



## Student Wellbeing and Engagement Policy

### Table of Contents

Location.....	1
Language Opportunities.....	2
Purpose.....	2
Scope.....	2
Policy.....	2
1. School profile.....	2
2. School values, philosophy and vision.....	4
3. Wellbeing and engagement strategies.....	6
4. Identifying students in need of support.....	9
5. Student rights and responsibilities.....	10
6. Student behavioural expectations and management.....	10
7. Engaging with families.....	11
8. Evaluation.....	11
Communication.....	12
Further Information and Resources.....	12
Policy Review and Approval.....	12
Appendices.....	13

### Location

All Coburg High School policies are located under the 'Community' tab on Compass, sub-section 'School Documentation' and then 'Policies'.

### Language Opportunities



If you require this document to be translated into another language, please contact:

[info@coburg.vic.edu.au](mailto:info@coburg.vic.edu.au)

Se si richiede che questo documento sia tradotto in un'altra lingua, si prega di contattare:

[info@coburg.vic.gov.au](mailto:info@coburg.vic.gov.au)

Εάν ζητήσετε να μεταφραστεί αυτό το έγγραφο σε άλλη γλώσσα, επικοινωνήστε με την ηλεκτρονική διεύθυνση  
[info@coburg.vic.edu.au](mailto:info@coburg.vic.edu.au)

यदि आपको इस दस्तावेज़ को किसी अन्य भाषा में अनुवादित करने की आवश्यकता है, तो कृपया संपर्क करें:

[info@coburg.vic.edu.au](mailto:info@coburg.vic.edu.au)

## Purpose

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

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

Coburg High School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

## Scope

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

## Policy

### 1. School profile

Coburg High School was originally founded in 1916 to provide quality education to the young people of Coburg and its surrounding suburbs. From the outset, Coburg High School was co-educational and catered to students of differing religions and cultural backgrounds, with an emphasis on community and student and staff respect. Positive student behaviour was role modelled by older students and it was with pride that the first school principal, Headmaster J.E. Sheehan noted that: "The present pupils hold the honour of the school in their hands. We look to them to uphold that honour, so that when other pupils take their places they will take over something to be guarded and cherished." Throughout the 20th century, Coburg High School produced highly educated young people who became distinguished in numerous fields including law, chemistry, the arts and sport to an Olympic level.

Closing as Coburg High School in the 1990s but continuing in different forms, including a senior school, the original Bell Street site of Coburg High School was exchanged for the more expansive grounds that the school currently occupies.

Since its refounding as a 7-12 school in 2015, Coburg High School has experienced substantial and rapid growth, and changing demographics. Our student population is ever diverse with more than 60 different nationalities and cultures represented. Whilst there are fewer students for whom English is a second language, there are many students and families who maintain significant linguistic, cultural and religious ties to a diverse range of backgrounds.

Our school stands on the unceded, traditional lands of the Wurundjeri Woi-wurrung people. We pay respects to all members of this community and other First Nations people in our school community. The representation of the world's oldest continuous culture at Coburg High School is recognised and celebrated via the flying of the Aboriginal and Torres Strait Island flags, in the Acknowledgement of Country at meetings and during significant cultural events such as Reconciliation Week and NAIDOC Week. Consistent with the state-wide Marrung Strategy, we aim to celebrate the rich and thriving culture, knowledge and

experience of our First Nations peoples, to ensure that our curriculum and wellbeing programs are inclusive, responsive and respectful of First Nations people, and that every First Nations student achieves their potential, succeeds in life and feels strong in their cultural identity.

Students are assigned to one of four Houses named for locations surrounding the school: Merri (Green), Pentridge (Blue), Bell (Red) and Lake (Yellow). Students compete in sporting and co curricular activities within their Houses and earn points through the presentation of positive behaviours. Staff celebrate House achievement and students are led by their own House Captains.

Coburg High School is located only eight kilometres north of Melbourne's centre and students regularly travel into the central business district to access the world class venues and facilities of our amazing city. Staff are encouraged to take students beyond the school grounds to learn about the world around them; Coburg High School recognises the connection between experiential learning and engagement. We strive to provide a connected and engaged school environment that allows students to pursue their own goals and make strides in all of their academic and social pursuits.

In addition to the teaching and educational support staff and the Student Support Team, there are a range of staff who are available to support students. The composition of our Student Wellbeing Team is subject to change; however, the team currently includes:

- a Student Wellbeing Coordinator
- a Student Wellbeing Officer
- a Mental Health Practitioner
- a Youth Worker
- a Health Promotion Nurse
- a Careers and Pathways Coordinator
- An Inclusion Leader

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

### **2.1 Vision**

Coburg High School strives to ensure significant and measurable growth in the learning progress of all students. As a school we empower students to be happy, healthy, resilient, and responsible young people and foster genuine agency in their learning and decision making. Coburg High School provides a safe environment for students to achieve their academic ambitions.

### **2.2 Philosophy**

Our Core Beliefs at Coburg High School:

1. Everyone has the right to learn and work in a safe environment
2. Every student has the right to learn without disruption
3. All teachers have the right to teach

### **2.3 Rights and Responsibilities**

The unique mix of individuals who gather to form a school means that support for students comes from many sources, both internal and external. All members of the school community play a key role in supporting students and determining the school climate. Staff provide explicit instruction and guidance in

how to positively interact with peers and learn. Students access education at the level that meets their needs, including modified work and extension and enrichment opportunities. Families provide an environment conducive to educational progress. Parents and guardians participate in the shaping of school policies and sit on governing bodies and sub-committees.

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and guardians treat each other with respect and dignity.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school and at home
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns about school policies and process via their Student Support Team, Student Voice Leaders or other means endorsed by the school or in consultation with staff
- a fair and reasonable progression of consequences. Corporal punishment is prohibited by the law and will not be used in any circumstance.
- receive individualised consequences for poor behaviour. Collective punishment is not supported.
- feel valued and part of a school community.

Students have the responsibility to:

- participate fully in their educational program, including attendance and submission of work
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn
- provide feedback and voice concerns about the school, staff and educational opportunities via specified means
- behave in a manner that does not compromise occupational, health and safety requirements nor result in damage to school facilities and equipment.

Staff have the right to:

- teach and support students free from disruption, harassment, violence or intimidation
- receive support from families to educate and engage students by upholding school policies
- communicate with families about student absences and additional supports that are required
- respond to reports from students and others about their conduct and delivery of curriculum

Staff have the responsibility to:

- provide a safe environment for all members of the school community
- address any threats to a student's learning or wellbeing, including to and from school, at home and online

- set and uphold expectations in a consistent and meaningful manner
- provide structured lessons which deliver meaningful content and provide timely feedback
- cover all aspects of the mandated curriculum
- be fair and kind when addressing problematic behaviour and do so in a consistent way as determined by school policies and processes
- support students who experience barriers to learning due to disability, learning difficulties, wellbeing, health issues and/or social circumstances
- conduct themselves in a professional manner in accordance with Department of Education's policies and relevant education legislation
- otherwise assist in the daily operation of the school, contributing to its smooth functioning.

Families have the right to:

- send their child to a school that is safe and addresses instances of bullying, harassment and prejudice
- make reasonable enquiries about the learning, engagement, and wellbeing of their child
- access supports for their child such as social and emotional support and advice in regard to careers and vocational pathways
- receive communication from the school on important issues and to express their views and opinions in line with the complaints and feedback policy
- consult with the Department of Education & Training if, having consulted with the school, they feel that their concerns need to be further addressed.

Families have the responsibility to:

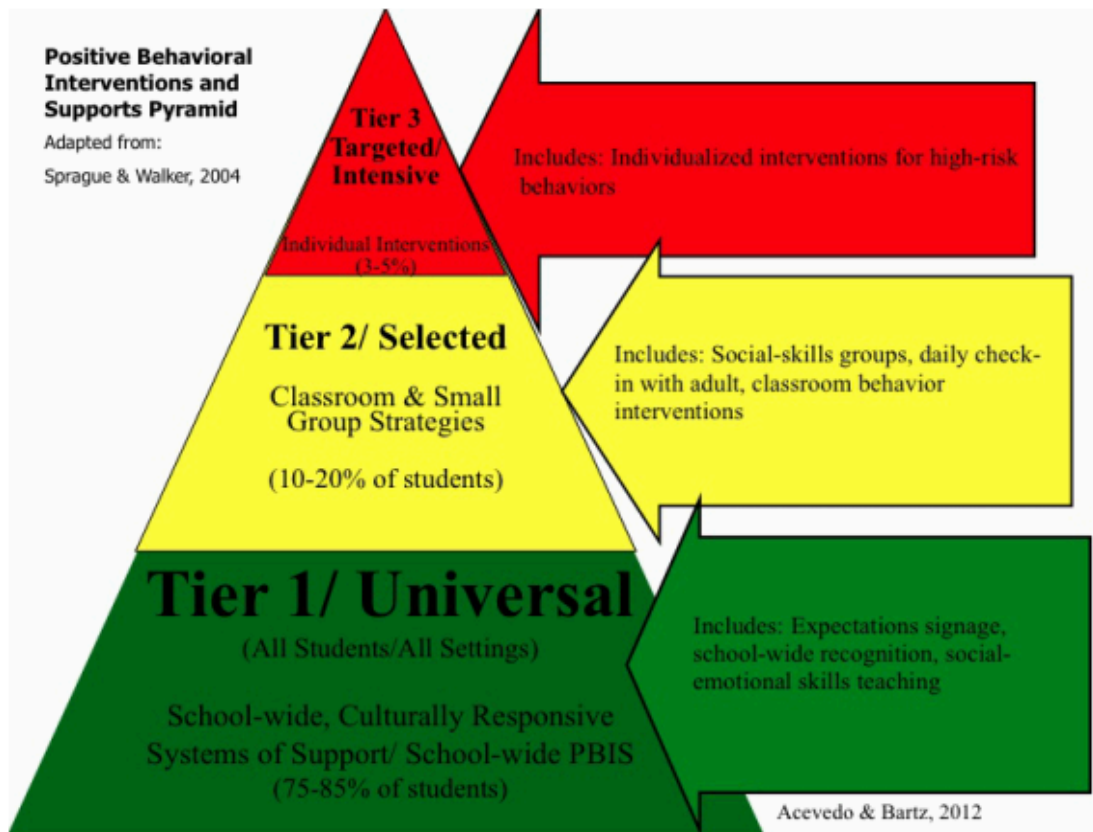
- notify the school of any information that may significantly affect the education of a student or be pertinent to their safety, health or wellbeing
- ensure their child attends school every day, on time, and minimise absences
- endeavour to provide a safe home environment that allows students to physically and emotionally develop, free from harm
- send to school students who are ready for learning and have the necessary uniform and equipment
- read school communications and note important dates
- be aware of and support school policies and procedures
- engage with community partners, including government and non-government agencies, who assist the school in supporting students
- raise issues and provide feedback in a manner that is respectful, open minded and solutions focussed
- understand that in a diverse school community that there will be differences of opinion and that schools must make decisions based on the needs of all students.

## 2.4 Values

Our key values of **Excellence, Integrity, Curiosity, Community** along with our Values Matrix of Expectations, are built into our Coburg Connect program, assemblies, House Carnival and our curriculum. The expression of our school values can be found in our Values Matrix.

### 3. Wellbeing and engagement strategies

Coburg High School employs a range of evidence-based practices to engage students in learning and intervene early when problems arise. Interventions and initiatives are based on a three-tiered approach:



#### 3.1 Universal (school-wide) strategies

Coburg High School employs the following **universal** (school-wide) engagement strategies to create a safe, inclusive and empowering environment that fosters an enthusiasm for learning and supports student wellbeing. At our school, we engage students by:



- Setting high and consistent expectations for all staff, students, parents and carers.
- Prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing.
- Creating a culture that is inclusive, engaging and supportive.
- Welcoming all parents and carers, being responsive to them as partners in learning.
- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, Parent Survey data, student support data and school level assessment data.
- Delivering a broad curriculum including VET programs, Work Experience, VCE and VCE Vocational Major to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations.
- Adopting a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching.
- Incorporating our school's values into our curriculum and promoting them to students, staff and parents so that they are shared and celebrated as the foundation of our school community.

- Carefully planning transition programs to support students moving into different stages of their schooling.
- Acknowledging positive behaviour and student achievement in the classroom, at school assemblies, at extracurricular events and in communication to families.
- Monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level.
- Creating opportunities for students to contribute feedback on decisions about school operations through the Student Voice team and other forums including year group meetings.
- Encouraging students to speak with their teachers, Student Support Teams, Assistant Principals and Principal whenever they have any questions or concerns.
- Building connections between students through school plays, athletics, music programs, peer support programs and other co curricular programs.

All students are welcome to self-refer to the Student Wellbeing Coordinator, Student Support Leaders, Teachers, Assistant Principals and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning.

We engage in positive behaviour supports with our staff and students, via numerous community partners with specific strategies and expertise, including:

- Respectful Relationships and Safe Schools
- School Wide Positive Behavior Supports
- Navigator
- School Focused Youth Services (Merri Health)
- Headspace
- Oxygen Youth Space (City of Moreland Youth Services)

### **3.1(i) School-Wide Positive Behaviours**

To create an environment where students will meet our expectations, Coburg High School has engaged in the School-Wide Positive Behaviour Support for Engagement and Learning in Victoria. We agree with the key principles of School-Wide Positive Behaviour Support - of creating a positive school climate, a culture of student competence and an open, responsive management system for all school community members. Key elements include:

- having clearly articulated values which we refer to when addressing achievement and behaviour
- having clearly articulated expectations
- developing a continuum of consequences
- teaching positive behaviours in the same way we teach other skills
- controlling environmental factors, such as learning spaces to promote engagement
- being positive and encouraging positivity in our students
- recognising positive student behaviour
- finding success for students 'catching them being good'
- addressing behaviour whilst maintaining and restoring positive relationships
- maintaining accurate data on student attendance and behaviour



- surveying staff and students on school climate and acting on the data provided.

### 3.1(ii) Positive Values-Based Chronicle Entries

Positive behaviour entries were introduced in 2018 as part of the SWPBS initiative. Teachers select the value that the student has demonstrated and supply a brief description. Entries are recorded and tallied at the end of each semester, with prizes and certificates presented at assembly. Entries are set by default to be visible to parents and guardians with the options of making entries under the categories of Coburg High School’s values: Excellence, Integrity, Curiosity and Community.

### 3.1(iii) Restorative Practices

We believe in Restorative Practices at CHS and aim to maintain positive relationships with students despite any breaking of school rules or disruptive behaviour. We view such instances as a shared problem that needs to be solved to return to a mutually beneficial relationship where learning can continue.

The main tenets of Restorative Practices include:

- Examining what happened
- Identifying the harm that was caused and to whom
- Exploring the feelings experienced by all parties
- Establishing how the harm can be mended

For minor behaviours, a restorative conversation can often be paired with a community service that a student completes to make up for wrongdoing. It might be to put up chairs at the end of the day or pick up a bucket of rubbish at recess/lunch. It might be minor, but it is highly symbolic and worth far more than traditional consequences. Students should agree to this task only after a restorative conversation and the service should be carried out as soon as possible.

### 3.1 (iv) Shared instructional practice

Students are provided with an engaging curriculum both in learning spaces and via the digital platform, ‘COGS’. Teachers at Coburg High School use an instructional framework, GANAG, to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons and mirrored in our digital curriculum.

### 3.1 (v) Student voice and agency

There are compelling reasons to amplify student voice, agency and leadership. When students have a strong sense of agency, starting with more commitment and a strengthened focus on their learning, a positive cycle of learning is generated. Students who are empowered to take ownership of their



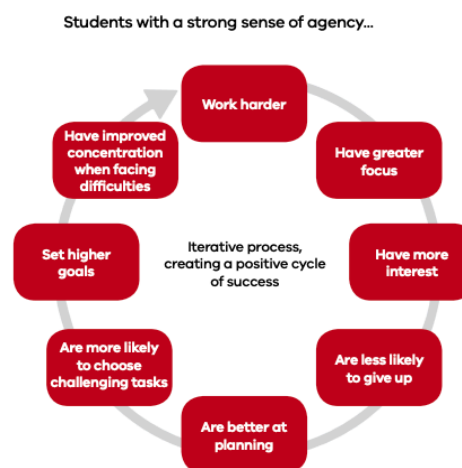


learning, understand and contribute to the development of learning intentions, are invested in the assessment processes and monitor their own learning and improvement. As students become invested in their own learning, they gain a better understanding of what good learning is and the purpose of it. This enables them to evaluate their own work, and to more purposefully discuss progress and achievement with teachers, each of which has a significant effect size on achievement (Hattie, 2009).

Empowering students to become partners in school decision making is recognition that students are knowledgeable experts in their lives. It acknowledges they can contribute to improving their schools and communities.

At Coburg High School student voice, agency and leadership are built into the leadership and positions of responsibility structure. Staff are allocated time to create, promote and facilitate student led initiatives and forums. The Student Leadership Team is the primary source of student participation in leadership and feedback. Other opportunities for student voice, agency and leadership include:

- The Student Attitudes to School Survey
- Community partnership surveys, EG: the Moreland Resilience Survey
- Peer Support
- Pivot Surveys
- Informal teacher feedback
- Class, house, and school captain roles
- Stand Out group
- Interschool sports coaching
- Student run clubs and activities
- School based entrepreneurship and employment opportunities
- School Council Student Representatives



From 'Amplify' Department of Education and Training 2018

### 3.1 (vi) Inclusion and Diversity

Coburg High School School is committed to creating a school community where all members are welcomed, accepted, respected, and treated equitably. Our student cohort and families bring with them a vibrant tapestry of backgrounds and experiences and we value the rich diversity that exists across our community. We commit to ensuring all young people can participate, achieve and thrive, particularly those who have been historically marginalised within education systems. This includes students from Aboriginal and Torres Strait Islander communities, culturally and linguistically diverse communities, those with diverse abilities and learning needs, those who identify as LGBTIQ+, and those who have experienced economic hardship or precarity. We know that cultural, psychological, and physical safety is the foundation of learning and do not tolerate behaviours, language, or practices that label, stereotype, vilify, or demean others. Coburg High School:

- seeks to know and understand the identities of our students
- ensures that all students and members of our school community are treated with respect and dignity

- ensures that all students are supported to students are not discriminated against and are actively accommodated to participate in education and school activities (eg schools sports, concerts, excursions, incursions, camps)
- acknowledges and responds to the diverse needs, identities and strengths of all students
- encourages empathy and fairness towards others
- challenges stereotypes that perpetuate prejudicial and biased behaviours and practises prejudice
- takes immediate action in instances of racism, religious discrimination, sexism, homophobia, ableism, and any other forms of bullying or harassment
- contributes to positive learning, engagement and wellbeing outcomes for students.

Coburg High School is committed to Disability Inclusion. This model is underpinned by the SHARE principles; Student Centred, Human Rights Focused, Acknowledges Strengths, Respects Legal Obligations, Evidence Based. Inclusion involves welcoming all young people from within our zone to enrol, foregrounding student voice and agency, ensuring all young people feel valued at supported at school, undertaking planning for students who require additional support, making reasonable adjustments to enable all students to participate in education on the same basis as their peers, and continually building the capacity of our school community.

We are committed to supporting inclusion at the whole school and class levels, to valuing specialist expertise, to maintaining a strong culture of inclusion through leadership, and to engaging and collaborating with parents. These commitments are upheld by the use of Diverse Learner Flags on Compass, the establishment of a Diverse Learner Policy that has gone through several rounds of consultation, collaboration with research and advocacy organisations such as Amaze, targeted mentoring programs such as ICAN, supporting families to create Student Snapshots for students that can be shared with teachers, Uniquity Club and ongoing professional learning opportunities for staff focused on strengthening inclusive practice.

Classroom practice at Coburg High School is built around evidence-based practices that aim to support the inclusion of all students. These include:

- Development of strong student-teacher relationships
- Consistent use of an instructional model (GANAG) that supports differentiation and reduces cognitive load for students
- Maintenance of calm and orderly learning environments through School Wide Positive Behaviour
- The use of seating plans developed in collaboration with students
- Use of timers and clocks to support students in pacing their learning
- Access to an online guaranteed and viable curriculum in Coburg Online Google Sites (COGS)
- Classroom adjustments for students requiring additional support. These may include things like the supported use of accessibility software, modified assessment tasks, additional time to complete coursework, or additional scaffolding to support learning.

### **3.1 (vii) Mental Health literacy**

Coburg High School supports positive mental health from the transition of Grade Six students into Year 7 until their completion of studies.

- CHS has a comprehensive approach to mental health with mental health literacy incorporated into

the curriculum at all year levels.

- CHS allows students to develop strong communication and problem solving skills, both within classes and across a range of co curricular programs, building resilience.
- Students are taught to reflect on their feelings and the feelings of others and encouraged to build better relationships.
- Positive mental health strategies, including social and emotional capabilities, are taught within the Health and Human Development curriculum and the Coburg Connect Curriculum.
- Designated days are used to highlight mental health and provide opportunities to remove barriers to positive mental health.
- Opportunities are provided for students to report threats to their mental health, including anonymous options to report bullying and harassment.
- Respectful Relationship studies are incorporated into a range of programs: Health and Human Development, Coburg Connect and other, developing resilience and positive self talk and emotional literacy.
- CHS wellbeing staff host or attend case plan meetings, inclusive of external services relevant to the young person.

### **3.1 (viii) Extension and Enrichment**

Coburg High School engages high achieving learners by offering an aspirational program that provides students with agency in their learning and support to set learning goals beyond the standard curriculum.

Coburg High School teaches individual learners, which means students may have individual learning needs that require fostering both inside and outside of the classroom. A targeted extension and enrichment program is offered to all students, based on teacher, family and self referral.

Outside of the classroom, numerous enrichment opportunities are provided which will vary according to student and staff interest. Examples include:

- Optional Competitions: Maths, Engineering, Creative Writing, History, Geography and others
- School Debating Team
- Model United Nations
- Interschool sport
- Interschool Chess competitions
- Optional camps such as Leadership Camp
- School production
- Instrumental Music Program
- Senior Jazz Band
- World Challenge
- Clubs such as the Bike Club, Games Club and the Environmental and Sustainability Group

Extension & Enrichment Programs promote greater discussion about what excellent learning looks like to foster lifelong learning and curiosity about the self and others.

### **3.1 (ix) Opportunities to improve physical health**

Coburg High School is committed to encouraging students to lead healthy, safe and active lives. As such, the school addresses students' physical health in a variety of ways.

- Local excursions are encouraged, including use of the nearby Merri Creek, via an enrolment agreement that students may be taken within walking distance of the school with notification only.
- Sport carnivals are run each year for both swimming and athletics, as well as other large scale events such as the House Carnival and the Colour Run.
- Numerous opportunities are provided for inter-school sport and Coburg High School coaches and encourages students through to regional and state level competition.
- Coburg High School offers students free use of sporting equipment at recess and lunch and maintains excellent sporting facilities across its campus.
- Physical Education, Health and Human Development, and Outdoor and Environmental Studies are offered at the VCE, and a wide range of health-based electives are on offer from Years 7-10.
- Active transport is promoted including 'Ride to School Day' and Bike Clubs. A large, secure bike shelter is provided on site.
- Camps and excursions incorporate physical activity including hiking, skiing, surfing, climbing and obstacle courses.
- Food provided to students on site promotes healthy eating, with a range of options for students to choose nutritious foods as part of a balanced diet. Students are taught sustainability as well as healthy eating via the Sustainability Group which grows food and manages animals on site.

### **3.1 (x) Student Health Care**

Coburg High School has a responsibility to provide equitable access to education and respond to diverse student needs, including health care needs. Underpinning our approach to student health are the Eight Principles for Health and Wellbeing from the Department for Education and Early Childhood Development .

Families are primarily responsible for the health and wellbeing of their children. Generally, schools are unable to provide for ill and recuperating students. Students are required to have relatively stable health and clear care plans to attend school. For example, teachers can generally safely supervise a child with a chronic health condition such as asthma or diabetes where the individual's health is relatively stable and predictable and care recommendations have been documented and agreed to by the school. If, however, a student has recently contracted an illness, is infectious and/or needs rest and recuperation, their care generally should be the responsibility of the family.

- Students who have suffered an infectious illness must have a medical certificate declaring the student fit to return and no longer infectious (such as influenza, glandular fever, school sores aka impetigo).
- Through the enrolment process families must identify if a student has any individual emergency or routine health and personal care support needs, such as: predictable emergency first aid associated with, for example, anaphylaxis (severe, life threatening allergy), seizure management or diabetes routine supervision for health care safety, such as supervision of medication, personal care, including assistance with personal hygiene, continence care, eating and drinking transfers and positioning, and use of health related equipment.
- The Principal will ensure that allocation of staff duties anticipates predictable short and long-term health support needs of children and students in their care.
- The Principal will ensure that a dedicated team of staff will have adequate time release to provide support for students in both a proactive and reactive capacity.
- First Aid support in the school will be provided in response to unpredictable illness or injury.
- A school nurse is available for crisis management and first aid support when required.

- When a member of the school staff has determined that an ambulance is required, one will be called, regardless of ambulance cover by the family.
- The Wellbeing Team takes responsibility for the mental healthcare of students at Coburg High School and is led by a Wellbeing Leader. Students and families are encouraged to contact the Wellbeing team when in need of support; however, staff can also refer students for consultation.

It is the Principal's responsibility to:

- alert families to the need for health care plans if children or students need individual support
- develop, monitor and review the school's health support procedures
- manage health support planning
- involve relevant teachers in health support planning
- manage confidentiality
- ensure staff training requirements are fulfilled
- ensure delegated staff responsibilities reflect duty statements
- ensure facility standards are met to maintain the health and wellbeing of students
- be aware of health care services which visit the school
- manage archives of documented information.

### 3.1 (xi) First Aid

Coburg High staff may need to administer first aid to students at school or school activities. Parents and carers should be aware that the goal of first aid is not to diagnose or treat a condition.



Students who are unwell (eg: physically contagious, in need of medical attention or otherwise unable to complete learning without assistance) should not attend school. If a student becomes unwell during the school day, they may be directed to first aid and be monitored by the First Aid Officer or relevant staff member. Depending on the nature of their symptoms, staff may contact parents and carers or an emergency contact person to ask them to collect the student. Schools are not registered medical providers and if parents and carers are unable to attend to a child in need of medical attention, an ambulance may be called.

If there is a situation or incident which occurs at school or a school activity, which requires first aid to be administered to a student:

- The First Aid Officer or a staff member who has been trained in first aid will administer first aid in accordance with their training. In an emergency situation, other staff may assist in the administration of first aid within their level of competence.
- If first aid is administered for a minor injury or condition, Coburg High will notify parents and carers electronically or by phone call.
- In a medical emergency, staff may take emergency action and do not need to obtain parent or carer consent to do so. Staff may contact 000 for emergency medical services at any time.
- Whenever first aid treatment has been administered to a student, Coburg High School will document this on Compass for recording purposes

Injuries involving the head can fail to present immediately and any student suffering a head injury will have their parent or carer contacted to advise of the injury and the option of taking their child to their general practitioner or the emergency department of the nearest hospital. An ambulance will be called if parents / carers (including emergency contacts) are unavailable.

### **3.1 (xii) Suicide Prevention and Postvention**

#### **Prevention**

- CHS Policies and procedures are in place for managing emergencies that threaten the physical and psychological safety of students.
- CHS teachers and support staff are instructed how to identify risk and are provided with a school referral process.
- Wellbeing staff ensure practices and resources are evidence based.
- Wellbeing staff complete a safety plan document with each young person who has experienced or is experiencing self-harm or suicidal ideation.
- CHS Staff are trained to treat all disclosures of intent to self-harm or suicidal thoughts seriously and professionally.

#### **Postvention**

- CHS Staff follow procedures to respond to disclosures of self-harm or suicidal thoughts including safety planning and mandatory reporting where necessary inclusive of the [PROTECT framework](#).
- CHS has a detailed suicide postvention response plan which includes liaising with the Department of Education and nominated counselling services.

### **3.1 (xiii) Mandatory Reporting**

All members of the Teaching Service are mandated by law to report signs or risks of harm, disclosures of abuse or neglect, or a reasonable belief a student is subjected to sexual abuse or physical harm.

Mandatory reporters, who believe on reasonable grounds that a child or young person is in need of protection from physical injury or sexual abuse, must report their concerns to Department of Families, Fairness, and Housing (DFFH) Child Protection and Victoria Police. All other staff members who form a belief on reasonable grounds that a child or young person:

- Is in need of protection, should report their concerns to DHHS Child Protection or Victoria Police.
- Is displaying sexually abusive behaviours and is in need of therapeutic treatment should report their concerns to DFFH Child Protection.

If staff have significant concerns for the wellbeing of a child or young person they will report their concerns to DFFH Child Protection or Child FIRST. (See attachment for process) In cases where staff have concerns about a child or young person, they will also discuss their concerns with the Principal or a member of the school leadership team who may report on their behalf.

New staff will be informed of mandatory reporting responsibilities and procedures as part of their induction procedure.

- Staff will be reminded of mandatory responsibilities annually.
- All concerns must be reported immediately to the Principal, or nominee.
- The Principal will keep a record of all discussions about a student with whom there is a concern.
- The teacher, Principal or Delegate will contact the Preston Department of Health & Human Services (DHHS) by telephone as soon as possible to make an official notification on:
  - 1300 664 977 or after school hours crisis line 13 12 78
  - North-Western Region on 1300 338 691

Staff do not require the permission of parents, carers or guardians to make a report to Child Protection Services, nor are they required to tell parents, carers or guardians that they have done so.

In a case by case situation, the person making a report may let the young person know that staff will share concerns and report to Child Protection Services.

In addition to mandatory reporting and duty of care obligations, any adult who forms a reasonable belief that a sexual offence has been committed by an adult against a child under 16, must report that information to Victorian Police. Failure to disclose the information to Police is a criminal offence, except in limited circumstances, such as the information has already been reported or the child is older than 16 when the belief is formed.

### **3.2 Targeted (population-specific) strategies**

Targetted (population-specific) are pro-active engagement strategies we employ to meet the varied needs of vulnerable cohorts, including prevention and intervention strategies.

#### **3.2 (i) Student Support Teams**

The Student Support Teams consist of Sub-School Leaders, Student Support Leaders, the Wellbeing Team and other relevant staff with positions of responsibility. The Student Support Team is responsible for the oversight of all students. The team responds to academic, social and emotional needs. They plan and deliver proactive engagement strategies such as transition and step-up programs, themed days, fundraising events, engagement excursions and incursions, camps, end of year programs, formals and graduation ceremonies.

#### **3.2 (ii) Wellbeing Team**

The Wellbeing Team consists of a Student Wellbeing Coordinator, a Mental Health Practitioner, a Student Wellbeing Officer and other relevant staff with positions of responsibility. Families can speak directly with the Wellbeing Team or make contact via the year level team. The Wellbeing Team is responsible for:



- Providing all students in Out of Home Care with a Learning Mentor, an Individual Learning Plan and ensuring that they will be referred to Student Support Services for an Educational Needs Assessment.
- Promoting health and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year.
- Applying a trauma-informed approach to working with students who have experienced trauma.
- Connecting all Aboriginal and Torres Strait Islander students with a Koorie Engagement Support Officer and ensuring that they have an Individual Education Plan and regular Student Support Group meetings.

### **3.2 (iii) Careers Team**

All students are provided with ongoing support to develop goals for pathways beyond secondary school. Some students may wish to transition to other learning environments or take up employment before the conclusion of their studies; Coburg High School assists these students through the transition from school process. A qualified Career's Counsellor is employed to provide all students with expert knowledge of the educational and vocational opportunities throughout and beyond their secondary schooling.

- All students are assisted to develop a Career Action Plan, with targeted goals and support to plan for their future.
- Year 9 students are informed of and counselled about possible VET options they may wish to pursue.
- Coburg High School assists students to plan their Year 10 work experience, supported by their Career Action Plan
- Students are interviewed to develop their Managed Individual Pathways and these help to inform their choices for VCE and beyond.
- Year 10 students are provided with course counselling for their VCE or VCE VM subject selections
- Year 12 students are assisted in applying for tertiary education via the VTAC applications process and provided with additional counselling after the release of VCE Study Scores and ATARs.

### **3.2 (iv) School Attendance Officer**

The School Attendance Officer is responsible for the monitoring of student attendance and the identification of patterns of concern. Coburg High School alerts families on a daily basis if their child has been marked 'unexplained absent' and follows a staged process to respond to school refusal and long term absences. Students and families are required to explain student absences and referrals to Child Protection Services, the Victorian Police and the Department of Education form part of this process.

Supports are offered to families experiencing difficulty in maintaining their child's attendance via Coburg High School's wellbeing services and community partners such as Child First and the Department of Education's Navigator program administered locally by the Jesuit Social Services.

### **3.2 (iv) Health support connections**

CHS has clear referral pathways to internal and external support agencies and services which specialise in different cohorts and areas of wellbeing, including:

- [Lookout](#) (for students in out of home care)
- [Headspace](#) (for a variety of programs and mental health supports)
- [RCH \(Royal Children's Hospital\) Trivancore](#) (mental health services for young people under 15 years)
- [Orygen](#) (mental health services for young people 15 - 25)
- [Gatehouse Centre](#) (for victims of sexual assault)
- [Foundation House](#) (support for people of a refugee background)
- [Merri Health](#) (a range of supports for young people including mental health and LGBTIQ advocacy)
- [Oxygen Youth Space](#) (City of Moreland Youth Services)
- [Arabic Welfare](#) (For Arabic and Muslim families)
- [VACCA](#) (Victorian Aboriginal Child Care Agency)
- [The Salvation Army](#) (to support students and families facing a range of hardships)

### 3.3: Individual (student-specific) strategies

Coburg High School student-specific engagement strategies are for students at risk, including strategies to identify and respond to individual student circumstances when regular attendance is not consistent, positive behaviours are not demonstrated, ongoing illness is present and when other incidents and complexities require individual attention.



Coburg High School is committed to building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances. At risk students are supported by:

- Engaging with the Student Support Team, including the Wellbeing Team, and the Inclusion Leader.
- Meeting with the student and their parent or carer to talk about how best to help the student engage with school.
- Developing an Individual Learning Plan, Individual Education Plan or a Positive Behaviour Plan.
- Considering if any environmental changes need to be made.

Coburg High School operates within a community of professionals and may refer students and families to:

- School-based wellbeing supports including on site psychologists via a Mental Health Care Plan
- Student Support Services (provided by the Department of Education)
- Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
- Re-engagement programs such as Navigator

Where necessary, the school will support the student's family to engage by:

- Being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- Collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- Monitoring individual student attendance and developing Attendance Improvement Plans in collaboration with the student and their family

### **3.3 (i) Individual Education Plans (IEP)**

Students are eligible for an IEP under the following categories:

- Diagnosed as having a disability (as assessed via DET Regional criteria)
- In Out of Home Care (OOHC)
- Identify as Indigenous
- Have other complex needs that require ongoing support and monitoring.

Students may benefit from having an IEP for a multitude of reasons. They are created with the involvement of the student, their parent or support person and school staff. This group is collectively known as the Student Support Group (SSG). The IEP process supports the identification of student strengths and barriers to learning, suggests adjustments to classes that will address some of these barriers, and supports the student in setting educational goals. The IEP outlines a meaningful educational program with high expectations for the student. An IEP should:

- be age appropriate, holistic in approach, supportive of cultural needs and safety, and flexible and future oriented.
- Consider key long-term goals that reflect learning outcomes in social, academic and life skills development.
- Establish short-term goals that will lead sequentially to the achievement of long-term goals.
- Ensure that the goals are SMARTAR goals: specific, measurable, attainable, relevant, timely, agreed and reviewed.
- Clearly articulate individual and shared responsibilities.
- Be strength-based with a focus on the student's potential to achieve educational, social and behavioural outcomes.
- Be supported and informed by other relevant plans such as a cultural plan, behaviour support plan or a safety plan.
- Aim to retain the student at school.
- Contain a record of important decisions and actions.
- Be reviewed regularly in accordance with the timeline as agreed by all members of the SSG.

Staff are made aware of individual learning and education plans and required to adapt content and assessment accordingly. IEPs are reviewed during scheduled Student Support Group meetings.

### **3.3 (ii) Student Health Care Plans**

If there is an indication that individual health care may be needed by a student, the parent or carer should be asked to provide a health care plan, written by a relevant health professional. The care plan should document recommended emergency and routine health and personal care support for the child or student. Information about medical conditions (such as asthma, anaphylaxis, depression, eating disorders, psychosis, epilepsy, incontinence. etc.) must be provided by a doctor or, in some cases, a clinical nurse consultant working under the direction of a doctor. A therapist (for example, a physiotherapist or a speech pathologist) will usually document information about therapeutic assistance.

Some students will have a health care need identified after enrolment and the same steps should be followed. An interim health support plan might be needed and it is the responsibility of the parent or carer to:

- provide relevant health care information to the school
- liaise with health professionals to provide care plans which create minimum disruption to learning programs
- assist children or students for whom they are responsible to self manage, as much as is safe and practical, their health and personal care needs.

### **3.3 (iii) Student Support Groups**

Coburg High School runs regular Student Support Group meetings for all students in the following categories:

- Diagnosed as having a disability (as assessed via DET Regional criteria)
- In Out of Home Care
- Identified as Indigenous
- Having other complex needs that require ongoing support and monitoring.

A student support group (SSG) is a partnership between schools, parents, the student and relevant agencies. The group works together to plan and support the educational, health, social, cultural and emotional wellbeing of students with diverse learning needs.

An SSG is responsible for developing and implementing an individual education plan.

### **3.3 (iv) Individual Education, Behaviour and Progression Plans (Positive Behaviour Plans)**

Students who have exhibited ongoing challenging behaviours may be required to complete an Individual Education, Behaviour and Progression Plan. Students work with a parent or carer and their Student Support Team to set goals, identify strategies and make agreements around behaviour, attendance and progression into the subsequent year level.

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

Coburg High School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Coburg High School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance

- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

## 5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

## 6. Student behavioural expectations and management

Students are expected to demonstrate the values of **Curiosity** and **Community** by arriving to class 'Ready For Learning', which includes:

- Arriving in class on time with required learning tools.
- Having a positive attitude, mindset and focus.
- Having completed home learning tasks including reading set texts.
- Being prepared to cooperate, follow instructions and value collective responsibility.

Students are expected to demonstrate the values of **Excellence and Integrity** by working to the best of their ability in all lessons. Staff monitor and respond to varying levels of application, such as:

Behaviour	Response
Excellent work ethic	<ul style="list-style-type: none"> <li>• Praise in all its forms</li> <li>• Green Values-Based Compass entries are made visible to students and families</li> <li>• Student work (with permission) is used as an exemplar and distributed, embedded into Google Sites</li> <li>• Emails/Phone calls home</li> <li>• Submission of work (with permission) to Newsletter for publication</li> </ul>
Not working but not disrupting the learning and teaching of others	<ul style="list-style-type: none"> <li>• Teachers look to see if there is an underlying issue: <ul style="list-style-type: none"> <li>○ Does the work need modifying?</li> <li>○ Has the student understood the instructions?</li> <li>○ Do they need additional support?</li> <li>○ Contact with the Student Support Team is made to find out if they know of possible problems</li> </ul> </li> <li>• Students are engaged in a discussion where possible. Example: "You appear not to be completing work. What do we need to do to get you back on track?"</li> <li>• Communication with home via Compass, emails or phone calls</li> <li>• Ongoing documentation on Compass, including the use of academic alert templates visible to students and families</li> <li>• Use of live reporting and additional comments for summative reports</li> </ul>
Failing to hand in Learning Tasks	<ul style="list-style-type: none"> <li>• Reminder emails via Compass that include family</li> <li>• Use of extensions where appropriate</li> <li>• Modification if required</li> <li>• Suggestion of afterschool Homework Club</li> <li>• Use of recess, lunch or after school teacher voluntary time to supervise completion of the task</li> <li>• ARN and DARN process</li> </ul>
Not working and disrupting the learning and teaching of others	<ul style="list-style-type: none"> <li>• Use of the CHS Behaviour Management Process (non- verbal warning, verbal warning, movement to a nearby learning space, movement to student management office)</li> <li>• When talking with the student, it is made clear that the key concern is the disruption to others' learning and that once addressed that their ability to access a task can be increased</li> </ul>

Students are expected to demonstrate the value of Integrity by conducting themselves first and foremost according to the maxim of treating others in a manner in which they would like to be treated. Behavioural expectations of students are grounded in our school's Matrix of Values

When a student acts in breach of the behaviour standards of our school community, Coburg High School will institute a staged response, consistent with the Department's policies on behaviour, discipline and

student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student’s behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Student Support Team
- restorative practices
- Detentions and Fix It Time (FIT)
- behaviour support and intervention meetings
- suspension
- expulsion

### 6.1 (i) CHS Behaviour Management Classroom Based Process

<b>Non-Verbal Warnings</b>	<p>Can be directed at an individual, group or class. For example:</p> <ul style="list-style-type: none"> <li>● Body language e.g. facing the student who is causing disruption</li> <li>● Facial expression, like raised eyebrows</li> <li>● Gestures</li> <li>● Eye contact</li> <li>● Pausing</li> <li>● Moving closer to the student causing disruption</li> </ul>
<b>Verbal Warnings</b>	<p>Can be directed at an individual, group or class.</p> <ul style="list-style-type: none"> <li>● Phrased in the positive, where possible, for example 'some students are acting responsibly' or 'most students are on the right COGS'</li> <li>● If phrased in the negative, it should be clear what behaviour is occurring, why it’s a problem and what will happen if it continues i.e. 'This group continues to talk too loudly which is distracting for others. If you don't stop, I'll need to separate you.'</li> <li>● Where possible, students are reminded of our values and expectations</li> </ul>
<b>Teacher Discretion Activity</b>	<p>Designed to de-escalate the situation and return the student to work. Some examples include:</p> <ul style="list-style-type: none"> <li>● Changing the task they are working on</li> <li>● Completing a challenge for a reward</li> </ul>



	<ul style="list-style-type: none"> <li>• Writing a reflective paragraph about what is going on</li> <li>• Reminding a student of our values and expectations</li> </ul>
<b>Relocation Within the Learning Space</b>	<ul style="list-style-type: none"> <li>• Somewhere visible to the teacher</li> </ul>
<b>Time-out Outside of the Learning Space (but still visible to the teacher)</b>	<ul style="list-style-type: none"> <li>• Should not be for any more than ten minutes</li> <li>• Student may be asked to reflect on what has occurred that required them to have a time out</li> <li>• If practical, the student should continue with work</li> <li>• Before the student re-enters, teachers will have a short restorative conversation</li> </ul>
<b>Escalation to a severe behaviour and class exit</b>	<ul style="list-style-type: none"> <li>• The student is reminded of what has been tried including the steps that have taken place. For example: “First you were asked to..., then..., then...”</li> <li>• Students are directed to exit the learning space and report to their relevant Sub-School</li> </ul>

### 6.1 (ii) Continuum of Consequences (Staged Process) at Coburg High School

Despite the best efforts of staff to engage students, create a welcoming environment and the explicit teaching of replacement behaviours, some students will continue to display anti-social behaviour, defiance and a failure to meet our expectations based on our values of Excellence, Integrity, Curiosity and Community.

The Coburg High School Continuum of Consequences is divided into two sections, covering minor behaviours (yellow) which are primarily addressed by teaching staff and major behaviours (blue) which are primarily addressed by the Student Support Team.

Staged Consequences	Definition	Example Reasons for Consequence
---------------------	------------	---------------------------------

Minor	STAGE ONE Restorative Conversation	<ul style="list-style-type: none"> <li>For minor behaviours that are better addressed by discussion and understanding than by punitive measures</li> </ul>	<ul style="list-style-type: none"> <li>Being out of uniform, defiance, rudeness, tech misuse, Chewing gum, littering, etc.</li> </ul>
	STAGE ONE  Teacher led Recess/ Lunch/ After School Fix It Time  ALL STAFF	<ul style="list-style-type: none"> <li>Issued by the class teacher as an immediate response to a minor behaviour</li> <li>May be paired with community service</li> <li>Typically go for 10 – 15 mins</li> <li>Teachers cannot take more than half of the student's break without organising a formal detention</li> <li>Should be aimed at restoring a relationship and end positively</li> </ul>	<ul style="list-style-type: none"> <li>Repeatedly warned about behaviour and given chances to 'work the time off,' but failed to do so.</li> <li>Failing to engage in activities despite repeated attempts</li> <li>Actively disrupting lessons despite multiple warnings</li> <li>Failing to hand in work despite extensions, modification and assistance</li> </ul>
	STAGE ONE  Staff Detention  ALL STAFF	<ul style="list-style-type: none"> <li>Issued by the class teacher during lunchtime or after school.</li> <li>Families must be notified 24hrs in advance</li> <li>Students must be given an opportunity to use toilets/ eat lunch</li> <li>Should be used constructively, i.e. for restorative work or completion of missing tasks</li> <li>Should be aimed at restoring a relationship and end positively</li> </ul>	<ul style="list-style-type: none"> <li>Failing to attend a recess/ lunch detention</li> <li>Behaviour that continues to disrupt the lesson (but not to the point of a class exit)</li> <li>Failure to hand in work despite extensions, modification, assistance and minor detention</li> </ul>
Major	STAGE TWO  FIT (Fix It Time)  SST	<ul style="list-style-type: none"> <li>Held during lunch</li> <li>Students assigned by the Student Support Team (Teachers cannot assign a FIT)</li> <li>Run by the Student Support Team</li> <li>Involves students examining their behaviours and committing to change</li> </ul>	<ul style="list-style-type: none"> <li>Being exited from class</li> <li>Continued rough play</li> <li>Continued failure to meet uniform expectations</li> <li>Continued tech misuse</li> <li>Continued use of chewing gum</li> <li>Continued smoking</li> </ul>
	STAGE THREE  After School Detention  SST	<ul style="list-style-type: none"> <li>Used for non-classroom management incidents such as misbehaving in the yard or failing to our values/expectations</li> <li>Students assigned by the Student Support Team (Teachers cannot assign a SST ASD)</li> <li>Parents are notified 24hrs in advance</li> <li>Students are reminded to attend</li> </ul>	<ul style="list-style-type: none"> <li>Failure to complete a FIT</li> <li>Continued lateness</li> <li>Defiance</li> <li>Anti-social behaviour</li> <li>Lateness (monitored by Sub-schools)</li> <li>Crossing Bell St illegally</li> <li>Riding without wearing a helmet</li> </ul>
	STAGE FOUR  Withdrawal from Class  SST	<ul style="list-style-type: none"> <li>Can be half-day or full day</li> <li>Students are seated away from others and given recess and lunch breaks at alternate times</li> <li>Students complete community service or complete classwork</li> <li>Students maybe set specific tasks such as the anti-smoking booklet</li> </ul>	<ul style="list-style-type: none"> <li>Students caught absent from classes off-site</li> <li>Smoking (via a staged process)</li> <li>Bullying</li> <li>Continued defiance/ abuse of a staff member</li> </ul>

	<p>STAGE FIVE External Suspensions</p> <p>(potentially interchangeable with community service)</p> <p>SST</p>	<ul style="list-style-type: none"> <li>• Based on the recommendation of the Sub-School Leader and Assistant Principal</li> <li>• Must be approved by the Principal</li> <li>• Cannot span more than five days</li> <li>• Teachers are legally obligated to provide work for the student</li> <li>• A parent meeting is required before or after the suspension. A concerted attempt is made at restoration</li> </ul>	<ul style="list-style-type: none"> <li>• Possessing weapons or illicit substances</li> <li>• Violence</li> <li>• Abuse of staff members</li> <li>• Bullying or vilification of others</li> <li>• Constantly preventing the learning of others to occur</li> </ul>
	<p>Community Service</p> <p>SST</p>	<ul style="list-style-type: none"> <li>• Students attend school or complete a community service on a non-school day. EG: A Saturday</li> <li>• Must be by agreement with families</li> </ul>	<ul style="list-style-type: none"> <li>• In place of other consequences</li> </ul>

### 6.1 (iii) Specific Staged Responses

Coburg High School uses staged responses in response to a number of minor often repeated behaviours. The purpose of the staged response is to provide consistency and progression to responses, a focus on restorative practices and transparency in our response to negative behaviours.

- The 'Staged Response' entry is created by a member of the Student Support Team
- The initial post and all subsequent comments are visible to students families
- An initial automatic email is sent to students and families on the creation of the entry to explain the purpose of a staged response

Staged responses are used for the following behaviours:

- Failure to wear correct uniform
- Headphones, phones and other tech misuse
- Chewing gum
- Rough play
- Smoking

Students and their families will be automatically emailed a standard message tailored to the negative behaviour. This email details what the behaviour is and establishes that a restorative conversation has been held, along with a discussion about replacement behaviours (*teaching students the right way not just identifying the wrong*).

### 6.1 (iv) Alternative Consequence - Community Service

Punitive consequences have been shown to have far less effect on behavioural change than alternatives which engage students, repair relationships and teach replacement behaviours. Coburg High School employs alternative consequences parallel to punitive consequences and employs them whenever possible. In some cases, especially where the health or wellbeing of another school community member has been seriously affected, alternative consequences may not be deemed appropriate, and at all times, it is at the Student Support Team's discretion to employ alternative consequences. Examples of alternative consequences at CHS include:

- Fix It Time (FIT) in place of traditional lunchtime detentions. Students meet with an SST leader and work through their actions and behaviour as well as discuss ways to avoid and replace such behaviour. Students also work together with staff to put back into the school via a short community service.
- Apology letters in place of detentions. Students repair the harm caused to others and restore relationships.
- Saturday and Holiday Community Service in place of suspensions. Students work with a sub-school leader or Principal to complete a service to the school community and forge a stronger connection to their school rather than missing a day of learning and potentially feeling disenfranchised.

### 6.1 (v) CHS Practices to Respond to Bullying

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflicts or fights between equals, whether in person or online, are not defined as bullying. Bullying has three main features:

1. It involves a misuse of power in a relationship
2. It is ongoing and repeated, and
3. It involves behaviours that can cause harm.

Behaviours that, while sometimes distressing, ARE NOT considered bullying include:

- Mutual arguments and disagreements (where there is no power imbalance)
- Not liking someone or a single act of social rejection
- One-off acts of meanness or spite
- Isolated incidents of aggression, intimidation or violence.

### 6.1 (vi) Combating Bullying at Coburg High School

*Bullying, harassment and other forms of inappropriate behaviour targeting individuals because of their personal attributes will not be tolerated in our school community. Students who may have experienced or witnessed this type of behaviour are encouraged to speak up and let their teachers, parents or carers know about those behaviours to ensure that inappropriate behaviour can be addressed. Students can also do this by completing the [Call It Out Google form](#). Bullying will be managed in accordance with our Bullying Prevention Policy.*

*Coburg High School will take appropriate measures to respond to discriminatory behaviour or harassment at our school. Students that are involved in bullying or harassing others on the basis of their personal attributes will be supported to understand the impact of their behaviour. They will also engage in staged restorative practice. Restorative practice puts the onus on individuals to be accountable for their behaviour and repair any harm caused to others as a result of their actions. This process is overseen by the Student Support Team.*

In a community that prides itself on tolerance, understanding and acceptance, Coburg High School students are taught emotional intelligence and empathy through Coburg Connect as well in Health and Human Development and across other areas of the curriculum. There will, however, still be issues of bullying amongst students both at school and via social media and other means outside of school. The responsibility of the school is to ensure that impediments to learning are addressed; however, there is no guarantee that social and emotional problems can be resolved by a school. The wellbeing services of Coburg High School work on a triage model and it may be necessary for external providers to work with students.

It is vital that we actively deal with any instances of bullying or perceived bullying in a timely manner. Coburg High School operates in three main ways:

### **1. Create the climate**

Bullying thrives on silence and the notion of 'good people, doing nothing' to ensure its continuation. Coburg High School is committed to creating a climate where bullying is prevented in the first instance and exposed when it does occur. Through our Transition Program, Coburg Connect program, Upstander Training and whole school initiatives such as Respectful Relationships and School Wide Positive Behaviours, Coburg High School students are exposed to an ongoing process of positive reinforcement regarding acceptable behaviours and identification of unacceptable behaviours, especially bullying. Students are provided with anonymous options for identifying bullies and are able to support victims when they are feeling powerless to act themselves.

### **2. Support the victim**

Young people who are bullied need help to know that there are people who care about them. They need to be believed, to know that adults won't overreact and they need to be able to talk about what is happening.

### **3. Reeducate and support the perpetrator**

Bullies usually do not understand the effect their behaviour has on their victims. They believe that their actions are justifiable ("They deserved it", "They annoyed us"). At Coburg High School we work with and support perpetrators to change their behaviour. *Adapted from <http://www.kidshelp.com.au/template>*

## **6.1 (vii) Suspension and Expulsion**

Suspension and expulsion are measures that are used sparingly and may only be used in particular situations consistent with Department policy. Reasons for suspension include:

<b>Suspension Reason 1:</b>	Behaving in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
-----------------------------	---

<b>Suspension Reason 2:</b>	Causing significant damage to or destruction of property
<b>Suspension Reason 3:</b>	Committing, attempting to commit, or knowingly being involved in the theft of property
<b>Suspension Reason 4:</b>	Possessing, using, selling, or deliberately assisting another person to possess, use, or sell illicit substances or weapons
<b>Suspension Reason 5:</b>	Failing to comply with any clear and reasonable instruction from a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or well being of any person
<b>Suspension Reason 6:</b>	Consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parental status; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes
<b>Suspension Reason 7:</b>	Consistently behaving in an unproductive manner that interferes with the well being, safety or educational opportunities of any other student

Expulsions are handled in accordance with the Department of Education and Training's Expulsion Procedures. Expulsions for single events include, but are not limited to:

- The possession of drugs and drug taking paraphernalia
- Acts of repeated or severe violence
- Vilification of others based on sexuality, race, disability, physical attributes, etc.
- Threats or acts of including sexual harassment and violence against staff members

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

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

The Principal of Coburg High School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

## 7. Engaging with families

Coburg High School values the input of parents and carers, and we strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community. We work hard to create successful partnerships with parents and carers by:

- Ensuring that all parents have access to our school policies and procedures, available on our school website or via Compass.
- Maintaining an open, respectful line of communication between parents and staff.
- Providing parent volunteer opportunities so that families can contribute to school activities such as Parents Association, School Council, Sub-Committees and music, production, gardening and sustainability groups.
- Involving families with home learning and other curriculum-related activities.
- Involving families in school decision making through communications, surveys, forums and the School Council
- Coordinating resources and services from the community for families.
- Including families in Student Support Groups, and developing individual plans for students.

At Coburg High School we recognise the valuable contribution of parents to students' education. We work in partnership with parents to encourage positive student behaviour and to create a constructive learning environment. Parents are encouraged to communicate regularly and constructively with staff through designated channels, in order to support their child's learning and wellbeing. Parents are expected to support the school in maintaining a safe and respectful environment, modelling positive behaviours, supporting regular attendance and taking an active interest in school work and home learning.

## 8. Evaluation

Coburg High School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Coburg High School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

## Communication

- This policy will be communicated to our school community via the website and on Compass under School Documentation.
- Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:
  - [Suspension process](#)
  - [Expulsions - Decision](#)



## Further Information and Resources

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

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

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

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





## Policy Review and Approval

Policy last reviewed	2024
Consultation	School Council
Approved by	Principal
Next scheduled review date	2026

## Appendices

- (i) Coburg High School Values Matrix
- (ii) Student Support Roles at CHS
- (iii) Sample Staged Response for Tech Misuse
- (iv) Eight Principles for Health and Wellbeing
- (v) Pre-Enrolment Procedure
- (vi) Individual Education, Behaviour and Progression Plan

# Appendix (i) Coburg High School Values Matrix

With Each Other With students, support staff and parents.	In Class In the learning spaces, gym and in practical classes.	Around the school At the Café, Reception, and at lockers. When using corridors, toilets and the grounds.	Online When online and using technology at school or at home.	To/From school In the carpark, at the bus stop and on public transport.	With Guests On excursions, during incursions and assemblies.
<b>At Coburg High School we:</b>					
 <ul style="list-style-type: none"> <li>Challenge ourselves</li> <li>Show our best selves</li> <li>Demonstrate fair play</li> </ul>	<ul style="list-style-type: none"> <li>Attend all our classes</li> <li>Follow directions carefully</li> <li>Make thoughtful contributions to discussions</li> <li>Try our best, in all our activities</li> </ul>	<ul style="list-style-type: none"> <li>Move to class when the music begins and directly from one class to another</li> <li>Leave personal items secured in lockers and only use headphones and phones outside of buildings</li> <li>Use sports equipment in designated areas</li> </ul>	<ul style="list-style-type: none"> <li>Are empowered by technology</li> <li>Use technology to deepen our thinking</li> <li>Document and use a variety of sources</li> </ul>	<ul style="list-style-type: none"> <li>Plan our journey to arrive at school early</li> <li>Cross at the lights</li> <li>Wear helmets</li> </ul>	<ul style="list-style-type: none"> <li>Greet people and act as an ambassador for the school</li> <li>Improve our knowledge by learning from others</li> </ul>
 <ul style="list-style-type: none"> <li>Respect each other</li> <li>Own our behaviour</li> <li>Give helpful and supportive feedback</li> </ul>	<ul style="list-style-type: none"> <li>Arrive on time and ready for learning</li> <li>Submit our own work and acknowledge the work of others</li> <li>Work together productively and celebrate our accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>Keep our environment clean and eat food outside</li> <li>Follow the instructions of staff</li> <li>Stay within school boundaries</li> <li>Use toilets appropriately and keep the disabled toilets free</li> </ul>	<ul style="list-style-type: none"> <li>Keep our personal details to ourselves and never share passwords</li> <li>Use technology for learning</li> <li>Respond to cyberbullying and online abuse by reporting it</li> </ul>	<ul style="list-style-type: none"> <li>Keep ourselves and others safe</li> <li>Wear correct uniform</li> <li>Behave respectfully on public transport and in local businesses</li> <li>Keep our possessions safe</li> </ul>	<ul style="list-style-type: none"> <li>Use active listening and engage with presenters</li> <li>Treat guests as we would like to be treated</li> </ul>
 <ul style="list-style-type: none"> <li>Remain open to new ideas</li> <li>Ask questions and listen to responses</li> <li>Seek help from each other</li> </ul>	<ul style="list-style-type: none"> <li>Ask lots of questions</li> <li>Investigate what we do not know</li> <li>Think deeply and critically</li> <li>Seek out ways to extend our knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Play sport, talk to others, try out clubs and co-curricular activities</li> <li>Admire student work and displays</li> </ul>	<ul style="list-style-type: none"> <li>Explore a range of online sources</li> <li>Find valuable new apps and programs</li> <li>Extend ourselves and pursue other interests</li> </ul>	<ul style="list-style-type: none"> <li>Check that others are safe</li> <li>Focus on what makes our area great</li> <li>Get to know other students who we travel with</li> <li>Report accidents and illegal behaviour to the police and to school</li> </ul>	<ul style="list-style-type: none"> <li>Remain open to new learning experiences beyond the classroom</li> <li>Listen and show appreciation during performances</li> </ul>
 <ul style="list-style-type: none"> <li>Use manners and respectful language</li> <li>Challenge discrimination</li> <li>Care for each other, including our teachers and education support staff</li> </ul>	<ul style="list-style-type: none"> <li>Support a positive learning environment</li> <li>Keep our computer lids closed when listening to teachers and only use devices when directed to</li> <li>Participate in all activities and follow safety procedures</li> </ul>	<ul style="list-style-type: none"> <li>Keep to the left in corridors and stairs</li> <li>Speak calmly, monitor our language and our actions</li> <li>Play safely outside the Café and have our money/order ready</li> </ul>	<ul style="list-style-type: none"> <li>Respect the rights and feelings of others</li> <li>Reach out and aid those in need</li> <li>Share, collaborate, communicate and contribute positively</li> </ul>	<ul style="list-style-type: none"> <li>Protect the rights of other travellers by keeping noise and mess to a minimum</li> <li>Notice people in need and offer help or assistance</li> <li>Use good manners</li> </ul>	<ul style="list-style-type: none"> <li>Participate in excursions and incursions</li> <li>Represent all our values when visiting other schools and the wider community</li> </ul>

## Appendix (ii) Student Support Roles at CHS

### Teachers

- The most powerful force in determining the success of a student in any given class is that child's teacher.
- Classroom management is the responsibility of the classroom teacher. This includes when students come late to class, do not complete tasks, fail to bring materials, disrupt lessons, misbehave, use technology inappropriately, etc.
- Teachers record incidents, concerns and observations using the Chronicle function on Compass, including what their response was and further actions they intend to complete.
- Teachers communicate with the Student Support Team when they have concerns about a student that extend beyond their capacity as a classroom teacher.
- Teachers can contact families regarding a student's academic progress. Teachers are advised to check in with the relevant Student Support Team before contacting families and should not be making contact about behaviour or concerns with other students or teachers.
- Teachers can make Wellbeing referrals.

### Inclusion Aides

- Students who are funded under the Program for Students with Disabilities (PSD)/ Disability Inclusion (DI) will generally have some level of Integration Aide support. This does not mean that the student will have an Integration Aide in every class, or sometimes at all. Aides can also support non-funded students at the discretion of the Student Wellbeing Coordinator.
- In some circumstances, Integration Aides can assist a group of students. This is via communication between the Integration Aide, Teacher and Student Support Team.
- Teachers provide modified work and instructions to Integration Aides on how best to work with designated students.
- Integration Aides may be assigned to excursions or yard duties and serve in the same capacity as other staff members when supervising students.

### Coburg Connect Teachers

- All students deserve to be valued and Coburg Connect teachers can be pivotal in understanding individuals, being both an advocate and someone the student is accountable to.
- Coburg Connect teachers should have an excellent knowledge of their students and can be key in spotting changes in mood, attendance trends and other vital observations that can only come from regular contact with students.
- Coburg Connect teachers should take time in every Coburg Connect session to 'check in' with students and relay their concerns with the Student Support Team when necessary.
- Families can contact Coburg Connect teachers about basic school matters. This does not include behavioural concerns, or concerns with other students or teachers. Staff are to direct all such matters to the relevant Student Support Team.

- Coburg Connect teachers monitor their group's Chronicle entries by configuring their digest (See 'How We Communicate at CHS').

### **Wellbeing Team**

- The Wellbeing Team forms part of the Student Support Team and is instrumental in both proactive and reactive management of our students' wellbeing needs.
- PSD funded students are coordinated by the Wellbeing Team, who also manage Integration Aide Support, Individual Learning Plans and Student Support Groups.
- The Wellbeing team provides counselling to students but may refer students to a psychologist or external service.
- Engagement groups that target those with specialist needs are also planned and run by the Wellbeing Team.
- Mandatory reports to Child Protective Services can be made via the Wellbeing Team, as can referrals to Child First.
- Staff Professional Learning, around all areas that may affect a young person's wellbeing, are also led by the Wellbeing Team.

### **Inclusion Leader**

- Advocate for students with diverse learning needs and work with school staff to implement strategies for supporting the education of these students employing Universal Design Principles to ensure accessibility
- Allocate integration aides and other resources under the Program for Students with Disabilities/ Disability Inclusion.
- Ensure that students with a disability have an Individual Education Plan and regular Student Support Group meetings.
- Embed evidence-based inclusive education practices into school strategic planning
- Curate inclusion professional learning resources
- Oversight of Individual Education Plans for students identified for PSD funding (2024) and Tier 2 & 3 levels of Disability Inclusion (2025-2026)
- Oversee a system for processing adjustment requests, referencing the SHARE principles and amplifying student voice.
- As a member of the school's Leadership team, this individual also works collaboratively with others in the school's Leadership team to collectively contribute to the school's success, ensuring a positive and thriving learning environment for all students and staff.

### **Careers & Pathways Coordination**

The Careers & Pathways coordinator plays a vital role in providing students with direction post-secondary schooling and also helps to find settings for those who seek alternative education, training and employment. The Careers and Pathways coordinator:

- Counsels students and finds appropriate pathways for them to find academic and employment success.
- Presents to students and families and publicises external opportunities for students, leading excursions to alternative and tertiary settings.

- Supports student applications for scholarships, cadetships and apprenticeships and involvement in VET studies and SBATs.
- Develops student knowledge and skills about pathways through the Coburg Connect program in terms of job application writing, job-searching skills, and interview preparation.
- Beyond the Coburg Connect program, supports teaching staff in making appropriate careers linkages to curriculum (e.g. Employability Skills for the Future).
- Participates in relevant network meetings to increase opportunities for Coburg High School students, including LLEN, VET and Regional Career Group networks.
- Establishes a sustainable and comprehensive Work Experience program for Year 10 students, including relevant applications and approvals, making contact with employers during work experience week.

### **Student Support Leaders**

- There are two Student Support Leaders per year level at Coburg High School. Student Support Leaders are responsible for reacting to incidents and for planning engagement events which contribute greatly to the school culture.
- Teachers can liaise with Student Support Leaders about classroom management strategies, but nothing takes the place of the classroom teacher in relation to responsibility for classroom management.
- Severe behaviour both in and out of the learning spaces will be addressed by Student Support Leaders with oversight of the Sub-School Leader and Assistant Principal for Student Engagement, Support and Management.
- Student Support Leaders can facilitate class interventions, where a restorative process is followed to bring about a change in class dynamics or to address a serious incident.
- In a proactive role, Student Support Leaders will run events, such as assemblies, themed days, socials, and camps. They may also write curriculum to be delivered in Coburg Connect and plan larger events such as clubs and orientation days.
- Student Support Leaders meet with families to address concerns about attendance, behaviour (including post-suspensions), peer interactions, etc.

### **Sub-School Leaders**

- All Sub-School Leaders are Leading Teachers and have responsibilities beyond Student Support.
- Sub-School Leaders are responsible for managing their team of Student Support Leaders and planning an array of engagement activities whilst responding to all aspects of student behaviour and progress.
- Sub-School Leaders case manage students with extremely challenging behaviour.
- Sub-School Leaders have regular contact with parents and liaise with the Student Attendance Officer regarding the attendance of their students.
- Camps and other major events are overseen by the Sub-School Leader including planning, communications and logistics.
- Enrolment meetings and recommendations to the Assistant Principal are made by Sub-School Leaders.

- Major Incidents, especially those involving violence, abuse of staff members and illegal substance abuse may be handled as a team with the Sub-School Leader in overall control of the situation.
- Liaison with outside services is also the responsibility of the Sub-School Leader.

### **Assistant Principal for Student Engagement, Support and Management**

- The Assistant Principal for Student Engagement, Support and Management is responsible for the overall engagement, wellbeing and discipline of the student body. This includes policy development, case management of extreme incidents, working with families to find resolutions to complex situations and determination of appropriate consequences, including suspensions when students have failed to meet expectations. Oversight of camps, excursions, enrolments and the planning of major events, such as whole school assemblies and evacuation procedures are also the responsibility of the Assistant Principal.

### **Principal**

- The Principal has overall responsibility for the direction of the school and for the 'school climate'. The Principal may deal directly with families to support students and work with the Department to solve complex cases. Major initiatives that serve to support students, including workforce planning and construction of facilities along with consequences, including suspensions and expulsions, are under the Principal's control.

## **Appendix (iii) Sample Staged Response:**

### **Possession of unauthorised tech devices**

**Stage One:** Reporting staff member responsible for restorative conversation referencing our Values Matrix. Confiscation within class and item placed in envelope and deposited with relevant sub-school or Reception (defiance or abuse of staff member to be dealt with in addition to confiscation). Item returned at the end of the day. Staged Process pinned by SST member. Automatic email to student with formal warning about stages. Automatic email to Parents/ Guardians that student has been formally warned.

**Stage Two:** Reporting staff member responsible for restorative conversation referencing our Values Matrix. SST to confiscate the device until the end of the day, post restorative conversation. Fix It Time with further restorative discussion and community work. Original Post needs to be updated with details of stage two.

**Stage Three:** Reporting staff member responsible for restorative conversation referencing our Values Matrix. Confiscation to Sub-School with return at the end of the school week/ upon collection by a parent or guardian. After School Detention. Close examination of underlying behaviours and offer of additional supports. Parent/ Guardian meeting with a shared approach to change behaviour and to restore the relationship. Formal warning that further infractions will result in a suspension.

**Stage Four:** Reporting staff member responsible for restorative conversation referencing our Values Matrix. Confiscation to Sub-School with device banned from school until set time, eg: following term. Relevant teachers to be notified and possession of banned devices to be reported immediately for confiscation. Parent/ Guardian meeting. Offer of additional supports. Formal Home+School Agreement signed to change behaviour. SST member responsible for restorative conversation. Saturday or Holiday community service FOUR HOURS/ alternatively during class time.

**Stage Five:** Reporting staff member responsible for restorative conversation referencing our Values Matrix. Escalation to Assistant Principal, full day external suspension. Further meetings and restoration of the relationship to be determined accordingly.

STAGE	DESCRIPTION
<b>One:</b>	<ul style="list-style-type: none"> <li>● Confiscation until the end of day</li> <li>● Restorative Conversation</li> <li>● Formal warning via emailed letter to student and family</li> <li>● Recording on Compass of Staged Process: Stage One</li> </ul>
<b>Two:</b>	<ul style="list-style-type: none"> <li>● Confiscation until end of the day</li> <li>● Restorative Conversation</li> <li>● FIT (Lunchtime Fix-It Time)</li> <li>● Recording on Compass of Staged Process: Stage Two</li> </ul>
<b>Three:</b>	<ul style="list-style-type: none"> <li>● Confiscation until end of the week or when parent/ guardian collects.</li> <li>● Restorative Conversation with parent/ guardian present.</li> <li>● Offers of additional supports EG: Wellbeing</li> <li>● After School Detention</li> <li>● Recording on Compass of Staged Process: Stage Three</li> </ul>
<b>Four:</b>	<ul style="list-style-type: none"> <li>● Confiscation until end of the week or when parent/ guardian collects.</li> <li>● Device is banned from school until set time: EG: end of term.</li> <li>● Restorative Conversation with parent/ guardian present and agreement that following a further confiscation the device will not be returned until set date: EG: End of the term</li> <li>● Saturday/ holiday Detention or day of Internal/External Suspension</li> <li>● Recording on Compass of Staged Process: Stage Four</li> </ul>
<b>Five:</b>	<ul style="list-style-type: none"> <li>● Confiscation of device as per agreement</li> <li>● Meeting with Assistant Principal</li> <li>● Full day of External Suspension</li> <li>● Recording on Compass of Staged Process: Stage Five</li> </ul>

#### Appendix (iv)

#### Eight Principles for Health and Wellbeing from the Department for Education and Early Childhood Development

##### Principle 1 – Maximise access and inclusion

Quality universal services for all, with extra effort directed to ensuring education and health and wellbeing services are accessible to, and inclusive of, the most vulnerable and disadvantaged.

#### Principle 2 – Focus on outcomes

Health, learning, development and wellbeing outcomes are the focus when designing, delivering, evaluating and improving education and health and wellbeing services.

#### Principle 3 – Evidence-informed and reflective practice

Current and relevant evidence known to be effective in improving outcomes informs policy making and professional practice. Research and evaluation is undertaken to generate evidence and enable effective and reflective practice.

#### Principle 4 – Holistic approach

Collaboration between services and multidisciplinary professional practice is pursued to meet the needs of children, young people and families and their health, wellbeing and learning goals.

#### Principle 5 – Person-centred and family sensitive practice

People are seen in the context of their families and environment and are supported and empowered to lead and sustain healthy lives.

#### Principle 6 – Partnerships with families and communities

Partnerships are forged with children, young people, families and communities, who are seen as partners in the creation of healthy environments and good health and wellbeing.

#### Principle 7 – Cultural competence

Effort is made to understand and effectively communicate with people across cultures and to recognise one's own world view. Cultural connection is recognised as playing an integral part in healthy development and wellbeing.

#### Principle 8 – Commitment to excellence

High expectations are held for every child and young person. Professionals continually assess their own work practices to find opportunities for improvement.



NAME:

DATE:



**Coburg High School pre-enrolment procedure**

SECTION 1: You as a person

Where have you previously attended secondary school?

What are some valuable things that you learned at your previous school that you will apply as a student at Coburg High School?

Look at the list of positive adjectives (page 2) and list **at least three** of the words that would describe you.

Think about the kind of adult you would like to become. What are some positive adjectives you would like to describe you when you are 25 years of age.

## I AM...

(or in the past, there are times when I have been...)

1. Accepting
2. Independent
3. Adaptable
4. Intelligent
5. Adventurous
6. Interested
7. Affectionate
8. Inventive
9. Ambitious
10. Joyful
11. Amusing
12. Kind
13. Analytical
14. Logical
15. Appreciative
16. Loving
17. Approachable
18. Loyal
19. Articulate
20. Motivated
21. Attentive
22. Neat
23. Aware
24. Objective
25. Brave
26. Open-minded
27. Bright
28. Optimistic
29. Broadminded
30. Organised
31. Calm
32. Outgoing
33. Careful
34. Outspoken
35. Caring
36. Patient
37. Charming
38. People-oriented
39. Cheerful
40. Perceptive
41. Clever
42. Playful
43. Compassionate
44. Polite
45. Conscientious
46. Practical
47. Cool-headed
48. Punctual
49. Courageous
50. Realistic
51. Creative
52. Reasonable
53. Dedicated
54. Reliable
55. Deep
56. Resourceful
57. Definite
58. Respectful
59. Dependable
60. Self-disciplined
61. Determined
62. Sensible
63. Easy going
64. Sensitive
65. Efficient
66. Sincere
67. Encouraging
68. Sociable
69. Energetic
70. Stable
71. Fair
72. Strong
73. Faithful
74. Supportive
75. Far-sighted
76. Sympathetic
77. Flexible
78. Tactful
79. Forthright
80. Task-oriented
81. Friendly
82. Thoughtful
83. Fun loving
84. Tidy
85. Funny
86. Tolerant
87. Generous
88. Trustworthy
89. Gentle
90. Unaffected
91. Hard-working
92. Understanding
93. Helpful
94. Versatile
95. Honest
96. Warm-hearted
97. Idealistic
98. Well behaved
99. Imaginative
100. Witty

## SECTION 2: Your goals

When we set goals we are more likely to achieve the things we want to achieve. To achieve goals, we need to set objectives and then outline strategies to achieve those objectives. See the table below:


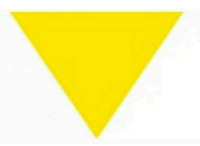






GOAL: Become a qualified carpenter					
OBJECTIVE: Get into pre-apprenticeship course		OBJECTIVE: Gain an apprenticeship		OBJECTIVE: Complete apprenticeship	
STRATEGY: Complete year 11 VCE by end of 2019	STRATEGY: Discuss with Careers adviser re best course by the end of term 1	STRATEGY: Satisfactorily complete pre-app course by the end of 2020	STRATEGY: Make contact with local builders about holiday work by end of term 1	STRATEGY: Live with parents until apprenticeship is complete to save money	STRATEGY: Be punctual and reliable when working

WRITE ONE GOAL YOU HAVE FOR THE NEXT 12 MONTHS IF YOU WERE TO BECOME A STUDENT AT COBURG HIGH SCHOOL

OBJECTIVE	OBJECTIVE	OBJECTIVE
STRATEGIES	STRATEGIES	STRATEGIES

## SECTION 3: Our school values

At Coburg High School we have four values.


<p style="text-align: center;"><b>EXCELLENCE</b></p>  <p style="text-align: center;"><i>'We go for gold'</i></p>  <hr/> <p><b>EXCELLENCE</b> Definition:</p> <p style="text-align: center;"><i>We strive to do our best, work to our full potential, and develop great talents</i></p>	<p style="text-align: center;"><b>INTEGRITY</b></p>  <p style="text-align: center;"><i>'We have a solid base for action'</i></p>  <hr/> <p><b>INTEGRITY</b> Definition:</p> <p style="text-align: center;"><i>We are honest, trustworthy and dedicated, and we do the right thing by others</i></p>	<p style="text-align: center;"><b>CURIOSITY</b></p>  <p style="text-align: center;"><i>'We open up and explore'</i></p>  <hr/> <p><b>CURIOSITY</b> Definition:</p> <p style="text-align: center;"><i>We really want to know, learn and explore things</i></p>	<p style="text-align: center;"><b>COMMUNITY</b></p>  <p style="text-align: center;"><i>'Here every piece counts, every part connects, and everyone matters'</i></p>  <hr/> <p><b>COMMUNITY</b> Definition:</p> <p style="text-align: center;"><i>We are aware of others, we respect others and we are proud to be part of Coburg High School</i></p>
--	---	---	--

Looking at the table above and our Values matrix on page 6, complete the table below to show us what you understand by our school values.

School value	What do you understand by this?	How can you show this value when you are at Coburg High School?
<b>EXCELLENCE</b>		
<b>INTEGRITY</b>		
<b>CURIOSITY</b>		

<b>COMMUNITY</b>		
------------------	--	--

**Appendix (vi) Individual Education, Behaviour and Progression Plan**

	 <p><b>Individual Education, Behaviour &amp; Progression Plan</b></p>	Date:
<p>Main issues this plan focuses on <i>e.g. low work output/attendance concerns/disruptions to learning environment</i> and how it breaches the CHS key principles</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>		
<p>People involved in writing this plan</p> <ul style="list-style-type: none"> <li>•</li> </ul>		

The purpose of an Individual Education, Behaviour & Progression Plan is to uphold and support the following three key principles of Coburg High School:

- 1. Everyone has the right to learn and work in a safe environment**
- 2. Every student has the right to learn without disruption**
- 3. All teachers have the right to teach**

At Coburg High School, our school values are:

<b>Excellence</b>	<b>Curiosity</b>
<b>Integrity</b>	<b>Community</b>

**SUPPORTS AND STRATEGIES**

Parent/Guardian Support	Internal Support	External Support	Diagnostics
<p>Key <b>parent/guardian</b> contact for the school:</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Actions being taken at home to help reinforce positive</p>	<p>Staff member responsible for writing this IEP and informing other staff of it</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Name of staff member/s at school the student can talk to</p>	<p><b>Agencies/professionals assisting the young person/family</b> <i>[Include names, nature and length of support, if they've contributed to the development of this plan, how</i></p>	<p><b>Testing</b> undertaken for the child</p> <ul style="list-style-type: none"> <li>• X</li> <li>• Y</li> <li>• Z</li> </ul> <p><i>Examples include</i></p>

behaviours and protect against problem behaviours <ul style="list-style-type: none"> <li>• X</li> <li>• Y</li> <li>• Z</li> </ul> Follow up tasks for parent/guardians [include who is responsible for what] <ul style="list-style-type: none"> <li>•</li> </ul>	about personal issues and how they feel about the IEP [include info re their staffroom, how to access them] <ul style="list-style-type: none"> <li>•</li> </ul> <b>Review date:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<i>their work contributes to this plan]</i> <ul style="list-style-type: none"> <li>• X</li> <li>• Y</li> <li>• Z</li> </ul> <i>Examples include:</i> <ul style="list-style-type: none"> <li>• Child First/Child Protection</li> <li>• Headspace/Psychologist/Counsellor</li> <li>• Paediatrician</li> <li>• Merri Health</li> </ul>	<ul style="list-style-type: none"> <li>• Vision Test</li> <li>• Hearing Test</li> <li>• Speech Pathology</li> <li>• Cognitive Testing</li> <li>• Funding Application</li> </ul>
--	---	---	---

Friendships and Social Support	Participation and inclusion	Choice making, Control, Confidence	Barriers
Who supports you in life? <ul style="list-style-type: none"> <li>• Friends:</li> <li>• Family:</li> <li>• Adults (teachers, sports coaches, etc):</li> </ul> What would increase or strengthen the student's friendships and social support? <ul style="list-style-type: none"> <li>• X</li> <li>• Y</li> <li>• Z</li> </ul>	What are you involved in <ul style="list-style-type: none"> <li>• At school?:</li> <li>• At home?:</li> <li>• In the community?:</li> </ul> How can participation and inclusion in the student's home, school and community be increased? <ul style="list-style-type: none"> <li>• X</li> <li>• Y</li> <li>• Z</li> </ul>	How good or confident do you feel about <ul style="list-style-type: none"> <li>• Learning at school</li> <li>• Yourself</li> <li>• Your future</li> </ul> How can the student's self esteem and confidence be strengthened? What would increase the student's opportunity to exercise appropriate choice making and control aspect of his or her life? <ul style="list-style-type: none"> <li>• X</li> <li>• Y</li> <li>• Z</li> </ul>	What stops you being the best you can be?  What barriers might interfere with the student's progress? <ul style="list-style-type: none"> <li>• X</li> <li>• Y</li> <li>• Z</li> </ul>

GOAL AREA 1:		
To uphold this agreement, the student agrees to:	Support strategies the school and student can use	Consequences of breaches
<b>[Add action verb + the desired behaviour]</b>  This is intended to target the following problematic behaviour <ul style="list-style-type: none"> <li>• X</li> <li>• Y</li> <li>• Z</li> </ul>	<b>Proactive strategies</b> [Examples include modelling/teaching desired behaviour through role play, explicit instruction, social stories etc; appropriate seating in class; ESS support; visual timetable; increased supervision on excursions etc] <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul> <b>Reactive strategies</b> [Examples include removal from class, minimising talking during escalation, calling for support etc]	<b>Academic consequences</b> <ul style="list-style-type: none"> <li>•</li> </ul> <b>Social/emotional consequences</b> <ul style="list-style-type: none"> <li>•</li> </ul> <b>Disciplinary consequences</b>

<p><i>Notes:</i> For each, include when and where these behaviours occur (eg in class, in yard), and possible functions of the behaviours (eg escape, social contact, control over peer situations)</p>	<ul style="list-style-type: none"> <li>● X</li> <li>● Y</li> <li>● Z</li> </ul> <p><b>Incentives</b></p> <ul style="list-style-type: none"> <li>● X</li> <li>● Y</li> <li>● Z</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
---	--	---

**Student to write here what they understand by this goal**

**Example sentence starters**

- I understand that I need to...
- This is because...
- In order to meet my goal, I will/can...

**GOAL AREA 2:**

To uphold this agreement, the student agrees to:	Support strategies the school and student can use	Consequences of breaches
<p><b>[Add action verb + the desired behaviour]</b></p> <p>This is intended to target the following problematic behaviour</p> <ul style="list-style-type: none"> <li>● X</li> <li>● Y</li> <li>● Z</li> </ul> <p><i>Notes:</i> For each, include when and where these behaviours occur (eg in class, in yard), and possible functions of the behaviours (eg escape, social contact, control over peer situations)</p>	<p><b>Proactive strategies</b> [Examples include modelling/teaching desired behaviour through role play, explicit instruction, social stories etc; appropriate seating in class; ESS support; visual timetable; increased supervision on excursions etc]</p> <ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul> <p><b>Reactive strategies</b> [Examples include removal from class, minimising talking during escalation, calling for support etc]</p> <ul style="list-style-type: none"> <li>● X</li> <li>● Y</li> <li>● Z</li> </ul> <p><b>Incentives</b></p> <ul style="list-style-type: none"> <li>● X</li> <li>● Y</li> <li>● Z</li> </ul>	<p><b>Academic consequences</b></p> <ul style="list-style-type: none"> <li>●</li> </ul> <p><b>Social/emotional consequences</b></p> <ul style="list-style-type: none"> <li>●</li> </ul> <p><b>Disciplinary consequences</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>

**Student to write here what they understand by this goal**

**Example sentence starters**

- I understand that I need to...
- This is because...
- In order to meet my goal, I will/can...

**GOAL AREA 3:**

To uphold this agreement, the student agrees to:	Support strategies the school and student can use	Consequences of breaches
<p><b>[Add action verb + the desired behaviour]</b></p> <p>Long term goal Complete all tests in class</p> <p>Short term goals To be able manage time more effectively.</p> <p>This is intended to target the following problematic behaviour</p> <ul style="list-style-type: none"> <li>• Class exits</li> <li>• Not completing tests</li> <li>• Avoid compass entries</li> </ul> <p><i>Notes: For each, include when and where these behaviours occur (eg in class, in yard), and possible functions of the behaviours (eg escape, social contact, control over peer situations)</i></p>	<p><b>Proactive strategies</b> [Examples include modelling/teaching desired behaviour through role play, explicit instruction, social stories etc; appropriate seating in class; ESS support; visual timetable; increased supervision on excursions etc]</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Reactive strategies</b> [Examples include removal from class, minimising talking during escalation, calling for support etc]</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> <p><b>Incentives</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<p><b>Academic consequences</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Social/emotional consequences</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Disciplinary consequences</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>

**Student to write here what they understand by this goal**

**Example sentence starters**

- I understand that I need to...
- This is because...
- In order to meet my goal, I will/can...

**Signatures acknowledging and accepting the conditions stated in this Individual Education Plan**

Student: \_\_\_\_\_  
\_\_\_\_\_

Parent/Guardian:

Student Manager/Principal Class:

Date:



## PROGRESSION CONTRACT

<p>We understand that [student] must not have more than two unsubmitted KLTs on Compass per term. This is overall, not per subject.</p> <p>Failure to adhere to this demonstrates that [student] isn't ready for the demands of Year 10 and as such will be required to repeat Year 9 in 202_ so they have another chance to demonstrate an appropriate amount of learning.</p>	<b>Student Signature</b>	<b>Parent Signature</b>
<p>We understand that [student]'s attendance must not fall below [number]%.  VCE has clear expectations that a child's attendance must not drop below 90%, and if it does, they aren't eligible to receive a pass mark for the subject.</p> <p>If the attendance drops below the designated figure, the student isn't suited to progression to Year 10.</p> <p>The only approved absences are those that come with a doctor's certificate/certificate of attendance for treatment by a health professional.</p>	<b>Student Signature</b>	<b>Parent Signature</b>
<p>We understand that [student] should not have more than [?2 classroom exits per term]. All students deserve the right to a safe and orderly learning environment, and behaviour that impacts on the ability of teachers to teach and students to learn is not acceptable at CHS.</p>	<b>Student Signature</b>	<b>Parent Signature</b>

### EXAMPLE OF CONTENT FOR A WORK HABIT GOAL

<b>To uphold this agreement, the student agrees to:</b>	<b>Support strategies the school and student can use</b> <ul style="list-style-type: none"> <li>Within class and in the yard</li> <li>To and from school</li> <li>On excursion/incursion</li> </ul>	<b>Consequences of breaches</b>
<b>Increase work ethic</b> <ul style="list-style-type: none"> <li>Be on task more than</li> </ul>	<b>Proactive strategies</b> <ul style="list-style-type: none"> <li>Using a case to make it easier to bring all materials to class - MacBook,</li> </ul>	<b>Academic consequences</b>

<p>80% of a lesson</p> <ul style="list-style-type: none"> <li>● Hand in all assessment tasks, plan work and ask for help ahead of time</li> <li>● Be more organised</li> <li>● Complete work in class, so it can be authenticated</li> </ul> <p>This is intended to target the following problematic behaviour</p> <ul style="list-style-type: none"> <li>● High number of assessment tasks not submitted</li> <li>● Low work output in class and at home</li> <li>● Disruptions in class as not focused</li> </ul> <p><b>Notes:</b> For each, include when and where these behaviours occur (eg in class, in yard), and possible functions of the behaviours (eg escape, social contact, control over peer situations)</p>	<p>exercise book, pen and purchasing any of these if they have been misplaced</p> <ul style="list-style-type: none"> <li>● Getting to class on time so no instruction is missed</li> <li>● Asking for help</li> <li>● Putting a copy of my timetable inside/above my locker to make it easy to know what I have</li> <li>● Seating plan where screen visible to teacher and others at all times</li> <li>● Attendance at lunch and/or after school homework help sessions (at school, at Oxygen, with tutor)</li> <li>● Setting a reminder each afternoon to check Compass for upcoming/overdue learning tasks</li> <li>● Dedicated home learning time <i>eg 4.30pm - 5.15pm, 4 nights a week, at dining table. If nothing is due, using this time for revision, checking upcoming tasks, reading the news, reading a book etc</i></li> <li>● Attendance at lunch and/or after school homework help sessions (at school, at Oxygen, with tutor)</li> </ul> <p><b>Reactive strategies</b></p> <ul style="list-style-type: none"> <li>● Not being permitted to sit with friends</li> <li>● Being kept in at recess/lunch/after school to complete more work</li> <li>● Computer confiscation</li> </ul> <p><b>Incentives</b></p> <ul style="list-style-type: none"> <li>● Satisfaction of meeting a goal</li> <li>● Increased confidence in learning</li> <li>● Improved reports and more future opportunities</li> <li>● Going up to Year 10</li> </ul>	<ul style="list-style-type: none"> <li>● Poor grades</li> <li>● If work isn't completed in class it can't be authenticated, and thus proved to be yours</li> <li>● Fewer career opportunities</li> </ul> <p><b>Social/emotional consequences</b></p> <ul style="list-style-type: none"> <li>● Not getting chosen for group work</li> </ul> <p><b>Disciplinary consequences</b></p> <ul style="list-style-type: none"> <li>● Being kept in</li> <li>● Having a progress meeting to determine if you need to repeat the year</li> </ul>
---	--	---

EXAMPLES OF CONTENT FOR A POSITIVE CLASSROOM EXPERIENCE GOAL		
To uphold this agreement, the student agrees to:	Support strategies the school and student can use	Consequences of breaches
<p><b>Make building positive classroom experience a priority</b></p> <ul style="list-style-type: none"> <li>● Bring a positive attitude to class</li> <li>● Be respectful to all teachers and peers</li> </ul> <p>This is intended to target the following problematic behaviour</p> <ul style="list-style-type: none"> <li>● Disruptions to the learning environment</li> <li>● Difficulties in teacher teaching, and students learning</li> </ul> <p><b>Notes:</b> For each, include when and where these behaviours occur (eg in class, in yard), and possible functions of the behaviours (eg escape, social contact, control over peer situations)</p>	<p><b>Proactive strategies</b></p> <ul style="list-style-type: none"> <li>● Listening in class</li> <li>● Noticing and modelling the behaviour of others who bring a positive attitude to class</li> <li>● Positive body language - sitting up and not slumping, keeping screen closed until teacher directs you to open it</li> <li>● Minimising distractions - not bring things to class like phone, food</li> <li>● Finding opportunities to be helpful</li> </ul> <p><b>Reactive strategies</b></p> <ul style="list-style-type: none"> <li>● Removal from class</li> <li>●</li> </ul> <p><b>Incentives</b></p> <ul style="list-style-type: none"> <li>● Satisfaction of meeting a goal</li> <li>● Increased confidence in learning</li> <li>● Increased ability to connect with peers</li> <li>● More relaxing school experience</li> <li>● Improved teacher relationships</li> </ul>	<p><b>Academic consequences</b></p> <ul style="list-style-type: none"> <li>● School becomes harder without positive relationships</li> </ul> <p><b>Social/emotional consequences</b></p> <ul style="list-style-type: none"> <li>● Loss of trust</li> <li>● Greater difficulty in getting support for work</li> </ul> <p><b>Disciplinary consequences</b></p> <ul style="list-style-type: none"> <li>● Class exit (and FIT)</li> <li>● After school detentions for continued misbehaviour</li> </ul>

EXAMPLE OF CONTENT FOR AN ATTENDANCE GOAL		
To uphold this agreement, the student agrees to:	Support strategies the school and student can use	Consequences of breaches
	<ul style="list-style-type: none"> <li>● Within class and in the yard</li> <li>● To and from school</li> <li>● On excursion/incursion</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>Increase attendance from [%] at [date] to [%] by [date]</b></li> </ul> <p>This is intended to target the following problematic behaviour</p> <ul style="list-style-type: none"> <li>● Problematic attendance and/or repeated lateness</li> </ul> <p><i>Notes: For each, include when and where these behaviours occur (eg in class, in yard), and possible functions of the behaviours (eg escape, social contact, control over peer situations)</i></p>	<p><b>Proactive strategies</b> [Examples include modelling/teaching desired behaviour through role play, explicit instruction, social stories etc; appropriate seating in class; ESS support; visual timetable; increased supervision on excursions etc]</p> <ul style="list-style-type: none"> <li>● Preparations the night before: bag packed, lunch made, uniform laid out</li> <li>● Morning routine with breakfast, alarm etc</li> <li>● Visual calendar of school days attended</li> </ul> <p><b>Reactive strategies</b> <i>[Examples include removal from class, minimising talking during escalation, calling for support etc]</i></p> <ul style="list-style-type: none"> <li>● Having a parent explain lates and absences on Compass</li> <li>● Doctors certificates/certificates of attendance when absent</li> </ul> <p><b>Incentives</b></p> <ul style="list-style-type: none"> <li>● Satisfaction of meeting a goal</li> <li>● Increased confidence in learning</li> <li>● Increased ability to connect with peers</li> <li>● More relaxing school experience</li> <li>● Improved teacher relationships</li> </ul>	<p><b>Academic consequences</b></p> <ul style="list-style-type: none"> <li>● Not being permitted to go up to Year 10</li> <li>● Not being permitted access to early entry VCE</li> <li>● Much greater difficulty keeping up with school work</li> </ul> <p><b>Social/emotional consequences</b></p> <ul style="list-style-type: none"> <li>● Greater difficulty forming strong relationships with peers and teachers when away</li> </ul> <p><b>Disciplinary consequences</b></p> <ul style="list-style-type: none"> <li>● After school detentions for repeated unexplained lates</li> </ul>
--	---	--