



NATHALIA SECONDARY COLLEGE

Nathalia Secondary College

Student Engagement Policy



NATHALIA SECONDARY COLLEGE

Table of Contents

- 1. School Profile**
- 2. School values, philosophy and vision**
- 3. Guiding principles – C.L.E.A.R**
- 4. Engagement Strategies**
- 5. Identifying students in needs of extra support**
- 6. Behaviour expectations**
- 7. School Actions**
- 8. Engaging with families**
- 9. Evaluation**
- 10. Appendices and Related Policies**

Appendix 1: School Wide Positive Behaviour

Appendix 2: Personal Responsibility Policy

Appendix 3: Staged response to behavior issues

This policy is informed by the Department of Education and Early Childhood Development Student Engagement and inclusion Guidance available at

<http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>



NATHALIA SECONDARY COLLEGE



NATHALIA SECONDARY COLLEGE

1. School profile:

Nathalia Secondary College serves the communities of Nathalia, Waaia, Barmah and Picola. It is our special place in these communities that gives us a unique insight into the needs of our students and families and how we can best serve them.

Nathalia Secondary College is an integral part of the community and values relationships with students and their families. We have high expectations of our students and our focus is to challenge them in the pursuit of personal excellence. To do this Nathalia Secondary College focus is the child at the centre and curriculum is developed with this in mind.

2. School values, philosophy and vision

Nathalia Secondary College is a tolerant, supportive and caring school. We educate students for life in all areas of their development and growth as individuals. The school, in partnership with all sections of the school community, will continue its growth and development to ensure that the education our students receive is contemporary and engaging.

We believe all our students are 'rich and powerful' and capable of almost anything with adult assistance. We strive to ensure students value CLEAR: Caring, Learning, Excellence, Accountability and Respect.

3. Guiding principles

Our purpose at Nathalia Secondary College is to develop a community of lifelong learners in a safe and supportive environment. To achieve this vision we are CLEAR:

| | |
|-------------------------|--|
| C—Caring | We are considerate and caring at all times. |
| L—Learning | We work together to create learning communities that develop confident, competent young people, who do their best. |
| E—Excellence | We aim to achieve high, realistic goals and strive to do the best we can in every way. |
| A—Accountability | We are challenged to be responsible to ourselves and our community for all of our actions. |
| R—Respect | We treat each other with fairness and dignity, valuing difference and diversity |

4. Engagement Strategies

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

The School works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention



NATHALIA SECONDARY COLLEGE

strategies in place to address inappropriate behaviors which can negatively impact on the learning environment of the self and others.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in School Wide Positive Behavior (SWPB) Matrix (Appendix 1)

5. Identifying students in need of extra support

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

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers – recorded on SIMON
- Engagement with student families
- SPA (Student Performance Average)
- Feedback from homeroom teachers
- On demand testing
- NAPLAN
- Wellbeing notifications (staff, student, family)
- In conjunction with the above needs are assessed by:
 - Flags from leaders/teachers of specific areas ie:

| Who | Need |
|-----------------------|-----------------------------------|
| Literacy coordinator | Literacy support |
| Numeracy coordinator | Numeracy support |
| Wellbeing coordinator | Welfare/enrollment |
| Homeroom teacher | Welfare |
| Assistant Principal | Attendance |
| Assistant Principal | SPA (Student Performance Average) |

6. Behavioural expectations

Shared behaviour expectations for students, parents/carers and school staff are detailed in personal responsibility policy – Appendix 2.



NATHALIA SECONDARY COLLEGE

7. School actions

Responding to challenging behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Early Childhood Development Student Engagement and Inclusion Guidance – Appendix 3

Discipline

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

Disciplinary measures that may be applied include:

- Parent/student interviews
- SSG meeting
- Restorative approach (eg repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion
- Modified programs (ie. MCP)

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

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

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

Information on grounds and processes for suspension and expulsion that our school will follow are available here:

<http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

8. Engaging with families

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council.



NATHALIA SECONDARY COLLEGE

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities (SIMON)
- involving families as participants in school decision-making through School Council members.
- coordinating resources and services from the community for families, students and the school (camp assistance, uniform, lunch money etc.)
- involving families in Student Support Groups

All members of the school community including students, staff, families, broader community – are expected to uphold the school values of CLEAR.

9. Evaluation

Data collection and analysis

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- the Attitudes to School Survey data
- school level report data
- parent survey data
- data extracted from software such as CASES21 or SOCS

Review of this policy

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



NATHALIA SECONDARY COLLEGE
