

Background

Auburn High School (AHS) is committed to providing a safe, secure and stimulating learning environment for all students. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Teachers at AHS will work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning.

Included with this Student Welfare Policy is the Auburn High School Student Engagement Policy and Procedures – see **Appendix A**.

Purpose

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

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

School Profile

Auburn High School first opened in 2014 as a co-education 7-12 school with a culturally and linguistically diverse student population. It serves the communities of Boroondara, Yarra, Stonnington and Glen Eira. Our diverse population is enhanced by a variety of unique learning programs on offer to our students.

These include:

- Select Entry Accelerated Learning (SEAL) Program (7-9)
- Bi-national French Program (7-9)
- Science, Technology, Engineering, Mathematics (STEM) (7-12)
- One-to-One Technology (7-12)
- Education for Life (E4L) (7-10)
- International Student Program (10-12)
- Accelerated VCE Program (10-12)

Our school community is underpinned by our school values:

Diversity
Aspiration
Respect
Excellence

Our Vision

Our vision is to be a high performing school where all students feel challenged and engaged by high quality teaching and learning and are provided with experiences that allow them to develop the skills necessary to become successful global citizens.

Auburn High School encourages all students to be curious and inquiring learners and to work collaboratively with their peers and teachers. Ours is a modern and orderly learning environment, where positive and respectful relationships are fostered and valued. Our school DARE values of *Diversity, Aspiration, Respect and Excellence* underpin all that we do and help create the positive and welcoming culture our school enjoys.

Our aim is to develop young people who:

- Graduate from Auburn High School having achieved their highest potential in their academic qualification, the Victorian Certificate of Education
- Have an enthusiasm for learning and are motivated toward personal excellence and personal bests
- Are creative in their thinking and in their work
- Share a broad world view
- Understand they are global citizens and possess a commitment to community spirit at a local level
- Value high expectations, achievement and respectful relationships.

Implementation

1. The school will focus on establishing positive and respectful relationships, particularly between teachers and students, and establishing a learning community that provides multiple and diverse opportunities for students to experience success.
2. The school will collaboratively develop and implement a fair and respectful whole-school behaviour management approach.
3. The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
4. The school will promote active student participation and provide students with a sense of ownership of their environment.

5. The school will support families to engage in their child's learning and build their capacity as active learners.
6. The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
7. The school will have processes in place to identify and respond to individual students who require additional assistance and support.
8. The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

Procedures

1. The school is committed to the delivery of an inclusive curriculum that ensures all our students have access to a quality education to meet their diverse needs. To improve educational outcomes for students with disabilities, the following key strategies are in place:
 - providing parents/carers with a learning program that best suits their child's needs
 - involving students and parents in the decision-making process
 - support students' access to programs and achievable pathways
 - ensuring the expertise of teachers working in our school is maintained and developed
 - and *Inclusion and Diversity Policy* has been developed.
2. Our school will implement a whole-school behaviour management approach that is based on pro-social values, social competencies, incentives and positive peer relationships.

The key focus will be on prevention and early intervention strategies that:

- provide a physical environment conducive to positive behaviours and effective engagement in learning
 - establish consistent school-wide and classroom consequences for problem behaviour
 - establish school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
 - provide school-wide and classroom processes for ongoing collection and use of data for decision-making
 - empower students to take responsibility and be involved in decision-making.
3. Parents and carers will be provided with the opportunity to participate in school life, both formally and informally, through school council, and other forums.
 4. Student voice, agency and participation is about valuing young people. There are several dimensions to student participation:
 - student involvement in school and community development
 - student feedback on teaching and learning
 - students as peer-support leaders.

The school promoted active student leadership, voice and agency as an avenue for improving student outcomes and facilitating school change. Student participation ranges from young people sharing their opinions of problems and potential solutions through the Student Leadership Team or in focus groups associated with school strategic planning. It also includes our students sharing their 'voice and agency' by collaborating with teachers to actually improve education outcomes, including helping to improve teaching, curriculum and teacher-student relationships and leading to changes in student assessment.

5. The school will create successful partnerships with parents/carers and families by:
 - ensuring all parents/carers are aware of the school's *Student Engagement and Wellbeing Policy*
 - conducting effective school-to-home and home-to-school communications
 - providing volunteer opportunities to enable parents/carers and students to contribute
 - involving families with homework and other curriculum-related activities
 - involving families as participants in school decision-making
 - coordinating resources and services from the community for families, students and the school
 - providing opportunities to enhance parenting knowledge and skills.
6. The school will promote and maintain high levels of student attendance and participation through:
 - articulating high expectations to all members of the school community
 - adopting consistent, rigorous procedures to monitor and record student absences
 - following up student absences promptly and consistently
 - implementing data-driven attendance improvement strategies
 - creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
 - providing early identification of, and supportive intervention for, students at risk of non-attendance
 - linking with local community groups and agencies to maximise program and individual support
 - providing a staged response.
7. The school will use coordinated early intervention and prevention strategies to identify and respond to individual students who require additional assistance and support. The school will provide the following support structures:
 - monitoring of, and responding to, protracted student absences
 - trauma management plan
 - protocol for mandatory reporting
 - Student Support Groups for children in need.
8. Longitudinal data will be collected regarding frequency and types of welfare issues, so as to measure the success or otherwise of school-based strategies and approaches. Some sources of data are:
 - Student Attitudes to School Survey
 - school level report data
 - parent survey data
 - data from case management work with students
 - Annual International Students Survey

9. Risk Factors explored by the School Welfare and support personnel-Student Welfare Coordinator, Nurse, Chaplain & Sub School Leaders include:
- poor attendance
 - low literacy
 - low numeracy
 - problematic school behaviour and relationships through the number of suspensions and the number of days suspended
 - low income or unemployed family background - the occupation code of parents
 - Koorie or Torres Strait Islander background
 - Students in out-of-home care
 - refugee or EAL status
 - presence of a physical disability
 - presence of learning disorders leading to integration support
 - receipt of Youth Allowance
 - restricted access arrangements as a result of parent separation
 - presence of a risk alert
 - experience of significant health issues.
10. The school will utilise relevant external student wellbeing support services in order to identify and address the barriers to learning that individual students may be facing. Such services to provide support for students and staff include:
- psychologist for psychological and academic assessment
 - Department of Human Services case managers and support workers
 - social workers to provide services such as counselling, social skills and anger management programs
 - youth agencies
 - local parent support groups
 - relevant DET support staff
 - C.A.S.A. [Centre Against Sexual Assault]
 - School Focused Youth Service (SFYS).

Review Period

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

Links and Appendices

Appendix A: *Student Engagement Policy and Processes*

Key Link connected with this policy is: DET - Student Engagement

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

Appendix 1: Positive Classroom Management Protocol

Appendix A

AUBURN HIGH SCHOOL STUDENT ENGAGEMENT POLICY AND PROCEDURES

1. Whole-school Prevention Statement

At Auburn High School our aim is to develop a robust learning community with positive management and engagement strategies that enable successful student learning outcomes. In terms of student engagement and wellbeing, we strive to:

- build a positive and orderly learning environment with clear student routines and high expectations for behaviour and uniform based on positive staff-student relationships
- communicate clear expectations about attendance, participation and positive social behaviours
- maintain effective partnerships with key agencies and student support services.

2.1 Guiding Principles

Every member of the Auburn High School community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with dignity and respect.

2.2 Equal Opportunity

We recognise and accept the equality of men and women and people of all races, regardless of their religious or political convictions, their impairments or their age. Under the Equal Opportunity Act, it is unlawful to discriminate against a person based on their age, gender, sexual orientation, occupation, impairments, marital status, parental status, physical features, political beliefs, pregnancy, race, religious beliefs or personal associations.

2.3 The Charter of Human Rights and Responsibilities

We respect and promote the following four basic principles of human rights and responsibilities: freedom, respect, equality and dignity. When making decisions, we act compatibly with human rights and consider each of the following: the right not to be discriminated against; the right to privacy and reputation; the right to freedom of thought, conscience, religion and belief; and cultural rights. Staff, students and parents understand that with human rights comes a concomitant responsibility to respect the human rights of others.

2.4 Students with Disabilities

As detailed in the Disability Standards for Education, we are committed to making reasonable adjustments to accommodate a student with a disability, balancing the interests of all parties affected including those of the student with the disability, the school, staff and other students.

2.5 Bullying and Harassment

See our separate *Bullying Prevention Policy*.

2.6 Rights and Responsibilities of the School Community

Our school rules, values, rights and responsibilities are prescribed so that students can enjoy a safe learning environment and actively pursue high levels of academic achievement and social and emotional development, with a view to becoming well-adjusted life-long learners. We wish to build and maintain a cooperative and supportive partnership between home and school to achieve positive outcomes for all students.

2.7 Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • learn in a safe and secure environment where they can fully develop their knowledge and skills without intimidation, harassment, bullying or cyberbullying • participate fully in the school's educational program • receive reasonable assistance to resolve school-related problems • receive ongoing communication and feedback about their progress. 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • follow the Code of Conduct, staff instructions and uniform requirements • take responsibility for their own behaviour and learning • display positive behaviours, including courtesy, care and respect for the rights of peers, teachers and all members of the school community • care for the school environment • attend school regularly and participate fully in learning programs • develop into independent learners who set and achieve learning goals and manage resources effectively.

2.8 Rights and Responsibilities of Parents and Carers

Rights	Responsibilities
<p>Parents and carers have a right to expect that their child will be educated in a safe and secure environment where courtesy, care and respect for the rights of others are promoted.</p>	<p>Parents and carers have a responsibility to:</p> <ul style="list-style-type: none"> • ensure their child's prompt arrival and regular attendance at school • show an active interest in their child's schooling and progress • initiate and maintain regular and constructive communication with school staff regarding their child's learning, engagement and wellbeing, including notifying the school of student absence as soon as reasonably possible • display and model positive behaviours and values

2.9 Rights and Responsibilities of Staff (Teachers and School Leadership Team)

Rights	Responsibilities
<p>Staff have a right to:</p> <ul style="list-style-type: none"> • teach in an orderly and collaborative environment • be informed about matters relating to students within privacy restrictions that may affect the teaching and learning program for students 	<p>Staff have a responsibility to:</p> <ul style="list-style-type: none"> • follow the VIT Teacher Code of Conduct, Auburn High School Professional Code of Practice, Professional Standards, and uphold an active, professional and positive presence, including Professional Learning • consistently and fairly implement the Code of Conduct • display, model and teach the school values and positive social behaviours • acknowledge student efforts and results in both curriculum and behaviour • set the scene at lesson commencement and clearly communicate expectations and lesson learning intentions • implement effective teaching strategies and use assessment data to drive teaching and learning • create and maintain safe and stimulating learning environments • initiate and maintain regular and constructive communication with students and parents about learning, engagement and wellbeing • organize connections for students with appropriate student services

3. Shared Expectations

We will develop our school values through our behaviours and interactions with each other. We will display and model our school values through the following behaviours:

- Attending school on time and arriving promptly to each lesson
- Preparing properly for school and for each lesson
- Meeting appearance, dress and uniform standards
- Moving safely through the school environment
- Participating fully in learning activities
- Attentively following instructions
- Listening to each other
- Treating each other with respect, courtesy and fairness
- Valuing the particular individual strengths and differences of others
- Inclusive teaching and learning practices
- Demonstrating and monitoring our own learning progress
- Attempting learning tasks to the best of our ability
- Making appropriate choices, even without supervision

4. School Actions and Consequences

We encourage and support high levels of student attendance, engagement, learning and positive behaviours through a consistent set of whole-school practices, including the following actions:

- Establishing a safe, secure and inclusive learning environment
- Developing, modelling, teaching and encouraging a set of core school-wide values, rights and responsibilities and shared expectations
- Acknowledging positive behaviours and celebrating effort and achievement
- Discouraging inappropriate behaviours
- Empowering students to be involved in school decision-making and leadership activities
- Applying professional judgement to particular cases and incidents, and understanding individual students, their life circumstances and their particular learning and wellbeing needs
- Identifying students at risk of disengagement from learning in a timely manner
- Monitoring, measuring and communicating progress with students and parents in a timely manner
- Rigorously monitoring, recording and following up student absence in a timely and rigorous manner
- Implementing evidence-based early intervention processes and programs and regularly reviewing their effectiveness to ensure continued relevance
- Using out-of-class support strategies and Student Support Groups for students with at-risk behaviours, to repair relationships and to develop agreed goals and plans around learning and behaviour. In convening Student Support Groups, key stakeholders will be involved as needed, including parents, teachers, principal class officers, counsellors, psychologists and youth workers
- Connecting to external student support services as appropriate
- Ensuring that students who have displayed unacceptable behaviours towards others can repair the relationship – for example by apologising, completing a reflection piece, catching up on missed work or participating in a ‘restorative justice’ conference
- Implementing effective and supportive transition programs and processes into and out of the school, including student transitions between different learning areas and levels within the school

5. Discipline Procedures – Suspension and Expulsion

A student can be excluded from school in situations where other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student’s behaviour.

In applying consequences for unacceptable behaviour, both the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. Consequences are applied to provide the opportunity for all students to learn, to ensure the safety of staff and students, and to assist students with accepting responsibility for their actions.

Consequences which may be used prior to suspension include:

- **Withdrawal of privileges**
- **Withdrawal from class** (Relocation) 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. Where appropriate, parents or carers will be informed of such withdrawals.
- **Detention:** a student may be required to finish schoolwork that has not been completed in the regular classroom or undertake other duties at a reasonable time and place, as instructed by their teacher. No more than half the time allocated for any recess will be used for this work, and in the case of an after-school detention, students will be detained for no more than 45 minutes. Students will be fully supervised during detentions. Parents or carers will be informed by email 24 hours prior any after-school detention and where family circumstances are such that after school detention would create undue hardship, we will endeavour to negotiate alternative measures with parents or carers.

Note: This form of detention is conducted by classroom teachers and is separate from Homework Centre referrals.

- Staff will follow the the *Positive Classroom Management Protocol – Appendix 1*, in dealing with student behaviour.

5.1 Suspension – Guiding Principles

When the principal determines that a suspension is justified, a Student Support Group meeting or telephone contact will be made to provide details. A Notice of Suspension explains the reasons for suspension, detail the school days on which the suspension will occur and where the suspensions will occur, provide contact details for additional support services, and develop a Student Absence Learning Plan that outlines schoolwork to be undertaken during the period of suspension.

In the case of a student putting the health, safety and wellbeing of themselves, staff or other students at significant risk, the principal may suspend a student immediately, scheduling a Student Support Group meeting within 48 hours of the student being suspended. When a student is suspended it will be for the shortest time necessary. If the suspension is for five days, a post-suspension Student Support Group meeting will also be scheduled.

In determining whether to implement an in-school suspension or an out-of-school suspension, we will consider the educational, social and emotional impacts on the student and the school community.

5.2 Expulsion – Guiding Principles

The principal may expel a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to and from that activity), the student does anything for which they could be suspended and their misbehaviour is of such magnitude that, having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other staff and students at the school and the need to maintain the effectiveness of the school's educational programs, an expulsion is the only available mechanism.

A Student Support Group meeting will be convened to explain the expulsion and provide the student and parents or carers with a Notice of Expulsion. Transition arrangements will then be implemented for the continuing education, training or employment of the expelled student.

DET Suspension and Expulsion Guidelines will be followed at all times:

<https://www.education.vic.gov.au/school/teachers/behaviour/suspension-expulsion/Pages/default.aspx>

Appendix 1

POSITIVE CLASSROOM MANAGEMENT PROTOCOL

1. Be calm/consistent. Warn with a rights-based statement using reference to our DARE value of *respect* (eye contact and body stance) “Your behaviour/action/attitude is not respectful to your peers as it is disturbing them from their work, please stop, that is your first warning”.
2. Reassert. “Your behaviour/action/attitude is still disturbing the learning of your classmates, please move to in the classroom’, that is your second warning.
3. “You have continued to (reference behaviour/action/attitude), please make your way to the front office where you will be relocated.” Enter this on Compass.
4. Follow through with graded consequences:
 - a. Move student to another seat in the classroom.
 - b. Move to an isolated area within the classroom until student is ready to act appropriately and warn that the next step is relocation.
 - c. Student may then be relocated. Teacher fills in the Relocation template in that students’ Compass Chronicle, which notifies the front office, A.P. and all Sub-school Managers of the relocation by email. Student goes to the front office, where they will be assigned to an alternative class (two years above or below their own level) for the remainder of the period.
 - d. Restorative conference between student and teacher and/or parent must occur before student can re-join the class for the next session. This is the responsibility of the teacher to organise. Sub-school Managers or the AP are able to offer support if necessary.
5. Remember to acknowledge appropriate behaviour, especially for students involved above, when they are acting positively.
6. Extreme cases of misconduct may be managed with a relocation without the pre-ceding steps.
7. A restorative conference between student and teacher and/or parent must occur before student can re-join the class for the next session. This is the responsibility of the teacher to organise. Sub-school Managers or the AP are able to offer support if necessary.
8. Remember to acknowledge appropriate behaviour, especially for students involved above, when they are acting positively.
9. Extreme cases of misconduct may be managed with a relocation without the preceding steps.