



Anglican Grammar
Hume

Student Wellbeing Policy

POLICY OWNER: Principal
APPROVED BY: SLT
REVIEW DATE: August 2025

1. PURPOSE

Hume Anglican Grammar expects those who are a part of the community to consider student wellbeing in all decisions made. We aim to build the school community through a focus on the wellbeing of individuals and the development of the whole person. This is achieved through a combination of balanced and structured activities encompassing social, emotional, mental, spiritual, academic and physical development. Every staff member (teaching and general) has responsibilities with respect to the wellbeing of students in their care. All individual students are valued and supported to:

- Develop their own potential and become independent learners
- Enjoy a sense of belonging and connectedness to other members of the school community
- Enjoy a successful transition from year to year, with consideration given to social, emotional and academic wellbeing
- Develop self-esteem and confidence and make contributions to the school
- Enjoy and value all facets of the activities they participate in at school
- Take pride in achieving high standards
- Take responsibility for themselves and others
- Become involved and interested in service to the community through leadership opportunities

This policy is closely aligned to the School's strategic plan and a number of other policies with a focus on the wellbeing of students generally. All members of the School community are expected to support this policy.

2. SCOPE

This policy and associated procedures, applies to all members of the Hume Anglican Grammar community and is inclusive of all school environments. It is also applicable to approved visitors, pre-service teachers, guest presenters and any other community member within the school.

3. ALIGNMENT TO THE STRATEGIC PLAN

Values: Christian, Resilience, Respect, Integrity and Safety

Goals and pathways:

Student wellbeing: a supportive, caring and inspiring environment where all can thrive.

1. Create a culture which promotes a positive sense of wellbeing and self-worth based upon Christ's example.
2. Maintain a safe and secure environment with an emphasis on pastoral care that nurtures each individual.
3. Equip students with confidence, based upon our values, so they may be valuable, caring and respectful members of the community.
4. Develop programs that teach leadership to encourage an aspirational mindset and willingness for personal improvement.
5. Ensure the School provides for the developmental needs of each student, enhanced through the Primary and Secondary school structure.

Teaching and learning: engaged and motivated students striving to learn and grow.

1. Provide opportunities to unlock individual strengths and virtues by providing a lively learning environment where young people flourish.

2. Deliver a rigorous education with a balance of process and content that empowers individuals and prepares them for success.
3. Affirm our academic culture to challenge students to pursue their personal best and realise their individual talents.
4. Promote excellence, innovation and continuous improvement.
5. Implement approaches to learning to cater for students from diverse backgrounds and abilities.

Desired Outcomes deliver improvements in performance across all areas, including our academic, wellbeing and co-curricular programs

4. ASSOCIATED DOCUMENTS

- Anti-bullying and Intervention Policy
- Child Safety policy
- Child Safety Code of Conduct
- Equal Opportunity Act 2010
- Information and Communication Technologies policy
- Social Media Policy
- Staff Professional Expectations policy

All Victorian Child Protection legislation and any amendments, including Ministerial Order No. 1359.

5. STUDENT WELLBEING POLICY

5.1 Rationale

All members of the Hume Anglican Grammar community, including students, parents, teachers and non-teaching staff, have the right to benefit from the opportunities that exist from being members of our community. They should behave within and outside of the School in such a manner that the image of the School is not negatively affected or brought into disrepute.

Hume Anglican Grammar is committed to creating an inclusive learning environment that supports and develops the wellbeing of all students. Student Wellbeing is fundamental to successful learning. Students who are predominantly happy, confident, resilient and able to establish functional and meaningful relationships with themselves and others are better placed to achieve positive learning outcomes. Hume Anglican Grammar seeks to be proactive in developing opportunities for students through a wide range of curriculum and co-curricular activities that fosters a sense of connectedness to a safe school community and that assists in developing social, emotional and resilience skills.

5.2 Guidelines for implementation

This policy is applicable to all students who attend Hume Anglican Grammar. The relationship that student wellbeing has to positive behaviour development procedures are specific to the Primary and Secondary Schools as they are implemented using a school-based approach deemed relevant to that particular school setting.

5.3 Whole-school charter

The Whole-school Charter, designed in consultation with staff, provides an outline to guide teachers when they are looking after the academic and emotional wellbeing of students in their care. Each member of the school community should be mindful that their actions have consequences and that they, as individuals, are responsible for their own behaviour choices. At Hume Anglican Grammar, staff believe in a positive and proactive approach to student behaviour expectations with the intent to facilitate a school climate where personal responsibility and self-

discipline are developed and acknowledged.

Our school explicitly prohibits corporal punishment.

At Hume Anglican Grammar we believe:

STUDENT WELLBEING

Relationships: Teachers aim to nurture children with a holistic understanding of the individual needs of each child within a caring and inclusive Christian environment.

Valued: Teachers appreciate and are empathetic to the personalities and diverse backgrounds of their students.

Inclusive: Teachers are proactive in monitoring student wellbeing and students learning in a place where they belong.

THE TEACHER

Passionate: Teachers display enthusiasm for their students' learning and inspire them to aim for excellence.

Role model: Teachers set an example as responsible and professional members of the Hume Anglican Grammar community.

Organised: Teachers prepare thoroughly for all stages of the learning process.

Caring: Teachers take an interest in all students and strive to develop a positive relationship with them.

THE CLASSROOM

Safe: Students are supported and cared for in a comfortable, clean and welcoming environment.

Interactive: Students and teachers are actively engaged in a resources rich and dynamic learning space.

Stimulating: Students and teachers are actively engaged in creating learning spaces that are motivational and educational.

Engaging: Quality lessons are relevant, well planned, flexible and stimulating.

Challenging: Lessons allow students to set goals to aspire to and enable students to be extended in a supportive environment.

THE LEARNING

Feedback: Teachers provide timely, specific and meaningful feedback that encourages students in their pursuit of learning.

Multi-modal: Lessons employ a range of 21st century learning experiences that allow students to display their knowledge and skills using a range of tools to prepare them for a global society.

Individual differences: Teachers design accessible learning experiences that facilitate success for

each student.

POSITIVE BEHAVIOUR

Consistent: Classroom expectations and consequences are fair, transparent and equitable, whilst taking into consideration students with special needs.

Boundaries: Teachers support each other by behaving and responding similarly and consistently to reinforce the behavioural standards of the school.

Respectful: Relationships within our school community are based on integrity and mutual respect: teacher-student and student-student.

Work/study habits: Teachers establish effective routines that help students become successful and independent learners.

Resilience: Teachers guide students to develop perseverance and determination when facing adversity.

5.4 Rights and responsibilities

All members in the school community including students, families, teachers and non-teaching staff, share responsibility for student wellbeing. The School has a responsibility to ensure students whose wellbeing is compromised are supported and assisted, including consultation with the Psychological Services Team, as appropriate.

5.5 Students with disabilities

The *Disability Standards for Education Act 2005* clarifies the obligations of schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, harassment and victimisation.

Hume Anglican Grammar will make *reasonable adjustments* to accommodate a student with a disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the students' learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

Hume Anglican Grammar takes into account information about:

- the nature of the student's disability
- the student's preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

The School ensures that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to Hume Anglican Grammar. The School also ensures that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The School considers all likely costs and benefits both direct and indirect for Hume Anglican Grammar, the student and any associates of the student, and any other persons in the learning or

wider community including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

5.4 Students from diverse backgrounds, including Aboriginal and Torres Strait Islander

The School is committed to establishing an inclusive and culturally safe school. We consider how every student can have a positive experience in a safe environment, understanding that safety is a vital aspect of student wellbeing.

For Aboriginal and Torres Strait Islander students, we recognise the link between Aboriginal and Torres Strait Islander culture, identity and safety and actively create opportunities for Aboriginal and Torres Strait Islander students and the Aboriginal and Torres Strait Islander community to have a voice and presence in our school planning, policies, and activities.

Cultural safety strategies at the School include, but are not limited to:

- equipping staff, students, volunteers and the School community to acknowledge and appreciate the strengths of Aboriginal and Torres Strait Islander culture and understand its importance to the wellbeing and safety of Aboriginal and Torres Strait Islander children and students
- building schoolwide knowledge of Aboriginal histories, cultures, perspectives, values, skills and attitudes, particularly through the academic curriculum
- beginning all events, including all Assemblies, Chapel services, concerts, productions and meetings with an Acknowledgement of Country.
- flying the Aboriginal and Torres Strait Islander flags on school grounds
- including our Aboriginal or Torres Strait Islander children, students and their families in decision-making, particularly for issues that may affect them
- actively supporting participation and inclusion in the School by Aboriginal and Torres Strait Islander children, students and their families

Measures to ensure racism is identified, confronted and not tolerated include, but are not limited to:

- students receiving training and education on diversity, anti-racism, anti-bullying and cultural safety as part of pastoral care programs
- implementing the Behaviour for Learning Guidelines and promoting positive behaviours and respectful relationships
- addressing any instances of racism within the School environment with appropriate consequences, which may include restorative, educational and/or disciplinary consequences
- having a child-focused system for reporting racism and bullying and/or raising concerns or complaints.

6. REVIEWING THIS POLICY

The School undertakes to not only adhere to this policy but also monitor adherence to the policy. This will be part of the review process but also be ongoing.

7. COMMUNICATION OF THIS POLICY

This policy will be publicly available via the school website and our Learning Management System. Relevant communication with regards to the policy will occur, as required, for the whole school community.