



## 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.

Bass Coast 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.

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2. School values, philosophy and vision
3. Wellbeing and engagement strategies
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## **POLICY**

### **1. School profile**

*Located in the Inner Gippsland Area of DET's South-East Victoria Region, Bass Coast College is a Year 7-12 multi-campus school of around 1600 students. The Dudley Campus (Years 7 to 9) and the Wonthaggi Campus (Years 10 to 12) are situated three kilometres apart. A second junior campus (Years 7 to 9) has opened San Remo, and our FLOW Campus in Wonthaggi provides individualised learning programs for students requiring specialised support.*

*Located in the rapidly growing Bass Coast Shire, the College is very proud to be the government secondary education provider for the area. It draws its students from nine feeder schools located in the Bass Coast Shire. The College's zone encompasses a large rural and coastal area centred around Wonthaggi, Inverloch, Grantville/Corinella, Coronet Bay and Phillip Island. Over half of the student population travel to the school by bus.*

*The current staffing levels comprise approximately 140 teachers and 60 non-teaching staff.*

*Bass Coast College recognises that students have different needs, abilities, interests, and ambitions and that its students are drawn from a wide range of socio-economic backgrounds. These differences are catered for through the development of a comprehensive curriculum that extends and challenges students to realize their full potential. Sequential courses of study are provided for Years 7 to 10 in each of the Key Learning Areas. This is achieved using core units at Years 7 and 8, and a mixture of core and elective subjects at Years 9 and 10. With a large Year 11 and Year 12 student population, the College is able to offer a broad range of Victorian Certificate of Education (VCE) units and has a strong commitment to Vocational Education and Training (VET) programs. A successful VCE Vocational Major (VCE VM) program operates.*

*Our FLOW campus (Flexible Learning Options Wonthaggi) provides specialist programs for many 'at risk' students. This includes an Outreach Program that supports approximately 15 students each year who have extreme mental health conditions that place them "at risk" of non-participation. We also work with the two Wonthaggi primary schools to supply an intervention/transition program for chronically absent students in Years 5 to 10 (FLO Wonthaggi). In 2019 we introduced a Pre-CAL program to accommodate a number of 'at-risk' students in Years 9 and 10. Mental Health support and Individual Education Plans are central to all work at this campus.*

*The College continues to develop its enrichment and consolidation programs. Students in Years 10 and 11 have the opportunity to accelerate through the VCE by taking higher-level units than is the norm for their age cohort. A very successful select entry (SEAL) program operates on the Dudley and San Remo Campuses.*

*College staff conduct a range of quality curriculum and co-curricular programs across all campuses. The College has a tradition of student participation and success in the Performing Arts. The College is the coordinating school for the South Gippsland Schools Music Program and currently has around 100 students involved in the program. Bass Coast College regularly enjoys sporting success at local, state, and national levels. An ADVANCE program (based on surf lifesaving) also operates in the College.*

*The College is committed to the welfare of its students. To this end, a Student Wellbeing Coordinator is attached to each campus, along with Careers counselling. The staff are dedicated professional educators who place importance on quality teaching and professional development. The College provides a caring, supportive environment whilst also encouraging teamwork, leadership, and a sense of belonging. Students are encouraged to develop leadership skills through the Peer Support Program, the Student Representative Council and as elected student leaders.*

*Extensive recreational, sporting, and educational facilities are available. These include gymnasiums, libraries, canteens, computer centres, theatre/drama rooms, courts and oval or playing fields at each*

campus. The College also enjoys access to extensive community recreational facilities, local beaches, and coastal reserves.

The extensive grounds and buildings are well maintained and attractive. The College continues to focus on upgrading facilities and grounds, having made extensive upgrades across all sites.

In 2020, the College, transferred its Years 10, 11 and 12 programs to its new Senior Campus in McKenzie Street (Wonthaggi). This project also included an extended three-court highball facility with extensive community facilities. The community facility is coordinated with our key partner, the Bass Coast Shire.

In 2022, the Minister for Education officially opened an additional junior Campus for our College in San Remo. This exciting development coincided with extensive work from the staff who have overhauled curriculum offerings to support the significant organisational change across the College. A name change process was undertaken in the lead up to 2022, and the former Wonthaggi Secondary College is now renamed Bass Coast College, representing its expansion across the area, and the wider area where the young people it supports reside with their families.

## **School values, philosophy and vision**

Bass Coast College's Statement of Values and School Philosophy is 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 live and demonstrate our core values of respect, integrity and kindness at every opportunity.

Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

Our Statement of Values is available online at: <https://basscoast.vic.edu.au/college/profile/>

## **2. Wellbeing and engagement strategies**

Bass Coast College 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
- 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 VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations*
- *teachers at Bass Coast College use an agreed Learning Cycle and instructional framework 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 Bass Coast 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*
- *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*
- *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.*
- *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, School Chaplain, Year Group Leaders, Assistant Principal and 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*
- *we engage in school wide positive behaviour support with our staff and students, which includes programs such as:*
  - *Respectful Relationships*
  - *Bully Stoppers*
  - *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)*
- *buddy programs, 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.*

Targeted

- *each year group has a Year Group Leader/Coordinator, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act 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*
- *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 including through individualised supports.*
- *we support learning and wellbeing outcomes of students from refugee background through connection with our wellbeing team, EAL program and Student Support Services.*
- *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*
- *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*
- *Bass Coast College assists students to plan their Year 10 work experience, supported by their Career Action Plan*

### Individual

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

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

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)

- [Navigator](#)
- [LOOKOUT](#)

*Bass Coast College implements a range of strategies that support and promote individual engagement. These can include:*

- *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*
- *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.*

### **3. Identifying students in need of support**

*Bass Coast 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. Bass Coast 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*
- *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*
- *Referrals can be made to the college's alternative education setting, FLOW, whose aim is to reconnect and re-engaged students in learning and support them to return to mainstream or other viable pathways*

#### **4. 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.

#### **5. Student behavioural expectations and management**

*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. Bullying will be managed in accordance with our Bullying Prevention Policy which can be accessed here: <https://basscoast.vic.edu.au/college/public-documents/>.*

*When a student acts in breach of the behaviour standards of our school community, Bass Coast 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:*

- *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*
- *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 Bass Coast 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.

## **6. Engaging with families**

Bass Coast 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
- 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.

## **7. Evaluation**



Bass Coast 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

Bass Coast 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: <https://basscoast.vic.edu.au/>

- Included in staff induction processes
- Made available in hard copy from school administration upon request
- Further information can be found at: <https://basscoast.vic.edu.au/college/public-documents/>

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 and Wellbeing Policy
- Bullying Prevention Policy

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

For a full list of BCC policies please go to: <https://basscoast.vic.edu.au/college/public-documents/>

## POLICY REVIEW AND APPROVAL

Policy last reviewed	30/8/2024
Consultation	Paul Fawcett, FLOW Campus Principal, Emily Obrien, BCC Wellbeing Co-ordinator, Leith Cummins; BCC College Principal School Council.
Approved by	Principal
Next scheduled review date	30/8/2026



### Help for non-English speakers

If you need help to understand the information in this policy please contact the relevant campus below and ask to speak to Janell Erman or you can email her on [Janell.Erman@education.vic.gov.au](mailto:Janell.Erman@education.vic.gov.au)

## Contact Details

If you require further information, please contact the relevant campus. Please see contact details below.

### DUDLEY CAMPUS (YEARS 7–9)

174 South Dudley Road,  
Wonthaggi 3995  
Phone (03)5672 0900

### SAN REMO CAMPUS (YEARS 7–9)

85 Potters Hill Road,  
San Remo 3925  
Phone (03) 5610 2020

### WONTHAGGI CAMPUS (YEARS 10–12)

2 McKenzie Street,  
Wonthaggi 3995  
Phone (03) 5611 4000

### FLOW CAMPUS (FLEXIBLE LEARNING OPTIONS)

26 McKenzie Street,  
Wonthaggi 3995  
Phone (03) 5611 4000