



BUCKLEY PARK COLLEGE

Student Wellbeing and Engagement

Developed: September 2014

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Endorsed by school council 19/05/2025



Help for non-English speakers

If you need help to understand the information in this policy, please contact a member of the Principal class on 9331 9999

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 and acknowledgement of positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Buckley Park College is committed to providing a safe, inclusive 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, inclusive and stimulating school environment consistent with our school's values of: Aspiration, Kindness, Resilience, Community

Scope

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

Contents

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2. School values, philosophy and vision
3. Wellbeing and engagement strategies
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Policy

1. School profile

Buckley Park College is a single campus, co-educational, Year 7 - 12 school, set in the high socio-economic suburb of Essendon. Our school is well-maintained and we pride ourselves on ensuring that this is continuous. At Buckley Park College, we have worked together to capture a very important message in our school motto: *"Build Your Wings"*. Contained within these three simple, yet powerful words is the principle that each student at our school will be supported, challenged and encouraged to reach their full potential and become active and engaged citizens.

Enrolments over the past 15 years have grown steadily, from 523 students in 2001 to 882 in 2010 and then 904 in 2025. Almost 80% of each Year 7 intake comes from our three key local primary schools. Respectful and productive relationships with these local primary schools are a priority for our school and we pride ourselves on our transition program.

2. School values, philosophy and vision

The mission of Buckley Park College is to provide broad, inclusive and outstanding education for all students. At our school, students are known and valued as individuals who are encouraged to engage with local and global communities. Students are at the centre of all that we do, say, plan and decide. We are **committed** to knowing our students as unique individuals and to working in close partnership with their families and the wider community. We are **committed** to providing a rigorous, student-centred, engaging curriculum and a broad range of extracurricular opportunities. We are dedicated to seeking out, listening to and acting on the voice of our students.

Our Values: These values guide us in our work, our learning and our relationships every day. These values also guide our approach to reinforcing and acknowledging positive behaviours. Our college values are: Aspiration, Kindness, Resilience and Community.

Our Philosophy: Every member of the school community has a right to fully participate and learn in an educational setting that is safe, inclusive and stimulating.

Our Vision: That all our students thrive academically, socially and emotionally.

3. Wellbeing and engagement strategies

Buckley Park College has developed a range of strategies to promote engagement, an inclusive and safe, orderly learning 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 and/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*
- *use of the Student Engagement and Wellbeing for Learning (SEWL) Framework in and out of the classrooms. The Framework provides consistency when responding to incidents. The Berry Street Education Model is the fundamental cornerstone of this Framework.*
- *Students and staff have unconditional positive regard for each other, are present, ready to learn and demonstrate respect through what they say and do.*
- *using the SEWL Framework, positive behaviour and student achievement are acknowledged in the classroom, and formally in school assemblies and communication to parents*
- *using the SEWL Framework, teachers use positive language to reinforce appropriate behaviours for learning; for example, 1st and 2nd 'reminder' as opposed to a 'warning'*
- *individual positive behaviour and community engagement house points are earned for demonstrating the college values. These are acknowledged and communicated through 'Green Compass Chronicles', which students and parents can see via Compass*
- *through the use of restorative practices, we prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing when responding to inappropriate behaviours*
- *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*
- *deliver a broad curriculum including VET programs, VCE and Vocational Major to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations*
- *teachers at Buckley Park College use and apply the BPC Lesson Structure to ensure an explicit, common and shared model of instruction to ensure that evidence-based, high-yield teaching practices are incorporated into all lessons*
- *teachers at Buckley Park College adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching*
- *teachers use a variety of agreed adjustments in teaching practices to support student learning, social and emotional needs inside the classroom*
- *carefully planned transition programs to support students moving into different stages of their schooling*
- *monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level*
- *students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Voice leaders 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.*
- *create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs*
- *all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, Year Group Leaders, Assistant Principal and/or Principal if they would like to discuss a particular*

issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning and wellbeing

- *we engage in school-wide positive behaviour support with our staff and students, which includes programs such as Berry Street, Safe Minds and Respectful Relationships.*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *buddy programs, peer support programs*
- *opportunities for a variety of student voice, agency and leadership positions*
- *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.*
- *Explicit teaching of Wellbeing and emotional intelligence through Life Education/Pastoral Care*
- *Our community school values outlining positive behaviours and expectations.*

Targeted

- *each year group has a Year Level Coordinator, who monitor the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support*
- *Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our Koorie Education policy for further information. Students who identify as ATSI are supported through the Individual Education Plan process, which promotes a supportive discussion between the student, parents/carers, teachers and Learning Support Leader to identify and respond to any barriers to engagement and learning.*
- *our VCE English as a Second Language students who meet the VCAA criteria are supported through our VCE-EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school.*
- *we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#) and through the Respectful Relationships program and the BPC Pride club.*
- *the Wellbeing department will facilitate the development of Gender Diversity Student Support Plans for gender diverse students to ensure they feel safe and supported at school*
- *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*
- *students with a diagnosed disability and/or who may not have a disability, but require learning adjustments, are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Disability Inclusion Profile \(DIP\)](#). Reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans are used to provide better equity and access to learning.*
- *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 (Berry Street Education Model)*

- *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*
- *Buckley Park College assists students in planning their Year 10 work experience, supported by their Career Action Plan*
- *Camps, incursions and excursions*

Individual

Buckley Park College implements a range of strategies that support and promote individual engagement. These can include:

- *Restorative practices develop and maintain 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*
- *teachers can issue a 'catch-up' session which is a positive approach to supporting a student with their learning on a 1:1 basis. This is communicated to parents/carers via compass and a minimum of 24 hours notice given.*
- *referring the student to:*
 - *school-based wellbeing supports*
 - *Student Support Services*
 - *Appropriate external supports such as Municipal council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst / Orange Door*
 - *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 Education 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.*

Student specific strategies that may be considered and applied on a case by case basis linked to Department guidelines, includes:

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

Additional Department programs and services could include:

- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)
- [Disability Inclusion Profile \(DIP\)](#)

4. Identifying students in need of support

Buckley Park 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. Buckley Park College will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

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

5. Student rights and responsibilities

All members of our 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

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct and Student Engagement and Wellbeing for Learning Framework (SEWL Framework)

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, Buckley Park College will institute a staged response, consistent with the Department's policies on behaviour, discipline and SEWL Framework. 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.

The SEWL Framework utilises a trauma-informed and positive psychology approach to acknowledging and reinforcing positive behaviours. The Framework promotes positive language such as 1st, 2nd 'reminder' instead of 'warning'. Staff model our school values and explicitly teach the desired positive, safe and inclusive behaviours. At Buckley Park College, students are present, centred, ready to learn where staff and students have unconditional positive regard for one another.

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 through restorative practices.

Disciplinary measures that may be applied include:

- *reminding a student that their behaviour is inappropriate / inconsistent with the SEWL Framework*
- *teacher controlled intervention such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour such as being sent to B-Block to reflect independently prior to a restorative conversation between student/teacher.*
- *withdrawal of privileges*
- *referral to the Year Level Coordinator*
- *restorative practices*
- *detentions*
- *behaviour support and intervention meetings*
- *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 Buckley Park College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

7. Engaging with families

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

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

- ensuring that all parents have access to our school policies and procedures, available on our school website and Compass
- 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 developing individual plans for students.

8. Evaluation

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

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

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Buckley Park College will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

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

- Available publicly on our school's website.
- Available in school documentation on Compass
- Included in student diaries so that it is easily accessible to parents, carers and students

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](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety Policy

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

POLICY REVIEW AND APPROVAL

This policy will be reviewed as part of the school's 2 year review cycle or if guidelines change.