



# Lakeview Senior College

## Student Wellbeing and Engagement Policy

This policy reflects the Department of Education and Early Childhood Development *Student Engagement and Inclusion Guidance*

**JUNE 2016**

**Principal:** Shayne Rule

**School Council President:** Dale Borthwick

## Rationale

Lakeview Senior College expects each student's wellbeing is nurtured through experiences of positive engagement by belonging, building relationships with others, being accepted and valued in the College community. We acknowledge the importance of providing opportunities for all members of the College community to develop an awareness of their wellbeing and responsibilities and a commitment to becoming valuable members of the global community. We believe in the importance of implementing prevention and intervention strategies which promote positive behaviour within the school.

## Guiding principles

To create a positive environment, it is important that a shared understanding of attitudes and approaches is developed within the College community.

1. Our expectations are also underpinned by Department of Education and Early Childhood Development (DEECD) policy which can be found at <http://www.education.vic.gov.au/school/principals/spag/participation/Pages/policydev.aspx>
2. Lakeview Senior College aims to develop positive behaviour through critical thinking, active involvement in making choices and taking responsibility for our choices and actions. The College will help each person to learn from their mistakes, grow in self-discipline, take responsibility for their actions, recognise the impact of their actions on others and reconcile and resolve conflict with others.
3. As a College we will have a comprehensive understanding of the diversity of the whole-school community and will:
  - focus on prevention
  - identify and support students who are or may be at-risk
  - think critically and creatively about data collection.

## College profile

Lakeview Senior College was designed as a state of the art learning institution. Its learning spaces provide students with access to up-to-date learning technologies. All classrooms are equipped with modern Interactive Whiteboards to enable teachers to deliver engaging lessons to students and to promote more effective interactions and communication. The College also benefits from a range of open plan design spaces which enable staff and students to effectively work together to enjoy multiple and varied learning opportunities. Students also benefit from access to shared community facilities such as a well-resourced Community Library, 273 seat auditorium, playing fields and gym. These facilities are within walking distance of the College.

The following pedagogical understandings underpin the academic programs delivered at Lakeview Senior College and drive the development and delivery of the curriculum:

- Learner-centred classrooms focussed on meeting individual learning needs which underpin the Lakeview Teaching Framework
- Flexible multi-use learning spaces with access to IWB facilities, to allow for cooperative and collaborative learning
- Providing students with targeted ongoing feedback through our whole school approach to revision, formative and summative assessment
- Strong emphasis on self-assessment, goal setting, reflection and targeted teaching
- Belief in professional collaboration between teachers through Professional Learning Teams and with external professional learning providers when required.

The College has a strong focus on developing students to:

- be committed to achieving high academic standards and working to achieve their full potential
- display a consistent commitment to improving their skills, knowledge and higher order thinking
- develop self-discipline by completing class work and homework tasks
- take pride in work completed and value both improved and quality performance
- respect the workplace, each other and the College environment
- have the confidence to participate in, and contribute to, a range of student activities available within the College to develop their leadership skills and their capacity to work as a valued member of a team.

## College values, philosophy and vision

### Purpose

To be a dynamic and inspiring educational community that improves the individual learning of all students so that they become strong, passionate leaders of their own future.

### Values

Respect	Personal Achievement	Responsibility
<p>is demonstrated by:</p> <ul style="list-style-type: none"> <li>• Appropriate communication, actions and inclusive relationships</li> <li>• Taking pride in our environment (grounds, classrooms, resources, community)</li> <li>• Acceptance of differences</li> <li>• Individuals actively upholding a safe, secure and supportive environment</li> </ul>	<p>is demonstrated by:</p> <ul style="list-style-type: none"> <li>• Persistence, risk taking and achieving goals</li> <li>• Maintaining high expectations of self and others</li> <li>• Seeking feedback to improve learning</li> <li>• Taking pride in achievements</li> </ul>	<p>is demonstrated by:</p> <ul style="list-style-type: none"> <li>• Honesty, mindful decision making and positive actions</li> <li>• Taking ownership of personal learning and growth</li> <li>• Organisation, management and goal setting</li> <li>• Modelling and encouraging positive behaviours</li> </ul>

## Engagement strategies

### Whole of College:

Lakeview Senior College offers a variety of proactive wellbeing programs that run across all three year levels at varying times of the year. A needs assessment is completed every year to identify what topics and programs the student body at Lakeview Senior College would like to see more of and to address any gaps. A wide range of topics are covered throughout the year with differentiated curriculum to meet the social, emotional and educational needs of the students at Lakeview Senior College.

### Prevention programs:

- **Cyber Safety**

This presentation is delivered by the Youth Resources Officer from Victoria Police, and aims to empower students about ways they can stay safe online. It also covers information about their cyber footprint and the legalities of internet usage.

- **Sexual Health**

This program provides students with information about safe sex, consent, contraception, legal requirements and sexually transmitted infections (STIs). This session aims to empower students to make informed and educated decisions about sexual health.

- **Healthy Eating and Sleeping**

These sessions are delivered in Pathways classes and focus on the importance of looking after yourself. Students discuss the importance of sleep and explore how lack of sleep and not having a well-balanced relationship with food can reduce motivation, lack concentration and impact results.

- **Drug and Alcohol Awareness**

The focus of this workshop is to raise awareness, educate and provide options regarding drug and alcohol use and misuse amongst teenagers. This utilises a harm minimisation model and has been delivered with the assistance of Victoria Police members under the auspices of "Party Safe".

- **Stress Management**

This program gives students an opportunity to explore things that make us stressed and acknowledge the physical warning signs of feeling stressed. These sessions aim to provide students with the tools and knowledge to cope and manage stress.

- **Gay Straight Alliance**

The GSA is a group students who are involved in activities and initiatives that raise awareness around issues confronting same sex and gender diverse students. Members can identify as gay/straight/bi/pan/unsure etc. We are open to everyone. Our aim is to create a safe space for LGBTI students and have an inclusive school.

- **Supportive Friends Training**

This training is delivered by Stride and aims to educate students on how to recognise, reach out and support their fellow students who are exhibiting signs of isolation, loneliness, anger and depression. The training involves practical exercises which encourage interactive discussions and cooperative group learning activities.

- **RU OK?**

These sessions are delivered in Pathways during the week of RU OK? Day; an annual day in September dedicated to remind people to ask family, friends and colleagues the question, "RU OK? These sessions aim to raise awareness regarding mental health and provide students with tools and strategies to listen to and support others.

- **Leadership training**

A full day training program for college captains and student leaders run by Stride to assist in their performance as leaders, and to focus on college wide issues.

- **Athletics/Swimming & team sports representation**

Students represent the college in regional and state sporting events.

- **Encore**

Art and design showcase of student work.

- **College production**

A musical production that involves students and staff, performed over several nights.

- **Individual Learning Plans (ILP)**

- **Individualised MIPs & career development plans**

- **Individualised support through referrals to support service and case management at a college level**

This can include referral to medical practitioners, psychologist, SSOs, local council programs, alternative educational settings, specific health support programs. This is on a needs basis and can also include financial assistance.

- **After hours study programs**

- **Clubs & lunchtime activities**

This includes chess, leadership & debating.

- **Focus groups**

Small randomly selected groups of students are given the opportunity to discuss issues that directly pertain to the delivery of teaching and learning at Lakeview Senior College.

**Small group programs / year level specific:**

- **Grief and Loss (GLO) Program**

This is a program that is offered to students who have experienced grief and loss. These small, targeted workshops run over six weeks and provide students with support and resources to manage and work through their grief and loss.

**Year 10 specific:**

- **Friendship Program**

This is a peer education program targeted at year 10 students delivered by 'Supportive Friends' leaders along with the support of the classroom teacher. This program explores what a healthy and supportive friendship looks like, and aims to empower students to make positive life choices and to support their friends to do the same.

- Keys Please
- Careers day (in conjunction with MIPs)
- Music performance
- Drama performance
- Celebratory assemblies (certificate presentations, acknowledgements)
- Social

### **Year 11 specific:**

- Elevate

Study skills program with pre & post activities through Pathways.

- Adventure Park end of year celebration
- Fit to drive
- Focus groups
- Celebratory assemblies (certificate presentations)
- Music performance
- Drama performance
- Market day

### **Year 12 specific:**

- Graduation ceremony
- Formal
- Music performance
- Drama performance
- Introductory activities re VCE (whole day activities off-campus)
- Celebratory assemblies (certificate presentations)
- Year 12 preparedness – two days off-campus (blockers, study skills, stress management)
- End of Year Activity/Celebration Day
- Elevate “How to Ace your Exams” workshop

## **Attendance overview**

### **Rationale**

Lakeview Senior College expects students to attend all scheduled class time to maximise their learning and academic performance. This is in line with our school values of respect, responsibility and personal achievement.

### **Guiding principles**

1. Our expectations are also underpinned by Department of Education and Early Childhood Development policy which can be found at <http://www.education.vic.gov.au/school/parents/behaviour/Pages/attendance.aspx>
2. The minimum acceptable level of attendance is 90%, without a medical certificate, of scheduled class time per unit during a semester.
3. Where a student has completed classwork but there has been a substantial breach of the attendance policy a student may be awarded an N grade (not satisfactory). The classroom teacher needs to be confident that all work completed and/or submitted for assessment is genuinely that of each student. A significant amount of classroom time is spent on each learning and assessment task so that the teacher is familiar with each student’s work in progress and can regularly monitor and discuss aspects of the work with the student/s.
4. Substantial absences from school limit the capacity of the teacher to authenticate student work and academic progress. When a student is absent from school for prolonged periods, or has been unable to complete all assessment tasks because of illness or other special circumstances, the College may, upon application from the student, grant Special Provision for School-Based Assessment Tasks.

A full copy of the College Attendance Policy can be found on the College website:

<http://www.lakeviewcollege.vic.edu.au/?q=node/27>

## **Behavioural expectations**

Lakeview Senior College has some set expectations for all school activities that are non-negotiable. This has been done to ensure that the rights of others are protected and all individuals act responsibly.

### **Attendance**

Students are expected to:

- attend school and all classes.
- be punctual to school and all classes.
- provide documentation (eg: medical certificate) to explain all absences from school.
- remain on the school grounds at all times unless leaving early with an authorised reason and following the sign-out process.

### **Uniform**

Students are expected to:

- wear College uniform in a manner that is consistent with the Uniform Policy.

### **Appropriate items**

Students are expected to:

- bring only appropriate items, materials and equipment to school.
- leave bags in the allocated locker during class times.
- purchase a College diary and take it to each class.
- take all required equipment to each class.
- not use mobile phones in an unauthorised manner.

### **Behaviour**

Students are expected to:

- respect the rights of others to be safe from any form of bullying or harassment.
- use appropriate, respectful language.
- care for and show respect for other people's property.
- place all rubbish in the bins provided and pick-up rubbish when requested.
- behave in a way that allows others to learn and work effectively.
- follow all reasonable instructions from College staff.

### **Classroom expectations**

The following rules apply in all classrooms:

- no chewing gum, food or drink (other than water) is to be consumed in class.
- hats and beanies are not to be worn indoors.
- bags are not allowed in the classroom.
- mobile phones or any other personal electronic devices are not to be used during class time unless for educational purposes and authorised by your teacher.
- students must not leave class without a pass or diary signed by their teacher.
- students are to come to class with all the necessary equipment and completed coursework needed for learning.

## Student code of cooperation

1. Students are to show consideration for others and ensure their words and actions cause no harm.
2. Students are not to participate in any form of bullying, cyber bullying or bystander behaviour.
3. Students are to show respect for the school environment and the property of others.
4. Students should expect to be taught by teachers who are professional and encourage them to excel and they should be prepared to take responsibility for their own learning.
5. Students should expect to be treated respectfully, to show respect to others and to follow reasonable instructions from teachers.
6. Students are to move in a manner that is non-disruptive and safe for others and themselves
7. Students are to attend school and class punctually and be prepared for all activities.
8. Students are not to use or distribute any form of legal drugs such as cigarettes, e-cigarettes, alcohol and prescription drugs (without medical authorisation) as well as any illegal drugs.
9. All students are to wear school uniform to and from school and at school related activities and promote a positive image of the College to the wider community.

## Consequences

When implementing disciplinary measures the College aims to make them proportionate to the nature of the behaviour, and employed in combination with support measures to identify and address causes of the behaviour.

Consequences applied may include one or more of the following:

- Discussion between student and teacher
- Reiteration of the behavioural expectations and positive reinforcement of expected behaviour and standards
- Moving student within the class
- Removal from class (short term e.g. outside classroom)
- Removal from class (for remainder of lesson e.g. another class)
- Redemption of time\* (supervised study time)
- Parent phone call
- Parent meeting
- Student support group
- Counselling and wellbeing referral
- Referral to external support agencies
- Referral to external education and training organisations
- Managed Individual Pathways (MIPs) support
- Withdrawal from school activities (eg. school sports, excursions, formal events)
- Withdrawal of other privileges
- Conferencing with class teacher and other relevant classroom teachers
- Progress booklet/monitoring sheet; close monitoring and reporting of a student's behaviour and attendance in each class each day
- Student contract
- Temporary or permanent placement in another class
- Suspension (internal/external)\*\*
- Expulsion procedures\*\*

The *Education Training and Reform Act (2006)* prohibits the use of corporal punishment in any Victorian Government school.

\*Maximum 20 minutes at lunch time, 10 minutes at recess, 1 hour after school. After school time redemptions require 24 hours prior notice to parents.

\*\*Suspensions and expulsions will follow Department guidelines which can be found at <http://www.education.vic.gov.au/school/parents/behaviour/Pages/discipline.aspx>



## **Safety policies**

Lakeview Senior College expects each student's wellbeing is nurtured through experiences of positive engagement by belonging, building relationships with others, being accepted and valued in the College community.

The College has a number of policies to create a safe environment for each student, which can be found on the College website: <http://www.lakeviewcollege.vic.edu.au/?q=node/27>

1. Bullying Prevention Policy
2. Cyber Bullying Prevention Policy
3. Sexual Harassment Prevention Policy

## **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
- Compass reports

### **Review of this policy**

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