

## STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the Principal, Stewart Milner.

### CONTEXT

The Centre for Higher Education Studies (CHES) is a co-educational, specific purpose, senior secondary school where high-achieving and high-ability (HA) students can extend their learning. CHES offers face to face learning at a state-of-the-art facility in South Yarra and hosts a high-quality virtual platform to enable students to access programs at CHES regardless of where they are located.

Students engage with CHES programs in the following ways:

- direct enrolment of students into select VCE subjects onsite and virtually, including access to Student Enrichment Programs - providing mentoring, workshops, and seminars
- direct enrolment of Higher Education Studies (HES) delivered by partner Universities, including access to Student Enrichment Programs - providing mentoring, workshops, and seminars.

Students participating in CHES programs remain enrolled at their chosen secondary school (base school) and are supported to undertake a course at CHES as part of their VCE program. Working in close partnership with students' base schools, students will be enrolled in a CHES course for a fraction of their timetable (generally 20 per cent), with the remainder of their enrolment and timetable reflecting the subjects being completed at their base school.

CHES shares a joint responsibility with students' base schools to ensure students' social and emotional wellbeing, and also partners with Universities and base schools to ensure students' academic needs are met.

Individual student study arrangements are considered and agreed between the student, parent/carer, base school, and CHES upon enrolment and induction. To formalise individual student study arrangements CHES develop an Individualised Achievement Plan (IAP) which will include:

- study arrangements (CHES program and delivery mode - face to face, virtual, or combination)
- timetable requirements
- travel arrangements (if applicable)
- agreed communication methods between base-school and CHES (who, what, when and how)

- agreed communication methods between partner Universities and CHES (who, what, when and how)
- reasonable adjustments (if required)
- student health care needs including asthma management, administration of medication and individual anaphylaxis management.

All CHES policies are designed to reflect its unique operating environment (physical and virtual), its program offerings, its partnerships with Universities and shared responsibility with students' base schools to ensure students' social and emotional wellbeing and academic needs are met.

As CHES is a senior secondary centre for HA senior secondary school-aged students from across the state, the students enrolled at CHES will be granted further and broader responsibilities, reflecting their age and levels of maturity and our commitment to nurturing the development of responsible young people.

Information on student wellbeing and engagement is confidentially recorded and managed on the CHES Learning Management System (Compass) with information available to staff at both CHES and the student's base school. Regular updates are communicated to the base schools of students—through a designated school supervisor at each school—to ensure a coordinated approach to supporting student engagement and wellbeing during their time enrolled in a CHES program. Regular updates are also communicated to partner universities, and requirements around privacy of confidential wellbeing information is included in the partnership agreements with universities.

At CHES, a Wellbeing Leader is responsible for coordinating the student wellbeing strategies both on campus in our CHES facility and online in our virtual environment, and for liaising with the Wellbeing Leaders of the students' base schools and the university partner staff. In addition, a Learning Specialist is responsible for coordinating transition and engagement strategies for all students, including induction and support for the base school supervisors. Together the Wellbeing Leader and the Learning Specialist monitor the wellbeing of CHES students while they are engaged in Higher Education Studies programs at the universities.

CHES has a network of foundation schools and allows the member schools to deliver their own VCE classes within the CHES facility where not fully utilised for CHES programs. This policy does not consider CHES foundation school arrangements. The behaviour of students who are attending CHES for lessons conducted by the staff from schools in the foundation network, are the responsibility of those schools. CHES works closely with foundation network schools to ensure that any issues arising from interactions between CHES-enrolled students and foundation network students are resolved in a coordinated, timely and effective way.

## PURPOSE

The purpose of this policy is to ensure that all students and members of our school community, including those representing partner universities (as reflected in partnership agreements for Higher Education Studies), understand:

- (a) our commitment to providing a safe and supportive learning environment for all students, regardless of whether they predominately attend on-site or virtually
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

CHES is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support CHES to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

## SCOPE

This policy applies to all school activities whether students engage on-site or virtually, as well as camps and excursions and activities delivered by partner universities.

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## POLICY

### 1. School profile

The Centre for Higher Education Studies (CHES) is a new co-educational, purpose-built centre where high-achieving and high-ability (HA) students can find the support, structure and space to extend their learning beyond a standard VCE program. Through a state-of-the-art facility and high-quality virtual platform, CHES provides a suite of programs for senior secondary students from across Victoria's government schools. With an inspiring, enriching and engaging learning environment, CHES is a catalyst for new ways of learning that bridge traditional secondary and tertiary study.

CHES is a direct response to the Victorian Government's recognition that we need to do even more for all students to achieve excellence. For HA students, this means creating a learning environment that is highly engaging, challenging, supportive and fosters their full development—intellectually, socially and emotionally. For teaching staff, CHES is a place to extend their practice in a dynamic professional environment built upon future-focused models of education.

CHES complements the efforts of Victorian government schools to engage and meet the needs of their HA students and is committed to excellence and equity. CHES aims to address the outcomes of various studies and reviews which have found there is considerable potential within the government school system to develop programs, courses, initiatives and teacher capabilities to better support the academic, social and emotional needs of HA secondary students. Additionally, CHES aligns with the research that reveals the benefits in bridging secondary schooling with tertiary education providers to better meet the accelerated needs of HA students.

CHES provides a university-like learning environment. The state-of-the-art CHES facility is a four-storey building, and features an auditorium, tertiary-standard science laboratories and design spaces, as well

as learning neighbourhoods that support innovative teaching and learning. Additionally, CHES provides general-purpose classrooms, collaboration zones and a distinctive learning space on the rooftop. These learning spaces reflect the CHES flexible approach to teaching and learning—research-driven; design-driven; self-driven. CHES also hosts a high-quality virtual platform that will support students to access programs at CHES regardless of where they are located.

CHES is where students and teachers can extend their thinking, make connections, and experience understanding in an active and shared academic journey. CHES enables students to design an education program that best supports them in pursuing their interests and passions during their final years of secondary school. The suite of CHES programs includes *Higher Education Studies*, *VCE Extended Investigation* and *VCE Algorithmics* as core studies, and the provision of a series of workshops, masterclasses and events targeted to the needs of Victoria's most capable students. CHES partners with several universities in the delivery of *Higher Education Studies*, in the provision of enrichment opportunities, and in establishing the ways in which CHES operates more broadly.

University partnerships facilitate access to academia and practicing education experts which, in turn, builds relevant connections to support the learning experience of students. A unique feature of the CHES environment is the opportunity for students, teachers and academics to form strong relationships that are essential for collaboration and deep learning.

CHES aims to empower learners. It provides opportunities for students to take increasing responsibility and ownership of their learning. In particular, *VCE Extended Investigation* enables students to be purpose-driven as they individually undertake extensive research in an area of their choice, culminating in a collective celebration of their study at the end of the year. *VCE Extended Investigation*, *VCE Algorithmics* and *HES* courses empower students to develop and refine the skills necessary for success at university.

CHES also provides professional learning opportunities to Victorian teachers, delivering the very best in research on learning and teaching for HA students and builds understanding of their academic, social and emotional needs.

CHES has an established partnership with a foundation network of five local schools (Mac.Robertson Girls' High School, Melbourne Girls' College, Melbourne High School, Prahran High School and Richmond High School) and reaches out to other Victorian secondary schools through its operational principles. CHES is flexible and dynamic in its approach to teaching and learning and aims to actively connect to the local and wider communities through technology and rich learning experiences.

The culture of CHES is inclusive, respectful and welcoming of HA students from diverse backgrounds and priority groups, including students from regional and rural Victoria, students from disadvantaged backgrounds, and Aboriginal and Torres Strait Islander students.

## 2. School values, philosophy and vision

CHES's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of **Reach, Connection and Understanding** at every opportunity. That is, the values and foundation pillars of CHES are 'We Reach, We Connect, We Understand'. The essence of CHES is that 'We are Forward Thinking'.

WE REACH. We are here to extend our learning. To challenge and transcend traditional ways of thinking. We want to scale greater heights of academic study.

WE CONNECT. Student to student, teacher to student, school to university, this is where we connect and collaborate, sparking new ideas and building on our potential. Together.

WE UNDERSTAND. We are part of a community that's supportive, open and kind. Our school is where skills, knowledge, and inspiring academic journeys are shared.

WE ARE FORWARD THINKING. Our focus is on the future, with an open mind, and a pursuit of learning that's active and shared.

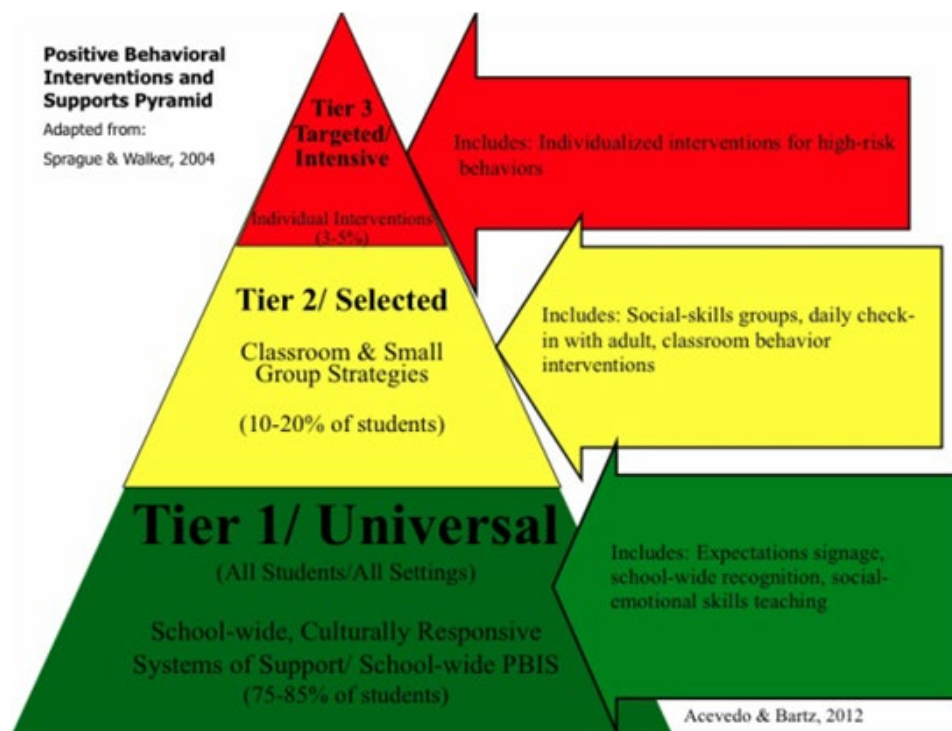
To create an environment where students can reach, connect, understand and be understood, CHES adopts the School-Wide Positive Behaviour Support (SWPBS) framework. We are committed to the key principles of School-Wide Positive Behaviour Support: creating a positive school climate, a culture of fairness, responsibility and kindness and an open and responsive management system for all school community members. Key elements include:

- having clearly articulated pillars and values (above) which we refer to when making decisions and when addressing achievement, interactions and behaviour
- having clearly articulated and high expectations for students enrolled in CHES programs
- actively teaching positive behaviours just as we teach academic skills, especially through our induction programs
- controlling environmental factors, such as learning spaces, to promote engagement and positive behaviours, and to foster a young adult learning environment that supports students in their first experiences of tertiary studies
- being positive in our interactions and encouraging positivity in our students
- offering the HA students who are accepted into CHES with the appropriate levels of trust and responsibility, based on their levels of maturity and on our commitment to nurturing the development of responsible young people and future leaders
- recognising positive student behaviours and fostering success and achievement for students developing a continuum of consequences in addressing negative behaviours
- addressing any irresponsible or damaging behaviour whilst maintaining and restoring positive relationships
- maintaining accurate data on student attendance and behaviour and liaising actively with base schools and universities to ensure that early interventions are implemented for students who are requiring support with the transition to a CHES program
- surveying CHES staff, students and base school supervisors and university staff on school climate, student wellbeing and engagement, and acting on the data provided to continually improve CHES programs and CHES frameworks for wellbeing and engagement and for teaching and learning.

### 3. Engagement strategies

CHES has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

CHES applies the School-Wide Positive Behaviour Support (SWPBS) framework for student engagement and intervention, as follows:



A summary snapshot of the engagement strategies that are **universal** (tier 1, whole of school), **targeted** (tier 2, class or program specific) and **individual** (tier 3, intensive interventions) used by our school, in conjunction with base schools and universities, is included below. It should be noted that the strategies included below can be implemented in person for students who attend on-site, and online for those who may engage virtually.

Tier 1: Universal engagement strategies:

- Setting high and consistent expectations of all staff, students and parents and carers
- Fostering a mature, young-adult learning environment for high-achieving and high-ability senior students
- Prioritising positive relationships between staff and students and recognising the fundamental role this plays in building and sustaining student wellbeing and engagement
- Creating and maintaining a culture that is inclusive, engaging and supportive, and recognising that maintaining a strong culture is a greater challenge at CHES compared to a mainstream setting, because of the annual turnover of students and staff and the part-time nature of CHES programs
- Engaging actively with parents and carers and being responsive to them as partners in learning
- Engaging actively with base schools and university partners to ensure that they are aware of our Student Wellbeing and Engagement Policy, our SWPBS framework, and the associated procedures and guidelines for supporting students and managing issues that arise, in collaboration with CHES staff
- Analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent opinion survey data, staff opinion survey data, CHES pre- and post-enrolment surveys, focus groups and interviews with students, student management data and school level assessment data
- Delivering a differentiated and challenging curriculum that enables students to choose HES courses and VCE Algorithmics and VCE Extended Investigation research topics that are tailored to their interests, strengths and aspirations

- Using an evidence-based teaching and learning framework to ensure that CHES teachers use an explicit, common and shared model of instruction to ensure that evidenced-based practices and high impact teaching strategies (HITS) are incorporated into all VCE Extended Investigation and VCE Algorithmics lessons
- Offering support to university partners in using evidence-based practices and high impact teaching strategies to deliver their HES programs
- Adopting an appropriate range of teaching and assessment approaches—within the bounds of the VCAA-approved assessments—to effectively respond to the diverse learning needs and strengths of our students—and following the standards set by the Victorian Institute of Teaching (VIT)
- Incorporating the CHES Statement of Values into our school operations and promoting our values and vision to students, staff and parents and carers so they are shared and celebrated as the foundation of our school community
- Carefully planning and implementing transition programs to support students moving into the unique senior secondary programs at CHES
- Acknowledging positive behaviour and student achievement in an ongoing way within the learning spaces and classrooms, and formally in school assemblies and in communication to parents and carers and the base schools of students
- Monitoring student attendance and implementing attendance improvement strategies at whole-school, program-cohort and individual levels and actively liaising with base schools and universities about student attendance and participation rates
- Offering students the opportunity to contribute to and provide feedback on decisions about school programs, activities and operations, as appropriate, through student representative groups (including student representatives on the CHES school council), and other forums, including class and program-cohort meetings, discussions and focus groups
- Encouraging students to speak with trusted staff, teachers and members of the school leadership team whenever they have any questions or concerns
- Creating opportunities for connections amongst students through residential camps and induction programs, excursions and team-building activities
- All students are welcome to self-refer to the Wellbeing Leader, Learning Specialist or Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We remain proud to have an 'open door' policy where students and staff are partners in learning as trusted and mature young adults, and this open-door policy extends to base school supervisors, university staff and to parents and carers
- Engaging in School Wide Positive Behaviour Support (SWPBS) with our staff and students, and drawing on elements of programs such as Respectful Relationships and Safe Schools
- Liaising and working closely with the base schools of students to continually improve our induction and transition programs
- Bolster and enhance the learning experience of students at CHES through our Student Enrichment Series
- Mentoring programs for CHES students
- Regular and ongoing communication with the designated school supervisors and other key contacts at each student's base school and with each university that is offering Higher Education Studies through CHES, in order to closely monitor the progress of students and identify and respond to their academic, wellbeing, engagement and attendance needs.

Tier 2: Targeted engagement strategies:

- The CHES Learning Specialist and Principal are responsible for monitoring the wellbeing and engagement of students in each program cohort, and act as a point of contact for students who may need additional support
- All students will be assisted to develop a plan for their engagement in CHES subjects and programs, which may include aspects of the Career Action Plan from their base school, with targeted goals and support in planning their transition to and engagement in CHES courses. This support may also contribute to their future post-secondary planning discussions at their base schools
- Provide the Koorie Engagement Support Officers (KESO) who are supporting Koorie students with salient information to inform and ensure effective supports in transitioning to CHES programs and achieving success
- All students in Out of Home Care will have an Individual Education Plan (IEP) and a Student Support Group (SSG), that is led by their base school and supported and implemented by CHES. Base schools hold the primary responsibility for referrals to Student Support Services for Educational Needs Assessments. CHES ensures that staff delivering CHES programs and subjects are familiar with the IEPs of students enrolled in their subjects and programs, and this includes university staff through induction and training
- CHES staff will apply a trauma-informed approach to working with students who have experienced trauma.

### Tier 3: Individual engagement strategies

These are student-specific strategies that may be considered and applied on a case-by-case basis. Where university partners are involved in the delivery of HES to students that require such strategies, an SSG or similar meeting to ensure those involved in supporting the student are appropriately equipped with relevant background information and agreed support strategies will be coordinated by CHES.

CHES implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with the student and their parent or carer to talk about how best to help the student engage with CHES programs
- implementing any Individual Education Plans ([Individual Education Plans](#)) or Behaviour Support Plans ([Behaviour Support Plans](#)) that have been developed by the base school of students, as appropriate
- using DET resources, including the Mental Health Toolkit ([Mental health toolkit](#)), as appropriate, to support the mental health of students, in conjunction with the base schools of students
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to wellbeing supports at their base schools where further support can be appropriately coordinated, such as:
  - Student Support Services ([Student Support Services](#)), through liaison with base school supervisors and wellbeing staff



- appropriate external supports such as local council-based youth and family services, other allied health professionals, headspace ([headspace](#)), child and adolescent mental health services or ChildFirst.

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- regularly communicating with the student's base school and actively collaborating with school supervisors and other key contact staff at the base school to support the student
- collaborating, where appropriate and with the support of the student, their family, and the base school, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing attendance goals in the student Individual Achievement Plan (IAP) for students who are not regularly attending or seem disengaged, in collaboration with the base school, the individual student, and their family
- contribute as appropriate to the regular Student Support Group meetings (Student Support Groups) that are conducted at base schools for all students:
  - with a disability ([Program for Students with Disabilities](#))
  - in Out of Home Care ([LOOKOUT](#))
  - and with other complex needs that require ongoing support and monitoring.

#### 4. Identifying students in need of support

CHES is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. All students at CHES have an Individual Achievement Plan (IAP, developed on enrolment to support their transition. In addition, the CHES Wellbeing Leader plays a significant role in developing and implementing strategies to help identify students in need of additional support to enhance student wellbeing. Relevant staff, including those at partner universities are provided with the students Individual Achievement Plan to ensure consistency in wellbeing support. The CHES Wellbeing Leader and Learning Specialist liaise with the university staff to regularly check in on student wellbeing issues and to provide updates and receive feedback from universities on student progress. CHES utilises the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by CHES staff, base school staff and university staff, such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers
- ongoing feedback from base school supervisors and other key contact staff and the university coordinators of Higher Education Studies programs.

#### 5. Rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

All students enrolled at CHES are expected to follow the CHES Student Engagement and Wellbeing Policy, including respecting the rights of other CHES students and upholding the responsibilities below. This includes when engaged in CHES programs online through a virtual environment, on-site at the CHES premises, at universities for Higher Education Studies coordinated through CHES, or when otherwise engaged in CHES activities or being supervised by CHES staff or partner universities.

Students have the right to:

- participate fully in their CHES programs
- feel safe, secure and happy at CHES
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns
- fair and reasonable progression of consequences
- individualised consequences for poor behaviour or misbehaviour
- feel valued as a central part of the school community.

Students have the responsibility to:

- participate fully in their educational program at CHES, including regular attendance, engagement in class activities and discussions, and submission of key assessment tasks
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers, visiting presenters and special guests, and members of the CHES community
- respect the right of others to learn as much as possible
- behave in a manner that does not compromise occupational, health and safety requirements nor results in damage to school facilities or equipment.

Students who may have a complaint or concern about something that has happened online, at school or university are encouraged to speak to their parents or carers and to approach a trusted teacher or a member of the CHES school leadership team.

In addition, the parents and carers of students have the right to:

- send their child to a school that is safe and addresses instances of bullying, harassment and unlawful discrimination
- make reasonable enquiries about the scholastic and emotional engagement of their child
- access supports for their child such as social and emotional support and advice in relation to careers and tertiary pathways, noting that this will primarily be through the base school of students but CHES will contribute to such discussions as appropriate
- regular communication from CHES on important topics and issues
- express their views and opinions using the CHES Complaints Policy
- consult further with the Department of Education and Training as required (if having consulted with the school, parents and carers feel that their concerns need to be further addressed).

Parents and carers have the responsibility to:

- notify the school of any information that may significantly affect the education of their child or be pertinent to their child's safety, health or wellbeing
- support their child's regular attendance in CHES programs, whether online virtual programs and on-site programs
- provide a safe home environment that allows students to engage in CHES virtual programs
- read school communications and note important requirements of enrolling at CHES and the key dates on the CHES calendar
- be aware of and support CHES policies and procedures
- raise issues and provide feedback in a manner that is respectful, collaborative and solution-focussed.

## 6. Staff rights and responsibilities

CHES staff have the right to:

- teach and support students in an environment that is free from harassment, intimidation or violence
- communicate with families about student absences and additional supports that are required
- expect mutuality and cooperation from families in educating and engaging students.

CHES staff have the responsibility to:

- provide a safe environment for all members of the school community
- address the educational, emotional and wellbeing needs of students in their care
- uphold their Duty of Care to students
- set and uphold high expectations of students, implemented in a consistent and meaningful manner, and support students in achieving the goals in their Individual Achievement Plan (IAP)
- provide structured lessons, using the CHES teaching and learning framework, that delivers high quality curriculum content and include effective assessments and timely feedback
- cover all aspects of the mandated curriculum
- be professional, fair and kind when addressing poor behaviour or misbehaviour and respond in a way that is consistent with CHES policies and processes
- lead, manage and administer the school in a professional manner in accordance with the Department of Education and Training's policies and relevant education legislation
- liaise and collaborate actively with base schools and universities in supporting and responding to the engagement and wellbeing needs of students.

The university staff who are delivering Higher Education Studies or the Student Enrichment Series through CHES are also considered to have rights and responsibilities and these are communicated through induction and training materials for them.

University staff have the right to:

- teach and support students in an environment that is free from harassment, intimidation or violence
- communicate with CHES staff about student absences and additional supports that are required
- expect mutuality and cooperation from CHES in educating and engaging students
- a 'fair-go-all-round' and be heard when responding to reports from students and others about their teaching practice, delivery of curriculum, or their conduct.

University staff have the responsibility to:

- provide a safe environment for students
- and uphold their Duty of Care to students
- set and uphold high expectations of students, implemented in a consistent and meaningful manner
- provide structured lessons, that deliver high quality curriculum content and include effective assessments and timely feedback, and support students to achieve the goals in their IAP
- be professional, fair and kind when addressing poor behaviour or misbehaviour and respond in a way that is consistent with CHES policies and processes
- actively engage with CHES staff to manage incidents, resolve issues, and continually enhance the quality of programs and courses offered to CHES students
- report on any wellbeing concerns to the CHES Higher Education Studies Coordinator for referral Wellbeing Leader or Learning Specialist and consider student wellbeing needs in delivering Higher Education Studies or Student Enrichment Series activities.
- report any unexplained or unapproved absences to the CHES Higher Education Studies Coordinator
- report any concerns on student progress to the CHES Higher Education Studies Coordinator
- act in accordance with the University partnership agreement with CHES

The above rights and responsibilities are underpinned by an official partnership agreement between CHES and each university.

The rights and responsibilities of the base school supervisors are outlined in the Base School Supervisor Handbook and CHES Guidelines and Expectations for Base Schools

## 7. Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with the CHES Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, CHES will institute a staged response, consistent with the Department of Education and Training's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents and carers will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

CHES considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at CHES are applied fairly and consistently. Students are provided with an opportunity to be heard.

When a student is in breach of CHES behaviour standards, CHES institutes a staged response in consultation with the base school and, where relevant, the university.

It is expected that partner universities relay behavioural breaches by a student to CHES to be addressed by the university and CHES together.

Disciplinary measures (for those on-site and engaging virtually) that may be applied by CHES and universities include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Learning Specialist or Principal
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension from the CHES program
- removal from the CHES program
- expulsion.

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department of Education and Training policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

The Principal of CHES is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

## 8. Engaging with families

CHES values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers as far as practicable, noting that the primary contact for their child's overall education is the student's base school. However, we work hard to create successful partnerships with parents and carers during the time their child is enrolled in a CHES program by:

- ensuring that all parents and carers have access to our school policies and procedures, available on our school website
- maintaining an open and respectful line of communication between parents and staff
- providing parent and carer volunteer opportunities so that families can contribute to CHES activities
- involving families with homework and other curriculum-related activities, as appropriate
- involving families in school decision making through the CHES School Council.

## 9. Evaluation

CHES will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data

- incidents data
- school reports
- parent surveys
- staff surveys
- case management
- CASES21, including attendance and absence data
- SOCS

CHES will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

## COMMUNICATION

This policy will be communicated to our school community in the following ways:

- available publicly on our school's website
- included in CHES staff induction processes
- included in training and induction for university staff
- included in induction packs and training for base school supervisors
- included in transition and enrolment packs for students and families
- included as a reference in the school newsletter each semester
- made available in hard copy from school administration upon request.

Our school will also ensure it follows the mandatory parent and carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

## FURTHER INFORMATION AND RESOURCES

The following school policies are also relevant to this policy:

- Statement of School Values and School Philosophy
- Bullying Prevention Policy
- Child Safe Policy
- Complaints Policy
- Duty of Care Policy
- School Supervisor Handbook
- CHES Guidelines and Expectations for Base Schools

The following resources detail the legal responsibilities of the school community:

- Equal Opportunities Act 1995
- Charter of Human Rights and Responsibilities Act 2006
- Disability Discrimination Act 1992 (in conjunction with the DET Disability Standards for Education 2005)
- Education and Training Reform Act 2006
- Education Act 1958

In addition to working primarily through the base schools of students, CHES has referral pathways to internal and external support agencies and services, including:

- [Lookout](#) (for students in Out of Home Care)
- [Headspace](#) (for mental health supports and programs)
- [Orygen](#) (mental health services for young people 15 – 25 years of age)
- [Gatehouse Centre](#) (for victims of sexual assault)
- [Foundation House](#) (support for people of a refugee background)
- [VACCA](#) (Victorian Aboriginal Child Care Agency)
- [The Salvation Army](#) (to support students and families facing hardship)

## POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2022
Consultation	Consultation with staff, students and school council to take place in 2023 after operations commence
Approved by	Principal, Stewart Milner
Next scheduled review date	February 2023 - to ensure ongoing relevance and continuous improvement, this policy will be reviewed every 1-2 years thereafter. The review will include input from students, parents/carers and the school community.