ENGAGEMENT AND WELLBEING

A POSITIVE SCHOOL CULTURE

At Echuca College, all members of the school community share a collective responsibility towards maintaining a positive, inclusive social environment, which promotes non-discriminatory relationships, high levels of achievement and high standards of behaviour. Over their six years of secondary school, Echuca College aims to provide students with multiple and diverse opportunities to experience success and through which their emotional and physical wellbeing is enhanced. Developing a strong sense of belonging and connectedness is seen as essential for students to not only effectively engage in learning programs but to excel.

Every child is given every opportunity to participate in meaningful teaching and learning programs. In addition, individual learning plans and intervention programs are provided to support students with specific needs of either an emotional, social, physical or academic nature. Transition programs at school entry, school leaving and between levels are implemented to ensure student anxiety is minimised and to enhance the ideal that every child should feel happy, safe and supported when coming to school. Regular attendance at school is not only promoted and encouraged but is expected, with monitoring and reporting procedures in place to ensure that students and parents understand the importance of daily attendance.

The promotion and teaching of pro-social values and behaviours, reinforced by specific intervention and support strategies, is a key element of Echuca Colleges' approach towards student engagement and wellbeing. Programs at each level are linked to the Victorian Curriculum and the Victorian Certificate of Education (VCE) and include strong home-school partnerships and links to the local community.

Echuca College strives to maintain a culture of learning, where:

- diversity within the school community is accepted and valued.
- students demonstrate a strong sense of self worth, have developed supportive social and learning relationships and feel empowered through opportunities to participate in school and classroom decision making.
- teachers feel that they can and do help every student to succeed within democratic, inclusive classrooms in which the teaching and learning program reflects a personal and professional commitment to understanding and providing for their students' needs.
- parents and the local community feel that their role and participation in student wellbeing and learning is welcomed and valued.

ECHUCA COLLEGE VISION STATEMENT:

Students at Echuca College are inspired and supported to achieve their best and develop the skills required to meet the challenges of an ever changing world in a caring learning environment.
Our Vision is supported by our motto - Diversity Our Strength. To provide each child with the opportunity to develop their full potential for intellectual, social and emotional growth for today and the future.

OUR VALUES - PRIDE

PROGRESSIVE - We continually evaluate and evolve to meet future needs of the students and the community
RESPECT - We value and honour each other's rights, property and environment.
INCLUSIVE - We ensure everyone has an opportunity to succeed, be safe and welcomed. We accept and recognise all values and strengths. We accept our differences, to build a strong community.
DEDICATED - We are committed to personal goals and to achieving our personal best.
EXCELLENCE - We are committed to improvement. We demonstrate excellence in our appearance, in our actions, in our communication and in always doing our personal best.

SCHOOL WIDE POSITIVE BEHAVIOURS

At Echuca College, our core values reflect the belief that an effective school is one that embeds student safety and wellbeing throughout all school practices. The focus on developing positive, supportive relationships between all members of the school community is a key component of our teaching of these values.

The foundation of our positive school culture is the active participation of all members of the school community so they feel valued, safe and secure, are provided with meaningful opportunities to contribute to the school, and have every opportunity to meet their personal and educational potential. Echuca College has implemented the Koori Inclusive School Wide Positive Behaviours Support framework (KISWPBS). This evidence-based framework establishes a social and cultural climate in the school that builds an effective learning environment for all of our students. The framework provides strategies that aim to model and teach behavioural expectations that are consistent throughout the school so that teachers and students are able to focus their attention on positive outcomes in behaviour and in their learning. A system of rewarding student behaviour has been developed using core values and articulated through the use of achievements on XUNO.

STUDENT VOICE

The College Council and Leadership Team consult with students, parents/carers, support organisations and the broader community to ensure we are responsive to students' social, emotional, cognitive and cultural needs.

Student voice is encouraged through participation in the Student Governing Council, formulation of classroom protocols, various student forums and leadership opportunities, including School Council, Beacon Ambassadors and School for Student Leadership. Students have multiple opportunities for input into the creation of their educational experience, including the physical learning environment. The College continues to build on the opportunities for our students to take on meaningful responsibilities both within the school and the broader community.

STUDENT GOVERNING COUNCIL
Echuca College

SCHOOL CAPTAINS & VICE CAPTAINS

School Captains – Maegan Johnson & Lachlan Arkinstall
Vice Captains – Zali McKee & Kane Simons

HOUSE CAPTAINS
Kyle Scott & Andrine Holt-Crossman

MOIRA

7	Erin Blachford & Bailey Sawers
8	Mitch Berg & Joni Grundy
9	Jess Gould & Curtis Hayes
10	Leah Kempster & Tom Harris
11	Kelly Gould

HOUSE CAPTAINS
Wade Baker & Emma Favaloro

PERRICOOTA

7	Tia Barrett & Blake Mason
8	Indyanna Clent-Page & Jemma Edwards
9	Jessie Tall & Alec Moss
10	Angela Favaloro & Taylah Hitchcock
11	Jacob Baldock & Jacob Baldock

HOUSE CAPTAINS
Ash Twigg & Courtney Johnson

WHARPARILLA

7	Lily Hindson & Caleb Millen
8	Rhys Watson & Annastasia Gadsden
9	Archie Reid & Brett Brennan
10	Olivia Aitken & Brianna Creed
11	Alise Riley & Luke Judd

HOUSE CAPTAINS
Carl Scott & Jade Allen

KANYAPELLA

7	Levi Dixon & Kelsea Gordon
8	Mitchell Thirlway & Hailey McCartney
9	Danica Sinclair & Kyal Accurso
10	Samantha Mason & Reece Campbell
11	Emily Shorland & Rebecca Kennedy

WELLBEING STRUCTURE
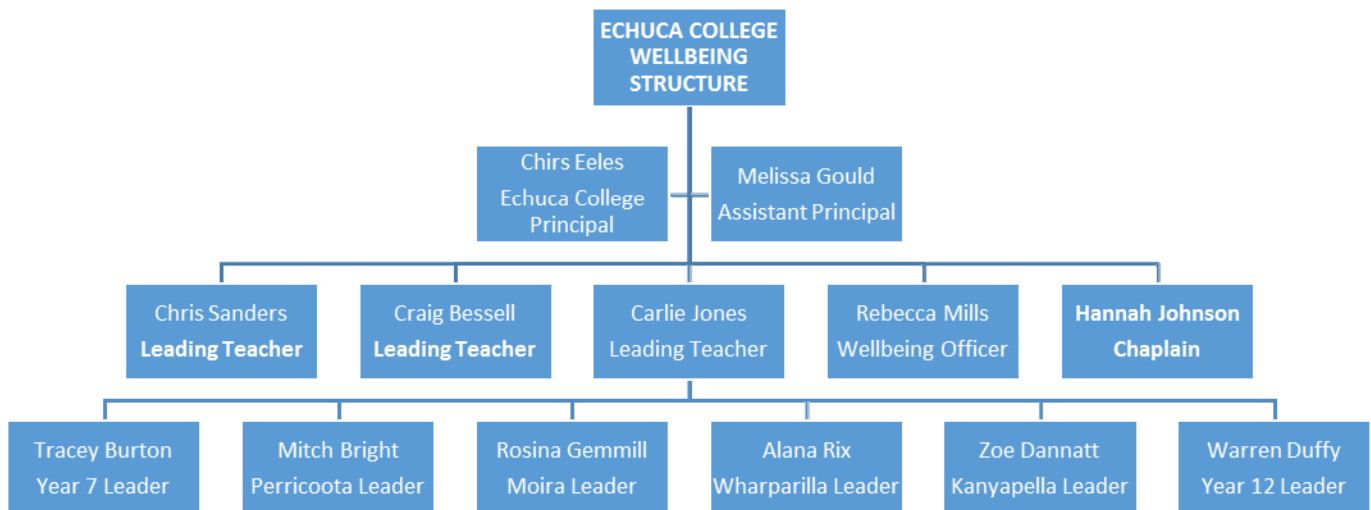
Echuca College has three Wellbeing and Engagement Leading teachers operating across the four houses and two transitional levels. The Student Engagement and Wellbeing Leading Teachers will lead the Student Engagement and Wellbeing team including House Leaders, Transitional Leaders, Chaplain and Student Welfare Officer to provide appropriate support to engage and challenge students. The Student Engagement and Wellbeing Leading Teachers will work with Student Pathway & Transition and Student Learning to implement targets to achieve goals.

Key aspects include:

- Lead programs that address needs and promote student wellbeing and engagement with learning
- Collaborate with the Student Wellbeing and Engagement team to review and implement policy
- Lead the Student Wellbeing and Engagement team in the collection, management and analysis of data to inform interventions and support for students behaviour and wellbeing
- Lead the ongoing implementation and evaluation of the Student Management and Behaviour Policy including the further implementation of School Wide Positive Behaviour Support
- Lead the ongoing implementation and evaluation of the Attendance Policy and support the Student Wellbeing and Engagement team to identify students at risk and provide support and interventions and documentation of this data
- Lead the Student Services team to identify and support students' wellbeing and address mandatory and legal obligations
- Lead staff to undertake successful meetings with parents and other relevant groups to meet student needs
- Work with the Principal Class team to facilitate professional development for staff in the planning of Student Wellbeing and Engagement meeting
- Provide leadership to the College Program for Students with Disabilities (PSD), Out of Home Care (OoHC) and any other groups of students as identified.
- Provide leadership to the College Koorie support activities.
- Develop and support student leadership opportunities for all students across the College and lead a College wide approach to Student Leadership
- Provide leadership to ensure a 'celebration of achievement' at Echuca College which involves

leadership of and participation in a broad range of extra-curricular activities.
- In conjunction with the Transition Leader coordinate the Year 7 transition program and collection of Grade 6 student information.

The Wellbeing and Engagement Leading Teachers work with the Student Wellbeing officer to support students. The Student Wellbeing Officer provides support for students that includes conducting individual assessments; providing assessment reports and advice about relevant teaching and learning strategies; undertaking individual, group and family work; and attending critical incidents in school where appropriate.

The role and responsibilities of the Student Wellbeing Officer are;

- Provide professional advice and support to the principal, school staff and school communities that will enhance the learning, development and wellbeing of students, particularly those who are most vulnerable.
- Ensure professional advice is directed toward addressing school and DET student engagement and wellbeing priorities.
- Contribute to the development of strategic interventions that support capacity building related to student learning, engagement and wellbeing consistent with the priorities of the school and the DET.
- Work with the Wellbeing Leaders, House Leaders and Transitional Leaders to identify students who are at risk of disengaging from the college's learning program and to develop strategies to support them
- Support the establishment and strengthen links and referral pathways between relevant departments, services, community organisations and schools to optimise support for vulnerable children, young people and their families.
- Provide collaborative support to a multidisciplinary professional team that provides wellbeing support to students.
- Implement programs across the school to address wellbeing and current issues.
- Participate in staff support, supervision, learning and development and knowledge sharing activities as a professional member of a multidisciplinary team.

The Wellbeing and Engagement Leading Teachers and the Student Wellbeing Officer are supported by House Leaders for each house and Transitional Leaders at Years 7 and 12 and the school Chaplain and are led and supported by the Principal and Assistant Principal.

HOUSE STRUCTURE

Echuca College has developed a house structure that promotes within students a strong sense of connection and provides for greater communication between students, teachers and families.
The four houses are Moira, Wharparilla, Kanyapella and Perricoota. The benefits of the house structure and positive reward system are;

- A Student Focus i.e.-: each student is treated as an individual – not just one more student in a large year group.
- Improved Leadership opportunities for students
- It provides a structure that is designed to help students function to the best of their ability in school and enrich each student's personal life by developing resilience, promoting independence, helping students make responsible choices, increasing their ability to function as a group and offering guidance and support in preparation to meet the intellectual, social and emotional demands of life as a young adult.
- Respect, consideration and courtesy amongst the student body.
- A greater sense of allegiance to their peers and as a direct consequence, their house
- The vast majority of our students who already want to learn and behave appropriately and respectfully.
- Positive self-esteem amongst students and value of the ethos of the school community.
- Equality of opportunity encouraging students to realise an individual's full potential.
- The building of an individual's strengths within a group and bonds with other students of all ages.
- Peer support to combat bullying.
- Promotion of the 'Student Voice', Student responsibility, Team skills, Leadership skills and Co-operation.
- Peer influence to combat inappropriate behaviour.
- Extra-Curricular activities, which enrich, broaden and round off the experience of our students.
- Development of personal and social skills and well-being.
- More objectivity when assigning citizenship awards for end of year Assembly.

WHOLE SCHOOL PREVENTION

Our positive school culture is also predicated on student engagement being the basis for learning. To support this, the Leadership Team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students by recognising and responding to their diverse learning needs. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students are promoted.

Students at Echuca College will be supported to develop positive, respectful and productive relationships with other students and teachers.
At this school there are high expectations regarding student attendance at school and these are regularly communicated to students, parents and caregivers. Consistent and rigorous procedures monitor student attendance and ensure that follow-up occurs in a timely manner after an absence from school.

Echuca College recognises the strong relationship between learning and student wellbeing.
Our priority is to build and promote an effective learning and engaging environment. Echuca College has whole school structures, programs and processes that are aimed at prevention and early intervention, to support student engagement and positive student behaviour. Implementation of the Koori Inclusive School Wide-Positive Behaviours Support framework (KISWPBS) is designed to build a positive culture of engagement based on positive behaviours and outcomes for all in the school community. The implementation of KISWPBS is supported with on-going professional learning for staff. Catering for students' emotional needs is also a strong focus of professional learning.

The KISWPS Behavioural Matrix outlines the expected behaviours in our school as defined by students and staff. Echuca College is committed to ensuring all students are able to learn in a safe, supportive, well-resourced and comfortable learning environment that is conducive to the pursuit of excellence. The matrix relates all behaviours to our school values, demonstration of school values will be rewarded with an achievement on XUNO for students and will contribute to the house points system.

The Continuum of Koori Inclusive School Wide Positive Support outlines the current primary, secondary and tertiary prevention strategies in place to support all students at Echuca College.

Programs
- **Get Happier Project** – Ivan Honey - The Get Happier Project is a whole-school approach to Social and Emotional Learning, and Education for Mental Health. A whole-school approach recognises that all aspects of the school community impact upon student health and wellbeing. The evidence is clear that happier students, caring and relational classrooms and a sustainable whole-school approach to wellbeing will result in improved learning outcomes. The Get Happier Project resources align with the key guidelines for Social and Emotional Learning and Literacy within the Victorian Curriculum. Being implemented with Year 7 students in 2016 and all staff have been trained.

- **My School Too** – My School Too is an evidence based secondary school program that empowers students to take a pro-active role in maintaining a respectful and inclusive environment at school and online.
  The program is built around the belief that the vast majority of students at any school do a great job of treating others respectfully and want their learning environment to be safe and free from bullying and harassment. The program aims to strengthen this majority with a range of direct and indirect strategies they can use when finding themselves bystanders to bullying or anti-social behaviour.

  Student voices are central to the effectiveness of the program as it becomes an ongoing addition to the range of initiatives a school may adopt in ensuring the learning and play environment is respectful and inclusive.

- **Smiling Minds** - Mindfulness helps you to relax and enjoy life, and trains your mind so you can cope better and perform under pressure. This tool introduces meditation and mindfulness techniques to reduce mental health risks now and in the future. This training helps you to move through relaxation to resilience.

  This App is very adolescent friendly and should be introduced in session by listening to an example recording together. Different sets of meditations are targeted at different age demographics, including: 7-11yrs, 12-15yrs, 16-22yrs, and Adult. The App has been introduced to Year 11 and 12 students and is recommended to students identified as requiring additional support.

Echuca College
DIVERSITY OUR STRENGTH

POLICY

COLLEGE VALUES	ALL THE TIME - Communicating with others	CLASSROOM	INSIDE SPACES - Admin Area - Toilets - Neighbourhoods - Common Areas - Resource and Research Space	OUTSIDE SPACES - Oval - Canteen - Piazza Area - Hard Courts	TO AND FROM SCHOOL - Buses - Walking - Riding - Travelling in Cars	SCHOOL EVENTS - Assemblies - Incursions - Excursions - Sports Events - Camps	DIGITAL CITIZENSHIP - All digital devices - All forms of Social Media
PROGRESSIVE -We continually evaluate and evolve to meet future needs of the students and the community	• XUNO • Mutual respect • Consistent communication • Forming new relationships • Positive thoughts • Striving for best • Manners	• A dynamic and challenging curriculum • Constantly improve your work • Listening • Progressing in academic • Try your best in class	• Take care of the areas • Learn from others • Behaviour	• Keeping it clean • Playing team sports	• Obeying rules	• Encourage all students to attend school events and support the community	• Social standards • Making yourself aware
RESPECT -We value and honour each other's rights, property and environment	• Using Manners • Mutual respect between peers and teachers • Being happy, smiling and treating others how you would like to be • Show respect when talking	• Putting up your hand • Be mindful of others • Respect teachers • Respect peers • Respect resources and equipment	• No Vandalism • Return items to their place of origin • Take care of facilities and equipment • Privacy of others • Correct use of equipment	• Do not Litter • Keep your area clean	• Be Polite • Behave appropriately • Represent school well • Respect others work place and people you meet	• Participate • Do not damage the schools image • Positive representation • Pay attention to messages	• Use social media wisely • Support the school and do not degrade people. • Privacy of others • Self-dignity • Positive Representation • Don't cyberbully • No put downs

POLICY

COLLEGE VALUES	ALL THE TIME - Communicating with others	CLASSROOM	INSIDE SPACES - Admin Area - Toilets - Neighbourhoods - Common Areas	OUTSIDE SPACES - Oval - Canteen - Piazza Area - Hard Courts	TO AND FROM SCHOOL - Buses - Walking - Riding	SCHOOL EVENTS - Assemblies - Incursions - Excursions - Sports Events	DIGITAL CITIZENSHIP - All digital devices - All forms of Social Media
INCLUSIVE -We ensure everyone has an opportunity to succeed, be safe and welcomed. We have the ability to empathise, support self and others -We accept and recognise all values and strengths -We accept of our differences, to build a strong community	• Include everyone • Considerate and respectful of others ideologies • Making sure everyone is happy • Including people and accepting diversity • Paying attention to others talking to you and talk to them.	• Take everyone's opinion into consideration • Inclusive within class discussions • Accept everyone learns differently • Sit with others	• Talk to new people/ meet new people • Allow people to sit next to you and talk to them • Include everyone	• If someone is upset include them in your group • Include others in all activities • Respecting others • Not pushing in eg. Canteen	• Let someone sit next to you on the bus • Walk with others • Respecting people around you •	• Get everyone involved • Have a go • Participate • Be mindful of other people and make sure they are included	• Support • Privacy • Don't discriminate • Give everyone a say and a chance to speak
DEDICATED -We are committed to personal goals and to achieving our personal best.	• Being punctual • Consistently seeking assistance from teachers • Speak highly of what you enjoy • Striving for personal best for future needs	• Hand work in on time • Striving to meet predetermined realistic goals • Being committed to achieve • Motivation	• Treat it as it was yours • Keeping areas in a respectful way for others • Always try your best no matter where you are	• Respecting equipment • Pick up Rubbish • Behaviour	• Being proud • Attend school every day	• Wear school uniform with pride • When you commit to something then do it • Dedicated to do personal best	• Do not use laptop during class time when not allowed. • No cyberbullying

Echuca College
DIVERSITY IS STRENGTH

COLLEGE VALUES

COLLEGE VALUES	ALL THE TIME - Communicating with others	CLASSROOM	INSIDE SPACES - Admin Area - Toilets - Neighbourhoods - Common Areas	OUTSIDE SPACES - Oval - Canteen - Piazza Area - Hard Courts	TO AND FROM SCHOOL - Buses - Walking - Riding	SCHOOL EVENTS - Assemblies - Incursions - Excursions - Sports Events	DIGITAL CITIZENSHIP - All digital devices - All forms of Social Media
EXCELLENCE -We value Academic excellence and personal best/conduct in the wider community -We demonstrate excellence in our appearance, in our actions, in our communication and in always doing our personal best.	• Thinking positively and challenging yourself • Strive for success • Striving to better your actions, appearance and communication • Speak nicely	• Work with your teacher to be your best • Dedicated to learn • Be better than we were yesterday	• Trying your best • Respect others mistakes • Keep them in good condition • Try your best to keep our areas clean	• Polite manners • Tidiness • Respect • Respect environment to look best	• Setting a good example for future Echuca College students • Great Attendance at School	• Encouraging others • Try your best • Strive for personal best and to encourage and support others to achieve theirs	• Support others and stick up for what is right • Share things • Representing ourselves in a positive way • No cyberbullying

Echuca College
DIVERSITY for STRENGTH

Continuum of KI SWPBS

Koorie Tertiary Prevention
- 1-1 Support
- Tirkandi Inaburra/Worawa Aboriginal College
- LAECG
- Victoria Police Koori Liason Officer
- Elders in SSGs
- Korin Gamaji Institute
- PCO Intervention
-

Tertiary Prevention
- SSSO support
- 1-1 support
- SSGs
- Red Cross Mentor
- PCO Intervention
- Wellbeing support from Regional Office
- Parent meeting
- XUNO incidents

Koorie Secondary prevention
- Attendance Meetings and SSGs
- KESO
- Chris Giblin – Kaiela Institute
- Bull Roarer Program Njernda/Little Stories BRIT
- Indigenous Community Health Careers Day
- La Trobe University Experience
- Social Skills Program
- Work Ready CCLLEN
- BRIT Homework Program

Secondary Prevention
- Student Absence Learning Plans
- Real Futures Program
- SSGs
- Chaplain/Wellbeing Support Officer
- Student Management System
- Work Placement/Work Experience
- Parent meetings
- Leading Teacher Support
- XUNO recording incidents and achievements

Koorie Inclusion for all
- Welcome to Country, flags, special assembly eg. Sorry Day
- AusVELs Indigenous history embedded in curriculum
- Student Engagement and Wellbeing Policy
- KESO
- Merit System
- ILP's
- Student Support Groups
- Wellbeing support eg. Food, uniform, device, books (School readiness

Primary prevention
- Student Engagement and Wellbeing Policy
- Cyber Bullying Sessions
- My School Too
- ESmart
- Pastoral Care/Tutorial Groups
- Homework Help
- Breakfast Club
- One and All Inclusion Program
- Parent communication
- XUNO recording incidents and achievements

RIGHTS AND RESPONSIBILITIES

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. The school's core values of PROGRESSIVE, RESPECT, INCLUSIVE, DEDICATION and EXCELLENCE are seen as key to the engagement and wellbeing of students and staff. Targeted and school wide focus is placed on establishing positive and respectful relationships between teachers, parents and students based on the development of the KISWPBS matrix of expected behaviours that has input from all members of the school.

In all its interactions the school follows:

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

BULLYING AND HARASSMENT

Echuca College is proactive in its approach to bullying and harassment using the Tutuorial program to build student resilience and to teach students about the expected behaviours at the school, how to respond to bullying as a bystander and what to do in cases of bullying. Echuca College utilizes the Bully Stoppers resources to support and educate students and is actively involved in the My School Too program.

The approach to bullying and harassment of students by other students will be implemented according to *Student Engagement and Inclusion Guidelines (DET)*.

Please refer to the following policies for more information:

- Anti Harassment and Anti-Bullying Policy
- Racism Policy
- Privacy Policy

SHARED EXPECTATIONS

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

Our Student Code of Conduct acknowledges that:
- Teachers have a right to expect that they will be able to teach in an orderly and cooperative environment.
- Students have a right to work in a secure environment where, without intimidation, bullying or harassment, they are able to fully develop their talents, interest and abilities.
- Parents have the right to expect that their children will be educated in a safe and supportive environment where the principles of care, courtesy and respect for the rights of others are valued.

Teachers also have a responsibility to:
- Model positive, respectful behaviour towards all members of the school community.
- Fairly, reasonably and consistently, implement the school's policies.
- Use their individual knowledge and understanding of their students to plan and assess for effective learning.
- Create and maintain safe, supportive and challenging learning environments.
- Use a range of teaching strategies and resources to engage students in effective learning.
- Demonstrate high expectations of learning outcomes and behaviour.
- Communicate with parents on matters relating to their child's learning and wellbeing.

Students also have a responsibility to:
- Participate fully in the school's educational program.
- Attend school regularly.
- Behave in a manner that demonstrates respect for themselves, their peers, their teachers and all other members of the school community.
- Demonstrate respect for the rights of others, including the right to learn.
- Develop as individual learners by organising their resources, setting goals and increasingly managing their own learning.

Parents also have a responsibility to:
- Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.
- Ensure their child's regular attendance.
- Engage in regular and constructive communication with school staff regarding their child's learning.
- Support the school in maintaining a safe and respectful learning environment for all students.
- Inform school staff, within Privacy requirements, about matters relating to their child that may affect their learning program.

Echuca College fosters a positive approach to behaviour and good citizenship guided by two key principles:
 All students have the right to learn and the responsibility to support the learning of others.
 All students have the right to learn in a secure, supportive and respectful environment. In the classroom, these principles may be enacted through the following behaviours:

- Being tolerant of others differences – race, gender, age, color or ability.
- Respecting your own and the property of others.
- Thinking about your actions first.
- Raising your hand to answer a question.
- Not breaking important class rules.
- Talking rather than fighting when you think someone treats you unfairly.

PROGRESSIVE

- Always trying to better ourselves
- Striving to achieve
- Always moving forward
- Caring for others

RESPECT

- Being tolerant of others' differences – race, gender, age, colour, or ability
- Respecting your own and the property and privacy of others.
- Thinking about your actions first
- Raising your hand to answer a question
- Not breaking important class rules
- Talking rather than fighting when someone treats you unfairly

INCLUSIVE

- Provide positive encouragement to others
- Prohibit put-down remarks of any sort verbal or physical
- Accept everyone's differences
- Listening to everyone's point of view
- Respecting others
- Work together to achieve a goal

DEDICATED

- Try until you achieve - Pushing ourselves
- Committed to personal goals and achieving our personal best
- Have drive – motivation to pursue
- Focusing on a goal

EXCELLENCE

- Continuing to try even when schoolwork is hard
- Doing better than you have before
- Being your best
- Learn from your mistakes
- Improving every day

At Echuca College we employ a proactive approach, through classroom and whole school programs, to develop each child's awareness of appropriate and desirable behavior. Programs which build relationships and promote positive attitudes have been found to reduce the need for disciplinary action. When unacceptable behavior occurs, a restorative approach is used to repair harm and appropriate disciplinary measures are implemented, which take into account the student's background, needs and any mitigating circumstances. A staged response is used to address the needs of students with problem behaviours *(Effective Schools are Engaging Schools Student Engagement Policy Guidelines – Element 5).*

As a College Student Member You Are Expected to:
- Behave responsibly
- Be punctual to the College and all classes
- Adhere to the College uniform and dress code
- Move within the College in an orderly and quiet manner
- Remove hats and sunglasses when entering a classroom or administration area
- Report any unauthorized interference with College or personal property
- Properly dispose of food items, food containers and wrappers in the bins provided
- Not possess and/use chewing/bubble gum at the College or at College functions
- Not bring metal rules or White Out to the College – they will be confiscated
- Not possess and/or use drugs/alcohol/tobacco at the College or at College functions

Sanctions for breach of the Student Code of Conduct:
Each case is considered individually and action taken within established guidelines.
Serious disciplinary action will be applied after discussion with parents/guardians and in line with Department of Education Policies.
Students will be explicitly inducted into Echuca College expectations and rules at the beginning of each year, and at related regular intervals.

SCHOOL ACTIONS AND CONSEQUENCES

Echuca College aims for students to develop an understanding of appropriate behaviours that enable them to build positive and productive relationships with other students and teachers and the wider community. The teaching of expected positive behaviours that encompass the School's core
values of PROGRESSIVE, RESPECT, INCLUSIVE, DEDICATION and EXCELLENCE is designed to emphasise positive relationships.

The teaching of these behaviours is formalised in the Tutorial Program and modelled by staff in everyday interactions.

The School will respond to inappropriate behaviours through staged responses developed by whole school consultation with emphasis on prevention, early intervention and the teaching, modelling and reteaching of positive behaviours.

Student engagement, regular attendance and positive behaviours will be supported in a variety of classroom and school wide practices, including:

- establishing predictable routines within fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole-school expectations (the matrix)
- ensuring students are familiar with the expected behaviours following from the school's core values
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students through a 6 to 1 positive to corrective interactions
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning
- involving and supporting the parents/carers,
- convening student support group meetings
- providing broader educational programs where appropriate for individual needs
- Involving community support agencies.

A Positive School Atmosphere will be fostered by:

- Encouraging and providing support and programs to enable students to work to their full potential
- Recognising and rewarding effort and achievement in both curriculum areas and co-curricular activities
- Recognising and acknowledging appropriate behaviour through the core values card system
- Providing parents and students with written and verbal reports that are meaningful and which express actual achievement of students
- Teachers modelling appropriate attitudes and behaviours
- Promoting a sense of responsibility for one's own behaviour and an understanding of its impact on
others.

Preferred Classroom Management Practices:

In the classroom, teachers will implement practices and expectations that support an orderly learning environment. These include routines, fairness, consistency, student engagement with the curriculum and explicit teaching of learning outcomes.

The school's agreed approach to classroom management entails regular modelling and teaching of the expectations and routines, the implementation of engaging teaching and learning practices and effective management of the social climate of the classroom environment.

Staff are to use the Echuca College Management Cues;

Staff are encouraged to have friendly chat with the student about the behavior then -

1. First Warning/Name on the Board
2. Second Warning/Move Seats
3. Yellow card and student sent to buddy or Red Card if required.

See the below table for the Student Management Roles and Responsibilities.

Consequences for Inappropriate Behaviours

When implementing consequences of inappropriate behaviour, the School will be guided by the KISWPBS framework. Inappropriate behaviour have been divided into major and minor infringements and a continuum of strategies have been devised by the school to address these.

Echuca College
DIVERSITY OUR STRENGTH

Student Management Roles and Responsibilities

	Student Expectations	Classroom Teacher Expectations	YLC/ LTs
Yellow Card	Follow all EC expectations and values in and out of class ↓ Student does not follow expectations and is asked to move to the classroom teacher's buddy's class ↓ Student moves to designated room promptly, quietly and with minimal disruption ↓ Student returns to classroom teacher at end of lesson to discuss the incident ↓ Student returns to class and follows all expectations and values	Utilises EC management cues within their classrooms – Friendly chat 1. First Warning/Name on Board 2. Second Warning/Move seats 3. Yellow card ↓ Exits student to buddy's class with Yellow Card and class work to complete ↓ Makes contact home to parent/carer via Phone/Email/Xuno ↓ Meets with the student at the end of the lesson (or asap) for a return to class discussion and this is recorded on Xuno-Action Taken "What I (the student) will aim to do…." And "What I, as the teacher, can do to assist the student to achieve in my class…" **TEACHER MUST CONTACT HOME**	Discuss with classroom teacher and the student the return to class arrangements (YLC) ↓ If the Yellow Card is the 3rd for the term, contacts parent and negotiates an after school detention for the next Tuesday afternoon YLC/LTs ↓ Ongoing monitoring of the situation and open communication channels with all involved (classroom teacher/YLC/LTs)
Red Card	If student is Red Carded for extraordinary/extreme inappropriate behaviour ↓ Move directly, quietly and without argument to the PCO area (for assessment) ↓ Record and recount their version of the incident with the LTs ↓ Respectfully and actively contribute to mediation session with LTs/PCOs and classroom teacher ↓ Returns to class, demonstrating positive behaviours and agreed outcomes of the mediation session ↓ Promptly attend the Red Card After School Detention on the next Tuesday	Student exhibits extraordinary/extreme inappropriate behaviour ↓ Quietly ask student to exit room with the relevant Red Card to the PCO area (for assessment to YLC/LT) ↓ Accurately Xuno the incident asap with full details and strategies employed (Red Card) ↓ Makes contact home to parent/carer via Phone/Email/Xuno, inform parent of After School Detention on the following Tuesday ↓ Complete the mediation session and this is recorded on XUNO – under the red card incident as an Action Taken. ↓ Student returns to class ↓ Feedback recorded on Xuno on the progress of student after one week **TEACHER MUST CONTACT HOME**	Isolate and calm student who has been Red Carded (YLC/LTs/PCOs) ↓ Provide student with resources to record their version of the incident (YLC/LTs/PCOs) To be scanned onto Xuno ↓ Once classroom teacher has entered the incident on Xuno, the (YLC/LT) will facilitate a mediation session in consultation with the classroom teacher ↓ To support the teacher in a student/parent/teacher interview and record the 'Action' resulting from that interview on Xuno. ↓ Follow up student and ensure they attend after school detention.

SUPPORTING DOCUMENTS AND POLICIES

Effective Schools are Engaging Schools – Student Engagement Policy Guidelines

http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm

Disability Standards for Education

http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm

Charter of Human Rights

http://www.education.vic.gov.au/studentlearning/programs/mulitcultural/tchrcharter.htm

VIT Teacher Code of Conduct

http://www.vit.edu.au/conduct/victorian-teaching-profession-code-of-conduct

Equal Opportunity Act

http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm

Echuca College Staff Information Manual

Echuca College School Policy Documents

Attendance
Bullying
Equal Opportunity
Harassment
Integration
Mandatory Reporting
- Special Assistance
- Student Code of Conduct
- Risk/Emergency Management
- Transition