

Student Engagement Policy 2015

The whole school community has shared responsibility for supporting students to experience a sense of achievement and growth in their academic, personal, social and emotional development. The provision of a strong teaching and learning program and targeted intervention and support are the most effective means of enhancing the wellbeing of young people so that their learning opportunities are maximized.

The core values that underpin the culture of our school as we embrace the challenges of 21st century learning are: Care and Compassion, Curiosity, Excellence, Fairness, Resilience, Respect and Teamwork

1. Student Wellbeing focus

A college-wide student wellbeing focus is led by a team consisting of Principal Class members, Student Wellbeing Coordinators, the College Nurse and Heads of School. The 2 sub-schools, Middle (Years 7 – 9) and Senior (Years 10 – 12) form the basis of a well-defined student management structure including Year Level Coordinators and Home Group and Class teachers.

Our detailed policy is available on the college website www.edsc.vic.edu.au and includes rights, responsibilities, school actions and consequences.

2. Rights and Responsibilities

<p>Students have a right to:</p> <ul style="list-style-type: none"> • work in a secure environment without intimidation, bullying (including cyber-bullying) or harassment • participate fully in the school’s educational program • be treated with respect and acceptance by all members of the school community • be able to express their views and to participate in decision making about their educational environment 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • participate fully in the educational program • attend regularly • display positive behaviours that demonstrate respect for themselves and others, including the right to learn • with support, take greater responsibility for their own learning • support and encourage other students to do their best and celebrate their achievements
<p>Parents/carers have a right to:</p> <ul style="list-style-type: none"> • expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged • receive regular feedback on student progress • be fully informed about programs that affect their student’s education 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> • take an active interest in their student’s educational progress. • ensure their student’s regular attendance • engage in regular and constructive communication with school staff regarding their student’s learning. • support the school in implementing the uniform policy
<p>Teachers have a right to:</p> <ul style="list-style-type: none"> • be able to teach in an orderly and cooperative environment • be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student • be supported by colleagues to develop curriculum and pedagogy which engages students and assist them to learn 	<p>Teachers have a responsibility to:</p> <ul style="list-style-type: none"> • model appropriate behaviours when interacting with all members of the school community • work in collaborative professional teams to develop and use a range of teaching strategies and resources to engage students in effective learning • build strong relationships with students, parents and professional colleagues • know the content they teach. • use a variety of data and feedback to provide a teaching and learning program that addresses the needs of all students • plan and assess for effective learning.

	<ul style="list-style-type: none"> • create and maintain safe and challenging learning environments • provide regular feedback on learning outcomes to students and parents • enable students to connect to the wider community and to apply their learning
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3. Restorative Practices

- Classroom teachers have a responsibility to use restorative practices when establishing a productive, respectful working environment in their classrooms.
- Classroom management practices are participatory and focused on problem solving including regular class conferences
- Behaviour management focuses on education, accountability and meaningful change of behaviour
- Involves the development and enhancement of relationships and the teaching of conflict resolution and other problem solving skills

4. Bullying and Harassment

All members of the College community have the right to work and study in an environment which is free from bullying and harassment, including cyberbullying.

5. Promoting Positive Behaviours, Engagement and Regular Attendance

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

- establishing predictable, fair and democratic classrooms and school environments
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision making

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

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- scaffolding the student's learning program
- involving the parents/carers, student wellbeing, careers coordinators or community support agencies as appropriate
- providing broader educational programs such as work education

6. Discipline Procedures

The school will use the restorative practices model to deal with issues of student misconduct unless the behaviour is extreme or presents an immediate danger to students and/or teachers. However, if the behaviour persists or the student is unwilling to participate in the restorative practices process, other discipline measures may be used as appropriate.

Discipline measures for persistent behavioural issues could include:

- Detention
- referral to Coordinators, Student Wellbeing, Assistant Principal, Principal, Student Services
- Student placed on behaviour/homework card
- Suspension

Creating a Culture of Curiosity