



Frank Dando Sports Academy

Registered School 1852

www.fdsa.vic.edu.au

A.C.N. 007412795

Principal: Ziad Zakharia. M.Ed. B.App. Sc (Human Movement, Psych. (Hons) AEP AES
email: office@fdsa.vic.edu.au

Student Wellbeing and Engagement Policy

Child Safety Statement

Frank Dando Sports Academy (FDSA) takes a zero-tolerance approach to child abuse and is committed to maintaining a safe, supportive, inclusive, and respectful environment where all students can learn, grow, and thrive.

FDSA is committed to complying with:

- Ministerial Order No. 1359 (2022)
- Victorian Child Safe Standards
- Duty of Care obligations
- Equal Opportunity legislation
- VRQA Minimum Standards and Guidelines.

PURPOSE

The purpose of this policy is to ensure that all students, parents/carers, staff, and members of the FDSA community understand:

- the school's commitment to student wellbeing and engagement
- expectations regarding behaviour and respectful relationships
- the support systems available for students and families
- the procedures used to respond to behavioural, emotional, wellbeing, and engagement concerns.

FDSA recognises that positive student wellbeing and meaningful engagement are directly connected to:

- learning success
- emotional development
- resilience
- school attendance
- positive life outcomes.

The objective of this policy is to create and maintain a safe, structured, and inclusive school environment where students are supported academically, emotionally, physically, and socially.

SCOPE

This policy applies to:

- all students
- all staff
- volunteers
- contractors
- parents/carers
- all school activities including:
 - camps
 - excursions
 - sporting events
 - outdoor education
 - work placements
 - VET/VCE VM programs
 - transport arrangements
 - online learning environments.

CONTENTS

1. School Profile
2. School Philosophy, Values and Vision
3. Student Engagement Strategies
4. Diversity and Inclusion
5. Identifying Students Requiring Support
6. Student Rights and Responsibilities
7. Behavioural Expectations and Student Management
8. Family Engagement
9. Monitoring and Evaluation

1. SCHOOL PROFILE

Frank Dando Sports Academy is a specialist independent school that supports boys experiencing:

- educational disengagement
- behavioural challenges
- social and emotional difficulties
- low school attendance
- mental health and wellbeing concerns.

FDSA uses a structured, sport-centred therapeutic education model designed to reconnect students with:

- education
- discipline
- self-belief
- accountability
- positive relationships
- future pathways.

The school combines:

- intensive literacy and numeracy support
- strength and conditioning
- martial arts and combat sports
- swimming and fitness
- outdoor education
- camps and experiential learning
- wellbeing support
- vocational learning pathways.

FDSA aims to support students to successfully transition into:

- mainstream education
- apprenticeships
- employment
- further education and training
- productive and healthy adulthood.

2. SCHOOL VALUES, PHILOSOPHY AND VISION

FDSA's philosophy is built upon the belief that:

“Strong relationships, structure, discipline, and meaningful challenge can transform the lives of young people.”

The school promotes the values of:

- respect
- discipline
- accountability
- resilience
- leadership
- integrity

- courage
- perseverance.

FDSA's educational philosophy recognises:

- all behaviour is communication
- students can change and grow through support and accountability
- positive relationships are critical for successful engagement
- physical activity and structured challenge can improve emotional regulation and learning outcomes.

The school's vision is to be recognised as a leading specialist educational environment where disengaged young people can rebuild confidence, reconnect with education, and develop the life skills required for future success.

3. STUDENT ENGAGEMENT STRATEGIES

FDSA recognises that students may require additional:

- emotional support
- behavioural intervention
- educational adjustment
- wellbeing assistance.

The school uses a range of whole-school, targeted, and individualised engagement strategies.

Whole School Strategies

All students are supported through:

- a strong Child Safe culture
- clear routines and behavioural expectations
- relationship-based teaching practices
- intensive mentoring and positive male role modelling
- small class sizes
- structured physical training programs
- wellbeing-focused educational approaches
- camps and experiential learning opportunities
- restorative practices
- daily check-ins and wellbeing monitoring
- Individual Learning Plans (ILPs)
- positive reinforcement systems
- clear boundaries and consequences
- access to wellbeing staff and counselling support.

FDSA maintains a strong emphasis on:

- belonging
- teamwork
- responsibility
- mutual respect
- personal growth.

Targeted Support Strategies

Students requiring additional support may receive:

- Targeted Support Meetings
- behaviour support plans
- attendance support plans
- wellbeing intervention programs
- counselling referrals
- mentoring support
- modified learning programs
- external agency support
- family support coordination.

Intensive and Individualised Support

Students with complex needs may receive:

- case management support
- safety planning
- mental health support coordination
- intensive attendance intervention
- external specialist referrals
- behaviour agreements
- transition planning
- crisis support intervention.

4. DIVERSITY AND INCLUSION

FDSA values diversity and is committed to creating an inclusive environment where all students feel respected, valued, and supported.

The school recognises that students may have intersecting identities and additional needs relating to:

- disability
- learning difficulties
- trauma
- mental health
- cultural background
- Aboriginal or Torres Strait Islander identity
- socioeconomic disadvantage
- family violence
- language background
- gender identity
- sexual orientation.

FDSA is committed to ensuring all students have equitable access to educational opportunities and support.

5. IDENTIFYING STUDENTS REQUIRING SUPPORT

FDSA uses multiple processes to identify students requiring additional support, including:

- enrolment interviews and assessments
- parent/carer consultation
- Individual Learning Plans
- student wellbeing observations
- attendance monitoring
- behavioural tracking
- academic progress monitoring
- daily staff briefings
- student wellbeing meetings
- communication with external professionals.

Students may also access:

- informal counselling
- cool-off spaces
- leadership support
- wellbeing staff
- mentoring and emotional regulation support.

6. STUDENT RIGHTS AND RESPONSIBILITIES

Student Rights

All students have the right to:

- feel safe and supported
- learn in an environment free from bullying and intimidation
- be treated with dignity and respect
- participate fully in their education
- access appropriate support.

Student Responsibilities

Students are expected to:

- respect staff, peers, and the school environment
- engage positively in learning
- follow school expectations
- take responsibility for their behaviour
- contribute to a safe and respectful environment
- demonstrate sportsmanship and self-control during physical activities.

Students are encouraged to speak with:

- teachers
 - wellbeing staff
 - leadership
 - trusted adults
- if they have concerns regarding safety or wellbeing.

7. BEHAVIOURAL EXPECTATIONS AND STUDENT MANAGEMENT

Behavioural expectations at FDSA are grounded in:

- structure
- discipline
- accountability
- restorative practices
- respect.

Behaviour management responses may include:

- verbal reminders
- restorative discussions
- temporary withdrawal from class
- behaviour reflection activities
- parent meetings

- behaviour agreements
- counselling support
- internal suspension
- suspension
- expulsion in serious circumstances.

FDSA recognises that behavioural change requires:

- consistency
- support
- accountability
- relationship-building.

Students will always be given an opportunity to be heard.

Corporal punishment is strictly prohibited.

8. FAMILY ENGAGEMENT

FDSA values strong partnerships with parents/carers and recognises families as critical partners in supporting student wellbeing and engagement.

The school aims to:

- maintain respectful communication
- involve families in decision-making
- provide regular updates regarding student progress
- support families through referrals and services where appropriate
- create a welcoming and supportive school culture.

FDSA encourages family participation through:

- Student Support Group meetings
- wellbeing meetings
- camps and events
- school activities
- regular communication with staff and leadership.

9. MONITORING AND EVALUATION

FDSA will regularly review wellbeing and engagement practices through:

- attendance data
- student behaviour data
- student wellbeing information
- Individual Learning Plan reviews

- parent/carer feedback
- student feedback
- wellbeing meeting outcomes
- incident reporting trends.

This information will assist the school to:

- identify emerging concerns
- improve student supports
- strengthen school culture
- evaluate intervention effectiveness.

RELATED POLICIES

This policy should be read alongside:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Behaviour Management Policy
- Duty of Care Policy
- Camps and Excursions Policy
- Student Code of Conduct
- Complaints and Grievances Policy

REVIEW AND EVALUATION

This policy will be reviewed annually or earlier if:

- legislative requirements change
- operational needs change
- school data identifies areas for improvement
- Department guidance is updated.

The Principal and leadership team are responsible for monitoring implementation and effectiveness.

Created: June 2026

Approved By: School Board – Frank Dando Sports Academy

Next Review Date: June 2027