



Lakeview Senior College

Student Wellbeing and Engagement Policy



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Lakeview Senior College on 03 9219 3100 or lakeview.senior.co@education.vic.gov.au.

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Lakeview Senior College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

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POLICY

1. School profile

Lakeview Senior College is located in Caroline Springs, approximately 20 kilometres west of Melbourne. It is a government secondary school educating students from Years 10 to 12. Most Lakeview Senior College graduates pursue further education in a range of tertiary settings while others undertake professional, business or trade related training and employment. The College anticipates a student population of almost 1000 in 2024 which means an extensive selection of subjects at each year level is available to students. Hence, every student at Lakeview Senior College is able to undertake a learning pathway tailored to their individual needs. The College maintains a

learning focussed environment based on high expectations of students in which academic excellence is promoted and celebrated.

Students at Lakeview Senior College select courses from the VCE (Victorian Certificate of Education) and can choose between a scored VCE Pathway or a VM (Vocational Major) Pathway. These choices enable students to undertake a breadth of both academic and vocational training courses. Lakeview Senior College has formed successful partnerships with both the Melton and Brimbank Clusters of Schools which enables students to undertake a wider variety of VET (Vocational Education & Training) courses. The courses offered at Lakeview Senior College facilitate the lifelong development and growth of students in an environment in which young adults can achieve and experience success and be equipped with the skills, knowledge, and desire to make worthwhile contributions to society.

Lakeview Senior College was designed as a state of the art learning institution. Its learning spaces provide students with access to the most up-to-date learning technologies. All classrooms at Lakeview Senior College are equipped with modern interactive whiteboards to enable teachers to deliver engaging lessons to students and to promote more effective interactions amongst students. The College also benefits from an open plan design which enables staff and students to effectively work together to ensure multiple and varied learning opportunities are available to students. Students at Lakeview Senior College also benefit from access to shared community facilities such as a well-resourced Community Library and Sport and Recreation Centres and playing fields. These facilities are within walking distance of the College.

2. School 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.

School Values

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

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.
- Flexible multi-use learning spaces with access to ICT facilities, to allow for cooperative and collaborative learning.
- Strong emphasis on self-assessment, goal setting and focussed teaching.
- Belief in professional collaboration between teachers 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 skills, knowledge and higher order thinking.

- Develop self-discipline by completing class work and homework tasks.
- Value quality performance by taking pride in work completed.
- Respect the workplace and College environment.
- Participate in, and contribute to, a range of student activities available within the College to develop leadership skills and the capacity to work as a valued member of a team.

These practices are achieved through:

- Relationship building with students, teachers, and the local community.

At Lakeview Senior College, we understand that schools also play a vital role in the social and emotional development of young people. We know that young people learn best when they have a positive sense of wellbeing, resilience, feel safe, supported and connected as a school community.

3. Wellbeing and engagement strategies

Lakeview Senior College has developed a range of strategies to promote engagement, create an inclusive and safe environment, foster positive behaviour and build respectful relationships in our school. We recognise the importance of student friendships and peer support in helping young people to feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school and work hard to meet individual students at their point of need. We believe that every student is capable of growth and actively provide each student with opportunities to experience success as learners and as people.

Universal Culture:

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. We run an hour of pastoral care each week called "Connections" where students actively engage with Respectful Relationships Curriculum, Study Skills and Careers support. We also run a range of programs alongside this as part of our whole school approach to supporting the wellbeing and engagement of all students. At Lakeview Senior College, we ensure that we have:

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing. We ensure that school photos are taken as early as possible and take photos of our new year 10s during Transition to support staff in learning student names as quickly as possible
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning through information evenings, consistent communication via Compass and Newsletters, invitations to Parent/Teacher/Student conversation evenings each Semester, attending SSG meetings and daily attendance calls
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data to guide our reflection upon current practice and enable us to refine our preventative programs and extra curricular activities
- deliver a broad curriculum including VET programs, VCE and VM to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Lakeview Senior College use the Lakeview Instructional model to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Lakeview Senior College adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching whilst also aligning with the VCAA and Victorian Curriculum Guidelines

- our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs at each year level to support students moving into different stages of their schooling. We run a range of information sessions at each key feeder school prior to a parent/carer/guardian information evening to support the smoothest possible transition for our year 9 into 10 students. This is further supported by the Meet and Greet Day prior to transition and all SWAN students and students connected to Wellbeing being provided with additional opportunities to come up to the school prior to transition for tours and SSG meetings. We also run a fully supported VTAC process as part of year 12 Connections classes in term three to support the work of the MIPS team to ensure that all year 12 students have a range of post educational pathways that fill them with hope and excitement and are achievable
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level through our case management approach. All SSG meetings include all external providers working with families and also always include our KESO where appropriate
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Voice and also their two representatives on School Council. They are also encouraged to provide feedback in other forums including student focus groups. Students are also encouraged to speak with their teachers, Year Level Coordinators, Assistant Principal and Principal whenever they have any questions or concerns.
- we actively create opportunities for cross—age connections amongst students through school plays, athletics, music programs, encore, market day, lunchtime activities and student voice
- all students are welcome to self-refer to the Student Wellbeing Coordinator, their coordinators, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Safe Schools Coalition
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted Approach:

- each year group has an Assistant Principal, Leading Teacher and Coordinator who are collectively responsible for and monitor the health and wellbeing of individual students, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our Aboriginal Learning Wellbeing and Safety policy for further information
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through our use of translators in SSG meetings and phonecalls to celebrate student growth and collectively support individual student needs. Our cultural liaison officers also provide African and Pasifika students with added support and leadership opportunities
- we support learning and wellbeing outcomes of students from refugee background through our engagement with a range of external services such as Foundation House
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support \[insert any specific measures at your school to support LGBTIQ+ students\]](#) We have an active Gay Straight Alliance who lead Wear it Purple Day and provide support to LGBTIQ+ students and allies in their lunchtime meetings. We also utilise the support of Safe Schools and Minus 18 on our whole cohort days as they provide inclusive professional learning to both students and staff

- all students in Out of Home Care are supported in accordance with the Department’s policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with additional needs (SWAN students) who are funded are supported to be able to engage fully in their learning and school activities in accordance with the Department’s policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans. We have a range of SWAN support staff who work alongside these students in classes and advocate for them as needed.
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year. Our whole cohort Health Days are always refined to reflect the changing needs of our cohorts
- staff will apply a trauma-informed approach to working with students who have experienced trauma and our school psychologist provides Professional Learning annually to support and assist
- students enrolled under the Department’s international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)
- all students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Lakeview Senior College assists students to plan their Year 10 work experience, supported by their Career Action Plan and our dedicated Careers team member
- All Koorie students are supported in creating IEPs through regular SSG meetings and our Aboriginal Learning Wellbeing and Safety Policy ensures that they feel safe and successful at school

Preventative Programs 10-12:

- **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 personal physical and sexual health practices (such as pap smears, breast exams, prostate checks), safe sex, consent, contraception, legal requirements and sexually transmitted infections (STIs). This session aims to empower students to make and support others in making 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 the 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”. We also have a part time Alcohol and Other Drugs worker who students can seek follow up support and advice from.

- **Stress Management**

These sessions are embedded in our year 10, 11 and 12 Pathways curriculum. They provide students with 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 practical tools and strategies to cope with and manage stress.

- **Gay Straight Alliance**

The GSA is a group students and staff 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.

- **R U 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**

College captains and student voice leaders are provided with a range of different training opportunities run both internally and externally to assist in their performance as leaders, and to focus on college wide issues. These sessions provide them with the skills, knowledge and resources to lead programs and create change.

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

Students represent the college in regional and state sporting events. These opportunities foster cross year level connections and enable us to celebrate the diverse array of sporting expertise of our students. We also run a whole cohort Athletics day at year 10 which is marshalled by year 11 and 12 students.

- **Encore**

Art and design display of student work showcased to the wider community in Caroline Springs Library. This is often the first formal opportunity for students to collaboratively design the layout of a professional exhibition. They are part of each step of the process from the creation of their pieces, to preparing the space, experimenting with different layout designs, framing and annotating work and then co-ordinating the logistics of opening night.

- **College production**

A musical production that involves students and staff, performed over several nights. Students work collaboratively across year levels to practice and prepare every element of the night, from promotion of the event, rehearsals, dance, drama and musical elements and behind the scenes in managing sound and lighting. It is an amazing showcase of their talents and we open up these events to families and the community.

- **Student Support Plans (SSP)**

Student Support Plans enable the teams around students to work together to best support them academically, socially and emotionally. SSP document shared goals and the collaborative roles that a range of people play to enable students at Lakeview to experience success. Regular meetings enable teams to celebrate growth and work together to develop practical strategies for continued success.

- **Individualised Managed Individual Support Plans & career development plans**

Every student at Lakeview works alongside our MIPs team to develop a MIPs plan. This plan follows them throughout their time and Lakeview and is refined and adapted as their interests change. This plan provides students with hopeful and practical goals that guide their academic decision making. These plans are especially important during course counselling in year 10 and also the VTAC process in year 12.

- **Individualised support through referrals to support service and case management**

At times, students can experience challenges that mean that they need an extra layer of support. Our co-ordination teams, MIPs team and Wellbeing teams have extensive links to a range of DET and community organisations that provide specialised support. This can include referral to medical practitioners, psychologist, SSOs, local council programs, alternative educational settings, specific health support programs, refugee support programs. This is on a needs basis and can also include financial assistance.

- **After hours study programs**

At Lakeview, there are a range of different academic support programs that assist students in staying up to date and extending their potential. We have homework support, master classes, the ACE program where past students come back and share their advice about how to attain top scores. The study centre and GP building are

also open before and after school so that students can access study spaces and work with each other or with classroom teachers when needed. Tutors also provide after school support and there is a formal revision program run during the holidays to best support scored VCE students in preparing for their end of year exams.

- **Clubs & lunchtime activities**

Lakeview encourages student connectedness by offering a range of lunchtime clubs and activities. Student voice leaders provide advice and guidance about student needs and this guides the programs that are offered. Some of the most successful programs at Lakeview include chess, leadership & debating, esports, board games run with the support of YSAS and round robin sports.

- **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. The data collected from these groups is used to guide improvement plans and change at the College. Student voice leaders play an instrumental role in supporting these groups.

Small group programs / year level specific programs:

Year 10 specific:

- Grief and Loss (GLO) Program
- 'Better Me' Program
- TAFE tasters and AGA Try a Trade program
- Careers day (in conjunction with MIPs)
- Parent information evening: Course Counselling
- Music performances
- Drama performances
- Celebratory assemblies (certificate presentations, acknowledgements)
- Celebration Evening

Year 11 specific:

- Elevate
- Study skills program
- End of year celebration
- Celebratory assemblies (certificate presentations)
- Music performances
- Drama performances
- Market day
- Amazing Race

Year 12 specific:

- Big Day Out
- Study Skills Program
- Graduation ceremony
- Formal
- Music performances
- Drama performances
- Celebratory assemblies (certificate presentations)
- End of Year Activity/Celebration Day
- "How to Ace your Exams" revision workshops

Individual

Lakeview works closely and consistently alongside parents/guardians/carers to best support every student's continued growth and success. We run a range of meetings to meet students at their individual point of need. Lakeview Senior College actively builds constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances. These meetings are documented and all support plans developed in these meetings are refined further once applied in response to student, parents/guardians/carer and teacher feedback.

Where necessary the school will support the student's family to engage by:

- developing an Individual Education Plan, Student Support Plan or Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- ensuring that our Aboriginal Learning Wellbeing and Safety Policy is underpinning all that we do
- referring the student to:
 - school-based wellbeing supports
 - our KESO (as appropriate)
 - external student and/or family support services such as council based youth and family services, other allied health professionals, headspace, orygen, child and adolescent mental health services or ChildFirst
 - Re-engagement programs such as Navigator, Handbreak Turn or AGA Try a Trade
- consistently running regular Student Support Group meetings for all:
 - Koorie students
 - SWAN students
 - students in Out of Home Care
 - other students with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Lakeview Senior College is committed to providing the necessary support to ensure our students continue to grow intellectually, emotionally and socially. The Student Wellbeing and Year Level Coordination teams play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Lakeview Senior College utilises the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance in CFATs, practice SACs, SACs, Interim Reports and Semester Reports
- student surveys and focus groups
- observations and referrals made by school staff, year level coordinators, friends, parents/carers/guardians such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, late and suspension data
- Sickbay data
- MYLNs data and testing
- Literacy and Numeracy testing

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values and Code of Co-operation (developed with students) highlights the rights and responsibilities of members of our community:

Lakeview Code of Co-operation:

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.

At Lakeview Senior College all students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

At Lakeview Senior College all students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

To create a positive, orderly learning environment, it is important that a shared understanding of attitudes and approaches is developed within the College community. Our expectations are also underpinned by Department of Education and Training (DET) policy which can be found at:

<http://www.education.vic.gov.au/school/principals/spag/participation/Pages/policydev.aspx>

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. Behavioural expectations of students are grounded in our school's Statement of Values and Student Code of Cooperation.

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

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.
- wear College uniform in a manner that is consistent with the Uniform Policy
- both coordinators and the wellbeing team provide support in attaining uniform items when needed
- 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
- both coordinators and the wellbeing team provide support in attaining learning items when needed
- take all required equipment to each class
- ensure that they can access Compass and the office 365 suite. The IT team can provide support when needed
- not use mobile phones in an unauthorised manner
- 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.

Attendance expectations:

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

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>

The minimum acceptable level of attendance is 90%, without a medical certificate, of scheduled class time per unit during a semester.

- 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.
- 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.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Lakeview Senior College will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as making up time outside of class, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard. When implementing disciplinary measures the College aims to make them proportionate to the nature of the behaviour.

Consequences applied may include one or more of the following:

- Restorative conversation 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 maximum 20 minutes at lunch time or 10 minutes at recess or 1 hour after school. After school time redemptions require 24 hours prior notice to parents)
- Parent phone call
- Parent/Guardian/Carer 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. The College does not under any circumstances use, or condone the use of, corporal punishment as a behaviour management strategy.

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training. The Principal of Lakeview Senior College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

7. Engaging with families

Lakeview Senior College values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website

- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- involving families in student celebrations such as music and drama performances, our annual Encore exhibition and inter-school sports
- involving families in engaging in celebrating student growth at parent/teacher/student conversations each semester
- involving families in information sessions and graduation events
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Lakeview Senior College will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- wellbeing case management patterns
- CASES21 and Compass data including attendance and absence data, S and N data

Lakeview Senior College will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Included in student diaries so that it is easily accessible to parents, carers and students
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy
- Aboriginal Learning Wellbeing and Safety Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	Monday 22 nd of April 2024
Consultation	Student Voice – meeting 17 th of April School Council meeting on 22 April 2024 All staff – meeting 15 th of April School community – via school website and Compass on 25 March 2024
Approved by	School Council
Next scheduled review date	Before April 2026