



Baimbridge College Student Wellbeing & Engagement Policy



Help for non-English speakers

If you need help to understand the information in this policy, please contact Baimbridge College on 03 5572 2788.

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.

Baimbridge 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 and any event where students represent Baimbridge College.

CONTENTS

- 1. School profile
- 2. School values, philosophy, and vision
- 3. Wellbeing and engagement strategies
- 4. Identifying students in need of support
- 5. Student rights and responsibilities
- 6. Student behavioural expectations and management
- 7. Engaging with families
- 8. Evaluation

POLICY

1. School profile

Baimbridge College is a 7-12 college located in Hamilton in Western Victoria. The College is part of a centre of educational excellence that draws students from across and beyond the region and is well placed to take advantage of its rural setting. The College works hard to offer a high standard of education and a wide range of opportunities attractive to both students and their parents. Our goal is

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Baimbridge College Student Wellbeing & Engagement Policy

to provide quality instruction which engages students and enables them to achieve success through continuous improvement. Student learning is underpinned by explicit teaching, supported by Information Technologies.

Students are encouraged to take responsibility for their learning by negotiating personal learning goals. Student learning is supported by a comprehensive welfare and discipline structure and provision of diverse opportunities for learning within and outside the classroom.

Baimbridge College offers programs in instrumental music tuition from 7-12, a large number of post-compulsory pathways including VCE, VCE Vocational Major program, and a wide range of community, academic, sporting and performing arts programs.

The College has extensive facilities including a newly refurbished gymnasium, library, the Hamilton District Skills Centre, and specialist art, drama, media, science, music, home economics, and wood and technology areas. The College has developed distinct physical localities to enhance the culture and learning that has enabled curriculum approaches by teams overseen by leading teachers.

Great pride is taken in the extensive grounds and gardens by staff, students, and parents. The College employs two maintenance employees, students are responsible for daily cleanliness, and Grounds Committee conduct working bees encompassing college community participants. VCE Vocational Major students have also completed many projects to further enhance the surroundings.

The College staffing profile has qualified and committed staff all of whom have participated in professional learning and reinforcement of the whole college approach to behaviour and wellbeing practices which serve to create a safe and supportive environmental culture. The culture is enhanced by the traditional wellbeing programs which skills students to support each other and by the community partnerships encouraging consideration, respect and giving back.

2. School values, philosophy, and vision

Baimbridge 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 Courage, Pride and Respect at every opportunity.

"Baimbridge College is a dynamic centre of learning excellence that prepares students to be creative, successful, life-long learners who contribute positively to our local and global community."

3. Wellbeing and Engagement strategies

Baimbridge 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 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:



Baimbridge College Student Wellbeing & Engagement Policy

Universal

- maintaining high and consistent expectations of all staff, students, 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 VCE Vocational Major to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths, and aspirations
- teachers at Baimbridge College use an 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 Baimbridge 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 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, and through the SWPBS reward program
- 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. 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, and music programs
- all students are welcome to self-refer to the Wellbeing Team, Year Level Coordinator, 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

Baimbridge College is a Child Safe School



Baimbridge College Student Wellbeing & Engagement Policy

- Berry Street education model
- programs, interactions, incursions, and excursions developed to address issue specific needs or behaviour
- opportunities for student inclusion (i.e. sports teams, clubs, recess, and lunchtime activities)
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment

Targeted

- each year group has a Year Level 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
- 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
- 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 – Baimbridge College Assemblies acknowledgement/welcome to country is encouraged to be delivered by Koorie students. Close relationships and engagement with KESO's and local community engagement with Winda-Mara Aboriginal Community supports the students.
- 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 respectful relationships commitment statement & racism prevention & intervention policy
- Baimbridge College will support learning and wellbeing outcomes of students from refugee background should the need arise.
- We provide a positive and respectful learning environment for our students who identify as LGBTIQA+ and follow the Department's policy on [LGBTIQA Student Support](#).
- Baimbridge College abide by disability and inclusion implementation, guidelines & practices. Monitoring of the ATSS (Attitude to schools' survey data. Engage specific external agencies to build the capacity of students through inclusive education.
- 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
- Baimbridge College assists students to plan their Year 10 work experience, supported by their Career Action Plan
- 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



Baimbridge College Student Wellbeing & Engagement Policy

Individual

- [*Student Support Groups*](#)
- [*Individual Education Plans*](#), [*Behaviour Support Plans*](#) and or Safety Plans
- [*Program for Students with Disabilities*](#) or Disability Inclusion
- referral to the Wellbeing Team and Student Support Services
- referral to appropriate agencies and supports

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

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

Baimbridge 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 and/ or Safety 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
 - Student Support Services
 - appropriate external supports

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
 - and with other complex needs that require ongoing support and monitoring.
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4. Identifying students in need of support

Baimbridge 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



Baimbridge College Student Wellbeing & Engagement Policy

in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Baimbridge 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
- Student Support Groups and Individual Education Plans

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, 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.



Baimbridge College Student Wellbeing & Engagement Policy

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, Baimbridge 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-positive 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 particular situations consistent with Department Policy available at:

- [Suspension Policy](#)
- [Expulsions Policy](#)
- [Restraint and 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 at Baimbridge 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 circumstances at our school.



Baimbridge College Student Wellbeing & Engagement Policy

7. Engaging with families

Baimbridge 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.

8. Evaluation

Baimbridge 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

Baimbridge 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
- Included in staff induction processes
- 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:

Baimbridge College is a Child Safe School



Baimbridge College Student Wellbeing & Engagement Policy

- [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](#)
- [Behaviour - Students](#)
- [Child Safe Standards](#)
- [Expulsions](#)
- [Koorie Education](#)
- [LGBTIQA+ Student Support](#)
- [Restraint and Seclusion](#)
- [Student Engagement](#)
- [Students with Disability](#)
- [Supporting Students in Out-of-Home Care](#)
- [Suspensions](#)

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

- Action Plan - Aboriginal Learning, Wellbeing and Safety
- Bullying Prevention Policy
- Child Safety and Wellbeing Policy
- Complaints Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	21 st August 2026
Consultation	BC School Newsletter – 18 th September 2026 School Council –
Approved by	Warwick Price - Principal
Next scheduled review date	August 2028