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Purpose

The Learning Culture Plan and the Education Plan are the two documents which guide the efforts of stakeholders (Staff, Students, Parents, and Community) in pursuit of the College Vision:

“Drouin Secondary College is committed to ensuring every student develops the knowledge, skills and behaviours needed to positively contribute as responsible and caring citizens of a changing global community”.

The Learning Culture Plan is the implementation document for the Drouin Secondary College Student Engagement Policy and works in conjunction with the relevant DEECD Student Engagement and Inclusion Guidelines.

Guideline details

The Learning Culture Plan sets out the Structures and Procedures established to encourage and support students to:

- develop positive learning behaviours and attitudes,
- take responsibility for their learning
- develop themselves into effective, independent and lifelong learners
The Learning Culture Plan has been developed on the following premises:

School-Wide Positive Behaviour Support (SWPBS) is a proactive approach made up of intervention practices and organisational systems.

These systems are aimed at establishing the social culture, learning and teaching environment and, individual behaviour supports needed to achieve academic and social success for students.

SWPBS has six defining characteristics – It is preventative, instructionally oriented, culturally responsive, function based, evidence based and systems implementation focused.

The primary level prevents the development of new cases of problem behaviour for all students and staff across all settings – school wide, classroom and non-classroom settings.

The secondary level reduces the number of existing cases of problem behaviours by establishing efficient and rapid response to problem behaviours.

The tertiary level reduces the intensity and complexity of existing cases of problem behaviour that are resistant to primary and secondary prevention strategies.

• To effectively support student learning, it is necessary that the attitude and behaviour of all stakeholders is guided by our College Values of “Achievement”, “Respect”, “Commitment” and “Community”

• Supportive and positive relationships between students, staff, parents and the wider community are vital to the success of young people whilst at school and beyond

• Restorative practice is embraced as the primary means of developing effective and positive relationships and addressing situations where relationships have been harmed

• Punitive approaches are not a first option but can be used in conjunction with restorative process if necessary.

• Regular and individual feedback to students is necessary in order to allow students and other interested parties to track their learning behaviours and attitudes (learning culture)

• Personalised learning is delivered through student driven curriculum choices enabled via vertical timetable blocking.

We believe a school wide positive behaviour approach to student wellbeing is fundamental to reinforcing the College values. This framework assists in the development of pathways aimed to encourage engagement, purpose, direction and the development of lifelong learners. A supportive and positive learning environment, along with the promotion of restorative principles is pivotal to establishing a positive learning culture.

As a College community, we look to capitalise and build on the experiences, strengths, interests and aspirations of our community.

We have an awareness and tolerance of students’ backgrounds, cultural perspectives and diverse individual needs.

We aim to acknowledge and celebrate student achievement, success, improvement and self-awareness.

Teaching, modelling and importantly, rewarding positive behaviour in all aspects of student lives, promotes connectedness at College level and in the wider community, and enhances learning opportunities.

We strive to encourage young people through effective teaching and learning, to develop the skills and knowledge to make connections between the educational programs on offer and their future aspirations and pathways.
We realise that a successful learning culture can only be achieved with a balance of proactive and reactive strategies. The Key Elements section of the Learning Culture Plan therefore is categorised into three main strategic areas of practice:

1. Establishing a Positive Learning Culture (Primary Level)
2. Maintaining a Positive Learning Culture (Secondary Level)
3. Restoring a Positive Learning Culture (Tertiary Level)
Establishing A Positive Learning Culture

The Drouin Secondary College Learning Culture Plan reflects the Values of Achievement, Respect, Commitment and Community through its policies, processes and practices.

It is important that the college community establishes a learning culture with agreed practices across all areas of the college and within each classroom.

The key to a positive and supportive learning culture includes clearly setting negotiated agreed classroom guidelines in all classes. These understood boundaries are fundamental to building and maintaining positive relationships between teachers, students and parents.

Beyond the classroom the College community will establish a set of clear expectations that ensure a safe, just and respectful learning environment for all.

We expect our community members will aim to accept responsibility for their actions, work to repair harm and to then rebuild and strengthen relationships.

The College values below, guide all initiatives and effort associated with “Learning Culture”.

## College Values

The ethos of the College community is reflected in our values of Achievement, Commitment, Community and Respect which are summarized in the table below:

<table>
<thead>
<tr>
<th>COMMITMENT</th>
<th>ACHIEVEMENT</th>
<th>RESPECT</th>
<th>COMMUNITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>We always strive to do our best.</td>
<td>We value excellence.</td>
<td>We treat each other with consideration and regard.</td>
<td>We are inclusive.</td>
</tr>
<tr>
<td>We value effort and endeavour.</td>
<td>We pursue excellence.</td>
<td>We build positive relationships.</td>
<td>We welcome and accept diversity.</td>
</tr>
<tr>
<td>We are life-long learners.</td>
<td>We encourage independent and critical thought</td>
<td>We respect a teacher’s ‘right to teach’ and a student’s ‘right to learn’.</td>
<td>We support and build partnerships with our community.</td>
</tr>
<tr>
<td>We persevere to finish what we start.</td>
<td>We value curiosity and a questioning mind.</td>
<td>We resolve conflict in a constructive and peaceful way.</td>
<td>We care for our environment.</td>
</tr>
<tr>
<td>We show initiative.</td>
<td>We celebrate our successes.</td>
<td>We respect another person’s point of view.</td>
<td>We value and support our friends.</td>
</tr>
</tbody>
</table>
Maintaining A Positive Learning Culture

Our College practice needs to demonstrate a commitment to managing conflict and tensions with respect for all involved.

There will be times when an individual or group’s behaviour moves outside the ‘Establishing a Learning Culture’. When this occurs, there needs to be an acceptance of responsibility, repair of any harm caused and an opportunity to restore relationships.

This Key Element incorporates clear accountability for when behaviour is inappropriate or when an individual and/or group has been affected. It also identifies at risk or disruptive behaviours.

It is essential the classroom teacher lead any intervention. At this stage the classroom teacher will work with the student and, where appropriate, the parents to maintain the learning environment and restore relationships.

There is no doubt this Key Element can be challenging and at times may require working in partnership with other College personnel to achieve a positive outcome. It is fundamental that the classroom teacher maintains a leadership role through the process.

Restoring A Positive Learning Culture

This key element involves students who are identified as high risk through persistent and challenging behaviours, which damage the College’s Learning Culture. It would be anticipated that no more than 5% of the student population would ever require this level of intervention.

At this stage more specialised strategies are required for these students. The types of strategies are varied but acknowledge the need to ensure students have an appropriate pathway to achieve success and the Learning Culture of the College is restored. Most often, the aim will be to reintegrate students back into the classroom environment. A crucial aspect of this process is acceptance of responsibility of harm caused to the College’s Learning Environment.

This key element accesses specialised knowledge including Learning Culture Team members, principal class and external support services.

Investigating viable alternative pathways, services and programs may be undertaken. Parent and classroom teacher involvement and support are paramount.
Implementation
Establishing A Positive Learning Culture

1.1 Supporting Student Success

There are three Learning Culture Teams, at Year 7, Year 8/9 and Year 10/11/12.

The primary role of these teams is to support and encourage students to adopt a positive attitude toward their learning which facilitates a positive teaching and learning environment for all members of the College Community. The roles also include elements of Student Management, Welfare, Curriculum and Teaching and Learning.

1.2 Relationships

The success of our College’s program is dependent on the positive engagement of students and the school community’s capacity to build positive relationships with students, staff, parents and across the entire school community.

At Drouin Secondary College we use Restorative Practice which is based on the philosophy of Restorative Justice, the fundamental concepts of which are:

- Misbehavior is a violation of people and relationships
- Violations create obligations and liabilities
- Restorative Practice seeks to heal and put things right. Zehr and Miko, 1997

1.3 Engaging Curriculum & Personalised Learning

Drouin Secondary College has a strong student centred curriculum. We recognise the importance of each student’s positive engagement, which results from the best possible individual program, tailored to students learning needs, personal interests and future aspirations.

We have affiliations with other educational facilities where students can be referred to cater for flexible learning styles and needs. Internally students can access programs such as, Year 8 ‘Hands On Learning’ and the Year 9 ‘Pre-apprenticeship Program’ which cater for boys who are disengaged with school.

As a student progresses through middle school, the level of student choice increases. Students have the opportunity to be accelerated from Year 8 onwards by accessing areas of study available in higher year levels (early access). In the senior school students have the choice of pathways including: VCE; VCE/VET; VCAL/VET; School based apprenticeships & traineeships.

Our College recognises that the course selection process is a partnership between a student and their parents, with guidance from a course advisor. All students from Year 8 to 11 complete an annual course selection interview with a trained course advisor to help them make the best possible choices for their program of study.

Any alternative program recommended for a student is discussed with the student, their parent or guardian, course advisor and Learning Group teacher or Year Level Leader.
1.4 Managed Individual Pathways (MIP’s)

Our Careers/Pathways Team is dedicated to assisting students identify and understand their individual future pathway, leading to better engagement in learning and understanding how skills, knowledge and behaviours can be applied. The careers work is underpinned by a comprehensive Managing Individual Pathways program, which is implemented and supported by the Learning Group program. The MIP’s program ensures that all students complete activities that focus on their interests, strengths and future aspirations.

1.5 Agreed Classroom Learning Plan

A classroom learning plan is a negotiated document between a classroom teacher and the students within that particular class. It outlines how everyone is going to behave and interact in order to be successful learners, while maintaining a safe environment. Classroom learning plans will be significantly different according to subject area and the student cohort.

In establishing a Classroom Learning Plan the following key points should apply:

Key Points:

- It needs to be negotiated and/or discussed between students and teacher.
- It needs to be established within the first 2 weeks of each semester and referred to throughout the semester to reinforce positive behaviour.
- It needs to outline what action or inaction is needed to maximise learning opportunities in that class including:
  - expected procedures for a range of daily operational activities, such as how to enter the classroom, seating plan, late to class or absent.
  - consequence or intervention if the Plan is broken
  - positive acknowledgement of the Plan being upheld
- It must directly link to the College Values.
- It should be revisited, reviewed and redefined as necessary throughout the semester.
- All members of the class should have copies, or access to a copy of the Classroom Learning Plan on Moodle.
- A copy of the Classroom Learning Plan should be placed in all extras folders

To see examples of Classroom Learning Plans:

1.6 Beyond The Classroom

Learning culture extends beyond the classroom. These responsibilities apply to all students and are based around the college values of Achievement, Respect, Commitment and Community. Responsibilities are clearly communicated to students, staff and parents on a regular basis via LG groups, Moodle, the parent bulletin (Drouin Secondary College News) and the College website.

1.7 Learning Intent, Learning Success And Effective Feedback

Learning Intent is an initiative to help maximise student learning by making connections between lessons and providing sense of purpose for the class.

Learning intent is a statement which clearly describes what the teacher wants the students to know, understand, and/or be able to do by the end of the lesson, through teaching and learning activities. Teachers need to clearly communicate this to students at the start of every lesson.

- Key questions that teachers should be asking themselves are:
  - What are students meant to be learning?
  - Why are they learning it?
  - What do they need to have learnt before leaving the classroom at the end of the lesson?

Learning Success is established when the student is able to demonstrate they have learnt the knowledge and skills identified in the learning intent. Teachers will give students several of opportunities to demonstrate learning success through a variety of learning activities and assessments.

Effective Feedback is given to students by teachers and peers (students), both formally and informally. The purpose of feedback is to support the student in their understanding of their learning. If feedback is effective the student should know what they have already learnt, what they have yet to learn and what the next step in their learning should be.
1.8 Progress Reports
Progress reports are completed every five weeks for all students in every class. They cover 5 success criteria: effort; organization; behavior; academic progress and learning task completion. The student’s attendance, punctuality and uniform compliance are also reported. A progress score is calculated out of 100 and is an indicator of the student’s attitude towards their learning. The score is used to identify the need for learning interventions and used to determine eligibility for student leadership roles and access to co-curricular activities.

Details of Implementation of the Progress Score

1.9 Learning Groups
We as a College community believe that fostering a positive attitude to school will support the development of student’s personal, social and mental well-being. This is fundamental to a successful school culture. We endeavour to support all aspects of a child’s development through Learning Group sessions. The sessions are intended to build each student’s understanding not only of themselves as learners but also to impart the skills and attributes to become well-rounded citizens.

The Learning Group Program is written specifically for each year level and can include:

- Education in relation to College values
- Goal setting and reflection on progress reports
- Relationship building
- Study skills
- Study schedules
- Personal learning
- Pathways and course selection
- Careers guidance
- E-safety
- Netbook Bootcamp where expectations for acceptable use policy are outlined.
- Mental wellbeing
- Camp and excursion preparation and communication

1.10 Supporting A Positive Learning Culture From Home
Parents are an important part of the learning partnership with their student and the college. To ensure this partnership helps maximize learning for their student, parents can support their student and the college by:

- Accessing the Parent Portal on a regular basis
- Encouraging students to value their education and to do their best
- Supporting regular attendance
- Supporting effective student organization
- Supporting regular and effective study
- Supporting whole college activities such as athletics and swimming carnivals, and cross country run
- Attending Parent/student/teacher meetings
- Supporting college policies and procedures
- Communicating any concerns promptly
- Updating contact details eg. Email addresses & phone numbers

1.11 Attendance
Regular school attendance enables students to maximise their full educational potential and to actively participate and engage in their learning. It is important that children develop positive habits of regular attendance at an early age. This is a joint initiative between the College and the parents/guardians and needs to be promoted and supported by parents if we are to be successful.

Students who are regularly absent from school are at risk of missing out on fundamental aspects of their educational and important social development.

The College actively promotes and maintains high levels of attendance and participation through:

- adopting consistent procedures to monitor and record student absence.
- follow up student absences promptly and consistently with SMS home and letters for prolonged absences
- providing early identification of and supportive intervention including referral to student support teams and Learning Culture team
• linking with local community groups and agencies to maximise program and individual support
• provide a clear process and response which fulfils key elements of DEECD Engagement and Inclusion Guidelines.

DEECD Engagement and Inclusion Guidelines

If a student is going to be absent for any reason, it is expected that a parent letter and/or a phone call be made to the school. It is also expected that the student make all attempts to find out what work they have missed or will miss and complete it in a timely manner, as discussed with their classroom teacher.

1.12 Student Leadership
– Student Voice

Drouin Secondary College has a strong commitment to providing leadership opportunities that look to develop a holistic student culture. We offer a broad range of leadership roles within the College in order to promote connectedness to the College and the wider community, and to give students a large range of avenues to demonstrate and model the College values. Leadership opportunities encourage young people to develop skills and knowledge to prepare them for future pathways and equip them with positive life skills. It is equally important that teachers provide opportunities for leadership within their classroom.

Our expectations of student leaders are to model our College values to their peers, whilst being successful citizens in our community. Students are expected to set high standards.

Student leaders are required to have a progress score of 70 or above. If their progress score falls below this, their leadership position will be reviewed.

To see the eligibility criteria

1.13 Student Wellbeing Support

Student wellbeing is fundamental to an effective learning culture. The College is committed to providing the resources that provide an infrastructure of programs and practices to support the optimum wellbeing of students. The team includes a Student Wellbeing Leader, Student Wellbeing Officers, School Nurse, Psychologist, Koori Educational Support Officer and First Aid Officer/s.

The Wellbeing Team works proactively to promote a healthy & safe College environment through programs such as lunchtime activities and the Koori Homework Club.

1.14 Program For Students With Disabilities (Psd)

Drouin Secondary College’s Integration Policy aims to assist the identified individual students with disabilities and impairments to succeed in reaching their social and academic potential.

The College is committed to providing the resources that provide a regular school curriculum to maximise educational participation and development for students with impairments or disabilities. Teachers develop an Individual Learning Plan for the Integration students they are teaching each semester. Students are provided with targeted support which may include: assistance from Integration Aides, access to a Life Skills Program and allied professional support.
2.1 Classroom Management Strategies

Each classroom teacher will use Restorative Practice as the basis for classroom management. This includes a range of management strategies or consequences that suit their teaching area, the agreed learning culture expectations and the group of students they are teaching. It is important that the consequences for affecting the learning culture are negotiated inclusively with the students. A focus on an agreed plan to solve issues will build relationships and ensure that there is an agreed understanding of possible negative or positive consequences.

Below are examples of common strategies used by teachers to maintain a positive learning culture.

Possible restorative management strategies that may form part of a Classroom Learning Plan:

- Respectful Warning
- Move seats, workstations
- Removal from classroom for up to 5 minutes, followed by restorative chat and repairing harm
- Modify delivery of curriculum to suit individual needs i.e. change the nature of the task
- Deprivation of privileges eg: Not using netbook in class time
- Seating Plan
- Lunchtime detention
- Community service eg: yard or cleaning duties
- Exit from normal class/group activities to work in LCC or VCE class for negotiated period of time

Possible Learning Culture Team supports to help maintain a Learning Culture:

- Parent contact
- Restorative conferencing: small group / whole class conference
- Withdrawal from co-curriculum related special activity
- Complete specific behaviour awareness booklet – eg rethink swearing booklet or rethink netbook misuse booklet
- Conduct card, to monitor student behaviour, including negotiated rewards and consequences.

2.2 Restating Agreed Classroom Learning Plan

Teachers will restate the Class LCP with the student:

- Where appropriate
- Where possible quietly sit beside the student and have a Restorative Chat
- Student to identify how they are affecting the learning culture
- Acknowledge the student’s attempt to change behaviour at a later time where possible.
- If student does not accept responsibility for the issue the next step is a respectful warning.

2.3 Respectful Warning

- A quiet reminder
- Acknowledgement of the problem between teacher and student
- Student has a choice and chance to adjust back within the learning culture expectations
- Keep it brief, short, calm.

2.4 Restorative Process - Chat And Conference

Using a restorative approach is a powerful way of refocusing a student on the expected learning culture.

- The Restorative Chat can be used in or outside the classroom and is generally most effective between teacher and student, one to one
- Ignore distracting and secondary behaviours
- Follow the script using a calm and non-judgemental approach

The Restorative Script:

Also see Question and Answer section.
RESTORATIVE PRACTICES CONTINUUM

Classroom Conferences in the School Setting

- Individual conference
- Small group conference
- Whole group conference
- Large group conference

Group Composition

- Teacher and student
- Teacher and several students
- Teacher and class of students
- Teacher and levels/grades/whole years

2.5 Formal Written Agreements

The written agreement is between the teacher and the student or between two or more students. Any agreement is to be communicated to the parents. At this stage the Level Leader is involved and is to co-sign the communication.

Details of this process.

2.6 Removal To A VCE Class

This is seen as a strategy that would be used for persistent behaviour that negatively impacts on the learning culture and other strategies have failed to correct. This strategy is intended for students to observe and experience a positive learning culture, including relationships and learning habits.

Details of this process.

2.7 Beyond The Classroom

The aim is to have a whole school understanding of acceptable behaviour in all facets of College life. A positive learning culture is maintained in all areas of student activity.

Positive reinforcement of College values via signage, linking College values with activities, and awards (ARCC) is an integral component. Strategies to be implemented will be similar to classroom management strategies.
3.1 Student Re-Engagement Team

The Student Re-engagement Team identifies, case manages and tracks students in need of high level interventions.

The Student Re-engagement Team includes: the Student Wellbeing Leader, Assistant Principals, Curriculum Leader (Interventions), Integration Coordinator, KESSO, DSC Psychologist, DSC nurse, SSSO Coordinator and Level Leaders as required.

3.2 Individual Learning Plan

An Individual Learning Plan (ILP) will be established for all Integration Students, Koori students, students with diagnosed learning disorders, ASD students, students with significant mental or physical health issues, EAL students, students in out of home care and other students considered to be at ongoing risk (as recommended by the Re-engagement Team).

An ILP documents the impact of the student’s barriers to their learning. It also documents reasonable adjustments to be made in the classroom, learning goals and success criteria. It is expected that each classroom teacher will complete this plan in consultation with the Re-engagement team member case managing the student.

3.3 Individual Behaviour Plan

An Individual Behaviour Plan (IBP) can be established for a student when they return from suspension or when they frequently demonstrate high risk, persistent and challenging behaviours. An IBP documents the range of presenting behaviours of the student, the student’s classroom behaviour goals, background information on the student and some classroom strategies that teachers should use. It is expected that the student’s LG teacher, Year Level Leader and Year Level Assistant will work together to develop and monitor the students IBP.

3.4 Alternative Pathways /Support

There are a range of college and community based services that can be accessed. These services include internal programs such as: VIPP Program; Tutoring; guided Pathways; or individual case management which includes counselling, SSSO educational and behavioural assessments. External interventions and programs include: Blackwood Annex; TAFE; Warragul CCG; Berry St programs and referral to allied professionals.

3.5 College Intervention Practices

Upon referral to the Learning Culture Team or the Student Wellbeing Team, the following range of Intervention Practises and DEECD Procedures are available to assist in restoring the Learning Culture and to achieve the best learning outcomes for students at high risk of disengagement and students with high level or persistently disruptive behaviours.

The Intervention Practises that the College may use include:

- Restorative conversation: small group / whole class or community based conference to acknowledge and repair the harm
- Proactive programs, which may include alternative pathways or social skilling, e.g. anger management or conflict resolution.
- Individual Learning Plan
- Individual Behaviour Plan
- Tutor support
- Community Service Activities e.g. Yard or cleaning duties
- SOCS referral
- Removal from normal class/group activities
- Conduct card or attendance card
- Deprivation of privileges
- Withdrawal from year level excursions, camps and activities
- Attendance on student free days
- Lunchtime or after school detention
- Modified programs, which may include part time attendance or specific curriculum activities for a period of time
- Suspension or possible expulsion
- Referral to outside authority, e.g. Police

3.6 Restorative Conferencing

Conducting restorative conferences is a central practice for a school community that takes a restorative approach to the harm caused by wrongdoing. It is used when behaviour has caused harm to others, when responsibility needs to be taken for this harm and when an agreement needs to be made about how things can be made right and how inappropriate behaviours will be prevented.
When can conferencing be used?

Conferencing methods can be applied in a range of ways to provide a restorative intervention with individual students, small groups, classes and whole year groups. The conferencing script can be used proactively or reactively.

**Levels of Reactive Restorative Conferencing:**

The level of conferencing used depends on the degree of harm that is to be addressed.

**High-level conferencing:**
- Deals with very serious incidents
- Is run by a skilled facilitator
- Requires detailed preparation
- Involves family, community members, teachers etc.
- Gives everyone the opportunity to explain how the incident has affected them
- Seeks an outcome that is cemented with a formal agreement or plan that is monitored by a key person
- Finishes with shared food

**Mid-level conferencing:**
- Deals with moderately serious incidents
- Can be done with small groups & classes
- Requires careful pre-conferencing preparation
- Follows a clearly scripted format
- Can be facilitated by a class teacher but often involves senior managers
- Ends with a group agreement which is monitored

**Low-level conferencing:**
- Deals with relatively minor incidents
- Is often referred to as a conversation or chat
- May involve 2 or 3 people
- Can be conducted in the classroom or yard
- Follows a sequence of restorative questions
- Is most successful when there has been appropriate preparation for the process

For more detail regarding the implementation of conferencing please consult a Learning Culture Team member.

### 3.7 DEECD Procedures For Suspensions And Expulsions

The DEECD Student Engagement and Inclusion Guidelines outline the necessary procedures for suspensions and expulsions.
Appendix 1

Student Engagement and Inclusion Guidance 2014


Appendix 2

Diagram – Learning Culture Structure
Appendix 3

Responsibility of Learning Culture Centre

- Embedding the College Values in every day practices
- Supporting students, staff and parents in relation to matters affecting student learning (Consistent with the Learning Culture Plan and other policies and processes) and referring matters to specialist staff as required
- Development and implementation of Learning Group Programs
- Ensuring all necessary student records are established and maintained
- Enrolment of new students and exiting of departing students
- Supporting the development and implementation of the College Education Plan, Strategic plan and Annual Implementation Plan.
- Monitoring student learning culture and learning progress and initiating appropriate intervention (Corrective and enrichment)
- Organisation of Presentation nights, assemblies and student awards.
- Administering VELS, VCAL, VET, and VCE as relevant to the team.
- Organisation of orientation days, level excursions and level camps, tours and events program
- Oversee and manage student transition as relevant to the team.
- Dissemination of Tertiary Information services as relevant to the team.
- Support in the Identification of early access students.
- Organise assemblies and level presentations, as required.
- Monitor equal opportunity and harassment policies and their implementation at each level.
- Liaise with Special Education leader in the monitoring and assisting with the progress of integration students and identified students at risk.
- Liaise with Special Education leader to ensure the development of Individual Learning Plans as required by student at the specific year level including Koori students.
- Development of level specific curriculum including Learning Groups
- Oversee the organisation of the level celebrations such as Valedictory Dinner, formal and deb balls.
- Authorise notes for students seeking lunchtime or early leave and issue lunch passes.
- Other matters as required.
Responsibility of Learning Culture Centre
Learning Plan Example

CLASS VALUES & EXPECTATIONS

Why do we have College values and class expectations? They are to make our class a positive place for us all to work and to achieve our best.

Here are our agreed Learning Culture Expectations….

<table>
<thead>
<tr>
<th>College value</th>
<th>Class expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect &amp; Achievement</td>
<td>Follow all teacher directions when given.</td>
</tr>
<tr>
<td>Commitment &amp; Achievement</td>
<td>Come to class with appropriate materials.</td>
</tr>
<tr>
<td>Respect &amp; Community</td>
<td>When teacher is giving an instruction do not speak or interrupt.</td>
</tr>
<tr>
<td>Commitment &amp; Achievement</td>
<td>Be on time for class.</td>
</tr>
<tr>
<td>Community &amp; Respect</td>
<td>Respect the rights, feelings &amp; property of others.</td>
</tr>
<tr>
<td>Achievement &amp; Community</td>
<td>Complete all work to the best of your ability, and allow others to complete theirs.</td>
</tr>
</tbody>
</table>

REWARDS FOR STUDENTS SUPPORTING OUR COLLEGE VALUES WILL BE SELECTED FROM –

1. ‘ARCC’ slips distributed on a regular basis in class.
2. Spot prizes in class.
3. Whole class rewards (e.g. special activity).

For those who won’t support our learning CULTURE we have agreed there may be consequences.

CONSEQUENCES MAY BE SELECTED FROM….

1. Respectful warning or reminder of our expectations.
2. Moved within the class.
3. Removed from group and a discussion.
4. A lunch-time discussion regarding student responsibilities and missed work to be caught up.
5. Contact with coordinator/parents.
6. Misconduct letter to Learning Culture Team
7. Learning Culture agreement.
8. Removal from the class to the back of a VCE class.
Classroom Learning Plan

This agreed plan is for all of our class and is intended to respect everyone’s right to a productive and safe learning environment.

LEARNING PLAN EXPECTATIONS

<table>
<thead>
<tr>
<th>We can RESPECT others</th>
<th>We can be part of a COMMUNITY</th>
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<th>We can show COMMITMENT</th>
<th>We can ACHIEVE our best</th>
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POSITIVE CONSEQUENCES
- STUDENTS SUPPORTING OUR CLASSROOM LEARNING PLAN

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•
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•

CONSEQUENCES FOR INDIVIDUAL WHO DO NOT ABIDE BY THE AGREED CLASSROOM LEARNING PLAN

CONSEQUENCES MAY BE SELECTED FROM...

• Respectful warning
•
•
•
•

Appendix 4
### My responsibilities as a DSC student

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Respect</th>
<th>Commitment</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a responsibility to:</td>
<td>Try to achieve to the best of my abilities</td>
<td>Be kind to other members of the school community.</td>
<td>Attend school whenever I am not sick</td>
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<td></td>
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<td></td>
<td>Provide a note to the school if I am absent for any reason</td>
</tr>
<tr>
<td>In the Classroom I have a responsibility to:</td>
<td>Bring appropriate materials to class</td>
<td>Follow teacher directions promptly</td>
<td>Attend class on time</td>
</tr>
<tr>
<td></td>
<td>Remain in class unless given permission by my teacher to leave. This including at the end of a lesson. I am not dismissed until my teacher says so.</td>
<td>Use phones, iPods or other electronic devices only with teacher permission. If I use them without teacher permission I know they will be confiscated.</td>
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<tr>
<td>On the way to and from school:</td>
<td>Be a positive role model for our College.</td>
<td></td>
<td>Be in full school uniform.</td>
</tr>
<tr>
<td>On the train</td>
<td>Follow the instruction of the Conductor and Train Captains</td>
<td>Be in full school uniform.</td>
<td>Sit in seats and not stand in the doorways.</td>
</tr>
<tr>
<td></td>
<td>Allow other passengers on and off the train first.</td>
<td>Come directly from the station to school. I don’t go to the main street.</td>
<td>Behave in manner that enhances the image and reputation of the college we choose to attend.</td>
</tr>
<tr>
<td><strong>Achievement</strong></td>
<td><strong>Respect</strong></td>
<td><strong>Commitment</strong></td>
<td><strong>Community</strong></td>
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<tr>
<td><strong>In the Locker Areas I have a responsibility to:</strong></td>
<td>Collect my books for period 1 before school, 2&amp;3 at recess and 4 at the end of lunch.</td>
<td>Keep the locker area litter free.</td>
<td>Keep my locker locked when I am not near it.</td>
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<tr>
<td></td>
<td></td>
<td>Take my turn and let others have time too.</td>
<td>Keep my bag locked in my locker during class time, recess and lunch.</td>
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<tr>
<td></td>
<td></td>
<td>Keep my locker organised and orderly.</td>
<td>Put my materials in my locker and move away. I know not to congregate in the Locker area.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Keep my locker locked when I am not near it.</td>
<td></td>
</tr>
<tr>
<td><strong>In the wider community I have a responsibility to:</strong></td>
<td>Make positive use of community facilities.</td>
<td>Be polite and use appropriate language.</td>
<td>Wear clothing appropriate to the community activity I am undertaking.</td>
</tr>
<tr>
<td></td>
<td>Make a contribution to my community.</td>
<td>Be honest</td>
<td>Assist others by waiting my turn and being a good citizen</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Look after community facilities</td>
<td></td>
</tr>
<tr>
<td><strong>In the Yard I have a responsibility to:</strong></td>
<td>Select activities that allow me to perform well in class.</td>
<td>Follow yard duty teachers directions promptly</td>
<td>Walk on hard surfaces, not run. I can run on the oval or grassed areas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Be kind to others eg</td>
<td>Lock my bag in my locker during recess, lunch and class time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Make others welcome, open doors for people, not use putdowns or bullying behaviour.</td>
<td>Be in the “in-bounds” area and not go “out of bounds”. I know where these are because they are in the planner.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Play safe by not sliding down handrails or climbing anything above ground level</td>
<td>Keep the yard free of litter.</td>
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<tr>
<td></td>
<td></td>
<td>Use appropriate language. I know swearing is inappropriate.</td>
<td>Play safe by not throwing things at others.</td>
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<td></td>
<td></td>
<td>Keep my hands to myself. Don’t touch others. This includes “play fighting” and holding hands.</td>
<td>Not congregate in corridors or locker areas. I know these are thorough fares not congregating areas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use water for drinking not water fights.</td>
<td>Only play ball games in areas with lines marked for ball games.</td>
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<td>Respect and look after school grounds and property.</td>
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DROUIN SECONDARY COLLEGE - LEARNING CULTURE PLAN | Page 19
<table>
<thead>
<tr>
<th>Achievement</th>
<th>Respect</th>
<th>Commitment</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the Canteen I have a responsibility to:</td>
<td>Eat a healthy and balanced diet which includes drinking water to enhance my learning</td>
<td>Follow teacher directions promptly</td>
<td>Be in full school uniform. Only when I’m in full school uniform can I use the Cafe.</td>
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<tr>
<td></td>
<td></td>
<td>Be polite to canteen and parent volunteer workers showing respect</td>
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</table>

<table>
<thead>
<tr>
<th>On my computer</th>
<th></th>
<th>Charge my computer at home and bring it to school every day.</th>
<th>Follow the acceptable use agreement I signed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the computer only for learning in class time.</td>
<td>Be mindful of what I download as I know that internet speed for everyone is affected by what I do.</td>
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</tbody>
</table>

I ________________________

understand my responsibilities as a student at Drouin Secondary College
What is a Progress Score?

The motto of Drouin Secondary College is Finem Respice-Look to the End. The Progress Score will help you do this. Your child’s effort, behaviour, organisation, task completion and academic achievement is tracked through progress reports. Each semester you will get a progress report at mid term and at the end of term.

Each area of the report is allocated a score based on the level of performance as follows: A rating of Excellent is given a score of 100, Very Good- 80, Good 65, Acceptable- 50, Needs Attention- 0, NA- Not Assessed (Does not affect the Progress score). After being converted to numbers the ratings given by all teachers in all areas are averaged.

The highest possible progress score of 100 would be achieved by a student who is rated ‘Excellent’ in every area in every subject.

How do I know what a good Progress Score is?

At the school we divide the PROGRESS scores into 5 categories; Excellent, Very Good, Average, Under-Performing and At Risk.

Excellent (Above 90)

Students achieving above 90 on their PROGRESS scores are considered to be performing at a very high level. Students with progress scores above 90 are recognised in the parent bulletin and are given a “90+ Card” which entitles them to certain privileges around the college.

Very Good (70 to 90)

Students achieving above 70 on their PROGRESS score are considered to be performing at a high level. VET students with progress scores above 70 are permitted to go home during private study with parent permission. Students with progress scores above 70 are able to stand for leadership roles in the college.

Average (50 to 70)

Students achieving at this level are performing above the minimum standard, but still have significant room for improvement. A close look at the Progress Report will show strengths and weaknesses. Discussion with classroom teachers should be undertaken to discuss strategies for improving identified areas of weakness. Students with progress scores below 70 are unable to stand for student leadership roles and are required to stay at school for VET private study.

Under-Performing (30 to 50)

Students performing at this level are below the minimum expected level of achievement. Consistently performing at this level will probably lead to failing units of work. Discussion with classroom teachers should be undertaken to discuss strategies for improving identified areas of weakness. Learning Group Leaders will contact parents of students with major concerns. Students with progress scores below 50 are not permitted to participate in Co-curricula activities like interschool sport, camps and Co-curricula excursions.

At Risk (Less than 30)

Students are performing well below average and are in immediate danger of failing their studies. All students performing at this level will have their parents contacted by the school to discuss how significant improvements can be made.

What do I do if I am concerned about my child’s PROGRESS score?

Examine your child’s Progress Report closely. Look for strengths and weaknesses. Look for patterns, for example, is there a problem in all subjects in effort, if so what does the child need to improve? Is this problem in one subject or many?

By reflecting closely on your child’s report, you will be able to have a more specific and informed discussion with their teachers about how to improve. The focus of
these reports is on improvement: what do you need to do to improve? The progress reports are only an indication for you to realise where your strengths and weaknesses are and what sorts of conversations you need to have with their teachers.

**What does “Tasks not submitted” mean?**

In all subjects students are expected to complete learning tasks. This section of the report indicates if the student has not submitted one or more tasks. These are tasks not submitted when the report was written. Some of these tasks may have since been completed but they were overdue at the time the report was written.

**How do I find out more information about the “Tasks not submitted”?**

Students will already have details of the tasks. Staff use various means of communicating details of tasks to students. These include Moodle or email. If students are unaware of the tasks that need to be submitted they should see the teacher concerned. If parents want more details of tasks not submitted they can contact teachers by phone, email or attend Parent Student Teacher Interviews at the end of Term 1 and Term 3.

**What does the attendance data mean?**

Teachers mark attendance each lesson.

- **Attendance**: Present. Is the percentage of classes attended by the student. This figure includes extra-curricular activities like sport, excursions, work placements and VET. The college target for attendance is 95%.

- **Approved Absence**: Is the percentage of classes where the student was absent but parents have notified the college.

- **Unapproved Absence**: Is the percentage of classes where the student was absent and parents have not notified the college.

- **Late**: Is the number of times a student has been recorded as being late to class.

- **Out of Uniform**: Is the number of times the student has been recorded out of uniform.

If you would like more information on attendance you have access to your child’s complete attendance record on SENTRAL http://staff.drouinsc.vic.edu/

**Will these reports always be mailed home?**

No. From now on reports will be placed on the parent portal of SENTRAL. All parents can log into the portal and look at students reports.

To access the site use your browser to go to the link: http://staff.drouinsc.vic.edu.au/

Click on the reports tab. If you have trouble accessing the reports online your child will be able to print them out at school.

**90+ Independent Learner Licence**

Students who obtain a progress score of over 90 are given an Independent Learner Licence.

This licence is a reward for hard work. It allows students certain privileges.

The students are given a card which outlines their rights and responsibilities.

**Examples of Privileges:**

- **Able to leave class 5 mins early with teacher permission.**

The key here is “with teacher permission”. Sometimes your teacher may let 90+ Independent Learner Licence holders leave class early. Sometimes they may not. It is entirely the teacher’s decision not yours. If you are allowed to leave early you may go to the CAF. You won’t be served in CAF before the bell unless you can show your 90+ Independent Learner Licence.
• Able be out of class without a red pass

All other students who are out of class require a red pass. 90+ Independent Learner Licence holders may leave the class without a red pass with teacher permission. 90+ Independent Learner Licence holders are the ideal people to be sent on “out of class errands” like picking up printing or photocopying so get ready to take on some of these roles. Remember the 90+ Independent Learner Licence does not mean you can leave class without teacher permission.

• Able to leave SURFF and read elsewhere after getting marked on the roll.

You need to go to surf and get marked on the roll. When your teacher has completed any administrative tasks you show your teacher your 90+ Independent Learner Licence and ask to leave if you want. You are still expected to read in SURFF time. You must remain “in bounds” during SURFF and you are not to interfere with other classes. You cannot go to the library. You can go to the CAF.

• Able to use the 90+ lounge at lunchtimes

This one will evolve maybe. E5 will be the 90+ lounge. You can use E5 at lunchtime. You need to enter the room via E6/8 detention room showing the lunchtime detention teacher your Independent Learner Licence. No Independent Learner Licence, No Entry. When in the room you can use the data projector to play a movie. The room needs to be left clean and tidy at the end of Lunch.

Please follow the conditions set out above. If you misuse the Independent Learner Licence you lose the Independent Learner Licence. If you give the Independent Learner Licence to someone else to use you lose it.

Appendix 7

Appendix 8

Student Leadership and Progress Score

To run for leadership position at Drouin Secondary College

- Student leaders must consistently display the college values.
- Student leaders must attend school regularly.
- Student leaders must be positive role models.

To be eligible to stand for a Student Leadership Role at DSC students must have demonstrated the above qualities in the past semester. Students who wish to stand for leadership must meet the following criteria.

- The student’s latest progress score on reports (Effort and Behaviour Ratings) must be over 70.
- Their attendance must be over 85%
- They must not have been externally suspended from school in the last 12 months.
- They must have demonstrated participation in extra-curricular activities in the college.

Staff who manage the selection of student leaders are responsible for ensuring candidates for student leadership positions meet the above criteria.

If student leader’s progress scores or attendance drop below the required values listed above or they are suspended their leadership position in the College will be reviewed.

After each Progress Report the progress scores of Students who hold leadership positions will be checked. If they are below 70 the student will be placed “on probation” in their leadership role until the next Progress Report. If a student in a leadership role gets consecutive progress scores below 70 they will lose the leadership role.

Implementation:

1. After each reporting period the Leadership Position Holders Progress Scores are checked by AP in charge of Reporting.
2. This information is forwarded to Year Level Leaders.
3. If a student in a leadership position has a progress score of less than 70 the Year Level Leader will meet with the student to explain that if the progress score does not improve in the next reporting period the student may lose their leadership position. The Year Level Leader will offer the student the appropriate supports to help them get their progress score back up to an acceptable level.
4. A letter will be sent to the Student Leaders parents informing them of the possible consequences of not improving.
5. If the at the next reporting period the students’ progress score is above 70 the student is able to continue in their leadership role.
6. If the student’s progress score is below 70 for two consecutive progress reports they will lose their leadership role unless extenuating circumstances exist.
7. In the event of a student losing their leadership role the next highest ranked candidate will take on the position or a member of staff may select another student to take on the role.
Appendix 9

Learning Culture Plan
Q&A SECTION

Classroom management is a complex area, which always throws up many questions. In order to address some of the common questions of staff below is a compiled list of Q & A.

What do I do when a student refuses to follow my instructions? E.g. refuses to move seats in class, refuses to give me their mobile phone.

• Ask yourself: Have I already explained student responsibilities and procedures for use of mobile phones and electronic devices? These would have been negotiated with the class at the beginning of the semester.

• In this example is it assumed that the student is aware that mobile phones can only be used with teacher permission. You have a clear set of graded consequences and you have already negotiated classroom responsibilities and discussed graded consequences.

• Work through your graded consequences.

• Explain calmly to the student that refusing to follow a reasonable instruction means you will have to contact parents and involve the Year Level Co-ordinator.

• Ask the student if that is what they want to happen.

• Give the student a choice to give the phone to you and continue their learning or face further consequences.

• Walk away and give the student some space. Come back to the situation later.

• If they still refuse to follow your instruction follow through with parent contact and a misconduct referral to the Year Level Leader, and a restorative conference with the student. Never ignore a student not following a direct instruction.

• Ensure you follow up with the student at the next recess, lunch or afterschool to resolve the matter with the help of the Year Level Leader if you need it.

• The number one priority at this stage is to restore a working relationship with the student. Only you and the student can do this. The Year Level Leader, SWC, LCC, AP or Principal cannot re-establish the relationship for you.

What do I do if a student constantly disrupts the learning of the class? Refuses to stop talking. Constantly interrupts instruction.

• Ask the student about the relevant agreed classroom guidelines you negotiated at the beginning of the semester.

• Work through your graded consequences. This may result in an exit to a VCE class.

• Contact parents.

• Use a restorative approach to negotiate the child back into the classroom if you have chosen to exit the student to a VCE class.

• You may choose to do a behaviour contract.

• Depending on the severity of the disruption you may complete a misconduct report.

• If you would like assistance from the Year Level Leader to develop or negotiate the contract they are able to assist.
What do I do if a student consistently is late to class or consistently does not bring the appropriate equipment?

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<table>
<thead>
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<tbody>
<tr>
<td>1.</td>
<td>Restate the responsibility;</td>
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<tr>
<td>2.</td>
<td>Ask the student to explain the rationale for the responsibility;</td>
</tr>
<tr>
<td>3.</td>
<td>Ask the student how they are going to become responsible in the future</td>
</tr>
<tr>
<td>4.</td>
<td>Ask the student what consequence they think is appropriate for not being responsible</td>
</tr>
<tr>
<td>5.</td>
<td>Negotiate an appropriate consequence</td>
</tr>
<tr>
<td>6.</td>
<td>Ensure the student carries it out</td>
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</tbody>
</table>

If you don’t see an improvement contact the parents. You need to record the lateness on Sentral so it is part of the students overall behaviour record.

What do I do if a student swears at me? What do I do if a student is acting in a dangerous fashion? E.g. throwing a chair, threatening another kids with a pair of scissors.

Issues such as physically assaulting another student (a fight) or directly swearing at a staff member are considered severe behaviour. These behaviours cannot be ignored and must be addressed. If you think you can handle the situation yourself then do so but follow up with a misBehaviour Incidnet. If you are unable to deal with the situation in safe and timely manner you may exit the student to the Learning Culture Centre.

The process should be as follows:

- **Severe behaviour occurs and the teacher is of the view that the situation cannot be calmed and dealt with using their normal intervention strategies**
- **The student can be sent to the Learning Culture Centre accompanied by another student with a brief note of the incident. If possible an email to the Learning Culture Centre would also help communication.**
- **The student will be held at the Learning Culture centre until the next break.**
- **The teacher must follow up issue at the next break**
- **The teacher must fill in a behaviour incident on Sentral**

When can I exit a student to the “Learning Culture Centre?”

Only in situations involving severe behaviour. Issues such as physically assaulting another student (a fight) or directly swearing at a staff member are considered severe behaviour. The process above should be followed.

If I exit a student to a VCE class what follow up is expected?

- **or a one-off exit to a VCE class you don’t need to fill in any reports unless you want the incident added to the students discipline record.**
- **If you exit a student to a VCE class a second time in a semester unit you must complete a ‘Student Behaviour Incident’ on Sentral. You, the classroom teacher, must contact parents to inform them that you have exited the student to a VCE class for the second time in a semester.**
- **Exiting students to VCE classes should not be seen as a long-term solution and certainly should not happen for multiple lessons in a row without first contacting parents and the Year Level Leader.**
When should I complete a ‘Student Behavioural Incident’ on Sentral?

- If you have exited a student to the Learning Culture Centre or a VCE class for the second time you must fill in a ‘Student Behaviour Incident’.
- If you feel you need advice and support from the Year Level Leader, a ‘Student Behaviour Incident’ is a good way to start this process.
- If you feel making a ‘Student Behaviour Incident’ will help build up an overall picture of the student’s behaviour then complete it.
- ‘Student Behaviour Incident’ will be entered onto e-workspace and will become part of the student’s overall record.

What should I do when a student misbehaves in the yard? E.g. Throws a stick at someone, is in an out of bounds area, swears at another student.

If the incident occurs at lunchtime and the student is unwilling to deal with it restoratively you can escort them to the E6/8 detention room.

1. Restate the responsibility; In the yard you have a responsibility to play safe?
2. Ask the student to explain the rationale for the responsibility; Why does it matter? Why is it important we play safe?
3. Ask the student what consequence they think is appropriate for not being responsible; What do you think should be consequence if can’t play safe?
4. Ask the student what consequence they think is appropriate for not being responsible; What do you think should be consequence if you come late?
5. Negotiate an appropriate consequence; OK we agree then you’ll pick up some rubbish with me on yard duty now and if it happens again we’ll contact your parents.
6. Ensure the student carries it out; Follow through.

What do I do if a student does not complete the required class work?

- Work through your graded consequences.
- Contact parents.
- Complete an unsatisfactory progress report on Sentral.
- Possible strategies are to give the student a lunchtime detention to complete the work or after contacting parents arrange for the student to attend homework club.
RESTORATIVE PRACTICE
FACILITATOR GUIDE 1 [Offender/Victim]

Step 1
Welcome and Introduction:
"Hello, as you know my name is........ and I have been asked to facilitate this
meeting. (Introduce participants if this is necessary), I have spoken to all of you
about the incident (briefly describe what happened).
...........(Offender’s name) has admitted his/her part. During this conference I will
invite you all to talk about how you and other people may have been hurt or
affected by what has happened. This will help us to understand what is needed to
make things right.

Step 2
Start with Offender/s:
"I would like to start with........
Could you tell us what happened and what was your part?
What happened then?
At the time, what were you thinking about?
What have you thought about since?
In what way has...(victim’s name) and others been hurt or affected by what you
did?

Step 3
In turn, invite (i) victim/s (ii) their family or support people (iii) the offender’s
family or support people to speak;
...........(victim’s name) what did you think when you realised what........
(offender’s name) had done?
How has this incident affected you?
What has been the hardest thing for you?

Step 4
Go back to Offender/s:
"You have just heard how........(victim’s name) and others have been affected by
what you did. Is there anything you want to say at this moment?"

Step 5
Return to Victim/s:
"........ (victim’s name). what do you think needs to happen to make things right?"

Step 6
Return to Offender/s:
"........(offender’s name), what you do think of what........(victim’s name)
suggested? What do you think you need to do?"

Step 7
Return to the Victim/s:
"Is there anything else you think will help make things right?"

Step 8
Return to Offender/s:
"What have you learned from our meeting?"

Step 9
Final invitation to speak:
"Before I close the meeting, does anyone have anything further they need to say
or to share."

Step 10
Closing the Meeting:
"Thank you for being involved in today’s meeting. I hope our time together has
given us a better understanding of how to deal restoratively with things when they
go wrong.”

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RESTORATIVE PRACTICE
FACILITATOR GUIDE 2 [General Conflict]

This process is a guide for incidents where there is no clear victim or offender.

Step 1  Welcome and Introduction:

"Hello, as you know my name is....... and I have been asked to facilitate this
meeting (introduce participants if necessary). I have spoken to all of you about
the incident/s and it is clear that what has happened has affected/hurt/harmed
everyone involved. This is an opportunity to talk about what has happened and
how each of you has been affected/hurt. To help us all work together again, we
need to discuss ways of stopping any further hurt/harm so we can improve our
relationships.

Step 2  Start with the person that has been most affected:

"I would like to start by asking (person's name) to talk about how he/she became
involved and what happened?
At the time, what were you thinking about?
What have you thought about since?
How has this affected/hurt you and others?
What has been the hardest thing for you?

Step 3  Ask all participants in turn the above questions

Step 4  Say to all participants:

"Now that we have heard how all of you have been affected/hurt in some way by
what has happened, is there anything anyone would like to say at this point?

Step 5  Invitation to all participants:

What suggestions do you have that will stop any further hurt/harm?
What will help all of us work together again, without further conflict?

Step 6  Ask each participant:

What would you like to see come out of today's meeting?

Step 7  Invitation to all participants: (Record undertaking/s if required)

What will each of you now do to help improve your relationships with one another?

Step 8  Final Invitation to participants:

What have you found useful from today's meeting?

Step 9  Closing the Meeting:

Thank you for being involved. It has allowed us to share and understand what has
happened and importantly provided the opportunity to find positive ways of
building better relationships with one another.

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Appendix 11

Formal Written Agreements

- The written agreement is between the teacher and the student or between two or more students.
- Any agreement is to be communicated to the parents.
- Staff are strongly advised to carefully word any written materials. Advice is to be brief and to the point.
- This should be added to notifications on SENTRAL and Learning Leader involved is to co-sign the communication.
- Copies of the agreement to be sent to Learning Culture team, parents and the student.

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Drouin Secondary College
Restorative Agreement

This agreement is to be used after College values have not been supported. The agreement outlines the commitments made on the part of the student and/or the teacher to restore an effective and cooperative relationship.

This agreement was negotiated between (student) __________________________
and (teacher/ Level Leader/student ) ______________________
Date ___________

RESTORATIVE PLAN AGREED TO
(Who, what, where, when and how)

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

SIGNATURE _______________________________________________________________ DATE _________________

SIGNATURE _______________________________________________________________ DATE _________________

LEVEL LEADER’S SIGNATURE __________________________________________________ DATE ________________
Removal to a VCE Class

This is seen as a strategy that would be used for persistent behaviour that negatively impacts on the learning culture and other strategies have failed to correct. This strategy is intended for students to observe and experience a positive learning culture, including relationships and learning habits.

• This strategy should not be used for more than one session per unit without consultation with the Learning Leader and the parents.

• The classroom teacher must prearrange a VCE or other mutually acceptable class that is running concurrently where a student may be sent if required.

• The student must be sent with a note, productive work and be escorted by a reliable student.

• It is expected that the teacher would follow up any removal from class with the students as soon as possible with at a minimum a teacher-student agreement and a behaviour notification.

• The classroom teacher to contact parents and record as a welfare note.
Appendix 13

Low-level conferencing:
This is appropriate for addressing a difficulty between two students (a wrong doer and a victim) and minor behaviour issues. It involves a restorative conversation or “chat”.

Mid-level conferencing:
This is appropriate for dealing with an incident that led to moderately serious harm but that does not require the involvement of families and/or outside agencies (although families would be informed of the process).

The class teacher or LG Leader, the Level Leader and/or a member of the College administration may facilitate the conference.

High Level Conferencing:
Appropriate for an incident where serious physical or emotional harm has been caused, provided that the parties involved agree about what happened. All those involved in and affected by the incident attend a conference at this level, which includes offender(s) and victim(s), and may include families, teachers, external agencies, and supporters of both the offender(s) and/or victim(s) as well as a trained facilitator who has a good understanding of the process and is independent of the participants.

A High Level Restorative Conference may be held when a student has been suspended and/or has caused significant harm that may lead to expulsion. The school community sees that the student who has damaged relationships is confronted about the behaviour, its consequences on others and has an opportunity to be less likely to offend in this way again.

Key stages in this level of conferencing are:

• Identifying and describing the problem

• Explaining and reflecting on the effects of the incident (including the wrong doers thoughts and feelings about the incident and its effects)

• Making reparation and developing empathy

• Making plans for actions (an agreement) that will reduce the possibility of the problem continuing, making use of resources and support.
Appendix 12

DEECD Procedures For Suspensions and Expulsions
