



Student Wellbeing and Engagement Policy

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<i>To be reviewed by</i>	Principal
<i>References</i>	Victorian Government Schools Policy Advisory Guide
<i>Approved by</i>	School Council
<i>Date</i>	29 July, 2019
<i>Signature</i>	

Paul Frye

Purpose

The purpose of this policy is to ensure that all students and members of our school community understand:

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- our school's policies and procedures for responding to inappropriate student behaviour.

Castlemaine Secondary College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

Scope

This policy applies to all school activities, including camps and excursions.

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1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations



7. Engaging with families
8. Evaluation

Policy

1. School profile

At Castlemaine Secondary College's our values are Pride, Respect and Responsibility, and our vision is: "Students, Staff and Parents of Castlemaine Secondary College are resilient, responsible, creative and engaged in our local and global community. We are independent learners, striving to reach our potential."

Castlemaine Secondary College was established in 1994 from the amalgamation of castlemaine Technical College and Castlemaine High School. CSC is located approximately 120 kilometres northwest of Melbourne.

In 2019, there are 665 students enrolled at our school, which represented an overall enrollment increase of 43 students from the previous year. Our student body reflects the diversity of the broader community within the Mount Alexander Shire. This diversity includes 5% of our students coming from Aboriginal and Torres Strait Islander (ATSI) backgrounds, 1% of students from English as an Additional Language(EAL) backgrounds and students from a very broad range of socio-economic backgrounds.

For a school our size, we offer a broad curriculum and a large range of programs to reflect the diverse needs and interests of our students. These programs include a broad VCE curriculum, a VCAL program, a Flexible Learning Options (FLO) program for Years 9 and 10 students with special learning needs, a Years 9 and 10 Steiner Program and a "mainstream" Year 7-10 program based on the Victorian Curriculum. 2019 is the third year that our school has existed as a predominantly one campus school with the vast majority of our students attending our Years 7-12 Blakeley Road Campus.

The rebuilding of this campus has continued with the opening of our Performing Arts building at the start of 2018 and the announcement of \$11.75million of funding in the 2018 State Budget to complete our school rebuild. Y2 Architects were reappointed to design these new buildings and they worked extensively with the school community from September 2018 to plan the final stage of building works, which will be constructed from mid-2019. Meanwhile, extra resources were devoted to strengthening our FLO program, which ran alongside our VCAL class at the ETTY Street Campus.

Our school grounds back onto native bushland, and we are surrounded by a supportive community. Castlemaine Secondary College has developed close ties to the local community, and enjoys support from our local shops and community services.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

Castlemaine Secondary College's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our



school community are encouraged to live and demonstrate our core values of pride respect and responsibility at every opportunity.

Our school's vision is :Students, Staff and Parents at Castlemaine Secondary College are resilient, responsible, creative and engaged in our local and global community. We are independent learners, striving to reach our potential.

3. Engagement strategies

Castlemaine Secondary College has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- deliver a broad curriculum including VET programs, VCE and VCAL, FLO and Steiner to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Castlemaine Secondary College practise strategies from the Berry Street Educational Model to maximise student engagement
- teachers at Castlemaine Secondary College adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings. Students are also encouraged to speak with their Mentor, Precinct Managers, teachers, Assistant Principal and Principal whenever they have any questions or concerns.



- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and co-curricular activities
- All students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, School Chaplain, visiting General Practitioner, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an ‘open door’ policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Bully Stoppers
 - Safe Schools
 - Berry Street Education Model
- programs, incursions and excursions developed to address issue specific behaviour (eg SOAR Adventures engagement and leadership program)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

Targeted

- each student belongs to a mentor group of approximately 15 students meeting daily with their mentor teacher
- each student belongs to a learning precinct led by a Precinct Manager and Leading Teacher who monitor the health and wellbeing of students in their precinct, and act as a point of contact for students who may need additional support
- all students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- connect all Koorie students with a Koorie Engagement Support Officer through a school based Koorie support teacher
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- Castlemaine Secondary College assists students to plan their Year 10 work experience, supported by their Career Action Plan
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach (based on the Berry Street Education Model) to work with students who have experienced trauma.

Individual

- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to school Social Worker, Chaplain, School Nurse and Student Support Services
- referral to ChildFirst, Headspace
- Navigator



- Lookout
- GPs in School Program
- Psychologist in Schools Program
- Calm Learning Space

Castlemaine Secondary College implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
 - Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Castlemaine Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Castlemaine Secondary College will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records



- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

6. Student behavioural expectations

Please see appendices for

1. Staged Levels of Response
2. Positive Behaviour Expectations

Behavioural expectations of students, staff and families are grounded in our school's values of pride, respect and responsibility. Student bullying behaviour will be responded to consistently with Castlemaine Secondary College's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Castlemaine Secondary College will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.



Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Precinct Manager
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

Corporal punishment is prohibited in our school and will not be used in any circumstance.

7. Engaging with families

Castlemaine Secondary College values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Castlemaine Secondary College will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data



- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

Further Information and Resources

Vision and Values Policy Statement

Bullying Prevention

Child Safe Standards

Review Cycle

This policy was last updated on June 2019 and is scheduled for review in June 2021.



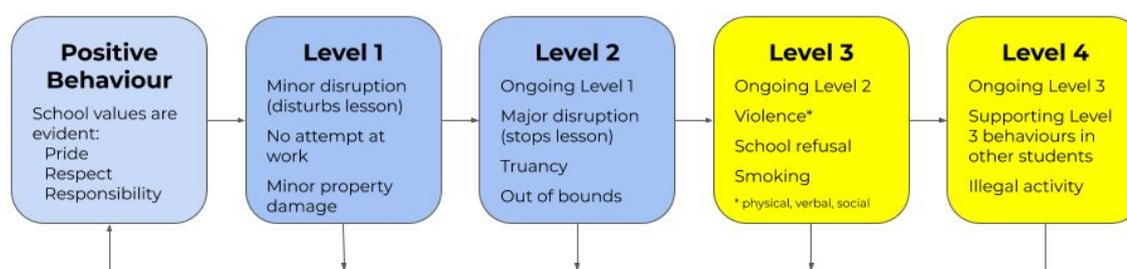
Appendix 1: Staged levels of response

Staged levels of response

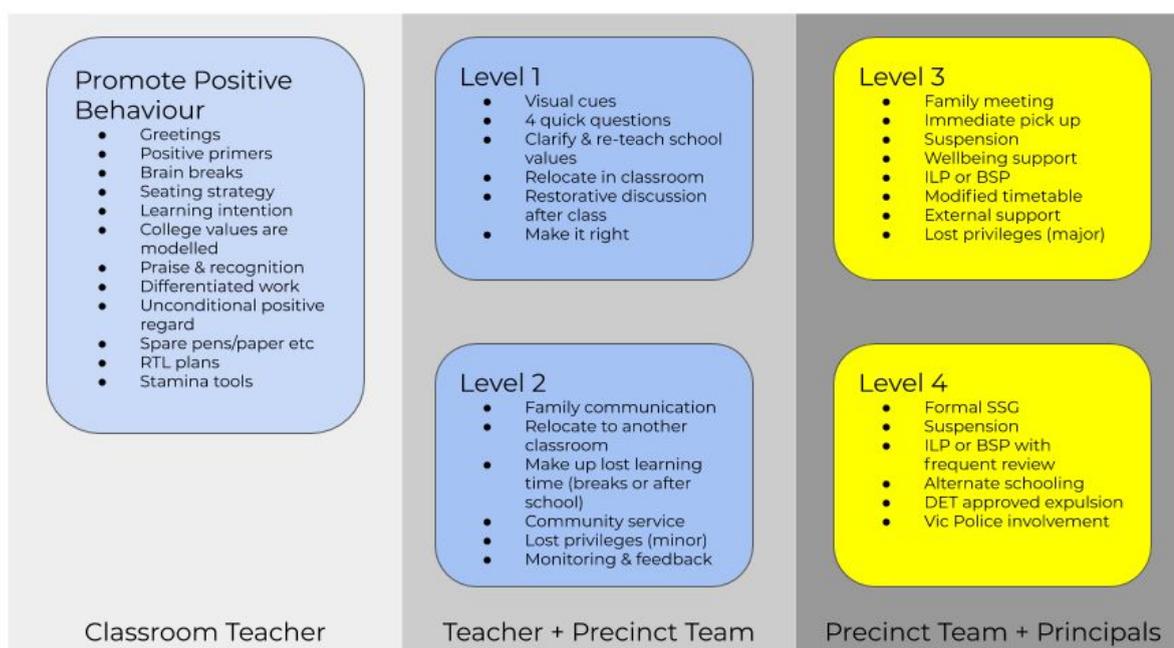
The CSC approach to promoting positive student behaviour is evidence-based. All teachers are expected to apply tools from the Berry Street Education Model to teach and reinforce positive learning behaviours and attitudes.

When things go wrong, interventions incorporate the Developmental Approach to Classroom Behaviour and Restorative Practice. Students are always given opportunities to consider the impact of their actions and to make things right before the school imposes reasonable consequences. We support students to re-engage in their work and restore their place in the College Community.

Student behaviours



CSC interventions





All interventions at Levels 2, 3 and 4 must be recorded on XUNO.

Promote Positive Behaviour

Classroom teacher

Behaviour Descriptor	Behaviour Intervention Strategies
<p>Students are demonstrating the college values:</p> <ul style="list-style-type: none">• Pride - participating with a positive attitude to learning, having a go and making their best effort to complete work.• Respect - showing awareness of the learning needs of others, allowing staff to teach and looking after the college environment; feeling safe and secure in the classroom.• Responsibility - arriving at class ready-to-learn or using their RTL plan; using class time productively and working to build stamina	<ul style="list-style-type: none">• Year Level Charters and individual Ready to Learn plans are routinely discussed and reflected upon (not just when “things go wrong”).• Learning Intentions and Success Criteria are displayed and discussed at the start of each class.• Teacher is always working to establish positive relationships with students and their parents and gives praise & recognition for positive behaviours (see “Six Principles for Providing Positive Feedback to Students” later in this Handbook).• Work is differentiated to accommodate students’ abilities and interests.• Classes are well prepared and seating plans are used. Spare pens/paper etc available to prevent minor interruptions.• Teacher uses unconditional positive regard including calm and respectful language.• Classes include positive primers and brain breaks to support students’ self-regulation• Stamina tools are used to develop students’ resilience and engagement• College values are modelled



Level 1 Classroom teacher

Behaviour Descriptor	Behaviour Intervention Strategies
<p>These are usually “one off” incidents that occur in the classroom (or in the yard) and should be dealt with immediately by the classroom teacher or yard duty teacher. They often cause minor disruption to the student’s or other students’ learning and may result from disengagement with the lesson or activity.</p>	<ul style="list-style-type: none">● Action should be quick and not significantly disrupt the flow of the lesson● Use non-verbal cues to redirect students● The teacher quickly makes it clear to the student what they have done or are doing and what the impact of this is <p>The consequence (if required) may include:</p> <ul style="list-style-type: none">● being spoken to after class by the teacher to clarify class expectations,● being moved to another part of the room● demonstrating an understanding of the impact of the misbehaviour and delivering an apology● making a genuine commitment around a change in behaviour for the future● yard duty, room tidy up, brief detention or other immediately applied consequence appropriate to the behaviour



Level 2

Classroom Teacher + Precinct Team

Behaviour Descriptor	Behaviour Intervention Strategies
<p>These fall into two general categories</p> <ol style="list-style-type: none">1. Repeated low level behaviour that has been addressed with the student but has shown little if any improvement.2. Less frequent behaviour that is nevertheless significantly disruptive to the learning of others or is deliberate and is sometimes vindictive. This behaviour often challenges the teacher's capacity to teach the rest of the group effectively. (Note: More frequent behaviour of this nature would be classified as Level 3 behaviour).	<p>Parents contacted by classroom teacher and record of incident and parent contact noted on XUNO. Classroom teacher makes parents aware of what is occurring and what strategies have been put in place.</p> <ul style="list-style-type: none">• Check with Precinct Lead Teacher and/or other teachers of this student to determine whether there is a pattern to this behavior (e.g. is it occurring in other classes?) and if so, whether there are other successful strategies that have been employed.• Student should be engaged in restorative conversations regarding his or her behaviour and its consequences (for them and others).• The student may be withdrawn from class for a brief period of time to facilitate a conversation about his or her behaviour and/or put in place a strategy/plan/commitment for a return to class.• Student may need to make up "lost learning time".• The student may need to undertake some actions that demonstrate his or her commitment to accepting responsibility for what has occurred. This may include detention, yard duty, class clean up, removal of some school privileges etc.• The student may need to be monitored for some period of time to prove that he or she has made a genuine commitment to change. This may be by all or some classroom teachers or the Mentor. This should be reported back to the student and the parent.



Level 3

Led by Precinct Leader and Manager

(Mentor, Wellbeing Team, Guidance Counsellor, DET psychologist, Careers Advisor or external agencies)

Behaviour Descriptor	Behaviour Intervention Strategies
<ul style="list-style-type: none">• significant lack of respect for self and the rights of others to learn• repeated and escalates when confronted• may be “abusive” toward other students or staff• unwillingness to comply with request around the negative behaviour.• aggressive, threatening or violent behaviour (including repeated or escalating bullying including “cyber bullying”)• Behaviour by students that has not responded to other interventions.• Chronic or high level disengagement or lack of attendance at school that has not responded to other interventions.	<ul style="list-style-type: none">• Parents must be contacted, possible meeting arranged• acts of violence or aggressive behaviour by a student may require immediate collection of student by parents.• A formal suspension may be required• Students should be provided with the opportunity to “put things right” using the “restorative practice model” both in their relationships and with the school.• The Guidance Counsellor or Wellbeing Team may be involved to identify and reduce barriers that are preventing success• Individual Learning Plan and/or Behaviour Management plan should be established (and reviewed regularly).• modified timetable• internal or external support eg; counselling or anger management• Alternative programs such as a Doxa School.• privileges revoked including excursions, sporting and other College teams, camps and school functions such as socials, the “formal” or other events.



Level 4

Principal Class (or delegates)

(Mentor, Precinct Leader, Precinct Manager, Wellbeing Team, Guidance Counsellor, DET psychologist, Careers Advisor or external agencies)

Behaviour Descriptor	Behaviour Intervention Strategies
<p>This behaviour is</p> <ul style="list-style-type: none">• Repeated behaviour that has not responded to any of the behaviour intervention strategies (listed above in Levels 1, 2 or 3) and continues to significantly disrupt the learning of others or the student involved.• Threatening, violent or aggressive behaviour that is directed toward an individual (including staff).• Behaviour that encourages or supports other students in undertaking activities that show significant disrespect to the College Community. This includes behaviour that is considered to be unlawful.	<ul style="list-style-type: none">• Student Support Group (SSG) with with the student, parent / carer and relevant staff members.• Department's Suspension Guidelines will be followed. https://www.education.vic.gov.au/school/principals/spag/participation/Pages/suspensions.aspx• Appropriate support staff should be involved dependent on the nature of the incident.• Alternative school programs may be considered as an appropriate short/medium term option whilst a full assessment of the student's individual situation is undertaken.• A representative from DET Regional Office may need to be involved to consider future school options for the student. This may include exclusion from school, other schooling or education options.• Behaviour Management Plan and/ or Individual Learning Plan (ILP) developed to set a clear framework of expectations of behaviour and educational success. <p>NOTE- The College Leadership will determine if the Police or other services are required.</p>



Resources

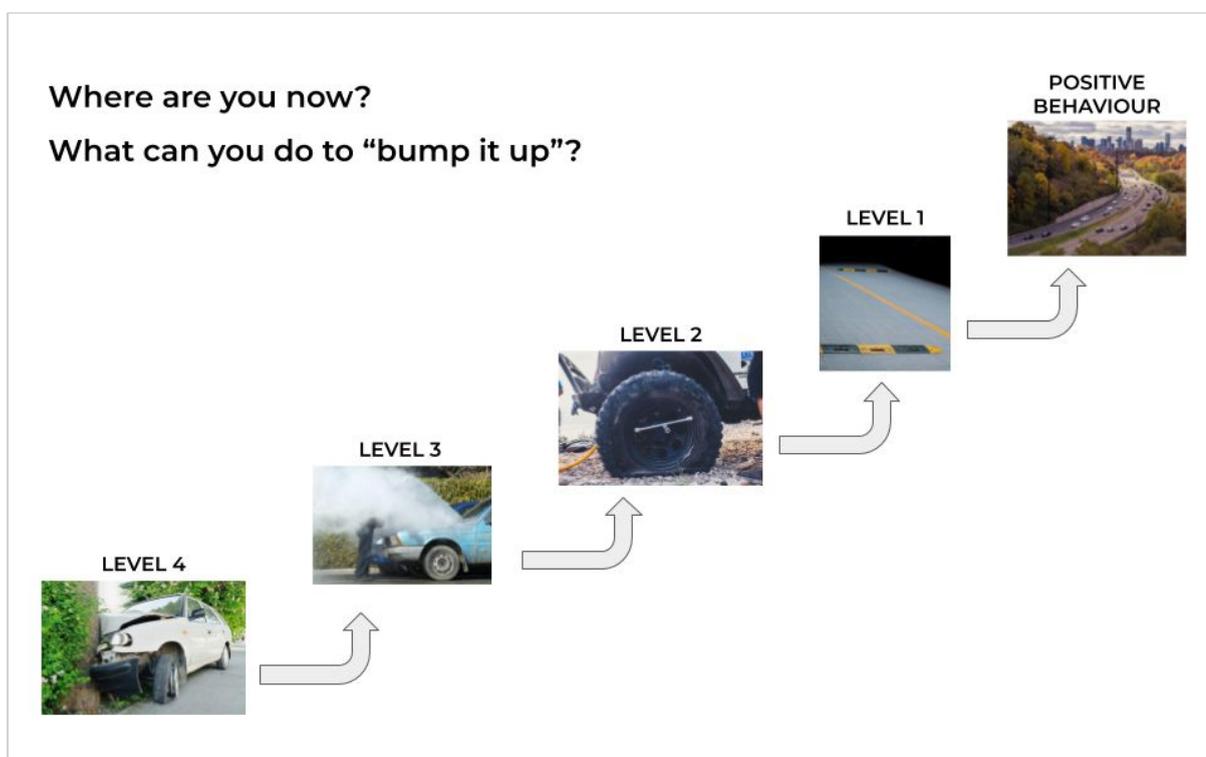
Berry Street Education Model: <https://alumni.bsem.org.au>

“The Developmental Management Approach to Classroom Behaviour” by Ramon Lewis, ACER press

Restorative Practice:

<https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/methodrestorative.aspx>

Student reflection tool:





Appendix 2: Positive Behaviour Expectations

POSITIVE BEHAVIOUR EXPECTATIONS

IN CLASSROOMS WE

Show **PRIDE** when we:

- wear our school uniform
- do our best and encourage others to do their best

Are **RESPECTFUL** when we:

- value the right of all to learn
- follow reasonable requests
- listen, speak to and treat each other with kindness and courtesy

Are **RESPONSIBLE** when we:

- are on time, ready and equipped to learn
- contribute to a safe and positive learning environment
 - take an active role in our own learning
 - take care of our learning resources
- own our choices and their consequences

