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# Student Wellbeing and Engagement Policy (2023 - 2026)



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<i>Date implemented</i>	13 September 2023
<i>Author</i>	Justin Hird
<i>Date to be reviewed</i>	September 2026
<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>	13 September 2023
<i>Signature</i>	

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## Purpose

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

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) our expectations for positive student behaviour
- (c) support available to students and families
- (d) 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, where student participation is encouraged and valued, helps to engage students and support them in their learning.

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 of Aspiration, Respect, and Empathy.

## Scope

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

## Contents

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
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### POLICY

#### 1. School profile

Castlemaine Secondary College (CSC) 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 2023, there are 760 students enrolled at our school, which represents an overall enrolment 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 3% 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.

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.

Our education programs from Year 7 -12 provide a wide array of options for students, allowing all students to develop individualised pathways suited to their strengths and interests. Over the past 10 years our VCE median study score has consistently been higher than state schools in our region. Individual students have also achieved VCE scores equivalent or higher to those achieved in private schools, demonstrating that CSC is able to support a wide range of students in their educational pursuits. 2023 will also see the introduction of the VCE Vocational Major Certificate, which will provide opportunities for students who wish to pursue more vocational based pathways.

CSC is an inclusive school for all students, allowing them to develop and learn in a diverse atmosphere that is reflective of our community. Our mentor program, unique to CSC, enables the mentor teacher to develop strong connections with a student and their family over the 6 years that they attend our school. Our mentor program is underpinned by the Berry Street Education Model theme of 'unconditional positive regard for all students.' We pride ourselves on positive relationships, and continually seek improvement in the College values of Aspiration, Respect and Empathy, in all students.

#### 2. School values, philosophy and vision

At Castlemaine Secondary College our values are Aspiration, Respect and Empathy, and our vision is:

***At Castlemaine Secondary College we have high learning expectations of staff and students. We promote and support emotional and physical well-being, developing resilient community members.***

#### 3. Wellbeing and engagement strategies

Castlemaine Secondary College has developed a range of strategies to promote student engagement, which include an inclusive and Child Safe environment, [School-Wide Positive Behaviour Support](#) framework and [Respectful Relationships](#) for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated.

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.

All CSC staff have undergone the Berry Street Education Model training, this is trauma informed practice that is built around all staff demonstrating unconditional positive regard for all students at all times. This concept is underpinned by staff and students developing positive relationships.

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

### **Universal**

- each student belongs to a mentor group of approximately 15 students meeting daily with their mentor teacher.
- each mentor group 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.
- CSC has high and consistent expectations of all staff, students, parents and carers.
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing.
- create a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued.
- welcome all parents/carers and be responsive to them as partners in learning.
- analyse and be 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 VCE-VM, Virtual Schools Victoria, 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 use our own School-Wide Instructional Model (SWIM) to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons.
- 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 Statement of Values and School Philosophy 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.
- acknowledge positive behaviour and student achievement 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/or individual level.
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council (SRC) and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Mentor Teacher, Precinct Manager or Precinct Leader, 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 peer support programs.

- all students are welcome to self-refer to the Student Wellbeing Worker, School Nurse, Mental Health Practitioner, Mentor Teacher, Precinct Manager or Precinct Leader, 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.
- develop programs, incursions and excursions to address issue specific behaviour.
- provide opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities).

### **Targeted**

- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture. Our Koorie students are well supported by the Local Indigenous Corporation, Nalderun.
- We provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department’s policy on [LGBTIQ Student Support](#). This is supported by a Pride Crew (social connection group for LGBTQIA+ students and their allies) which is facilitated by school staff.
- All students in Out of Home Care are supported in accordance with the Department’s policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment.
- Students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department’s policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans.
- Wellbeing and health staff 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 apply a trauma-informed approach to working with all students, particularly students who have experienced trauma.
- Students enrolled under the Department’s international student program are supported in accordance with our legal obligations and Department policy and guidelines at the International [Student Program](#).
- all students from Year 10 and above are assisted to develop a Career Action Plan, with targeted goals and support to plan for their future.
- Castlemaine Secondary College assists students to plan their Year 10 work experience, underpinned by their Career Action Plan.

### **Individual**

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

- Developing positive and long-standing relationships with the student's mentor teacher. The vast majority of students will have the same mentor teacher from Year 7 -12, which also supports strong connections between families and the school.
- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances, in collaboration with the Wellbeing Team.
- developing an [Individual Education Plan](#) and/or a [Behaviour Support Plan](#) for students who require specific educational support.
- considering if any environmental changes need to be made, for example changing the classroom set up, this might include changing mentor group or precinct.
- referring the student to:
  - Wellbeing team or utilising the Calm Learning Space.
  - [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 (CAMHS) 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, which may include the development of an [Individual Education Plan](#), a self-regulation plan and associated card, or access to [Mental health toolkit](#).
- 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 Plan in collaboration with the student and their family.
- running regular Student Support Group meetings for all students:
  - accessing the [Program for Students with Disabilities](#)
  - 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 identifying students in need of support, and developing and implementing strategies which enhance student wellbeing. Castlemaine Secondary College utilises 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
- behaviour 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 all students, staff, parents and carers to treat each other with respect and dignity. Our school's Statement of Values and School Philosophy 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 1 for the Staged Levels of Response.

Behavioural expectations of students, staff and families are grounded in our school's values of Aspiration, Respect and Empathy. 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 implement a staged response, consistent with the [Department's Student Engagement Policy](#). 'CSC considers and implements positive interventions to support student behaviour before considering disciplinary measures.' Where appropriate, parents will be informed about the inappropriate behaviour and the corrective and supportive 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
- moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal from class
- withdrawal of privileges
- referral to the Precinct Manager
- restorative practices
- behaviour reviews
- detentions

- suspension
- expulsion

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

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Castlemaine Secondary College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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 strives 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, and hard copies from Reception.
- 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 collects 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:

- Attitudes to School Survey
- school reports
- parent surveys
- case management
- XUNO incidents and teacher notes

### Further information and resources

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Statement of School Values and Philosophy

The above policies can be found on the [College website](#).

### Policy Review and Approval

Policy last reviewed	13 September 2023
Consultation	Student Representative Council on 19-22 June, 2023 School Council on 21 June, 2023
Approved by	College Council
Next scheduled review date	Before September 2025 – noting a 2-year review cycle

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## Appendix 1: Staged levels of response

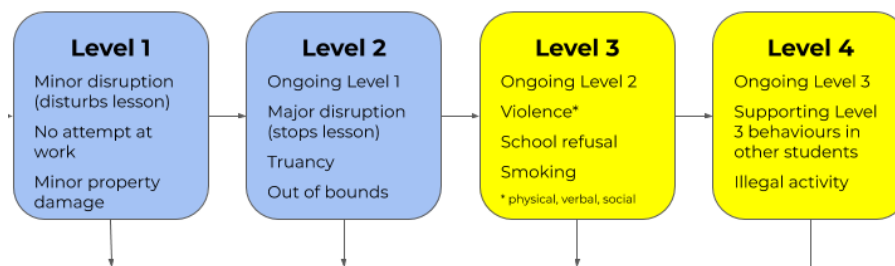


## Staged levels of response

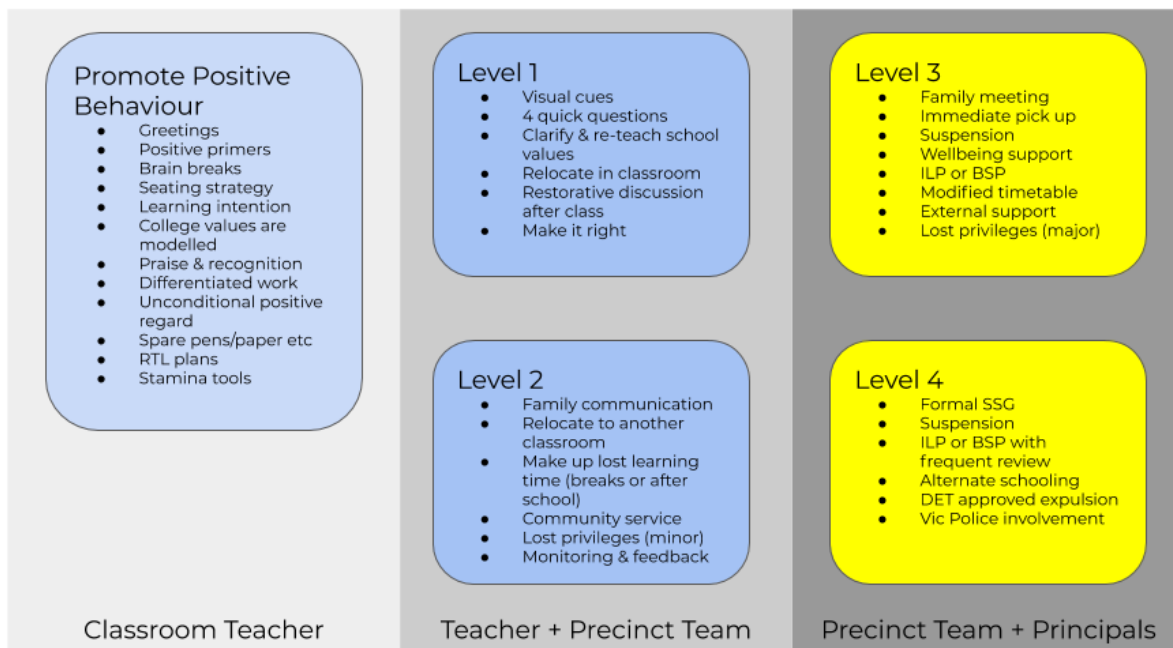
The CSC approach to promoting positive student behaviour is evidence-based. All teachers are expected to apply tools from the Berry Street Education Model (BSEM) and to teach and reinforce positive learning behaviours and attitudes.

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"> <li>● Aspiration- participating with a positive attitude to learning, always striving for continual improvement and supporting others to achieve their potential.</li> <li>● Respect - We speak kindly and politely to others, following teacher instructions, using technology for intended purpose, keeping our hands and feet to ourselves and we arrive on time.</li> <li>● Empathy - showing awareness of the learning needs of others, allowing staff to teach and looking after the college environment, that allows all to feel safe and secure in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>● Learning Intentions and Success Criteria are displayed and discussed at the start of each class.</li> <li>● Teachers are always working to establish positive relationships with students and their parents and give praise &amp; recognition for positive behaviours (see “Six Principles for Providing Positive Feedback to Students” later in this Handbook).</li> <li>● Work is differentiated to accommodate students’ abilities and interests.</li> <li>● Classes are well prepared and seating plans are used. Spare pens/paper etc available to prevent minor interruptions.</li> <li>● Teacher uses unconditional positive regard including calm and respectful language.</li> <li>● Classes include positive primers and brain breaks to support students’ self-regulation.</li> <li>● Stamina tools are used to develop students’ resilience and engagement.</li> <li>● College values are modelled.</li> </ul>

# 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"> <li>● Action should be quick and not significantly disrupt the flow of the lesson.</li> <li>● Use non-verbal cues to redirect students.</li> <li>● The teacher quickly makes it clear to the student what they have done or are doing and what the impact of this is on others.</li> </ul> <p>The consequence (if required) may include:</p> <ul style="list-style-type: none"> <li>● being spoken to after class by the teacher to clarify class expectations.</li> <li>● being moved to another part of the room.</li> <li>● demonstrating an understanding of the impact of the misbehaviour and delivering an apology.</li> <li>● making a genuine commitment around a change in behaviour for the future.</li> <li>● yard duty, room tidy up, brief detention or other immediately applied consequence appropriate to the behaviour.</li> </ul> <p>4 quick questions</p> <ol style="list-style-type: none"> <li>1. What are you doing?</li> <li>2. What should you be doing?</li> <li>3. Do you understand the expectation or should we work on it together?</li> <li>4. Can you follow the expectation from now on?</li> </ol>

## 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"><li>1. Repeated low level behaviour that has been addressed with the student but has shown little if any improvement.</li><li>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).</li></ol>	<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"><li>• Check with the Precinct Lead Teacher and/or other teachers of this student to determine whether there is a pattern to this behaviour (e.g. is it occurring in other classes?) and if so, whether there are other successful strategies that have been employed.</li><li>• Students should be engaged in restorative conversations regarding their behaviour and its consequences (for them and others).</li><li>• 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.</li><li>• Students may need to make up for "lost learning time".</li><li>• 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.</li><li>• 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.</li></ul>

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

## 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"><li>• 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.</li><li>• Threatening, violent or aggressive behaviour that is directed toward an individual (including staff).</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Student Support Group (SSG) with the student, parent / carer and relevant staff members.</li><li>• Department’s Suspension Guidelines will be followed. <a href="https://www.education.vic.gov.au/school/principals/spag/participation/Pages/suspensions.aspx">https://www.education.vic.gov.au/school/principals/spag/participation/Pages/suspensions.aspx</a></li><li>• Appropriate support staff should be involved depending on the nature of the incident.</li><li>• 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.</li><li>• A representative from the 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.</li><li>• Behaviour Management Plan and/ or Individual Learning Plan (ILP) developed to set a clear framework of expectations of behaviour and educational success.</li></ul> <p>NOTE- The College Leadership will determine if the Police or other services are required.</p>

## Resources

[Berry Street Education Model](#)

“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:

