

Student Engagement and Wellbeing Policy

SCHOOL PROFILE STATEMENT

We are one hour west of Ballarat off the Glenelg Highway in Victoria's Western District; centrally located between the shipwreck coast and the Grampians. The Primary School was first established in the early 1860's and secondary education commenced in 1957. In 1998, the primary and secondary schools merged to form the present P-12 College.

The majority of the College's students are bus travellers from the surrounding district. Our school not only provides a comprehensive education, but also acts as a mechanism to bring the community together. The school recognises and values the importance of the partnership between home and school in the development and learning of each child. Consequently, there are high levels of parent engagement with the college. Students have the opportunity to be involved in a wide range of extra curricula activities in the local and wider community. The College's small student population allows a high level of individual care and attention. This flows through to all aspects of student management.

VISION, VALUES, BELIEFS AND EXPECTATIONS

Student Engagement is not simply a matter of policing a set of rules. It is also about the quality of the student learning experience that takes into account individual needs. It is developing relationships with students based on mutual respect; whether it is between students, parents or teachers. Positive attitudes, respectful relationships and Individual Learning Pathways are the foundation of a successful education at Lake Bolac College.

Our school's values, developed by our school community, form the basis of staff and student interaction and student behavioural expectations.

Vision

We will support and challenge every individual to have a passion for learning, to strive to do their best and to be friendly and happy.

Achievement

- > Something accomplished, especially by hard work, ability, special effort, great courage
- > The act of achieving; attainment or accomplishment
- > Work Hard

Respect

- > A positive feeling of admiration or deference for a person or other entity (such as an animal, the environment or a religion), and also specific actions and conduct representative of that esteem
- > Be nice

Resilience

- > Courage - Be enthused by challenge and change
- > Creativity - Develop talents and opportunity
- > Connection - Respect and care for others and nature
- > Bounce - Toughness and recovery skills in adversity

WHOLE COLLEGE PREVENTION STATEMENT

The foundation of our positive school culture is the active participation of all members of the school community so that they feel, valued, safe and secure; are provided with meaningful opportunities to contribute to the school; and have every opportunity to meet their personal and educational goals. A key component of the College's approach to prevention is teaching positive behaviours and the use of logical consequences to address appropriate and inappropriate behaviour.

The school consults with students, parents, support organisations and the broader community on an ongoing basis to ensure we are responsive to students' social, emotional, cognitive and cultural needs.

Our positive school culture is also built on student engagement being the basis for learning. To support this, teachers are actively engaged in developing classroom practices which ensure that our pedagogy and curriculum engages all. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students are promoted through the development of innovative pedagogy using the E5 instructional model and AusVELS.

STAFFING STRUCTURE

Lake Bolac College's staffing structure uses a whole school approach. The college has two leading teachers. The leading teachers each have an individual focus one being wellbeing and the other engagement. They foster a cohesive and consistent approach to student management where issues are followed up and dealt with promptly. When necessary, a referral will be made to DET Student Services or outside agencies. Teacher professional learning is given high priority at Lake Bolac College to ensure strategies and approaches are adopted and implemented with integrity.

ATTENDANCE

Lake Bolac College operates under the assumption that full attendance is key to engagement because it maximises every student's ability to learn and teachers' ability to teach effectively. The college has actively embraced the "everyday counts" approach and has adopted a number of strategies to support it. For example, an ES staff member contacts the parents of all absent students on most days. The college also award students for 100% attendance to assist with positive reinforcement.

RESTORATIVE PRACTICES

Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.

For More Information: <http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/methodrestorative.aspx>

WELLBEING & TRANSITIONS

Lake Bolac College is committed to implementing strategies to actively educate the whole child. The following programs have been put into place.

- A behaviour management process based on student reflection
- Cyber safety policy (ESmart)
- Child Safe Policy
- Recognition of success in achievement and behaviour of students
- Secondary School Nurse- programs related to Sexual Health, Reproduction, Personal Hygiene, mindfulness, creative therapy, mental health, Puberty, development and nutrition
- Breakfast program
- Leading School for Respectful Relationships
- Mentor Group Program
- School Wide Positive Behaviour

SUPPORTING POSITIVE BEHAVIOURS AND RELATIONSHIPS

The College requires the active involvement of parents in the learning and behaviour of each student. It seeks to foster this cooperative approach with parents through reports, parent teacher interviews, phone calls, meetings and the use of diaries.

In encouraging this cooperative approach, it is acknowledged that there will be behaviours and events that occur which compromise this ideal. When this occurs, the College will use a restorative approach to repair damaged relationships with individuals and groups. Where appropriate, the college will inform and involve the parents in these processes through a student support group.

RIGHTS AND RESPONSIBILITIES

RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none">• The right to feel secure and be treated with understanding.	<ul style="list-style-type: none">• To treat others with understanding and not to tease or hurt others emotionally or physically
<ul style="list-style-type: none">• The right to be treated with respect, kindness and courtesy.	<ul style="list-style-type: none">• To treat others politely and with respect• To be truthful and treat others fairly
<ul style="list-style-type: none">• The right to expect that personal property will be safe.	<ul style="list-style-type: none">• To respect the property of others• To act in a safe and considerate manner
<ul style="list-style-type: none">• The right to have a healthy environment.	<ul style="list-style-type: none">• The responsibility not to do anything which might threaten such an environment• To not smoke or use other substances, including alcohol• To look after and appreciate the school environment
<ul style="list-style-type: none">• The right to learn and not be deprived of this right and opportunity by the behaviour of others.	<ul style="list-style-type: none">• To be organised and prepared to learn• To be in the right place at the right time• To be willing to learn
<ul style="list-style-type: none">• The right to benefit from the good name of the school.	<ul style="list-style-type: none">• To choose behaviours that reflects well on self and maintains Lake Bolac College's good name

RIGHTS AND RESPONSIBILITIES OF MEMBERS OF THE SCHOOL COMMUNITY

The Lake Bolac Community appreciates the importance of the need for students, teachers and parents to work together in partnership to maximise student learning. All the community participate in the creation of a safe, secure, success orientated learning environment; where children develop age appropriate control of their own behaviour. A positive college environment where we share a common set of expectations and responsibilities is critical for effective learning. There is a college wide climate of respect for mutual rights and responsibilities; where the emphasis is on personal accountability and consistency in supporting student engagement.

The personal accountabilities to support effective learning in our college are as follows:

Principals will assist teachers:

- By providing advice, support and professional development opportunities in matters concerning student engagement;
- In the resolution of more serious problems in student issues;
- In developing strategies and new resources to support the development of special programs to meet the individual needs of students experiencing difficulty in a changing school environment;
- Adopt a whole school approach to student engagement so that staff, students and parents understand and accept the parameters for appropriate behaviour;
- Write plans and communicate with parents;
- Model positive behaviour.
- Ensure that all staff are aware of the College's policies;

Leading Teachers will:

- Ensure that the school's curriculum and teaching strategies are designed to develop attitudes in students which contribute to a positive school climate;
- Foster sound student engagement practices by creating an environment that contributes to a sense of wellbeing for staff and students;
- Ensure that, where problems need to be resolved, the process reflects a cooperative, collaborative problem-solving approach;
- Ensure effective liaison with families;
- Model positive behaviour.
- Monitor a whole school approach to student engagement and ensure that staff, students and parents understand and accept the parameters for appropriate behaviour

All Staff will:

- Provide effective classroom practice that provides curriculum relevance, appropriate learning strategies and accountable assessment strategies;
- Recognise and celebrate individual and group efforts;
- anticipate problem behaviours before they reach the acute stage and manage them in the context of behaviour modification, assistance and support rather than penalties and retribution;
- Be responsible for a professional and supervisory duty of care for their students;
- Take all reasonable steps to emphasise positive student management and welfare which is devoid of violence, bullying and all forms of harassment;
- Develop professional and respectful collaborative working relationships with students and parents;
- Model positive behaviour.

Parents are encouraged to:

- Take an active interest in their child's education;
- Support their children in attending school;
- Communicate regularly and constructively regarding their child's learning and wellbeing;
- Assist their children with homework;
- Cooperate with requests from the college;
- Promote positive outcomes for their children;
- Support the school in maintaining a safe and respectful learning environment for all students;
- Model positive behaviour.

Students will:

- Be organised and prepared to learn;
- Complete all work requirements & homework to an acceptable standard;
- Ask for help/questions to support your learning;
- Participate fully in the college's educational program;
- Attend regularly;
- Behave in a way that respects the rights, welfare and property of the school and others;
- Engage in activities in a safe and orderly manner;
- Follow all reasonable instructions;
- Wear the college uniform with pride;
- Model positive behaviour.

Our school's expectations include:

- Inclusive teaching practices
- Accessible educational provision for all students
- Parent/carer partnerships and liaison
- Community partnerships which engage families and the community in ways that support student achievement and success
- Provision of appropriate student services
- Development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Child Safety Policy

See Appendix 3: Child Safety Policy

See Appendix 4: Child Safe Code of Conduct

RESPECTFUL RELATIONSHIPS

Lake Bolac College is pleased to be a Leading School within the roll out of the Departments Respectful Relationships initiative. The Respectful Relationships initiative is being put in place to make a change to family violence in the future by utilising the education setting. It is known that the education setting plays an important role and can influence cultural change. The approach will further build a culture promoting respect and equity.

Evidence shows that schools can play a powerful role for change in the future. We as a school community will play an integral role over the years to come in assisting with making the change. Embedding the program is key to preventing family violence in the long term. The children are the future and by rolling out this initiative they will see continuous change. Lake Bolac College is pleased to be a part of the initiative.

EQUAL OPPORTUNITY

Equal opportunity is a requirement under both Victorian and Commonwealth legislation. In Victoria, the main piece of legislation which makes it unlawful to discriminate is the *Equal Opportunity Act 2010* (Vic) (EO Act 2010).

Equal opportunity means that every person can participate freely and equally in areas of public life such as in the workplace, in education, or in accessing goods and services. Discrimination is treating, or proposing to treat, someone unfavourably or bullying them because of a personal characteristic protected by law.

Equal opportunity law aims to promote everyone's right to equal opportunities; eliminate, as far as possible, discrimination and sexual harassment; and provide redress for people whose rights have been breached. All employees, students, parents, school council members, contractors and volunteers are required to act in accordance with equal opportunity, anti-discrimination, harassment and vilification legislation. We all have a responsibility to ensure department workplaces including schools are respectful, safe and inclusive and free of discrimination, harassment, vilification and otherwise unlawful and unacceptable behaviours. For more Information:

http://www.education.vic.gov.au/hrweb/divequity/Pages/default_eeo.aspx

BULLYING POLICY

Lake Bolac College is committed to providing a safe and respectful teaching and learning environment where bullying and harassment is not tolerated. Lake Bolac College believes that all students have the right to learn in a school environment in which they feel safe and secure. For more Information: Please see Appendix 1: Bullying & Harassment Policy & Procedures

BEHAVIOR MANAGEMENT POLICY

Schools can discipline students for behaviour incidents occurring at school; at a school activity, away from the school grounds; or while travelling to or from school or a school activity. Disciplinary measures should form part of a teacher's classroom management plan and be consistent with a whole school approach to behaviour management.

Disciplinary measures should always be proportionate to the nature of the behaviour, and are best employed in combination with support measures to identify and address causes of the behaviour. Our College's actions and consequences can be found in our Behaviour Management Process Policy please see Appendix 2 for more information.

We seek to provide a happy, safe and stimulating learning environment in which students accept increasing responsibility for their own learning and actions. Our Student Engagement Policy has been developed within the DET Policy Guidelines and incorporates both student discipline procedures and approaches to enhance positive student behaviour.

This policy was ratified by School Council in August 2017.