Wangaratta High School

Student Engagement Policy Framework

School Profile
Wangaratta High School is situated about 230kms from Melbourne in North East Victoria. Our school has an enrolment of around 900 students from Years 7 to 12.

Our Vision: Wangaratta High School is an innovative flexible learning community. We are committed to: Enabling individuals to achieve their personal best, building positive relationships and supporting our students to become active contributors in their community.

Vision for eLearning: Wangaratta High School is a learning community of creative, curious and confident digital citizens engaged in a contemporary and personalized learning environment.

Our Values are: Ready to Learn, Respectful, Safe and Personal Best


Wangaratta High School is a co-educational school with an enrolment of approximately 900 students. Wangaratta High School will provide a high quality innovative and collaborative environment, which caters for all individuals and supports their development of independence, social responsibility, personal achievement and proficiency in work and readiness for further education.

Our Strategic Plan outlines our key goals including, building the capacity of all teachers to work in teams in flexible learning spaces and to personalise learning for all students. Teachers at Wangaratta High School use student achievement data to guide and inform teaching and learning practices to facilitate the improvement of student outcomes. Wangaratta High School is an active member of the Wangaratta Learning Community working with Cluster schools working to provide exemplary and seamless transition and education for all students from Preschool through secondary school to university, further training and employment.

Restorative Practices:
Restoration of relationships is key to maintaining a focus on learning. One on one discussion, restorative chats and conversations, community circles and community conferences are used to bring about positive behaviours and more resilient learners.

Restorative Practices:
• are underpinned by student learning and facilitate an environment of safety, trust and connectedness
• promote awareness of others, responsibility and empathy
• involve direct and voluntary participation of those affected by misconduct in its resolution
• promote relationship management rather than behavior management
• separate the deed from the doer
• are systematic, not situational
• are concerned with establishing or re-establishing social equality in relationships; this is relationships in which each person’s rights to equal dignity, concern and respect are satisfied
Shared Expectations

At Wangaratta High School we aim to live by the School values of Ready to Learn, Personal best, Respectful and Safe. We acknowledge that all students, staff and parents/carers have the shared responsibility for contributing to the success of student learning. The expectations listed below contribute to all members feeling included, accepted and having a sense of belonging.

<table>
<thead>
<tr>
<th>High Standards and Expectations</th>
<th>Student</th>
<th>Parent/Carer</th>
<th>Wangaratta High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I will come to class on time prepared to learn on a daily basis and remain throughout the scheduled school hours.</td>
<td>I will ensure my child attends school on time every day prepared to learn and has appropriate sleep, nutrition, and clothing.</td>
<td>We will provide a welcoming environment.</td>
<td></td>
</tr>
<tr>
<td>- I will take responsibility for my learning</td>
<td>I will monitor homework, academic progress, and attendance</td>
<td>We will set high standards for student performance.</td>
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<tr>
<td>- I will be an active learner.</td>
<td>I will support my child in setting and achieving short and long term goals</td>
<td>We will provide strong academic curriculum and quality learning and instruction</td>
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<tr>
<td>- I will look ahead to build and balance educational requirements</td>
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<td></td>
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<table>
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<tr>
<th>Learning</th>
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<tr>
<td>- I will maximize opportunities to understand material, using strategies that best support my learning style.</td>
<td>I will help my child capitalise on their learning style and abilities.</td>
<td>We will provide instruction based on AusVELS and student learning styles.</td>
<td></td>
</tr>
<tr>
<td>- I will contribute my ideas and skills to my classroom, school, and community.</td>
<td>I will help my child learn life skills: Self-sufficiency, goal setting, planning, resilience, and decision-making.</td>
<td>We will make learning relevant.</td>
<td></td>
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<tr>
<td>- I will apply and practice what I learn.</td>
<td>I will support a timely completion of homework and learning tasks.</td>
<td>We will communicate real life applications of the curriculum.</td>
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<tr>
<td>- I will take responsibility to complete and return learning outcomes on time.</td>
<td>I will ensure that school work is a priority.</td>
<td>We will support students to be responsible for work completion and quality.</td>
<td></td>
</tr>
<tr>
<td>- I will use the resources that are available to help my learning</td>
<td>I will work with student support services if required</td>
<td>We will implement appropriate interventions and remediation to help students succeed (Including applying for further support where appropriate)</td>
<td></td>
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<table>
<thead>
<tr>
<th>Positive School Environment</th>
<th>Student</th>
<th>Parent/Carer</th>
<th>Wangaratta High School</th>
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<tr>
<td>- I will respect the personal rights and property of others and myself.</td>
<td>I will talk with my child about respecting people and property.</td>
<td>We will treat students and parents with respect.</td>
<td></td>
</tr>
<tr>
<td>- I will behave responsibly and dress appropriately.</td>
<td>I will set positive behaviour and uniform expectations, and support school policies.</td>
<td>We will clearly communicate school behaviour expectations to students and parents.</td>
<td></td>
</tr>
<tr>
<td>- I will inform an adult about bullying, harassment, and unsafe behaviour.</td>
<td>I will talk with my child about bullying, harassment, peer pressure, safety, and drug-free behaviour.</td>
<td>We will take steps to prevent bullying and harassment.</td>
<td></td>
</tr>
<tr>
<td>- I will know how to keep myself safe and drug-free.</td>
<td>I will support the School Student Behaviour Protocols.</td>
<td>We will promote safe and drug-free schools.</td>
<td></td>
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<table>
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<tr>
<th>Communication</th>
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<tr>
<td>- I will pay attention to information and seek assistance when needed</td>
<td>I will use information sources (Compass, newsletter, e-mail, and websites) to keep up with school issues and activities.</td>
<td>We will maintain regular communication with parents/carers.</td>
<td></td>
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<tr>
<td>- I will cooperate with everyone by conducting myself in a mature manner conveying respect to all persons.</td>
<td>I will communicate with teachers as needed.</td>
<td>We will encourage parent/carer and student involvement in class and school activities.</td>
<td></td>
</tr>
<tr>
<td>- I will be a good messenger between home and school.</td>
<td>I will participate in classroom and school activities, parent-teacher conferences, and other parent involvement activities.</td>
<td>We will schedule and conduct learning discussions with parents/carers in the form of Student Led Conferences.</td>
<td></td>
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<table>
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<th>Commitment</th>
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<tr>
<td>- I know that my success in school rests with my commitment to achieve my personal best.</td>
<td>I acknowledge the commitment my child has made. I support his/her efforts.</td>
<td>We commit to, enabling individuals to achieve their personal best, building positive relationships and supporting our students to become active contributors in their community.</td>
<td></td>
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</table>
### Creating a positive school culture
- Lunchtime programs
- Valuing diversity through newsletters, assemblies, Harmony Day celebrations etc.
- Staff Professional Learning Workshops
- Staff non-negotiable actions and behaviours
- Explicit teaching of School Values
- Friendship and Social Skills groups
- Student Representative Councils (SRC)
- Classroom Code of Cooperation
- Co-Curricular Opportunities

### Building a safe and supportive school environment
- Restorative Practices
- Explicit teaching of cyber safety and anti bullying
- Differentiated curriculum
- First aid; anaphylaxis, asthma, diabetes training
- Transition Programs
- eSmart / Alannah & Madeline Foundation
- eLearning Acceptable Use Agreement
- Classroom Code of Cooperation
- Harassment & Bullying (Prevention & Management) Policy
- Student Behaviour/Mental Health/Safety Management Plan

### Expecting positive, supportive and respectful relationships that value diversity
- Individual Education Plans
- Inclusive teaching practices
- PSD students appropriately catered for
- Diversity days
- Camp Programs
- Community Leadership Challenge (CLC)- Year 9
- Mind Matters
- Aboriginal & Torres Strait Island (ATS1) programs
- Individual Education Plan (IEP)
- ‘Walk the Talk’ and ‘Don’t Go There Girlfriend’

### Promoting pro-social values and behaviours
- Pro-social values explicitly taught in relation to AusVELS (Physical, Personal and Social Learning)
- Publicly acknowledging positive student behaviours
- Regularly acknowledging student success’ (e.g. at assemblies, wristbands Postcards)
- Excursions
- Sports Carnivals
- Overseas Challenge expedition
- Peer Educator Program

### Encouraging student participation
- Encourage Students to actively contribute to the school community
  - Student Leadership Program – Prefects, SRC, House Captains
- Student led lunchtime activities
- Student voice/ Student Survey Data
- Regular feedback – Parking Lot Tool
- Bring Your Own Device (BYOD)
- Student Arts/Technology Exhibition
- Performing Arts Program – Music/ Kool Skools/ Production
- Peer Educators
- International language exchange / Sister School in Italy
- School Sports program including competition teams

### Proactively engaging with parents/carers
- Regular phone calls / Compass
- Parents meetings – welcome new parents.
- Attendance – policy includes home visits.
- Volunteer Programs
- Information Nights
- Student Led Conversations / Student Parent Teacher Conversations
- SSG’s for PSD funded students and students requiring targeted intervention.
- Music Parents Groups/ Parents & Friends/ School Council
- Mentor Teachers
- Student Support Group Meetings (SSGs)
- First Day Student Conferences

### Responding to individual students
- Students as ‘activators’ of learning
- Referral to outside agencies for support
- Working closely with families to enhance the learning relationship
- Personalised learning
- Knowing our students and identifying their individual learning needs
- Specialist programs for targeted individual students and groups
- Developmental curriculum focussed on learning progression
- Capacity Matrices to support students to manage their own learning
- Inquiry-Based Learning
- Focus on intrinsic motivation and quality work
- Learning Management System Moodle – accessing learning at point of need
- School-Based Apprenticeships / Traineeships
- Differentiated Curriculum including catering to individual Learning Styles
- Diverse student pathways programs, pathways support and counselling
- Student Support Group Meetings (SSGs) & Management Plans
- Individual Education Plans (IEP)

### Implementing preventative and early intervention
- Monitoring and responding to absenteeism of students
- Mentor Program
- Use of data to establish student needs
- Circle time
- Individual Learning Plans / ILP, and KELP
- Extreme Reading
- Staged Response for behaviour, attendance and engagement
- Wellbeing Support
- Learning Profiles for all classes
- Student Wellbeing Team- Chaplain & Adolescent Health Nurse
- Student Support Group Meetings (SSGs)
- Literacy and Numeracy support programs
- Child First and NESA
- Gateway Community Health

### Linking to the local community
- Community Project work – Community Leadership Challenge (CLC) & Victorian Certificate of Applied Learning (VCAL)
- Partnerships with local organisations
- Hands On Learning
- Targeted Programs (e.g. Reach, Girls Talk)
- Partnerships - School for Student Leadership, Borinya, LaTrobe University
- Sports teams
- Youth Health Service (YHS)
- Pathways support and counselling, including visits to Universities
- Music program, public Performances and Camps
- Transition programs with Primary Schools

### School accountability and Improvement Framework
- Focus on continual improvement
- Documenting systems and processes to ensure consistency and transparency
- Reviewing and responding to data through Plan Do Study Act (PDSA) improvement process.
- Strategic planning related to Annual Implementation Plan
- Learning Community SIP’s to address identified specific needs
- Regular reflection current targets, goals and key improvement strategies addressed through Professional Learning Teams
- Learning policy and processes are based / focussed on Quality Learning Principles
- Curriculum & learning tasks are centrally documented using Edutect for consistency, transparency and sharing

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**Reviewed July 2015**

**For Review July 2017**

**Responsible person Assistant Principals**

**Ratified by School Council 20150820**
Rights and Responsibilities

At Wangaratta High School we adhere to the legislation that underpins all schools in Australia and ensures that every child’s right to an education that is fair, inclusive and safe. Students, staff and parents/carers of our school community all have the right to belong, the right to be accepted and the right to be included. These rights are guided by our school values and by the legislation described below.

Charter of Human Rights and Responsibilities Act 2006
The Charter is a Victorian law that sets out the basic rights, freedoms and responsibilities of all people in Victoria. It is about the relationship between government and the people it serves.

Equal Opportunity Act 2010
The Equal Opportunity Act 2010 took effect in August 2011. This new Act replaces the Equal Opportunity Act 1995 and strengthens discrimination laws in Victoria by changing some key definitions, creating new responsibilities for the Commission, and strengthening the Commission’s role in helping government, business and the community identify and eliminate discrimination. The objectives of the Equal Opportunity Act 2010 are to encourage the identification and elimination of discrimination, sexual harassment and victimisation and their causes, and to promote and facilitate the progressive realisation of equality.

Education and Training Reform Act 2006
The main purpose of this Act aims to provide for a high standard of education and training for all Victorians. In particular this Act makes provision for or with respect to—

- the years of compulsory schooling and the options available;
- the establishment and regulation of Government schools
The Act outlines the expectations of schools and families with regard to school attendance.

Disability Discrimination Act 1992
The Disability Standards for Education clarifies the obligations of education and training providers and seek to ensure that students with disability can access and participate in education on the same basis as other students. The Standards were formulated under the Disability Discrimination Act 1992 and came into effect in August 2005. [http://education.gov.au/disability][1]

Accordingly these rights mean that bullying in all forms is not tolerated at our School
The National Safe Schools Framework definition of bullying is:

“Bullying is a pattern of repeated physical, verbal, psychological or social aggression that is directed towards a specific student by someone with more power and is intended to cause harm, distress and/or create fear. Bullying may be carried out overtly (e.g. face-to-face) or covertly (e.g. through repeated social exclusion or via technology). It is a sub-category of aggression and is different to, but also related to, harassment and violence. It is not the same as conflict or social dislike even though, in some cases, the outcome of both can be bullying.

The different types of bullying

- Face-to-face bullying (sometimes referred to as direct bullying) involves physical actions such as punching or kicking or overt verbal actions such as name-calling and insulting.
- Covert bullying (sometimes referred to as indirect bullying) is a subtle type of non-physical bullying which isn’t easily seen by others and is conducted out of sight, and often unacknowledged by adults
- Cyberbullying occurs through the use of information or communication technologies such Instant Messaging, text messages, email and social networking sites. It has many similarities with offline bullying but it differs in that the student(s) who is/are bullying can be anonymous, it can reach a wide audience and the sent or uploaded material can be difficult to remove. Most students who cyber bully also bully off-line. It is now recognised that many forms of covert bullying appear to have significant potential for serious harm.”

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BEHAVIOUR MANAGEMENT BASICS

LEARNING MATTERS - RELATIONSHIPS MATTER - I MATTER

EXPECTED BEHAVIOUR

BEHAVIOUR INCIDENT OCCURS

FOLLOW UP
Classroom Teacher
- Implements:
  - Code of Cooperation
  - School Values
  - Restorative Chat

BEHAVIOUR CONTINUES
Classroom Teacher
- Documents on Compass
- Follow Up Must Include:
  - Phone or Email Home
  - Updating Mentor Teacher
- Consequences:
  - Catch Up Class
  - Restorative Conversation

IS THIS AN EMERGENCY SITUATION?

IF SO...

1. Ensure the immediate safety of yourself and others

2. Contact school office
   Phone Call or send message to notify of Emergency Situation
   - Include - Location
   - Details of situation

3. Contact a member of principal team

4. Plan of action decided by Emergency management controller
   000 - Lockdown - Evacuation

MENTOR TEACHER ADVOCATES FOR STUDENTS

MENTOR TEACHER ADVOCATES FOR STUDENTS

WAY TO RESOLVE
Mentor Support
- Follow Up - Discussion
  - IEP
  - SSG
  - Update QEL Leadership
  - Behaviour Support Plan

WELLBEING SUPPORT
- Assessment
- Programs

ESCALATION OF BEHAVIOUR
- Case Management Meeting
  - SSG

ONGOING SUPPORT

Note
- Include consideration of out of home care students and Koorie students.
  - Include Koorie education officer and/or learning mentor.

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School Actions
At Wangaratta High School we acknowledge the importance of a positive school culture that embraces inclusion, belonging and acceptance. A positive environment gives all members of the school community greater opportunities to develop their sense of belonging and feel supported to maximise learning outcomes for students.

### Behaviour Management Basics

<table>
<thead>
<tr>
<th>Description</th>
<th>Behaviour</th>
<th>Teacher response</th>
<th>Follow Up</th>
</tr>
</thead>
</table>
| Green Level 1 Expected behaviour | • Value the environment you are working in  
• Represent the school proudly  
• Demonstrate active listening  
• Follow instructions  
• Accept differences  
• Work well in teams  
• Be open to new experiences  
• Do your personal best  
• Act and think safely  
• Look out for each other  
• Communicate effectively  
• Use equipment properly  
• Listen carefully | • Direct students back to the Classroom Code of Cooperation  
• Assist students to understand by identifying the behaviours that have got in the way of learning  
• Acknowledge students when they make good decisions about their learning  
Examples:  
• Positive phone calls home  
• Email to parents via COMPASS  
• Note on COMPASS  
• Postcard sent home | • Follow Classroom Code of Cooperation  
• Follow behaviour management basics  
• Mentor teachers notified  
• Quality Education Leaders & Assistants notified via COMPASS alert  
• Pathways Conversation |
| Grey Level 2 Incidental, low level misconduct Minor behaviours | • Interfering with the learning of others  
• Minor classroom disputes  
• Lack of respect for the classroom environment  
• Failure to consistently remain on task with learning  
• Refusal to follow instruction  
• Moving around the classroom without learning purpose  
• Refusing to undertake learning tasks  
• Swearing  
• Interrupting teacher and the learning of others  
• Late to class  
• No learning tools and equipment  
• Truancy | **Staff are encouraged to understand the function of the student’s behaviour to best understand which strategy to implement**  
• Code of Cooperation  
• Remind students of expected behaviour  
• Redirect behaviour to learning  
• Describe desirable behaviour and reach an agreement for future behaviour  
• Restate expected behaviours as per school values and class agreed Code of Cooperation  
• Seating plan  
• Time made available for catch up of lost learning time  
• Restorative conversation conducted by teacher with student  
• Set learning goals and differentiate learning | **Teacher – observer of behaviour:**  
• Discussion about/classroom/ work expectations at an appropriate time.  
• Parents MUST be informed via phone or email to develop more appropriate behaviours  
• Document incident on Compass  
• Restorative Conversation form  
• Set future goal with student  
• Classroom teacher to address inappropriate behaviour individually  
• Explicit teaching of social expectations |
| Amber Level 3 Repeated, misconduct that infringes on the rights of others. | • Actions that interfere with the learning rights of others  
• Deliberate &/or Inappropriate/rude or discriminatory language  
• On-going disputes between individuals or groups  
• Deliberate damage to the property of the school or other students  
• Deliberate intimidation or bullying  
• Deliberate violence with intent to harm  
• Swearing or intimidating teachers | • Reminder of school expectations/ Code of Cooperation  
• Restorative conversation  
• Mentor teacher reminds students of expected behaviour  
• Redirect behaviour  
• Restate expected behaviours  
• Lost learning time may be made up during a break (or catch up) | Discussion about behaviour and lost learning time. Negotiation about re-admittance, to classroom at appropriate time  
• Parents to be informed  
• SSG meeting arranged – goals set  
• Agreements made in restorative conference to be followed up  
• Update QEL Leadership  
• Document incident on Compass  
• Students to complete lesson reports |
| Red Level 4 On-going or severe conduct that infringes the rights of others, or endangers self. | • Abusive language /swearing  
• Aggravation/incitement  
• Physical fighting  
• Theft  
• Severe Bullying / Intimidation  
• Willful property damage  
• Possession of dangerous items  
• Verbal/physical aggression to adults  
• Seriously discriminatory behaviour or harassment  
• Constant and blatant failure to comply  
• Behaviour severely dangerous /detructive to other students, staff or self  
• Entrenched truancy | • Assess immediate risk to self and others  
• Call upon peer support to help manage the situation  
• Remain calm and assuring  
• Administer first aid where appropriate  
• Consult with QEL  
• Removal from learning community  
• Parent/carer contacted  
• Consultation with Leadership team  
• | **Document incident on Compass**  
**Develop a behaviour support plan**  
**Restorative Conferencing**  
**Referral to QEL**  
**Involvement of Principal /AP (conference level)**  
**Appropriate consequences administered ie suspension / expulsion**  
**DET procedures to be followed by Principal/AP in Suspension/ expulsion**  
**Refer to Emergency Situation Flowchart** |

Reviewed July 2015  
For Review July 2017  
Responsible person Assistant Principals  
 Ratified by School Council 20150820
REFERRAL from STAFF or PARENT or STUDENT

Wellbeing Team Leader

Wellbeing Team

Chaplain

Adolescent Health Nurse

First Aid

- Peer Educators
- Team Leader
- Program development
- Works with DET Support

- Mentoring
- Chaplaincy Cluster Support
- Excursions
- Transition Support
- Student engagement and support

- Health promotion
- Blood bank
- Classroom talks

- Apply first aid
- Staff PD
- Individual and small group Wellbeing Support

Outside Referral
- General Counselling - including My Rollercoaster
- DET Student Support Services
- Upper Murray Family Services
- Child First Services
- NECAMHS - North East Child & Adolescent Mental Health Services
- GP – Gateway Health
- Drug & Alcohol Counselling – Gateway Health
- NESAY (North East Support and Action for Youth) - RACC, Family Care, Truancy
- Youth Workers
- Department of Health & Human Services

Raising Awareness
- Guest Speakers
- SOAR Adventures Program
- SWAT
- Special Days
References

| Safe Schools Hub                                            | http://www.safeschoolshub.edu.au/home |

Related policies:

- Bullying and Harassment (Prevention & Management) policy
- School Attendance policy
- Acceptable Use Agreement for eLearning devices
- DET / DHHS Out of Home Care Partnering Agreement

Other related documents:

- Behaviour Support Plan Proforma
- SSG / IEP Proforma
- Mentor teacher role description

Endorsed by School Council 20th of August 2015

Reviewed 2017 or as required