Lalor Secondary College

Student Engagement and Wellbeing Policy
2010 - 2012
Principal: Silvana Sena
Table of contents

Introduction

- Focus 3
- Policy 3
- Related documents 3
- Other supporting documents 3
- Definitions 4
- Rationale 4
- Purpose 4

Section 1: School profile 5-6

Section 2: Whole School Prevention and Inclusion 7

- Model for Values 8
- Hierarchy of Restorative Practise 9

Section 3: Rights and Responsibilities 10

- Whole school rights and responsibilities 11
- Students rights and responsibilities 11
- Staff rights and responsibilities 11-12
- Parent(s)/ Carer(s) rights and responsibilities 12

Section 4: Shared Expectations 12-13

- Staff Engagement 12-13
- Student Engagement 13-14
- Parent Engagement 14

Section 5: School Actions 15

- Attendance 15
- Behavioural Consequences 16
- Restorative practices 16
- Detention 16
- Student Support Group 16
- Exclusion Suspension 17-21
**Introduction**

**Focus**

The Student Engagement Policy focuses on the following:

- Wellbeing and engagement of all students.
- Shared expectations on the rights and responsibilities of the whole school community.
- Prevention and early involvement to prevent negative behaviour and for attendance concerns.

**Policy**

The Student Engagement Policy is a whole school approach that

- Promotes positive school culture.
- Increases student wellbeing and learning
- Creates a safe environment for all
- Creates an environment where positive behaviour and learning are expected.

**Related Documents**

- School profile statement
- Whole school prevention statement
- Rights and responsibilities
- Shared expectations
- School actions/consequences

**Other supporting documents**

- Suspension documentation
- Expulsion documentation
**Introduction**

**Definition**

Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

- Behavioural engagement refers to student’s participation in education, including their motivation and academic, social and extracurricular activities.
- Emotional engagement: encompasses student’s emotional reactions in the classroom and in the school, and measures a student’s sense of belonging or connectedness to the school and an awareness of the boundaries of social and academic interaction.
- Cognitive engagement relates to a student’s investment in learning and the importance of sustainable motivation such as intrinsic rather than extrinsic, and self regulation.

**Rationale**

Lalor Secondary College is committed to providing a safe, secure and high quality learning environment. Our school recognises that students reach their full educational potential when they are happy, motivated and supported in their learning.

**Purpose**

- Provide students with a healthy learning environment where social interactions are positive and students feel physically and emotionally safe.
- High levels of achievement in all areas are expected so students achieve their full potential.
- Monitor student attendance, behaviour, physical and emotional wellbeing and provide prevention and intervention for those who are at risk.
- Provide extra-curricular programs to extend the development of the individual.
- Provide genuine opportunities for student/parent participation and student/parent voice.
- Build a school environment based on positive behaviours and values.
LALOR SECONDARY COLLEGE PROFILE

VISION: Our vision for Lalor Secondary College is to be a vibrant school where learning is valued and students are empowered to become lifelong, socially responsible learners; where a challenging and diverse curriculum caters for the variety of learning styles; where the varying talents of students and staff are recognised and celebrated, and where excellence and effort are rewarded.

MISSION: The community at Lalor Secondary College acknowledges the ability and right of all students to learn and to experience success. All students are encouraged to reach their full potential. The college provides students and staff with a safe and nurturing environment.

VALUES: The college values are; Pride, Honesty, Achievement, Cooperation and Caring.

Since 1963 Lalor Secondary College, a Year 7-12 co-educational post-primary school has served the communities of Lalor and surrounding areas. The college is located in a residential area north of Melbourne in the City of Whittlesea. It is set on four hectares of land, with spacious, well maintained grounds. The College is well serviced by local public transport and has tertiary institutions, including RMIT, La Trobe University and Epping TAFE, in close proximity.

The College has excellent facilities, which includes three fully equipped information technology rooms, a local area network as well as multiple computer stations in the Library, some classrooms and all staffrooms education activities. We also have a Drama Centre and many sporting facilities. A major upgrade to the Food Technology area occurred in 2008. Extensive upgrades and improvements to the school grounds and car parks have also been completed recently. The school grounds and facilities offer the students an abundance of opportunities.

The college provides a diverse Learning and Teaching program which enjoys a high reputation in the community. Learning and Teaching is designed to provide an engaging, sequential program and a broad range of experiences covering the full range of Physical, Personal and Social Learning, Discipline based learning and Interdisciplinary learning. The college has a ‘whole school’ approach to Literacy and Numeracy and we use the expertise of Dr John Munro of Melbourne University to assist us in enhancing student learning outcomes. Our ESL program has expanded recently and is offered to all year levels.

Students in Years 7 and 8 study a core program, while in Years 9 and 10 they take a core program as well as a number of electives. All Year 10 students take either a VET or a VCE subject. A full range of subjects is offered at the VCE level as well as a number of VET programs. There is an Accelerated Maths program. All VCE students take a study skills program and Year 12 students attend a residential program at La Trobe University as part of their orientation to their final year.

Special features of the college include a Language program offering four languages and since 2006 the college has hosted the Victorian School of Languages on Saturday mornings. For those students experiencing difficulties Educational Support is provided. We also cater for highly able students. There is an accelerated Maths program, as well as a High Achievers class. There is also an Advance Program incorporating the Duke of Edinburgh Award. Extensive opportunities for student enrichment are offered, including a school production, a multicultural production, the school magazine, Milpera, the Debutante Ball, the Year 9 Study Tour to Canberra, the Constitutional Convention, Student Parliament, Tournament of the
Minds and Debating. There are also various clubs operating including the Chess Club, Science Club, Games Club, Trivia Club and the Knitting Club.

The college has a well established Wellbeing team who provide support for students in a range of areas including, counselling, transition and Pathways, and Career Development program operating throughout the senior school. The Student Wellbeing program includes the integration program and student counselling. They are also responsible for the Peer Support program, an Anti-Bullying Program, lunchtime activities and homework club.

Students are encouraged to build their leadership capabilities though a range of opportunities which include SRC Representatives, Class Captains, Peer Support Leaders, School Captains, Sports Captains and Production Captains. The college values were developed with a high level of student involvement. The values are prominently displayed in every classroom, reinforced at the start of every year and consequently have had a significant positive impact on learning and behaviour.

The college values and promotes the cultural diversity of the student population and learning programs are enriched by drawing on the range and number of cultures and backgrounds represented among the students and their families. Approximately 74% of students come from non-English speaking backgrounds where up to 38 different languages are spoken. The college fosters a close relationship with parents and works from the premise that the most positive educational outcomes are achieved when there is a three-way partnership of parents, students and teachers. Effective communication between parents and the school is promoted and encouraged through a weekly newsletter, information evenings, parent/teacher interviews and at various social events.

Students are both encouraged and expected to do their best whether in the classroom, at sport or when participating in extra-curricular events. Achievements in all areas are celebrated and rewarded. The college holds an annual end of year Presentation Evening as well as Semester Assemblies where a range of awards are presented to students. Lalor Secondary College also offers a number of scholarships to Grade 6 students.

The college is committed to building a learning community which promotes continuous improvement in all aspects of a students’ life.

Enrolments in 2012 are expected to be approximately 1100 students.
SECTION 2: WHOLE SCHOOL PREVENTION

At Lalor Secondary College our positive school culture is predicated on student engagement being the basis for learning. To support this, our leadership team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through professional learning teams that encourage innovative pedagogy developed using the Departments E5 instructional model and VELS.

Opportunities that contribute to the school and effectively engage students in their learning are:

- Pro-social behaviours are promoted through many programs.
- Student Conferences provide opportunities for students to share goals and reflections with their parents/carers and set new/modified goals for the coming semester/term.
- Student Leadership programs such as: School Captain, SRC, Sports Captains, Home Group Captains and other roles of responsibility provide opportunities for students to influence change within the school community.
- Student voice is encouraged through the use of thinking tools.
- The school encourages parents/carers and the wider community to be involved in the school's programs.
- Intervening early to identify/respond to student needs for social and emotional support.
- Providing a range of opportunities for students to be involved and feel connected to the community.
- Recognising and responding to the diverse needs of our students through the PSD Support program.
- Adaption of current pedagogical knowledge and thinking to engage students in meaningful learning experiences.
- Students are encouraged to achieve full attendance to maximise their ability to learn and our teachers’ ability to teach effectively.
- Whole school approach to Welfare and Discipline to encourage engagement; build pride, respect and responsibility.
- Development of intensive literacy and numeracy improvement strategies implemented as part of the school improvement agenda and in response to the changing demographics.
- Professional learning is given high priority to ensure strategies and approaches are adopted and implemented.
<table>
<thead>
<tr>
<th>VALUE</th>
<th>THIS MEANS</th>
<th>THIS VALUE IS SHOWN WHEN</th>
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</thead>
<tbody>
<tr>
<td>Pride</td>
<td>• Being loyal</td>
<td>• I am proud of my work</td>
</tr>
<tr>
<td></td>
<td>• Doing my personal best</td>
<td>• I am passionate about everything I do</td>
</tr>
<tr>
<td></td>
<td>• Being passionate</td>
<td>• I take pride in what I participate in</td>
</tr>
<tr>
<td></td>
<td>• I am proud of my work</td>
<td>• I am proud of my school</td>
</tr>
<tr>
<td></td>
<td>• I dress appropriately and with pride</td>
<td>• I am passionate about everything I do</td>
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<td></td>
<td>• Being committed</td>
<td>• I am committed</td>
</tr>
<tr>
<td></td>
<td>• Being persistent</td>
<td>• I am doing my best</td>
</tr>
<tr>
<td></td>
<td>• Always striving to do my best</td>
<td>• I am organised</td>
</tr>
<tr>
<td></td>
<td>• Having aspirations</td>
<td>• I complete all my work</td>
</tr>
<tr>
<td></td>
<td>• Aiming for excellence</td>
<td>• I celebrate achievement</td>
</tr>
<tr>
<td></td>
<td>• Having aspirations</td>
<td>• I am responsible</td>
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<tr>
<td></td>
<td>• Aiming for excellence</td>
<td>• I am motivated</td>
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<td></td>
<td>• Having aspirations</td>
<td>• I am rational</td>
</tr>
<tr>
<td></td>
<td>• Aiming for excellence</td>
<td>• I see mistakes as an opportunity for improvement</td>
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<tr>
<td>Achievement</td>
<td>• Being committed</td>
<td>• I am committed</td>
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<tr>
<td></td>
<td>• Being persistent</td>
<td>• I am doing my best</td>
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<td>• Always striving to do my best</td>
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<td>• I am doing my best</td>
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<td></td>
<td>• I am organised</td>
<td>• I am rational</td>
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<td></td>
<td>• I complete all my work</td>
<td>• I see mistakes as an opportunity for improvement</td>
</tr>
<tr>
<td>Caring</td>
<td>• Being respectful</td>
<td>• I am attentive</td>
</tr>
<tr>
<td></td>
<td>• Having positive relationships</td>
<td>• I am helpful to others in need</td>
</tr>
<tr>
<td></td>
<td>• Being helpful</td>
<td>• I show respect to others and show them that they are being noticed</td>
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<tr>
<td></td>
<td>• Using manners</td>
<td>• I choose my attitude</td>
</tr>
<tr>
<td></td>
<td>• Showing friendship</td>
<td>• I am a good listener</td>
</tr>
<tr>
<td></td>
<td>• Having a positive attitude</td>
<td>• I am sensitive to others needs</td>
</tr>
<tr>
<td></td>
<td>• Aiming for excellence</td>
<td>• I behave consistently to build richer relationships</td>
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<tr>
<td></td>
<td>• I am attentive</td>
<td>• I am respectful</td>
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<tr>
<td></td>
<td>• I am tolerant</td>
<td>• I am tolerant</td>
</tr>
<tr>
<td></td>
<td>• I am friendly</td>
<td>• I am friendly</td>
</tr>
<tr>
<td></td>
<td>• I am appreciative</td>
<td>• I make others comfortable</td>
</tr>
<tr>
<td></td>
<td>• Having a positive attitude</td>
<td>• I am encouraging</td>
</tr>
<tr>
<td></td>
<td>• Aiming for excellence</td>
<td>• I accept others for who they are</td>
</tr>
<tr>
<td></td>
<td>• Having a positive attitude</td>
<td>• I consider others feelings and needs</td>
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<tr>
<td></td>
<td>• Aiming for excellence</td>
<td>• I treat others in a caring manner</td>
</tr>
<tr>
<td></td>
<td>• Having a positive attitude</td>
<td>• I am polite</td>
</tr>
<tr>
<td>Co-operation</td>
<td>• Being tolerant</td>
<td>• I work together with teachers and peers</td>
</tr>
<tr>
<td></td>
<td>• Being respectful</td>
<td>• I follow instructions</td>
</tr>
<tr>
<td></td>
<td>• Having understanding</td>
<td>• I accept other people's opinions</td>
</tr>
<tr>
<td></td>
<td>• Working as part of a team</td>
<td>• I accept decisions</td>
</tr>
<tr>
<td></td>
<td>• Being tolerant</td>
<td>• I work in a team to achieve common goals</td>
</tr>
<tr>
<td></td>
<td>• Being respectful</td>
<td>• I work with others willingly</td>
</tr>
<tr>
<td></td>
<td>• Having understanding</td>
<td>• I listen to others ideas/opinions</td>
</tr>
<tr>
<td></td>
<td>• Working as part of a team</td>
<td>• I am reliable</td>
</tr>
<tr>
<td>Honesty</td>
<td>• Being truthful</td>
<td>• I have integrity in what I do</td>
</tr>
<tr>
<td></td>
<td>• Showing trust</td>
<td>• I have morals</td>
</tr>
<tr>
<td></td>
<td>• Being reliable</td>
<td>• I am loyal</td>
</tr>
<tr>
<td></td>
<td>• Having integrity</td>
<td>• I do not speak about others behind their back</td>
</tr>
<tr>
<td></td>
<td>• I am trustworthy</td>
<td>• I am trustworthy</td>
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<tr>
<td></td>
<td>• I am responsible</td>
<td>• I am responsible</td>
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<td></td>
<td>• I am honest</td>
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<tr>
<td></td>
<td>• I am truthful</td>
<td>• I am truthful</td>
</tr>
</tbody>
</table>
These core values, developed by students working with staff as part of our Excellence in Education Program, have become embedded in our school way of life. The College vision is to develop and encourage in students a love of life learning while equipping them with the skills, qualifications and personal attributes they need for a purposeful and fulfilling life beyond school. The college is committed to supporting all students to be responsible and valued members of the community.

Hierarchy of Restorative Justice

**Primary Prevention**
School wide for whole community
- School and class policies
- Engaging curriculum
- Social skills programs
- Relational practices

**Secondary Prevention**
Specialised group prevention for students with at risk behaviour For example;
- Individual and small group conferencing
- mediation

**Tertiary Prevention**
Specialised individual attention for high risk students. For example;
- mediation
- restorative conferencing
- counselling

1 to 5% of population

Intensive

Targeted 15%

Universal

Whole School

Integrating difficulties, disruptions and repairing relationships

Developing social and emotional skills

Restoring and rebuilding relationships
SECTION 3: RIGHTS AND RESPONSIBILITIES

The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasizes the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

The following legislation needs to be considered when determining rights and responsibilities of all members of the school community:

4. Education and Training Reform Act 2006
5. Education Act 1958

The following policies and procedures need to be considered and consistent with implementing effective practice within the school community.

1. Anti bullying and Cyber bullying policy
2. Smoke Free Schools policy
3. Drug Education policy
4. Attendance policy
5. Uniform policy
6. First Aid policy
7. Internet Usage policy
8. Medication policy
9. Sexual Harassment policy
10. Asthma policy
11. Curriculum policy and programs
12. Emergency Management policy
13. Equal Opportunity policy
14. Homework Policy
15. Occupational Health and Safety policy
16. Teaching and Learning policy (in Teachers’ handbook)
17. Anaphylaxis policy
18. Assessment and Reporting procedures
19. Drug Related Incidents policy
20. Headlice policy
21. Privacy policy
22. Sunsmart policy
23. Mandatory Reporting policy
24. Student Code of Behaviour
At Lalor Secondary College we expect high standards of student behaviour based on pride, achievement, cooperation, caring, and honesty. We promote positive, non-discriminatory relationships among students, parents, staff and the wider community.

**Whole School Rights and Responsibilities**

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be free of harassment</td>
<td>To ensure others are not harassed</td>
</tr>
<tr>
<td>To receive support in difficult situations from the school community</td>
<td>To provide support to each other</td>
</tr>
<tr>
<td>To be valued and treated with respect</td>
<td>Build positive relationships with the school community</td>
</tr>
</tbody>
</table>

**Students:**

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn and interact in a safe environment without interference</td>
<td>To allow others to work and interact without interference</td>
</tr>
<tr>
<td>To be treated equally and fairly</td>
<td>To report bullying incidents to someone. To have respect and understanding for all students regardless of their background, age, gender, cultural background, religion. All students have the responsibility to develop empathy for the wellbeing of others.</td>
</tr>
<tr>
<td>To access services and resources within the school community</td>
<td>The school must provide access to services and personnel within the community.</td>
</tr>
</tbody>
</table>

**Staff:**

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be treated with respect by students, parents and peers</td>
<td>To treat students in a way that develops self-esteem. To communicate positively with parents and peers. To model positive behaviours.</td>
</tr>
<tr>
<td>To expect students to follow the Engagement Guidelines</td>
<td>To follow the Engagement Guidelines. To use logical, preventative consequences and restorative practices. To provide a Duty of Care to students which includes inside and outside the classroom. To keep records of significant disciplinary actions.</td>
</tr>
<tr>
<td>To expect students to learn</td>
<td>To assist students to learn. To create and maintain safe and challenging learning environments. To provide an inclusive and differentiated curriculum. To ensure all students achieve success. To communicate student progress to parents.</td>
</tr>
</tbody>
</table>

**Parents**

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>To expect that their child will be educated in a secure environment which is safe and supportive whilst offering quality education.</td>
<td>To ensure students attend school regularly. To ensure students attend school/classes with the correct equipment and encourage students to participate and achieve.</td>
</tr>
<tr>
<td>To be contacted when there are major concerns for the child in regard to safety, health (physical/emotional) or general wellbeing</td>
<td>To be available and willing to work in collaboration with the school to meet the needs of their child. To model positive behaviours.</td>
</tr>
</tbody>
</table>
Section Four SHARED EXPECTATIONS

Lalor Secondary College has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is expected and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

Staff Engagement

The school leadership team will;
- uphold the right of every child to receive an education up to the compulsory age of schooling
- ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation
- identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities and community services inclusive and responsive to student needs.

The staff will;
- develop flexible pedagogical styles to engage different learners
- deliver curriculum and assessment that challenges and extends students learning
- develop positive relationships with students that promote engagement, wellbeing and learning
- provide opportunities for student voice developing a positive school culture

Attendance

In compliance with Departmental procedures school staff will;
- promote regular attendance with all members of the school community and;
- monitor and follow up on absences

Behaviour

Lalor Secondary College will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community through a staged response.

The school leadership team will;
- lead and promote preventative approaches to behavioural issues
- monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- provide professional development for staff to build their capacity to promote positive behaviours.

The staff will;
- use Student Engagement policy as a basis for negotiating class-based shared expectations with students
- teach students social competencies through curriculum content and pedagogical approach
- employ behaviour management strategies that reflect the behaviours expected from students
- build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one’s own behaviour management approach
Student Engagement policy

**Student Engagement**

All students are expected to;

- uphold the College Values and general college rules to a high standard.
- respect, value and learn from the differences of others;
- have high expectations that they can learn;
- reflect on and learn from their own differences;

**Attendance**

All students are expected to come to school every school day throughout the year. If students cannot attend their parents/carer must provide a suitable explanation to the school.

**Behaviour**

All students will:

- support each other’s learning by displaying empathy for the wellbeing of others
- have high expectations that they can learn
- be considerate and supportive of others
- actively participate in the learning process
- demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive college environment that safe, inclusive and comfortable
- understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable
- support students outside the classroom
- follow standard college procedures and rules

**Parents/ Carers Engagement**

- parents/carers are expected to support the school’s efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home
- parents/carers should also help the school to by providing all relevant information to the school that may help in developing student centred teaching
- parents/carers are encouraged to actively participate in supporting their child’s learning by building a positive relationship with the school
- parents/carers will work with the school through attendance at parent-teacher meetings and responding to communications in a timely manner
- parents should keep an open mind on issues and behave appropriately

**Attendance**

Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school as soon as possible.

**Behaviour**

Parents/carers should understand the schools behavioural expectations and aim to provide a consistent approach that supports their child’s learning and engagement in and out of school.
SECTION 5: SCHOOL ACTIONS

Attendance

At Lalor Secondary College attendance of students is well above the state mean.

At Lalor Secondary College we recognise that absences often mean students miss important stages in the development of their learning, causing them to find ‘catching up’ difficult. The following are ways in which we promote school attendance;

- Attendance practices reflect DEECD philosophy of ‘It’s Not OK to be Away’.
- All student absences/lateness are recorded twice a day (morning and afternoon), are aggregated on to our CASES database and communicated to DEECD.
- Classroom teachers record attendance in all their classes.
- The school recognises illness as a reasonable ground for an absence.
- The school closely monitors attendance. Level Coordinators (or nominee) will follow up all unapproved absences each day.
- The school acknowledges outstanding attendance by presenting 100% Attendance Awards at the end of each semester.
- Parents are expected to provide a written explanation on the day their child returns. If the absence is an extended one then the parent is expected to ring the school.
- Clear written/verbal statements are made regularly to parents/carers/students about school and community attendance expectations.
- The professional responsible for Welfare or the Principal will contact parents of students with high levels of unexplained or unapproved absences/lateness, with the view to developing and implementing strategies to minimise absences.
- Ongoing unexplained absences/lateness, or lack of cooperation regarding student attendance will result in a formal attendance conference being organised. This may lead to the establishment of a Student Support Group. This Support Group will be convened by the Principal (or nominee) and attended by key professionals. An Attendance Improvement Plan may be developed. Unresolved attendance issues may be reported by the Principal to the Department of Human Services.
- Student attendance figures will appear on the student’s mid-year and end of year reports.
- DEECD and enrolment auditors will be given complete access to all student attendance records if requested.
- Whole-school modelling of punctuality is expected and regularly monitored.
- All absence notes and records of communication will be retained and stored at the school for a minimum period of 12 months.
Student Engagement policy

**Behavioural Consequences**

Students are expected to play safely, show respect, empathise with others, learn, be honest, care and be responsible.

**Restorative practices**

Lalor Secondary College is moving towards restorative practices within the school community. It is designed to address a range of opportunities and needs in emphasising prevention and a whole school approach, while embracing the right blend of high control and support.

All staff will gain an understanding of the philosophy and framework of restorative practices. At Lalor Secondary College we aim to develop:
- Quality relationships that consistently demonstrate behaviour that reflects the school values
- The skilling of the school community in the successful resolution of conflict
- The prevention of conflict and harm to relationships within the school community
- Restorative skills in the way we interact with young people so as to use teachable moments to enhance

**Detention**

Teachers may require a student to finish school work which has not been completed in the regular classroom, or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.

Where students are required to undertake school work out of school hours, there are two types of detentions.

Firstly, an after school detention in which the time should not exceed forty-five minutes. The principal (or nominee) should ensure that parents are informed at least 24 hours prior to the detention.

Secondly a Friday afternoon or Saturday detention of up to 1½ hours. The Principal (or nominee) should ensure that parents are informed at least 24 hours prior to the detention.

Lalor Secondary College is permitted to detain students but will take into account family circumstances and negotiate with parents where appropriate.

**Student Support Group**

A **Student Support Group** may be convened by schools to exchange information and facilitate solutions to behavioural problems or difficulties of students. In general, they will be convened at the school.

These meetings are to be held at a time suitable both to the school and to the parents. The purpose of procedures for such meetings will vary depending on the needs of individuals and schools, but they promote positive behaviours through a staged response. As well as teachers, parents and student, the meeting could involve the principal or nominee and any support staff who have been involved with the student and/or the student's family or who have particular relevant expertise. If the principal considers it warranted, or the student or the student's parents request, the principal must ensure suitable language interpretation facilities are made available.

The meeting should be documented. A list of people present and the agreed outcomes should be kept by the school. This is to assist with future interactions and allow all parties to be
proactive in their responses. The document should be verified by parents and/or the student and remain confidential.

**Exclusion**

- Details of suspension and expulsion procedures are discussed below, however, it should be noted that parents are to be involved in exclusion procedures as stated, except where:
  - The student is over 18 years of age
  - The student is over 16 years of age, without disability or impairment and is living separately, apart and independently from his/her parents.
  - For any reason the parent is not available or cannot be contacted. In these circumstances the principal may then refer to the student over the age of 18 years of age in place of ‘a parent’. Where a student has a disability or impairment, the principal must make enquiries as to the student’s ability to represent himself or herself. After making such enquiries, if the principal is satisfied that the student lacks the ability to adequately represent himself or herself, the student cannot be referred to in place of ‘a parent’. In this case, as with a student under 18 years of age, the principal may regard as ‘a parent’ an adult whom the principal considers to be suitable and available to perform the role of the parent.
Suspension - General information

Suspension is a serious disciplinary measure and should normally only be used when other measures have not produced a satisfactory response. Suspension should be used for the shortest time necessary. The maximum period of time a student can be suspended consecutively is five school days. ‘School days’, as referred to in this document, does not include weekends, public holidays or school holidays. A student cannot be suspended for more than fifteen school days in a school year, unless approval is sought from the regional director. However, a student may be suspended for a further period (not exceeding five school days) pending the principal’s decision whether to expel a student.

Procedures prior to suspension

With the exception of situations which require an immediate response, principals of schools should ensure that a range of options (and in particular those to accommodate the needs of students with a disability or impairment) has been considered before suspending a student. The student must be informed that suspension is being considered and given an opportunity to address the issues of concern and to respond positively, unless the principal is satisfied that immediate action (in the form of a suspension or expulsion) is required. When it is believed that a student’s behaviour warrants suspension, the principal must ensure that every reasonable step is taken to arrange a meeting with the parent, the student and the student support group to discuss:

- the student’s behaviour and performance
- the strategies being developed within the school to meet the educational needs of the student
- the possibility of suspension, should that behaviour continue
- the responsibilities of the parents, should suspension be considered necessary

(1) The principal must ensure that –

(a) the behaviour, the educational needs of a student, disability, age of student and the residential or social circumstances of the student has been considered before suspending a pupil;

(b) a pupil is informed that suspension is being considered and is given an opportunity to address the issues of concern and respond positively with a student support group that is consistent with a staged response, unless the principal is satisfied that immediate action (in the form of a suspension or expulsion) is required.

(c) the parent may be accompanied at that meeting by another person who is not acting for fee or reward.

(d) if it is considered warranted by the pupil or the parent, the principal must ensure that suitable language interpretation facilities are available at the meeting arranged.
Student Engagement policy

**Grounds for suspension**

(1) A student may, by order of the principal of a state school, be suspended if, whilst attending school or travelling directly to or from school or engaged in any school activity away from the school, including travel organised by the school, the student:

   (a) behaves in such a way that threatens or endangers the health, safety and wellbeing of any staff member, student or any person assisting in the conduct of school activities; or

   (b) commits an act of significant violence against a person or property or being knowingly involved in the theft of property; or

   (c) possesses, uses, or assists another person to use prohibited drugs and substances; or

   (d) fails to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member; or

   (e) consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any student; or

   (f) engages in behaviour that vilifies, defames, degrades or humiliates another person

**Procedures for suspension**

If the strategies outlined in 4.2.2 of the Student Engagement Policy Guidelines fail to achieve an acceptable change in behaviour and suspension is imposed, the following steps are to be taken:

(1) The principal must provide the parents of the student with a copy of the Procedures for suspension brochure and a notice of suspension (refer to Appendix 13: Student Engagement Policy) on the day on which the suspension commences or within twenty four hours thereof.

(2) The principal shall also provide the president of the school council with a copy of the notice of suspension.

(3) At any time during the suspension of a student the parent can request a suspension conference. The principal may convene a suspension conference at any time, but must convene a suspension conference when a student has been suspended for five continuous school days on any one occasion and when a student has been suspended for a total of fifteen school days in any one school year.

   (a) The suspension conference will involve a formal meeting convened by the school principal or nominee. The participants will involve the principal, student support group, parents, student and other key professionals. At the request of the parent, a person who is not acting for fee or reward may accompany the parent. No party to the conference may be represented by another person acting for fee or reward. Conference proceedings must remain confidential.
(4) A suspension conference is to be conducted during the period of the suspension or as soon as practicable thereafter. The period of suspension shall not be extended due to delays in holding a suspension conference.

(a) A suspension conference will consider the educational, welfare and disciplinary strategies in relation to the pupil and will consider other options for meeting the pupil’s educational needs.

Period of suspension

The maximum continuous period of time a pupil can be suspended at any one time is five school days. A pupil cannot be suspended for more than fifteen school days in a school year.

The school shall provide appropriate and meaningful school work to the suspended pupil that is in line with classroom coursework.

Expulsion - General Information

The School Principal has the authority to permanently exclude a student from his or her school according to the procedures set out below. This power cannot be delegated to any other person at the school level.

Permanent expulsion from a school is the most extreme sanction open to a Principal. Except in the most unusual and extreme circumstances, it will only be used after all other relevant forms of behaviour management outlined in the engagement guidelines have been exhausted (refer to Appendix 2: Staged Response checklist: Student Engagement Policy).

Grounds for Expulsion

A principal may expel a student if;

(a) the student does anything for which they can be suspended

(b) the students behaviour is of such magnitude that affects the health, safety and wellbeing of staff and students at the school

Procedures prior to Expulsion

Prior to an expulsion the principal must ensure that;

(a) a comprehensive range of strategies, consistent with a staged response has been implemented by the school;

(b) despite these strategies, the student’s inappropriate behaviour persists; and

(c) the student and parents/carers are informed that expulsion is being considered and must be given the opportunity to be heard.
Student Engagement policy

Procedures for Expulsion

(1) The principal is responsible for a students’ expulsion. The principal must notify the regional director that a student support group is being convened to discuss expulsion.

(2) The principal must convene a student support group meeting to;

(a) provide the student and their parents/carers with a Notice of Expulsion (refer to Appendix 15: Student Engagement Policy) before the day on which the expulsion commences

(b) provide a copy of the Procedures for expulsion, to the student and their parents/carers

(c) identify the future educational, training and/or employment options most suited to the students needs

(d) a principal, within twenty-four hours of the commencement of the expulsion, must forward a copy of the Notice of Expulsion (refer to Appendix 15: Student Engagement Policy) to the regional director with a written expulsion report (refer to Appendix 16: Student Engagement Policy).

Transition Arrangements

If a school expels a student, the school must schedule a meeting with the destination school or registered training organisation of the expelled student.

Expulsion Appeal Process

A principal’s decision to expel a student can be appealed by the student or the student's parents/carers.

The principal must provide the student and parent/carers with an Expulsion Appeal proforma (refer to Appendix 18: Student Engagement Policy), at the final student support group meeting.

The appeal must be lodged with the principal within ten school days of receiving the Notice of Expulsion and the principal must provide the regional director with a copy of the Expulsion Appeal with twenty-four hours.