

# STUDENT ENGAGEMENT POLICY





## Contents

School Profile.....	3
Our Purpose .....	3
Our School Values .....	4
Purpose .....	5
Scope .....	5
Engagement Strategies.....	5
Whole School Strategies.....	5
Targeted Strategies .....	6
Year 6-7 Transition .....	6
All other Cohorts from Year 7-12 .....	7
Individual Support Strategies .....	7
Identifying Students in Need of Support .....	9
Engaging with Families .....	9
Student Rights and Responsibilities.....	10
School Action and Consequences Overview.....	11
Level 1 – Minor Behaviour.....	11
Level 2 – More Serious or Subsequent Incidents .....	11
Level 3 – Serious Incidents / Consistent Poor Behaviour .....	11
Suspension .....	13
Evaluation.....	13
Further Information and Resources .....	14
Review Cycle.....	14



### School Profile

Box Hill High School is a learning community that fosters resilience, a passion for lifelong development and a commitment to impacting the world in positive ways.

The school was established in 1930 and has a long tradition of striving for academic excellence and establishing a strong positive learning environment for all students.

We are a co-educational and multi-cultural school with 1350 students enrolled from Years 7 to 12.

The school's motto 'Ad Altiora Certamus' (to strive for the higher things) underpins all that we do. Combined with our school values of Respect, Resilience, Growth and Creativity, we focus on developing young people who have high expectations of themselves and are ready and able to make appositve impact locally and globally.

Student learning, engagement and wellbeing is central to our work and the school has a range of programs in place to support the learning and growth of all students. These include our well established SEAL program (GAPP), Program for Students with Disabilities (PSD) as well as intervention programs in both literacy and numeracy.

Students have the opportunity to further develop their skills and talents through a variety of additional programs and extra-curricular activities including sports, music, performing arts, solar cars, robotics, debating, leadership programs and numerous clubs. There are also several opportunities for students to further their own personal development and enhance their global perspective through a range of international programs including a German Exchange program, the World Challenge and the Victorian Young Leaders to China program.

Student leadership, voice and agency is central to our work. Students have multiple opportunities to contribute to school governance as well as to shape the future direction of the school. Student leaders drive improvement in the areas of community, teaching and learning, environment and engagement and wellbeing.

### Our Purpose

- To ensure an inclusive safe community where students and staff are respectful to each other.
- To collaborate to set and achieve challenging learning goals to create an environment where everyone can flourish.
- To equip students with the skills to be resilient and passionate life-long learners.
- To respect and consider student voice in the classroom and wider school community.
- To demonstrate school pride in the way we present and conduct ourselves.
- To develop and nurture students who are ethical, think critically and can contribute as global citizens.



## Our School Values

### **RESPECT**

We show respect for other members of our school community in the way we treat others and consider the perspectives of others. Fostering a sense of belonging, we value and support diversity and build a positive and safe environment.

### **CREATIVITY**

We celebrate creativity in all its forms, providing opportunities for students to explore what is possible for them and the world. We nurture innovation and curiosity by encouraging students to develop original ideas and processes.

### **RESILIENCE**

We strive to develop resilient individuals who are able to achieve in different situations and cope with challenges. We build the confidence to solve problems and connect failure to learning. We promote positive education to build skills for a strong mind and healthy body.

### **GROWTH**

We believe all students can learn and grow. We approach the world with a growth mindset in order to become adaptive and autonomous learners. Through active participation and developing skills of self-regulation growth can be achieved. We strive to be our best.



### Purpose

Box Hill High School 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 helps to engage students and support them in their learning. We acknowledge that student wellbeing and student learning outcomes are closely linked.

We are committed to ensuring that all students can flourish in a safe, supportive and inclusive school environment consistent with our school's values.

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. Box Hill High School's policies and procedures for responding to inappropriate student behaviour

### Scope

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

### Engagement Strategies

The school has a range of strategies in place to promote engagement, positive behaviour and respectful relationships for all students. 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.

### Whole School Strategies

- High and consistent expectations of all staff, students and parents and carers.
- Promote positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing.
- Create a culture that is inclusive, engaging and supportive.
- Welcome all parents/carers and being responsive to them as partners in learning.
- Analyse and respond to a range of school data such as student attendance data, Attitudes to School Survey, parent survey data, NAPLAN data, student management data and school level assessment data (including PAT testing data).
- Deliver a broad curriculum including electives, the GAPP (Select Entry Accelerated Program) program, VET programs and VCE to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations.
- Use of evidenced-based, high impact teaching practices that are incorporated into all lessons.
- 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.
- 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.



## Box Hill High School

- Monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level.
- Opportunities for students to contribute to and provide feedback on decisions about school operations through the Student Representative Council (SRC), School Captains and other forums including class captain meetings, student surveys and student focus groups.
- Established engagement teams to support students with questions or concerns.
- Opportunities for cross—age connections amongst students through school plays, athletics, music and peer support programs.
- Students may self-refer to the Student Wellbeing Coordinator, Year Level Coordinators, Engagement Leaders, Assistant Principals 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.
- Engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - The Resilience Project
  - Safe Schools
  - Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities).
  - Peer support programs

### Targeted Strategies

These are strategies that meet the needs of specific student cohorts and include both prevention and intervention strategies to improve student engagement and learning. Each year group has a Year Level Coordinator and Engagement Leader who monitor and support the students in those cohorts.

### Year 6-7 Transition

- Early Positive Transition Support Program (small-group, primary school referral)
- Transition Evening Program
- Peer Support Program
- Year 7 students visit selected feeder Primary Schools to talk to Year 6 classes about life and learning in a high school setting.
- Year 6 students sit a general ability test (AGATS) to inform equitable home group allocation as well as teacher planning.
- Feedback from Primary Schools
- Student Support group meetings (SSG)
- Designated rooms for core subjects in Year 7.
- Designated Year Level Coordinator to monitor the health, wellbeing and learning progress of students in their year, and act as a point of contact for students who may need additional support.
- Year 7 students are supported by Year 10 Peer Support Leaders.



### All other Cohorts from Year 7-12

- Students from Year 9 -12 develop a Career Action Plan, with targeted goals and support to plan for their future.
- Aboriginal and Torres Strait Islander 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.
- Aboriginal and Torres Strait Islander students are connected with a Koori Engagement Support Officer (KESO).
- 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 curriculum, teacher professional learning, access to wellbeing supports.
- We support learning and wellbeing outcomes of students from refugee background through identifying those students who require support, and ensuring they are attending and demonstrating learning growth. They are connected to wellbeing supports if experiencing challenges in learning, wellbeing, engagement or financial hardship.
- 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](#) .
- 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
- Programs targeting students are risk of disengagement from school (eg. Mentoring program).
- Support for Year 10 students to plan their work experience, supported by their Career Action Plan.
- Learning Intervention Programs (Language for Learning classes; Quicksmart Programs).
- 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.
- Programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs such as Martial Arts Therapy).

### Individual Support Strategies

- Building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances.
- Making reasonable adjustments in the classroom to support specific needs.
- Student Support Groups (parents/carers; student; Engagement leaders; allied health professionals when appropriate)
- Classroom support staff (PSD Funded students)
- Learning Intervention support (Quicksmart Literacy & numeracy)
- Individual Education Plans (IEPs)
- Behaviour Support Plans (BSPs)



## Box Hill High School

- Student Safety Plans
- School Attendance Plans
- Program for Students with Disabilities (DET)
- Classroom Educational Support
- Referral to Student Wellbeing Coordinator
- Referral to the school psychologists
- Referral to DET Student Support Services
- Referral to Child First, Headspace, CYMHS
- Referral to Re-Engagement Programs

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.



## Identifying Students in Need of Support

We are committed to supporting our students in all aspects of their schooling: intellectually, emotionally and socially. The Student Engagement and Student Wellbeing teams play a significant role in developing and implementing strategies help identify students in need of support and enhance student engagement, learning and wellbeing. We 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 and learning growth.
- 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.

## Engaging with Families

We aim to be partners in learning with parents and carers in our school community. We value the input of parents and carers and will strive to support families to engage in their child's learning.

We 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.
- Providing opportunities to meet teaching staff through Parent Teacher interviews.
- Maintaining an open, respectful line of communication between parents and staff, supported by our BHHS Communication Policy.
- Coordinating resources and services from the community for families.
- Including families in Student Support Groups, and co-developing individual learning and behaviour plans for students.
- Providing opportunities for parents to engage in school governance through the School Council.
- Ensuring there are ways for parents to raise concerns with relevant school staff (refer to the BHHS Communication Policy).

Parents and Carers create successful partnerships with Box Hill High School by:

- Ensuring their child attends school every day.
- Providing explanation of all student absences.
- Reinforcing the need for students to obey the school rules and supporting the disciplinary measures if these rules are broken.
- Providing encouragement, support and facilities for developing regular homework and study habits.
- Ensuring that children who are not well are not sent to school.
- Engaging in constructive and positive communications with staff regarding their child's learning.



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.
- Organising and facilitating regular Student Support Group (SSG) meetings for all students:
  - with a disability
  - in Out of Home Care
  - Aboriginal students
  - with other complex needs that require ongoing support and monitoring

## 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. Box Hill High 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 and play in an environment free from bullying, harassment, violence, discrimination or intimidation
- Express their ideas, feelings and concerns.
- Participate in decision-making in appropriate forums
- Be treated with courtesy and respect

Students have the responsibility to:

- Participate fully in their educational program and take advantage of the opportunities provided by the school
- 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.
- Be punctual to class and all school activities
- Care for and maintain a hygienic school environment

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.

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 our Bullying Prevention Policy.



## School Action and Consequences Overview

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Box Hill High School's Bullying policy.

When a student acts in breach of the behaviour standards of our school 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 school staff. We expect parents to support school decisions which are made based on consistent and fair practice. We believe that students have capacity to learn from the consequences of their behaviour and set personal goals for self-improvement.

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.

When a breach of expected behaviour occurs a graded sequence of sanctions apply. As far as it is practical and when deemed necessary, parents/carers will be contacted.

### Level 1 – Minor Behaviour

This level will involve the classroom teacher, and/or the Year Level Coordinator and student and could involve one or more of the following:

- Discussion between teacher and student
- Discussion with the Year Level Coordinator
- Moving student within the class
- Withdrawal of classroom privileges
- Class teacher gives detention: maximum 10 minutes at recess, maximum 25 minutes at lunchtime, maximum 45 minutes after school (parents notified with 24 hours' notice required)

### Level 2 – More Serious or Subsequent Incidents

This will involve the Year Level Coordinator and/or the Engagement Leader and could involve one or more of the following:

- Counselling, reinforcement of expected behaviours and standards
- School community service duties
- Detention
- Exclusion from class
- Removal of privileges
- Parent/carer contact and/or student support group meeting
- Conference with classroom teacher
- Close monitoring and reporting of a student's behaviour in each of their classes each day
- Temporary or permanent placement in another class

### Level 3 – Serious Incidents / Consistent Poor Behaviour

This will involve the Engagement Leader, Assistant Principal and/or School Principal and could involve one or more of the following actions:



- Parents/carers contact and student support group meeting with relevant others involved
- Suspension (procedure and grounds for suspension are outlined in the DET guidelines)
- Expulsion (procedure and grounds for expulsion are outlined in the DET guidelines)

### Suspension

Being suspended means a student is removed from school for a period of time. Suspensions are a discipline measure when all other options have not worked. Suspension may be considered if a student:

1. Behaves in such a way as to pose a danger to the health, safety or wellbeing of any person, whether actual, perceived or threatened
2. Causes significant damage or destruction of property
3. Commits theft of property, attempts to commit theft of property, or is knowingly involved in theft of property
4. Possesses illicit substances or weapons, uses illicit substances or weapons, or assists another person to use illicit substances or weapons
5. Fails to comply with any clear and reasonable instruction of a staff member, so as to pose a danger to the health, safety or wellbeing of any person, whether actual, perceived or threatened.
6. Consistently engages in behaviour that vilifies, defames, degrades, or humiliates another person based on:
  - age
  - breastfeeding
  - gender identity
  - impairment
  - industrial activity
  - lawful sexual activity
  - marital status
  - parent or carer status
  - physical features
  - political belief or activity
  - pregnancy
  - race
  - religious belief or activity
  - sex
  - sexual orientation
  - personal association (whether as a relative or otherwise) with a person who is identified by any of the above attributes
7. Consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

A student can be suspended if they do any of these things while:

- attending school
- travelling to or from school, or
- at a school activity away from the school, including travelling to or from the activity.



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](#)
- <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 Box Hill High School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

## COMMUNICATION

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

- Available publicly on our school's website
- Included in staff and sub school team induction processes
- Included in transition and enrolment packs
- Student code of conduct in student diaries so that it is easily accessible to parents, carers and students
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

## Evaluation

Box Hill High School will collect data each year from a range of sources to understand the frequency and types of 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.

Box Hill High School 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.



## 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 policies listed below can be found by logging on to Compass and following the path:

Community / School Documentation / Policies

<https://boxhillhs-vic.compass.education/Communicate/SchoolDocumentation.aspx>

BHHS Student Wellbeing Policy

BHHS Child Safe Policies

BHHS Bullying Prevention Policy

BHHS Communication Policy

BHHS Statement of Values and School Philosophy

BHHS Inclusion and Diversity Policy

## Review Cycle

This policy was last updated in April 2023 and is scheduled for review in April 2025.