

Purpose

The purpose of this policy is to ensure that all students and members of our College 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 College policies and procedures for responding to inappropriate student behaviour.

Bannockburn College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our College 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 College values.

Scope

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

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Policy

1. School profile

Bannockburn P-12 College is a new school that opened on the first school day of 2018. We currently offer years Prep to 11, we will grow to offer a comprehensive teaching & learning program from Prep to Year 12.

Bannockburn College is located in the township of Bannockburn, 19km west of Geelong. The College has an enrolment of 950 students, expanding to a long-term enrolment of 1100.

The state of the art school buildings have been designed with contemporary learning environments that facilitate a student centred learning approach. Each learning community features a variety of adaptable spaces with ICT a strong focus in each space. This allows teachers to design learning experiences that encourage students to move between different learning environments and groupings. These spaces include quiet spaces for teacher/student conferencing; tiered theatrettes for presentation style activities; flexible breakout spaces that allow for group and individual inquiry equally and specialist learning spaces to engage in the application of technical skills and competencies.

Bannockburn College is an exciting social infrastructure for the community. The College boasts a two-court, competition standard stadium, food technology kitchens, wood and plastics technology, science, dance, music and so much more.

Bannockburn College builds upon the outstanding educational opportunities provided by Bannockburn Primary School since 1892.

The College prides itself on providing for every student an outstanding, inclusive, holistic, education. The College staff focus their efforts on teaching and learning excellence, high expectations and achieving exceptional outcomes for all students.

We offer a diverse range of high quality programs and activities to engage and challenge every student.

Our ethos of mutual respect between teacher and students, is embedded in everything we do. We strive to ensure high academic standards as well as developing in our students a strong moral core.

Strengthening self-esteem and instilling a sense of community equips each individual with the qualities needed to be a good citizen who can confidently contribute to the College and its community. We cater for individual differences and ensure we know each student as a learner and a young person.

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2. College values, Purpose and Vision

Bannockburn P-12 College's Statement of Values and Purpose is integral to the work that we do and is the foundation of our College community. Students, staff and members of our College community are encouraged to live and demonstrate our core values of Curiosity, Achievement, Respect and Empathy at every opportunity.

At Bannockburn P-12 College student learning is our highest priority. We believe that all student can learn to their fullest potential. Our students will develop their individual talents and be actively engaging in their learning. They will have the opportunity to be curious and creative. We will collectively and collaboratively build a safe, orderly learning environment that promotes high standards. The pursuit of excellence is the shared responsibility of the whole school community, We will provide student with the tools needed for 'Learning for Life'

Our College's vision is to inspire a passion for learning and a commitment to excellence.

3. Engagement strategies

Bannockburn College has developed a range of strategies to promote engagement, 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 college is included below:

Universal

- welcoming all parents/carers and being responsive to them as partners in learning
- CARE values matrix developed and shared
- Expected behaviours explicitly taught
- Routines to be able to meet expected behaviours explicitly taught
- Acknowledgement system, CARE coins, college wide, implemented as appropriate at different levels and formally acknowledged at assemblies

- Other recognition for positive behaviours eg Superstars, stickers
- All students belong to a Homegroup
- Timetabled Homegroup / Learning for Life sessions with defined curriculum for every student, at least two sessions per week, based on:
 - Personal and Social Capabilities – Victorian Curriculum
 - Resilience, Rights and Respectful Relationships (RRRR). RRRR is a mandated curriculum across all Victorian Schools. RRRR supports schools to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence.
- House Structure across the college. Homegroups aligned to Houses for Middle and Later Years
- Belonging to same Vertical Homegroups for students across Years 9-12.
- Cycles of Student Learning Goals aligned with GVC, shared with parents,
- Traffic light system of reminders for behaviour
- Restorative conversations
- Incorporation of a range of BSEM strategies to support engagement and well-being. Including:
 - Morning circle
 - Brain breaks
- Check-ins
- Calming Caddies
- Visual cues/displays; anchor charts, TT
- Emphasis on positive feedback 6:1
- teachers 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; including
 - Cooperative play
 - Loose parts play
 - Small group instruction
 - Fluid groupings
- Breakfast club
- On-going communication with parents, especially using Compass and parent meetings
- Use of College diaries for communication and organisation
- Student voice and feedback particularly through student leadership and surveys
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, Compass chronicle data and school level assessment data
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- 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 use our instructional model to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- carefully planned transition programs to support students moving into different stages of their schooling
- students have the opportunity to contribute to and provide feedback on decisions about College operations through the Student Leadership positions and other forums including year group meetings. Students are also encouraged to speak with their teachers, Team / House Leaders, Sub-school Leaders, Assistant Principals and Principal whenever they have any questions or concerns.
- opportunities for cross—age connections amongst students through college; reading support, buddies, concert, athletics, and music programs.
- All students are welcome to seek assistance for a range of supports through their Homegroup teacher or member of the Student Wellbeing team.
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion; sports teams, cross age and lunchtime activities

Targeted

- Each year level (EY) / House (MY and LY) has a Leader responsible for their group, who monitor the health and wellbeing of students, 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
- Year 10 students are supported to plan their work experience, supported by their Career Action Plan
- staff will apply a trauma-informed approach to working with students who have experienced trauma, BSEM
- Chaplaincy groups responding to specific needs; Drum beat
- Supports for student learning needs
 - LLI
 - MYLNS
 - TLI
- Support for students sensory needs; Passive play, sensory room
- Well-being check ins
- Koorie Engagement Officer and Koorie Engagement Programs
- Coaching Young People for Success
- Teacher strategies to support a class; Seating plan
- LGBTI support group
- College Therapy dog program

Individual / Intensive

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

- building constructive relationships with students at risk / vulnerable due to complex individual circumstances
 - meeting with student and their parent/carer to discuss and implement strategies of how best to help the student engage with school
 - developing an Individual Learning Plan and/or a Behaviour Support Plan
 - considering additional behaviour supports
 - CICO booklets
 - Modified TT
 - Reward charts
 - Classroom Assistant support
 - Break card (Red card)
 - Environmental changes in class
 - referring the student to:
 - College-based wellbeing supports; Wellbeing team members, Mental Health Practitioner in Schools, Headspace in Schools
 - Student Support Services
 - Appropriate external supports; Lookout, Allied Health Professionals, Child First, Headspace,
 - Re-engagement programs; Navigator, Operation Newstart
- 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
 - running regular Student Support Group meetings for all students:
 - with an identified disability - PSD
 - in Out of Home Care

- o of Aboriginal or Torres Strait Islander heritage
- o and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Bannockburn College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. All teachers play a role in identifying students in need of support and implementing strategies to enhance student wellbeing. Bannockburn 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 college staff such as changes in engagement, behaviour, self-care, social connectedness and motivation*
- *attendance, Compass Chronicle and suspension data*
- *engagement with families*
- *self-referrals or referrals from peers*

5. Student rights and responsibilities

All members of our college 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 College 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
- be treated with dignity, respect and in a fair and equitable manner
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- uphold the College's values at all times
- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the College community
- respect the right of others to learn
- Be responsible for their own actions and accept the consequences of their choices.

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.

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our Statement of Values. Student bullying behaviour will be responded to consistently with Bannockburn P-12 College's Bullying policy.

When a student acts in breach of the behaviour standards of our College community, we will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other College staff.

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 college will be applied fairly and consistently. Students will always be provided with an opportunity to be heard. Where appropriate restorative practices will be used within the response to repair the impacted relationships.

Disciplinary measures that may be applied include:

- *reminding a student that their behaviour is inappropriate*
- *teacher controlled/managed consequences such as moving a student within a classroom or other reasonable and proportionate responses to misbehaviour*
- *referral to the Team or House Leader for consequences; including*
 - *withdrawal of privileges*
 - *arranging support sessions*
- *withdrawal from class/ college grounds*
- *suspension – internal / external*
- *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 Bannockburn P-12 College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

7. Engaging with families

Bannockburn 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 relevant College policies and procedures, available on our College website
- main platforms for communication with the community may include Compass, Newsletter, Student Diaries and Social Media (Facebook, Instagram).
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- involving families with homework and other curriculum-related activities
- involving families in College 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

Bannockburn 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 Attitudes to School survey data
- Chronicle (Compass) data
- School level reports
- Parent Opinion survey

- Individual student case management
- CASES21
- SOCS

Related Policies and Resources

- Bullying Prevention Policy
- Child Safety Policy
- Complaints Policy
- Child Safety Responding and Reporting Policy and Procedures
- Child Safety Code of conduct
- Committed to Childsafe Statement
- Student Code of Conduct

School Policy and Advisory Guide:

- [Inclusive Education](#)
- [Koorie Education](#)
- [Teaching Aboriginal and Torres Strait Islander Culture](#)
- [Safe Schools](#)
- [Supports and Services Program for Students with Disabilities](#)

Review Cycle and Evaluation

This policy was last updated **August 2021** and is scheduled for review in **August 2023**.