BRIGHT P-12 COLLEGE

Student Engagement &

Wellbeing Policy

To be read in conjunction with

Effective Schools are Engaging Schools –

Student Engagement Policy Guidelines

October 2012

Principal: John Pryor

School Council President: Lucie Lolicato
1.0 SCHOOL PROFILE STATEMENT

Bright P-12 College is set in 10 hectares of landscaped grounds in the popular tourist township of Bright, in the Ovens Valley about 300 kilometres north east of Melbourne. Students from Prep to Year 12 share the same campus, which includes the original renovated school building, built in 1876. Sharing the campus and combining the old with the new provides a unique atmosphere for students and staff, further enhancing the qualities of the College. The College also operates a Primary and a Secondary annex at Dinner Plain during the ski season, catering for students from Prep to Year 12. In 2012 there were 72 students at the Dinner Plain annexes. The College has a major asset in its committed and vibrant staff. There are 48.9 equivalent full time staff, made up of 3 Principal Class Officers, 35.5 teaching staff and 10.4 Education Support staff.

The College enrolment in 2012 was 434, with 193 students in years prep to 6 and 241 students in years 7 to 12. The gender mix was 235 boys and 199 girls. Enrolments are expected to remain steady over the next few years. Approximately 40% of students travel by bus from the surrounding district. The majority of students have an English speaking background, with a small number of students speaking a Language Other Than English at home. Five students received funding from the Program for Students with Disabilities.

The school motto of “To the Highest” encapsulates the College’s philosophy towards all aspects of life within the Bright P-12 community with a clear emphasis on high expectations and striving to achieve the best outcomes possible. New College values of resilience, persistence, empathy and respect were formulated in 2011 after consultation with students, staff and parents and are nurtured and promoted through the formal curriculum and other programs. Practices and decisions at the College are guided by the principle, ‘Keep the child at the centre of all decision making’.

Bright P-12 College is committed to building a culture where learning is seen as a lifelong process and where excellence is promoted in academic, creative, social, citizenship and sporting pursuits. The College offers a wide range of VCE and VCAL studies enabling students to pursue pathways to tertiary studies or to proceed into employment and training. VCE studies are enhanced with vocational education (VET) programs such as Hospitality, Equine Studies, Outdoor Recreation and others. Australian School Based Apprenticeships (ASBA) provide further breadth to the opportunities offered to students.

The College has a strong Languages Other Than English (LOTE) program with Japanese offered from prep and German from year 7. Indigenous Studies is taught from year 9. The College promotes intercultural awareness by welcoming International students and offering exchange opportunities. Close links to Japan and Germany exist as a result of the Language programs and a trip to the Wadeye community in the Northern Territory is available to selected students annually.

The College has updated technology to assist in providing 21st Century learning programs. In 2009 14 new interactive whiteboards were installed. Macbook & ACER
laptop trolleys were introduced. In 2010 student netbooks were introduced in order to give each student across the College the best possible access to technology. To support the new technology wireless infrastructure has been upgraded. Planning has begun to extend the netbook rollout to years 5 and 6 in 2013. The College has been working towards becoming eSmart, which involves building a school community where smart, safe and responsible use of technology is the expectation of staff, students and families.

Bright P-12 College has positioned itself within the Bright community in order to meet the educational needs of students from 0 - 24 years. In 2009 under the Federal Government’s Primary Schools of the 21st Century Program, Bright P-12 College, in partnership with the Alpine Shire, secured funding to build an Early Learning Centre. This new facility will encompass, Pre-school, childcare, toy library, Maternal & Child Health, Outside Hours School Care and Vacation Care. The Early Learning Centre is due to open in early 2013. In 2008 Bright along with 9 other schools across the Hume Region formed the YouthNETT consortium to prepare a submission for Trade Training Centre funding. This application was successful, and provided the consortium with $14million to upgrade and build facilities in emerging and traditional trades. The Trade Training Centre at Bright P-12 College was completed at the end of 2011 and has been in operation since the start of the 2012 school year.

The College has a number of cultural events, which showcase students’ musical and artistic abilities. Art shows are held for junior and senior students, with their work being displayed in a local venue to facilitate broad community participation in events. Musical soirees are held throughout the year to provide opportunities for students to perform publicly and a primary concert is also held annually.

Bright P-12 College has a strong sporting tradition. Many students have experienced success in a broad range of activities. Snow sports are particularly strong with students participating at state, national and international levels. Various other sporting opportunities are also available. The College has extensive outdoor sporting and attractive passive recreation facilities. A sports stadium on College grounds and large ovals provide excellent venues for students to engage formally and informally in sporting opportunities.

Student Leadership and participation in citizenship activities both within the College and the Bright community are strongly encouraged. An active Student Representative Council operates within the College, contributing to a range of initiatives and projects. Students are also actively involved in the Alpine Shire Junior Council.

The College works hard to build positive relationships with families and the community and is appreciative of the significant contributions made by both to the life of the school. Strong parent and community support is evident in classrooms and through involvement in fundraising activities and membership of Council subcommittees. The annual Parent Opinion Survey provides an important source of feedback regarding perceived strengths and areas for development. In 2011 parents identified the area of ‘classroom behaviour’
as an area of concern and the Strategic Plan and Annual Implementation Plan reflect a range of strategies to address this issue.

In summary, Bright P-12 College is focused on providing a quality education for all students and sees learning and wellbeing as inextricably linked and provision of a caring learning environment as a priority. The College recognises that the best outcomes are achieved through partnership and therefore also places a high priority on building positive relationships with students, staff, families and the community.
2.0 Whole School Prevention Statement

Research establishing the reciprocal relationship between young people’s wellbeing and engagement in learning has steadily accumulated over the past two decades. There is little doubt now that wellbeing is central to learning and that children and young people who have high levels of wellbeing and are engaged in their learning, attend school regularly, achieve better academic outcomes and are retained in education longer.

In discussing wellbeing and engagement this policy document uses the following definitions:

Wellbeing is a sustainable state of positive mood and attitude, resilience and satisfaction with self, relationships and experiences at school (definition used by Victorian Department of Education and Early Childhood Development)

Engagement is a multidimensional concept consisting of:

- Behavioural engagement – a student’s participation in education, including the academic, social and extracurricular activities of the school.
- Emotional engagement – a student’s emotional reactions in the classroom and in the school. It can be defined as a student’s sense of belonging or connectedness to the school.

(Fredericks, Blumenfeld & Paris, 2004)

In order to achieve increased student wellbeing and engagement Bright P-12 College places the highest priority on developing and maintaining positive relationships with students within a safe and supportive learning environment. Our purpose is to encourage life-long learning through the provision of an inspiring learning environment that challenges and connects students to the world in which they live. This is reflected in the four key College values.

RESPECT: for ourselves, others and the school community.
RESILIENCE: building a culture of confidence and self-belief.
PERSISTENCE: to achieve to your highest
EMPATHY: to value diversity through compassion and understanding

2.1 Links to Strategic Plan

At Bright P-12 College we are committed to enhancing student engagement and wellbeing with a focus on behaviour, attendance, safety and connectedness, as stated in the school’s strategic plan. In order to achieve this goal the College has a series of key improvement strategies (see below) targeting areas of school culture, student management and student voice.
a) School Culture

- Further embed a safe and supportive learning environment based on positive relationships
- Promote a whole school culture in which students value the learning environment and develop a willingness to contribute positively to that environment

b) Student Management

- Develop a consistent whole-school approach to student management
- Further development of the Restorative Approach to student management. Restorative conversations and processes are used at the College to support the continual development of a safe, inclusive and cooperative learning culture.

c) Student Voice

- Investigate and develop opportunities for students to take increased responsibility for their learning
- Promote a help-seeking culture by developing students’ sense of self-efficacy as decision makers and problem solvers
- Expand opportunities for authentic student voice

2.2 Implementation

Student engagement requires a whole school approach. The following groups are instrumental to the task and success of building student engagement within the College:

- Leadership consisting of College Principal, two Assistant Principals and seven leading teachers
- Year Level Coordinators
- Wellbeing Team consisting of the Student Wellbeing Coordinator, DEECD (Department of Education and Early Childhood Development) psychologist, Alpine Health-Rural Adolescent Counsellor, Secondary School Nurse, Chaplain, Ovens and Community Health Service Youth Worker and Assistant Principal (Student Wellbeing and Engagement).
- Curriculum Committee consisting of Assistant Principal (Teaching and Learning), three School Council representatives, ten teachers
- Professional Learning Teams in Prep –Year 4, Years 5-8, Years 9/10 and Senior years
- Six focus teams each with a designated portfolio and led by a leading teacher. The teams are Literacy, Numeracy, Transitions and Pathways, Learning Environment, E-Learning and Curriculum Documentation, Professional Learning and Performance and Development.
At Bright P-12 College we are working, as part of our Strategic Plan, to continue to build the capacity of all teachers to take a caring and supportive approach, engender high expectations and build student self esteem and confidence. Students are encouraged to take responsibility for their learning and behaviour. To address student engagement the College provides a challenging and innovative curriculum where personalised learning is achieved through informed practices, using data and positive behaviour, where teachers work in teams, where data informs their teaching and student learning is at the centre within the VELS framework.

Program for Students with Disability (PSD) students have an aide and are supported by regular Student Support Group (SSG) meetings. SSG meetings also occur for students with specific needs and include staff, parents, students and appropriate support staff. Students at risk for disengagement have regular Student Support Groups to discuss and set priorities for improvement and ways the College can help achieve these goals. Student Support Plans have a role in helping students change and monitor their learning and behaviour.

2.3 Attendance
The College understands that full attendance is a key to engagement and maximises every student’s ability to learn and our teachers’ ability to teach effectively. Attendance is monitored during daily roll checks by classroom teachers in Prep to year 6 and in Homegroups in years 7 to12 every morning and during Period 5 every day. Teachers also inform the Attendance Officer if students are not in their class, thus enabling prompt follow-up. The link between attendance, engagement and connectedness is reinforced by regular contact with parents through telephone calls, newsletter articles and letters home. Where attendance is an issue, Student Support Plans are developed, implemented and reviewed to support students and their families. Involvement of community agencies to provide additional support where needed forms part of a more targeted response when chronic absence patterns occur. Further information is outlined in the College Attendance Policy.

2.4 Summary
Bright P-12 College provides a comprehensive, integrated and inclusive framework for responding to the needs of students and their families. Emphasis is placed on preventive strategies and approaches within a safe and supportive whole school environment that promotes positive learning and behavioural outcomes for students. Working closely with families and personnel both within and outside the College, establishing strong community links and responding in a timely and considered manner are the foundations of our wellbeing approach. Details of the College’s three tiers of intervention are listed below.
3.0 Three Tiers of Intervention

3.1 Primary Prevention
(School and classroom wide systems / strategies for all students, staff and settings)

<table>
<thead>
<tr>
<th>School wide strategies</th>
<th>School actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teachers positive management plan</td>
<td>At Bright P-12 College we support the need to build positive relationships with students and provide an orderly and safe learning environment, which allows students to achieve their best and to develop self-management. All teachers will use a consistent and fair approach, which may include consequences and rewards and is clearly communicated to students. The focus is on building relationships and using Restorative Practices.</td>
</tr>
<tr>
<td>Extra Curricular and Sporting Opportunities</td>
<td>Engaging and stimulating school wide/state wide activities, student leadership and lunchtime activities are provided for all students to participate such as Maths/English tests, chess club, musical band etc.</td>
</tr>
<tr>
<td>School Wide Programs</td>
<td>Year Level activities are conducted to target Harassment and Bullying, Health and Drug issues, Relationships etc. Such activities include Party Safe and a range of Cybersmart activities.</td>
</tr>
<tr>
<td>VCAL / Apprenticeships</td>
<td>The College offers programs to improve engagement and increase retention through VCAL, Australian Based Apprenticeships, VET and Work Experience</td>
</tr>
<tr>
<td>Primary School Nurse</td>
<td>The Primary School Nurse Program assesses all Preps and new students' hearing and sight.</td>
</tr>
<tr>
<td>Transition Programs</td>
<td>The College provides transition to all year levels, particularly from Kindergarten to Prep and from Year 6 to Year 7.</td>
</tr>
<tr>
<td>Learning Styles / Differentiated Curriculum</td>
<td>The range of learning styles that best suits individuals learning styles is used and the curriculum is differentiated.</td>
</tr>
<tr>
<td>P-6 KEAPS program</td>
<td>The KEAPS program and Connecting Kids program ran in 2010 for students from Year 1-3 for targeted families. The KEAPS program will run again in 2013.</td>
</tr>
<tr>
<td>Prep- Buddy Program</td>
<td>Better Buddies program between Preps and Year 6 to develop connectedness.</td>
</tr>
<tr>
<td>Staff Professional Learning</td>
<td>Continuing to build staff capacity through staff professional learning which is reflected in Teaching and Learning Plans and Individual Development Plans for Educational Support Staff.</td>
</tr>
<tr>
<td>Peer Support program</td>
<td>Students in Year 7 are supported in the first term of transition by trained peer mentors from Year 10.</td>
</tr>
<tr>
<td>Camps and excursions</td>
<td>Relevant excursions and year level camps provide opportunities for learning outside the College environment for Years 3-12.</td>
</tr>
<tr>
<td>Harassment and Bullying Policy</td>
<td>Student safety and learning will be supported by the implementation of the Schoolwide Harassment and Bullying policy, including online and cybersafety aspects.</td>
</tr>
<tr>
<td>Yard/Playground behaviour</td>
<td>All students are encouraged to play/socialise positively and respect others’ space and be inclusive. Withdrawal from the yard may result if anti social behaviours occur.</td>
</tr>
<tr>
<td>Reading Recovery</td>
<td>A reading program aimed at Year 1 students who don’t reach the benchmark in Reading and Writing.</td>
</tr>
<tr>
<td>ESL support</td>
<td>ESL support for isolated EAL/ESL newly arrived students</td>
</tr>
<tr>
<td>Visiting teachers/Support Services</td>
<td>Speech pathologists, occupational therapists and physiotherapists are employed by the College to support identified students.</td>
</tr>
</tbody>
</table>

In consultation with their family, individual students undergo relevant assessments if and when required.
# 3.2 Secondary Prevention/Intervention
(Specialised student and group systems for students with at risk behaviours)

<table>
<thead>
<tr>
<th>School wide strategies</th>
<th>School actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Support Group meetings (SSGM)</strong></td>
<td>When students are demonstrating at risk behaviour which leads to disengagement and attendance issues, student support group meetings will be convened to support student learning. Assistant Principal or representative, Unit Leader/Year Level Coordinator, classroom teachers (where appropriate) and Regional support personnel may attend the meeting, along with student and parents.</td>
</tr>
<tr>
<td><strong>Individual Learning Plan (ILP)</strong></td>
<td>ILPs will be developed for students who are 12 months behind expected level. The English/Maths and/or relevant teachers and relevant PLT leader/YLC/Unit leader will be involved with the student and parents. Students who are at an A level will have opportunities for advancement and accelerated learning in that particular subject area.</td>
</tr>
<tr>
<td><strong>Develop Student Support Plans</strong></td>
<td>SSPs are developed to support students make behavioural changes in class and the yard. These will be developed in consultation with the Assistant Principal, Year Level Coordinator, Student Wellbeing Coordinator and involve consultation with the School Support Service Officers. These will be discussed through an SSGM.</td>
</tr>
<tr>
<td><strong>Chaplain</strong></td>
<td>Chaplain will work with students on a regular basis to support engagement and connectedness. Special focus groups will be offered as required. The Seasons for Growth grief counselling program will be run for students experiencing loss.</td>
</tr>
<tr>
<td><strong>Secondary School Nurse</strong></td>
<td>The School Nurse will support the College curricula in areas of Health and Wellbeing and develop specialised programs for groups of students as the need arises. Special focus groups to be run as required related to teenage health issues.</td>
</tr>
<tr>
<td><strong>Student Wellbeing Coordinator (SWC) and other supports</strong></td>
<td>Student Wellbeing Coordinator is available for on call and immediate support for students. Other school personnel, such as the Careers Coordinator will be involved in supporting students. Referral services will be involved if required, subject to parental consultation and support.</td>
</tr>
<tr>
<td><strong>Work Placement</strong></td>
<td>Students have the opportunity to broaden their pathway and learning opportunities with work placements.</td>
</tr>
<tr>
<td><strong>Youth Participation Worker</strong></td>
<td>The college employs a youth worker through Ovens &amp; King Community Health Service to provide pastoral support to students and as a link between families and school personnel.</td>
</tr>
</tbody>
</table>
### 3.3 Tertiary Intervention
(Specialised individual systems for students with high risk behaviour/s)

<table>
<thead>
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<td>Student Support Group Meeting (SSGM)</td>
<td>When students are demonstrating at risk behaviour which leads to disengagement and attendance issues, student support group meetings will be convened to support student learning. Assistant Principal or representative, Year Level Coordinator, classroom teachers (where appropriate) and Regional support personnel may make up the group along with student and parents.</td>
</tr>
<tr>
<td>ESO Support</td>
<td>Education Support Officers provide counselling, casework, referral to services, crisis intervention and critical incident management support. ESO support is an important reference point for Bright P-12 to provide secondary consultations and guidance as to best practice.</td>
</tr>
<tr>
<td>Careers/Pathways Coordinator</td>
<td>A teacher is employed to support students in maintaining engagement by providing a career path, which may include Schoolbased Apprenticeships, further education or work-placement.</td>
</tr>
<tr>
<td>Mentoring</td>
<td>Identified students link with a trained mentor provided by NELLEN to interested community groups such as Rotary, Lions, BUMS (Bright United Mens Shed).</td>
</tr>
<tr>
<td>Referral Services</td>
<td>All available referral services will be used as appropriate should the need arise. As per Appendix 6.</td>
</tr>
<tr>
<td>Typo Station</td>
<td>This is an intense intervention program for students exhibiting severe challenging behaviour. Placement in this program and application to the program is done through consultation with the staff at Typo, students and parents.</td>
</tr>
<tr>
<td>Borinya</td>
<td>Borinya is an alternate setting overseen by Catholic Education. Schools undertake application for placement in the program and an interview process is conducted. Students with engagement, behavioural and attendance issues are possible candidates for this intervention program. Students will, after a period of time, be involved in a transition program back to their host school. A mentor (staff member from Bright P-12 College) is assigned to each enrolment.</td>
</tr>
</tbody>
</table>
4.0 Rights and Responsibilities

Every member of our community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. Parents, teachers, students and all members of our community share the responsibility to cooperate to achieve this outcome.

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be respected</td>
<td>Students: to demonstrate respect for all members of the College community, the environment and College resources</td>
</tr>
<tr>
<td></td>
<td>Parents: to value and respect education, the school and its processes</td>
</tr>
<tr>
<td></td>
<td>Teachers: to demonstrate and model respect for all members of the College community, the environment and College resources</td>
</tr>
<tr>
<td>To be safe from harassment, intimidation and bullying</td>
<td>Students: to behave safely and look after each other</td>
</tr>
<tr>
<td></td>
<td>Parents: to encourage and reinforce safe behaviours at home, school and in the community</td>
</tr>
<tr>
<td></td>
<td>Teachers: to ensure students have a safe, orderly and positive learning environment</td>
</tr>
<tr>
<td>To communicate – to be listened to and have a voice</td>
<td>Students: to talk to someone if things aren’t right, to be heard</td>
</tr>
<tr>
<td></td>
<td>Parents: to talk to teachers and the school about the positives, their concerns, the needs of their children</td>
</tr>
<tr>
<td></td>
<td>Teachers: to participate in positive home school communication and to actively listen and respond to concerns.</td>
</tr>
<tr>
<td>To be accepted and understood</td>
<td>Students: to accept others and their differences</td>
</tr>
<tr>
<td></td>
<td>Parents: to support the school and their child in helping to understand others’ differences</td>
</tr>
<tr>
<td></td>
<td>Teachers: to treat all students fairly and promote an inclusive environment</td>
</tr>
</tbody>
</table>
4.1 Bullying and Harassment
Bright P-12 College does not tolerate bullying or harassment in any form. Every member of the Bright P-12 community has a right to be safe at school and a responsibility to promote and contribute to the safety of all. All members of the school community are committed to ensuring a safe, caring and supportive environment based on the school’s core values of Respect, Persistence, Resilience and Empathy, together with the Student Code of Conduct.

Educating and responding effectively to bullying and cyber-bullying requires a whole school approach within the College’s Wellbeing policy framework. The College works closely in partnership with staff, student, families and the community to reduce and respond effectively to bullying in all its forms.

4.1.1 Definition
Bullying is a pattern of repeated physical, verbal, psychological or social aggression that is directed towards a specific student by someone with more power and is intended to cause harm, distress and/or create fear. Bullying can be carried out overtly (e.g. face-to-face) or covertly (e.g. through repeated social exclusion or via technology).

4.1.2 Bullying includes:
- Physical bullying e.g. hitting, tripping, fighting, pinching and pushing or damaging property.
- Verbal bullying e.g. name calling, offensive language, put-downs, teasing, threats, insults, homophobic or racist remarks, verbal abuse.
- Indirect bullying - harder to recognise and often carried out behind the bullied student’s back. It is designed to harm someone’s social reputation and/or cause humiliation/harm. Indirect bullying can include lying and spreading rumours, playing “jokes” to embarrass and humiliate, mimicking (body language or subtle facial expressions), social exclusion.
- Cyber-bullying involves the use of email, text messages (SMS or IM), ‘doctoring’ or dissemination of photographs or video footage, using technology such as mobile phones or internet chat rooms.
- Sexual harassment – includes touching, brushing against someone in a sexual or provocative manner, inappropriate or sexist jokes, drawing or writing about someone’s body and unwanted sexual advances.

4.1.3 Prevention of Bullying and Harassment
Bright P-12 College undertakes to use the following strategies to counter bullying and harassment:
- Provide clear and regular statements from staff about the nature and unacceptability of bullying and communicate these statements to students, parents and the community.
• Create awareness of the nature of bullying and harassment and how Bright P-12 College approaches the issue. This will be included in orientation packages and clearly communicated to new staff.

• Remain current with new research and developments in the field and provide professional development on a regular basis regarding the nature of bullying and harassment and the College’s response to the issue.

• Build and sustain a supportive learning and work environment and safe physical environment in which the risk of bullying and harassment is reduced.

• Encourage constructive and mutually respectful relationships between students, staff, parents and the community.

• Provide learning experiences to develop appropriate social skills, considerate relationships and resilience. These learning experiences will be expressed in College curriculum and co-curricular programs at all year levels.

• Peer support for Year 7 students and Year 6 Buddy program for Preps.

• Identify programs and/or visiting specialists who focus on the issue of bullying, especially the impacts of bystanders.

• Year 7 work unit on bullying in Health and Physical education.

• Cybersafety programs run at all year levels throughout the College including guest speakers from outside the College community and Peer-to-Peer learning activities.

4.2 Development of Rights and Responsibilities
Bright P-12 College’s Rights and Responsibilities have been developed while taking into consideration our legal responsibilities under the following legislation:

• The Equal Opportunity Act 1995

• The Charter of Human Rights and Responsibilities Act 2006

• The Disability Discrimination Act 1992

• The Education and Training Reform Act 2006
5.0 **Shared Expectations**

At Bright P-12 College all staff, students and families are expected to foster and maintain respectful relationships, which enhance learning and cooperative behaviours. Within our learning environment we ensure the diverse range of individual learning needs and interests are catered for and all students are encouraged to strive to achieve their personal best.

Students, parents/carers and teachers are expected to work together to achieve regular attendance as this affects student learning and wellbeing. We encourage and provide information so that all members of the school community are aware of and understand the College’s Policies and Procedures. Parents are contacted as soon as concerns are raised and formal reports are sent home. The College encourages teachers and families to communicate as soon as issues arise by student planner, email, telephone or in person.

Bright P-12 College values self-management, motivation and respect for the rights of others in an environment that encourages excellence. The College strives to provide an environment that is fair and inclusive.

5.1 **Students**

- To maintain full school attendance and participate fully in the College’s educational program.
- To respect the rights of other students, including the right to learn.
- To respect the rights of all staff, volunteers and visitors.
- To care for their property and respect the property of other students and the College.
- To follow instructions issued by all staff of the College.
- To act with courtesy, co-operation and consideration to others, including volunteers and visitors.
- To assist in providing a safe and effective work environment for all.
- To attend all classes and activities punctually.
- To positively promote the College by the manner in which they behave when wearing the College uniform, or when participating in College activities.
- To comply with College rules, policies and expectations.

5.2 **College**

- To provide a safe, respectful and supportive environment for all.
- To deliver an appropriate, relevant and stimulating curriculum that gives students the opportunity to experience success in their learning.
• To provide high quality instruction by having precise and current knowledge of curriculum and students.

• To deliver inclusive teaching practices and accessible educational provision for all students.

• To provide opportunities for parent/carer partnerships and community partnerships.

• To provide appropriate and timely student services.

• To provide regular reports on all aspects of student progress, learning and attendance.

• To provide effective and varied learning experiences within the formal curriculum and in other programs.

5.3 Parents/Guardians

• To support College policies and expectations eg. Uniform and reporting absences punctually.

• To encourage their children to attend school everyday and to participate actively in the College’s educational and extra-curricular program.

• To respond to requests for teacher/parents/student conferences.

• To encourage their children to complete homework and home study, and to sign student diaries.

• To inform the College of any circumstances which may have an impact on a student's learning or behaviour.

• To support the College in establishing and maintaining a safe and respectful teaching and learning environment for all students.
6.0 **School Actions and Consequences**

Bright P-12 College values self-management, motivation and respect for the rights of others in an environment that encourages excellence and is fair and inclusive. Student engagement, regular attendance and appropriate behaviours are encouraged through relationship based whole school and classroom practices, including:

- Providing a relational and physical environment conducive to positive behaviours and effective engagement in learning
- Establishing predictable, fair, consistent and clearly communicated classroom practices which are negotiated with students
- Establishing and communicating behavioural expectations which support the safety of all

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response that has a prevention and early intervention focus including:

- A range of positive behaviour interventions
- Understanding the student’s background and needs
- Ensuring students and staff have a clear understanding of expectations
- Providing consistent school and classroom environments
- Structuring and supporting the student’s learning program
- Learning plans, behaviour and attendance contracts
- Parent/carer contact including telephone conversations and meetings

Broader support strategies may include:

- Involving and supporting the student’s parents/carers
- Involving the Student Wellbeing Coordinator, Managed Individual Pathways or Careers Coordinator
- Tutoring
- Mentoring and or/counselling
- Convening SSG meetings
- Developing individualised flexible learning, behaviour and/or attendance plans
- Providing broader educational programs such as work experience
- Involving relevant DEECD support personnel and community support agencies

6.1 **Discipline procedures – suspension and expulsion**

When considering suspension or expulsion, Bright P-12 College follows the procedures listed in section 4.3 of the DEECD guidelines published in Effective Schools are Engaging Schools Student Engagement Policy Guidelines. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.
A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student’s behaviour. The Principal has the right to consider invoking suspension at any stage of the procedure if an incident is considered serious enough.

6.2 Consequences and Strategies

Bright P-12 College has a Student Code of Conduct, which outlines certain minimum expectations for students. In 2012 the College developed a set of Classroom Rules, which states expectations of students within the classroom setting. These expectations and those listed earlier are not negotiable for students enrolled at Bright P-12 College. When behaviour is inappropriate the teacher will:

- Discuss with the student the expectations for behaviour in their classroom and within the College
- Apply sanctions appropriate to the situation

Sanctions may include the following:

- **Withdrawal of privileges**
- **Withdrawal from class**: if a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. A student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time. At all times, parents/carers will be informed of such withdrawals.
- **Working Lunch**: Teachers may require a student to finish schoolwork that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess or lunch may be used for this work.
- **After school detention**: If students fail to attend a working lunch, an after school detention may follow. Parents will be notified. If the completion of an after school detention creates undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers, or travel on a bus), the school may choose to negotiate alternative consequences with parents/carers. Where ongoing behaviour is an issue, the convening of a Student Support Group meeting should take place as a matter of urgency.
- **Community service**: When College property has been damaged, students may be asked to contribute some time in restoring and maintaining the College environment either supervised or unsupervised during school time.
- **Yellow slip**: A yellow slip may be issued which results in the immediate exiting of the student from class. The student cannot return until a restorative conversation occurs between the individual and the teacher. A working lunch will follow and parents/carers must be informed. The relevant YLC must also be advised.

6.3 Restorative Practices

Bright P-12 College uses a Restorative Practices framework as the basis of our behaviour management processes. Restorative Practices has an emphasis on
relationships and advocates for rehabilitation, learning and empathy. Responses to misbehaviour result in logical and natural consequences, which are directly related to the misdemeanour, are educational and seek to fix the harm.
## 7.0 References

This policy needs to be read in conjunction with the documents listed below.

| Teacher Professional Standards | http://www.vit.vic.edu/standardsandlearning/Pages/professional-standards.aspx |
7.1 **College Policies**
The Bright P-12 Student Engagement and Wellbeing Policy needs to be read in conjunction with additional College policies and agreements as listed below:

- Student Attendance Policy
- Bullying and Harassment Policy
- Anaphylaxis Policy
- Nut Minimisation Policy
- Acceptable Use Agreement for Ultranet, Internet and Digital Technologies
- Students Driving Vehicles to School Policy
8.0 **Abbreviations**

AP ............. Assistant Principal
BUMS .......... Bright United Men’s Shed
DEEC............. Department of Education and Early Childhood Development
ESO ............. Education Support Officer
KEAPS .......... Kids Early Action Plan for School – North East Child & Adolescent
NELLEN .......... North East Local Learning and Employment Network
NESAY .......... North East Support and Action for Youth
PCO ............. Principal Class Officer
PLT ............. Professional Learning Team
SSG ............. Student Support Group
SSGM .......... Student Support Group meeting
SSN ............. Secondary School Nurse
SSP ............. Student Support Plan
SSSO .......... Student Support Services Officer
SWC ............. Student Wellbeing Coordinator
VCAL .......... Victorian Certificate of Applied Learning
VCE .......... Victorian Certificate of Education
VET ............. Vocational Education & Training
YLC ............. Year Level Coordinator