



**RESPECT, INCLUSION  
PRIDE, RESPONSIBILITY**

# **Student Engagement Policy**

## **Section – Wellbeing**

### **Policy No – WEL001**

#### **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) 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.

Chaffey 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.

#### **CONTENTS**

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
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7. Engaging with families
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#### **POLICY**

1. School profile

Chaffey Secondary College is located in the centre of the City of Mildura, in the Shire of Mildura Rural City Council about 550km North West of Melbourne on the border of NSW and Victoria. Mildura is the largest regional city (approximately 32000) in the North West of the State located on the River Murray where agriculture is the largest industry within the district. The city is well known for grape production (both table and wine), citrus production with an increasing market share of nut production. Chaffey Secondary College had an enrolment of 587 students in 2021 with a workforce consisting of 44.8 teaching staff and 22.9 ES staff. The SFO is .65 and the College has the largest number of Koorie students in the state with 161 enrolled at the College in 2021. The College has students from 30 different cultures with 25% of the student population coming from homes where English is an additional language. Aboriginal and Torres Strait Islander students are supported by the Clontarf Academy for male students and Stars Academy for female students as well as the college Koorie Education Support Officer and the college wellbeing team. In 2018 the college introduced Quicksmart Numeracy to assist students (mainly in year 7) in the basics of numeracy and in 2019 Quicksmart Literacy

to assist students in improving basic literacy. In 2020 the College became the 40th SEAL (Select Entry Accelerated Learning) school in the state beginning with a year 7 class. Students in Year 7 and 8 follow a broad curriculum. Year 9 and 10 have more elective choices in addition to core subjects, to better prepare them for their future pathways in higher education or employment. The College teaches the Victorian Curriculum at Years 7 to 10. Victorian Education and Training in Schools (VETiS) are offered at Year 10. Students may also elect to commence a Victorian Certificate of Education (V.C.E.) subject. The College specialises in the Arts and is an accredited Musical Futures Champion School. The Diversity class provides a flexible learning option.

Chaffey is on a continuous improvement journey with a key focus on student growth in learning and establishing school wide positive behaviour systems. We are a visible learning and visible wellbeing school.

## 2. School values, philosophy and vision

The Vision of Chaffey Secondary is High Expectations for all with a focus on: Excellence in Teaching and Learning, Building Authentic and Respectful Relationships and Creating Effective Community Partnerships.

Our Purpose statement is:

The purpose of Chaffey Secondary College is to grow all of our young people academically, socially and emotionally, to be proud of themselves, the school, and the community in a safe and inclusive environment. Our Values are RIPR: Respect, Inclusion, Pride and Responsibility.

Our Statement of Values is available online at: <http://www.chaffeysc.vic.edu.au/>

## 3. Engagement strategies

Chaffey 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
- a focus on restorative conversations where harm has been done
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as 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
- 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 SEAL, Quicksmart, MYLNS support, VET programs, VCE and VCAL to ensure that students are able to choose or be counselled into subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Chaffey Secondary College use a Visible Learning instructional framework 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 Chaffey 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 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 and out of 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. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, sports, music programs and peer support programs
- All students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, Year Level Coordinator, Sub school 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
- programs, incursions and excursions developed to address issue specific behaviour
- opportunities for student inclusion (i.e. sports teams, clubs, break time activities)
- All students have an Individual Education Plan (IEP) uploaded on Compass which are contributed to by staff, students and parents.
- All staff and students will use the Visible Wellbeing (VWB) framework:
  - helping students and staff to more clearly see their own and other's wellbeing using VWB practices;
  - helping students and staff more systematically build wellbeing using the SEARCH framework;
  - facilitating learning through the visible wellbeing classroom process.

### **Targeted**

- each year group has a Year Level Coordinator or Coordinators, a Sub school Leader and an Assistant Principal responsible for their year, who monitor the health and wellbeing of students in their year, 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, STARS and Clontarf Foundations where possible.
- all students in Out of Home Care are appointed a designated teacher, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- all students in Year 9 complete a Morrisby career analysis and follow up interview
- Chaffey Secondary College assists students to plan their Year 10 work experience, supported by their Career Action Plan and the Careers Coordinator alongside the Middle School Leader
- 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

### **Individual**

- Student Support Groups, see: <http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Education Plan(IEP), Behaviour Support Plan (BSP), Student Absence Learning Plan, and Return to School Plan

- Program for Students with Disabilities (PSD)
- referral to Student Welfare Coordinator and Student Support Services
- referral to Child First, Headspace and other external agencies
- Navigator referral
- Lookout for Out of Home Care Students
- Staged Return to School plans

Chaffey 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
- facilitating regular Student Support Group meetings for all students:
  - with a disability who are funded
  - in Out of Home Care
  - and with other complex needs that require ongoing support and monitoring.

#### 4. Identifying students in need of support

Chaffey Secondary College is committed to providing the necessary support to ensure our students are supported academically, 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. Chaffey 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, minor and major behaviour referrals on Compass, 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 which are outlined in our expected behaviour matrix
- 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

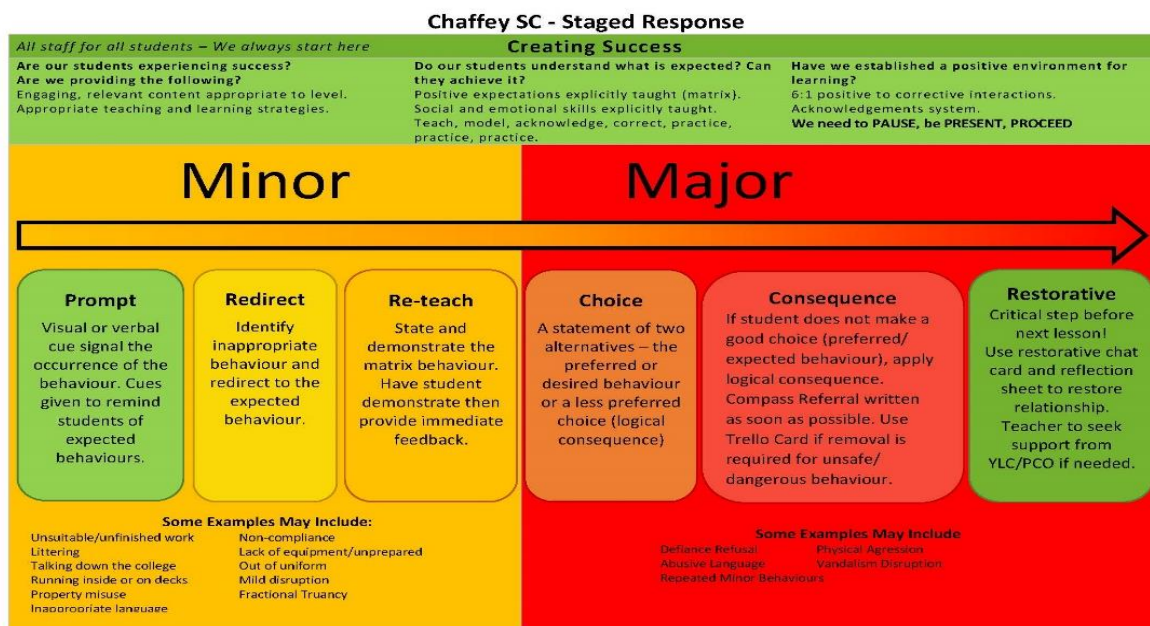
Behavioural expectations of students, staff and families are grounded in our school's Statement of Values which has led to the development of the Whole School Expectations Matrix.

		<b>R</b> <i>RESPECT</i>	<b>I</b> <i>INCLUSION</i>	<b>P</b> <i>PRIDE</i>	<b>R</b> <i>RESPONSIBILITY</i>
<b>ALL SETTINGS</b> (AND IN THE COMMUNITY)	<b>WE</b>	<ul style="list-style-type: none"> <li>• Follow staff instructions</li> <li>• Use the language of respect</li> <li>• Use 'please' and 'thank you'</li> <li>• Keep hands and feet to ourselves</li> <li>• Respect personal space</li> </ul>	<ul style="list-style-type: none"> <li>• Treat each other with kindness</li> <li>• Value everyone's contribution</li> <li>• Accept and value other people's differences</li> </ul>	<ul style="list-style-type: none"> <li>• Wear full college uniform</li> <li>• Always do our best to improve</li> <li>• Celebrate successes and achievements</li> <li>• Speak positively about our college</li> </ul>	<ul style="list-style-type: none"> <li>• Are honest</li> <li>• Learn from our mistakes and accept consequences</li> <li>• Arrive to school and class on time</li> <li>• Leave electronic devices in our lockers between 9:00 - 3:05</li> <li>• Act safely and follow safety instructions</li> <li>• Stay in supervised areas</li> </ul>
<b>LEARNING SPACES</b>	<b>WE</b>	<ul style="list-style-type: none"> <li>• Work quietly and listen to the speaker</li> <li>• Remove our hats</li> <li>• Leave our bags in our lockers except for PE/Dance classes</li> </ul>	<ul style="list-style-type: none"> <li>• Include others in groups and activities</li> <li>• Are reliable team members</li> </ul>	<ul style="list-style-type: none"> <li>• Take care of class displays</li> <li>• Attempt and complete the set work</li> <li>• Keep our work organised</li> <li>• Keep room tidy in general</li> </ul>	<ul style="list-style-type: none"> <li>• Bring all equipment to class</li> <li>• Stay in class unless permitted to leave</li> <li>• Sit on chairs properly and stay seated unless instructed by a teacher</li> <li>• Use learning equipment properly</li> </ul>
<b>ONLINE</b>	<b>WE</b>	<ul style="list-style-type: none"> <li>• Look after technology equipment using minimum force/effort</li> <li>• Use our allocated device</li> </ul>	<ul style="list-style-type: none"> <li>• Are kind to others in online communications</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in a positive way</li> </ul>	<ul style="list-style-type: none"> <li>• Stay on task</li> <li>• Use recommended websites</li> <li>• Keep our passwords secure</li> <li>• Follow the law</li> <li>• Log out when we are finished</li> <li>• Follow Chaffey Acceptable Use Policy</li> </ul>
<b>TOILETS</b>	<b>WE</b>	<ul style="list-style-type: none"> <li>• Take care with college property</li> </ul>		<ul style="list-style-type: none"> <li>• Leave the area clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>• Use the hygiene bins provided</li> <li>• Use toilets for intended purpose</li> <li>• Use toilets in break times to be prepared for class</li> </ul>
<b>CANTEEN, CORRIDORS &amp; DECKS</b>	<b>WE</b>	<ul style="list-style-type: none"> <li>• Walk quietly and allow classes to work undisturbed</li> <li>• Remove our hats when inside</li> </ul>	<ul style="list-style-type: none"> <li>• Promote peace and harmony</li> </ul>	<ul style="list-style-type: none"> <li>• Leave the area clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>• Use light switches and doors appropriately</li> <li>• Walk in the canteen area</li> </ul>

Student bullying behaviour will be responded to consistently with Chaffey Secondary College's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Chaffey 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 follow up action taken by teachers and other school staff.

The Chaffey Staged response is outlined below and is positively focussed with a strong focus on corrective language and acknowledging that behaviour mistakes are learning opportunities for students in most cases.



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:

- Prompting and reminding 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 behaviour
- withdrawal of privileges
- referral to the Year Level Coordinator
- 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>

At Chaffey we are guided by our Behaviour flow chart as shown below which describes minor and major behaviour and outlines which behaviours are classroom managed and then major behaviours which are managed by the student engagement team.



## Chaffey SC Behaviour Flow Chart

All staff for all students – We always start here		
Creating Success		
<b>Are our students experiencing success? Are we providing the following?</b> Engaging, relevant content appropriate to level. Appropriate teaching and learning strategies.	<b>Do our students understand what is expected? Can they achieve it?</b> Positive expectations explicitly taught (matrix). Social and emotional skills explicitly taught. Teach, model, acknowledge, correct, practice, practice, practice.	<b>Have we established a positive environment for learning?</b> 6:1 positive to corrective interactions. Acknowledgements system.
<b>Minor Behaviour</b> (Managed by CT, YDT)	<b>Continuum of Responses</b>	<b>Major Behaviour</b> (Managed by YLC, SSL, AP, P)
Unsuitable/unfinished work  <b>Non-compliance:</b> Low intensity failure to respond to adult requests  <b>Fractional Truancy:</b> Arriving late, leaving early  <b>Littering</b>  <b>Lack of equipment/unprepared</b>  <b>Talking down the college:</b> Actively speaking/writing about the college in a negative way.  <b>Out of uniform</b>  <b>Running inside or on decks</b>  <b>Mild disruption:</b> Talking while teacher is speaking. Loud voices or noises indoors  <b>Excluding others:</b> Not allowing others to join in games or groups on one occasion  <b>Property misuse:</b> Careless damage, no intent  <b>Physical contact:</b> non-serious, bumping, kissing and cuddling  <b>Spitting:</b> on ground  <b>Inappropriate language:</b> swearing in conversation, name calling, teasing  <b>Chronic, persistent minor behaviours</b> may require a major response (referral to YLC)	'Creating Success' Acknowledgements Prompt Redirect Reteach Choice Alternative activity Natural consequence Calm down break Remove Reflection Sheet Restorative Parent contact Logical consequence - <i>for example:</i> <ul style="list-style-type: none"> <li>Waste time, make up time</li> <li>Drop rubbish, pick up rubbish</li> <li>Damage school property, repair/replace</li> </ul> Break 1 or 2 detention Referral to Year Level Coordinator (YLC) Referral to Wellbeing After/Before school detention Behaviour card or contract Meeting with parents Behaviour management/Student support plan Internal or external suspension	<b>Defiance/Refusal:</b> Refusal to follow directions, talking back and/or socially rude interactions. In this case the student refuses to follow directions after initial request has been made directly to that student  <b>Cheating/ Plagiarism</b> <b>Physical aggression:</b> hitting, punching <b>Abusive language:</b> Aggressive Swearing <b>Absconding:</b> Within school grounds or leaving school grounds or attempting to run away; leave suddenly; hide from staff (fence, roof, gates), safety issues <b>Bullying:</b> Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. <b>Property damage/Vandalism</b> <b>Criminal behaviour:</b> Assault, Alcohol, Drugs, Theft <b>Harassment:</b> Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, Disrespectful messages include negatives comments based on race, religion gender, age, and / or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters <b>Disruption:</b> Behaviour causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling or screaming; noise with materials; horseplay or roughhousing, and / or sustained out-of-seat behaviour (i.e. tantrums, excessive yelling or screaming).

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

**At Chaffey Secondary College we follow the DET guidance on Restraint and Seclusion**  
<https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

### 7. Engaging with families

Chaffey 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: <http://www.chaffey.vic.edu.au/>
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- involving families with homework and other curriculum-related activities
- involving families in school governance through school council and parent forums
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

### 8. Evaluation

Chaffey 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 attitudes to school survey data
- Compass referral data for both positive and negative
- school reports
- parent opinion survey
- case management
- CASES21
- Student Online Case System SOCS

Proposed amendments to this policy will be discussed with student representative groups, parents groups and school council.

## COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Provided to staff at induction and included in staff handbook/manual
- Discussed at staff meetings/briefings as required
- Made available publicly on our school website
- Included in transition and enrolment packs
- Made available in hard copy from school administration upon request

## POLICY REVIEW AND APPROVAL

This Policy will be reviewed in line with DET Guidelines and VRQA school registration requirements.

<b>Date Implemented</b>	November 2021
<b>Author</b>	Jeffrey Topp
<b>Approved By</b>	School Council November 2021
<b>Responsible for Review</b>	Principal
<b>Review Date</b>	May 2022
<b>Review Cycle</b>	2 years
<b>References</b>	<a href="http://www.chaffeysc.vic.edu.au/">http://www.chaffeysc.vic.edu.au/</a> <a href="https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx">https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx</a> <a href="https://ccyp.vic.gov.au/child-safety/being-a-child-safe-organisation/">https://ccyp.vic.gov.au/child-safety/being-a-child-safe-organisation/</a> <a href="https://www.esafety.gov.au/">https://www.esafety.gov.au/</a> <a href="https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/swpbs.aspx">https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/swpbs.aspx</a> <a href="https://www2.education.vic.gov.au/pal/restraint-seclusion/policy">https://www2.education.vic.gov.au/pal/restraint-seclusion/policy</a>