Network-wide approach with the Wellington Network. This approach focuses on ensuring that positive student behaviour is acknowledged and encouraged, as well as providing an effective method to monitor, manage and work to improve negative student behaviour. Student behaviour is tracked and recorded by staff in the classroom, playground and bus. Trends in behaviour are discussed with teaching staff, including the Principal, and strategies put in

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place to implement a whole school approach to positively managing and improving the trended negative behaviour.

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Behavioural expectation matrices (see Appendix 3) have been developed in the following areas which clearly outline expectations for student and staff behaviour –

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- All Settings
- Toilets
- Playground
- Bus

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Positive acknowledgements are designed to be collaboratively achieved and provide opportunities for all students to achieve a collective success. This includes using a marble jar reward system in classrooms and an acknowledgement card in the playground which is collated and the members of Junior School Council devise a whole school reward such as extra play time.

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Boisdale Consolidated School seeks to build a positive and inclusive learning environment where all students have the opportunity to experience success. This is supported through inclusive teaching and learning practices and a whole school behaviour management approach. When a student acts in breach of the behaviour standards of our school community, Boisdale Consolidated School 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. ~~When a student acts in breach of the behaviour standards of our school community, Example School 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.~~

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~~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.

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Disciplinary measures that may be applied include:

- Restorative Practice discussions with students involved
- Time out in the classroom / or another teacher's classroom
- Letters or verbal apologies written/given
- Individual behaviour management plans
- Counselling with school chaplain
- Clean up duties / amend damages
- Notifying parents of behaviours and future behaviour plans
- Involving community support agencies
- Suspension (in-school and out of school)

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- Expulsion within the DET guidelines
- 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

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Discipline will be applied in a way that is appropriate to the behaviour and upholds the processes of School Wide Positive Behaviour in promoting positive behaviour and applying an appropriate consequence and counselling for negative behaviours.

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- ~~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 ~~Example school~~ Boisdale Consolidated 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.

7. Engaging with families

~~Example School~~ Boisdale Consolidated School 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.

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

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- 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~~ Groups and developing individual plans for students.

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Parent involvement is positively encouraged through a range of opportunities. Parent feedback and opinion is sought through the Parent Opinion Survey and through the avenues of School Council representation, Parents and Friends Committee participation and involvement in the classroom, kitchen/garden program, parent information session, as well as sporting and swimming activities and events.

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School Council

Parents become actively involved in the decision making process through membership of school council. The group meet once a month to oversee finance, building and grounds with sub committees involved in canteen, parents and friends club and marketing.

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Parents and Friends are an active parent body supporting events and activities for students as well as fundraising for the school. They enjoy their own facility in one of our historic buildings and oversee the ordering and sale of the uniform.

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Parents in classroom partnerships offer their help in a variety of programs including gardening, cooking, classroom activities, Bike Brigade, excursions, camps, PMP, swimming and special events. Their ongoing support is a highly valued aspect of our school life and the school actively fosters an "Open Door" policy.

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Working bees offer opportunities to take an active role in school maintenance and development. Parent contribution and skills are highly valued within the Boisdale Consolidated School community.

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Parent teacher interviews are held twice throughout the year (Term 1 and towards the end of Term 2 or early Term 3). These provide an opportunity for students, teachers and parents to discuss learning progression and areas for further development.

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The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

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8. Evaluation

Example School Boisdale Consolidated School 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. Behaviour data from the playground and classroom is collected each week and documented using a checklist form to indicate the type of behaviour, response and the timeframe. This data is then collated using a school based database, which is used in the school developed SW-PBS reports. This data will be used to identify target areas for improved student behaviour and measure the success or otherwise of school-based strategies and approaches. This data is distributed fortnightly to all staff.

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

- student survey data
- incidents data
- school reports
- parent survey
- case management

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- CASES21, including attendance and absence data

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~~Example school~~ Boisdale Consolidated School 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.

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COMMUNICATION

~~[Under the VRQA's Guidelines to the Minimum Standards for School Registration, schools are required to have evidence of how they communicate this policy to staff, students, parents, guardians and the school community. One way of producing this evidence is to include this Communication section in the policy. An alternative or additional method is to list all your school's policies in a spreadsheet and outline the communication method your school uses next to each policy. You can adapt our consolidated spreadsheet of all policies for this purpose — refer to Communicating our Policies.~~

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~~It is important to give careful consideration as to the most effective method of ensuring your school community are aware of and understand the requirements under this policy.]~~

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This policy will be communicated to our school community in the following ways ~~[please delete the options below in yellow if you do not intend to use these methods. Note that the first two methods are strongly recommended]:~~

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- Available publicly on our school's website ~~[or insert other online parent/carer/student communication platform]~~
- 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 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](#)

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- [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:

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- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

Include any other related policies and where possible, links to them.

POLICY REVIEW AND APPROVAL

Policy last reviewed	{insert date}July, 2022
Consultation	{Consultation on this policy is mandatory. Please insert date/s and who you consulted with e.g. student representative groups, parent groups, school council}Wellbeing Team and School Council
Approved by	Principal
Next scheduled review date	{insert date — note that the mandatory review cycle for this policy is 2 years}July, 2024