



BRIGHTON
SECONDARY COLLEGE

**STUDENT
WELLBEING
AND
ENGAGEMENT
POLICY
2021-2024**

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PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- our school's policies and procedures for responding to inappropriate student behaviour.

Brighton 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 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

POLICY

1. SCHOOL PROFILE

Brighton Secondary College is a Year 7 to 12 co-educational setting, established in 1955, and located in Brighton East approximately 15 kilometres south-east of Melbourne.

The College has a dedicated Science, Arts and Technology Wing (the Da Vinci Centre), Performing Arts Centre, Library, Careers Resource Centre, VCE study facilities, dedicated music and drama rooms, electronic whiteboards fitted throughout and an amphitheatre for musical performances. The sporting facilities include a double basketball court sized gymnasium, a synthetic turf hockey/tennis facility and indoor and outdoor circuit training equipment. We have a Year 7 and 8 junior school building along with a separate centre for year 9.

The school has maintained a stable enrolment of around 1200 students for the past 10 years attracting a large number of students from countries including China, Vietnam, Japan, Korea, Cambodia, Germany and Italy. Brighton Secondary Colleges welcomes students from many different cultures and backgrounds and recognises and values the contribution international students make to the life of the school. Of the total student population, approximately 120 are full-fee paying international students mostly in the Senior School program.

The staffing profile of Brighton Secondary College in 2021, 142 effective full time employees, includes 126 teaching staff and 16 Education Support staff with a leadership structure consisting of a Principal, three Assistant Principals and seven Leading Teachers.

Brighton Secondary College delivers the Victorian Curriculum, VCE, VET and IBDP curricula. It offers a range of other enhanced curriculum offerings including Select Entry Accelerated Learning (SEAL).

In recent years the school has focused on building a collaborative learning community through

developing teacher capacity. The school implemented a whole school literacy program and more recently a numeracy program, both of which contribute to the development of a culture of collaboration and collective responsibility. The continued focus on all developing effective and consistent teaching practices will contribute to the improvement in improved student outcomes.

Schools that build a culture where teachers and students work together, and where student voice is heard and respected contribute to students building their confidence and self-efficacy. Students feel more positive and connected to their school, see themselves as learners, better understand their learning growth and feel confident in expressing this to teachers.

Students learn best when they are engaged in work that is stimulating and when they receive regular feedback on their progress. When teachers listen to student voices, they build relations that are respectful and supportive. They also gain valuable insights into how to support student engagement.

Our school is culturally diverse with 34% of families having a language background other than English (LOTE). We are proud of our diversity and inclusive school community.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically, socially and emotionally.

2. SCHOOL VISION, MISSION AND VALUES

Brighton Secondary 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 school values.

Brighton Secondary College is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

SCHOOL STATEMENT OF COMMITMENT TO ANTI-DISCRIMINATION

Brighton Secondary College is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making. Brighton Secondary College has zero tolerance for discrimination, harassment or vilification of a person based on any protected attribute. These attributes include (but are not limited to):

- age
- disability
- gender identity (which includes gender expression)
- intersex status
- physical features
- race (including colour, nationality, ethnicity and ethnic origin)
- religious belief or activity
- sex
- sexual orientation
- personal association with anyone who is identified by reference to any of the above protected attributes

Brighton Secondary College is committed to providing an environment where children and young people are safe and feel safe.

Every person involved in Brighton Secondary College has a responsibility to understand the important and

specific role they play individually and collectively to ensure the wellbeing and safety of all children and young people. Every person has a role in calling out and reporting discrimination.

We particularly commit to calling out religious or racial discrimination and abuse whenever we find it.

VISION

Brighton Secondary College is a safe place where all have the opportunity to achieve personal excellence through collaboration based on respect, empathy, and integrity.

MISSION

Our mission at Brighton Secondary College is to develop future-ready global citizens.

We strive to prepare young people to thrive and contribute in the world beyond school. We do this by creating responsible, empathetic citizens who are adaptable, life-long learners and critical thinkers.

VALUES

RESPECT

We treat others as they would like to be treated, we take pride and respect in ourselves and our environment, and we accept and celebrate difference and diversity.

Our students respect themselves and treat others as they want to be treated. They take pride in their environment and celebrate and accept difference and diversity.

EMPATHY

We are sensitive to the needs of others, we try to understand the needs of all in our school community, and we listen in order to understand.

Our students endeavour to understand the needs of all members of the school community and are sensitive to the needs of others. They listen without judgement, and evaluate without prejudice.

CURIOSITY

We strive for understanding, we encourage learning through exploration, and we question and seek solutions.

Our students explore learning outside of boundaries and embrace the voyage of learning. They pose questions and seek solutions for problems as they develop their own interests and passions as 21st century learners.

INTEGRITY

We take ownership for our actions and embrace constructive feedback, we follow through on our intentions, and we are honest and transparent.

Our students are given clear expectations and follow through on their intentions. They take ownership for their actions and ensure that their own actions and values align as promoters and role-models of the school's behaviour and values.

TEAMWORK

We share knowledge and harness our collective strengths; we collaborate with others to work towards common goals, and we believe everyone has a responsibility to contribute.

Our students share their knowledge and collaborate with a range of people to work towards a common goal. They harness their individual strengths while being open to others' ideas and learn from each other.

EXCELLENCE

We strive for personal best in all pursuits, we take pride in what we do, and we make the most of all opportunities we are given.

Our students make the most of their opportunities and promote a culture of excellence in all facets of life, be it personal, academic, social or emotional. They are prepared to provide and accept constructive criticism as they strive for their best.

3. ENGAGEMENT STRATEGIES

Brighton Secondary 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.

WHOLE SCHOOL

The school aims to improve student engagement and wellbeing by focusing on a number of key areas:

- high and consistent expectations of all staff, students and parents and carers
- continued development of a whole school culture where students are respectful, fair and tolerant. The notions of courtesy, consideration and co-operation underpin all relationships between all members of the school community.
- on-going development, implementation and review of a stimulating, challenging, sequential and rigorous learning environment where students are provided appropriate choice and the opportunity to succeed.
- 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 VCE, VET programs and IBDP to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Brighton Secondary 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 Brighton Secondary 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
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level

- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Student Managers, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- continued development of the Personal Excellence Program (PEP) and House system to build student affiliation and school connectedness.
- expanded use of COMPASS to continue to improve the communication between all members of the school community.
- welcoming all parents/carers and being responsive to them as partners in learning
- development of the physical resources and environment of the school to promote a stimulating, safe and environmentally sensitive learning environment.
- provision of student services via the Student Wellbeing Team, Careers Team and Student Management Teams
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships as encompassed in PEP
 - Safe Schools
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. SSA safe space alliance, sports teams, clubs, recess and lunchtime activities)
- peers support programs

TARGETED

- each year level has a Student Manager, 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 will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- students in Year 10 are assisted to plan their career experience, supported by their Career Action Plan
- health and wellbeing 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

INDIVIDUAL

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

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances

- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, other allied health professionals, Headspace, child and adolescent mental health services or ChildFirst
 - Re-engagement programs such as Navigator

Where necessary the school will support the student’s family to engage by:

- being responsive and sensitive to changes in the student’s circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
- Student Support Groups, see: <http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>

THE SCHOOL CURRICULUM

The curriculum at Brighton Secondary College aims to engage all students and to challenge them to achieve their full academic capacity. At Year 7 – 8, students initially study a very broad range of subjects before having the opportunity to choose their own personal pathway through an extensive program at Year 9 – 10. Students further refine their choices in Year 11 – 12 with the options for VCE, VET and IB Diploma Programme available to suit their specific interests and future pathways. Brighton Secondary College also has a whole school Personal Excellence Program (PEP).

YEAR 7

This is a learning community in which students will primarily build understanding together. To aid transition from primary school, there is an emphasis on community for the group. This is expressed by some element of seclusion from both the main body of the school, and the exclusive use of some spaces. Students will have access to learning spaces to share thinking and ideas (visual, oral) to present thinking and ideas and for students to construct/manipulate physical objects as part of a learning process or as a demonstration of understanding.

YEAR 8

In this learning community, the program is structured around identifying problems, seeking solutions and solving them. A focus is placed on growing student autonomy and self-direction and that they begin to apply knowledge, skills, attributes and attitudes in new and non-routine situations. This community will be more physically connected to the rest of the school as these students begin to develop a strong and confident sense of their place within the school.

YEAR 9

Year 9 is considered a transitional year from junior to senior school. Students begin to develop the study skills required in the final years of their schooling. They take more responsibility for their learning as they continue to further their capacity for self-directed study. This is the first time students have the opportunity to make elective choices and to explore subject interest areas outside the core subjects.

Students may be accelerated in Year 9 with Principal invitations offered to selected students to commence their VCE in Year 10. This is open to any Year 9 students who have excelled in a given subject as outlined in the college's "Acceleration Policy".

YEAR 10

Students continue to learn new skills, knowledge and attributes, but they also begin to learn the specific formal ways in which they need to demonstrate these in the senior school context. An emphasis is placed on encouraging students to be independent, self-managed, and also collaborative learners. Specific skills that assist students in becoming highly skilled at responding to formal assessment formats, particularly exams, are a focus of learning. Other skills and attributes that relate to management of the physical and mental self are also considered. Specific learning environments that are simultaneously supportive of, and conducive to, high level academic performance, whilst at the same time being protective of student welfare are a hallmark of this learning community.

SENIOR SCHOOL

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

YEAR 11 & YEAR 12

At Year 11, students normally undertake 6 VCE subjects per semester. At Year 12, students normally undertake 5 subjects per semester. We also offer VET programs within the school. Furthermore, all VCE students are provided with the opportunity for individual pathways interviews each year. Year 12 students also undertake extensive post-secondary counselling prior to their tertiary applications.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME (IBDP)

The International Baccalaureate Diploma Programme aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural understanding and respect. The programme provides an outward looking global perspective both within and beyond the school community to enrich student learning.

The IBDP is a two-year international education programme offering a holistic approach to teaching and learning with a keen focus on developing inter-cultural awareness. Students learn to explore and understand the world around them through inquiry, critical thinking and open-mindedness.

The International Baccalaureate Diploma Programme at Brighton Secondary College will provide students with:

- an internationally recognised university qualification.
- the opportunity to do undertake in-depth research and develop depth of knowledge through the Extended Essay and Theory of Knowledge core studies.
- breadth of learning.
- a student-centred approach, catering for individual student learning differences.
- a wide range of pre-tertiary skill development.
- development of the attitude of altruism through Creativity, Action & Service.

Key features of the International Baccalaureate Diploma Programme

- a more mobile and academically diverse student population.
- world-wide standardised assessment.
- an incorporated global perspective.

THE PROCESS OF LEARNING

STUDENT BEHAVIOURS

**RESILIENCE
“LEARNING TOUGHNESS”**

- Remain focused in class
- Show self-belief
- Expect that you will make mistakes and get things ‘wrong’ as you learn – see these as opportunities to learn
- Persist with tasks

**RESOURCEFULNESS
“STRATEGIES FOR GROWTH”**

- Think of new approaches
- Increase independence as you take more responsibility and control of your learning
- Show initiative in your learning

**REFLECTIVENESS
“ABILITY TO THINK THROUGH”**

- Plan your school and study time
- Revise your notes
- Develop study skills
- Seek and learn from feedback

**RELATIONSHIPS
“BEING CONNECTED”**

- Cooperate with a range of peers
- Listen and share ideas with others
- Maintain respect in all interactions
- Celebrate diversity and be inclusive of others

**SCHOOL & TEACHER
ROLE**

- Encourage and support all learners
- Engage wellbeing team in a timely manner
- Challenge students to develop their learning

- Use Compass to communicate with parents
- Make lesson goals and success criteria clear to students
- Provide and engage in rich learning opportunities

- Present logical, planned lessons
- Create conducive environments for stimulated learning
- Teach strategies for revision and studying

- Allow students to develop their positive working relationships with their teachers and peers
- Model respectful relationships
- Value all students as learners

**PARENT
RESPONSIBILITIES**

- Set aside a quiet space for your child to study
- Encourage your child’s learning
- Acknowledge your child’s mistakes and see them as an opportunity to learn
- Celebrate your child’s achievements
- Question and clarify knowledge

- Attend relevant College information nights
- Use Compass
- Read Highlights
- Ensure your child has all items listed on the booklist

- Help your child design a study plan
- Ask your child about what they are learning
- Attend TAPAS
- Discuss semester and process reports with your child
- Respond to parent feedback forms

- Support College policy
- Engage in school community and events
- Discuss post-schooling options with your child
- Model and discuss acceptable online social media use

PROCESS REPORT RUBIC - 7 LEARNING ATTRIBUTES

	Communication	Resourcefulness	Self-Reflection	Ethic of Excellence	Self-Management	Feedback	Collaboration
4	<ul style="list-style-type: none"> Exchanges thoughts, messages and information effectively through a variety of interactions Always ready, willing and able to share what has been learned 	<ul style="list-style-type: none"> Independently identifies and utilizes the most appropriate and effective resources needed to solve problems and complete tasks Embraces challenges Questions others with purpose and clarity Generates solutions 	<ul style="list-style-type: none"> Independently reflects on learning, work and new information to adapt and improve Independently sets goals and regularly reflects on their progress with them Independently identifies and corrects mistakes 	<ul style="list-style-type: none"> Always take great pride in work produced, personal presentation, and constantly strives to improve themselves and their learning Finished products, or demonstrations of skill or knowledge, are the result of a carefully considered and executed drafting process Deliberately and voluntarily chooses tasks that are cognitively and/or physically demanding 	<ul style="list-style-type: none"> Independently stays focused on tasks, always avoiding distractions and self-correcting behaviour as needed Manages time effectively and always meets deadlines Maintains a growth mindset and a positive and respectful attitude at all times 	<ul style="list-style-type: none"> Independently seeks and incorporates feedback from a variety of sources to improve learning and work output Always responds positively to praise, setbacks and constructive criticism 	<ul style="list-style-type: none"> Always listens to, shares with, and supports the efforts of others Always develops ideas and creates products by promoting and supporting the involvement of all group members Uses a variety of strategies to resolve any conflict within the group
3	<ul style="list-style-type: none"> Exchanges thoughts, messages and information effectively through interactions Often ready, willing and able to share what has been learned 	<ul style="list-style-type: none"> Frequently identifies and utilizes the most appropriate and effective resources needed to complete tasks Embraces challenges with partial scaffolding Often questions others with purpose Often generates solutions 	<ul style="list-style-type: none"> Sometimes independently reflects on learning, work and new information to adapt and improve Independently sets goals and sometimes reflects on their progress with them Sometimes independently identifies and corrects mistakes 	<ul style="list-style-type: none"> Often takes pride in work produced, personal presentation, and predominantly strives to improve themselves and their learning Finished products, or demonstrations of skill or knowledge, are usually the result of a carefully considered and executed drafting process Often deliberately and voluntarily chooses tasks that are cognitively and/or physically demanding 	<ul style="list-style-type: none"> Often independently stays focused on tasks, predominately avoiding distractions and self-correcting behaviour as needed Manages time effectively and mostly meets deadlines Maintains a growth mindset and a positive and respectful attitude most of the time 	<ul style="list-style-type: none"> Sometimes independently seeks and incorporates feedback from multiple sources to improve learning and work output Often responds positively to praise, setbacks and constructive criticism 	<ul style="list-style-type: none"> Mostly listens to, shares with, and supports the efforts of others Often develops ideas and creates products by promoting and supporting the involvement of all group members Uses some strategies to resolve any conflict within the group
2	<ul style="list-style-type: none"> Exchanges some thoughts and information, predominantly through scaffolded interactions Sometimes ready and able to share what has been learned, when prompted 	<ul style="list-style-type: none"> Sometimes identifies and uses the most appropriate and effective resources needed to complete a particular task Prefers challenges to be scaffolded Asks questions if prompted Wants solutions and is curious enough to seek them 	<ul style="list-style-type: none"> Reflects on learning, work and new information to improve when prompted Set goals with support and reflects on their progress with them with prompting Sometimes identifies mistakes with support 	<ul style="list-style-type: none"> Sometimes takes pride in work produced and personal presentation but needs prompting to more consistently strive to improve themselves and their learning Finished products, or demonstrations of skill or knowledge, are sometimes the result of a carefully considered and executed drafting process With encouragement, sometimes chooses tasks that are cognitively and/or physically demanding 	<ul style="list-style-type: none"> Stays focused on tasks, avoiding most distractions but requiring support to correct behaviour as needed Sometimes manages time effectively and meets some deadlines Maintains a growth mindset and a positive and respectful attitude some of the time 	<ul style="list-style-type: none"> Sometimes seeks and incorporates feedback to improve learning and work output, but usually from the same source Often responds positively to praise, but only sometimes to setbacks and constructive criticism 	<ul style="list-style-type: none"> Sometimes listens to, shares with, and supports the efforts of others Sometimes develops ideas and creates products by promoting and supporting the involvement of all group members With assistance, is able use strategies to resolve any conflict within the group
1	<ul style="list-style-type: none"> Exchanges some thoughts and information through scaffolded interactions only Rarely ready and able to share what has been learned, and only when prompted 	<ul style="list-style-type: none"> Rarely identifies and uses the most appropriate and effective resources needed to complete a particular task Only attempts challenges with complete scaffolding Rarely asks questions and only if prompted Sometimes wants solutions but is rarely curious enough to seek them 	<ul style="list-style-type: none"> Rarely reflects on learning, work or new information to improve Rarely set goals despite support and tends not to reflect on their progress Rarely identifies mistakes and prefers to move on rather than correcting errors or making improvements 	<ul style="list-style-type: none"> Rarely takes pride in work produced, personal presentation and needs constant prompting to more consistently strive to improve themselves and their learning Finished products, or demonstrations of skill or knowledge are rarely the result of a drafting process Despite regular encouragement, rarely chooses tasks that are cognitively and/or physically demanding 	<ul style="list-style-type: none"> Rarely stays focused on tasks, has difficulty avoiding distractions and often requires support to correct behaviour Rarely manages time effectively and often misses deadlines Needs regular prompting to maintain a growth mindset and rarely demonstrates a positive and respectful attitude 	<ul style="list-style-type: none"> Rarely seeks and incorporates feedback to improve learning and work output, and only from the same source Often waits for the teacher to provide feedback Sometimes responds positively to praise, but rarely to setbacks and constructive criticism 	<ul style="list-style-type: none"> Rarely listens to, shares with, and supports the efforts of others Rarely promotes and supports the involvement of all group members to develop ideas and create products Avoids or sometimes creates conflict within the group and prefers to work independently
NS	<ul style="list-style-type: none"> Insufficient evidence 	<ul style="list-style-type: none"> Insufficient evidence 	<ul style="list-style-type: none"> Insufficient evidence 	<ul style="list-style-type: none"> Insufficient evidence 	<ul style="list-style-type: none"> Insufficient evidence 	<ul style="list-style-type: none"> Insufficient evidence 	<ul style="list-style-type: none"> Insufficient evidence
NA	<ul style="list-style-type: none"> Not assessed 	<ul style="list-style-type: none"> Not assessed 	<ul style="list-style-type: none"> Not assessed 	<ul style="list-style-type: none"> Not assessed 	<ul style="list-style-type: none"> Not assessed 	<ul style="list-style-type: none"> Not assessed 	<ul style="list-style-type: none"> Not assessed

INNOVATIVE PROGRAMS

SELECT ENTRY ACCELERATED LEARNING (SEAL) PROGRAM

The College's Select Entry Accelerated Learning program differs from the mainstream program by providing: a faster paced curriculum with opportunities to work with more abstract, complex and in-depth course material. SEAL learning environments emphasise working co-operatively with students of similar abilities and interests. The SEAL Program also provides the option for early commencement of VCE studies as well as Higher Education studies in their final year.

ENGLISH, LITERATURE & HUMANITIES ENHANCED STUDIES (ELHES) PROGRAM

The English, Literature & Humanities Enhanced Studies select-entry strand of the SEAL program is designed to encourage students with strong literacy skills to pursue excellence in these fields. Students will find themselves absorbed in an environment that fosters and inspires a love of literature and learning, which demands a high proficiency of writing.

This program will appeal to, and cater for, students who have a love of literature and creative and analytical sensibilities. They love to write and have vivid imaginations.

They like reading challenging texts and seem mature beyond their years in the insights they demonstrate.

Providing students meet the requirements of the program, they may have the opportunity to accelerate into a partial VCE program from Year 10 in the areas of Literature, History and Global Politics.

INNOVATION & ENTERPRISE (I & E) PROGRAM

The Innovation and Enterprise select-entry strand of the SEAL program is designed for students who have a curious disposition, enjoy critical thinking, problem solving and decision making. They are excellent communicators, enjoy a collaborative approach and apply a global context to their thinking.

This program would be ideal for any student interested in and engaged by entrepreneurial thinking and behaviours. This program would be ideal for any student interested in and engaged by entrepreneurial thinking and behaviours. This program is ideal for students who are academically strong and have a variety of passions and goals.

Providing students meet the requirements of the program, they may have the opportunity to accelerate into a partial VCE program from Year 10 in the areas of English, Economics, Business Management and General Mathematics.

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM) PROGRAM

The Science, Technology Engineering and Mathematics SEAL strand is designed for students whose passion clearly lies in the Mathematics and Science areas. Engagement in STEM subjects helps students develop problem-solving, critical thinking, and leadership skills. The program of study focuses on the application of the subjects in a challenging and rigorous manner.

These students will have specialised semester subjects which include Coding and Fabrication Laboratory

Providing students meet the requirements of the program, they may have the opportunity to accelerate into a partial VCE program from Year 10 in the areas of Mathematical Methods, Physics and Biology.

PERSONAL EXCELLENCE PROGRAM (PEP)

Brighton Secondary College strives to help all students attain personal excellence. Through the whole school PEP, students will have the opportunity to develop skills to achieve academic performance, build respectful relationships and consider pathways after schooling. The program is delivered across each year level so that content is targeted and relevant.

The goals of the program are:

- to improve student wellbeing.
- to improve student engagement through developing social inclusion
- to develop student pathways so that all students have meaningful plans for post school destinations.
- to improve all students' capacity to achieve by explicitly teaching age-relevant study and organisational habits. Each weekly lesson will focus and develop each of the program's goals.

The three pillars of PEP are:

1. Social and Emotional Learning
2. Careers and Pathways
3. Academic Excellence

The program delivers a shared understanding between students and teachers about the college's educational philosophy regarding the Attitudes to and Processes of learning, so that students are truly reflective, resourceful, resilient and respectful.

TRANSITION PROGRAM FOR FUTURE YEAR 7 STUDENTS

In response to feedback and comments from parents and students in previous years, we have implemented Transition Program for Future Year 7 Students. Students use this program to become more familiar with the grounds and facilities, and have greater opportunities to meet new friends and staff. The program runs over three days – a welcome morning, a half-day and a final full day.

Students will have the opportunity to meet their Transition teacher and some of their teachers, their Student Managers, obtain their timetable, have lockers allocated, meet with Peer Support Leaders from Year 10 and complete a General Abilities Overview, consisting of Maths and English tests which assist us to best support each student's needs.

CO-CURRICULAR PROGRAMS

CAREERS AND PATHWAYS PROGRAM

The Career Services and Pathways Program are designed to support students with the transition from secondary school education to post-secondary studies and/or work. The program and individual counselling services have been implemented to assist students with making well-informed decisions about their Senior School studies, career aspirations, post-secondary courses and career pathways and employment prospects. Activities are also run for our Parent community to assist them in supporting their child.

SPORT

All students have the opportunity to participate in a number of sports including swimming, athletics, hockey, softball, basketball, netball, football, cricket, cross country, tennis and more. Brighton Secondary College sporting teams compete in a number of inter-school competitions throughout the year, with many teams successfully reaching district and state finals.

HOUSE SYSTEM

Brighton Secondary College positively supports teamwork and connectedness through the four house system that students are placed in upon enrolment, with family members placed in the same house. These houses compete in events such as Cross Country, Swimming, Athletics and Chorals.

MUSIC

Instrumental music lessons are conducted once per week with highly qualified music teachers. Lessons are timetabled on a rotating roster so students do not miss the same scheduled classroom subject each week. Students select from a range of instruments including Saxophone, Flute, Clarinet, Trumpet, Trombone, Cello, Violin, Viola, Double Bass and Bass Guitar. In addition to private lessons, we also have a range of school bands for students to take part in. Bands rehearse once a week at lunch time or after school.

DEBATING

Debating competitions are held as part of inter-house challenges, and our students have the opportunity to take part in external competitions held by the Debaters Association of Victoria.

CAMPS

Students have the opportunity to participate in school camps, including the Central Australian Camp at year 11.

Compulsory camps at other year levels serve to challenge students and encourage them to demonstrate resilience, teamwork and personal excellence; as well as forging meaningful relationships.

EXTRA-CURRICULAR

Extra-curricular opportunities are offered by the college for students who aspire to participate in additional aspects of school life which include leadership and global opportunities.

STUDENT LEADERSHIP

Brighton Secondary College's student leadership program is about developing future leaders in the college and wider community and ensuring that our students have a voice in all aspects of their school experience.

They actively demonstrate, promote and encourage involvement in creating a positive whole school community. They are responsible for initiating, participating in and encouraging participation in school and community events, demonstrating pride in self, school and community. Leadership opportunities are offered both formally and informally across all year levels; where student involvement is encouraged, potential is nurtured, and connectedness to the college and wider community strengthened.

Student leaders work collaboratively to develop a school culture that promotes respect, tolerance, aspiration and achievement.

The program encourages participation in a range of leadership conferences and workshops which not only develop emerging leaders, but challenge students to be aspirational, test thinking and encourage empathy.

We aim to develop future citizens who are capable of demonstrating a global mindset, inclusivity and the ability to build connections through understanding.

The Student Representative Council (SRC) is the representative body for Brighton Secondary College students. Each year level has nominated delegates that work together to organise school events, work toward solutions and help develop team leadership. The SRC also represent the student voice on the College Council.

SCIENCE IN EUROPE

This 12-day tour begins in London and incorporates a blend of science and history. From here students travel to other English cities and then onto Paris. The trip is designed to inspire science students and encourage them to discover and explore a variety of scientific concepts and ideas. They will have the opportunity to experience the impact of science across the ages and observe first-hand the potential for future scientific influence. Students will learn how different science fields intertwine, experience hands-on activities in workshops and understand international cooperation in science. This trip is run on alternate years to the Tokoname tour.

TOKONAME HIGH SCHOOL - JAPAN

Brighton Secondary College has a long-standing sister-school relationship with Tokoname High School in Aichi Prefecture, Japan. Our schools alternate visits every year, and groups of internationally-minded language students enjoy an enriching and exciting travel and homestay experience. Students from Brighton Secondary College visit a range of culturally significant sites in Tokyo, Kyoto, Nara, Hiroshima and Nagoya before spending a week living with a Japanese family in Tokoname. The experience is life-changing and greatly improves the students' knowledge of Japanese language, culture and customs.

WORLD CHALLENGE

Students in Years 10 & 11 challenge themselves in a developing country. The four-week expedition is student led as they organize their own itinerary, transport, accommodation and recreational activities in countries such as Laos, Nepal, Vietnam and India. The students benefit by working in a team as they develop resilience, independence, responsibility, and a globalised understanding of tolerance, respect and empathy.

ANTARCTICA FLIGHT

Students can take part in a once-in-a-lifetime, 12-hour sightseeing flight over the Continent of Antarctica on a Qantas 747 which combines the unique opportunity to view Antarctica and be educated by the Antarctica experts and researchers on board.

HOSTING THAI STUDENTS

Brighton Secondary College students have the opportunity to buddy up with and host Thai students during the school day for a 2 week period in term 2. The sharing of cultural and educational experiences strengthens students' intercultural understanding and global awareness.

STUDENT SUPPORT SERVICES & PROGRAMS

STUDENT MANAGEMENT TEAM

Each year level has two Student Managers to oversee and support students academically, socially and emotionally. They are responsible for monitoring student attendance in collaboration with the students, their family and individual subject teachers as required. They may make referrals to the Student Wellbeing Team, the Careers Team or other external support services.

THE STUDENT WELLBEING TEAM

The school is committed to providing the critical support necessary to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing Team meets regularly and interacts actively with the staff, student and parent cohorts to support all members of the school community. (See wellbeing policy for specific roles)

The Student Wellbeing Team plays a significant role in developing and implementing strategies, policies and programs to enhance student wellbeing at Brighton Secondary College. The Team also plays an important part in identifying issues of importance in the school community and is responsible for working with relevant staff teams to develop a school culture where all individual students are valued, accepted and able to develop their potential for learning.

The Student Wellbeing Team is invariably the first point of referral for students in crisis, providing counselling and guidance to students who have been referred. Student may then be referred to external agencies.

The Leading Teacher, Student Support Programs has the primary responsibility for interpretation of professional, para-professional and other services in order to develop specific school responses for students with additional specific and defined needs. The specific advice for teachers included in these learning programs may address adjustments of curriculum, assessment, reporting and pedagogical factors.

START PROGRAM - YEAR 7

School Transition and Resilience Training (the START Program) has been designed to assist schools in planning and implementing crucial primary prevention strategies to build belonging and promote wellbeing in all students as they reach a stage of potential vulnerability. The learning themes of this day are self-worth, self-control and self-care.

PEER SUPPORT PROGRAM

A selection of Year 10 students are trained each year to be Peer Support Leaders. Their role is to support Year 7 students and meet regularly to provide feedback on issues of wellbeing. Selected Year 9 students are trained to act as peer tutors for Year 7 and 8 students.

4. IDENTIFYING STUDENTS IN NEED OF SUPPORT

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

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.

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.

Students and parents are strongly encouraged to immediately report all instances of this behavior to Year Level Managers, the Wellbeing Team, or the Principal. If parents or students feel uncomfortable reporting to these people, they may go to the designated contact officer for these reports, Mr Pat Gargano.

If students or parents are uncomfortable reporting these matters at school, they may report them to the Department of Education and Training contact desk at:

<https://www.education.vic.gov.au/parents/going-to-school/Pages/discrimination-schools.aspx#:~:text=Report%20the%20incident%20on%20the%20Report%20racism%20hotline&text=In%20an%20emergency%2C%20contact.vic.gov.au>

RIGHTS AND RESPONSIBILITIES

While all members of our school community have the right to a safe, secure and positive learning environment, they equally have a responsibility to contribute actively to such an environment.

STUDENTS

Students have the right to:

- work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment or religious vilification, they are able to fully develop their talents, interests and ambition; (refer to School Statement of Commitment to Anti-Discrimination)
- participate fully in the school's educational program.

Students have the responsibility to:

- understand and practice the College Values;
- demonstrate respect for the rights of others, including the right to learn;
- contribute to an engaging educational experience for themselves and other students;
- progress through their schooling in a manner where they are encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals;
- wear the correct College uniform with pride and in a way that positively reflects on the College;
- to adhere to the Student Code of Conduct and all other College policies.

PARENTS/CARERS

Parents/Carers have the right to:

- expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.

Parents/Carers have the responsibility to:

- be aware of, understand and support the College Values;
- promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours;
- ensure their child's regular attendance including all scheduled events;
- engage in regular and constructive communication with school staff regarding their child's learning;
- support the school in maintaining a safe and respectful learning environment for all students;
- assist their child to accept responsibility for their behaviour and actions, and support the agreed consequences for their actions;
- support College policies.

TEACHERS/STAFF

Teachers/Staff have the right to:

- expect that they will be able to teach/work in a safe, orderly and co-operative environment;
- be informed, with Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student as well as any additional administrative requirements;
- be secure and receive respect and support from the school community.

Teachers/Staff have the responsibility to:

- understand, adhere to and implement the College Values;
- fairly, reasonably and consistently, implement the College's Student Engagement and Wellbeing Policy;
- know how students learn and how to teach them effectively;
- know the content they teach;
- know their students;
- plan and assess for effective learning;
- create and maintain safe and challenging learning environments;
- work collegially to present a consistent set of expectations with the aim of achieving the highest possible standards of performance for their students.

6. STUDENT BEHAVIOURAL EXPECTATIONS

Behavioural expectations of students, staff and families are grounded in our school's Vision, Mission and Values. Student bullying behaviour will be responded to consistently with Brighton Secondary College's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Brighton Secondary College 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.

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 reviews
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at: <http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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

STUDENT CODE OF CONDUCT

BACKGROUND

The Student Code of Conduct has been developed to reflect the college's vision that "Brighton Secondary College is a place of opportunity where everybody collaborates with respect, compassion and integrity to achieve personal excellence".

This code should be read in conjunction with Department of Education and Training student code guidelines, the College rules, classroom rules and the College's related policies including but not limited to: Bullying Prevention Policy, the Computer Use Policy, the Uniform Policy, the Attendance Policy the Student Wellbeing and Engagement Policy, Home Tasks and Study Policy, Authentication Policy and Personal Mobile Devices Policy.

RATIONALE:

The Code of Conduct aims to promote a harmonious environment where students, staff and parents cooperate to ensure the College's educational goals and student's academic and personal progress can be successfully met.

RIGHTS

STUDENTS

It is recognised that:

- students have a right to an education without interference or disruption from other students.
- all staff have a right to fulfil their duties and responsibilities without any undue stress or disruption.
- student members of the school community have the right to be treated with courtesy and understanding.
- students have the right to a safe, secure and clean learning environment; one that maintains positive relationships between all in the school community.
- students have the right to feel their property will be safe at all times.
- students have the right to work in a safe environment, where they are able to fully develop their abilities, interests and ambitions.
- every individual should be treated with consideration and respect.

PARENTS/CARERS

- parents have the right to expect that their children will be educated in a safe environment in which there is care, courtesy and respect for the rights of others.
- parents have an obligation to assist the College in its efforts to maintain a positive teaching and learning environment by supporting the College in its implementation of this Student Code of Conduct and the Uniform Policy.
- on enrolment, students and parents/caters will enter into a written agreement in which they recognise their obligation to uphold and support the Student Code of Conduct.

STAFF

- staff have the right to work and teach in a safe, orderly and co-operative environment.
- the Principal and all staff have an obligation to implement this Student Code of Conduct in a manner which is fair, logical and consistent.

- the lockers remain property of the College, and, as such, should be available for inspection at any time.
- in the interest of student safety, staff have the right to search a student's bag in the presence of the owner.

EXPECTATIONS

We recognise that in order to benefit from the opportunities offered by Brighton Secondary College and to make satisfactory progress, it is expected that every student will:

Show a positive attitude to personal excellence

- strive for personal excellence;
- present work neatly;
- strive to understand not just complete set tasks;
- wear the college uniform correctly and with pride.

Demonstrate preparedness for learning

- be punctual to class;
- have all the necessary equipment for the lesson;
- check BSC communication systems (Compass and email) every morning;
- be prepared to work hard to understand, pay attention, discuss, question and think.

Constructively participate in learning

- engage in lessons by working to know more and demonstrate more – every lesson, every day, every week;
- listen and follow teacher/staff instructions;
- complete set work in a timely manner;
- thoughtfully answer and pose relevant questions.

RESPONSIBILITIES

All Brighton Secondary College students are required to adhere to all college rules, expectations and policies:

- treat all staff and students with respect and follow all instructions given by staff without question or conflict; or any member of the school community
- not harass, bully, vilify, threaten, or verbally abuse staff or students; Allow other students to learn and teachers/staff to teach and work in an environment free from disruption;
- treat other students with respect regardless of their race, religion, sexual preference or gender;
- not to bring any illegal, illicit or forbidden items which can include but not limited to
 - alcohol
 - cigarettes
 - e-cigarettes
 - non-personal medication to school or within school grounds;
- provide a note from a parent/doctor on return to school following an absence;
- attend and be punctual to all classes and activities;
- attend any school detention given;
- consult with a member of the welfare team if recommended;

- not use the school system, including emails, to circulate any derogatory or inappropriate content or messages;
- attend each day from the start of the school day to the end of school day, arriving at least 10 minutes before the start of the day to be organised for the first class;
- behave cooperatively and appropriately in class, in corridors, on school grounds and during external events or excursions. This includes damaging or removing school or another student's property, not littering and helping to maintain a clean and tidy school environment;
- wear only the approved Brighton Secondary College uniform when travelling to and from school, in school and during school events;
- understand that when wearing the school uniform students represent Brighton Secondary College and should conduct themselves in line with Student Code of Conduct;
- to accept the consequences of their behaviour.

UNACCEPTABLE BEHAVIOUR

The following is considered unacceptable behaviour breaches at school, whilst in school uniform at school events, activities, extra curriculum activities and camps, will be dealt with under the Student Code of Conduct:

- fighting, bullying (including cyber bullying), intimidation, harassment or religious vilification;
- inappropriate physical contact;
- use of discriminatory or offensive language, in person or through written or digital communication;
- smoking; and/or vaping
- consuming alcohol, unauthorised drugs or illegal substances on-site or in school uniform regardless of age;
- possession of alcohol, drugs, cigarettes including electronic cigarettes, matches and lighters;
- possession of weapons, spray paint, textas, permanent pens;
- vandalism to, or theft of property;
- inappropriate use of the college intranet, email systems, mobile phones or any electronic devices;
- deliberately accessing, displaying, downloading or sending unacceptable or illegal material eg. (racist, sexist, violent, anti-social, obscene or pornographic);
- discriminatory behaviour based on gender, religion, race, socio-economic status, class, age, cultural background or gender;
- inappropriate behaviour to or near members of the public.

ACTIVITIES CONDUCTED OUTSIDE THE COLLEGE

Behaviour on public occasions and in public places such as camps, excursions and college functions should be such that it reflects credit on the college. This includes behaving in a courteous and orderly manner and obeying instructions promptly and without question. All expectations described above also apply to school activities conducted outside the college.

At all times students are to keep within the physical boundaries stated by the Staff Member in Charge or Group Leader. With adventure or special activities, all guidelines are to be strictly observed.

In the event of serious misbehaviour, it will be at the discretion of the Staff in Charge to arrange for the student to be sent home after contact has been made with parent/guardian. Transport costs and associated expenses will be borne by the parent/guardian.

CONSEQUENCES

Brighton Secondary College in no way condones or uses corporal punishment as a consequence under any and all circumstances.

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

When a student acts in breach of the behaviour standards of our school community, Brighton Secondary College 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.

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 reviews
- suspension
- expulsion

The Principal has the right to consider invoking a suspension at any stage of the procedure if the incident is considered serious enough.

Students must accept the consequences of their behaviour. Details of all relevant policies, rules and consequences are published on Compass, on the College website and in Student College Diaries

7. ENGAGING WITH FAMILIES

Brighton Secondary 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.
- reporting to parents and offering opportunities to engage in Teacher, Parent and Student (TAPAS) Conferences

8. DATA EVALUATION

Brighton Secondary 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
- SOCS

FURTHER INFORMATION AND RESOURCES

- [Bullying Prevention Policy](#)
- [Illicit Substances Policy](#)
- [Student Mobile Device Policy](#)
- [Home Tasks and Study Policy](#)
- [Attendance Policy](#)
- [Uniform Policy](#)
- [Inclusion and Diversity Policy](#)
- [School Values and Philosophy Policy](#)

EVALUATION

This policy will be reviewed every 3 years.



BRIGHTON
SECONDARY COLLEGE