

Student Engagement POLICY



Rationale:

The College is committed to providing safe, secure and stimulating learning environments for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Student wellbeing and student learning outcomes are inextricably linked, and the College aims to promote an understanding of this link in both the school environment and in the classroom. It is fundamental to acknowledge that each teacher and support staff member is a vital source of support and a determinant in the success of their students.

Aim:

To document the College community's shared expectations in the areas of student engagement, attendance and behaviour. The policy supports the rights and articulates the expectations of every member of the school community to engage in and promote a safe and inclusive educational environment. The College purpose has been identified as "Preparing citizens of the future" meaning that all students will leave the College prepared with the capability to maximise their engagement in society and with the ability to make a significant contribution to the community.

College Profile Statement:

East Loddon P-12 College is a very successful and well established school of approximately 240 students. It serves the towns of Dinglee, Mitiamo, Raywood, Serpentine and surrounding areas. The location of the College provides a spacious and healthy environment with nearly all students travelling to school by bus.

The College has a range of modern facilities which are shared with the community. This has established the College as a central hub within the district. The surrounding community is reliant on rural industries and has contracted due to the effects of rural demographics and prolonged drought. The College is uniquely positioned to provide support to families who may be isolated from a range of service providers. The community is also very supportive of the College with parents regularly involved in the curriculum and daily operations. Financial and in kind support is received from a range of groups and organisations.

The College has an experienced staff of teachers and school support officers who have come to know the students and their families well. The P-12 nature of the College allows students to move through their education in a caring and supportive environment. The small class sizes and co-operative relationships between teachers and students have resulted in consistently high standards of learning and achievement at all levels.

The College offers a broad curriculum with a strong focus on literacy and numeracy. Many extra curricular activities enhance the program including career planning, student exchanges, cultural, sporting and social events as well as Information and Communications Technology as a learning tool. Special funding opportunities ensure that students are supported to engage in all aspects of the program.

The College faces the challenges of maintaining and enhancing the curriculum that is offered in order to meet the needs of the rural student. The importance of the concepts of learning and education for all young people are promoted at all year levels. We continue to strive to create a variety of educational opportunities and to maximise the many benefits available to students through a seamless P-12 education.

The College motto "Strive to succeed" is long established and accepted within the community and applies to all endeavours of students, staff and the community.

The following values have been identified as those required to be successful in education and in life. These are revisited on a regular basis to ensure that they reflect the thinking and attitudes of the community.

Respect – for self, for others and our environment

Responsibility – for actions, to learn, to contribute

Resilience – optimism, confidence, persistence

Relationships – personal, interdependent, networks

Whole School Prevention Statement:

The College has a comprehensive program of proactive student wellbeing support which is overseen by the Student Wellbeing & Support Leader. Teachers have primary responsibility for the wellbeing of students and provide educational programs consistent with the developmental needs of students from Prep through to Year 12. Student wellbeing is also supported by a team of staff led by the Student Wellbeing & Support Leader. This team consists of the College Chaplain, Nurse and DEECD School Support Services Officers. Partnerships are in place with the Dingee Bush Nurse, CASA, Centacare, CAMHS and DHS who support individual students and families on a case by case basis. The College recognises that the wellbeing of students is supported through a partnership between families, students and school based staff. Communication between the stakeholders is vital and the operations of the College will allow for formal and informal meeting times that will enable the partnerships to be strengthened. The College will closely monitor student attendance rates and provide support, when necessary, to families to ensure that attendance can be maximised.

The College has developed a P-12 Student Wellbeing Plan which is attached and guides the operations of the College in supporting student wellbeing and outlines strategies of prevention, intervention and critical incident support. The plan is amended on a regular to ensure it is responsive to student and community need as identified through targeted data collection and feedback from staff, students and the community.

The College has a designated Student Wellbeing & Support Leader who, in conjunction with Sub-school Leaders, will ensure that all students have an educational program that meets their learning needs, extends and challenges them and articulates with their Managed Individual Pathways plan which outlines their transition from school to employment or further training.

Rights, responsibilities and expectations:

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, whatever their role within or in conjunction with the College.

Key responsibilities for students include:

- attending school regularly in correct College uniform, be punctual to class, with their diary, all required equipment and be prepared to learn
- behaving in an appropriate way that respects the rights and safety of all members of the College community
- showing respect for the property of the College, other students and staff
- immediately follow directions from teachers and other staff involved in school activities
- using information and communications technology appropriately and only bring digital cameras, mobile phones, MP3 players or electronic games to school with specific authorisation and use according to directions
- not using or possessing chewing gum, tobacco, alcohol or illicit drugs

The responsibilities for teachers are outlined in the conditions of employment and can be summarised to include:

- provide a safe and stimulating learning environment
- treat all students with respect and dignity
- follow the College policies relating to student wellbeing and management
- provide high quality programs that address the learning needs of all students
- communicate regularly with students and families regarding educational progress

Parents/Guardians are the primary carer of children and their partnership with the College is foundational to effective learning. The key responsibilities of parents relating education include to:

- promote the value of participation and achievement in education
- ensure students are attending school regularly and with the necessary resources for learning
- communicate regularly with the College to support optimal student involvement and achievement
- establish and support suitable routines and equipment for reading, homework and study needs
- support the endeavours of the College to promote positive health and behavioural choices

The rights and responsibilities of all members of the College community enable all members to achieve to their potential in a supportive environment. Bullying of any description is in breach of the rights and responsibilities of all community members and will be dealt with using a restorative and educational approach if possible and through other means listed below in the student code of conduct if necessary. Where bullying occurs within the parent and staff community, restorative measures will be used if possible prior to using DEECD staff management measures or any other legal interventions.

Student Code of Conduct

The key determinant in establishing the accepted code of behaviours is to promote a safe and harmonious working environment. The key to enforcing the accepted standards of behaviour is the development of respectful relationships within the College, most notably those between students and teachers. The preferred method of working between teachers and students is through respectful, trusting and caring relationships. Flowing from such relationships is a restorative and educational approach to promoting positive student behaviour. In the small number of instances when students choose not to follow the above code, teachers will use classroom and yard management strategies that include a restorative approach to productive working relationships in the first instance, moves within class, extra homework, lunchtime detentions, yard duty and, in some cases using a “three strikes” approach, removal from the class / yard. Parents will be notified when a student is removed from the class / yard.

Where restorative action is not successful and a student is removed from the class / yard three times during a term, they will face an after school detention and an interview with parents will be convened. In line with DEECD policy, further removal from the class / yard during that term will result in suspension for consistently behaving in a manner that interferes with the educational opportunities of other students.

At the discretion of the College leaders, intentional acts of serious misbehaviour will also result in suspension if students:

- behave in such a way to constitute a danger to the health of any College staff member or student including acts of violence, theft, threatening and abusive language or gestures
- cause damage or destruction to College or personal property
- possess, use or deliberately assist others to use tobacco, alcohol or illicit drugs
- fail to comply with any reasonable and clearly communicated instruction of a staff member
- engage in harassment of another person including the misuse of technology items to harass another person.

Expulsion is a last resort measure that will only be considered in the event that serious misbehaviour continues after all other restorative and behaviour modification steps have been exhausted. It is unlikely that this would occur with the range of behavioural supports and alternative educational programs that are available in such circumstances.

Program:	Description:	Facilitator:	Target Audience:	How it will be delivered:	Resources/ Costs:	Issue addressed	2014
Sunsmart	Cancer Council Program for prevention of Skin Cancer	Health Teacher School Nurse	P-7	P-4 Integrated Studies staff 7-10 Health classes annually	Nil	Skin cancer prevention	
Buddy Program	Established by senior students to help the younger students to settle into the school. It encourages leadership qualities to develop in older students as they strive to help the preps begin their school lives.	Generally year 12 student/s with help from supportive staff – Prep teacher, Senior School Leader.	Preps and potentially any new students requiring support.	Throughout the year with programs, activities as deemed necessary by VCE students and/or staff.	Initiative and good ideas!	Transition Relationships	✓
Core of Life	Victorian Core of Life program. Teaching students about responsibility of pregnancy and parenting www.coreoflife.org	Core of Life Trained Facilitators (Nurses)	Year 10	As part of the Health Curriculum annually	2 periods School nurse plus facilitator from School Nursing Program	Sexuality	
Bike Ed	Program designed to educate students in safe and responsible bike riding culminating in a ride from the school to Dingee	Year 3 and 4 teachers Year 9/10 Outdoor Ed teacher	Year 3.4 students	Every second year		Bike safety	
Seasons for Growth	Grief and Loss Program	Student Wellbeing Leader Chaplain School Nurse	Year 6,7&8 Boys, Year 7&8 Girls	Group sessions for identified volunteer students	Resources and Handbook	Grief & Loss Relationships	
PARTY	Harm minimisation program for safe/responsible partying	Student Wellbeing Leader School Nurse	Year 11	Part of Wellbeing Program. Delivered by Health Professionals from RMH and The Austin.	Cost of Bus Travel – dependent on funding.	Alcohol and Drugs First Aid/CPR Relationships Mental Health	

Program:	Description:	Facilitator:	Target Audience:	How it will be delivered:	Resources/ Costs:	Issue addressed	2014
Ambulance Victoria Education Program	First Aid/ CPR Education	Health Teacher School Nurse Teachers	Year P-10	Part of Health Program provided by Paramedic	Free	First Aid CPR	
Breakfast Program	Providing breakfast to all students twice weekly	School Nurse/ School Chaplain and other supportive staff	All students	Tuesday and Friday mornings before school	Bread and toppings supplied through the Food Bank Food Bank, Vouchers and Donations	Nutrition Healthy Eating Relationships /Mental Health	
Puberty Program	Information and education sessions x2 for Years 5 and 6 students about puberty and expected changes.	Primary School Nurse Sex Education	Years 5 and 6 students Year 9/10	Every second year, due to be run in 2015 Annually	2X2 periods	Sexuality Relationships	
You Can Do It	Positive behaviour program focussing on Confidence, Getting Along, Persistence, Organisation and Resilience.	P-4 staff	P-4 students	Part of P-4 curriculum	Free	Resilience, learning behaviours, bullying	
Loddon Youth Health Expo	Combined information and activities day for the Year 9/10 students who attend schools within the Loddon Shire. Usually providing a high quality guest speaker and active showcasing by service providers within the region.	Organised and provided through the Loddon Youth Health Expo Organising Committee Secondary School Nurse	Year 9 and 10 students. Also VCAL may attend	Students come together at one location to participate in activities that are arranged by the organising committee. Alternate years due to run in 2015.	No cost to students or school as funding is provided through the LYHE committee.	Mental Health Sexuality Drug/alcohol issue Nutrition Growth and development	

Program:	Description:	Facilitator:	Target Audience:	How it will be delivered:	Resources/Costs:	Issue addressed	2014
Fit 2 Drive	Police presentation of facts focussing on speed, drugs, alcohol and fatigue. Practical activities relating situations and risks surrounding young drivers.	VicRoads Senior School Leader	YR 11	In Class - annually	Nil	Road trauma	
Looking after your mates	Trained presenters teaching about responsible consumption of alcohol and strategies to avoid drink driving	VicRoads	YR 12	During lunchtime - annually	Nil	Road trauma, alcohol and drugs	
MindMatters	MindMatters is a whole school approach to mental health promotion and suicide prevention.	Health Teacher/School Nurse	Upper Primary and all Secondary Applicable to Whole School Wellbeing.	As part of Health Curriculum but can be used in any area of Curriculum	MindMatters Kit	Mental health and suicide prevention.	
Bus Safety Program	Information for all students who travel on the bus regarding safely boarding, travelling, disembarking and moving to home / transport.	Parents and Police, Assistant Principal	P-12	Parent and police run a 50 minute session early each school year for each year level			

Program:	Description:	Facilitator:	Target Audience:	How it will be delivered:	Resources/ Costs:	Issue addressed	2014
It's Not OK to be Away	Promotion of the value of school attendance through newsletters and proactive family contact.	Wellbeing Coordinator	P-12	Wellbeing Coordinator to monitor attendance and focus on supporting those students with attendance below 80%	ESC staff and wellbeing leader	Attendance	
Living with HIV/AIDS	Teach students about outcomes of relationships and sexuality	Positive Speakers Bureau School Nurse Health Teacher	Year 10	Year 10 Health Class	Nil (only provided when funding is available to the Positive Speakers Bureau)	Sexuality Relationships	
School Nurse Program	To reduce negative health outcomes and risk taking behaviours amongst young people through involvement with health promotion and health education classes.	Primary and Secondary School Nurses	P-12	Primary and Secondary School Nursing Program	Free	Mental and physical wellbeing	
ESmart Schools Program	Provides a whole school approach to cybersafety	ESmart Committee Student Wellbeing Leader School Nurse Teachers	P-12 Wider School Community	Part of Wellbeing Program	Free	Mental Health Cybersafety Bullying	
Tagged	Cybersafety Program to promote responsible ethical digital citizenship	Denis Farrell Police Youth Resource Officer School Nurse Health Teacher	Year 8	Health Class	Free	Mental Health Cybersafety Bullying	

Driver Ed Program	Students travel to Charlton for 2 days and one night to undertake their Driver Ed Program	Charlton Driver Ed Centre	YR 10	2 days	\$ 240.00 per student subsidy, payment of \$60	Driving skills and confidence	
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Program:	Description:	Facilitator:	Target Audience:	How it will be delivered:	Resources/ Costs:	Issue addressed	2014
Photograph	Cybersafety Program to promote responsible ethical digital citizenship	Denis Farrell Police Youth Resource Officer School Nurse Health Teacher	Yr 7	Within the Health and PE Curriculum	No cost	Mental Health Cybersafety Bullying	
Impression that you Get	To promote health and wellbeing within the school and community environments.	Denis Farrell Police Youth Resource Officer School Nurse Health Teacher	Yr 10	Within the Health and PE Curriculum	Free	Cybersafety Sexuality Relationships	
Loddon Prison Trip	Education Program to demonstrate consequences of behaviour and decisions	School Nurse Student Wellbeing Leader English Teacher	Year 10	As part of English/ Health Curriculum And Wellbeing Program	Donations Cost of bus	Behaviour Relationships Alcohol and Drugs Responsibility	
Health Education Program	To promote health and wellbeing within the school and community environments.	Secondary Health and PE Teachers, P-6 Classroom Teachers, School Nurse, Chaplain	P-12	Within the Health and PE Curriculum at all levels of school.	School Budget	All	
Jigsaw	Group program with trained facilitator that explores issues relating to violence, power, relationships and seeking support.	Chaplain	Years 5/6			Relationships Communication Behaviour	

Program:	Description:	Facilitator:	Target Audience:	How it will be delivered:	Resources/ Costs:	Issue addressed	2014
Keys Please	Managing learner driving in stages so that it matches developing driving skills	Vic Roads	YR 10	Within YR 10 classes Pds 1 and 2 over 2 days	Nil	Road trauma	
Whole New World	Whole New World is a program that deals with safe ways of going out with your friends to license venues when you turn 18 Last run in 2012, will be repeated every three years	Senior Sub School Coordinator Sonia Karas from Whole New World	Year 9-12 and parent sessions	One off session which supports Health and Wellbeing program. 90 minute session for Year 10 and 12. Evening session for parents.	Approx \$1200. Parents Club have offered to sponsor this.	Alcohol and other drugs Relationships	

