**1. SCHOOL VISION AND PROFILE STATEMENT:**

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

The College’s core values are

<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>
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</table>

Drouin Secondary College is steadily growing medium sized rural Secondary College with a student population of 961 in 2014. The majority of the growth has occurred due to increased enrolments at year 7 over the past five years and improved retention. The College expects continued growth over the next three years with increased retention in the senior area and maintenance of intake size.

Students attending the College come from a large geographical area, where there is substantial choice of both government and independent schools. The nature of the community is changing with steady growth in the major centres of population – Drouin, Bunyip, Garfield and Longwarry. The nature of our feeder area means that an extensive bus network is co-ordinated by the College. About 60% of our students travel to school by country or town service buses.

The College increasingly draws students from beyond our traditional feeder primary school with over 60 students travelling by rail from areas including Nar Nar Goon and Pakenham. The College SFO has been increasing steadily over the past three years and in 2014 is .56.

The College is a fairly traditional rural school which has a predominately Anglo Saxon profile. The number of students with EAL needs is increasing but still makes up less 1% of the school population. The College has an indigenous enrolment that is increasing and currently makes up close to 3% of the College student population.

The College has work hard to provide a range of pathways for post compulsory students to improve outcomes and retention. Student retention is an improvement area with year 7 to 12 retention averaging 56% over the past three years. The VCE have obtain a mean study score greater than 29 over each of the past three years.

This policy was last reviewed by School Council in: 2014
POLICY: ENGAGEMENT AND INCLUSION

2. STATEMENT OF BELIEF - WHOLE SCHOOL PREVENTION:
Drouin Secondary College identifies supportive and positive relationships between students, staff, parents and the wider community as being vital to the success of young people.

We believe a school wide positive approach to student wellbeing is fundamental to reinforcing the College values of “achievement”, “respect”, “commitment” and “community”. This framework assists in the development of pathways aimed to encourage engagement, purpose, direction and the development of 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 is 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.

This policy was last reviewed by School Council in: 2014
POLICY: ENGAGEMENT AND INCLUSION

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.

3. RIGHTS AND RESPONSIBILITIES:
Every member of the College Community has the right and is encouraged to participate fully in the life of Drouin Secondary College. The College supports the right of every member of the community to have an environment that is respectful, safe, supportive and inclusive.

The College believes student success is related to a strong partnership between all members of the College community. The responsibilities of key stakeholders are explained in the table below:

<table>
<thead>
<tr>
<th>College Values</th>
<th>Students</th>
<th>Parents</th>
<th>Staff</th>
</tr>
</thead>
</table>
| Achievement    | • Achieve to the best of their abilities  
• Pursue excellence  
• Celebrate their successes | • Support students to achieve to the best of their abilities  
• Celebrate student and College successes | • Support students to achieve to the best of their abilities  
• Celebrate student and College successes |
| Respect        | • Be kind and respectful to other members of the school community  
• Be polite and use appropriate language  
• Be honest  
• Look after school grounds and property. | • Be kind and respectful to other members of the school community  
• Be polite and use appropriate language  
• Be honest  
• Look after school grounds and property. | • Be kind and respectful to other members of the school community  
• Be polite and use appropriate language  
• Be honest  
• Look after school grounds and property. |
| Commitment     | • Attend at all times except when ill.  
• Be in full school uniform | • Support and follow up their child’s attendance  
• Support the College uniform policy | • Support and follow up student attendance  
• Support the College uniform policy |
| Community      | • Never interfere with the learning of others.  
• Support the safety of self and others.  
• Ensure the College and its community is free from bullying, cyber bullying and racism. | • Support the safety of self and others.  
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STATEMENT OF RESPONSIBILITIES

DEECD have released guidance around a statement of values for all members of the School Community. The College expects all members of the College community to abide by the following statement of responsibilities:

Drouin Secondary College recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Responsibilities sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Responsibilities acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

RESPONSIBILITIES

AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- Identify and support students who are or may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child’s needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school’s communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:

- Model positive behaviour to students consistent with the standards of our profession.
- Proactively engage with parents about student outcomes.
- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.
- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Treat all members of the school community with respect.

This policy was last reviewed by School Council in: 2014
POLICY: ENGAGEMENT AND INCLUSION

AS PARENTS, WE WILL:
- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child’s school and learning.
- Work with the school to achieve the best outcomes for our child.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school’s complaints processes if there are complaints.
- Treat all school leaders, staff, students, and other members of the school community with respect.

AS STUDENTS, WE WILL:
- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most of our educational opportunities.

AS COMMUNITY MEMBERS, WE WILL:
- Model positive behaviour to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all students.
- Utilise the school’s communications policy to communicate with the school.

CONSEQUENCES
Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:
- utilising mediation and counselling services
- alternative communication strategies being applied
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- an intervention order being sought
- informing the police which may result in a charge of trespass or assault

5 SHARED EXPECTATIONS:

The College’s Engagement policy has clear expectations of members of the College community which is detailed in the College’s Learning Culture Plan. The Learning Culture plan reflects the agreed College values of Achievement, Respect, Commitment & 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.
POLICY: ENGAGEMENT AND INCLUSION

The key to a positive and supportive learning culture includes clearly setting agreed classroom guidelines in all classes. The understood boundaries are fundamental to building and maintaining 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, work to repair harm and to then rebuild and strengthen relationships.

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

6 SCHOOL ACTION AND CONSEQUENCES:
The College realises that a successful learning culture can only be achieved with a balance of proactive and reactive strategies. The school actions and consequences for student engagement are fully articulated in the College’s Learning Culture Plan. The Key Elements section of the Learning Culture Plan is categorised into three main strategic areas of practice:

1. Establishing a Learning Culture
2. Maintaining a Learning Culture
3. Restoring a Learning Culture

- Part 1 of the Learning culture plan articulates the proactive programs the College has in place to support student engagement.
- Part 2 and 3 of the Learning Culture Plan articulates the schools actions and consequences to maintain a positive learning environment and student engagement.
- The Learning Culture Plan is based on strong relationships. Proactive prevention and early intervention are key aspects of this plan.
- The diagram below clearly demonstrates the College’s philosophy of a staged response to student behaviour.
- All school actions and consequences are consistent with DEECD Student Engagement Policy Guidelines.
6 EVALUATION:
This policy will be reviewed by the Education Policy Committee as part of the school’s four-year cycle.