Student Engagement and Inclusion

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School Profile

Upper Yarra Secondary College is located at Yarra Junction Yarra Valley, 65 kms from Melbourne. The College provides students with a safe, healthy and supportive environment that nurtures self-esteem, leadership qualities, talent, curiosity and optimism for the future, providing them with a base to become responsible members of the College and the broader community.

Our staff is committed to focus on continuous improvements in curriculum provision and respond to research based trends in current and innovative teaching methods. We provide a range of curriculum choices including VCE, VET and VCAL that support pathways to a wide range of destinations including Universities, TAFE Colleges, apprenticeships and employment.

Students develop close relationships with staff via daily contact in our Year Level Team approach. Student leadership and a strong student voice is promoted within a range of opportunities within the College. The College has formed a partnership with Healesville High School and Worawa College known as the Yarra Valley Polytechnic. The Polytechnic is a Trade Training provider and delivers Certificate level training across the three schools involving Automotive, Spray Painting Building and Construction, Hospitality - Commercial Cooking, Cabinet Making and Rural Studies. The College also have links to schools in China, Germany and Japan.

A new model of Inquiry Based Learning has been established in Year 7 and Year 8 and to Year 9 in 2015. FLIP (Future Learners Inquiry Program) has elements of an open plan learning environment, an integrated inquiry based approach to curriculum delivery and an significant literacy focus, personalising learning for students through engagement, acknowledgement of learning styles and preferences and student directed learning.

A whole school focus on literacy, supported by a Literacy Coach and a Literacy Committee and Professional Learning Team, has resulted in innovations in intensive reading and writing programs including Independent Reading Workshop and the Writing Workshop.

This change in approach has had a significant impact on teaching practice and student engagement and achievement and literacy outcomes. Teachers engage in Professional Learning Teams and focus on research and employing the strategies discussed into classroom practice in an Action Research Model. Students are also encouraged to purchase their own netbooks, tablets or iPads. We are constantly striving to improve the use of technology in the teaching and learning programs with an emphasis being placed on the use of iPads at Year 7 and 8.

In 2014, Upper Yarra SC has 508 students, 3 Principal class, 49.3 equivalent full-time teaching and 15.87 Education Support staff.

Approximately 29% of the school community receive the Education Maintenance Allowance (EMA).

School Values, Philosophy and Vision

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Our school is also committed to preventing and addressing bullying, including cyber-bullying. Please see our Bullying Prevention Policy for more information.

Our Philosophy

Upper Yarra Secondary College aims to provide students with a safe, healthy and supportive and inclusive environment that nurtures self-esteem, leadership qualities, talent, curiosity and optimism for the future, providing them with a base to become responsible members of the college and the broader community.

Our Vision

The college aims to encourage all young people to engage effectively with an increasingly complex world that will be characterised by advances in information and communication technology, population diversity and complex environmental and social challenges. It discourages negative forms of discrimination based on sex, language, culture, ethnicity, religion, disability, socio-economic background or geographic location. The college seeks to provide its students with the widest possible range of educational opportunities and to engender in its students a desire to achieve their fullest potential, to overcome obstacles and to aim for academic excellence.

We hope to improve student connectedness and engagement with the UYSC community.

Four Pillars: Literacy, Partnership, Engagement and Wellbeing

Our Values: Diversity, Achievement, Responsibility and Endeavour

A statement about the rights and responsibilities of all students and school staff is included at **Appendix 1**

Our Values: UYSC strives to maximise the educational opportunities for all students so they can reach their personal best. We aim, in collaboration with parents, to teach and reinforce behaviours which enable students to become responsible, valued and adaptable members of the local, broader and global community. Our staff will continue their own professional learning in order to improve the curriculum and their methods of teaching for the benefit of all students.

Our purpose is to:

- Challenge students with an engaging curriculum which builds numeracy, literacy and general knowledge as well as providing the skills needed for the safe and discerning use of information and communication technology.
- Provide a wide range of extra-curricular activities
- Provide a safe and caring environment with appropriate support for student wellbeing
- Encourage students to value their education as a foundation for their future study, employment and lifelong learning
- Work collaboratively with students and families to set and achieve ambitious goals
- Provide information and direction for students as they make decisions affecting their career pathways.
- Provide positive role models and opportunities for students in the areas of leadership, collaborative decision making, academic achievement and ecologically sustainable practices.

We Value:

- Learning: Learning which supports students' social and academic success now and into the future
- Ambition: Setting ambitious goals to stretch ourselves beyond personal expectations
- Achievement: Striving to achieve the best possible academic results and to participate in extra-curricular activities
- Accountability: Taking responsibility for our own actions and learning
- Respect: Caring about yourself, your peers, staff the school environment and local community
- Co-operation: Working with peers, parents and the wider community for the benefit of all

Guiding Principles

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.

- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

- The school will promote active student participation and provide students with a sense of ownership of their environment.

- The school will support families to engage in their child's learning and build their capacity as active learners.

- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.

- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.

- The school will have processes in place to identify and respond to individual students who require additional assistance and support.

- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

Engagement Strategies

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

The School works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in **Appendix 2**

Programs Implemented to Improve Engagement

Wellbeing and Engagement

Student-Led Assemblies
3-Way Parent/Student/Teacher Conferencing
Options Program Across Year Levels 7-10
Student Leadership Program And Elective
Year 9 City Experience
Year 8 and 9 Health Day
Year 10 Keys Please Driver Education
Primary Athletics/Tabloid Sports – Student Leaders
Mosaic Project and Other Community Art Projects
Homegroup
Student Technology Assistants
Student Of The Week
Newsletter and School Magazine
Separate Year 7 Area and Orientation Camp
Lunchtime Sport Activities
Refurbished Fitness Studio Before School And After School.
Whole School Swimming And Athletics Days
Sport House System and Interschool Sports
Year 12 Celebration Day and Graduation Dinner
Music - New Zealand Band Camp
Joint Band – Yarra Hills Secondary College
Instrumental Music Program
HPV Project - Camps And Training
Woori Yallock Farm School Leadership & Sustainability
Green Machine - Energy Efficiency
Hands On Learning Program
Evolve Program
Young Women's Program – Evolve
Duke Of Edinburgh and Outdoor Education Program
X-Box Group and Chess Club
Year 12 Lounge
Presentation Ball and Year 10 Formal
Arts Centre First Call Fund
LEAP Partnership
Advance – Student Leadership Program
Reptile Club
School/Year Level/Class/Bus Captains
Outdoor Education Program
Alpine School For Leadership
Rotary United Nations Program
Bogong Outdoor Education Centre Camps
Ski Camp
Year 8 and 9 Tasmania Camp
Year 12 Party Safe Presentation – Red Frogs
Year 12 City Orientation Camp
Art Camp To Sydney With Healesville High School
Cambodia / Rotary Humanitarian Camp
Exchange Program – China, Japan, Germany
Anzac Day Service led by UYSC Band and School Captains
Trivia Night and Arts Nights
Bus Management Market Week
Year 11 Restaurant Night

Student Learning

Writing To Learn – Joint Initiative - 4 Schools
Deep Learning For New Pedagogies – *Fullan*
FLIP Future Learner Inquiry Program Years 7 & 8
BYOD Technologies
Supported Transition Program Year 6 To 7
Curriculum Based Transition Program
VCE Network Master classes in Lilydale
English And Mathematics Study Groups
Literacy – Writing To Learn and Explicit Teaching Programs
Quicksmart Literacy and Numeracy and WINK
Technology Classes
VCAL, VCE and VETis Programs
Staff Exchange Between Primary Schools
VCE Supervised Study
VET Hospitality On-Site
Accelerated Program For Year 10 Into VCE

Wellbeing Student Services

School Based Counsellors
Youth Clinic Mondays
Shire Youth Services
GP and Community Health Nurse
School Nurse
Medicare Local - Social Workers
Chaplain
Counsellors and SSSO Support
Parentzone Sessions
CYMHS and DHS Support, Harrisons and Anchor
Youth Policing Support- Lilydale
Deakin Partnership - Uni Visits/School Presentations
Tuesdays: Cheese Toasties At The Buses
First Aid Attendance
Cyber Smart Presentations
Rock And Water Program
STRIDE Leadership Training and Peer Support
Connections With Upper Yarra Community House
PSD Support For Students With Special Needs
Vaccination Program

Identifying Students in Need of Extra Support

Our school will utilise the following information and tools identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment and discussions with primary school

- Attendance rates

- Academic performance, particularly in literacy and numeracy assessments

- Behaviour observed by classroom teachers

- Assessments by SSSO 's

- Responding to social / emotional needs

- Student Mapping Tool

- Engagement with student families

Behavioural Expectations

Shared behaviour expectations for students, parents/carers and school staff are detailed at **Appendix 3**.

School Actions

Responding To Challenging Behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Early Childhood Development Student Engagement and Inclusion Guidance (see **Appendix 4**).

Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

- Disciplinary measures that may be applied include:

- Restorative approach (eg repairing damage caused)

- Withdrawal of privileges

- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals

- Detention

- Suspension (in-school and out of school)

- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness. **(See Appendix 5)**

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the Principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school follow are available here:
http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx

Engaging with Families

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement Policy

- conducting effective school-to-home and home-to-school communications

- providing volunteer opportunities to enable parents/carers and students to contribute to the school programs

- involving families with homework and other curriculum-related activities and information sessions

- involving families as participants in school decision-making where possible

- coordinating resources and services from the community for families, students and the school

- involving families in Student Support Groups to achieve best outcomes for students

Parents' responsibilities for supporting their child's attendance and engagement are outlined at **Appendix 3**. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Values.

Statement of Values

Upper Yarra Secondary College recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

Responsibilities

As Principals and School Leaders We Will

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.

- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.

- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.

- Identify and support students who are or may be at risk.

- Do our best to ensure every child achieves their personal and learning potential.

- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.

- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.

- Make known to parents the school's communication and complaints procedures.

- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

As Teachers and all Non-teaching Staff We Will

- Model positive behaviour to students consistent with the standards of our profession.

- Proactively engage with parents about student outcomes.

- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.

- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.

- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.

- Treat all members of the school community with respect.

As Parents We Will

- Model positive behaviour to our child.

- Ensure our child attends school on time, every day the school is open for instruction.

- Take an interest in our child's school and learning.

- Work with the school to achieve the best outcomes for our child.

- Communicate constructively with the school and use expected processes and protocols when raising concerns.

- Support school staff to maintain a safe learning environment for all students.

- Follow the school's complaints processes if there are complaints.

- Treat all school leaders, staff, students, and other members of the school community with respect.

As Students We Will

- Model positive behaviour to other students.

- Comply with and model school values.

- Behave in a safe and responsible manner.

- Respect ourselves, other members of the school community and the school environment.

- Actively participate in school.

- Not disrupt the learning of others and make the most of our educational opportunities.

As Community Members, We Will

- Model positive behaviour to the school community.

- Treat other members of the school community with respect.

- Support school staff to maintain a safe and orderly learning environment for all students.

- Utilise the school's communications policy to communicate with the school.

The Department of Education and Early Childhood Development Will

- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.

- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.

- Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.

- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.

- Provide schools with practical and legal support as required.

- Provide parents with practical guidance and resources to resolve conflicts with the school.

Students with Disabilities

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

An education provider must make 'reasonable adjustments' to accommodate a student with 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 student's 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.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student's disability

- his or her 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.

An education provider should ensure 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 the provider. The provider should also ensure 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 provider may consider all likely costs and benefits, both direct and indirect, for the provider, 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.

Consequences for Failing to Uphold the Statement of Values

Unreasonable Behaviours

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:

- is rude, aggressive or harasses others

- sends rude, confronting or threatening letters, emails or text messages

- is manipulative or threatening

- speaks in an aggressive tone, either in person or over the telephone

- makes sexist, racist or derogatory comments

- inappropriately uses social media as a forum to raise concerns/make complaints against the school
- is physically intimidating, e.g. standing very close.

Consequences

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services
- alternative communication strategies being applied
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- an intervention order being sought
- informing the police which may result in a charge of trespass or assault

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

Evaluation

Data Collection and Analysis

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- the Attitudes to School Survey data
- school portal data
- parent survey data
- data from case management work with students
- school based surveys and student forums
- data extracted from software such as CASES21 or SOCS

Review of This Policy

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

Appendices and Related Policies

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

Appendix 3: Behaviour Expectations

Appendix 4: Staged Response To Behaviour Issues

Appendix 5: <u>Process For Responding To Breaches Of Behaviour Expectations</u>

This policy is informed by the Department of Education and Early Childhood Development

Student Engagement and Inclusion Guidance available at
http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx

Related policies:

Duty of Care

Learning Technologies

Onsite Supervision

Author: Patricia Broom		
Ratified By: UYSC School Council Name: Michelle Mock	Signature:	Date: 4.6.2014
Date Implemented: March 2014		
Date Updated On-Line: March 2014		
Review Date: March 2015	Responsible for Review: Principal	
References:		

Appendix 1

Statement of Rights and Responsibilities

- It is the right of all members of the School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Bullying Prevention Policy and Equal Opportunity Policy).

- Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

- Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

- Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

- Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to 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, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

- All members have an obligation to ensure school property is appropriately used and maintained.

Appendix 2

Student Engagement Strategies

Universal Strategies	Targeted Strategies	Individual Strategies
• Our school will deliver a broad curriculum including VET programs, VCE and VCAL. • Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students • Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families • Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents. • All students will have the opportunity to participate in a social and emotional learning curriculum program through the Personal Learning time in HG. • Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other more informal mechanisms.	• All students from Years 10 and above, and all Koorie students from Years 8 and above, will be assisted to develop a Career Action plan • All students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment • School nurse and welfare staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year. • Relevant teaching staff will apply a trauma-informed approach (using *Calmer Classrooms: A Guide to Working with Traumatised Children, Restorative Practice and Circle Work,* and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of homecare.	• Strategies to support attendance and engagement of individual students include: • Meet with student and their parent/carer to talk about how best to help the student engage with school • Establish a Student Support Group. • Seek extra resources under the Program for Students with Disabilities for eligible students • Develop a Behaviour Support Plan and/or Individual Education Plan. • Consider if any environmental changes need to be made, for example changing the classroom set up. • Refer to internal support services eg Student Welfare or Student Support Services • Refer to Support learning programs • Refer to Hands on Learning Program • Refer to external support services including Child First, Local Government Youth Services, Community Agencies CYMHS or Youth Connections

Appendix 3

Shared Behaviour Expectations

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities**)**	Demonstrate: • **preparedness** to engage in and take full advantage of the school program • **effort** to do their very best • **self-discipline** to ensure a cooperative learning environment and model the school values • **team work** • **being ready and willing to learn**	• Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups	• The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students • The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success
Attendance	All students are expected to: • attend and be punctual for all timetabled classes every day that the school is open to students • be prepared to participate fully in lessons • bring a note from their parents/carers explaining an absence/lateness	Parents/Carers are expected to: • ensure that their child's enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • keep family holidays within scheduled school holidays • Support their child's learning during absences and work with the school to reintegrate students after prolonged absences	In accordance with legislation released March 1, 2014 the school will: • Proactively promote regular attendance • mark rolls accurately each lesson • follow up on any unexplained absences promptly and consistently • Identify trends via data analysis • Report attendance data in the school's Annual Report • Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies

Behaviour	Students are expected to:	Parents/Carers are expected to :	
	• model the schools core values of diversity, achievement, responsibility and endeavour • always treat others with respect. • never physically or verbally abuse others. • take responsibility for their behaviour and its impact on others • obey all reasonable requests of staff. • respect the rights of others to learn. No student has the right to impact on the learning of others. • respect the property of others. • bring correct equipment to all classes • comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes	• have high expectations of their child's behaviour and an understanding of the schools behavioural expectations • Communicate with the school regarding their child's circumstances • Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs	• The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child • The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues • The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances. • The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion

Staged Response Checklist for Student Behaviour Issues

Stage 1: Promoting Positive Behaviour and Preventing Behavioural Issues

School Actions

- Define and teach school-wide expectations for all.

- Establish whole school positive behaviour programs.

- Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.

Stage 2: Responding To Individual Students Exhibiting Challenging Behaviour

School Actions

- Assess the behaviour and its functions, influences,

- and triggers (include student, parents and school wellbeing staff as appropriate).

- Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)

- Consider if any environmental changes need to be made.

- Teach replacement behaviours.

- Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support

- Establish a student support group

- Implement appropriate disciplinary measures that are proportionate to problem behaviours

- Consider out-of-school behaviour management options

Process for Responding to Breaches of Behaviour Expectations

Rules	Classroom Teacher Responsibility	Team Leader or Sub School Leaders

Overall Behaviour
 	
• Students must obey all reasonable requests of staff.
 	
• Students must always treat others with respect.
 	
• Students must respect the rights of others to learn. No student has the right to impact on the learning of others.
 	
• Students must respect the property of others.
 	
• Students must bring correct equipment to all classes
 	
• Students must work to the best of their ability.
	Follow the "5 Steps to Classroom Control"
	
	1. Remain calm
	
	2. Warn with rights based warning "Your behaviour is disturbing others, please stop". May include "3 ticks" process of warning.
	
	3. Reassert "I understand and we can discuss this later. Right now please…
	
	4. Give choice "You have a choice. If you will not comply you will have to meet with me at lunchtime, afterschool etc
	
	5. Follow through with graded consequences:
	
	  • Move student to another seat / isolated area of the classroom
	
	  • Seat student outside of classroom on chair for 10 minutes with a task and organise for conference after class(restorative chat)
	
	  • Remove to another senior classroom for time out
	
	  • Organise conference/restorative chat to include Sub school or Team Leader /AP depending on issue.
	
	Continued Misbehaviour Warrants
	• Incident Report to Sub School leader.
	• Contact with parent after consultation with Sub School Leader.
		Implement a Staged Response
		
		• Speak with the student prior to actioning
		
		• Student to ring and inform parent of misbehaviour in presence of Sub School Leader
		
		• Behaviour progress sheet
		
		• Attendance sheet
		
		• Placement into VCE class
		
		• Restorative chat with affected parties
		
		• Behaviour Plans
		
		• Student Contract
		
		• Parent contact
		
		• Document details on Compass Chronicle
		
		• Student support conference
		
		• Friday afternoon Principal's Detention
		
		• Internal Suspension
		
		• Recommendation to externally suspend and referral to AP

Attendance and Punctuality	Classroom Teacher	Team Leader/Sub School Leader
• Students must be on time to all classes • Students who are late to school must report to Student Reception • Students who leave school early must have a note from home prior to signing out at the Student Reception. • Students absent from school must ensure reasons for the absence have been communicated with the school. • Notification from home (i.e. signed note or medical certificate, phone call, text message, voicemail) must accompany all absences. • Students must not leave the school grounds without permission.	• Check student attendance on Compass. • Adjust rolls as necessary • Speak to student about lateness and detain at end of lesson if periods 2, 3 or 4 over the issue. • Report to Sub School Leader if ongoing • Report to sub school/admin	• Speak to student about lateness issues. • Ongoing lateness: Friday Principal's Detention and/ or organise for parent conference to resolve issue. • Follow through with student and/or parent/guardian/carer • After three day's absence: Organise for attendance conference as per the school's attendance strategy. • Inform Team Leader /and Student Welfare. Inform Sub School Leader via Compass Chronicle. • Organise for environment duty that day or next day and link to duty teacher. • Repeated offences: May involve failure of subject through lack of attendance
Uniform • Students must adhere to the school uniform requirements. • It is compulsory for all students to wear appropriate footwear at all times.	• Check uniform pass. If no pass, inform student their name will be given to the Team Leader/Sub School Leader. • Report extremes in appearance to Team Leader or Sub School Leader	• Check uniform pass. If no pass, confiscate the item of clothing and impose a lunch time detention or a Friday afternoon detention if a recurring issue.
Bullying • Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person.	Report to Team Leader, Sub School Leader or Principal class in extreme cases. Enter a report on Compass Chronicle	• Contact parents and involve Student Welfare Coordinator. • Refer to schools Acceptable Use Agreement • Use resources from Bullystoppers, "I've been called a bully" or "Students and Cyberbullying" to prompt reflection.. • Refer to our school's Bullying Prevention Policy. • Consequences may include apology, anti bullying contract, student task related to anti bullying/cyber bullying, presentation of task to year level, referral to intervention program

		• and/or counselling.
		• Some cases may warrant immediate suspension.
		• This decision must be made by the Principal.
		• Student removed from classroom and parent contacted to collect students.
		• Following procedure in Student Engagement and Inclusion Guidance re: Immediate suspension.
Property and Security • Students are to respect all school property. • Students must not enter staff room, offices or storerooms unless supervised. • Students must bin all rubbish • Students should not have the following at school: Liquid paper, chewing gum, large Permanent Markers • Students must return borrowed school material on time. • Students must keep lockers secure at all times. School will not be responsible for loss of valuables. • Students must leave school bags in lockers. • Electronic devices must not be used without permission. • Classrooms must be left neat and tidy • Graffiti of any kind will not be tolerated.	• Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in common room or school grounds. • Initial offences report to the Team Leader • For repeated offences, refer to Sub school Leader • Confiscate the bag. • Confiscate iPod or mobile phone and take to Business Office –phones etc. not to be held by individual teacher at their desk. • Organise for students to remain behind and tidy the room or area. • Retain any evidence of graffiti and report to Principal Class	• Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in common room or school grounds. • For repeat offenders, place in the Friday after school detention class. • Parent notified. Student required to repair damage. • Parent may be required to meet costs if external service needed. • If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.