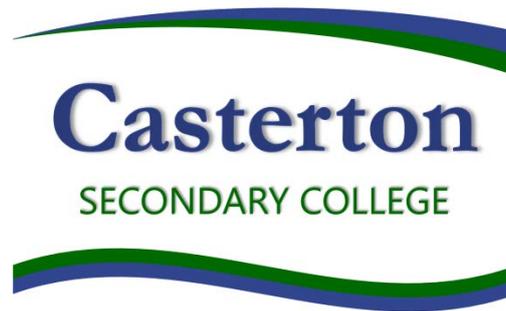


Casterton Secondary College



Student Engagement, Wellbeing and Inclusion Policy

**CASTERTON SECONDARY COLLEGE IS COMPLIANT WITH
THE CHILD SAFE STANDARDS**

**CASTERTON SECONDARY COLLEGE IS COMMITTED TO DIVERSITY
THROUGH A SAFE AND INCLUSIVE ENVIRONMENT FOR OUR SCHOOL
COMMUNITY.**

This policy was ratified by School Council on....

16/11/09

This policy was last reviewed by the Principal and Assistant Principal in October 2018
This policy will be reviewed annually as part of the Annual Implementation Plan

Respect - Accountability - Persistence

Section 1 : School Profile

The College opened on its present site in 1955 and is nestled in a picturesque valley surrounded by rolling red gum hills. The Glenelg River meanders through the township. Casterton is 353km. west of Melbourne and is approximately 70 km. from Hamilton and Mt. Gambier. Casterton Secondary College services the needs and provides opportunities for the people of Strathdownie, Dergholm, Coleraine, Merino and Casterton.

Purpose

Casterton Secondary College strives to achieve the best academic outcomes for all students, with a focus on promoting responsibility for the acquisition of skills, knowledge and positive personal qualities through a dynamic learning environment that engages students and prepares them for their future.

Social

Casterton Secondary College is a single campus, Year 7 - 12 school. The 2018 enrolment is expected to be 130 students. Our students come predominantly from rural or related backgrounds; there are low levels of students born overseas and very few students of Koori background.

The staff of the college has changed significantly in recent years. We currently have 17 teaching staff (including the Principal Class), with part-timers this equates to 15.6 effective fulltime positions. There are 9.4 non-teaching staff including Integration Aides and a Nurse.

Educational

Students at Years 7 to 10 study a core curriculum of English, Maths, Humanities / Indonesian, Science, PE/ Health and Agricultural Science. Additionally students in Year10 choose from a range of electives including Technology and Arts based subjects.

Students benefit greatly from the educational experiences on the adjacent 16 hectare school farm and applied learning in the Applied Science Centre; including aquaculture, viticulture and oenology programs. The school's units of work can be sourced from our website www.castertonsc.vic.edu.au

The College makes every effort to provide a broad range of choices at VCE level. In addition to a large offering of VCE subjects, a VCAL program also operates. VET students travel by our school bus to Hamilton or undertake block training in Warrnambool. Additionally we have an SBA and SWL student stream as an integral part of the VCAL program. Year 10 students can fast-track VCE subjects and also participate in our work experience program.

The College offers a wide range of extension and enrichment programs including an instrumental music program, debating, sport and public speaking. Students enter into a range of competitions including subject competitions, Lions Youth of the Year, and an annual Rotary debating competition.

Technological

The College has two rooms of computers and a ratio of one computer to one student which includes a combination of netbooks and desk top computers. The school Intranet provides storage and pick up facilities for all students and staff. Each staff member's desk has power for lap top use. Wireless connectivity enables all staff to access the network and the internet from anywhere in the school. Smart boards are installed in most classrooms. The school has a virtual classroom that links with other schools for subjects at year 11 and 12. Other subjects are sourced via Distance Education.

Environmental- grounds and facilities

The College grounds are extensive and well maintained providing an inviting environment to the College community and visitors. Sporting facilities include a multipurpose stadium, excellent tennis courts, a gymnasium, two ovals, a covered recreation and assembly area and cricket nets. The College has extensive technology facilities allowing students to study a wide range of subjects such as Design and Technology in Wood, Metal, Food and Systems & Engineering, and an indoor eating area which adjoins the canteen.

A major building program completed in 2018 includes a new toilet block, locker area, media and music centres

Section 2 : Whole School Prevention

Casterton Secondary College has the responsibility for providing post primary education for the local community. The school recognises a variety of educational needs amongst its students, and offers each a range of experiences designed to:-

- Assist with the development of a positive self-image.
- Engender an understanding of other people in the peer group, the local community, the Australian community, and the global community.
- Equip the student with personal skills needed in today's complex society, with particular attention given to skills in communication, literacy and numeracy.
- Foster appreciation of learning for learning's sake.
- Provide students with basic knowledge and skills for entry into society, the workforce, or progression to further education in this rapidly changing world via MIPS.
- Develop in the student an understanding of the human being in terms of the functions, needs and capabilities.
- Encourage a positive attitude towards involvement in community affairs and acceptance of a responsible role as a member of society.
- Provide opportunity for students to develop their academic, social and physical potential.
- Expose the students to the range of ethical, moral, cultural and social values and standards of society.

The college recognises each student as an individual, and adheres to the principle that the educational experiences offered should be tailored to suit the individual wherever practicable.

2.1 Values

The following values are central to our school community:

- RESPECT
- ACCOUNTABILITY
- PERSISTENCE

2.2 Strategies

2.2.1 **Child Safe Policy**

Casterton Secondary College has developed and maintains a culture of zero tolerance towards child abuse. Casterton Secondary College recognises a responsibility to comply with Ministerial Order 870.

Aims of the policy

To ensure that all Casterton Secondary College students are safe and protected from child abuse in all school environments, during and outside school hours.

Implementation of Ministerial Order 870 – Child Safety

At Casterton Secondary College we believe Child Safety encompasses matters related to:

- protecting all children from child abuse
- managing the risk of child abuse
- providing support to a child at risk of child abuse
- responding in an appropriate manner to incidents, allegations or reports of child abuse

At Casterton Secondary College Ministerial Order 870 is implemented through familiarisation and adherence to the policies and procedures listed below in accordance with PROTECT: Protecting children and young people from abuse is our responsibility:

- This Child Safety policy
- Child Safe Code of Conduct
- Identifying and Responding to All Forms of Child Abuse in Victorian Schools
- Responding to Incidents, Disclosures and Suspicions of Child Abuse – Four critical actions
- The Welfare committee consisting of the Assistant Principal (Mr. Webb), Senior School Leader (Miss Newell), Middle Leader (Mrs. Barton), School Counsellor (Mrs. Mello), School Nurse (Mrs. Sweeney) oversee Child Safety.

The following policies also exist to support Child Safety at Casterton Secondary College:
Accident Incident reporting procedures

- Risk Assessment
- Anaphylaxis policy
- Bullying and Harassment policy and procedures
- Care arrangements for ill students
- Communication of school policies, procedures and schedules policy
- Critical incident plan
- Distribution of Medication policy and procedures
- Electronic Devices policy
- Emergency Management Plan
- Emergency prevention check list
- 1st Aid policy and procedures
- Excursions policy and procedures
- ICT Acceptable Use policy
- Mandatory Reporting policy and procedures
- Student Inclusion and Engagement policy
- Student Health policy
- Student Welfare policy and procedures
- Supervision and Duty of care policy

2.2.2

Child Safe Code of Conduct

Casterton Secondary College is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, Department policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.

The Principal and school leaders of Casterton Secondary College will support implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools and other learning environments. The Principal and school leaders of Casterton Secondary College will also provide information and support to enable the Code of Conduct to operate effectively.

All staff, contractors, volunteers and any other member of the school community involved in child-related work are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.

Acceptable behaviours

As staff, volunteers, contractors, and any other member of the school community involved in child-related work individually, we are responsible for supporting and promoting the safety of children by:

- upholding the school's statement of commitment to child safety at all times and adhering to the school's child safe policy.
- treating students and families in the school community with respect both within the school environment and outside the school environment as part of normal social and community activities.
- listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students
- promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds

- promoting the safety, participation and empowerment of students with a disability
- reporting any allegations of child abuse or other child safety concerns to the school's leadership
- understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse.
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

Unacceptable behaviours

As staff, volunteers, contractors, and any other member of the school community involved in child-related work we must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts)
- exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context
- ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate
- discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting
- treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity.
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter
- photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes¹
- in the school environment or at other school events where students are present, consume alcohol contrary to school policy² or take illicit drugs under any circumstances.

2.2.3

Discipline Policy

RESTORATIVE PRACTICES are embedded into our school community. Restorative Practices focus on repairing the damage caused and restoring relationships between student/student and student/teacher.

An indication of the approach to discipline being used

The following beliefs guide our approach:

- Consistency and fairness, always taking into account the reasons for a student's misbehaviour.
- The student, teacher and/or sub-school leader should work together towards a solution to a problem situation involving parents when appropriate.
- It is important to find long term solutions to ongoing behavioural problems.
- Raising awareness of what the student is doing wrong, why it is wrong and the consequences of their actions on themselves and others.
- The use of a process of mediation and resolution rather than imposing sanctions.
- Positive reinforcement should be given to improve self-esteem eg. Sports awards, academic awards, reward certificates, acknowledgement of student achievement in newsletter, Casterton News, at assemblies etc.
- Students must be prepared to accept responsibility for their actions.

An indication of the sanctions being used

When a discipline problem occurs, options available to teachers include:

- Referral to Senior and Middle School Leaders
-

- Establishment of behavioural and harassment agreements
- Detention for unacceptable behaviour occurring outside the classroom and within the classroom for behaviour which does not result in being removed from the class.
- Students may be placed at the back of a small senior class to facilitate the exclusion of students when classroom behaviour warrants this. Withdrawal from classes is another option which may be employed.
- Restorative conferences with individual students and teachers or with a whole class would occur before sanctions are applied.
- Extreme cases may result in suspension, inquiry or removal from the school within Department of Education and Training guidelines.
- ***Corporal punishment is prohibited.***

In class discipline procedures

Each teacher will discuss with students of the class, rules under which the class will operate

If a student breaks a rule(s) the teacher may:

- remind the student that the behaviour is against the rules
- shift the student to another part of the room (isolate if possible)
- conduct a Restorative conference with the student at end of class
- run a lunchtime or recess detention
- involve the relevant Educational Leader in the Restorative conference
- refer the student to a small senior class to facilitate the exclusion of students when classroom behaviour warrants this until a Restorative conference is held.

If a student continually breaks class rules and there is no resolution after the Restorative Practices process, parents will be requested to attend an interview to discuss the measures to be taken. These may include:

- Withdrawal from that class for a set period or on a permanent basis
- Referral to the Student Counsellor and/or the School Nurse
- Counselling from School Support Services
- Suspension and expulsion in extreme circumstances

SBA and SWL

Students undertaking further education and training outside the College are expected to represent the College in a positive manner and adhere to our College values. Students who behave in an unsafe, inappropriate manner or do not keep abreast of concurrent school work may be withdrawn from their work placement (see policy).

2.2.4 Student Welfare Policy

At Casterton Secondary College we recognise that student welfare is a responsibility of all members of staff.

- The Educational Leader – Senior School and the Middle School Leaders will be responsible for the students in their levels.

CSC strives to create an environment that is seen to be caring and where teaching and learning is maximised for all students.

CSC recognises these basic student needs:

- the basic physiological needs;
- the need for safety and security which is met by being in a suitable, predictable, orderly and non-threatening environment;
- the need to belong and to receive acceptance and approval from others;
- the need for self esteem and to experience a sense of personal worth;
- the need to know and understand one's environment;
- the need to develop one's own identity.

The College has a Welfare & Discipline Committee consisting of:

- Assistant Principal
- Senior School Leader
- Middle School Leader
- Student Counsellor
- School Nurse

The Welfare & Discipline Committee will support staff in carrying out their welfare responsibilities, assess the welfare needs of the school, engage in forward planning and ensure that staff, expertise and resources are made available to all students.

The Welfare & Discipline Committee will:

- involve the staff body in activities designed to foster the well-being of students;
- include all support staff in a coordinated approach to student welfare.
- establish effective communication processes with administration;
- establish effective communication processes with any relevant school council sub-committees
- identify students' needs and formulate recommendations to the curriculum policy-making body.

Personnel, organisations and structures available to support student welfare include:

- Home Group teachers
- Year Level assemblies
- Senior School Leader
- Middle School Leader
- Fast tracking of capable students
- Educational Support Staff
- Careers coordinator
- First Aid
- Student Voice
- Coordinators of special programs eg Literacy, Transition programs, Community participation
- Faculty Coordinators
- Class teachers
- Principal and Assistant Principal
- Student Counsellor
- School Nurse
- Doctors in Schools program
- Welfare team
- Leadership team
- Parent / Student / Teacher interviews
- Interim reports at the end of terms 1 & 3
- Interim reports at the request of parents , staff
- End of semester reports
- External Agencies

Programs to support students include

- Lunchtime class
- Supervised after school homework program
- Lunchtime activities
- Intervention programs
- School camps and excursions
- Mentoring
- Extended Home Group meetings – Resilience, Study Skills etc.

Particular Curriculum directions include:

- Personal Development units
- Resilience program
- Respectful Relationships program

Specific Policies related to student welfare include:

- Child Safe Policy
- Child Safe Code of Conduct
- Harassment policy
- Health & Well- being policy
- Mobile Phone and Electronic Devices policy
- EO Policy

- Mandatory Reporting policy
- Response to critical incidents, such as a death in the school community
- VCE & VCAL policies
- Promotion policy and Probationary promotion meetings
- Attendance policy
- Camps and excursions policy and protocols

Practices and Procedures indicating concern for student welfare.

- Discipline Policies - In class procedures, Out of class procedures
- Report writing
- Personal interactions
- Parent interviews
- Attendance monitoring
- Referral to appropriate agencies for assistance
- State Schools relief
- Primary Schools' Transition program
- Curriculum Partnership days
- Science Travelling Road Show

A program budget is prepared for Student Welfare to ensure adequate resourcing of programs and to provide emergency funding for students.

Home Groups

It is important that students at all levels receive adequate pastoral care.

Our Home Group system hopes to assist in providing this.

Home groups will be used for:

- parent contact
- monitoring attendance
- developing life skills
- Information dissemination
- Pastoral care

2.2.5

Bullying & Harassment Policy

Casterton Secondary College recognises the right of all students and staff to feel safe within the school environment.

a. Definitions

Bullying

Bullying is repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons. (Rigby 1996).

Harassment

Harassment is negative behaviour displayed by one person/s to another on the basis of differences.

Differences may include: gender; race; cultural/religious beliefs; sexual orientation; ability/disability and socio-economic status.

b. Examples

PHYSICAL

- Hitting, kicking, pushing, spitting or otherwise directing physical force toward another person.
- Damaging, removing or hiding another person's possessions without their permission.

VERBAL

- 'Putting down', name calling, teasing and belittling others.
- Spreading rumours

EXTORTION

- Forcing another person, through threats or violence, to give away either money or belongings.

VISUAL

- Offensive or derogatory letters, emails, text messages or graffiti.

EXCLUSION

- Deliberately leaving out or isolating another student.

SEXUAL

- Unwanted touching or attention, offensive jokes or gestures.

RACIAL

- Teasing or negative behaviour regarding an individual's race or religion.

CYBER

- Inappropriate use of computers, mobile phones and other electronic devices

c. Aims of the policy

- To raise awareness of bullying as a form of unacceptable behaviour with staff, students and parents/guardians.
- To create a school ethos which encourages students to disclose and discuss incidents of bullying behaviour.
- To provide a clear framework for both students and staff around the management of bullying issues within the school.
- To outline the primary prevention programs and initiatives conducted by the school to enhance student and staff safety and wellbeing.

d. Raising awareness / prevention programs

ACTIVITY	YEAR LEVEL	RESPONSIBILITY
Policy explained/reviewed at the beginning of each new year	All	Home Group Teachers via the Student Planner & at Level Assemblies
Year 7 students to participate in the Tolerance and Respect Program	7	Student Counsellor / Nurse
Student relationship matters discussed at weekly Welfare & Discipline committee meetings	All	Welfare & Discipline committee
Policy to be distributed to parents annually through the school newsletter	All	Admin.
Policy presented to new staff as part of new staff induction program		Assistant Principal
Respectful relationship awareness posters to be placed in prominent places around the school	All	Nurse
Bullying Audit to be conducted annually	All	Student Counsellor
Articles aimed at raising awareness of relationship issues will be included in school newsletter as the need arises	All	Student Counsellor / Nurse

e. Commitment to students

- Casterton Secondary College staff will take all reported incidents of bullying seriously.
- All reported incidents of bullying will be investigated.
- The person displaying bullying behaviours will be spoken to and may be subject to the discipline procedure as outlined in this document.
- All students who have reported incidents of bullying will be contacted over the weeks following the incident to ensure their safety and wellbeing.

f. Procedures for noting and reporting an incident of bullying behaviour

- Wherever possible, incidents of bullying behaviour occurring within the classroom will be managed by the classroom teacher.
- All incidents requiring follow-up or further intervention will be reported to the Sub-school Leaders or the Assistant Principal.
- Where either students or a staff member believes that a student requires support or counselling the student will be referred to the school counsellor.
- All bullying incidents will be logged in a folder kept in the Assistant Principal's office.
- All incidents of bullying are to be reported to the appropriate person as soon as possible after the incident occurs.

g. Procedures for dealing with students who have been involved in a bullying incident

- All students involved in an incident will be interviewed. This includes the student being bullied, the student/s bullying and students who may have witnessed the incident.
- Where it is established that a bullying incident has occurred the Principal, Assistant Principal and/or the Educational Leader will apply any or all of the following consequences:
 - Parents of both parties will be informed of the incident.
 - In cases involving repeated incidents of bullying behaviour students will attend a peer skills program conducted by the school counsellor (4 sessions).
 - Students may receive lunchtime or after school detentions.
 - Students may receive either an in school or out of school suspension for 1 – 5 days depending on the severity of the incident.
 - Parents have the right to approach the Police in situations where they believe a criminal act involving bullying or harassment has occurred.

h. Review process

The Casterton Secondary College's 'Bullying and Harassment Policy' will be reviewed annually by the School's Welfare & Discipline Committee.
Feedback using student "Attitude to School Survey".

2.2.6

Drug Policy

a. Introduction

This policy is based on principles of harm minimisation and in accordance with the Schools of the Future Reference Guide, the School Charter, the Framework for Student Support Services, the Health Promoting Schools Framework and the Guidelines for Developing a Student Code of Conduct.

b. Philosophy

We believe that all students, staff and parents have the right to be safe and supported in their school community. Issues such as alcohol and other drug misuse will impact upon this school as they do in the broader community. Casterton Secondary College accepts the need for a comprehensive and coordinated approach to drug education across the whole school community and acknowledges that schools are only one part of a community response to drug issues.

Casterton Secondary College aims to develop and maintain a health-promoting environment. The possession, use and distribution of substances such as tobacco, alcohol, inhalants, inappropriately used prescription drugs and illicit drugs at school constitute a health and safety risk and breach of school rules. Strenuous effort will be made to develop and maintain appropriate educational pathways and supportive welfare structures for students involved in drug-related incidents.

c. Guidelines for implementing policy.

Primary prevention strategies

Casterton Secondary College aims to enhance the emotional, physical and social health of all students. Wherever possible the school will inform and support families and link to community service providers for counselling and treatment where necessary. We will provide a range of programs and activities to promote and develop protective factors and reduce risk factors thus promoting effective health practices.

This will include:

- The whole school approach to health and well being
- Provision of accurate and appropriate drug education for all students
- Continuation of the primary to secondary transition program
- Develop and maintain programs to promote awareness and responsibility in healthy relationships
- Professional development opportunities for staff and staff welfare.

Early intervention strategies

All staff have a duty of care to identify, monitor and report to the Sub-school Leaders, Assistant Principal or Principal the behaviour of a student who is believed to be at risk from their own or others' drug use.

Casterton Secondary College will support staff with professional development specifically in the areas of mandatory reporting, resilience and at risk behaviours. Casterton Secondary College will encourage, where possible, the involvement of parents in welfare issues concerning their children.

Intervention strategies

Casterton Secondary College, through the Welfare Committee, will develop a case management plan for all students who engage in problematic and unlawful drug related behaviour. Such a plan will have as its first concern the safety of staff and students and take account of the health issues for that student, the drug(s) involved, the circumstances and nature of the incident, the student(s) involved and the likely effects of any consequences. Referral practices will be clarified and communicated where necessary to staff by the Principal. Different personnel, where possible, will carry out welfare and discipline responsibilities.

Postvention strategies

It is the aim of the school to consider and respect the rights of all individuals involved in any traumatic or critical incident. All actions and support will be consistent with DEECD guidelines, policies and procedures.

A critical incident and trauma management team convened by the Principal will review and maintain the school's response plan. This plan will be presented annually to the school community via the school newsletter and parent information evenings.

The Welfare committee will be responsible for all staff to be trained in the management of a drug related critical incident.

The Region and the Department of Education and Early Childhood Development Emergency Services will be notified of critical incidents via the 24 hour DEECD Communications Centre on 0395896266.

d. Management & administration of the policy

The Welfare committee in consultation with the Principal will be responsible for the maintenance, implementation and review of this policy.

e. Links to other Policies

This policy should be read in conjunction with related policies including:

- Student Welfare Policy (a budget will be established to provide counselling and/or treatment options for students where appropriate)
- Child Safe Policy
- Child Safe Code of Conduct
- Student Code of Conduct
- Student Attendance Guidelines
- Drugs, Legal Issues and Schools. A Guide for Principals of Government Schools
- Critical Incident Policy
- First Aid/Sick Bay/Medications Policy. A log to be kept in the front office to record medications brought to school by students
- Staff Welfare Policy
- SBA and SWL Policy

2.2.7

Attendance monitoring

We believe a high rate of attendance is imperative for success at school. Attendance is monitored and encouraged by:

- Roll marking at Home Group meetings each morning and in each class
- Follow up phone contact with parents / care givers - daily

- Use of Student Planners and notes as a means of parents informing staff of student approved absences
- Use of the Absence Hotline as a means of parents informing staff of student approved absences
- Letters sent home to parents requesting explanation of unapproved student absences.
- Phone contact with parents by Assistant Principal or Sub-school Leaders requesting explanation for unexplained student absences
- An attendance rate of at least 90% to satisfy the attendance requirement for all classes
- Regular articles in the newsletter promoting the importance of regular attendance
- Awards for students with exemplary attendance rates
- Attendance Improvement Plans

2.2.8 Curriculum initiatives

Programs to engage students include:

- Core Assessment Tasks (CATs) in all year 7-10 subjects, End of semester exams (CAT 5)
- Year 9 Outdoor Education camp
- Work experience in year 10
- Year 10 Driver Education
- Orientation camp in year 7
- Career Education programs
- Wimmera and Mt. Gambier Careers Expos
- TIS event
- Career Pathways reporting
- Career Action Plans (CAPs – formally MIPs) program year 8 - 12
- VCE and VCAL program in years 11 – 12
- School Based Apprenticeships and Structured Workplace Learning
- VET opportunities
- Careers and course counselling
- Guest speakers from Universities
- Guest speakers and Incursions
- Excursions
- Wimmera Virtual School
- Advance and CFA incorporated into VCAL program
- Inter House and Interschool Sport which allows students to proceed State and National level
- Peer Education programs
- Involvement in community events such as the Kelpie Festival
- Involvement in local Agricultural Shows as part of the Agriculture / Horticulture program
- After school homework program
- Whole school head start program
- Aquaculture
- Viticulture
- Oenology
- Keys Please program
- Lunchtime classes
- Parent / student forums
- Adolescent Health programs run by Student Counsellor and Nurse
- Study Skills program

Section 3 : Rights

The Charter of Human Rights and responsibilities Act (2006) requires all schools to consider the four basic principles of this act: Freedom, Respect, Equality and Dignity

PRINCIPLES CONCERNING THE RIGHTS OF THE SCHOOL COMMUNITY

Casterton Secondary College should be a pleasant environment where individuals can develop to the fullest, academically, physically, emotionally and socially. This can only happen when all members of the school community behave in an acceptable and responsible manner.

A school or work place can only operate successfully with rules and standards based upon consideration, co-operation and courtesy. These promote a happy, safe, healthy working environment.

CONSIDERATION

- All members of the school community are important and we must respect each other's rights, feelings property and opinions.
- We must take responsibility for our own actions and treat others in the same way that we want them to treat us.

CO-OPERATION

Each member of the school must demonstrate co-operation in all activities

- In the classroom
- In the school yard
- In the sporting and social events.

Co-operation

- Enables students to learn and teachers to teach
- Promotes a sense of responsibility, trust and honesty
- Develops self control.

COURTESY

- is an important part of working or being together. This involves:
 - Being tolerant of differences in others
 - Encouraging and assisting those less able
 - Showing politeness and respect for others

Section 4 : Responsibilities & Shared Expectations

Principal class, Teaching and Non Teaching Staff	Students	Parents
<ul style="list-style-type: none"> • Uphold the school values • Adhere to the Staff Code of Conduct • Serve as positive role models and demonstrate integrity and respect through attitudes, personal conduct and dress • Foster an environment where all students feel safe, valued and trusted and have the opportunity to develop, assume and maintain responsibility and self motivation • Assist with the development and implementation of early intervention plans for at risk students • Comply with all relevant legislation relating to confidentiality of student, staff and parent/guardian information • Plan and conduct assessments, provide feedback to students, report on student learning and use the outcomes of student assessment to inform classroom planning • Be punctual to all classes and meetings • Provide support for students during the school day • Be accessible and available within the confines of the working day • Meet all deadlines • Work in a Restorative and non judgemental manner • Ensure all students are valued and cared for • Value student and parent input • Create a safe and 	<ul style="list-style-type: none"> • Uphold the school values • Adhere to the Student Code of Conduct • Adhere to the Student Uniform policy • Display a positive attitude to learning and prepare for and actively participate in all learning experiences provided • Students have the responsibility to attend their classes. If a student misses a class, he or she is responsible for making up the work by either speaking to the appropriate teacher or obtaining a classmate's notes and handouts and submitting any assignments due • Bring a note to explain any absences • Become involved in a wide range of school activities • Respect the rights of all members of the College community • Consider the safety of all members of the College community • Be punctual to all classes. • Students are expected to arrive in class with their Student Planner and appropriate books and equipment for each subject. This includes maintaining internet and print balance • Use the Student Planner efficiently and effectively • Respect the learning environment • Participate in Restorative Practices • Keep parents informed of what is happening at 	<ul style="list-style-type: none"> • Uphold the school values • Promote a positive attitude towards school and learning • Support regular and punctual attendance at school • Provide a note of explanation or phone the Absence Hotline to explain student absences • Assist your child prepare for school • Take an interest in your child's learning and progress • Support your child with homework • Participate in Parent/Student/Teacher interviews • Cooperate with requests from the school • Immediately notify the school of any changes in contact information • Communicate regularly with the school • Become familiar with the Student Code of Conduct and school rules • Work in partnership with school staff and your child to develop learning goals and strategies to ensure your child achieved their educational potential • Participate in Restorative practices • Provide necessary requisites to support student learning • Always speak positively about the school and encourage your child to participate in all College programs

<p>stimulating learning environment that encourages students to take responsibility for their learning</p> <ul style="list-style-type: none"> • Use a range of approaches and resources to provide meaningful learning for all students • Establish and maintain clear expectations for students as learners and for their behaviour • Work effectively in teams which may include other staff, parents, carers, members of the community • Be aware of the social and cultural background of the students • Consistently follow and apply agreed school policies • Always speak positively about the school and colleagues in public • Ensure a budget is prepared and managed to allow all programs to operate • Reflect critically on professional practice, establish learning and development needs and goals and undertake training to maintain and enhance capacity to provide best practice within the school setting • Work collaboratively with school staff and members of the wider community to establish productive partnerships and achieve individual student objectives 	<p>school</p> <ul style="list-style-type: none"> • Seek help and encourage others to seek assistance from staff when required • Act in an appropriate manner when in school uniform out of the school grounds • Adhere to all College policies relevant to students 	
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Section 5 : Actions and Consequences

This section should be read in conjunction with the Discipline, Welfare and Bullying & Harassment policies on pages 3-5 where actions and consequences at various stages are clearly defined.

In addition, the following should be noted.

Time Out Referrals

If a student has 3 time out referrals in a term, a number of options are available:

- Behaviour and / or Learning Management Plan
- Exclusion from a particular class for an extended period with relevant work supplied by the class teacher
- In-school suspension

Parents are informed of each Time Out referral and the subsequent steps in this process.

Lunchtime Detentions

These detentions are usually for minor classroom indiscretions that do not require a Time Out referral and for instances out of class.

If a student receives 3 lunchtime detentions (15-20 minutes of yard clean up under the supervision of the Assistant Principal), any further detentions that term will be held after school from 3:30 – 4:15pm under the supervision of the Assistant Principal.

Parents are informed after the 3rd lunchtime detention and the subsequent steps in this process.

Smoking and Being in the Company of Smokers

A graded series of consequences is applied:

Smoking

- 1st offence: Parents notified and lunchtime detention
- 2nd offence: Parents notified, after school detention and student enrolled in QUIT program run by School Nurse
- 3rd and subsequent offences: Suspension

Being In The Company Of Smokers

- 1st offence: Parents notified and lunchtime detention
- 2nd offence: Parents notified and after school detention
- 3rd offence: Parents notified, after school detention and student enrolled in QUIT program run by School Nurse
- Subsequent offences: Suspension

Use of Mobile Phones and Other Electronic Devices

Students are permitted to bring mobile phones and other electronic devices to school **BUT** they must be left at the general office unless required for a particular lesson. In these cases the parents will be notified by letter.

- Students who infringe the rules set out in this document will face normal college student behaviour management processes.
- Repeated infringements may result in suspension.
- As set out in the previous section, failure to heed the rules set out in this document may result in an alleged incident being referred to the police for investigation. In such cases, the parent or guardian would be notified immediately.

Inclusion in Sport and Extra Curricular Activities

A student may be excluded from a Sporting or Extra- curricular Excursion if in the four week period prior to the event he / she:

- Receives 2 orange homework stickers for not submitting homework by the due date
- Has a Time Out referral
- Receives 2 lunchtime or 1 after school detention

Suspension and Expulsion

Any suspension or expulsion would follow the procedures outlined in Ministerial Order 625.