

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact the General Office.

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.

Brinbeal Secondary College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

CONTEXT STATEMENT

Located in the Wyndham growth corridor of Tarneit, Brinbeal Secondary College provides students from the Tarneit community a wide range of diverse and outstanding opportunities in an orderly and inclusive learning environment that promotes and fosters educational attainment and academic excellence for all.

Brinbeal Secondary College is a Supported Inclusion School (SIS). A SIS is a local government school with additional professional capabilities and facilities designed to cater to a higher proportion of students with disability (up to 10%). Students with a disability are provided with enhanced support to receive high-quality, evidence-based educational provision alongside their peers without disability in a safe, accessible and supportive environment.

Brinbeal Secondary College an anticipated enrolment of enrol 2,500 students, including 250 places for students with disability.

SCOPE

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

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POLICY

1. School profile

Brinbeal Secondary College opened in January 2024 commencing with a Year 7 intake. Brinbeal Secondary College abuts rapidly growing residential areas in the suburb of Tarneit – one of the fastest growing suburbs nationwide. The school is located at 2 Connaught Rd Tarneit 3029. The school works in partnership with the community to provide authentic learning opportunities and best academic and personal outcomes for all students. Brinbeal Secondary College aspires to excellence in education, consistent with the vision for the Education State.

Brinbeal Secondary College is the latest addition of a new secondary school in the rapidly growing suburb of Tarneit. Neighbouring schools are relatively large and Brinbeal Secondary College is expected to grow quickly to meet residents' demand.

All schools must make reasonable adjustments to ensure all students have the same learning opportunities as each other. Inclusive education is demonstrated in environments that adapt the following elements:

- design and physical structures,
- teaching methods, and curriculum, as well as the culture and
- policy and practice of education environments so that they are accessible to all students without discrimination.

Brinbeal Secondary College is a Supported Inclusion School, which models excellence in inclusive education in its school culture, leadership and teaching practices. Supported Inclusion Schools combine a level of targeted support and built design specifically for students with additional needs, supporting stronger integration than is available in a standalone special school. The school holds registration as a mainstream school, however accommodates a higher proportion of students with a disability than other mainstream schools. The school has fully integrated specialist provision that has capacity for 100 students with a disability, with its own enrolment criteria. Students with disabilities are provided enhanced support to attend mainstream education classes to the greatest extent possible in a safe, accessible and supportive environment.

Commitment to excellence and inclusion

As a new school in a rapidly growing suburb, Brinbeal Secondary College delivers the highest quality of education for all learners. As a Supported Inclusion School, Brinbeal Secondary College sets a strong culture of inclusion at a whole-of-school level.

The innovative and evidence-based school's design is flexible and allows our school to have students with special needs in the classroom with their peers, utilise smaller spaces and/or run stand-alone classes depending on the cohort of students and their individual needs.

Brinbeal Secondary College continues to build the capabilities of staff to deliver excellence by responding to the diverse needs of their students. Brinbeal Secondary College provides access to a suite of Department educational resources and programs that support exemplary inclusive practice.

In 2026 Brinbeal Secondary College has year 7 to 9 students only, and the school will continue to add a year level each subsequent year:

- 2027 - year 10 (with some VCE provision)
- 2028 - year 11 VCE and VCE Vocational Specialisation and Victorian Pathways Certificate

- 2029 - year 12 VCE and VCE Vocational Specialisation and Victorian Pathways Certificate

Brinbeal Secondary College has capacity for 2300+ students, including up to 100 students as part of the Supported Inclusion School.

Our school is culturally diverse with a significant number of families having a language background other than English (LOTE), with the largest LOTE groups being Hindi, Punjabi, Pacific Islander and African. We are proud of our diversity and inclusive school community. We strive to provide a nurturing and challenging environment that empowers all students to reach their personal best, both academically and socially.

Our collective *Vision for Learning* encapsulates the way in which we work together and the common goals we aspire to. Further to this, our College Values of: Achievement, Respect, Aspiration and Acceptance underpin both the design and delivery of all learning programs across the college.

Brinbeal Secondary College is committed to lifelong learning by providing an inclusive, supportive and nurturing community in which diversity is valued and celebrated. Our innovative curriculum and culture of excellence creates a stimulating learning environment that engages and challenges students to achieve personal success and make positive contributions to society.

Our school encourages students to strive for excellence in all of their endeavours. At Brinbeal Secondary College our 21st century curriculum presents students with the opportunity to develop deep understandings on a range of concepts throughout their school lives. Our broad curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning. It is designed to develop thinking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in student learning.

To support the delivery of the curriculum at Brinbeal Secondary College we access and select a wide range of suitable educational resources, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities.

2. School values, philosophy and vision

Our school values, philosophy and vision guide our organisational leadership, governance, and culture to ensure that child safety and wellbeing are embedded in our school's daily practices.

VISION

Brinbeal Secondary College fosters a love of learning. We respect inclusion, diversity and indigenous heritage. We aspire for continuous improvement in all our students as they grow into adulthood. We live by our motto, "Respecting diversity through inclusion", and look forward to our students emerging as empowered young adults who are resilient, highly productive and successful global citizens.

OBJECTIVE

Our objective at Brinbeal Secondary College is for our students and community to achieve outstanding post school destinations, becoming active participants in a global society with a strong sense of self and of others.

VALUES

Brinbeal Secondary College's values are:

Respect – Have honour or regard for the worth of oneself, others and the school environment.

Aspiration & Achievement – Set ambitious goals and strive to achieve them.

Acceptance – Value all members of the community as they present themselves and wish to be seen

3. Wellbeing and engagement strategies

Brinbeal Secondary 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.

Students with a disability at Brinbeal Secondary College engage in academic instruction alongside their same age peers without disabilities, in whole class groups. Staff practice positive behavioural supports and interventions to engage students – preventing disruptive or unsafe behaviour, and teaching and reinforcing skills. The school staff are encouraged and supported to deliver best practice in developing self-determination skills in students including self-awareness, assertiveness, problem-solving and self-advocacy skills.

To assist in embedding strengths-based practice, Brinbeal Secondary College is implementing the School-wide Positive Behaviour Support (SWPBS) framework.

SWPBS is a framework for creating safe and positive learning environments in schools, while improving the social-emotional and academic outcomes for students. It utilises a preventative approach that relies on research-based practices, including developing clear behavioural expectations, teaching these expectations, acknowledging appropriate behaviour, consistently correcting inappropriate behaviour, and using behavioural data to systematically solve problems. SWPBS can take a number of years for full implementation.

The values and behavioural expectations form the basis of the School Wide Positive Behaviour Model. The SWPBS was developed in the foundation year of the school and outlines the positive and expected behaviours from students in each area of the school. The SWPBS has been widely distributed to members of the community, displayed in every classroom and regularly taught in classes.

Other strategies to promote inclusion, wellbeing and engagement include Student Leadership programs which endeavour to build a positive student culture and the implementation of Respectful Relationships.

A major proactive strategy for engagement and wellbeing is undertaking professional learning in trauma informed approaches to education. A specific example of how this proactive strategy assists with wellbeing and engagement is in self-regulation plans. Students in the school develop a self-regulation plan, where they identify situations that cause them to become escalated and strategies that help them become present, centred and grounded, assisting them to re-join learning in a faster manner and calmer classrooms.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

Our whole of school strategies to promote positive behaviour and inclusion are:

- refining our School Wide Positive Behaviour Model that demonstrates expected behaviours according to the school values
- maintaining high and consistent expectations of all staff, students and parents and carers
- prioritising 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
- delivering a broad curriculum including, VCE, VCE Vocational Major and VPC to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers using a common 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 adopting 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
- incorporating our school's Statement of Values and School Philosophy into our curriculum and promoting to students, staff and parents and carers so that they are shared and celebrated as the foundation of our school community
- carefully planning transition programs to support students moving into different stages of their schooling
- acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents and carers
- monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
- providing students with the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including Mentor Group Sessions. Students are also encouraged to speak with their teachers, Student Engagement Leader (SEL), Assistant Principal and Principal whenever they have any questions or concerns.
- welcoming all students to self-refer to the Student Wellbeing leader, Student Engagement 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
- engaging in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Bully Stoppers
 - Safe Schools
- developing programs, incursions and excursions to address issue specific needs or behaviour (i.e. anger management programs)
- creating opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- putting measures 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
- championing and modelling a child safe culture at all levels of the school from the top down and bottom up. A Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities. Risk management strategies focus on preventing, identifying and mitigating risks to children and young people.

Targeted

Our targeted strategies to address particular groups of students or concerns in certain age groups or friendship circles include:

- having a year group Student Engagement Leader (SEL); a leading teacher responsible for their year, who monitors the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support
- having an inclusion leader to oversee and support students with additional needs, work-with them and the relevant staff, including but not limited to their teachers, sub school leaders and wellbeing.
- supporting Koorie students to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture. We connect all Koorie students with a Koorie Engagement Support Officer
- supporting our English as an additional language students through our EAL program and supporting all cultural and linguistically diverse students to feel safe and included in our school.
- supporting learning and wellbeing outcomes of students from refugee background
- providing a positive and respectful learning environment for our students who identify as LGBTIQ+ and following the Department's policy on [LGBTIQ Student Support](#)
- supporting all students in Out of Home Care in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Education Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- supporting students with a disability 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
- supporting students with complex needs to access the curriculum and school facilities. Modifications will occur if required after consultation with parents and carers and the student's medical team, which may include doctors, paediatricians, NDIS support workers and other relevant parties
- ensuring wellbeing and health staff 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 applying a trauma-informed approach to working with students who have experienced trauma
- assisting all students from to develop a Career Action Plan, with targeted goals and support to plan for their future through the use of the Career Tools platform
- assisting students to plan their Year 10 work experience, supported by their Career Action Plan.

Individual

Brinbeal Secondary 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 students and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Education Plan and/or a Behaviour Support Plan using the department template at [Individual Education Plans](#) &/or [Behaviour Support Plans](#)
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports ([Mental health toolkit](#))
 - Student Support Services - [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 The Orange Door/ [headspace](#)
- re-engagement programs such as [Navigator](#) and [LOOKOUT](#)

All students at Brinbeal Secondary College with additional needs are supported through a case management and Student Support Group process. The Student's Support Group will look at risk factors and supportive factors and create plans with student and parent/carer support. For students in crisis, who are at risk or in a high support program such as LOOKOUT, referrals to specific services or agencies will be made as part of the Individual Education Plan.

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 Groups](#) meetings for all students:
 - with a disability (SIS students)
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Brinbeal Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing.

Each student with a disability will have a student support group comprising the Assistant Principal or Sub School Leader, the classroom teacher and the parent/carer. Brinbeal Secondary College understands that collaborating with families is an important element of inclusive education.

Before our SIS students commence with us, Brinbeal Secondary College will review the strengths, challenges and needs of new students before they arrive. In order to do this, our school will dedicate time to analysing the data collected during the enrolment process and take steps to prepare. Student Engagement Leaders (SEL) should monitor preparations for new students.

Preparations might include:

- additional professional development for staff
- differentiated curriculum and modes of instruction
- physical environment changes
- equipment, educational resources and technology
- transport

Our school and teachers will endeavour to develop a partnership with families during the initial transition to ensure positive outcomes for the student for their entire time at Brinbeal Secondary College.

The initial meeting will develop an Individual Education Plan and behaviour support plan (if required). It will also document what additional reasonable adjustments may need to be made to support the student. Regular meetings (depending on student need) aim to discuss progress towards learning goals and agree on any changes required to the supports being provided.

Brinbeal Secondary 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
- involvement in incidents requiring external agencies such as Vic Police or DHHS Child Protection.

In the senior years, students with special needs are provided with every opportunity to succeed. Brinbeal Secondary College works with families to explore a range of pathways options via careers and course counselling, and appropriate to the student's interest, passions and potential pathways, students are able to access courses using reasonable adjustments or special provision. Possible adjustments will be discussed with the student, family and relevant teachers and may include:

- Differentiated learning resources and content delivery.
- Rescheduling classroom activities and/or a school-based assessment task.
- Extra time to complete work or an assessment task.
- Extra reading time, writing time or rest breaks.
- Alternative format exam papers (e.g. enlarged print, Braille).
- Replacing a task with a task of a different kind.
- Using a single task to assess more than one of the learning outcomes.
- Using technology (e.g. laptops), integration aides, or other special arrangements.
- Extensions of time to complete folio and production items.

Reasonable adjustments or [Special Provision](#) may also be granted for

- Extra reading time, writing time, rest breaks.
- Alternative format exam papers (e.g. enlarged print, Braille).
- Use of assistive technology.
- A reader and/or scribe.
- A clarifier.
- Alternative examination venue (e.g. separate room, home, hospital).
- Receiving a derived score for external examinations where a student has been ill or affected by personal circumstances

Students who require additional support in the senior years will be provided with an Individual Education Plan, which is updated regularly to reflect a student's progress, and the supports and adjustments in place to help that student to achieve. Any reasonable adjustments or special provisions applied will be in line with VCAA special provisions.

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 and School Philosophy 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 and School Philosophy and 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.

When a student acts in breach of the behaviour standards of our school community, Brinbeal Secondary College will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents and carers 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.

School-wide Positive Behaviour Support

Brinbeal Secondary College implements the School-Wide Positive Behaviour Support (SWPBS) framework. SWPBS is a framework for creating safe and positive learning environments in schools, while improving the social-emotional and academic outcomes for students. It utilises a preventative approach that relies on research-based practices, including developing clear behavioural expectations, teaching these expectations, acknowledging appropriate behaviour, consistently correcting inappropriate behaviour, and using behavioural data to systematically solve problems. Brinbeal Secondary College adopts a coaching model to support the

implementation of SWPBS in schools, which can take three to five years for full implementation. The coaching model focuses on developing the practical skills of school staff to implement SWPBS at their school.

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 Student Engagement Leader (SEL)
- 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.

The Principal of Brinbeal Secondary 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

Brinbeal Secondary College values the input of parents and carers, and we-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 and carers have access to our school policies and procedures, available on our school website
- providing culturally and linguistically diverse families with translation support services and multilingual resources to assist with communication and explaining enrolment, transition and school information
- maintaining an open, respectful line of communication between parents and carers and staff, supported by our *Communicating with School Staff* policy.
- providing parent and carer 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
- providing culturally and linguistically diverse families with translation support services and multilingual resources to assist with communication and explaining enrolment, transition and school information
- including families in Student Support Groups and developing individual plans for students.

8. Evaluation

Brinbeal Secondary College collects 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 assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- Student Online Case System (SOCS).

Brinbeal Secondary College also regularly monitors 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 is communicated to our school community in the following ways:

- available publicly on our school's website
- 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 an annual reference in our school newsletter
- made available in hard copy from school administration upon request.

Our school will also ensure it follows the mandatory parent/carers notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

- The Department's Policy and Advisory Library (PAL):
 - [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](#)
- [Koorie Education](#)
- Related Policies:
 - Child Safety and Wellbeing Policy
 - Bullying Prevention Policy
 - Inclusion and Diversity Policy
 - Statement of Values and School Philosophy
 - Complaints Policy
 - Duty of Care Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2026
Consultation	Consultation has occurred with school council and student leaders
Approved by	Principal
Next scheduled review date	May 2028 – to ensure ongoing relevance and continuous improvement, this policy will be reviewed every 1-2 years thereafter.