

STUDENT ENGAGEMENT AND WELLBEING POLICY

Vision

Beaumaris Secondary College is a newly established secondary school enrolling Year 7 students in 2018. It is located in the leafy bayside suburb of Beaumaris in close proximity to the bay, a marine sanctuary and nature reserves. The excellent sporting facilities on site are part of a developing relationship with the Melbourne Cricket Club (MCC). The community and family partnerships are vital for the success of the school. This transforms the identity of a community and builds on our local connections that welcomes everyone. A place where we have high aspirations and expectations of our students, families, school and community.

Beaumaris Secondary College's vision is that all learners can flourish when the school environment provides the conditions that promote curiosity, challenge and community. A commitment to the pursuit of academic excellence across a diverse and engaging curriculum, both in and outside the classroom, which is inclusive and responsive to the diversity of learners. A significant focus will be on matching pedagogy to learning spaces and employing highly capable, collaborative and creative staff to ensure that the teaching and learning is of the highest calibre. The learning community will be:

- Research and evidence based with a mix of creative, practical and inquiry based learning
- Project based learning experiences, reflecting the world around them
- Differentiated, personalised and challenging for all students
- Collaborative and develop independent learners

Beaumaris Secondary College will support students to make healthy choices and have opportunities throughout the curriculum programme and extra-curricular activities to participate and learn the importance of a healthy and active lifestyle. We value our unique local environment. Beaumaris Secondary College will foster and develop our sense of place in the world as global citizens who can contribute within the wider context of sustainability and environmental stewardship.

At Beaumaris Secondary School our students will be:

- Independent learners and free thinkers.
- curious, self-aware and confident when expressing their ideas.
- optimistic about the future, globally aware, enthusiastic about the experiences they share with their peers and risk takers in their own learning.
- have a sense of pride and responsibility to the school, each other and the wider community.
- respectful, empathetic and tolerant of others.

Our Mission

Our mission is for our students to understand their personal agency and group capacity to contribute to our world in a positive, honest, and sustainable way with responsibility, pride and integrity. A school that has every student achieving personal success in their chosen pathway

Our Values

Beaumaris Secondary College will be committed to:

- **Activity and Health** – our students emerge fit and healthy with a good understanding of the benefit physical activity and a healthy lifestyle. The school recognises the potential benefit that physical activity has on student's wellbeing and academic performance. It will utilise its unique location and potential partnerships with outside organisation to create opportunities for students and staff to excel. Provide state of the art facilities to inspire activity and develop a respect for the benefits of a healthy lifestyle including emotional and mental health.
- **Creativity and Enterprise** – our students understand the challenges of life and can develop and apply creative and critical thinking skills and behaviours to help us navigate change and challenge. Students will emerge equipped with skills to analyse and problem solve, understanding that challenges are part of the journey they will face. Enterprise and resilience will be cultivated within the schools culture and curriculum and students will build confidence through participation.
- **Connection with the local environment** – the school will promote environmental stewardship and meaningful connections to place. The school interacts with local schools, communities, families, resources and their environment to develop connections that support the social and emotional wellbeing of students and staff. Utilise the unique local environment in developing a culture of environmental care and proactive management. Instil the importance of sustainability
- **Community membership** - our students contribute in a meaningful way to the community and emerge from school as informed community members. The school is supportive and reactive to changing local needs; it will have a unique offering and will attract the best teaching staff. Our staff are supported and encouraged to pursue their own learning and are recognised for their expression of our values as members of our learning community
- **Global outlook** – our students understand their place in the world. The school will provide a local setting within a global stage. It will foster and establish connections that provide students the opportunity to understand the global community and how their decisions and actions have an impact locally and further afield. Develop a sense of place in the world and encourage an understanding of issues within a global context .Promote participation as a key skill to meet the challenges of today's world

Guiding Principles

Beaumaris Secondary College is committed to providing a safe, inclusive and stimulating learning environment for all students. The College believes that students can only reach their full potential when they are engaged, healthy and safe. A progressive, supportive and shared school culture provides a strong foundation that acknowledges student wellbeing and student learning outcomes are inextricably linked. Students engaged in their schooling often have better relationships with teachers, peers, families and the wider community, which leads to ongoing success.

- Promoting a culture of respect, fairness and equity and fostering respectful relationships
- Developing a school environment that is inclusive and empowering, valuing the positive contributions of students and creating a sense of belonging and connectedness that is conducive to positive behaviours and effective engagement in learning
- offering multiple opportunities for students to take responsibility and be involved in decision-making

- implementing school-wide and classroom processes to identify vulnerable students and those at risk of disengagement from school
- implementing school-wide and classroom processes for ongoing collection and use of data for decision-making
- providing social/emotional and educational support for at risk and vulnerable students
- Implementing clear school-wide and classroom expectations and consequences for problem behaviour
- Creating and maintaining physical environments that are conducive to positive behaviours and effective engagement in learning
- Implementing strategies developed from a solid evidence base and supported by local data
- Supporting families to engage in their child's learning and build their capacity as active learners
- Building strong links with the local community

LEARNING

Beaumaris Secondary College is committed to the delivery of an inclusive curriculum that ensures all our students have access to a quality education to meet their diverse needs.

Learners and learning are central

- adopt a learners and learning-centred approach for students, teachers, parents and the community
- teachers as professional learners and leaders of learning
- develop personal agency and empowerment for our students
- build a strong sense of identity and belonging through a personalised approach to learning
- view learning as developing the whole person - intellectual, emotional, social, physical, cultural
- engage students in developing confidence as learners through active investigation, inquiry, social interaction and collaboration
- develop a positive attitude and disposition to learning
- cultivate general learning capabilities: critical and creative thinking; personal and social capability; ethical understanding and intercultural understanding
- support professional learning, knowledge sharing and collaboration through professional learning teams, collaborative curriculum design, planning and teaching and peer observations and feedback
- enable learning anywhere, anytime, with anyone, by any means through harnessing digital technologies
- provide opportunities and make facilities available for community learning
- inspire creativity, curiosity, curation and critique
- foster responsibility and reflective learning behaviours
- Provide a curriculum where knowledge is fostered through experimentation, problem solving and practical application

COMMUNITY

- promote a sense of community and belonging by promoting human connectedness
- create positive and respectful relationships amongst all members of school community

- encourage participation, contribution and engagement in and by the community at all levels from individual Learning Neighbourhoods and Learning Communities to whole school community to the wider community
- develop partnerships and foster networks of partners to bring the community into the school regularly
- provide opportunities for meaningful engagement within and between community services, schools, families and the wider community
- engage with established community organisations to promote and value their contribution to the students and their lives

Diversity

- ensure inclusion of all learners
- embrace and celebrate diversity – diversity in learners, cultural and social diversity - within the school and wider community
- provide genuine choice for all learners
- annual review of school practices to ensure we are meeting the needs of the community of learners

Wellbeing

- focus on developing the whole person
- be welcoming and support the physical and emotional health and well-being of all students and staff
- provide facilities that are aesthetically pleasing
- promote positive social interaction
- ensure safety and security
- Provide a continuum of learning and choices that develop the learners' understanding of, and capacity to create personal wellbeing

Engagement Strategies

Beaumaris Secondary College will promote a range of strategies to promote engagement, positive behaviour and respectful relationships across the school. We will develop curriculum, programs and interventions that help students persist, pushing past fear and take on a challenge. Our students will be inspiring students to grow into something bigger.

Student agency will be central to establish fair and respectful school culture using the foundation of the school's vision, mission and values. The social nature of learning which encourages students to collaborate, work in teams and connect with peers and teachers is central to strong school culture.

Beaumaris Secondary College curriculum framework recognizes that emotions are integral to a positive learning experience. The programs should ensure that students are engaged and have optimism about their lives and the future. The school will provide 4 levels of engagement programs for students:

Whole School	Learning Community	Small Group	Individual
Classroom Instructional Model	Yr 6 Orientation & Transition Support lunchtime program	Resilience Groups/ sessions Social Skills Groups	Individual Learning Plans Student Support Group

Student Management Plan & Classroom Guidelines Breadth of Curriculum Attendance policy Mentor time with mentors Student Leadership Data-driven feedback Career Action Plans Differentiated instruction Camps Cybersmart school Enhancement programs Performing Arts Program College television/radio program	Bullying and Harassment prevention workshops Cyber Safety Workshops Data-driven supports i.e. Literacy/Numeracy support Sports Program INNOVATE Project Based Learning Flipped Learning	Special Interest Clubs	Behaviour Management Plans Modified timetable Personalised learning Counselling Behaviour Management Programs Referral to identified support
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Student Agency

Student agency is about recognising that students are equal players in decisions which affect our learning community. It is about valuing people and the learning that is possible when we engage multiple voices in the College. Together we aim to provide opportunities that will allow students to have their voices heard and build upon the leadership potential inherent within all learners.

The College will encourage student participation by:

- Student involvement in college and community development
- Student involvement in whole school decision making processes
- Student feedback on teaching and learning
- Students as researchers and co-enquirers
- Students as peer-tutors

The College promotes active 'student participation' as an avenue for improving educational outcomes and facilitating school change. Student participation ranges from young people sharing their opinions on issues and potential solutions through 'Student Voice' or in focus groups associated with the College strategic plan. It also includes our students sharing their 'voice' by collaborating with teachers to improve the curriculum taught, assessment used and teacher-student relationships

PARENTAL ENGAGEMENT

The College aims to support families to engage in their child's learning and build their capacity as active learners. The College aims to provide an environment that welcomes all parents/carers and is responsive to them as partners in learning. The College aims to ensure that the unique experiences and skills of our students' families enrich the learning environment and the College community.

Involvement in our College by parents and carers helps children achieve the best possible learning outcomes. Parents and carers will be provided with the opportunity to participate in College life, both formally and informally, through College council, BYOD program and Compass, volunteering, the College website, undertaking structured workplace learning and staying up to date with news about what is happening in education via our College newsletter.

The College will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the College's Student Engagement and Wellbeing Policy
- conducting effective College-to-home and home-to-College communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in College decision-making
- coordinating resources and services from the community for families, students and the College
- providing opportunities to resources and sessions on a wide range of academic, social and wellbeing topics
- involving families in Student Support Groups

Prevention Strategies

Our College will implement a school wide positive behaviour program that is based on pro-social values, social competencies, incentives and positive peer relationships.

The key focus will be on prevention and early intervention strategies that:

- define and teach college-wide and classroom expectations
- establish consistent college-wide and classroom consequences for problem behaviour
- establish college-wide and classroom processes for early identification of students experiencing academic and/or behaviour difficulty
- provide college-wide and classroom processes for ongoing collection and use of data for decision-making
- empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- provide a physical environment conducive to positive behaviours and effective engagement in learning
- utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour

The College's strategies to promote school wide positive behaviour and include close links with the curriculum. Victorian curriculum standards embrace the learning within the Interpersonal Development domain which supports students to initiate, maintain and manage positive social relationships with a range of people in a variety of contexts. It is through the development of positive social relationships that individuals become linked to society, develop a sense of belonging and learn to live and work with others. In a pluralistic, multicultural society such as Australia, with varying interests, values and beliefs, it is essential that individuals learn to participate in groups whose members are from diverse backgrounds. In this domain there is a particular focus on developing students' capacity to work cooperatively as part of a team as this is widely acknowledged as being a core requirement for success in the workplace and in the community.

Longitudinal data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of College-based strategies and approaches.

Some sources of data are:

- the Attitudes to School Survey data
- school level report data

- parent survey data
- Parent forums
- Student pulse checks throughout the year
- data from case management work with students

The College will utilise relevant external student wellbeing support services in order to identify and address the barriers to learning that individual students may be facing.

Such services to provide support for students and staff will include:

- psychologist for psychological and academic assessment
- mentors – providing support for ‘at risk’ children
- Department of Health and Human Services case managers and support workers
- social workers to provide services such as counselling, social skills and anger management programs
- youth and family agencies
- local parent support groups
- relevant DET support staff

HEALTHY Eating POLICY

Rationale

Research has identified a strong mind/body connection showing us that what is good for the body is good for the brain and in turn good for learning. Consuming nutritious food and adopting a healthy lifestyle assists students to grow and develop to their optimum potential, and can lead to better concentration and consequently improved educational outcomes. A healthy diet plays a preventative role in nutrition related conditions and diseases such as obesity, dental decay, osteoporosis, cardiovascular disease, diabetes mellitus (Type 2) and a range of cancers.

Parents, teachers and students must work together to support a whole school approach to building a school culture in which students actively choose nutritious food and a healthy lifestyle.

Learning about healthy eating and nutrition in the classroom is more effective when a Healthy Food Policy is promoted within the school environment and reflected in its food service policies and canteen menus. At least 1/3 of a child’s daily food intake is consumed at school and while some students visit the canteen only occasionally, as a “treat”, a number of children rely on it every day for their food and drinks.

This policy incorporates the entire school community whilst at school, on school excursions, camps and any other school function conducted or supported by Beaumaris Secondary College.

The goals of the Healthy Eating Policy are to:

1. Promote the value of healthy eating and long term positive nutritional habits within the school community.
2. Ensure food sold to students is consistent with healthy eating and nutrition principles, as taught in the school curriculum and supported by national food and nutrition strategies.

Implementation

School Organisation

- All staff will support the Beaumaris Secondary College Healthy Food Policy when organising class activities, excursions, camps and school functions.
- The canteen will sell a variety of healthy food choices to the school community.
- The canteen will limit the sale of high fat, high sugar and high salt foods in agreement with the canteen working group with the removal of lollies (except sugarless products) and sweetened soft drink (except mineral water) from the menu.

Curriculum

- Explicit teaching of nutrition in Healthy Lifestyles
- Promotion of nutrition and healthy eating throughout the year via the school newsletter, assemblies, bulletins, parent and staff meetings and whole school activities.

Environment

- Healthy foods and nutrition education are to be promoted within the school community via effective marketing in the canteen, Healthy Lifestyle sessions, positive role modelling amongst staff, students and parents and dissemination of information in bulletins, newsletters etc
- Preparation and handling of food should be conducted in an hygienic and sanitary manner according to current health regulations.

The school community will encourage students to take responsibility for their own food choices by encouraging critical thinking and evaluation of food choices.

This policy will be monitored by School Council and will consist of the Principal, parents, students, staff.

All new students and staff have been briefed on the Healthy Eating Policy

The Healthy Eating Policy is first School Council Meeting each year

- The Healthy Eating Policy is included in the Staff Handbook
- items sold in the canteen are in line with the policy
- Healthy food and nutrition practices are promoted regularly
- Nutrition Australia (or other appropriate agencies) is contacted annually to ensure that up-to-date information is maintained on healthy eating and nutrition.

Students with Additional Needs

Beaumaris Secondary College provides a learning centred approach that is personalized to each student. The school will identify students requiring support through transition information, MYAT testing and information from students and parents. Students will work with teachers to develop individual learning plans with personalized learning goals.

Students with poor attendance will be identified by GOAL Mentors or the Attendance Officer. In the case of ongoing or frequent absenteeism, a meeting convened by the Assistant Principal which could include Year Level Co-ordinator, Student Wellbeing Co-ordinator, , Principal, student and parents/guardians will be arranged. Means to support the student to attend the College will also be examined. Parental support in these matters is vital to ensure the best possible educational opportunities for our students.

Students from at risk groups, such as Out of Home care and Indigenous students will have Student Support group meetings and Individual Learning Plans. Where appropriate they will also be assigned a mentor to help implement relevant strategies and oversee their general wellbeing and academic progress.

The Wellbeing team initiate and help implement many of the preventative and early intervention approaches throughout the College, particularly those relating to resilience and mental health. The focus of the Wellbeing

team is whole school, but much of the day to day of the team members is supporting staff to work with individual students identified by staff, parents or students themselves.

DET Regional support is available on a referral basis. Parent permission is required for the online referral to be made by the Wellbeing Coordinator. External specialists such as Speech Pathologist, Psychologists, Physiotherapists, Visiting Teacher service and further specialists as required.

PROGRAM FOR STUDENTS WITH DISABILITIES

We will work with students, families and schools to develop an inclusive education policy and framework and support materials providing clear and practical advice, resources and tools. It will link to the Education State's Framework for Improving Student Outcomes, which includes 'Setting expectations and promoting inclusion' as one of the six high-impact initiatives that schools have been asked to focus on. We will work with the multi-disciplinary teams to develop an improved collaborative approach for students with disabilities, drawing upon the deep understanding and knowledge families have of their child and the specific expertise of our workforces. The approach will consider the role of the existing Student Support Groups and their relationship to the multi-disciplinary teams, including individualised support models such as Team Around the Learner and Response to Intervention approaches. The development of the improved collaborative approach will also consider the role of the Student Support Services Officers.

Broad categories used by DET to determine the provision of additional support include students with:

- intellectual disabilities
- hearing impairments
- visual impairments
- physical disabilities
- autism spectrum disorders
- severe language disorders
- SLD with critical educational need

The principles underpinning the education of students with disabilities and impairments acknowledge the expectations of the general community, parents/caregivers and teachers in the provision of a broad and comprehensive curriculum for these students. It identifies system and school responsibilities for planning, implementing and evaluating schooling for students with disabilities and impairments.

The two fundamental beliefs central to all processes for developing, implementing and evaluation of curriculum for students with disabilities are:

- that all students can learn and be taught
- that educational planning requires an active partnership between the school, parents and students.

Students with disabilities require a curriculum that:

- is broad and comprehensive and enables access to all VELs domains;
- is relevant to the student's physical, intellectual and social/emotional needs;
- is age-appropriate;
- is part of the continuum of learning for life;
- offers opportunities, challenges and choices;
- encourages independence while recognising the inter-dependence of members of the community;
- values individual learning styles and preferred learning styles;
- provides for different rates of learning;
- enhances the student's self-esteem, worth, identity and dignity;
- provides a range of opportunities for individualised & group learning of skills, knowledge & attitudes;
- provides a broad range of experiences, processes and approaches;

- is realistic, achievable and has clearly stated goals;
- anticipates the student's future needs.

Teachers prepare an individual education plan for each student where curriculum modifications are needed. Curriculum programs are generally the same as all other students, but at a learning task level appropriate to the functioning of the student. The VCAA supports the principle that individual programs should be developed in conjunction with program support groups, where applicable, for students with disabilities and impairments. These programs should be based on the Victorian Curriculum, which is developed to meet the needs of all Victorian students. Individual programs will be tailored to individual circumstances but there is a compelling case for all students' programs to be clearly related to the Victorian Curriculum, although in a learning framework that caters to the individual's ability.

Some students with disabilities may not be able to achieve some examples within a level and some strands may be more difficult for students with particular disabilities.

For reporting to parents of students with disabilities and impairments, data on student achievement may take the form of reporting against the goals set by the program support group, or the standards of the Victorian curriculum or both. The standards of the Victorian Curriculum can be used either as a framework to report the age-appropriate curriculum arising from the work of the program support group, or to report the level of achievement they have demonstrated, or both.

The school will indicate on a report to parents whether the report describes the curriculum in which the student has participated, the level of achievement the student has demonstrated, or both. Many students under the Program will receive assessment reports designed specifically to address the educational and inclusion programs developed individually for students.

Categorisation of students on the basis of their disability is not helpful in the process of curriculum development because it suggests students who have the same disabilities have identical needs.

The curriculum designed to meet the needs of these students needs to reflect their strengths and build upon these in order to provide the most supportive learning environment available.

As a broad target, students within the Program for Disabilities are expected to be part of all aspects of the school program. Disability is not a basis for exclusion, and would represent a clear breach of the principles of equality of opportunity and may well be discriminatory.

Teachers and support staff will be briefed on the educational and inclusion needs of individual students. The Wellbeing Co-ordinator and Support Staff should be consulted on a regular basis. Program Support Meetings are conducted for most students on a semester basis or as needed. Teachers will be requested to attend some meetings. Education support staff are NOT responsible for the teaching of students. The role of ESS is to facilitate students' access to the school program. The College will use a coordinated and inclusive approach to identify and respond to individual students who require additional assistance and support. Please refer to the Disability Discrimination Act 1992

Shared Expectations

Beaumaris Secondary College will work closely with the school community to ensure there are shared expectations of respect, responsibility, fairness and equality. The expectations are intended to be positive in that they set out appropriate behaviours for our College community that are underpinned by our values. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds and experiences.

Schools have a responsibility to provide an educational environment that ensures that all students are

- valued and cared for,

- feel they are part of the school, and
- can engage effectively in their learning and experience success.

The school's values are based on the Australian Government's nine values, for Australian schools, which are:

- Care and Compassion-Care for self and others
- Integrity-Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
- Doing Your Best-Seek to accomplish something worthy and admirable, try hard, and pursue excellence
- Respect-Treat others with consideration and regard, respect another person's point of view
- Fair Go-Pursue and protect the common good where all people are treated fairly for a just society
- Responsibility-Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
- Freedom-Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
- Understanding, Tolerance and Inclusion-Be aware of others and their cultures, accept diversity within a democratic society, being included and including others
- Honesty and Trustworthiness-Be honest, sincere and seek the truth

The school aims to address diversity by:

- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- attracting highly skilled and diverse staff making the school a preferred employer
- increasing the range of knowledge, skills and experiences available in the workforce
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- Creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

School actions and consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning

The school is committed to the use of restorative practices with students. Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behavior management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)

- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

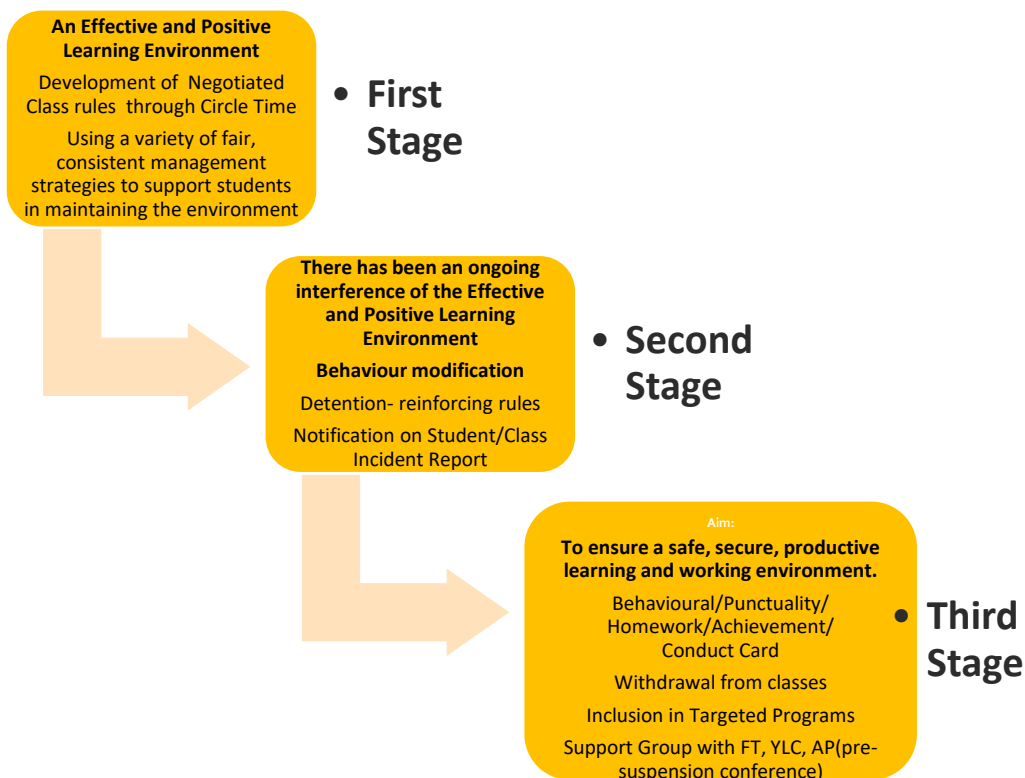
- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.

Discipline

Beaumaris Secondary College student management model represents a culture of respect, trust respectful learning environment. Beaumaris Secondary College does not condone the use of corporal punishment.

Student engagement, regular attendance and positive behaviours will be supported through respectful relationships, whole school and classroom practices, including:

- establishing consistent, fair and democratic classrooms and school environments
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning



Behaviours that are not in line with the shared expectations will be addressed in a fair and reasonable manner. A range of strategies, including disciplinary measures, may be applied including:

- understanding the student's background and needs

- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.
- Changing positioning in the classroom
- Removal from class for a short period of time
- Detention
- Suspension
- Expulsion

When a student repeatedly demonstrates challenging behaviour, we will implement a more structured intervention strategy as part of a staged response to address the behaviour. These support strategies may include:

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator, managed individual pathways or careers coordinators
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning or work education,
- involving community support agencies.

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness, with an aim to not only respond to the incident but to ensure the best long term outcomes for all individuals involved.

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met. Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here: <http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

Attendance

So that students maximise their educational opportunities at the College, regular, consistent attendance is essential. The school will assign an attendance officer to provide accurate and up to date absence information for school and home. Parents can use Compass when advising the school in advance of an absence. If a student is absent from school then parents can use Compass to notify the school or students can, on their return, provide a parent signed note explaining their absence to the attendance officer. If students absent themselves from College without parental/guardian consent, or if the College deems the reason for the absence as unacceptable, then an appropriate consequence for this action will be applied.

The College will promote and maintain high levels of student-attendance and participation through:

- articulating high expectations to all members of the College community
- adopting consistent, rigorous procedures to monitor and record student absences through an Attendance Improvement Plan (AIP)

- following up student absences promptly and consistently
- Communicate absence with parent through Compass and build the partnership with families to improve attendance for individual students.
- implementing data-driven attendance improvement strategies
- creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
- providing early identification of, and supportive intervention for, students at risk of non-attendance including overseas travel
- providing a staged response

In the case of ongoing or frequent absenteeism, a meeting which could include Year Level Co-ordinator, Student Wellbeing Co-ordinator, Assistant Principals, Principal, student and parents/guardians will be arranged. Means to support the student to attend College will also be examined. Parental support in these matters is vital to ensure the best possible educational opportunities for our students. Students who are taking extended absences from school must have a Student Absence Learning Plan to support the education of students who are absent from school for an extended period. It may also be useful to develop a Return to School Plan for students who have been absent for an extended period.

LATE FOR SCHOOL

Parent's can access student attendance records on Compass. This is done to address those students who are regularly late and/or late without parents' knowledge. All students who are late to school must get a late pass from the Attendance Officer. This is regardless of whether a phone call has been made or it has been entered on Compass in advance. Repeated lateness will result in an appropriate consequence.

LEAVING SCHOOL GROUNDS

The College undertakes legal responsibility for students during College hours, including recess and lunchtime. No student may leave the grounds without permission, in writing, from a parent/guardian and countersigned by the student's Teacher. They must then sign out with the Attendance Officer.

RIGHTS AND RESPONSIBILITIES

Every member of the school community has a right to participate fully in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. The College is committed to support multi-culturalism, the prevention of racism, sexism, bullying and violence and the recognition of disability discrimination laws. Staff and students must comply with many Acts of Parliament, including:

- ☑ The Equal Opportunity Act 1995;
- ☑ The Disability Discrimination Act 1992;
- ☑ The Charter of Human Rights and Responsibilities Act 2006.

This College encourages personal responsibility and self-discipline. Positive attitudes and appropriate behaviour will be rewarded and inappropriate behaviour should result in logical consequences which encourage students to learn from their mistakes.

Rights and Responsibilities of Students

Rights	Responsibilities
<ul style="list-style-type: none"> • Learn and be part of an educational program that allows them to participate and develop their talents, interests and ambitions within the structures and principles of the school • Feel safe and work in a secure environment without intimidation, bullying (including cyber-bullying) or harassment 	<ul style="list-style-type: none"> ☑ Present on time for classes ☑ Assessments completed and submitted on time ☑ Ready to learn-taking responsibility for their own learning ☑ Appropriate uniform: school and sport ☑ Focused on learning in the classroom ☑ Active and positive participation in school life ☑ Supporting positive contributions of all students, staff and parents ☑ Exhibiting good manners to all class members and teachers ☑ Developing good relationships with all members of the school community ☑ Showing respect to all

Rights and Responsibilities of Parents/Carers

Rights	Responsibility
<p>Parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged</p>	<ul style="list-style-type: none"> • Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours. • Ensure their child's regular attendance and punctuality to school <ul style="list-style-type: none"> • Engage in timely, meaningful and constructive communication with school staff regarding their child's learning. • Support the school in maintaining a safe and respectful learning environment for all students by presenting positive attitudes to school. • 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. • Treat all school leaders, staff, students, and other members of the school community with respect.

Rights and Responsibilities of Teachers

Rights	Responsibilities
<p>Teachers have a right to</p> <ul style="list-style-type: none"> • Expect that they will be able to teach in an orderly, clean, safe and cooperative environment • Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student • To work in a supportive professional environment 	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> • Fairly, reasonably and consistently, implement the engagement policy. • Know their students, how they learn and how to teach them effectively so their learning progresses. • Know the content they are expected to teach. • Plan and assess for effective learning through the use of multiple sources of data. • Create and maintain safe and challenging learning environments. • Use a range of teaching strategies and resources to engage students in effective learning. • Understand and implement school curriculum and policy

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

Equal Opportunity

The Equal Opportunity Act 1995 sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age. Under the act it is unlawful to discriminate against a person on the basis of the following attributes: age, breastfeeding, gender identity, impairment, industrial activity, lawful sexual activity, marital status, parental status or status as carer, physical features, political belief or activity, pregnancy, race, religious belief or activity, sex, sexual orientation, personal association (with a person who is identified by reference to any of the above attributes).

THE CHARTER OF HUMAN RIGHTS AND RESPONSIBILITIES ACT 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

Freedom

Respect

Equality

Dignity

The charter outlines a vision of human rights for all Victorians. The charter 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 charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights. All DEECD employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

THE DISABILITY STANDARDS FOR EDUCATION 2005

The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation. An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student's disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments

This information might come from the student, an associate of the student, independent experts, or a combination of these people. An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- Any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

Evaluation

Data collection and analysis

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- the Attitudes to School Survey data
- school level report data
- parent survey data
- data from case management work with students
- data extracted from software such as CASES21 or SOCS

LINKS AND APPENDICES (including processes related to this policy)

Creating Respectful and Safe Communities	http://www.education.vic.gov.au/Documents/school/parents/respectfulsafeschool.docx http://www.education.vic.gov.au/Documents/school/parents/health/statementofvalues.docx
Bully Stoppers	http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx
SAFEminds	http://www.education.vic.gov.au/school/parents/health/Pages/mentalhealth.aspx
Student Engagement and Inclusion Guidance	http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/studentengagementguidance.aspx
Student Attendance and Educational Outcomes	https://www.telethonkids.org.au/globalassets/media/documents/research-topics/student-attendance-and-educational-outcomes-2015.pdf
KidsMatter	http://www.kidsmatter.edu.au/families/about-emotions/fears-and-worries/using-helpful-self-talk-cope
Disability Standards for Education	http://www.education.vic.gov.au/Documents/school/principals/health/disabilitystds2005.docx

Review of this policy

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.