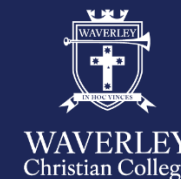


Student Participation and Empowerment Strategy



To be a child-safe environment, the College must enable and empower students to understand their rights and participate in all decisions that affect them, not just those related to child safety and wellbeing. Standard 3 of the Victorian Child Safe Standards states that children and young people are empowered about their rights, participate in decisions that affect them, and are taken seriously.

To implement this Standard, Ministerial Order 1359 places specific obligations on the Waverley Christian College Council to ensure that:

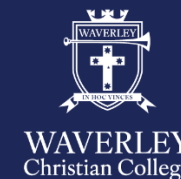
- The College informs students about their rights, including to safety, information and participation
- The College recognises the importance of friendships and encourages support from peers
- The College's Staff and Volunteers are aware of the signs of harm, and facilitate child-friendly ways for students to express their views, participate in decision-making and raise their concerns
- The College has strategies to develop a culture that facilitates participation and responds to students' input
- The College provides opportunities for students to participate and is responsive to their contributions
- The College offers students access to sexual abuse prevention programs and related information in an age-appropriate way

Waverley Christian College places a high priority on empowering our students and on their participation in all decisions that affect them, not just those relating to child safety and wellbeing. Establishing an environment of trust and inclusion at the College enables students to speak up if they have concerns. As a result, the College ensures that all students:

- Are informed of their rights and responsibilities
- Empowered to contribute to school life
- Empowered to raise their concerns
- Have strong peer support for safety and wellbeing
- Understands protective factors
- Have trust in the College

Under each area, the College has a range of strategies that are age and stage appropriate. A range of strategies is listed below.

Student Participation and Empowerment Strategy



Informs students of their rights and responsibilities

Below are the strategies by campus and sub-school that are used to inform students of their rights.

Primary School

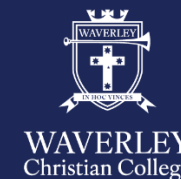
- Accessible Child Safety and Wellbeing information (e.g. student diaries, school portals)
- Code of conduct and explicit class norms/expectations
- Child safety and wellbeing curriculum integration (Personal Development and PE programs)
- Digital safety education (Inform and Empower Digital Safety program, iPad user agreements)
- Assemblies and whole-school communication to reinforce rights and responsibilities
- Posters and visible reminders across the school
- Online bullying surveys and feedback mechanisms linked to Child Safety
- Incident response conversations reinforcing rights, responsibilities, and expected behaviours
- Empowered User Agreement
- SRC

Secondary School

- Internal and external support info in homerooms
- SEQTA policies and code of conduct online
- Student diary and posters for child safety
- Year 10 Youth Mental Health and Mental Health First Aid courses
- Consent training for Year 11 and 12.
- Secondary assemblies
- Posters and student diaries for child safety
- Mental health and wellbeing discussions in PD classes
- Consent education and Turning 18 program sessions

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Student Participation and Empowerment Strategy



Empowers students to contribute to school life

Each sub-school empowers students to contribute to school life in the following ways

Primary School

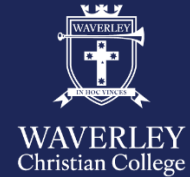
- Age-appropriate posters promoting student voice and participation
- Co-constructed classroom norms (e.g., "What makes a healthy class")
- Primary SRC (including surveys and feedback processes)
- Primary Captains and broader student leadership programs
- Environmental Stewards
- Assemblies, school tours, and devotions
- Student-led events, activities, and fundraising
- Athletics, cross-country, and community events
- Safe play strategies and Boy/Girl talks (healthy relationships and boundaries)
- Pre-camp and excursion preparation sessions

Secondary School

- Year 10 School Care Project in Personal Development.
- Encourage student voice and discussion around consequences.
- Year-level meetings for rights and safety.
- School surveys and Year 12 SRC surveys.
- Document participation via home group reports.
- Student feedback through surveys and SRC elections.
- Big Brother/Sister mentoring program.
- Year-level meetings and consultation groups.
- Wellbeing data collection (Bloum) and satisfaction surveys.
- Extra-curricular activities recorded and reported.
- SRC initiatives
- Student-led Extra-curricular activities

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Student Participation and Empowerment Strategy



Empowers students to raise their concerns

Primary School

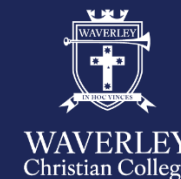
- Age-appropriate posters promoting student voice and help-seeking
- Defining “what makes a healthy class” (co-constructed class rules and expectations)
- Student voice platforms:
- Primary SRC (including surveys and feedback opportunities)
- Student suggestion boxes
- Direct access to school leaders
- Safe play and structured discussions (including Boy/Girl Talk) to explore concerns and respond to incidents
- Staff-supported discussions (e.g., issues raised in student sessions fed into year-level team meetings)
- Primary Captains initiatives

Secondary School

- School Care Project (Year 10 Personal Development)
- Encourage student voice to achieve positive student outcomes
- Year 12 SRC surveys
- Student Feedback and surveys
- SRC elections and suggestion box
- Year 7 and 11 Big Brother/Sister program
- Conduct year-level meetings and form groups to discuss rights and safety
- Bloum wellbeing data collection

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Student Participation and Empowerment Strategy



Strengthens peer support for safety and wellbeing

Primary School

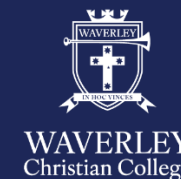
- “Tell a trusted adult” posters
- Wellbeing support access (wellbeing staff / wellbeing centre / student drop-in space during breaks)
- Wellbeing monitoring (BLOUM wellbeing checks / surveys)
- Student voice and data collection (e.g., annual bullying or online presence surveys)
- Child safety and digital safety programs
- Personal Development (PD) lessons supporting safety, boundaries, and wellbeing
- Peer support structures (Prep-Year 6 buddies / Year 6 buddies / peer buddy system for new students)
- Transition support for new students (teacher presentations, interviews, parent feedback)
- Supervised play and safe social interaction opportunities
- Restorative practices (incident response and restorative conversations for healthy relationships)
- Friendship and social skills programs (e.g., Girls on Board, Girl Code, social skills for boys)

Secondary School

- Student Wellbeing Hub.
- Bloum weekly check-ins
- Personal Development classes on bully stoppers.
- Student support and prayer groups (Year 10).
- Camp presentations on respect and healthy boundaries
- Homegroup discussions.
- Transition 6→7 program
- Year 7 induction and transition program.
- Mentoring and Bible study groups with Year 12s and 10s.
- Student Leaders program
- Chapel services on a range of topics
- SRC involvement in safety planning
- Extra-curricular activities
- Annual bullying survey
- Year 7-12 consent program

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Student Participation and Empowerment Strategy



Establishes protective factors

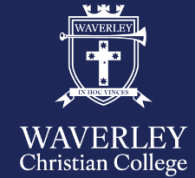
Primary School

- Child Safe program
- Digital Safety program
- Year 6 Puberty program
- Personal Development (PD) curriculum with protective behaviours, consent, and safety
- Explicit teaching of protective language (e.g., “Please stop that, I do not like it.”)
- “My 5 Safe People” activities to identify trusted adults
- Student wellbeing support
- Assembly reminders promoting safety and wellbeing (e.g. SRC / SWBC messaging)
- Posters, wellbeing check-ins (e.g., BLOUM), and visible messaging
- Library curriculum promoting diversity, inclusion, and empowerment
- iPad / digital device use guidelines and photo consent discussions
- Inform and Empower program / Ditto in a Box (early protective behaviours)
- Friendship and social programs (e.g., Girls on Board, Girl Code)

Secondary School

- Protective Behaviours lessons in Personal Development classes
- Regular reminders about protective behaviours in Home Group and Assemblies
- SWBC and DHOS meetings for safety reinforcement
- Consent education in PD classes (Years 7-10)
- Year 8 meetings to identify trusted adults
- Turning 18 program sessions for consent awareness
- Bullying survey utilization for monitoring
- SRC, SWBC, and Chaplain engagement (face-to-face and online)
- Seminars and curriculum on online safety
- Connection to government agencies and support services
- Safety signposting in assemblies
- Year 7-10 Personal Development curriculum for consent and wellbeing
- Programs for students such as Girls on board, Manhood, Upstander

Student Participation and Empowerment Strategy



Uses sensitivity to build trust

All campuses

- Mandatory Reporting and Child Safety modules for all staff
- Communication to staff about students with disabilities, medical issues and mental health vulnerabilities
- Youth Mental Health First Aid (YMHFA) course for YLCs and key staff
- Follow-through on concerns raised to ensure accountability

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