

	Student Engagement and Inclusion Policy	<p style="text-align: right;">Endorsed by School Council:</p> <p style="text-align: right;">March 2018</p> <p style="text-align: right;">Developed: November 2016</p>
<p>Information: 02 6076 1566</p> <p>Manager: Principal</p>	<p>DET Schools Reference Guide: DEET Student Engagement and Inclusion Guidance, DEET Principles for Health and Wellbeing</p> <p>Associated Policies: Bullying and Harassment Policy, Child Safety Policy, Child Safety Code of Conduct, Statement of Philosophy, VCE and VCAL Administrative Handbook 2018</p>	<p>Next review: Term 4 2018</p> <p style="text-align: right;">Issue No: 1.4</p>

This policy reflects the DET *Student Engagement and Inclusion Guidance* and was produced in consultation with the school community.

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School profile:

Corryong College is located in rural farm lands in far North-East Victoria and is configured across two campuses; Foundation-4 (Junior Campus) and 5-12 (Senior Campus). The restructure from the traditional Foundation-6 on one campus and 7-12 on the other, was the first step towards consolidating the school on one campus.

In 2018 the student population is 327.6 students. The College has 36.5 equivalent full-time teaching staff (2 Principal Class, 3 Leading Teachers, 31.5 teachers) and 10.13 equivalent full time Education Support Staff.

The College is strategically placed as the educational hub, drawing from the broad Towong East Shire and across the border into NSW. Situated in an isolated rural community, it relies heavily on collegiality of staff, students and community to develop continual professional development, shared expertise, delegated leadership and a strong collegial connectedness. The current physical arrangement of the two campuses inhibits this collegiate practice and the aim is to consolidate on one site. A strong positive is continuing a learning culture which has resulted in brilliant senior secondary outcomes.

A continual cycle of drought, fires and economic downturn has altered the socio-economic status and demographic of our area. The perceived 'cheaper living' by city families attracts unemployed and disadvantaged families are attracted to the area. With this, is increased reliance on welfare support and mental health first aid to ensure achievement in our lower socioeconomic families, which make up one third of our total student cohort. This is not reflected in our SFOE with farming being asset strong but income poor. We rely heavily on our strong alliance with local services to pool resources to ensure our students have every opportunity for success. Our college acts as a hub for community and support gatherings, as well as confidential mental health support meetings for both students and families.

Values, Philosophy and Vision

Currently with buildings close to being condemned in high need of repair, our need is for new buildings rather than maintenance of old. The priority is to consolidate the whole school, P-12, onto one campus with new facilities that will enable modernised learning spaces to provide more stimulating learning, greater connectedness to the school, increased professional interaction that welcomes community partnerships and supports our learning culture in the staff group.

A P-12 campus would facilitate greater access, by staff, students and community, to continue our strong student leaders' program, community affiliations and further encourage staff towards whole school ownership and accountability over ALL students. Staff need greater access to all colleagues as our differentiation in student need increases within a changing demographic of generational poverty and emergency housing. Furthermore, a need is evident for an increase in areas for external services to meet, parents to be welcomed and the college community to celebrate successes, vital for the continued improvement of our Corryong College community. The balance between open community spaces and private confidential meeting spaces as well as areas where active whole school data is presented for collegial teacher conversations and action planning, is crucial.

The school continuously works towards heightening student access to a broad, balanced and flexible curriculum including skills for learning and for life through multi-faceted learning opportunities that move students through an array of learning environments breaking away from the confined space of the traditional classroom. Our School Council, Parents Club and Community affiliations ensure they support our consistent drive towards excellence and school pride and moreover that the college provides a safe and stimulating learning environment to ensure all students can achieve their full potential by us as a community, meeting their needs.

Given the schools ongoing commitment to whole school collaboration using data to inform teaching excellence, and our strong aim to create one whole school approach to learning, the following key improvement strategies, drawn from our strategic plan and aligned with our FISO initiatives, are currently in place. This work recognises the strong performance of secondary outcomes and our need to have the same level of success at P-6. By joining our P-4s with the 5-12 students and staff, we will be able to achieve greater success with collegial practices, bringing the two campuses together as one. This will be achieved by having the P-4s joining with our 5-12 students and staff to further increase what is already strong performance and collegial practice.

Classroom teaching techniques remain a focus to build confidence in all staff in the processes of reviewing, implementing and deepening effective classroom practices. We will maintain (and attempt to increase) the positive response to "professional learning" and "focus on learning" in the staff opinion survey through focussing on

collaborative and collective responsibility to develop effective and consistent teaching practices that enable improved student outcomes.

Staff turnover has been predominant in recent years. A teaching culture of high expectations is crucial.

Student outcomes data will provide the starting point for professional learning teams to evaluate the impact of teaching techniques on student achievement and wellbeing. Continued efforts to create whole school ownership and accountability will remain a focus and will be measured through consistent or increased positivity in the Staff Opinion Survey. Data analysis will be used as a guide by PLTs to develop action plans.

Strategies:

Regular PLT (sub-school and whole school) meeting to upskill all staff in data literacy, analysing data of class, cohort and whole school to create data informed teaching towards school improvement

Create an active visual data wall where teachers can discuss observations and plans to move students forward. A space is needed for this to occur, where student faces can be put back into the data, however this remains for teachers only. This is difficult in a community oriented college.

Continue student leadership programs to foster ownership of ways to increase learning capacity

Analyse social, emotional data of students and implement sustainable programs that are proactive rather than reactive.

Our school relies on a partnership with parents and the professional support of the Adolescent Support Program and Corryong Health to provide interventions for vulnerable learners.

Our school has minimal representation of culturally diverse families having a language background other than English, as well as a small representation from the ATSI community.

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

1. Guiding principles

- The school will be guided by the Department of Education and Training's (DET) principles, including those relating to health and wellbeing.
- 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.
- The school will create a child safe organisation and will comply with its obligations under the Child Safe Standards.

2. 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**.

3. Students in need of extra support

Identifying Students

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

- Personal information gathered upon enrolment.
- Academic and behavioural information obtained in transition processes.
- Monitoring attendance rates.
- Academic performance, particularly in literacy and numeracy assessments.
- Behaviour observed by classroom teachers, passed to the Year Level Coordinators and/or Student Safety and Wellbeing Coordinator.
- Engagement with student families
- Incident reports posted on SIMS

School Actions

Our school will provide opportunities to students F-12 with special needs to access tailored learning, career counselling or transition interviews.

The school will actively seek funding for integration to help students with special needs achieve. If a student is not eligible the school will continue to support students' education through other avenues of funding.

External resources and staff will be sourced as appropriate.

Special consideration guidelines as per VCAA Administrative Handbook will be followed.

4. Behavioural Expectations

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

5. 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 Training 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 (e.g. repairing damage caused).
- Withdrawal of privileges.
- Isolation from regular classroom activities or withdrawal from class activities for a specified period:
 - If a student's behaviour significantly interferes with the rights of other students to learn, or the capacity of the teacher to teach a class. Where appropriate, parents/carers will be informed of such withdrawals.
- Detention:
 - Teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.
 - Where students are required to undertake school work after school, the time should not exceed forty-five minutes.
 - The principal or their nominee should ensure that parents/carers/guardians are informed at least the day before the after school detention. Where family circumstances are such that the completion of after school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.
- Suspension (in-school and out of school) or Expulsion:
 - When considering suspension or expulsion, schools are required to follow the procedures listed in Ministerial Order 625 (Procedures for Suspension and Expulsion) which took effect on 1 March 2014.
 - A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.
 - The college will engage the student in class related work in a supervised setting.

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

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 or their nominee 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 will follow are available here: <http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

Creating a child safe organisation

The school is committed to being a child safe organisation. It will do this by complying with the requirements of the Child Safe Standards including having strategies in place to embed a culture of child safety at the school, having a child safety policy/ statement of commitment to child safety and having policies and procedures to manage child abuse.

The school's strategies for a child safe school can be found in Corryong College's Child Safe Code of Conduct.

6. Engaging with families

The School values parent/carer/guardian input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides encouragement to our school community members in our efforts to build a sense of community.

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/guardians and is responsive to them as partners in learning.

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

- Ensuring all parents/carers are aware of the school's Student Engagement and Inclusion Policy via a notice on KIT (College newsletter)
- Conducting effective school-to-home and home-to-school communications.
- Providing volunteer opportunities to enable parents/carers/guardians and students to contribute.
- Involving families with homework and other curriculum-related activities.
- Involving families as participants in school decision-making via School Council and Parents Club.
- Coordinating resources and services from the community for families, students and the school.
- Involving families in Student Support Groups.

Parents/carers/guardians responsibilities for supporting their child's attendance and engagement are outlined at **Appendix 3**. Furthermore, parents/carers/guardians 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.

7. 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 (AToSS) data.
- School level report data.
- Parent Opinion Survey (POS) data.
- Data from case management work with students
- Data extracted from software such as CASES21 or SOCS.

8. Review Process

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

9. Appendices

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: Whole School Student Management

10. Related Policies and Documents:

This policy is informed by the Department of Education and Training Student Engagement and Inclusion Guidance available at

<http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>

Department of Education and Training Principles for Health and Wellbeing:

<http://www.education.vic.gov.au/Documents/about/department/hwsummary.pdf>

Bullying and Harassment Policy

Child Safety Policy

Child Safety Code of Conduct

Statement of Philosophy

VCE and VCAL Administrative Handbook 2018

<http://www.vcaa.vic.edu.au/Pages/schooladmin/handbook/2018/index.aspx>

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/guardians have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, abuse, discrimination or intimidation. (Refer to our Bullying Prevention Policy and Equal Opportunity Policy).

Teachers also have the right 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/guardians 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 (Whole School) 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, in the house points system and via communications to parents.
- All students at Year 9 level will have the opportunity to participate in a social and emotional learning curriculum program: Outdoor School – Bogong. This program focusses on building the capacity of students to be leaders and decision maker for the future.
- Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Executive and other more informal mechanisms, such as discussing ideas/issues with staff.

Targeted (Group Specific) Strategies:

- All students from Years 10 and above, and all Koori 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.
- The Student Safety and Wellbeing Coordinator, with assistance from health teachers and other service providers, 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 Traumatized Children](#), and similar resources) to working with students who have experienced trauma, such as students from refugee backgrounds or who are in out of home-care.

Individual Strategies:

- Strategies to support attendance and engagement of individual students include:
 - Meeting with the student and their parent/carer/guardian to talk about how best to help the student engage with school.
 - Establishing a Student Support Group.
 - Seeking 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 e.g. Student Safety and Wellbeing counsellor or Student Support Services officers.
 - Refer to external support services including ChildFirst, Local Government Youth Services, such as the Adolescent Support Program and the Corryong Health Worker, Community Agencies, such as Upper Murray Family Care (UMFC), North East Child & Adolescent Mental Health Service (NECAHMS), Gateway Health, Junction Support and Youth Focused Services.

Appendix 3: Shared Behaviour Expectations

	Students	Parents/Carers/Guardians	Principals/Teachers/Staff
Engagement (participation in the classroom and other school activities)	<p>Should demonstrate:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<p>The school will:</p> <ul style="list-style-type: none"> • Comply with its duty of care and Child Safe Standards obligations and have a responsibility to provide an educational environment that can effectively engage all students. • Will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success.
Attendance	<p>All students are expected to:</p> <ul style="list-style-type: none"> • Attend and be punctual for all timetabled classes every day that the school is open to students. • Come to class, fully prepared to participate in lessons. • Bring a note from their parents/carers/guardians explaining an absence/lateness. 	<p>Parents/Carers/Guardians are expected to:</p> <ul style="list-style-type: none"> • Ensure that their child's enrolment details are correct at all times. • 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, wherever possible. • Support their child's learning during absences and work with the school to reintegrate students after prolonged absences. 	<p>In accordance with legislation released March 1, 2014, and in accordance with DET procedures the school will:</p> <ul style="list-style-type: none"> • Actively promote regular attendance. • Mark rolls accurately each lesson. • 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:	The school will:

	<ul style="list-style-type: none"> • Model the schools core values of diversity, achievement, responsibility and endeavor. • Always treat others with respect. • Never physically or verbally abuse others. • Take responsibility for their behavior 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. 	<ul style="list-style-type: none"> • Have high expectations of their child's behaviour and an understanding of the school's 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. 	<ul style="list-style-type: none"> • Deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child. • 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. • Will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances. • 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.
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Appendix 4: Staged response checklist for student behaviour issues

Stage 1: Promoting positive behaviour and preventing behavioural issues	
Suggested strategies	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	
Suggested strategies	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 such as Student Development Centres (if available)	

Appendix 5:



A P-12 SCHOOL

PO Box 225 Corryong VIC 3707

Tel: (02) 6076 1566 Fax: (02) 6076 1650

Email: corryong.p12@edumail.vic.gov.au

WHOLE SCHOOL STUDENT MANAGEMENT 2018

STUDENT CODE OF CONDUCT POLICY

Corryong College has a responsibility to assist students conduct themselves in a social context and within Department of Education and Training (DE&T) guidelines. Underpinning our Student Code of Conduct is a whole school approach; all students are expected to be familiar with and to abide by it, parents are expected to be supportive of it and staff are expected to implement it.

The school community of Corryong College believes that:

- All individuals are to be valued and treated with respect
- Students have the right to work and play in a safe environment where they are able to fully develop their talents, interests and ambitions
- Students have the right to work and play in an environment that is free from interference and distraction from others
- Students and staff should be polite and courteous and work together to create an atmosphere of mutual trust, courtesy and respect
- Teachers have the right to expect they will be able to teach in an orderly and cooperative environment
- Parents and staff should work together to develop mutually agreed strategies to assist students experiencing difficulty in maximising their learning opportunities
- Parents/guardians have an obligation to support the college in its efforts to maintain a productive teaching and learning environment
- The Principal and staff have an obligation to implement the Code of Conduct fairly, reasonably and consistently

It is the responsibility of students to abide by the following school rules and standards:

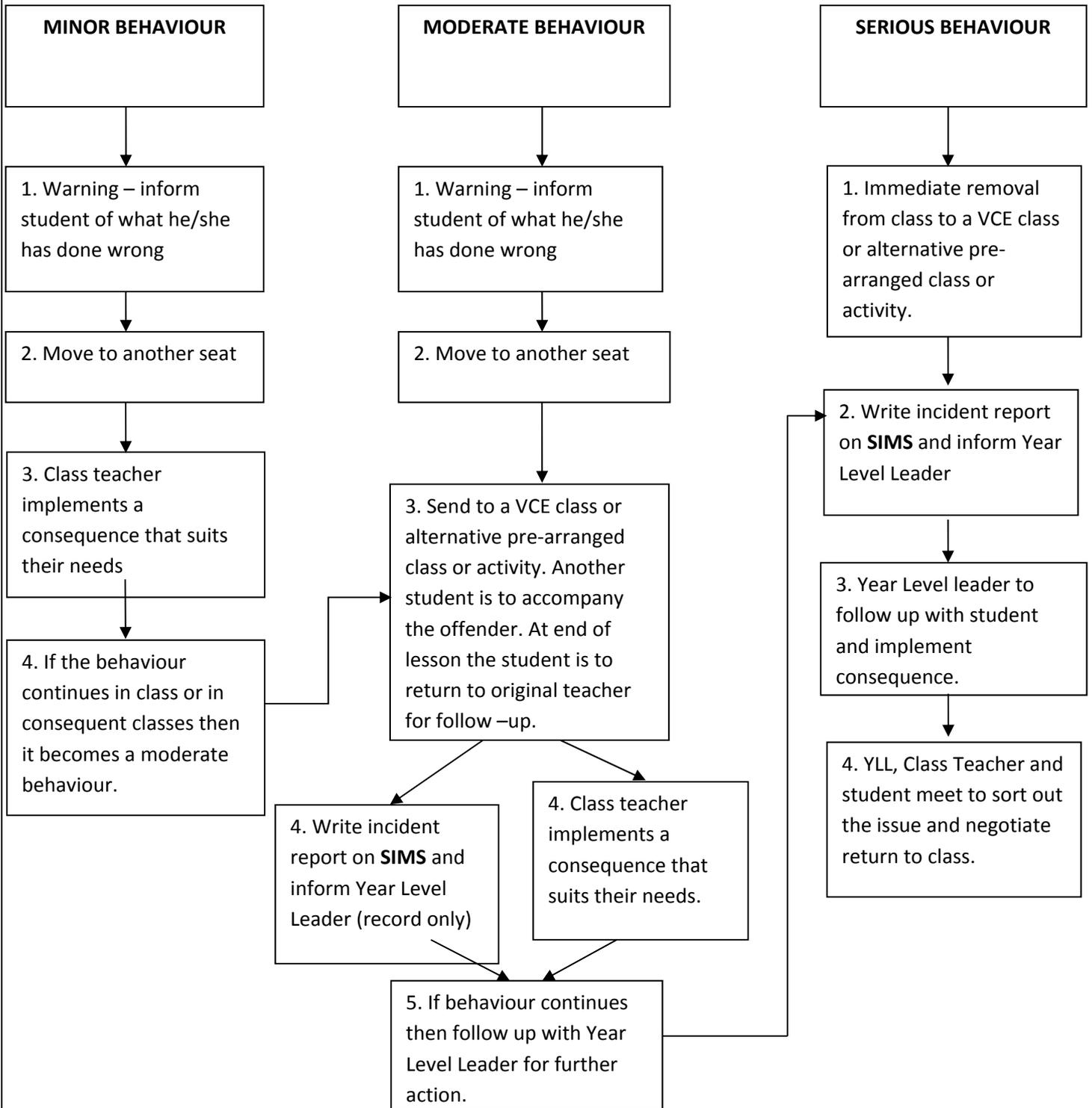
- Working to the best of their ability and allowing others to do the same.
- Behaving in a non-disruptive, safe, and socially responsible manner.
- Showing respect for others and their property.
- Treating school property with respect.
- Attending school, being punctual to class and providing a note following any absence.
- Wearing school uniform and following the school dress code.
- Having permission before leaving the school during school hours.
- Responding positively and promptly to teacher instructions.
- Making a genuine attempt to complete set tasks, including homework.
- Behaving in a safe manner whilst travelling on school buses and to / from school in general.
- Ensuring that dangerous and prohibited materials, including drugs, are not brought to school.
- Using the school's computer systems in a responsible manner that does not infringe laws such as copyright, privacy and pornography.
- At all times abiding by laws; for instance as they relate to driving, being a pedestrian, theft, violence, littering, smoking, alcohol and substance use.

The following behaviours have been categorised by staff. Sanctions will be imposed according to the severity of the misbehaviour.

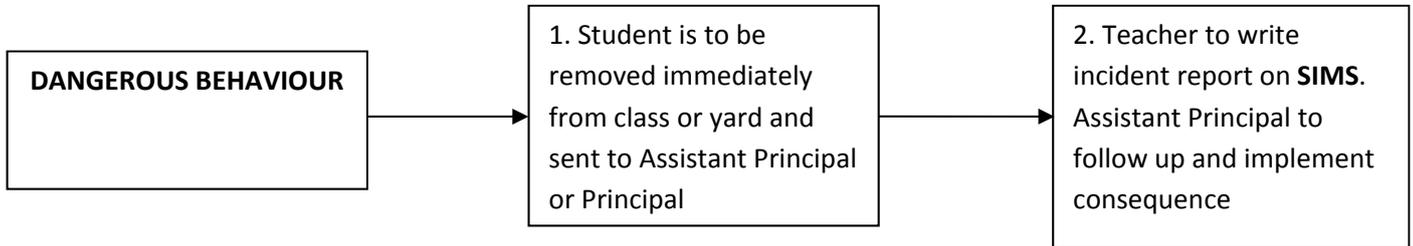
Classification of Behaviours

Minor Behaviours	Moderately Serious Behaviours	Very Serious Behaviours
<ul style="list-style-type: none"> ▪ Telling tales ▪ Clowning around ▪ Being noisy ▪ Wasting time ▪ Play fighting ▪ Animal noises ▪ Being cheeky ▪ Coming late to class ▪ Making a mess and not cleaning it up ▪ Running while indoors ▪ Horseplay ▪ Attention seeking ▪ Eating in class ▪ Pushing in ▪ Failure to complete homework once or twice ▪ Failure to bring appropriate materials once or twice ▪ Interrupting the teacher ▪ Avoiding work ▪ Using swear words in general conversation ▪ Use of mobile phone without permission 	<ul style="list-style-type: none"> ▪ Spoiling other students games ▪ Spitting ▪ Refusing to do work ▪ Hindering other students ▪ Failure to complete work ▪ Uncooperativeness ▪ Arguing back ▪ Being rude ▪ Being rude to staff ▪ Teasing ▪ Name calling ▪ Failure to complete homework more than twice ▪ Failure to bring appropriate materials more than twice ▪ Computer misuse ▪ Swearing at students ▪ Graffiti 	<ul style="list-style-type: none"> ▪ Extortion ▪ Bringing drugs to school ▪ Bringing weapons to school ▪ Inappropriate touching ▪ Physical abuse of staff ▪ Stealing ▪ Fighting ▪ Sexual assault ▪ Vandalism – could include graffiti of other students' work ▪ Dangerous refusal to follow instructions ▪ Swearing at staff ▪ Verbal abuse of staff ▪ Bullying ▪ Biting ▪ Lying ▪ Racial abuse ▪ Hitting back ▪ Running out of school ▪ Violent outbursts ▪ Computer misuse – vandalism, hacking, pornography, email/social media bullying ▪ Failure to complete homework always ▪ Failure to bring appropriate materials always

STUDENT MANAGEMENT PROCESS



Communication is essential between the classroom teacher, the Year Level Leader and Assistant Principal so all parties know what action is being taken and what effect it is having on the student.



MINOR BEHAVIOURS PROCESS

Are to be dealt with by the classroom/duty teacher using the following process

STEP 1

- State the classroom rule/norm being broken to the student in question and state that he/she will be moved if spoken to again for misbehaviour.

STEP 2

- Restate the classroom rule being broken and implement consequence of moving the student to another seat in the room or exclusion from the activity for an appropriate period of time.

STEP 3

- Student is removed from class and sent to a VCE class or alternative pre-arranged class or activity.

MODERATE BEHAVIOUR PROCESS

Are to be dealt with by the classroom/duty teacher in conjunction with the Form Teacher or Year Level Coordinator using the following process

STEP 1

- State the classroom rule/norm being broken to the student in question and state that he/she will be moved if spoken to again for misbehaviour.

STEP 2

- Restate the classroom rule being broken and implement consequence of moving the student to another seat in the room or exclusion from the activity for an appropriate period of time.

STEP 3 – If the behaviour continues

- Exit the student from class with a note to your Support Colleague's classroom. If the incident is a dangerous one then the student is to be exited directly to the Assistant Principal.
 - Using a calm voice, adopt the 'broken record' approach: **"That may be so, but I am asking you to leave the classroom"**
 - Remember, don't argue – it's fruitless and often inflames the situation.
- If the student refuses to leave, send a note via a trusted student to the Assistant Principal or Principal for assistance.

STEP 4

- Complete an incident report on SIMS and inform the Year Level Coordinator for record only. Class teacher to implement a consequence for the student

- Meet with the student and coordinator as soon as possible to discuss the behaviour and determine the consequences (detention, parent contact). Re-entry to class is to be negotiated (behaviour rubric) NOTE: you cannot refuse a student return to your class.

IT IS THE RESPONSIBILITY OF CLASS TEACHERS AND FORM TEACHERS TO ENSURE THESE PROCESSES WORK.

IF YOU ARE CONCERNED ABOUT THE FREQUENCY OF BEHAVIOURS THEN DISCUSS YOUR CONCERNS WITH YEAR LEVEL COORDINATOR.

SERIOUS BEHAVIOURS PROCESS

Are to be dealt with by the classroom/duty teacher in conjunction with the Year Level Coordinator and Assistant Principal using the following process.

STEP 1

- Exit the student from class with a note to your Support Colleague's classroom.
 - Using a calm voice, adopt the 'broken record' approach: **"That may be so, but I am asking you to leave the classroom"**
 - Remember, don't argue – it's fruitless and often inflames the situation.
- If the student refuses to leave, send a note via a trusted student to the Assistant Principal or Principal for assistance.

STEP 2

- Complete an incident report on SIMS and inform to the Year Level Leader

STEP 3

Year Level Leader to follow up with student and implement an appropriate consequence

STEP 4

- The exiting of the student will be followed by a **meeting between the student, the classroom teacher and the Year Level Coordinator as soon as possible**, to sort out the issue and to negotiate return to class.
 - In this meeting the student's behaviour and the classroom rule/s will be discussed and a written agreement/incident report will be documented on a SSG in SIMS.
 - A copy of this is to be sent home to parents. This is to deter repeat offending.
- If the problem persists (e.g. second removal from the same class) the teacher and Year Level Leader should **review and renegotiate the agreement as soon as possible after the second removal.**

STEP 5

▪ **If the problem persists**

If the student continually refuses to cooperate with classroom teacher and the Year Level Leader then the student may be suspended. IT IS THE RESPONSIBILITY OF CLASS TEACHERS, YEAR LEVEL COORDINATORS AND ASSISTANT PRINCIPALS TO ENSURE THIS PROCESS WORKS AND TO MAINTAIN COMMUNICATION WITH HOME.

DANGEROUS BEHAVIOURS PROCESS

STEP 1

- **Student is to be removed immediately from class or the yard to the Assistant Principal or Principal.**

STEP 2

- Teacher to write incident report on SIMS. Assistant Principal to follow up and implement consequences.

SOME SUGGESTED CONSEQUENCES FOR STUDENT MISBEHAVIOUR TO BE ADMINISTERED BY A CLASSROOM TEACHER:

The consequences should, as much as possible, reflect the type and seriousness of the offence. **These consequences should be stated to students when administering your first warning. "You have a choice, you either follow my instruction or you can**

- Move to a prescribed seat
- Removal from a group activity – student completes the activity individually
- Sit next to the teacher
- Come back at recess/lunchtime to copy out classroom expectations/norms – to be signed by parents
- Detention for up to half of recess, half of lunchtime or 45 minutes after school finishes (provided parents have been notified so that any necessary transport arrangements can be made).
- Discussion followed by an explanation of the College's rules and a warning / reprimand
- Join the classroom teacher at recess/lunchtime to pick up a bag of rubbish
- Come back at recess/lunchtime to complete work not finished in class
- Being required to repeat a given task to an acceptable standard
- Copying text from a text book
- Send to a colleague's classroom to complete work
- A written or verbal apology, perhaps incorporating a written contract
- Payment of compensation for any damage caused to another students' or school property
- Contact with parents by an entry in the student's diary, by telephone or by letter School community service programs such as cleaning table tops, yard duty or gardening
- Referral to the Police in matters pertaining to serious threat, assault, possession of illicit drugs etc.
- A 'Discipline Meeting' including parents, coordinators and a Principal Class Officer.
- Suspension from the school in accordance with DE&T guidelines
- A 'Suspension Conference' including parents, coordinators and a Principal Class Officer.
- Expulsion from school by the Principal in accordance with DE&T guidelines

THE FOLLOWING STRATEGIES SHOULD BE IMPLEMENTED TO DEVELOP A POSITIVE CLIMATE:

- The understanding and awareness of College rules by students, staff and parents
- A learning culture that encourages, models and acknowledges positive behaviours
- Challenging and enjoyable learning experiences that encourage achievement and the pursuit of excellence

- Students are to be encouraged to accept responsibility for their actions
- The use of cooperative learning techniques to reinforce to students that all contributions are respected and valued

- Providing both positive and negative consequences for student behaviour
- Giving positive reinforcement and acknowledgement to recognise achievements; for example sports awards, certificates of recognition and recognition of achievements in the newsletter and at assemblies

INFORMATION FOR THE COLLEAGUE SUPPORT TEACHER

- When a student arrives from a colleague's class they may be angry or protesting:

- Use the broken record approach, "That may be so, but the teacher has the right to ask you to leave the class."

- At the end of the session the student is sent to his/her next class

- The classroom teacher who exited the student will advise the Year Level Coordinator and write the incident report in SIMS.

- The classroom teacher who exited the student will provide the student with the work they missed while they were exited from the class. The expectation is that this work is to be completed, to the best of their ability, before re-entry to the original classroom.

- The Colleague Support Teacher has the right to refuse a student from another class.