

CASE STUDY

Restoring Engagement and Wellbeing



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Borinya Wangaratta Community Partnership

30 College Street,
Wangaratta VIC 3677

Principal: Eamonn Buckley

Borinya Wangaratta Community Partnership participated in *Classroom Mastery* as part of the Catholic Education Sandhurst Ltd. *Magnify Sandhurst* project.

For Principal, Eamonn Buckley, the opportunity to participate was an exciting one, "There is so much support from within the Diocese," says Eamonn, "and *Classroom Mastery* was a real value-add for us."

Borinya provides a unique and supportive learning environment for students who have faced challenges in mainstream education. Eamonn explained that in terms of behaviour, the school's challenges lay more with helping students to be ready to engage with the learning, rather than having to address overtly disruptive behaviours.



Borinya staff leading the morning gathering

"The school recognised the need for a structured, compassionate approach to increase engagement, confidence, and a sense of belonging among students."

Creating a Supportive Learning Environment

The staff at Borinya already have in place several measures to successfully engage with students and help them to actively participate in schooling. *Classroom Mastery* has supported and strengthened these measures by providing the framework for a consistent approach, teacher to teacher, classroom to classroom.

The shared language allows staff to work with each other to ensure they are routinely applying expectations, clearly and in a way that supports students positively. This includes encouraging students to lead the cue to start during gatherings (the school assembly) as well as increasing the emphasis on front loading students with information about the day ahead of them.

Predictability as a key to success

The explicit communication and routines support students to settle into their day but also assists teachers to more quickly and easily identify a student who may need additional support at any given moment.

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Having students line up before class, and the teacher greeting them as they enter, enables a teacher to spot those students that need more time or support before they are ready to engage in learning so they can intervene appropriately. This, in turn, helps the whole class with their learning due to a reduction in behaviours that take away from learning time.

The shared language provides a shortcut to teachers and staff so they can be consistent in their approach. This provides the foundation for creating a safe, predictable, and supportive environment for students and staff alike.

Positive Outcomes

Staff reported that the impact of *Classroom Mastery* was evident within days. The additional structure around entering and exiting classrooms means teachers can better gauge how each individual student is doing that day and provide the support needed more quickly. The learning data is showing growth as well, and the staff are looking forward to seeing that increase over the year. Teachers are commenting on how much calmer the school is, overall, and what a benefit the *Classroom Mastery* program has been to their school community.

Conclusion

Through this structured and relational approach, teachers at Borinya have further increased their engagement with students, creating a calmer and more productive environment that everyone can benefit from. As Eamonn reflected, “Participating in Classroom Mastery has been a no-brainer for us. You follow the foundations and make sure you get the why right, and this is a good thing for everyone. It really value-adds to your school.”

Borinya Wangaratta Community Partnership is a small Catholic school in rural Victoria, offering a non-mainstream secondary schooling environment either as short term support or a longer term solution to meet the needs of young people in their care.

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Eamonn Buckley,
Principal

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