

**Ringwood Secondary College**

**Student Engagement  
and  
Inclusion Policy**

**This policy reflects the  
DET Student Engagement and Inclusion Guidance**

**Produced in consultation  
with the school community**

**November 2017**

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School Council President: Craig Guscott**

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## Student Engagement and Inclusion Policy

### 1 School profile statement

Ringwood Secondary College is a dynamic, vibrant school at the gateway to the outer eastern suburbs of Melbourne. It has a safe, supportive and welcoming learning environment embracing success for each student. Established in 1954, the College has a long and successful tradition of academic excellence and innovative learning practices. Our staff takes great pride in providing a safe and secure learning environment, whilst at the same time providing a full range of dynamic and challenging academic and extracurricular programs. The College has an outstanding reputation in the community in the areas of academic excellence, the performing arts and sport.

The College has a student population of 1496 students from Years 7 to 12 drawn from over 50 primary schools including many from out of our local neighbourhood. Due to high demand, enrolments have been capped because of restricted space. Enrolments have steadily increased and there is strong demand for entry at all year levels. We have 18 international students who are predominantly from China and Vietnam and 66 refugee students mostly from Burma but also from Thailand, Iran and Sudan. The Student Family Occupation (SFO) is 0.37 and our community is culturally, geographically and socio-economically diverse comprising in 2015:

673 boys, 823 girls

31 different cultural groups

Approximately 14% of students who speak a language other than English at home

5 Koorie students

6 students supported by the Program for Students with Disabilities

There are 121 teachers and 5 principal class staff at the college. Twenty eight percent of the classroom teaching staff is part-time, and the staffing complement includes twelve instrumental music teachers. The teaching staff is supported by about 30 non-teaching staff, who work in administration, the library, integration, science, food technology and staff in the canteen. The College also has an ICT team which provides specialist technical and computer support and the student services team is supported by a Student Wellbeing Coordinator, Nurse, Youth Worker, Social Worker, Chaplain, Guidance Officer, Migrant Information Officer and Multi-cultural Aides.

Our College has three sub-schools: junior, middle and senior; each with its own sub-school leader who leads a team of year level community coordinators and form teachers. The curriculum is managed by Teaching and Learning leaders, and Curriculum Program Coordinators (CPCs). Ringwood attracts a strong level of parent participation. Parents are active members of the School Council and its committees, participate on one of the three parent support groups and regularly contribute to working bees. There is a strong Heritage group comprising past students who meet regularly and have contributed to the College in support and in organising events.

Overall, College enrolment continues to remain at high levels with waiting lists at most year levels. The enrolment level has increased in recent years. In addition, programs being offered through the Ringwood Trade Training Facility (RTTF) provide for over 300 students in certificate based programs in Automotive, Engineering and ICT.

Ringwood Secondary College offers a comprehensive and challenging curriculum for all students. ICT is an integral part of the curriculum. A core curriculum program is undertaken at Years 7 and 8 and students in Year 9 participate in the year long CHALLENGE program which incorporates a core curriculum and a weekly interGREAT half-day. An elective program is offered to students in Years 9 and 10. The structure of subjects in Years 10-12 is aligned to enable Year 10 students access to studying a Unit 1 and 2 study in Year 10 and Unit 3 and 4 studies in Year 11. In Years 11 and 12, students are able undertake the Victorian Certificate of Education (VCE), or Victorian Certificate of Applied Learning (VCAL). Students are also able to undertake a Vocational Education and Training (VET) subject as part of their studies.

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The College regularly performs above state and 'like schools' in its academic outcomes, This is reflected by excellent VCE outcomes which open a variety of pathways for students beyond school. Over 85% of students enrol in tertiary studies at the end of VCE, with over 60% attending university and around 25% moving onto TAFE.

The opportunity for extension and support at Ringwood Secondary College is a dynamic feature of the teaching and learning program. Teacher flexibility and expertise enables a rich program throughout the year. Programs offered include a Year 8 Integrated Unit, Tournament of Minds, the Da Vinci Decathlon, Duke of Edinburgh, Maths enhancement, Literacy and Numeracy support, Impact, Pathseekers, Study Group and Global Projects. The Year 7 program for high ability students is being developed for implementation in 2016. This program will eventually span Year 7-9.

The College has a strong ICT presence with all students in Years 7 and 8 using an iPad as part of their learning program. In Years 9-11 there is a notebook program with students using a Macbook Pro. Parents have a choice of two types of leasing arrangements for the notebook program. In Year 12, students may elect to continue to work using their notebook or to borrow an iPad from the Library for the year.

College students, teachers and parents have access to the COMPASS system which provides them with a central location to access student attendance, classroom resources and learning tasks, Chronicle entries, reports and arrangements for parent/teacher/student interviews.

The College has a rich extra curricula program which includes:

**Instrumental music** - over 400 students participate in this program which includes 16 ensembles and instrumental music staff. Concerts are held throughout the year with a Gala Concert being held at the end of Term 3. Students participate in a number of music competitions including Melbourne Bands Festival, Generations in Jazz Festival at Mt Gambier, South Street, Ballarat. The annual Year 7-10 Band Tour to country Victoria is a tradition and eagerly anticipated by many students.

**College Production** – held annually in August and widely anticipated by many within and beyond the College community. Upwards of 80 students participate each year. In recent years, the Production team have been recognised, being the recipients of a range of awards from the Lyrebird Awards and the Music Guild of Victoria Theatre Awards.

**Junior Production** - usually held annually in Term 4 for students in Years 7 and 8 – up to 80 students participate in the four performances at the end of the year.

**Sports** - a strong program within the College with many students participating in the more than 20 sports that are available. The College competes in the School Sport Victoria competitions within the Maroondah Division, Eastern Region and State level sports. Over many years, the College has been highly successful in the Maroondah Sports Division winning the majority of Swimming championships, Cross Country titles and Athletics championships.

**Debating** – Debaters at Ringwood Secondary College span all year levels and participate through the DAV competition.

**Camps** – many camps are offered including the Year 9 CHALLENGE camp, Year 7-10 Band Tour, subject-based camps eg Geography and PE, Year 10 Queensland trip, Year 11 Central Australia trip, overseas tours to France, Thailand, Classics Odyssey tour to France, Greece and Turkey and the Performing Arts World Tour to 7 countries.

The College is a member of the Maroondah Network of schools located in the City of Maroondah. The Maroondah Education Coalition (MEC) consisting of all the local secondary providers, continue to work together to support student learning, build teacher capacity and plan for major redevelopment of school sites across the Local Government area.

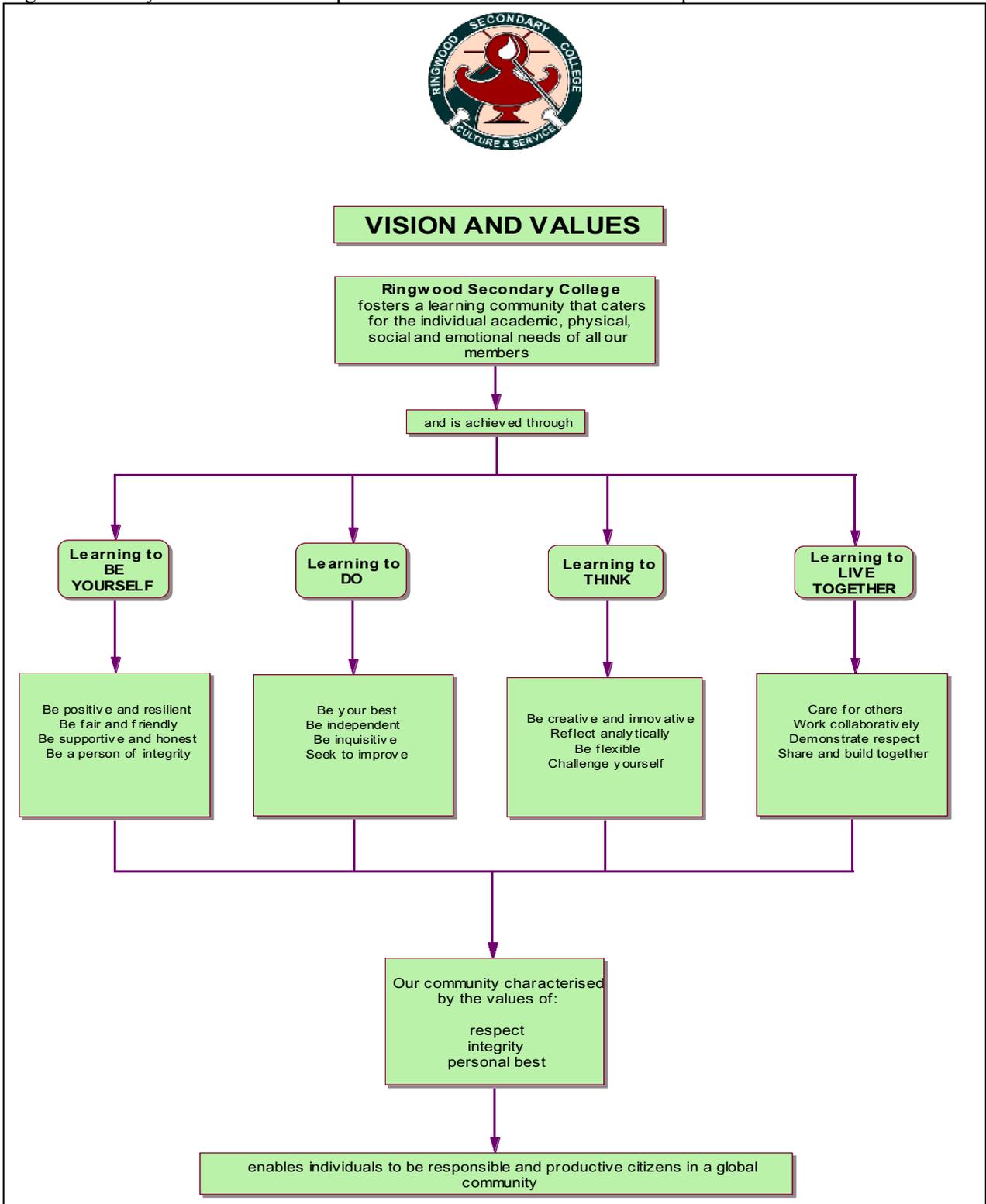
# Student Engagement and Inclusion Policy

## 2 School Values, Philosophy and Vision

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.

Ringwood Secondary College is proud to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

The College’s Vision and Values was developed through widespread consultation with all members of the college community. It is based on Jacques Delors Four Pillars of Education presented at a UNESCO forum.

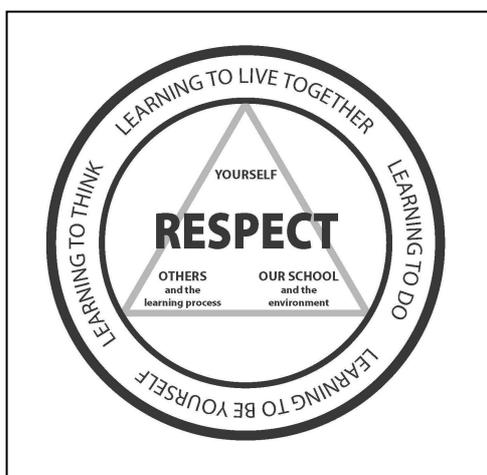


## Student Engagement and Inclusion Policy

The College embraces the **Australian Government's nine values for Australian schools**, which are:

- **Care and Compassion** - Care for self and others
- **Integrity** - Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.
- **Doing Your Best** - Seek to accomplish something worthy and admirable, try hard, pursue excellence.
- **Respect** (*see diagram below*) - Treat others with consideration and regard, respect another person's point of view.
- **Fair Go** - Pursue and protect the common good where all people are treated fairly for a just society.
- **Responsibility** - Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment.
- **Freedom** - Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others.
- **Understanding, Tolerance and Inclusion** - Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.
- **Honesty and Trustworthiness** - Be honest, sincere and seek the truth.

Ringwood Secondary College has introduced a Respect diagram which visually represents the core principles of the pillars of education.



Ringwood Secondary College is committed to fulfilling its role as a lead school in the state government's Respectful Relationships initiative. As such, the College will teach the Rights, Resilience and Respectful Relationships curriculum within the context of Health, and will engage in activities and events that promote a culture of respect and equity – particularly gender equity.

### 3 Guiding Principles

The College recognizes that gender inequality has the potential to limit and impact negatively on the safety, education, and employment opportunities for staff and students in the medium and long term. As a leading school in the Victorian Respectful Relationships initiative, the College is committed to all policies, practices and activities being designed to promote equality between all students, including that between genders.

## Student Engagement and Inclusion Policy

Ringwood Secondary College aims to provide a safe and friendly environment for students and staff and encourages care, courtesy and respect for others. Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.

To promote the safe use of ICT, the College requires all students on entry to the college and a parent/carer, to sign and comply with the Cybersafety and Acceptable User Policy. This agreement will remain in place for the period of the student's enrolment.

While in Grade 6, on Orientation Day students are led in a short introductory session, by the eSmart ambassadors, to learn about safe practices while online. In the initial weeks of Year 7, students participate in an Immersion Day, with the key focus on students managing their digital footprint - the theme for the day is 'to treat others how you would like to be treated' and what it means to be a responsible and respectful student. On Year 7 Wellbeing Day, students participate in a session looking at e-manners, managing digital footprint and rights and responsibilities, thinking before doing online. In Year 9, students participate in a session on reputation and responsibility to effectively operate in an on-line world.

Bullying, in any form, is an unacceptable behaviour that will not be tolerated at Ringwood Secondary College. A whole school approach with specific integrated strategies across each year level minimises the effects of this damaging behaviour. As a College community, staff, parents and students all play an important role in ensuring each member of our community feels safe and valued. The College utilises a combination of strategies ranging from proactive intervention programs to counselling and where necessary, punitive action.

Students will be advised how to deal with a bullying situation if one occurs. Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully. To increase student awareness, we promote the Bully Bust program in Years 7, 8 and 9.

Definitions of bullying, cyberbullying and harassment are included in *Appendix 1*.

A statement about the rights and responsibilities of all students and school staff is included at *Appendix 2*.

In all its interactions the school follows:

- the provisions of the *Sex Discrimination Act 1984*, that prohibits discrimination against people in the grounds of sex, marital status, pregnancy, or potential pregnancy
- the provisions of the *Equal Opportunity Act 1995*, which aims to promote community recognition and acceptance of the equality of men and women, and the equality of all races, regardless of their religious or political convictions, their impairments, their sexual orientation or their age;
- the provisions of the *Victorian Charter of Human Rights and Responsibilities (2006)* by recognising that all people are born free and equal in dignity and rights;
- the provisions of the *Disability Standards for Education Act 2005* where a member of the school community with a disability is able to participate in the curriculum and use the facilities and services provided by the School.
- the provisions of the *Racial and Religious Tolerance Act 2001*, which makes it unlawful for individuals to vilify other persons on the grounds of religion or race

The Ringwood Secondary College community does not accept any form of harassment, bullying, violence, vilification, intimidation or exclusion. This includes cyberbullying and harassment using mobile technologies.

## 4 Engagement Strategies

Student engagement is fundamental to student learning. At Ringwood Secondary College we are committed to improving student engagement through a rich culture that promotes excellence, personal development, social and environmental responsibility and equality. We are proud to offer a stimulating, relevant, challenging curriculum that is grounded in academic rigour and recognises students' individual successes. This is achieved within the provision of a safe, caring, ordered and clean learning environment. We believe each student has the potential to become a skilled, successful and fulfilled adult making a positive contribution to the community.

## Student Engagement and Inclusion Policy

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

A new Pastoral Care model has been implemented at the College in 2015. The Pastoral Care curriculum is based on the concept of Positive Education, by explicitly teaching students the skills of wellbeing. Positive Education, called *Bounce*, will be taught to every student in every year level during the allocated pastoral care time each week. The themes and ideals will be addressed both explicitly and implicitly into the culture of our College. The principles of positive psychology will continue to be integrated into the whole school, including being embedded into multiple learning areas. Additionally, we are working to strengthen the House system at the College to enhance the sense of belonging that we foster in our students.

In 2017, the College became a leading school in the Victorian Government's Respectful Relationships initiative, which aims to teach the values of respect and gender equity to students in order to prevent domestic violence in future years. The College has formed a Respectful Relationships Committee made up of four teachers, one Wellbeing Co-ordinator, two parents and three students. The Committee is overseen by the Principal. The Committee has organized the implementation of the Rights, Resilience and Respectful Relationships curriculum from year 8-10, and has surveyed the staff, students and parent community to gather ideas on how Respect and Equity can be infused throughout all school practices.

### Further,

The College works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies, positive peer relationships and restorative practice. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The universal (whole school), targeted (group specific) and individual student engagement strategies used in our school are located in *Appendix 3*.

Through the provision of a comprehensive Student Services program the college has a strong commitment to maximising the learning and development of each student throughout their time at school. Students are better prepared for learning when they are healthy, safe and happy. All children and young people need care and support as they grow towards adulthood. Our programs are designed to be proactive in addressing the needs of a broad range of students, and when needed, support individual students and their families.

Objectives of our student services program:

- Ensure all individuals of the College community are valued and treated with respect.
- Provide the care and support that all children need as they grow towards adulthood.
- Provide a whole-school approach to student support.
- Provide the opportunity for individual counselling for all students.
- Promote a range of social skills to develop students' resilience.
- Identify and manage 'at risk' students.
- Provide a comprehensive curriculum that meets the learning needs of all students.
- Work in close collaboration with staff, parents and community agencies in supporting students.
- Provide welfare and careers programs that meet the diverse needs of students.
- Ensure welfare and discipline is integrated across the college.
- Ensure expert advice and up-to-date information is readily available.

## Student Engagement and Inclusion Policy

- Continue to support the Respectful Relationships Committee to promote respect and gender equity throughout our school practices, policies and culture

Ringwood Secondary College utilises a variety of strategies and programs to promote student engagement and wellbeing. Primary and Early/Intervention Programs are included in *Appendix 4*.

The annual Student Attitude to School Survey has consistently shown that students at Ringwood Secondary College have a very positive attitude toward their experiences at school relative to other Victorian schools. In reference to teaching and learning, students reported a high level of engagement with their schooling, motivation about their learning and connectedness to their peers. There is further scope to improve stimulating learning and as a corollary classroom behaviour. The strategic directions of the college support this focus.

Our college's improvement strategies and actions include:

- Improve student learning outcomes at all year levels and in all courses
- Increase mean growth score of Year 7 and 9 NAPLAN writing and numeracy
- Reduce number of student absences
- Investigate, develop and implement an improved pastoral care program to increase student connectedness and improve teacher empathy
- Increase stimulating learning and the range of teaching and learning options
- Increase levels of student and parent involvement

## 5 Identifying students in need of extra support

The College recognizes that particular circumstances can make certain students more vulnerable to school disengagement, and is committed to supporting these students to strengthen their engagement and educational outcomes. This includes pregnant or parenting students, gender diverse or gender questioning students, students with medical and health issues, and those who experience or witness domestic/family violence and sexual assault. To support these students the college will:

- Work to maintain a safe and welcoming environment that promotes acceptance of diversity, respectful relationships, and gender equality.
- Work to ensure school facilities, practices and culture do not deter the students' continued engagement in education.
- Offer students and families personalized support where appropriate

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

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Student Mapping Tool
- Engagement with student families
- Chronicle entries and follow-up by teachers and coordinators utilising Compass

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### 6 Behaviour Expectations

A whole-school approach to student engagement, regular attendance and positive behaviours is encouraged through consistent and varied measures so that the expectation of college requirements is clear. Additional policies and procedures adopted by the College include:

- Behaviour Management Policy
- Community Coordinators Behaviour Management Procedures
- Student Behaviour Expectations
- Classroom Management Plan
- Anti-Bullying Policy
- Anti-Bullying Procedures
- School Dress Code Policy
- Misdemeanours and recommended consequences regarding the use of laptops and related ICT facilities Procedures
- Emergency Management Plan

These will be supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole-school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning
- Modeling and promoting respectful behavior and gender equity through classroom language, learning content and activities

Appropriate behaviours are recognised through:

- Regular positive feedback
- The use of Compass to acknowledge the excellence of students in a variety of endeavours
- In 2015, the establishment of a new House system with the ability to assign reward points to students for positive behaviour and achievement
- Morning teas
- Celebration assemblies
- Display screens throughout the school
- Awards
- Reports
- References
- Leadership opportunities eg Ambassador roles
- Awards nights
- The right to represent the school

Inappropriate behaviours, including irregular attendance, will be addressed by measures including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students, teachers and parents
- providing consistent school and classroom environments

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- scaffolding the student's learning program
- encouraging the student to take responsibility for their actions and to empathise with others

Broader support strategies will include:

- involving and supporting the parents/carers
- involving the student wellbeing coordinator, managed individual pathways or careers practitioners
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies

## 7 School actions – responding to challenging behaviour

Ringwood Secondary College will apply a range of consequences to address inappropriate student behaviour. Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Training Student Engagement and Inclusion Guidance (*see Appendix 5*)

### Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative practice
- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time. Where appropriate, parents/carers should be informed of such withdrawals.
- Contracts for conduct/attendance/bullying
- Detention
- Convening of a support group
- Suspension (in-school and out of school)
- Expulsion

The process for breaches of behaviour expectations is included in *Appendix 6*.

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

**[Corporal Punishment is prohibited in all Victorian schools. Corporal punishment will NOT be used at Ringwood Secondary College under any circumstances.](#)**

Suspension and expulsion are measures of last resort and are only applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met. The College will follow the procedures listed in *Ministerial Order 625: Suspensions and Expulsions*.

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Suspension and expulsion can only be approved by the Principal and our college will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here: <http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

### **8 Evaluation**

This policy will be monitored regularly and reviewed in conjunction with the cycle of the School Strategic Plan

## **Student Engagement and Inclusion Policy**

### **9 References**

[Department of Education and Training - Student Engagement and Inclusion Guidance](#)

[Disability Standards for Education](#)

[Education and Training Reform Act 2006](#)

[Equal Opportunity Act 2010](#)

[Charter of Human Rights 2006](#)

[Racial and Religious Tolerance Act 2001](#)

[Safe Schools Coalition](#)

[Victorian Institute of Teachers Code of Conduct](#)

## Student Engagement and Inclusion Policy

### Appendix 1

## Bullying, Cyberbullying and Harassment

### Definitions

**Bullying** is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Bullying causes embarrassment, pain, discomfort to another.

- It can take many forms: physical, verbal, electronic, gesture, extortion and exclusion
- It is an abuse of power
- It can be planned and organised or may be unintentional: individuals or groups may be involved.

Bullying can involve such things as

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- publicly excluding a person from your group
- taking or breaking a person's property
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks

**Harassment** is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Harassment is usually directed at a person because of their gender, race, creed, sexuality or abilities. It can be subtle or explicit.

### **Subtle: (the most common)**

They include:

- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another's sexual activity.
- Persistent comments about a person's private life or family.
- Physical contact e.g. purposely brushing up against another's body.
- Offensive name calling.

### **Explicit: (obvious)**

They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.
- Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

The effects of harassment or bullying include

- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

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**Cyberbullying** is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)

Examples of cyberbullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation
- inappropriate commenting or 'liking' and forwarding of messages or images
- Posting of images without consent

Cyberbullying can happen to anyone and the bully can act anonymously. It can also occur by groups of people such as collective members of an online community.

### Cyberbullying

Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

- the language used and things said
- how others are treated
- respecting people's property (eg copyright)
- visiting appropriate sites.

Behaving safely online means:

- protecting privacy and personal information
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied you should:

Tell the person you don't like what they are doing and you want them to stop

Discuss the matter with a student or teacher that you feel comfortable with

Your concerns will be taken seriously. All complaints will be treated confidentially.

## **Student Engagement and Inclusion Policy**

### **Appendix 2**

#### **Rights and Responsibilities**

It is the right of all members of the School community to experience a safe, pleasant and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on their teaching and learning for that student.

#### **Expectations and responsibilities of students**

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program and extra curricula program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

#### **Expectations and responsibilities of parents/carers**

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

#### **Expectations and responsibilities of teachers**

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy and Behaviour Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

## Student Engagement and Inclusion Policy

### Shared Behaviour Expectations

|  | Students   | Parents/Carers  | Principals/Teachers and Staff   |
|--|--|---|---|
| <b>Engagement (participation in the classroom and other school activities)</b> | <p>Demonstrate:</p> <ul style="list-style-type: none"> <li>• <i>preparedness</i> to engage in and take full advantage of the school program</li> <li>• <i>effort</i> to do their very best</li> <li>• <i>self-discipline</i> to ensure a cooperative learning environment and model the school values</li> <li>• <i>team work</i></li> </ul>   | <ul style="list-style-type: none"> <li>• Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs</li> <li>• Support their child in their preparedness for the school day and in the provision of a supportive home environment</li> <li>• Monitor their child's school involvement and progress and communicate with the school when necessary</li> <li>• Are informed and supportive of school programs and actively participate in school events/parent groups</li> </ul> | <ul style="list-style-type: none"> <li>• The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students</li> <li>• The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success</li> </ul>  |
| <b>Attendance</b>  | <p>All students are expected to:</p> <ul style="list-style-type: none"> <li>• attend and be punctual for all timetabled classes every day that the school is open to students</li> <li>• be prepared to participate fully in lessons</li> <li>• bring a note from their parents/carers explaining an absence/lateness if not advised by parents through the Compass portal or by phone or email</li> </ul> | <p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> <li>• ensure that their child's enrolment details are correct</li> <li>• ensure their child attends regularly</li> <li>• advise the school as soon as possible when a child is absent</li> <li>• account for all student absences</li> <li>• keep family holidays within scheduled school holidays</li> <li>• Support their child's learning during absences and work with the school to reintegrate students after prolonged</li> </ul>                                | <p>In accordance with legislation released March 1, 2014 the school will:</p> <p>In accordance with DEECD procedures the school will:</p> <ul style="list-style-type: none"> <li>• Proactively promote regular attendance</li> <li>• mark rolls accurately each lesson</li> <li>• follow up on any unexplained absences promptly and consistently</li> <li>• Identify trends via data analysis</li> <li>• Report attendance data in the school's Annual Report</li> </ul> |

## Student Engagement and Inclusion Policy

|                  | Students   | Parents/Carers   | Principals/Teachers and Staff   |
|------------------|--|--|---|
|                  |  | absences   | <ul style="list-style-type: none"> <li>Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies</li> </ul>  |
| <b>Behaviour</b> | <p>Students are expected to:</p> <ul style="list-style-type: none"> <li>model the schools core values of diversity, achievement, responsibility and endeavour</li> <li>always treat others with respect.</li> <li>never physically or verbally abuse others.</li> <li>take responsibility for their behaviour and its impact on others</li> <li>obey all reasonable requests of staff.</li> <li>respect the rights of others to learn. No student has the right to impact on the learning of others.</li> <li>respect the property of others.</li> <li>bring correct equipment to all classes</li> <li>comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes</li> <li>wear the correct school uniform</li> </ul> | <p>Parents/Carers are expected to :</p> <ul style="list-style-type: none"> <li>have high expectations of their child's behaviour and an understanding of the school's behavioural expectations</li> <li>Communicate with the school regarding their child's circumstances</li> <li>Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs</li> <li>Support the College's Dress Code Policy</li> </ul> | <p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child</p> <p>The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <p>The school will consistently apply its Behaviour Management Policy through a shared collegiate understanding, restorative practice and only exclude students in extreme circumstances.</p> <p>The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion</p> |

## Appendix 3

### Student Engagement Strategies

| Universal strategies   | Targeted strategies   | Individual strategies   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Our school will deliver a broad academic curriculum including VCE, VCAL and VET programs.</li> <li>• Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students</li> <li>• Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families</li> <li>• Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents.<br/><br/>All students will have the opportunity to participate in a social and emotional learning curriculum program [include name of program and what it focuses on], Bounce and Rights, Resilience and Respectful Relationships (RRRR)</li> <li>• Students will have the opportunity to contribute to and provide feedback on decisions about school operations both</li> </ul> | <ul style="list-style-type: none"> <li>• Individual Education Plans (IEPs) will be developed for identified students.</li> <li>• All students from Years 10 and above, and all Koorie students from Years 8 and above, will be assisted to develop a Career Action plan</li> <li>• All students in Years 10-12 will have a MIPS (Managed Individual Pathways) interview</li> <li>• A combined wellbeing and career focussed program is aimed at identified Year 9 and 10 students who may wish to enter the workforce at an early stage or who may need extra guidance.</li> <li>• All students in Out of Home Care will be appointed a Community Coordinator and will be referred to Student Support Services for an Educational Needs Assessment (if warranted)</li> <li>• Wellbeing staff will arrange age appropriate programs for students in each year level each year.</li> <li>• The CALD (Cultural and Linguistic Diversity) Coordinator will liaise with teachers and multi-cultural aides to support refugee students in the classroom.</li> <li>• All students in Year 9 will undertake OH&amp;S training and testing in preparation for Work Experience in Year 10.</li> </ul> | <ul style="list-style-type: none"> <li>• Strategies to support attendance and engagement of individual students include:             <ul style="list-style-type: none"> <li>○ Meet with student and their parent/carer to talk about how best to help the student engage with school</li> <li>○ Establish a Student Support Group.</li> <li>○ Seek extra resources under the Program for Students with Disabilities for eligible students</li> <li>○ Develop a Behaviour Support Plan and/or Individual Education Plan.</li> <li>○ Refer to internal support services eg Student Welfare Coordinator or Student Support Services</li> <li>○ Refer to external support services including ChildFirst, Local Government Youth Services, Community Agencies such as Headspace</li> </ul> </li> </ul> |

## Student Engagement and Inclusion Policy

| Universal strategies   | Targeted strategies   | Individual strategies |
|--|---|-----------------------|
| <p>through the Student Representative Council and other more informal options.</p> <ul style="list-style-type: none"> <li>• Students and parents/care givers will be provided with Progress and Semester Reports.</li> <li>• Parent/Teacher/Student interviews are held twice a year</li> <li>• Communication between the College and parent/care giver is provided through Chronicle in the Compass portal</li> <li>• The College celebrates student achievement through presentation afternoons and evenings</li> <li>• Our school will develop student leadership through access to a Leadership program.</li> </ul> <p>Respectful Relationships and Gender Equity Initiative</p> | <p>This is a program supported by the Victorian Government to ultimately prevent domestic violence in future generations by teaching the Rights, Resilience, and Respectful Relationships program to years 7-10. The initiative also involves the school supporting a Respectful Relationships Committee that will work to promote respect and gender equity in all aspects of school life.</p> |                       |

## Appendix 4

### Primary and Early Intervention Programs

The following prevention programs aim to target the cognitive, emotional and social development of all students. We will:

- encourage our students to be engaged in their learning and achievements
- promote high student attendance
- support students to have a feeling of self-worth

| Focus areas                              | Program implementation strategies   |
|--|---|
| Case Management                          | <p>When required, students are case managed by Community Coordinators, Wellbeing or Pathways staff who may fall into one or more of the following groups: Struggling with the traditional academic focus of the College or lacking motivation in general schooling.</p> <p>1:1 interviews<br/>           Individualised intervention support programs for students.<br/>           Student Support Group meetings<br/>           Educational Assessments<br/>           Monitoring of student safety through our ‘Anti Bullying’ programs</p>   |
| Wellbeing Days                           | <p>Wellbeing days are organised for all year levels throughout the year for years 7-12 targeting special areas of need and proactive education.</p>   |
| Positive Education Pastoral Care Program | <p>Positive Psychology in education is a strength-based methodology that aims to make students and staff more self aware of their strengths, create resilience and a state of mental fitness in order to achieve on a social, personal and academic level.</p> <p>A group of trained pastoral care teachers and community heads/sub-school leaders will facilitate a positive education pastoral care program. The community coordinators/sub school leaders will facilitate year level assemblies and house activities every second week and remaining pastoral care teachers will rotate and run the Pastoral Care session.</p> |
| Study/Homework Groups                    | <p>A ‘Study Group’ homework program runs once a week. Led by teachers with senior students working with younger students to support them in completing work, building knowledge and understanding in their work. Other study group sessions are organised for Middle and Senior School students to develop study organisational skills to enhance educational potential. Organised and run by Community Coordinators.</p>   |
| Anti-Bullying Program                    | <p>Sessions for all year 7’s and 8’s follows the guidelines set in the Anti-Bullying Policy, and discuss the importance of respectful and appropriate behaviour within the school. A strong component of the Anti-Bullying Program is the development of the RADAR. Committee (Respect and Diversity at Ringwood). This is a student driven committee that explores ways our school can foster a culture of acceptance and mutual respect, increasing wellbeing and safety for all.</p>   |

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|   |  |
|---|--|
| Transition Programs                       | <p>Transition programs are organised for Year 7 students in Term 1 and 2 focussing on social interactions, time management and study skills, including excursions, guest speakers and information sessions.</p> <p>VCE/VCAL transition programs for students in Years 10-12</p> <p>Careers Discovery Day for Year 9 students</p> <p>Transition sessions for new students to the College in Years 7-12.</p>   |
| Supportive Friends                        | <p>Year 10/11 Supportive Friends participate in training to equip them with teaching strategies and discussion about the importance of a smooth transition for current primary students who will become the Year 7 Community in the following year. Supportive Friends then mentor these Year 7's by running sessions over the first 3 terms of the year. The sessions focus on Transition, Promoting Values and Respect Diversity at Ringwood Secondary College, Breaking Down Divisions, Building Connections and Bullying Prevention.</p> |
| Mental Health Day                         | <p>A one-day program of fun activities and the involvement of external agencies such as Headspace and Maroondah Youth Services, for the whole school. The aim of the day is to raise awareness of issues about mental health and combating the blues.</p>  |
| Cyber Safety                              | <p>Staff led year level assemblies informing students of prevention of cyber bullying and behaving safely online</p> <p>Training days for Year 7 students and parents before receipt of iPads/electronic devices</p> <p>Staff briefings on cyber safety including behaving safely on line, use of correct social media, privacy and copyright.</p>   |
| Guest Speakers                            | <p>In year level assemblies guest speakers are invited to talk on a range of issues eg SunSmart, Schoolies Safety, Driver Ed, OH&amp;S, Vocational pathways information including university guest speakers.</p>   |
| Lunchtime Activities                      | <p>Years 7 -12 to participate in a variety of lunchtime activities organised by the SRC, senior students and College staff.</p>  |
| RADAR (Respect and Diversity at Ringwood) | <p>A student driven committee that explores ways our school can foster a culture of acceptance and mutual respect, increasing wellbeing and safety for all.</p>  |
| Stand Out                                 | <p>Stand Out is a group of students overseen by the Student Wellbeing Coordinator who are very proactive in highlighting the importance of gender equality and prevention of Homophobia.</p>   |
| Breakfast Club/Lunchtime Clubs            | <p>Breakfast Club/Lounge Programs/HYPE are run by external agencies, together with members of the wellbeing team providing students with extra opportunities to socialise and interact with each other.</p>  |
| Connections                               | <p>'Connections' is a program designed with organised activities to promote connections between refugee students</p>   |

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|  |   |
|--|---|
|  | and Australian born students. The aim is to provide forums for interaction, friendship, respect and cultural understanding. |
|--|---|

## Student Engagement and Inclusion Policy

### Appendix 5

#### Staged response checklist for student behaviour issues

| <b>Stage 1: Promoting positive behaviour and preventing behavioural issues</b>                                      |                       |
|---|-----------------------|
| <b>Suggested strategies</b>   | <b>School actions</b> |
| Define and teach school-wide expectations for all.  |                       |
| Establish whole school positive behaviour programs.   |                       |
| Establish consistent school-wide processes to identify and support students at risk of disengagement from learning. |                       |

| <b>Stage 2: Responding to individual students exhibiting challenging behaviour</b>   |                       |
|--|-----------------------|
| <b>Suggested strategies</b>  | <b>School actions</b> |
| Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate). |                       |
| Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer)  |                       |
| Consider if any environmental changes need to be made.   |                       |
| Apply the principles of restorative practice.  |                       |
| Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support                   |                       |
| Establish a student support group  |                       |
| Implement appropriate disciplinary measures that are proportionate to problem behaviours   |                       |
| Consider out-of-school behaviour management options such as Student Development Centres (if available)                                 |                       |

## Process for responding to breaches of Behaviour Expectations

## Appendix 6

| Rules   | Classroom Teacher Responsibility  | Sub-School Community Coordinators  |
|---|---|--|
| <p><b>Overall behaviour</b></p> <ul style="list-style-type: none"> <li>• Students must obey all reasonable requests of staff.</li> <li>• Students must always treat others with respect.</li> <li>• Students must respect the rights of others to learn. No student has the right to impact on the learning of others.</li> <li>• Students must respect the property of others.</li> <li>• Students must bring correct equipment to all classes</li> <li>• Students must work to the best of their ability.</li> <li>• Students must wear the correct uniform and follow the Student Dress Code Policy</li> </ul> | <p>Follow the “5 Steps to Classroom Control”:</p> <ol style="list-style-type: none"> <li>1. Remain calm</li> <li>2. Warn with rights based warning “Your behaviour is disturbing others, please stop”.</li> <li>3. Reassert “I understand and we can discuss this later. Right now please...</li> <li>4. Give choice “You have a choice. If you will not comply you will have to meet with me at lunchtime, afterschool etc</li> <li>5. Follow through with graded consequences:               <ol style="list-style-type: none"> <li>a. Move student to another seat / isolated area of the classroom</li> <li>b. Seat student outside of classroom on chair for 10 minutes with a task and organise for conference after class (restorative chat)</li> <li>c. Remove to another classroom for time out</li> <li>d. Organise conference/restorative discussion to include Subschool Manager /Assistant Principal</li> </ol> </li> </ol> <p>Continued misbehaviour warrants:</p> <ol style="list-style-type: none"> <li>a. Incident Report to Sub School Community Coordinator.</li> <li>b. Contact with parent after consultation with Sub school Community Coordinator</li> </ol> | <p>Implement a staged response:</p> <ul style="list-style-type: none"> <li>• Speak with the student prior to actioning</li> <li>• Student to ring and inform parent of misbehaviour in presence of Community Coordinator</li> <li>• Behaviour sheet</li> <li>• Attendance sheet</li> <li>• Placement into VCE class</li> <li>• Restorative discussion with affected parties</li> <li>• Behaviour Plans</li> <li>• Student Contract</li> <li>• Parent contact</li> <li>• Student support conference</li> <li>• Before school or lunchtime detention</li> <li>• In-house suspension</li> <li>• Recommendation to externally suspend and referral to Assistant Principal</li> </ul> |
| <p><b>Attendance and punctuality</b></p> <ul style="list-style-type: none"> <li>• Students must be on time to all classes</li> <li>• Students who are late to period one must report to the general office to get a late pass.</li> <li>• Students who leave school early must have permission from a parent/carer via Compass,</li> </ul>  | <p>Check late pass. Adjust Compass Roll to reflect when late arrival.</p> <p>Speak to student about lateness and detain at end of lesson if periods 2, 3 or 4 over the issue. Report to Sub School Manager if on-going</p> <p>Report to sub school/Admin</p>  | <p>Speak to student about lateness issues.</p> <p>Ongoing lateness: Before school or lunchtime detention and/ or organise for parent conference to resolve issue.</p> <p>Follow through with student and / or parent/guardian/carer</p>  |

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| <b>Rules</b>   | <b>Classroom Teacher Responsibility</b>   | <b>Sub-School Community Coordinators</b>   |
|--|---|--|
| <p>email, phone or a note from home prior to signing out through the Compass kiosk in the General Office.</p> <ul style="list-style-type: none"> <li>• Students absent from school must ensure reasons for the absence have been communicated with the school.</li> <li>• Notification from home (ie advice via Compass, phone, email or signed note or medical certificate) must accompany all absences.</li> <li>• Students must not leave the school grounds without permission.</li> </ul> |   | <p>After three days absence: Organise for attendance conference as per the school’s attendance strategy. Inform Student Welfare Coordinator. Inform the sub-school Assistant Principal.</p> <p>Repeated offences: Set up SSG meeting to discuss student progress and strategies for improving attendance.</p>  |
| <p><b>Uniform</b></p> <ul style="list-style-type: none"> <li>• Students must adhere to the school uniform requirements.</li> <li>• It is compulsory for all students to wear appropriate footwear at all times.</li> </ul>   | <p>Check uniform pass. If no pass, inform student they are to report to their sub-school at the next break.</p> <p>Report extremes in appearance to sub-school.</p> | <p>Check uniform pass. If no pass, confiscate the item of clothing and impose a before school or lunchtime detention.</p>  |
| <p><b>Bullying</b></p> <ul style="list-style-type: none"> <li>• Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person.</li> </ul>  | <p>Report to Sub-school Community Coordinator</p>   | <p>Contact parents and involve Student Welfare Coordinator.</p> <p>Refer to schools Acceptable Use Agreement.</p> <p>Use resources from Bullystoppers, “I’ve been called a bully” or “Students and Cyberbullying” to prompt reflection.</p> <p>Refer to our school’s Bullying Prevention Policy. Consequences may include apology, anti-bullying contract, student task related to anti bullying/cyber</p> |

## Student Engagement and Inclusion Policy

| Rules   | Classroom Teacher Responsibility   | Sub-School Community Coordinators  |
|---|--|--|
|   |  | <p>bullying, presentation of task to year level, referral to intervention program and/or counselling.</p> <p>Some cases may warrant immediate suspension. This decision must be made by the Principal.</p> <p>Student removed from classroom and parent contacted to collect student. Following procedure in Student Engagement and Inclusion Guidance re: Immediate suspension.</p>   |
| <p><b>Property and security</b></p> <ul style="list-style-type: none"> <li>• Students are to respect all school property.</li> <li>• Students must not enter staff room, offices or lifts unless supervised.</li> <li>• Students must bin all rubbish</li> <li>• Students must not have the following at school: chewing gum, Liquid paper (white-out tape is acceptable)</li> <li>• Students must return borrowed school material on time.</li> <li>• Students must keep lockers secure at all times. School will not be responsible for loss of valuables.</li> <li>• Students must leave school bags in lockers.</li> <li>• Classrooms must be left neat and tidy.</li> <li>• Graffiti of any kind will not be tolerated.</li> </ul> | <p>Challenge behaviours around rights and responsibilities and impose consequence eg clean up duties in school grounds.</p> <p>For repeated offences, refer to Sub-school Community Coordinator</p> <p>Confiscate the bag.</p> <p>Organise for students to remain behind and tidy the room or area.</p> <p>Retain evidence of graffiti and report to Principal Class</p> | <p>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in common room or school grounds.</p> <p>For repeat offenders, place in sub-school detention class.</p> <p>Parent notified. Student required to repair damage. Parent may be required to meet costs if external service needed. If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.</p> |