

OBERON HIGH SCHOOL

**STUDENT
ENGAGEMENT
POLICY**

2012

Oberon High School strives to engage and foster its students to achieve their best possible learning and social outcomes, by working together with students, staff and parents.

Purpose

- To provide a safe and dynamic learning environment with a school program that engages students;
- A school where teachers and parents work together to further the enjoyment of learning;
- Where all members of the school community are valued, respected and catered for as individuals;
- Where every student is supported and encouraged to achieve their personal best;
- To equip students with the necessary skills and knowledge for them to become effective and productive members of our local, national and global community.

Profile

Established in 1963, Oberon High School is a single campus Year 7-12 school situated in Belmont, seven kilometres south of the centre of Geelong. An organisation of 85 teachers and support staff provide an extensive and inclusive curriculum to support a population of approximately 900 students. This student cohort is drawn from a very wide urban, rural and coastal area. As such, its student demographic is diverse, including aboriginal students and some who are from language backgrounds other than English. Oberon has a comprehensive program for students with disabilities. We celebrate and nurture this diversity in our student body by providing a supportive environment free from discrimination and harassment. Equal access to an inclusive curriculum and resources is ensured for all students. At Oberon, we take pride in our ability to offer each student a Managed Individual Pathway (MIPs) allowing them to build and extend upon their strengths whilst also working to improve those areas where there may be gaps in learning. Oberon High School is committed to offering a broad educational program, which develops the potential of every student regardless of gender, ethnicity, socio-economic background, ability, age or geographical location.

Curriculum

Our school responds to the needs and expectations of parents and the community by providing educational programs which cater for a variety of learning styles, student needs and ambitions. The teachers continuously explore viable teaching and learning innovations, utilising a range of teaching approaches including inquiry and problem-based applied learning, thematic and integrated team teaching. We have teams of teachers planning curriculum at year levels including the disciplined based curriculum and interdisciplinary units.

All students in years 9-12 have Individual Learning Plans and all students in year 10-12 have Managed Individual Pathway plans to support their transition through school and beyond. At years 9 and 10 a core and elective system maintains breadth of study while allowing for a degree of specialisation in terms of student interest. Students in Years 11 and 12 have a choice of doing the Victorian Certificate of Education (VCE), Vocational Education Training (VET), the Victorian Certificate of Applied Learning (VCAL) and Australian School-Based Apprenticeships (ASBA) or a combination of two or three of these to cater for individual needs. Students are encouraged to select units of work from across year levels and do not need to stay in their particular year level, which allows them to extend or consolidate their learning.

In Year 7 and 8 students receive a comprehensive education which includes a core curriculum (English, Mathematics, Science, LOTE (Japanese, German or Indonesian), Humanities, Technology, Arts, Health and Physical Education. Students in these year levels experience up to eight different areas of Art/Technology. In some cases, students in these junior years may need to have an Individualised Learning Program to cater for their specific learning needs. This may include additional support in literacy and/or numeracy.

Extra- curricular activities

Extra-curricular activities play an important part in school life and are valued for the contribution they make to individual growth and sense of connectedness to school. A variety of team and individual sporting pursuits are provided, all leading to State level competition.

An extensive performing arts program offers students an opportunity to partake in an annual drama and musical production, several bands and choral groups performing in concerts, as well as a range of dance education options across the year levels.

The annual Arts and Technology Festival and special subject weeks, for example Science Week, Book Week or Maths Week along with subject specific incursions and excursions provide an extension to the curriculum program. Oberon High School links with the community to provide a depth of leadership opportunities for all students in the areas of community/student forums, debating and public speaking. Further enrichment experiences include Enterprise Education, Young Achievers, Rostrum of Youth, Australian Science and Energy Challenge, Tournament of the Minds, Australian Mathematics and science competitions, community service activities, Duke of Edinburgh Certificate and peer support programs.

A structured camps and tours program is offered at years 7 to 10 and international exchanges are arranged with sister schools in Germany, Indonesia and Japan. Further camps are offered across a number of subjects in the year 9 to 12 curriculum.

Our students are actively engaged in all levels of the decision making within the school community and the school places high value on the expertise of our teachers and the role of parents and the local community as partners in learning.

Shared values – respect, responsibility and pride

At Oberon High School we are a community of learners who value:

Respect - All members of the Oberon High School community are respectful of each other and their cultural and individual diversity.

Respect is demonstrated by our:

- Courteous and inclusive behaviour. We work, learn and play in an environment of mutual respect.
- Positive communication. We have respectful conversations between all members of our school community.
- Honesty, teamwork and acceptance of other's opinions and rights. We treat others as we would like to be treated.
- Provision of support, care and safety measures for all members of the school community.

Responsibility - All members of the Oberon High School community take responsibility for their actions, behaviour and attitudes towards others; the learning of self and others; and the physical resources that supports the learning environment.

Responsibility is demonstrated when we:

- Take ownership of our personal learning and manage our time to complete school work and other tasks to the best of our ability.
- Take ownership of our behaviour and understand the logical consequences that follow from both positive and negative choices.
- Keep informed of what we need to do as individuals and in teams, in terms of setting goals and being organised.
- Model and encourage positive behaviours by acknowledging, complimenting and/or congratulating others.
- Lead a positive action in our school or community and being involved in other's efforts to do the same.
- Take care in the decisions we make.

Pride - All members of the Oberon High School community take pride in their learning, behaviour and learning environment.

Pride is demonstrated by:

- Actively participating and striving for the best we can be in the classroom and in extra curricula activities.
- Representing our school community in a positive way at every opportunity.
- Appreciation of our school and local environment by putting our rubbish in the bin, leaving classrooms and the yard clean for others to enjoy.
- Taking care with our hygiene and appearance when we are at school and representing the school in the community.
- The manner in which we behave at school and in public places. Showing we are proud of our school and ourselves.
- Celebrating and observing our traditions and achievements.

Shared expectations

Oberon High School adheres to the practice and procedures outlined in a number of policies that have been developed in accordance with DEECD directives, the *Sexual Harassment Policy and Guidelines*, the *Victorian Equal Opportunity Act (1995)* and the *Charter of Human Rights and Responsibilities Act (2006)*. The Charter of Human Rights and Responsibilities affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference.

The four basic principles include FREEDOM, RESPECT, EQUALITY and DIGNITY. As a school community we have collaborated to establish the following expectations of -

- The Oberon High School staff, including the Principal, Assistant Principals, Student Wellbeing Staff, House Leaders, teachers and ancillary staff.
- The students.
- The parents/carers.

These expectations have been summarised in the following table.

PRINCIPLE	RIGHT	EXPECTATIONS of PRINCIPAL TEACHERS SCHOOL STAFF Education staff will...	EXPECTATIONS of STUDENTS The student will...	EXPECTATIONS of PARENT/CARER The parent/carer will...
FREEDOM	<ul style="list-style-type: none"> The right to a supportive, safe, secure and dynamic learning environment which encourages freedom of thought and expression. 	<ul style="list-style-type: none"> Use and manage the materials, resources and physical space of their classroom to create a stimulating and safe environment for learning. Provide choice in curriculum to cater for all students. 	<ul style="list-style-type: none"> Respect their environment, listen to their peers and tolerate others thoughts and attitudes. Ask for help as required. Respect and value the school learning resources. 	<ul style="list-style-type: none"> Understand the requirements of a school, playground and classroom environment as they are similar to and different from those of the home and family.
	<ul style="list-style-type: none"> The right to have input into issues that affect you. 	<ul style="list-style-type: none"> Provide a learning environment that engages and challenges their students and encourages them to take responsibility for their own learning and contribute to planning for their learning. Provide genuine opportunities for student voice and opportunities for decision making in the school. 	<ul style="list-style-type: none"> Engage positively and respectfully with fellow students, teachers and other school staff. Take up opportunities to extend their personal learning through new experiences. Support and/or represent the student voice in the school. 	<ul style="list-style-type: none"> Provide schools with important information that relates to the learning and health needs of each child. To be given a clear understanding of their child's academic performance and to have input into their child's education and career pathways.
	<ul style="list-style-type: none"> The right to access school and community resources. 	<ul style="list-style-type: none"> Plan for the use of a range of activities, resources and materials Provide meaningful learning opportunities for all students that incorporate community based projects Continue to develop knowledge and understanding through professional learning opportunities. 	<ul style="list-style-type: none"> Behave in ways that demonstrates a positive attitude towards learning and that supports the learning of others in the class and contributes to a positive school environment that is safe, inclusive and supportive. 	<ul style="list-style-type: none"> Contribute to and support school decisions around school and community resources and in tailoring individual programs to meet a child's needs. Encourage and develop age appropriate independence and responsibility in children.

PRINCIPLE	RIGHT	EXPECTATIONS of PRINCIPAL TEACHERS SCHOOL STAFF Education staff will...	EXPECTATIONS of STUDENTS The student will...	EXPECTATIONS of PARENT/CARER The parent/carer will...
RESPECT	<ul style="list-style-type: none"> The right to learn in an inclusive school community with access to full participation. 	<ul style="list-style-type: none"> Develop an understanding and respect for their students as individuals and are sensitive to their cultural background and the way they interact with others. Limit removing students from class. 	<ul style="list-style-type: none"> Show reciprocal respect for all. Respect the rights of others and be sensitive to difference. Follow requests of teachers to stay focused and not distract others from their learning. 	<ul style="list-style-type: none"> Show reciprocal respect. Value the opinions of others. Respect the teacher's attempts to problem solve through difficult issues.
	<ul style="list-style-type: none"> The right to value, celebrate and acknowledge cultural rights and diversity. 	<ul style="list-style-type: none"> Be aware of the social, cultural and religious backgrounds of the students they teach, and treat students equitably. Teach explicit knowledge of and about diverse cultures. Treat each child fairly. Treat colleagues and parents with respect. 	<ul style="list-style-type: none"> Recognise social similarities and differences and respect the right for those to be expressed. 	<ul style="list-style-type: none"> Support the school's efforts to educate young people to live in a diverse world by promoting an understanding of and appreciation for diversity in the home, in school and in the community. Model respectful behaviour of others to your children.
	<ul style="list-style-type: none"> The right to have support at the point of need. 	<ul style="list-style-type: none"> Involve appropriate specialist expertise where necessary such as teaching aides, youth workers, psychologists, speech pathologist or doctors. 	<ul style="list-style-type: none"> Respect, value and learn from the differences of others. 	<ul style="list-style-type: none"> Seek out support as you need it. Work with the school to provide for your child's needs. Show support of the school when they ask for your assistance.

PRINCIPLE	RIGHT	EXPECTATIONS of PRINCIPAL TEACHERS SCHOOL STAFF Education staff will...	EXPECTATIONS of STUDENTS The student will...	EXPECTATIONS of PARENT/CARER The parent/carer will...
EQUALITY	<ul style="list-style-type: none"> The right to receive a rewarding and meaningful education through challenging learning goals. 	<ul style="list-style-type: none"> Use their knowledge of students, content and skills of teaching to establish clear and achievable learning goals. Provide variety in their lessons to maintain interest for all students. Know the learning strengths and weaknesses of their students and are aware of the factors that influence their learning. 	<ul style="list-style-type: none"> Willingly undertake work set by teachers that has been customised to suit learning styles and abilities. Accept and acknowledge their limitations. 	<ul style="list-style-type: none"> Ensure punctuality each day to maximise their child's learning. Be informed of their child's absence from school. Support their child's learning by questioning and listening to their child, overseeing homework, encouraging reading, supporting further learning in their interest areas such as music, drama or sport.
	<ul style="list-style-type: none"> The right to defend or explain your actions. 	<ul style="list-style-type: none"> Establish and maintain clear and consistent expectations for students as learners and for their behaviour in the classroom. 	<ul style="list-style-type: none"> Respond to explanations for the consequences of non-compliant behaviour in a composed manner. Be honest. 	<ul style="list-style-type: none"> Be accessible to teachers to ensure that clear communication pathways are introduced and maintained. Request and attend parent/ teacher meetings.
	<ul style="list-style-type: none"> The right to be treated as an individual. 	<ul style="list-style-type: none"> Respect and encourage the individuality of students. Write individualised student reports. 	<ul style="list-style-type: none"> Respect others needs in the learning environment. 	<ul style="list-style-type: none"> Contribute to meetings where individualised learning plans and pathways need to be designed.
DIGNITY	<ul style="list-style-type: none"> The right to a dignified existence. 	<ul style="list-style-type: none"> Understand and fulfil their legal responsibilities and share responsibility for the integrity of their profession. Treat all students with dignity. 	<ul style="list-style-type: none"> Be courteous and mindful of all others. Act in a respectful manner towards all school staff, other students and visitors to school. 	<ul style="list-style-type: none"> Provide a loving, caring and supportive environment for children at home. Ensuring they are well rested, well fed and safe both physically and emotionally.
	<ul style="list-style-type: none"> The right to be and to feel respected. 	<ul style="list-style-type: none"> Develop a positive learning environment where respect for individuals is fostered and where learning is the focus. Provide regular constructive feedback and encourage self reflection. 	<ul style="list-style-type: none"> Accept differences and celebrate them. Act in a courteous manner. Communicate and respect peers and adults in all areas. Have the right not to be labelled a difficult child. 	<ul style="list-style-type: none"> Accept and endeavour to understand differences and celebrate them. Model to their children courtesy and respect for others. Support an attitude of a new day equals a new beginning.
	<ul style="list-style-type: none"> The right to privacy. 	<ul style="list-style-type: none"> Respect and allow for others need for privacy. Follow all government policies relating to confidentiality and privacy. 	<ul style="list-style-type: none"> To respect others right to privacy and not interrupt or interfere in private conversations or situations. 	<ul style="list-style-type: none"> Respect others right to privacy and confidentiality.

Whole school prevention statement

At Oberon High School a strong emphasis is placed on providing a caring, supportive environment through a House and Year 7 Vertical Home Group (VHG) structure for pastoral care. Each student **belongs** to one of four Houses. Each House has 8 VHG's made up of a close knit group of students from years 7 to 12 with one or two consistent teachers who oversee the academic and personal growth of each individual student over the years. Wherever possible the VHG teacher/s remains with their group for the students' educational journey from year 7 to 12. Every teacher promotes a positive classroom climate to ensure students are able to engage in exciting curriculum in a supportive environment. The Student Wellbeing Coordinator and Chaplain lead a team of staff and students to plan and deliver innovative programs that take place across whole year levels, within classes or VHG, in small groups or for individuals as required.

Our House Leaders, Middle Years and Later Years Program Leaders, Pathways Team and Wellbeing Team monitor all of the transitions experienced across the school. This includes students moving from grade 6 to Year 7; yearly incremental changes; and transitions from school to alternative learning centres, other secondary schools, educational institutions such as TAFE and University or to the workplace. These transitions occur for all students in some shape or form at various points in their time at Oberon High School. Those students who are deemed "at risk" at a particular point in time, will be monitored and supported closely to ensure the success of their transition.

We take a health promoting, whole school preventative approach to ensure that our students engage in regular activities in and out of the school environment. These are designed to assist young people gain self-esteem and confidence, build positive relationships, work effectively in teams, take risks, be resilient, solve problems and show initiative. Within this framework we look at programs that address the issue of all forms of bullying be that physical, emotional or cyber. The school seeks to provide a learning environment in which all students strive for and respect high achievement; learn to challenge, discriminate and accept responsibility for their actions; and develop skills and values based on tolerance and understanding.

Oberon High School provides programs, services, information and resources that aims to engage all students:

- By modelling the values of respect, responsibility, pride
- By providing a safe and supportive environment in which students can learn and grow;
- By encouraging punctual, regular attendance of all students at school; and
- By engaging students cognitively, behaviourally and emotionally.

Attendance

Staff at Oberon High School understand full attendance is a key to engagement and maximising every student's ability to learn and our teacher's ability to teach effectively. The school has actively embraced the "It's not OK to be away" approach and has implemented processes to ensure student attendance is monitored effectively. This requires the parent/carer to take responsibility for getting their child to school. Where a student needs support in returning to school after an extended absence an Attendance Improvement Plan or a Return to School Plan will be established at a student support group meeting. Please refer to the Oberon Student Code of Behaviour.

Protocols for Enrolment and Exiting students

New students enrolling at the school will have a meeting with a House Leader to ensure the school has all of the necessary information to provide an Individual Learning Plan (ILP) for your child. All contact details of parents/carers, along with the student's relevant medical information must be provided to ensure we can support your child at school and communicate with you or an emergency contact at any time.

Oberon High School will liaise with previous schools to assist us in developing the ILP and to ensure appropriate support is provided by our House leaders, Vertical Home Group teachers, classroom teachers and the Wellbeing Team.

When students are exiting the school a meeting must be organised with an Assistant Principal, parent/carer and student. There are administrative details that must be completed before a student will be exited including the return of library books and any other equipment that has been borrowed by the student. Any outstanding fees will also need to be paid.

It is government policy that all students are expected to be at school until the age of 17 unless an alternate pathway has been secured. Oberon High School has a Pathways Leader and team of staff who work with the parent/carer and student to ensure that this pathway is finalised. These staff have a wealth of knowledge and experience to assist all students in this process and will maintain contact to support the young person's transition into an alternative educational setting or a workplace.

Professional Learning

Teacher Professional Learning is given high priority at Oberon High School to ensure the strategies and approaches adopted are implemented with integrity and purpose. Oberon High School is developing a number of intensive literacy and numeracy improvement strategies that are being implemented as part of our school improvement agenda. We acknowledge that the provision of individualised learning programs appropriate to each child's need, is an essential element to fully engaging students in their classes and maximising learning outcomes. The literacy and numeracy improvement processes is being lead by our Domain-Based Leaders and two specific Leading Teacher mentors in a classroom coaching program.

All staff participate in our **School Wide Positive Behaviour Support Program (SW-PBSP)** and adopt restorative practices in their own dealings with students whether that be in their classrooms or in the school yard. All staff will be required to be trained in restorative practice. New staff will be introduced to all elements of our SW-PBSP.

Restorative Practices

Oberon High School has introduced restorative practices to encourage engagement and build pride, respect and responsibility in each individual student. This is the basis for respectful communication, relationships and responding to behavioural issues. The school requires the active involvement of parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through first day interviews, reports, parent-teacher interviews, phone calls, student support group meetings and the use of diaries/work planners.

In encouraging and building this cooperative approach it is acknowledged there will be behaviours and events that occur that compromise this ideal. When this occurs we will use a restorative approach to repair damaged relationships with individuals and groups. Where appropriate, House Leaders or an Assistant Principal will inform parents in these processes through a student support group. The Student Code of Behaviour has a script that shows how the restorative approach can be used.

A significant goal in the Restorative Justice Approach is to enable people to acknowledge the impact of one person's actions on another and to restore a sense of understanding between the individuals concerned such that they can move on to have a safe, secure and respectful relationship. It does not mean that individuals will not also have to face some personal consequences for their behaviour. A staged response will be used where appropriate.

- This approach will be conducted in an informal way for minor incidents and be embedded in classroom teaching and learning.
- There will be serious situations where a formal conference involving the House Leader and/or Principal, parents, support persons and a convener will be required. Any imposed consequence will be imbedded in the restorative process that requires a response 'that makes things right' in relation to those who have been affected.
- Where a restorative approach has previously been conducted and subsequently the behaviour continues, the school will constitute a Student Support Group to devise strategies and approaches to address the behaviour; this may include intervention from specialist services and external agencies in the local community.
- Restorative practices are intended to move the focus away from a punitive consequence that is based on the establishment of wrong doing. Rather it seeks to value and support those involved so that the student feels empowered to take positive action to address the situation and move forward. Restorative practice is about being respectful of every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity is maintained.

Stage 1: School-wide Positive Behaviour Support Program

The School-wide Positive Behaviour Support Program is an interdisciplinary approach to teach social and personal learning to all students through classroom curriculum and whole year level activities. This is a dynamic program that will vary in accordance with the specific needs that may arise in a school community, however, the basis of the program is summarised in the table below.

The Middle Years Respectful Relationships and Personal Development			The Pathway Years Maximizing Potential		
Year 6 - Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Positive Relationships, Belonging and Connectedness	Resilience & Optimism	Personal & Community Consciousness	Personal Identity	Balancing Life	Transition
<ul style="list-style-type: none"> • 3-day Orientation Program • Parent / Student Information evenings • Camp • Up and Running program • Oberon Challenge • Boatbuilding • Library activities program • Cyber safety • Bike building program • Habits of Resilience Program • Skateboard program • Garden program • Intra and Inter School Sport • Vertical Home Group activities. • Boys mentoring groups • Year level assemblies. • Family Night with House Leaders • Lunchtime activities/clubs • School musical/drama production 	<ul style="list-style-type: none"> • Oberon Challenge • Headspace group program • Cyber Savvy Presentation • Peer Support Program • Boatbuilding • Cyber safety • Library activities program • Bike building program • Intra and Inter School Sport • Lunchtime activities/clubs • School musical/drama production • Gardening program • Boys mentoring groups • Tasmania Camp • Girls Night In • Boys Night In • Year level assemblies. 	<ul style="list-style-type: none"> • Oberon Challenge • Information evening and subject selection. • Headspace Group program • Boatbuilding • Library activities program • Intra and Inter School Sport • Lunchtime activities/clubs • Cyber safety • Boys Mentoring program • School musical/drama production • Bike building program • Central Australia Tour • Gardening program • Health and Teen Issues (Curriculum) • Docs and Teens Program • Deakin University – guest speaker before mock interviews. • Tax File number introduction 	<ul style="list-style-type: none"> • Oberon Challenge • Information evening and subject selection • <i>Courage to Care</i> – excursion (English curriculum). • Library activities program • Boatbuilding • <i>Keys Please</i>– Pre-driver Education Evening. • DEAKIN Careers Day/ MIPS/ VCE preparation Subject Cyber safety • Step to the Future. • Health seminars and Deakin Day for health expo. • OH&S Training • Work Experience. • Headspace group program • Boys Mentoring program • VCE/ VET/ VCAL subject and course selections and interviews. • Family Planning Victoria – Health Seminar • Tax file number introduction. 	<ul style="list-style-type: none"> • Oberon Challenge • Year 11 Study Skills Program • MIP programs – including transition and interviews. • Library activities program • Boatbuilding • Motivational Speaker • <i>Fit-2-drive</i>– Driver Education • Cyber safety • Health Guest Speaker – Health seminar. • Year 11 Debutante Ball • Mentor Program • Year 11 Formal • Organised study and tutorial sessions • Guest speakers: Deakin, ADF and Gordon TAFE 	<ul style="list-style-type: none"> • Oberon Challenge • Year 12 Study Smart Program • MIP programs – including transition and interviews. • Tertiary Information session – Guest speaker: Bob Hillman <i>VCE success</i> and exam prep. • Library activities program • Boatbuilding • <i>Impact Leadership</i> (school leaders only) • Cyber safety • Darren Pereira Speaker – Stress and Anxiety. • Tertiary Information Sessions • <i>Look After Your Mates</i> – alcohol education program. • Valedictory Dinner • Community service programs • Organised study and tutorial sessions

Research has shown that a whole school approach such as ours will fully support the education and wellbeing of approximately 80% of our students. There will be 15% of students who will require additional small group and individual support and 5% will require specialised, individualised support (www.pbis.org). There are a number of risk factors which increase the chances of young people developing health and behaviour problems. As an example, poor attendance and inappropriate behaviour may be the obvious signs a student is struggling, be that at home, with their friendship groups or at school in completing the learning tasks. There are also a number of protective factors that support a young person's wellbeing, such as involvement in community activities and/or teams. The implementation of preventative and early intervention measures are part of the schools staged response to creating a positive school culture and providing opportunities for students to participate and grow into resilient and able citizens.

The House Leader will work with parents/carers, the Pathways Leader, Student Wellbeing Manager and often an Assistant Principal to support individual students who may be showing signs of disengagement from school or if they are experiencing personal difficulties out of school that impact on their ability to fully engage at school. The group will identify the barriers to learning that the student is facing. This team will assist in establishing a personalised staged response to ensure the individual is able to stay at Oberon High School or move to another educational setting or workplace. Where students move on to alternative environments, the school will assist and follow up with support and monitor the transition. The team may also assist in arrangements for adequate health provision, housing or income support if required.

The types of strategies which may be implemented are outlined in the following tables. This is not a complete list but a sample of approaches that may be possible.

Stage 2: Prevention and Early Intervention

Strategies	School Actions
Establish programs for early intervention	<ul style="list-style-type: none"> • Engage regional staff such as a psychologist or speech pathologist to conduct Diagnostic Assessments and provide strategies to meet individual student learning and social needs • Utilize the school Chaplain or Student Wellbeing Manager for personal support programs • Seek advice and programs from Community Support Agencies • Liaise with feeder primary schools to support students in their transition from Grade 6 to 7 • Provide specialist support for literacy/numeracy to those students who require it

Stage 3: Targeted Response for Individual Students.

Where direct intervention is needed as a targeted response for individual students, the following strategies will be considered:

Strategies	School Actions
Establish an understanding of the life circumstances of the child/young person	<ul style="list-style-type: none"> • Contact parent/carer to establish individual needs • Review previous school/grade files
Establish a student support group	<ul style="list-style-type: none"> • On a needs basis – including parent/carer, House Leader and Student Wellbeing Manager

	or Assistant Principal
Develop a plan and review regularly.	<ul style="list-style-type: none"> • A Transitions Working Party, including the House Leaders, Student Wellbeing Manager and the Pathways Leader will develop individualised support programs to meet specific student needs • The House Leader will assist to establish Individual Learning Plan, Individual Behaviour Plan, Return to School Plan and/or Attendance Plan as required • The House Leader will investigate opportunities for additional educational support e.g. Wannik Tutoring, Homework Club, etc. • The Student Support Group will meet for regular review meetings
Explicitly teach and/or build replacement behaviours	<ul style="list-style-type: none"> • The Student Wellbeing Manager, psychologist or visiting youth worker will develop programs relevant to student behaviour and teach specific and targeted Interpersonal Skills curriculum in small groups or with the individual student. • All staff will use Restorative Practices to model positive ways to deal with conflict.
Determine strategies for monitoring and measurement of student progress	<ul style="list-style-type: none"> • The student's progress will be monitored closely through a variety of assessment tasks • Review teacher reports and NAPLAN information • Investigate teacher aide support where appropriate
Establish out of class support strategies	<ul style="list-style-type: none"> • Refer to Wellbeing Team expertise • Establish strategies and places to go for students who need time out to cool off or when overwhelmed • Contact and utilise community service organisations as required such as local youth friendly general practitioners, Barwon Youth, Headspace or Centre for Adolescent Mental Health Service • External providers may be used to promote student engagement in education such as CREATE, EMU, Under the Hood, Rainbow Riders, St Augustine's School or YEP • The Local Learning and Employment Network may also provide assistance with partial or full employment opportunities

Rights and responsibilities

With rights come responsibilities. As such, all members of the school community including the School Council, Principal, teachers, students, parent/carers, education support staff and community members have a responsibility to acknowledge the rights of others and to behave in such a way as to protect those rights for other people.

<i>All members of the Oberon High School community have a right to –</i>		
<ul style="list-style-type: none"> • fully participate in an environment free of discriminatory behaviour – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion • be treated with respect and dignity • feel valued, safe and supported in an environment that encourages freedom of thought and expression 		
<i>All members of the Oberon High School community have a responsibility to –</i>		
<ul style="list-style-type: none"> • acknowledge their obligations under the <i>Equal Opportunity Act 1995</i>, <i>The Disabilities Act 1995</i>, and the <i>Charter of Human Rights and Responsibilities Act 2006</i> and communicate these obligations to all members of the school community • participate and contribute to a learning environment supports the learning of self and others • ensure their actions and views do not impact on the health and wellbeing of other members of the School community 		
<i>All students have the right to –</i>	<i>All staff have the right to –</i>	<i>All parents have the right to –</i>
<ul style="list-style-type: none"> • Learn and socialise without interference or intimidation in a safe and secure environment • Be treated with respect and fairness as individuals • Expect a learning program that meets their individual needs 	<ul style="list-style-type: none"> • Expect to be able to work in an atmosphere of order and cooperation • Use discretion in the application of rules and consequences • Receive respect and support from the school community 	<ul style="list-style-type: none"> • Know that their children are in a safe, happy learning environment where they are treated fairly and with respect • Expect a positive and supportive approach to their child’s learning • Expect communication and participation in their child’s education and learning
<i>All students have a responsibility to -</i>	<i>All staff have a responsibility to –</i>	<i>All parents have a responsibility to –</i>
<ul style="list-style-type: none"> • Be prepared to learn • Explore their full potential • Respect the rights of others 	<ul style="list-style-type: none"> • Build positive relationships with students as basis for engagement and learning • Use and manage the school resources to create stimulating, safe and meaningful learning • Treat all members of the school community with respect, fairness and dignity 	<ul style="list-style-type: none"> • Build positive relationships with members of the school community • Ensure students attend school and have the appropriate learning materials • Promote respectful relationships

Student Code of Behaviour and Agreed Consequences

A Student Code of Behaviour and Agreed Consequences has been developed in consultation with staff, students and parents that specifies the rights, responsibilities, the school processes around these behaviours and the consequences for those students who do not follow the Student Code of Behaviour.