



LARA

Secondary College



STUDENT ENGAGEMENT POLICY

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1 College Vision

The College Vision is a clear, concise statement of the type of school we wish to see. It is both a reflection of what we have already achieved and a statement of how we would like to develop the College in the future. Overall it is the common aim for everything we do from preparing lessons, to working with our students, to recruiting new staff, to improving the facilities.

Our Vision statement:

To provide a community of care and from this, a dynamic learning environment which enables all students to develop social and work place skills, and which challenges staff and students to meet their full potential with the support of all members of the College Community.

Our Motto:

“Realise Your Potential”

2 College Values

Lara Secondary College aims to provide a safe and supportive environment that promotes quality teaching and learning that empowers the College community to value academic success, an individual's needs, social development and a passion for lifelong learning.

The College community values of **Commitment, Teamwork, Respect and Excellence**, indicate an agreed set of values that is highly regarded amongst staff, students and parents and represents the ethos of the College.

1. All individuals are to be valued and treated with respect.
2. All individuals have a right to work in a secure and safe environment where they are able to fully achieve their absolute best.
3. Students have a right to learn in a co-operative environment free from disruption.
4. Parents/Carers have a right to expect that their children will be educated in an environment of care, courtesy and respect for the rights of others.
5. Parents/Carers have a responsibility to support the College in its efforts to maintain a positive learning environment.
6. Principals and staff have an obligation to reasonably, consistently and fairly implement the consequences of breaching the Code of Conduct.

3 Student Wellbeing & Support Programs

Lara Secondary College implements a ‘whole school’ approach to student support and wellbeing. We care for the emotional, social and intellectual wellbeing of all our students in an ‘holistic’ manner and recognise that other aspects of a student’s life can have a significant impact on their education. We aim to establish a happy, safe, secure and cooperative learning environment, where the individual needs of students are of the utmost importance.

The College’s team structure enables Heads of School, Year Level Coordinators and Classroom teachers, to give students individual attention and develop a clear understanding of the wellbeing needs of their students. The College believes that the strength of the relationship that exists between the teacher and their students is a vital link in the development of a caring and supportive learning environment at the College.

To assist with this process, we also have a comprehensive Student Wellbeing and Intervention Team, which includes the Senior and Junior School Assistant Principals, the Senior and Junior School Leading Teachers, the Wellbeing Leader, our Student Counsellor and Youth Worker.

Lara Secondary College aims to create a safe and supportive environment for learning. We emphasise the values of Commitment, Teamwork, Respect and Excellence in our discipline practice. Classroom teachers and Year Level Coordinators provide the initial support and care for students and work with the Student Wellbeing Team to achieve the best outcome for students.

In order to promote student wellbeing, we provide a range of support services for students using preventative approaches, early intervention activities and direct support and response strategies. These strategies are grouped into three areas: **Tier 1** strategies (universal, whole-school), **Tier 2** (targeted to some specific students or groups of students) and **Tier 3** (individualised for a small number of students) strategies used by our school is included below.

Tier 1 – All students are exposed to...

- Clear classroom agreements and processes that create a positive learning environment
- An agreed instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- A strong connection to and support from their Year Level Coordinator
- Restorative conversations
- Monitoring of attendance and implementation of attendance improvement strategies, including clear communication with parents and guardians
- Parent-teacher-student interviews
- A broad curriculum including VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- School Wide Positive Behaviours including: Positive Behaviour Matrix, Success Passes, Postcards. Positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents and guardians
- Thinking and Living Classes (Year 7-9) and Pathways classes (Years 10-12) with a curriculum that covers personal and social capabilities including ‘Me as a learner’, anti-bullying and positive bystander behaviour, growth mindset, and critical and creative thinking skills
- Respectful Relationships curriculum that has a focus on emotional literacy, positive coping and stress management, help seeking, gender and identity, and positive gender relations

- the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including student forums. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- The opportunity to self-refer to the Student Counsellor, Youth Worker, or School Chaplain, 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

Tier 2 – In addition to those strategies listed above, specific students or groups of students may be exposed to the following...

- A 'Tier 2 Plan' which outlines a range of individualised interventions that have been put in place to support the student with their learning, wellbeing, behaviour or attendance. This may include the development of an Individual Education Plan for specific subjects, or the creation of a modified timetable
- Student Support Group meetings attended by the Year Level Coordinator, Sub-school Leader and parents/ guardians
- Small group literacy support from our Literacy Support Office
- A referral to join the 'Hands On Learning' group
- A referral to join other Wellbeing programs offered at the school by school staff or external providers such as 'No Limits 4 Girls', the 'Seasons' program.
- Indigenous students will have the opportunity to connect with our Koorie Engagement Support Officer (KESO) and have an Individual Education Plan developed
- Funded students will have an Individual Learning Plan developed and regular Student Support Groups meetings with relevant staff and parents/ guardians
- A referral to the Student Counsellor, Youth Worker or Psychologist for additional support
- A referral to the Department of Education Student Support Services for an Educational Needs Assessment through a Psychologist or Speech Pathologist
- A referral to the Department of Education Student Support Services for support from a Social Worker

Tier 3 – In addition to those strategies listed above, a small number of students may be exposed to the following...

- A 'Tier 3 Plan' which outlines a range of individualised interventions that have been put in place to support the student with their learning, wellbeing, behaviour or attendance. This may include the development of an Individual Education Plan for specific subjects. The plan also outlines any connection to external services such as:
 - Distance Education Victoria
 - Youth Services such as Barwon Child Youth and Family, Headspace, or Mackillop Reconnect
 - General Practitioner or Paediatrician
 - Re-engagement programs such as Newstart, Youth Plus, Diversitat, or Mackillop School Geelong
- Frequent Student Support Group meetings attended by the Year Level Coordinator, Sub-school Leader, Assistant Principal, Wellbeing Leader, Student Counsellor and parents/ guardians

Identifying students in need of support at the Tier 2 or Tier 3 Level

Lara Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing and Intervention Team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Lara Secondary College will utilise 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, and detention and suspension data
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- self-referrals or referrals from peers
- engagement with families
- Referrals from Year Level Coordinators and Sub-school Leaders



4 Student Code of Conduct

At Lara Secondary College we expect students to display a strong work ethic, honesty, co-operation, courtesy, responsibility and self-discipline. We expect students to:

4.1 Foster a positive learning environment by:

- Treating all members of the College community with respect and courtesy
- Being tolerant and considerate of others and respecting their rights and property
- Following instructions
- Being punctual and regular in attendance
- Making use of the educational opportunities offered by the College and working to the best of their ability

4.2 Promote a positive image of and climate within the College by:

- o Behaving in a manner that reflects the College's values and behavioural standards in all College related activities
- o Wearing full College uniform on the way to and from College and on all appropriate occasions
- o Not possessing or using cigarettes, alcohol, illicit drugs or potentially dangerous items on College premises or during College related activities
- o Not promoting or conducting inappropriate activities on College premises
- o Using College equipment only for appropriate purposes

4.3 Maintain a pleasant College environment by:

- Assisting in maintaining a clean and tidy College environment
- Treating school and personal property with respect and being financially responsible if they fail to do so

5 Responsibilities

5.1 Principal Class will assist teachers:

- By providing professional leadership in relation to the implementation of the College Student Engagement Policy
- In the creation of a stimulating and secure learning environment
- In implementing a clear purpose associated with teaching and learning within the classroom
- In developing a school culture that has high expectations of all learners
- In establishing a sense of accountability to the wellbeing and management of our students

5.2 Heads of the Junior and Senior School will assist teachers:

- By providing advice, support and professional development opportunities in matters concerning student management
- In the resolution of student issues involving serious incidents.

- In developing strategies and new resources to support the development of special programs to meet the individual needs of students experiencing difficulty in a changing school environment
- Adopt a whole school approach to student management and wellbeing so that staff, students and parents understand and accept the parameters for appropriate behaviour
- Write plans and communicate with parents

5.3 Senior and Junior Program Coordinators/Curriculum Leaders/ Year Level Co-ordinators will:

- Ensure that the school's curriculum and teaching strategies are designed to develop attitudes in students which contribute to a positive school climate
- Foster sound student management and wellbeing practices by creating an environment that contributes to a sense of wellbeing for staff and students
- Provide guidance for teachers to enhance skills in student management and wellbeing and ensure that all new staff are aware of the Student Engagement Policy and procedures specific to the school
- Facilitate (when problems need to be resolved), a process that reflects a cooperative, collaborative, problem-solving approach
- Facilitate effective liaison with families

5.4 Teaching Staff:

- Will provide effective classroom practice that provides curriculum relevance, appropriate learning strategies and accountable assessment strategies
- Should anticipate problem behaviours before they reach the acute stage and manage them in the context of behaviour modification, assistance and support rather than penalties and retribution
- Are responsible for a professional and supervisory duty of care for their students
- Must take all reasonable steps to emphasise positive student management and wellbeing that is devoid of violence, bullying and all forms of harassment
- Will have professional and respectful collaborative working relationships with students and parents
- Will be aware of the given school rules
- Will communicate successes and significant problems to parents/carers concerning their daughter/son after consulting with the relevant Year Level Coordinator

5.5 Students:

- Every student is an ambassador for the school, and we are all judged by the behaviour of individuals wearing our uniforms as they travel to and from school, walk through shopping plazas, visit places of interest, etc.
- Lara Secondary College does not tolerate bullying, harassment, teasing or intimidation of others and expects all students to be committed to the College values of Commitment, Teamwork, Respect and Excellence.

(Please refer to the table on the following page)

5.6 The Parent's Responsibility in the Student Engagement Policy

Lara Secondary College expects parents to accept and support the shared responsibility for the discipline and education of their child. The College also expects parents to support the teaching and non-teaching staff in the implementation of the Student Engagement Policy, ensuring consistency of expectations between school and home and notifying the school of any major changes in the life of their child.

Student Rights and Responsibilities

Rights	Responsibilities
<ul style="list-style-type: none">• The right to feel secure and happy and be treated with understanding	<ul style="list-style-type: none">• To treat others with understanding and not tease, bully or hurt others emotionally or physically
<ul style="list-style-type: none">• The right to be happy and to be treated with respect, understanding, kindness and courtesy	<ul style="list-style-type: none">• To treat others politely and with respect• To be truthful and treat others fairly• To show respect to everyone
<ul style="list-style-type: none">• The right to expect personal property to be safe	<ul style="list-style-type: none">• To respect the property of others• To act in a safe and considerate manner
<ul style="list-style-type: none">• The right to have a healthy environment	<ul style="list-style-type: none">• To act responsibly and not do anything which might threaten the healthy environment• To properly care for the resources of the College
<ul style="list-style-type: none">• The right to learn and not be deprived of this right and opportunity by the behaviour of others	<ul style="list-style-type: none">• To be organised and prepared to learn• To be in the right place at the right time• To be willing to learn

6 Assessment & Reporting

All students at the College will receive a report outlining their academic progress throughout each Semester. Reports will be available for parents online during weeks 5, 10, 15 and the end of the Semester. Each report outlines your child's progress at different stages throughout the semester, in relation to:

- Overall Achievement
- Attitude & Effort
- Homework Completion
- Classroom Behaviour
- Attendance

The College aims to provide regular feedback to both students and parents in order for each student to obtain the necessary information to maximize their academic potential within every subject.

7 College Promotions Policy

The Promotions Policy at the College recognises that students must demonstrate a strong academic foundation, in order to successfully manage the next year level. As a result, the policy aims to ensure all students reach their maximum academic ability in every subject, in order to be promoted to the next year level. Parents and students need to be aware that students in **Years 7 - 10** will need to reach above 50% as an assessment task average for each subject. Students who do not obtain above the minimum assessment task average for **at least 60%** of their semester subjects may not be promoted to the next year level.

In order to be promoted from **Year 11 into Year 12 VCE**, the College encourages all students to focus their academic results on 'quality not quantity'. For this reason students in Year 11 must achieve above 50% as a School Assessed Coursework (SAC) average and **satisfactorily complete 9 of the 12 Units** attempted over the course of Year 11, in order to automatically proceed to Year 12.

Please see Academic Grades table overleaf.



Academic Grades

HD	is equivalent to a score of 90 - 100% and indicates a High Distinction performance on the task
D	is equivalent to a score of 80 - 89% and indicates a Distinction performance on the task
HC	is equivalent to a score of 70 - 79% and indicates a High Credit performance on the task
C	is equivalent to a score of 60 - 69% and indicates a Credit performance on the task
P	is equivalent to a score of 50 - 59% and indicates a Pass performance on the task
UG	is equivalent to a score of below 50% and indicates the work was of such a poor standard that it has not met the minimum requirements of the task

Assessment Codes

NYC	Not Yet Complete The teacher has not set or given the assessment task to date (Used on Progress Reports ONLY)
NS	Not Submitted Work was not submitted or the student was absent WITHOUT an acceptable reason
NA	Not Assessed Late enrolment into the subject
ABS	Absent The student was absent with a legitimate reason (Medical/Wellbeing) approved by the school
*	Improved Grade Scores with an asterisk (*) indicate the student has achieved an improved grade. Students will have the opportunity throughout the year to improve their initial grade for a specific topic.
MOD	Modified This Assessment Task has been modified for the student who does not have the ability to be assessed using the current task as it would be too difficult
EN	Enhanced Work is indicated as enhanced for students who have the ability to be assessed at a more challenging level using the current task

8 School Improvement Policy

Lara Secondary College teaching and non-teaching staff expect students to continually improve their skills and understanding, but we also recognize that all students learn at a different pace. With this in mind, the College has implemented a 'School Improvement Policy' for students across Years 7 – 10.

Students from Years 7 – 10 have the opportunity to act on the feedback they receive from their teachers when they complete either a test or submit an assignment. The School Improvement Policy will help scaffold students in their learning and enable them to develop resilience and continued effort preparing them for academic success.

By focusing on the amount of effort a student needs to contribute to a learning task to achieve an outstanding grade, this will assist them in developing their growth mindset and an overall understanding that it takes hard work and not natural intelligence to achieve success. It is our belief that by students utilising their feedback from their teachers and developing their work further, it will improve their work ethic, intrinsic self-belief and most importantly, progress them along the developmental continuum.

Common Learning Tasks (Years 7 – 11)

Tests:

Students across Years 7 – 10 will have the opportunity to improve their grade on a test by attempting a similar test (but not the same as the first) **within a two week** period.

The first test will be returned to the student and will include meaningful feedback from their teacher. The student (irrespective of the initial grade given) may request to undertake an Improvement Test on a **Thursday afternoon from 3.15pm – 4.15pm** within **two weeks** of the first test being returned to them. The Improvement Test will be marked by the subject teacher and if the student achieves a better grade than their first attempt, this grade will be recorded in their Academic Report. The Academic Report will indicate that the student has attempted the Learning Task a second time, indicating a strong commitment towards providing a greater effort and commitment to improving their learning.

All Improvement Tests will be scheduled in **Room 309** for students in Years 7 – 10. The Room will be supervised by a member of the Middle Years Team or Senior Years Team under exam conditions.

Students in **Year 11 & 12** who receive below 50% on a (School Assessed Coursework) SAC, must undertake the Improvement SAC 're-sit' on Thursday afternoons during Session 4 in **Room 201** (1.50pm – 3.15pm) or Friday afternoons from 3.15pm – 4.15pm in **Room 309, in order to receive an 'S' for the subject**. The Rooms will be supervised by a member of the Senior School. The original grade will be recorded on the students' Academic Report, however if they achieve 50% on the Improvement SAC, they will receive an 'S' for the subject.

Assignments:

After submitting their assignment, students in Years 7 - 10 will receive feedback as to which areas require improvement. Students will have **two weeks** to re-submit (to their teacher), sections of their assignment that require attention. At **Years 7 – 10**, the highest grade that the student achieves will be recorded on their Academic Report.

Students in **Year 11 & 12** must re-submit their (SAC) assignments **within two weeks** to a satisfactory 'Pass' level if they achieve below 50% on the assignment. This will mean they will receive an 'S' for the subject, however the original grade will be recorded on the Academic Report.

Unfortunately VCAA regulations stipulate that Year 11 & 12 students are unable to be involved in the School Improvement Tests in order to improve their grades. Students in VCE need to be aware that they are unable to change their original grade on a SAC, however they must obtain above 50% on the Improvement SAC, in order to receive an 'S' for the subject by demonstrating a basic understanding of the key skills required.

9 Homework Policy

Rationale

This policy references the meta-analysis study as outlined in Marzano's Homework and Practice theory in 'Classroom Instruction That Works'.

Research suggests that meaningful and purposeful homework which varies in time according to a student's level of schooling generally improves their academic performance. The research indicates the implementation of homework for middle year students will positively impact the growth of student academic achievement.

It is argued that a structured homework policy based on evidence will allow students to develop the habit of completing their homework will benefit them as they enter the senior school.

Aim

- To support and extend classroom learning
- To develop positive study habits
- To develop a responsibility for self-learning

Implementation

Time

As noted in Marzano's 'Classroom Instruction That Works', students at different levels of the schooling benefit from spending different periods of time on their homework.

Further, research argues that independent reading for half an hour a night enhances the development of literacy skills. The table below outlines what students at Lara Secondary College are expected to do.

Year 7 - 8 (70 minutes)	Year 9 - 10 (100 minutes)	Year 11 - 12 (180 minutes)
<ul style="list-style-type: none">• Half an hour of reading per night• 10 minutes of Times Tables• If homework is provided spend half an hour completing assigned tasks• If homework is not provided spend half an hour revising class notes	<ul style="list-style-type: none">• Half an hour of reading per night• 10 minutes of Times Tables• If homework is provided spend an hour completing assigned tasks• If homework is not provided spend an hour revising class notes	<ul style="list-style-type: none">• 1 hour of revising class notes• 2 hours completing tasks assigned by the teacher <p><i>Please note: Homework will increase prior to exam periods</i></p>

Homework should always have a clearly outlined purpose

Marzano mentions that homework has very little effect if its purpose is not clearly outlined and reflected on.

There are three major reasons for why students complete homework. They are listed as follows:

- Practicing already learnt skills
- Preparing to learn new content in the classroom
- Elaborating on already learnt new skills or further exploring the use of newly learnt skills

The school diary should have a particular section that allows students to record the purpose of their homework as indicated by their teachers. Also, it should allow students to reflect on whether they were successful. For example:

- A student should know that the purpose of their homework is to elaborate on new skills and to apply the understanding of fractions to divide a pie
- A student should know that the purpose of their homework is to prepare for learning new content and learn some basic facts about the Australian Government
- A student should know that the purpose of their homework is to elaborate on a new skill and practice writing a persuasive essay
- A student should practice some already learnt skills for writing a practical report for science
- A student should practice some already learnt skills when completing a conceptual design process

Homework should always be commented on in a timely manner

Marzano clearly outlines that the effect size of homework diminishes as less feedback is provided. KLA's need to ensure that there are processes in place that allow homework to be regularly assessed. The process of facilitating timely feedback can be aided by:

- Using rubrics or marking schemes that indicate actual skills and knowledge and areas for improvement
- Conferencing students and grading homework with them in class
- Using self-assessment rubrics
- Students using their diary to reflect on whether they have achieved the purpose of their homework

Key Principles of this homework should be communicated to parents

A clear outline of the roles and responsibilities of homework should be communicated to parents wherever possible. A letter should be sent home to parents advising them about how they can best assist their children as they work on their homework.

Guidelines for Consequences

In the event that a student does not complete their homework teachers may access consequences such as the following:

- A teacher may require a student to attend a recess, lunchtime or after school detention
- A teacher may require that a student attends Homework Club until their homework is complete
- A teacher may call home to notify parents of unsubmitted or uncompleted homework

10 Camps Policy

Rationale

The College's camping program enables students to further their learning and social skills development in a non-school setting. Camps may have a cultural, environmental or outdoor emphasis and are an important aspect of the educational programs offered at our school. Camps are curriculum related as determined by Lara Secondary College.

Aim

- To provide all students with the opportunity to participate in a sequential camping program.
- To provide shared class experiences and a sense of group cohesiveness.
- To reinforce and extend classroom learning.
- To provide a program that delivers skills and knowledge that may lead to a lifelong involvement in worthwhile leisure pursuits.
- To provide a program that promotes self-esteem, resourcefulness, independence, leadership, judgement, cooperation and tolerance.

Implementation

- A camp is defined as a curriculum activity involving at least one night's accommodation.
- The program will be developed sequentially throughout the school.
- The School Council will ensure that all school camps are maintained at a reasonable and affordable cost, and comply with all DEECD requirements.
- All camps will be budgeted for at the beginning of the year with detailed and accurate costing presented to a principal or business manager.
- The cost of replacing teaching staff (CRT) who are involved in camps should be incorporated into camp costs.
- Classroom teachers will be given the first option to attend camps.
- The school will continue to provide the opportunity for teaching staff to update their first aid skills and will provide a Level 2 First Aid teaching staff member on each camp.
- Parents may be invited to assist in the delivery of school camps. When deciding on which parents will attend, the camps committee will be taking into account by the class team:
 1. Any valuable skills the parents have to offer. e.g. bus licence, first aid etc
 2. The need to include both male and female adult supervisors.
 3. The special needs of particular students.
- Parents selected to assist with the camps program will be required to supply a current working with children's records check prior to camp attendance.
- Parent volunteers will not be required to pay the accommodation and meals cost of the camp.
- The designated camp organiser of each camp will ensure that all camps, bus arrangements and camp activities comply with DEECD guidelines. The "Notification of School Activity" form will be completed and forwarded to the DEECD three weeks prior to the camp departure date. All students will be required to provide written permission from their parents to attend the camp, as well as a completed "Confidential Medical Information for School Council Approved Excursions" form.

- All camps require School Council approval. This approval is sought at a scheduled meeting at least eight weeks prior to the departure date. Information presented to the School Council will include:
 1. The educational aims and objectives of the camp.
 2. The names of all adults attending and their expertise and experience.
 3. Travel arrangements and costs.
 4. Venue details and an itinerary of events.
 5. Procedures followed to ensure the safety of the children.

The above information will be provided to the principal at least a week before the School Council meeting date.

- Parents will be notified of the exact costs and other relevant details of individual camps at least six weeks prior.
- Parents experiencing financial difficulty, who wish for their children to attend camp, will be required to discuss their individual situation with the Principal or Business Manager at least three weeks prior to the camp. Decisions relating to alternative payment arrangements will be made by the Principal or Business Manager on a case-by-case basis. A Principal class member or Business Manager will notify the Camp Organiser as they become aware of families experiencing financial difficulties.
- Financial information from the camp organiser should also be relayed to a Principal or Business Manager.
- All families will be given sufficient time to make payments for individual camps. Parents will be sent reminder notices four weeks before the camp departure date reminding them of the need to finalise payment. Students whose payments have not been finalised at least three weeks before the departure date will not be allowed to attend unless alternative payment arrangements have been organised with a Principal or Business Manager, other than in exceptional circumstances as determined by the Principal.
- Office staff will be responsible for managing and monitoring the payments made by parents and will provide camp organiser with detailed records at weeks four, three and one prior to the camp.
- Between the three week cut off date and a week prior to the camp the camp organiser will contact parents who have not arranged payment that have indicated their child's attendance on the camp. The camp organiser will give these parents the final opportunity to make payment with the cut off being a week prior to the camp.
- Any family who has not met the required payment for a previous camp will be unable to participate in the camping program until this payment is finalised.
- Only children who have displayed our college values at school will be invited to participate in the camping program. Parents will be notified if a child is in danger of losing their invitation to participate in a camping experience due to poor behaviour at school. The decision to exclude a student will be made by a principal, in consultation with the TLC/Pathways teacher.
- Parents will be requested to collect their child from camp if their child exhibits behaviour that is considered unacceptable. The teacher in charge, in consultation with a Principal, will make this decision. Costs incurred will be the responsibility of the parent. No refunds will be provided.
- A senior staff member will be in attendance at school whilst the children are returning from camp. The camp organiser will communicate with this person in regards the anticipated return time.

Evaluation

This policy will be reviewed as part of the school's four year review cycle.

Note

Please refer to "***Trips Policy***" for extracurricular overnight activities for Year 9-12 students, involving interstate and overseas travel.

11 Behaviour Management

Lara Secondary College's aim is for students to develop an understanding of appropriate and inappropriate behaviours. The College emphasises harmonious relationships and encourages both staff and students to try and avoid conflict at all times. We encourage students to exercise self discipline, respect for the rights of others and to take responsibility for their own actions.

We will also aim to provide a welcoming, supportive, and emotionally and physically secure learning and working environment for every member of the school community.

We recognise and promote human rights, and value the diversity of culture, beliefs, practices, customs, physical and intellectual abilities and life experience of the whole school community. That is why discrimination, harassment, vilification, bullying and victimisation will not be tolerated at Lara Secondary College under any circumstances.

Lara Secondary College acknowledges that in society some people are treated unfairly or unfavourably because of irrelevant personal characteristics such as their sex or race. This school supports the Charter of Human Rights and the Equal Opportunity Act 2010 (Vic), which says that it is against the law to discriminate against anyone, including students and school staff, because of their actual or assumed: Age, Gender, Carer Status, Disability/ Impairment, Gender Identity, Physical Features, Political Beliefs or activity, Pregnancy, Race, Religious Beliefs, Sexual Orientation or Personal Association with someone who has or is assumed to have one of these personal characteristics.

All members of the Lara Secondary College community will be treated in a respectful manner and will have access to benefits and services that Lara Secondary College provides, regardless of their personal characteristics.

School Wide Positive Behaviour Support

Lara Secondary College has developed and introduced a whole school approach to student wellbeing and behaviour management, which highlights creating positive effective learning and social environments. Staff are trained in Restorative Practices. The restorative practice conversation is used throughout the school and whole class, group and community conferences are used as required to encourage engagement, build pride, respect and responsibility in each individual student.

How we support the positive behaviour and relationships

Thinking and Living Class (TLC) program

The aim of TLC is to ensure that we maximize our ability to meet the needs of young adolescents who, at this time of their lives, have special needs and require special care. TLC/Pathways has a pivotal role in developing positive student behaviour through the strong relationships that can be built through the TLC/Pathways classroom programs. It is the role of the TLC/Pathways teacher to provide a high level of support to the students in their class to ensure that expectations regarding student behaviour are met. The TLC/Pathways teacher, Year Level Coordinator and the Junior/Senior School Leader all work in partnership regarding the health and wellbeing of individual students. As such they provide a vital link between school and home: informing parents of academic progress and any issues of concern as documented by the classroom teacher.

11.1 A Positive Learning Environment Will Be Fostered By:

- Encouraging and providing support and programs to enable students to work to their full potential.
- Promoting gender equality through our commitment to the Respectful Relationships Program.

- Recognising and rewarding effort and achievement in both curriculum areas and co-curricular activities.
- Recognising and acknowledging appropriate behaviour.
- Providing parents and students with written and verbal reports that are meaningful and which express actual achievement of students.
- Providing a challenging, varied and inclusive curriculum including programs such as sport, excursions, music, camps, social activities, peer support, modified programs and reports where appropriate.
- All staff (teaching and non-teaching) modelling appropriate attitudes and behaviours.
- Promoting a sense of responsibility for one's own behaviour and an understanding of its impact on others.
- Discouraging inappropriate attitudes and behaviour.

11.2 Preferred Classroom Management Practices

Refer Appendix 1 – Features of Good Classroom Practices

Positive Behaviour Expectations

	Learning Areas	Toilets	Transition/Lockers	Cyberspace	Shared Areas	Canteen	Community	Enquiry Areas
BE RESPECTFUL	Use all equipment and resources appropriately Demonstrate agreed classroom behaviours Listen to and be tolerant of others Have eye contact with those who are speaking	Flush toilets and use bins that are provided Keep facilities graffiti free Be considerate of others (cleanliness and privacy)	Walk calmly and quietly to your class or locker area Be considerate of others privacy and property Use positive and polite language	Only take and upload photos with permission Treat others as you would like to be treated Only use electronic device to benefit learning Only use your own electronic device	Respect others games, space and property Follow all instructions from all staff	Line up in an orderly manner Follow all instructions from canteen staff	Display manners and be courteous to all community members Offer to assist community members if needed Look after the venue, facilities and community environment	Use manners and speak politely Wait patiently and line up in an orderly manner Speak respectfully at appropriate voices levels
BE COMMITTED	Complete tasks to the best of your ability Arrive on time to all classes and be prepared to learn Ask for help if needed Maintain a positive attitude to your learning	Maintain personal hygiene Return to class quickly	Walk your bike and scooters whilst on school grounds Begin walking straight to class as music begins Keep your locker locked and combination private Ensure you are organised for class	Always know who you are communicating with Keep personal information private Use electronic device only when instructed by the teacher	Remain inside school boundaries Use sporting equipment in the appropriate areas	Have your order planned and money ready	Follow all road and transport rules Wear correct uniform Speak positively about Lara Secondary College	Attend administration area at appropriate times only Pay attention to announcements
TEAMWORK	Contribute positively to classroom discussion Help and support classmates with permission from teacher	Report any issues or misuse to a staff member	Keep your locker and surrounding area clean	Report inappropriate behaviours to a trusted adult Interact and communicate in a positive way at all times	Place all rubbish in the bin Report inappropriate behaviours to a teacher Be inclusive of others	Place all rubbish in the bin	Interact with community members in a polite and positive manner Lead and encourage other students to display positive behaviours	Leave class one at a time Return to class as soon as possible No eating or drinking in administration area

EXCELLENCE

12 Consequences of Inappropriate Behaviour

Consequences of inappropriate behaviour should:

- Be appropriate in terms of severity
- Be consistent in application (mindful of special circumstances)
- Address any harm done
- Facilitate the restoration of positive relationships between all parties involved in conflict

The primary responsibility for student welfare and management within the classroom rests with the individual classroom teacher. Each teacher is expected to implement behaviour management strategies where positive behaviour is rewarded and inappropriate behaviour is modified. Corporal punishment is strictly prohibited as a means of addressing inappropriate student behavior. Sub School Leaders will use their professional judgement when considering the consequences to be applied to students with identified special needs

Lara Secondary College teaching and non-teaching staff will aim to foster a belief from all students in five basic Teaching and Learning Principles which underpin our College values of Excellence, Teamwork, Commitment and Respect.

The Teaching and Learning Principles are:

- Respect the rights of others
- Be prepared for class
- Do not disrupt the learning of others
- Follow teacher instructions
- Listen to others

12.1 Consequences of inappropriate classroom behaviour:

Those students who are in breach of any of the above Teaching and Learning Principles, will be guided through four classroom management strategies that aim to modify the behaviour and avoid any further conflict or disruption.

Four Step Guidelines to avoid major disruption in the classroom (Years 7 – 12)

- **The teacher will identify the inappropriate behaviour to the student and highlight how it is damaging the positive learning environment of others in the classroom**
- **Move the student to another area in the classroom**
- **Student & Teacher to discuss the inappropriate behaviour (during in class and/or at end of class)**
- **Student Detention with the Classroom Teacher to be held at Recess or Lunchtime for a maximum of 15 minutes.**

Lara Secondary College implements a Traffic Lights process (7 – 9) in order to help students understand their current level of behaviour in accordance with the Four Step Guidelines listed above.

- | | |
|----------|--|
| Green - | My behaviour reflects our school values and will help me learn. I am responding well to my teachers instructions. I am doing well. |
| Orange - | My behaviour is affecting the learning of others and the teacher's ability to teach without disruption. |

Red - My behaviour needs to improve or I will be removed from this class to ensure that the learning of others is not affected.

If a student is exited from a class due to poor behaviour (after Red Light), they will automatically receive a 45 minute after school detention (3.15pm – 4.00pm) on Thursday, to be arranged by the Middle Years or Senior Years Leader, in the immediate week if possible. Failure to attend the arranged detention will result in an automatic 1 day suspension.

NB: Severe (Non-negotiable) misbehaviour in class will result in the student being exited to the relevant Sub School Office and parent contact will be made to discuss further consequences (see list of Non-negotiable behaviours below).

Individual expectations and agreements may need to be organised for some students in order for them to demonstrate their clear understanding of the appropriate classroom behaviours that are required of all students at the College.

In keeping with the College's commitment to creating a positive learning environment for everyone, it is expected that once a student is withdrawn from class, the student and classroom teacher will endeavour to re-establish positive behaviours via a written or verbal reflection. This reflection may need to be supported by the relevant sub-school in some instances.

Recommended prompts for reflection include:

When things go wrong or when someone has been hurt

- What happened?
- What were you thinking at the time?
- What have you thought since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?
- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Non-Negotiable (severe) misbehaviours inside and outside the classroom; travelling to or from the school:

- a) Physical violence – with a deliberate attempt to harm or to intimidate
- b) Bullying in any form (verbal, physical, cyber, etc)
- c) Possession of weapons
- d) Possession, use or distribution of any illicit drug or drug paraphernalia (this includes but is not limited to illegal drugs, alcohol and tobacco)
- e) Verbal abuse of school personnel, volunteers and visitors
- f) Sexual harassment/misconduct (verbal, physical)
- g) Racial remarks
- h) Repeated refusal to follow a teacher's instructions
- i) Use of aerosols, perfumes or other chemicals

j) Use of filming or recording devices without permission

k) Discriminatory remarks

Consequences of non-negotiable (severe) behaviour: (a-k)

The Principal Class Team, Leading Teachers and Program Leaders will use their professional judgment in handling situations and after consulting with the classroom teacher, may use a combination of the following:

- Contact with the parent and student regarding the student's inappropriate behaviour and a Behaviour Review Conference arranged.
- **Immediate** suspension from the College ranging from 1 – 5 days in duration.
- Meeting with the School Wellbeing Leader for further counselling and advice
- Exclusion from extra curricular College events such as Drama Performances or Sporting events
- Separation from the student cohort for senior school exams
- A combination of all of the above

12.2 Consequences of breaches in regards to inappropriate use of Mobile Phones or ICT Devices

Sub School Leaders will use their professional judgment in handling situations and after consulting with the classroom teacher, may use the following:

- Contact with the parent and student regarding the student's inappropriate behaviour
- Removal of access to ICT equipment
- Removal of access to College network services
- Immediate suspension
- Students may also be required to meet with the School Wellbeing Co-ordinator for further counselling and advice
- Combination of all of the above

12.3 Anti-Bullying Policy

At Lara Secondary College every person has a right to feel safe. Any person who bullies another is denying them that right. The school will not tolerate any action that undermines a person's right to feel safe and it will take whatever steps are necessary to stop such behaviour.

Definition:

Bullying can be defined as a single or repetitive attack which causes distress not only at the time of the attack but also by the threat of future attack. It may be deliberate or a result of thoughtlessness.

Factors implicit in bullying:

- Bullying can be physical, violent, psychological or verbal in nature
- Bullying involves an imbalance of power

- Bullying can occur over a period of time or involve a single incident
- Bullying can range from social bantering to violent crimes
- Bullying involves the abuse of power
- Bullying can include teasing, antisocial behaviour or exclusion, physical violence and sexual harassment
- Bullying makes people feel powerless

Verbal Bullying & Harassment can involve:

- Laughing or giggling when the victim walks past
- Whispering about the victim when they can hear
- Harassing, yelling, bantering or regularly nagging
- Making aggressive verbal demands
- Speaking in a way to deliberately humiliate or embarrass
- Calling others nasty names
- Making verbal threats
- Talking in code in front of the victim
- Spreading malicious rumours
- Making racial or sexual comments
- Repeatedly contacting the victim at home
(via telephone, internet, fax, e-mail, SMS or any other electronic device)

Physical Bullying can involve:

- Pushing, shoving, kicking, punching, bumping or knocking others over
- Stealing books, lunches or other possessions from a person's desk or locker
- Throwing a person's belongings around the classroom from one person to another
- Breaking or interfering with a student's locker
- Stalking the victim inside or outside the classroom

Sexual Harassment Bullying can involve:

- Subjecting a person to any act of physical intimacy or assault, including the use of gestures and actions of a sexual nature
- Pulling down a person's pants (ie 'dacking')
- Flicking a girl's skirt
- Commenting directly or indirectly on a person's sexuality
- Using intimidating language of a sexual nature
- Making unwelcome sexual advances or requests

Students who witness bullying will be expected to:

- Refuse to involve themselves in the activities of the bully
- Support any students who are being bullied
- Seek teacher assistance immediately if they are unable to intervene
- 'Stand up' for the rights of others and not accept bullying in any form

Students being bullied should:

- Speak to their TLC/Pathways Teacher, Level Coordinator, Head of School, Subject Teacher, Assistant Principal, Principal or Parents and give them the details of the Incident
- Inform the student who is bullying them that they do not like it and tell them to stop
- Ask a friend to support them
- Be prepared to 'stand up' for themselves and not accept bullying in the school

Bullying in any form is classified as Non-negotiable (severe) Behaviour and therefore will involve the procedures associated with the consequences outlined in the College Student Engagement Policy.

12.4 eSmart Policy

Purpose

Lara Secondary College recognises the importance of Information Communication Technology in preparing students for the world around them and believes ICT is an integral part of the curriculum. We want our students to be confident and safe using this technology. Our College will promote cybersafety in the community. We believe that explicitly teaching students about safe and responsible online behaviours is essential and is best taught in partnership with parents/guardians. We request that parents/guardians work with us and encourage this behaviour at home.

The purpose of this policy is to establish clear expectations for the Lara Secondary College School Community with regard to developing and maintaining an eSmart culture placing the safety in particular cybersafety of our students as a priority. A section is devoted to student, parent and school responsibilities respectively. Fundamentally, this is an area that requires a high level of community cooperation, and a whole of school approach.

Definitions

- 1a. Cyber Bullying involves the use of electronic equipment devices to harass and cause discomfort to other members of the school community.
- 1b. Cyber safety refers to safe and ethical use of all Information Communication Technologies, including equipment and other devices.
- 1c. eSmart refers to an understanding of and the safe, responsible and ethical use of ICT.
- 1d. Information Communication Technologies (ICT) Equipment/devices in this document is defined as, but is not limited to, computers (including desktops and laptops), storage devices (such as USB and flash memory devices, CDs, DVDs. Floppy disks, iPods, MP3 players), cameras (such as video, digital, webcams), all types of mobile phones, video and audio players/receivers (such as portable CD and DVD players), and any other technologies as they come into use.

Procedures

- 2a. All students enrolled at Lara Secondary College agree at the time of their enrolment to abide by the student code of conduct (Section 4 of the Student Engagement Policy). This policy is to be read as an extension of the student code of conduct forbidding, and working to prevent, the practices of bullying and harassment.
- 2b. The use of ICT and other equipment/devices within Lara Secondary College should be for educational and creative purposes only.
- 2c. The College has the right to monitor access and review all the use detailed in clause. This includes personal emails, social networking sites (such as Facebook) and user generated content sites (YouTube, Flickr and interactive sites) received and sent on the school's computers and/or network facilities,
- 2d. The use of privately owned ICT equipment/devices (ie. iPhones, USB's, Mobile Phones) on the school site or at any school related activity must be appropriate to the school environment. If at any time a student is unclear on appropriate usage, they should seek clarification from the appropriate member of staff.
- 2e. In line with the 'Acceptable Use of Internet, Netbook & Mobile Technologies Agreement' policy that each student signs upon enrolment into the College, the school will take all reasonable steps to ensure that all students are accessing appropriate sites via the internet.

Student Responsibilities:

- 3a. Ensure that all material being accessed on the internet is appropriate and does not breach the guidelines in clause 2.b of this policy.
- 3b. Seek clarification with regard to accessing websites or other sources of information where the content may breach clause 2.b of this policy. This clarification may come from the staff member who is supervising at that time, or the Assistant Principal of the school, if further clarification is required.
- 3c. Ensure that communications between students, parents and staff members of the College community do not have the effect of harassing, vilifying or attacking personally other individuals. This includes but is not limited to written words and the posting of images.
- 3d. Where ICT equipment devices are used out of school time, report any communications of the kind mentioned in clause 3.c that occur as there will very likely be a subsequent impact on a student(s) within the school.

Parent Responsibilities:

- 4a. Monitor home use by students and report to the school any communications that may have the effect of breaching clause 3c of this agreement.
- 4b. Ensure that ICT equipment/devices are placed in a position within the home where easy monitoring is possible.
- 4c. Support the College in encouraging responsible communication using ICT equipment/devices.

School Responsibilities:

- 5a. Ensure there is appropriate follow up where instances of online harassment are found to have occurred.
- 5b. Implement the Lara Secondary College approach to working through harassment or bullying complaints. Refer to section 7 of the Lara Student Engagement Policy.

- 5c. Work in a partnership with parents to investigate online harassment and to promote cyber safety in the school community.
- 5d. Bullying (in any form) is classified as Non-negotiable Behaviour and will therefore involve the procedures associated with the consequences outlined in section 11.1 of the Student Engagement Policy.
- 5e. Utilise student support structures and counselling to provide all necessary support where instances of harassment or bullying have been found to occur.

12.5 Racial Harassment Policy

Purpose

The purpose of this policy is to establish clear expectations for the Lara Secondary College School community with regard to racial harassment and related behaviour. A section is devoted to student, parent and school responsibilities respectively. Fundamentally, this is an area that requires a high level of community cooperation, and a whole of school approach.

Definition

Racial Harassment is the ill treatment and/or harassment of another person or group because of their ethnic background or skin colour, culture or religion.

Framework

Equal Opportunity Act, Victoria (1995, 2001 & 2002).

<http://www.humanrightscommission.vic.gov.au/Home.asp>

Types of Racial Harassment

The three main categories of racial harassment:

- o **Direct physical bullying/harassment pertaining to race**
Examples may include hitting, tripping, pushing or damaging property.
- o **Direct verbal bullying/harassment**
This includes name calling, insults, racist remarks, or verbal abuse relating to cultural background or religion.
- o **Indirect bullying/harassment**
This is harder to recognise and is often carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation.
It includes:
 - Lying and spreading rumours
 - Playing nasty jokes to embarrass or humiliate
 - Mimicking or imitating the accent or pronunciation of another person
 - Refusal to work with someone because of his/her background

- Refusal to listen to/impatience with the oral contribution of anyone less confident with the English language
- Leering or sneering
- Encouraging others to socially exclude someone
- Graffiti which denigrates an individual or an ethnic group

Racial harassment via cyber-bullying, involves the use of email, voice and text messages, chat rooms, cameras or other electronic media to humiliate and distress someone and includes the use of any language relating to race, religion, culture or that isolates or demeans another person. (This policy should be read in conjunction with Lara Secondary College eSmart Policy)

Procedures

- 1a. All students enrolled at Lara Secondary College agree at the time of their enrolment to abide by the student code of conduct (Section 4 of the Student Engagement Policy). This policy is to be read as an extension of the student code of conduct forbidding, and working to prevent, the practices of bullying and harassment.
- 1b. It is the responsibility of the entire school community (students, parents, teachers, staff and leaders) to practice non-racist behaviour and to challenge racist remarks.
- 1c. Racism and harassment are unlawful and unacceptable at Lara Secondary College which is classified as Non-negotiable Behaviour and will therefore involve the procedures associated with the consequences outlined in section 11.1 of the Student Engagement Policy.

Student Responsibilities

A student who is racially harassed will:

- o If confident, tell the person who is harassing them to stop, reminding them that their behaviour is illegal in the school
- o Not retaliate or encourage friends to get involved
- o Discuss the situation with someone they trust, e.g. a friend, parent, welfare worker, Year Level Coordinator or Teacher. It is a student's right to discuss such matters in confidence
- o We expect as a school that information will be passed on to a Year Level Coordinator or Student Wellbeing Coordinator

A student who witnesses another being racially harassed will :

- Not join in
- If confident, remind the perpetrator that their behaviour is not acceptable at Lara Secondary College, that it is illegal and that it should stop immediately.
- Report the racial harassment so that both victim and bully can receive help

12.6 Detentions

Recess/Lunch:

A teacher may need to counsel a student during Recess or Lunch 1 or 2 for a maximum of 15 minutes, if their behaviour has been inappropriate. Such a detention will not require parent notification, however teachers may wish to contact parents after the detention has taken place, to discuss the issues of concern.

After School:

A teacher may need to counsel a student for a maximum of 45 minutes after school, if their behaviour has been inappropriate. In such cases, the teacher must issue the student with an 'After School Detention Pro-forma' and provide the parents with at least 24 hours notice of the date and time of the detention.

12.7 Student Management Out-side the Classroom, Before School, Recess, Lunchtime and After School

Students are under the care of Yard Duty teachers before school, recess, lunchtime and after school.

It is the teacher on duty's responsibility to:

- Be on time to duty
- Be active with supervision
- Be proactive, anticipating any serious or inappropriate behaviours

Students are expected to:

- Interact safely
- Not interfere with others – hitting, kicking, punching
- Listen and take direction from the teacher on duty
- Behave in an appropriate manner

Consequences of inappropriate behaviour

Teachers who observe inappropriate actions whilst on Yard Duty should:

- Try to stop the behaviour
- Remind the students of the expectations
- Have the student report to them after school (3.06 – 3.15pm) to discuss their inappropriate behaviour in more detail

The Year Level Coordinator and/or Head of Junior or Senior School will deal with consequences of serious breaches of expectations. Teachers on duty must immediately notify the Year Level Coordinator who will assess the incident and determine appropriate consequences.

12.8 Sporting Events

When participating in sporting competitions, students are expected to follow the same expectations set at school. They are representing the school in the greater community.

Students are expected to:

- Show good sportsmanship
- Wear correct sporting uniform

Consequences of inappropriate behaviour:

Inappropriate actions at a sporting venue will be dealt with in accordance with the procedures of 'Inappropriate Classroom Behaviour' or 'Non –negotiable behaviour'.

In addition, evidence of Non- Negotiable Behaviour' may see the student withdrawn from all team sports for the season or the year.

12.9 Excursions and Camps

When participating in excursions and camps, students are expected to follow the same expectations set at school. They are representing the school in the greater community.

Consequences of inappropriate actions:

Inappropriate actions will be dealt with in accordance with the procedures of 'In-appropriate Classroom Behaviour' or 'Non-Negotiable (severe) Behaviour'. Depending on location and severity of the action, the student will be sent back to school/home at parent's expense.

13 College Uniform Policy

RATIONALE

The College supports the wearing of uniform for all students in Years 7-12 for the following reasons:

- To create and build on a sense of collective identity and pride in the school.
- To promote and distinguish the school in the community.
- To enable ready identification of trespassers on school property.
- To enable parents to provide cost efficient school clothing.

AIMS:

- To promote equality amongst all students.
- To further develop a sense of pride in, and identification with our college.
- To provide clothing that is of the highest quality and is cost effective.
- To maintain and enhance the positive image of Lara Secondary College in the local community.

POLICY

The wearing of Lara Secondary College uniform is compulsory and a condition of enrolment at Lara Secondary College. At all times students should be dressed appropriately for school and a professional work environment. The College reserves the right to send home students who are inappropriately dressed.

- The College Uniform Policy and uniform description will be clearly communicated to the school community and to prospective enrolments in all relevant documents.
- The College Uniform Policy will be enforced by all staff in accordance with the respective student management policies and structures outline in the Student Engagement Policy.
- The College Uniform Policy will be reviewed regularly to ensure that uniform remains comfortable, attractive and manageable.
- Reviews of uniform will be through consultative processes with the school community or its representatives.
- Suppliers must be given twelve months notice of major changes to uniform.

EXEMPTIONS

Under particular circumstances a student may qualify for an exemption from all or part of the uniform requirements set out in this document. This is necessary to ensure that College Council can comply with its obligations under equal opportunity laws.

- The Principal is authorised by College Council to grant or refuse an application for exemption from the School Uniform Policy.
- Applications for exemption must be made, in writing, to the Principal and should include any medical or other evidence necessary to make a decision.

Applications for exemption may be made on one or more of the following grounds:

- An aspect of the policy offends a religious belief held by the student and/or parents.
- An aspect of the policy prevents the student from complying with a requirement of his or her ethnic or cultural background.
- An aspect of the policy prevents students with disabilities from being able to attend school or participate in school activities on the same terms as other students.
- The student has a particular health condition that requires an aspect of the policy to be departed from.

IMPLEMENTATION

- Lara Secondary College School Council has developed a Dress Code that we believe provides choice for the students, allows for students to safely engage in the many varied school activities and caters for the financial constraints of families.
- The Dress Code applies during school hours, while travelling to and from school, and when students are on school excursions or representing the College at formal events.
- **In 2019, all students in Years 7 – 10 must wear the College Academic Uniform** each day unless they have a Physical Education Class or are representing the College at an Interschool sporting competition. Involvement in Sports Training for a school team at recess, lunchtime or after-school is not considered as a reason to wear the Sports Uniform all day. Students who have sports training during recess, lunchtime or afterschool will still be required to wear the College Academic Uniform all day and change into their Sports Uniform during the training session.

In 2019 students in VCE/VCAL will be permitted to wear either the College Academic Uniform or the Sports Uniform.

- In 2020, only Year 12 students will be permitted to wear either the Sport Uniform or College Academic Uniform each day whilst at school.
- From 2021, all students across Years 7 – 12 will be required to wear the College Academic Uniform unless they have a Physical Education class or are representing the College at an Interschool sporting competition.
- Summer and winter uniforms, as well as sports uniforms will be prescribed, and are required to be worn.
- Stud earrings, discrete sleepers, jewellery of a religious nature and watches, are the only acceptable jewellery.
- Other than clear nail polish, only natural cosmetics may be worn at school.
- Students are encouraged to wear headwear that is consistent with the DET Sunsmart policy. They should be worn outside in terms 1 & 4. Hats are not to be worn inside.
- The student Dress Code, including details of uniform items and places of purchase, will be published in the newsletter and on the Website, at the start of each year. The current school supplier of our uniform is Lowes School Uniforms.
- School Council requires the Principal to be responsible for implementation of the Dress Code in the manner outlined in the **Student Engagement Policy**.
- Arrangements can be made to supply uniforms via State Schools Relief for families experiencing economic hardship.

Only those items of clothing that are shown in the visual display as the Lara Secondary College student uniform (see below), must be worn by all students enrolled at the college. Other items such as jeans, leggings, hoodies, T-shirts, etc must not be worn, otherwise the student will be deemed to be 'Out of Uniform' and consequences (outlined below) will be given. Our College uniform is endorsed by the School Council and the entire teaching/non-teaching staff.

Parents may contact the School Counsellor for second hand uniform if available for students to have or borrow. State Schools' Relief uniform vouchers are also available to any students in need. State Schools' Relief can provide students with leather school shoes and runners/sneakers as well.

Students must provide **legitimate written documentation** from their parents/guardians if they are not wearing the **correct uniform**. Any student who is deemed 'out of uniform due to wearing the incorrect items of clothing, will be counselled by their Year Level Coordinator or Head of School and one of the following consequences will be applied .

13.1 Consequences of Not Wearing the Correct Uniform

- a) Students who arrive at the College significantly 'Out of Uniform' (**with or without a note from parents**) will complete their studies in the relevant Sub-School Office **OR** will have an option of wearing school garments supplied by the relevant Sub-School, in order to attend their normal classes **OR** after parent approval has been sought, they may be sent home to change into the correct uniform. Those students who refuse to comply will be issued with an After School Detention or suspension and parents will be notified.
- b) Students who arrive 'out of Uniform' (Socks/Shoes) **with a note** from their parents explaining:
(1) The reason why the student is not wearing the correct shoes and/or socks in accordance with the visual display indicated below. Socks must be either plain black or white with no logo or brandings.

- (2) The date in which the student will have the correct socks and/or shoes, must obtain an 'Out of Uniform' pass from their relevant Head of the Sub School (Junior/Senior). Students will then be able to attend their normal classes with their 'Out of Uniform' pass
- c) Students who arrive 'Out of Uniform' (Socks/Shoes) **without a note** from their parents, must obtain an 'Out of Uniform' pass from their relevant Head of the Sub School (Junior/Senior) and they will be automatically placed on a Lunchtime Detention for 15 minutes, as they did not adhere to clause (b) above. Students will then be able to attend their normal classes with the 'Out of Uniform' pass. Failure to attend the Lunchtime Detention will initiate an automatic After School Detention. Failure to attend the After School Detention will initiate an automatic 1 day suspension.
- d) Students who have a Physical Education Class or are representing the College in Inter-School Sport may wear the College Sport Uniform all day if they wish. With the exception of the College Sport Jacket, students must not 'mix and match' their clothing between College Academic Uniform and College Sport Uniform. Students are to be properly dressed in one type of uniform or they will be deemed to be 'out of uniform' and therefore clause (a) above will be implemented.
- e) Jewellery is not part of our College uniform. However, jewellery that is of a religious nature, studs or 'sleepers' may be worn at school. Students arriving at school with additional 'fashion accessories' (**ie facial piercings, necklaces, bracelets, fashion earrings, etc**) will be asked by a member of the relevant Student Management Team to remove the item(s) (in accordance with Occupational Health & Safety Regulations) and they will be given back at the end of the day. Those students who refuse to comply will have their item confiscated until their parents are able to collect it from the Head of the sub-school.
- f) Students must wear the correct uniform on their travels to and from school. Students travelling **to and from school** dressed incorrectly will be placed on an After School Detention and their parents will be contacted. Those students who refuse to comply will be suspended and parents will be contacted.



LARA SECONDARY COLLEGE ACADEMIC UNIFORM



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LARA SECONDARY COLLEGE SPORTS UNIFORM



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Black polished lace up shoes similar to the shoes pictured below. Socks must be plain black or white with no logos or brandings



Recommended sport shoes similar to the runners shown below in order to protect possible ankle or foot injuries whilst undertaking physical activity. No black soles. No skate or surf shoes (ie. Vans, DC's, Element's, etc)



EVALUATION

To be reviewed as part of the school's four year review process.

14 Bikes, Scooters & Skateboards

Students are permitted to ride bikes, scooters and skateboards to and from school, and are expected to follow all local road rules. Once students arrive at school they are to dismount from their bike, scooter or skateboard, and walk these through school grounds. Students should then lock these items in the designated bike racks. Students who ride bikes, scooters or skateboards through the school grounds will have their item removed from their possession until the end of the school day by one of the members of the relevant sub-school. Those students who refuse to comply will have their item taken from them until their parents are able to collect it from the Head of Sub School. **Parents need to be aware that the College will take no responsibility for lost or stolen bikes, scooters or skateboards.**

15 Multi-Media Devices & Mobile Phones

Mobile devices must not be used to make phone calls, text messages or video footage **during class**. Students may use their mobile phones at recess, lunchtimes, on the way to school and on the way home from school for appropriate purposes (listening to music, texting someone in a respectful manner, etc), however if a student is discovered to have used their phone inappropriately at any stage on the way to school, at school or on the way home from school, the student will **automatically be suspended**. The College takes no responsibility for lost or stolen mobile phones. I encourage all parents to be aware of the College class times and if **absolutely necessary**, urgent contact during class can be made through the Administration Office.

Consequences of misusing Multi – Media Devices or Mobile Phones

Students who refuse to comply with this process will have their mobile phone or multi-media device taken off them until the end of the day. Students who refuse to handover their phone or multi-media device, will be sent to a member of the Principal Class Team who will contact parents and a 1 - 5 day suspension may apply.

16 Lateness to College

Lateness to School

Students are expected to be at school **no later than 8.55am** in order to arrive on time to their Period 1 class, where the Attendance Roll is marked and uniform checked.

Students who arrive late to their Period 1 class (between 9.00am – 9.05am) will be counselled by their Period 1 classroom teacher. Consistent lateness to the Period 1 class (twice in a week) will mean a 15 minute recess or lunchtime detention will be given by the relevant classroom teacher.

Students who arrive to school **after 9.05am**, must obtain a “Late Pass” from the Front Office (student access point). Students arriving after 9.05am to their Period 1 class will not be allowed to enter the classroom until they have obtained a Late Pass. Students who consistently (twice in a week) arrive to school after 9.05am will receive an automatic after school ‘Principal Detention’ to be held on Fridays from 3.30pm – 3.45pm.

Parents should also note that the Attendance Officer will contact parents via SMS if their child has not attended Period 1 and has not received a ‘Late Pass’. Thus it is important that all students and parents are aware of the process required, in order to avoid any unnecessary confusion. All parents are encouraged to contact the College when they know their child will be absent from school.

Lateness to Period 2, 3 or 4 classes:

Students who arrive late to their Period 2, 3 or 4 class will be counselled by their classroom teacher. Consistent lateness to the class (twice in a week) will mean a 15 minute recess or lunchtime detention will be given by the relevant classroom teacher.

17 Absence from the College

All absences must be explained by a written note which has been dated and signed by the parent/guardian. If no note is forthcoming, the College will send home a letter detailing dates and times of absences which is to be signed by parent/guardian and returned to the Attendance Office.

Consequences of Unexplained Absences

Repeated and unexplained absences are monitored by the School Attendance Officer, Thinking & Living Class (TLC)/Pathways Teachers, Year Level Co-ordinators, and the Student Wellbeing Team.

TLC/Pathway Teachers will contact families when attendance drops below 90%, and will discuss strategies to support the young person to attend school on a more regular basis.

Year Level Co-ordinators may attend these meetings to outline the importance of regular school attendance.

The Department of Education and Training determines that once a student misses 30 school days within a year, they are classed as ‘chronic absentees’.

As a preventative measure, to reduce the number of chronic absentees within the school, the Student Wellbeing Team will work collaboratively with at-risk young people and family to determine support options, both inside and external to the college. These may include:

- A written letter to the family to express concern around student attendance
- Notification to the Department of Education and Training regarding concerns about a student's chronic absenteeism
- Student Support Group Meetings with relevant staff.
- Development of an Intervention Plan and/or Student Support Plan that features re-engagement strategies designed to cater for that individuals' needs. Some strategies may include: Modified timetable, Differentiated Work, Modified Homework Plans, Modified Learning Goals, Modified Reporting Structure, Designated 'safe' places and other engagement strategies.
- Referral to internal engagement programs including: Hands on Learning, Heron Yacht, Living Skills Program, Operation Newstart.
- Referral to School Counsellor, Student Support Services or Koori Education Support Officer.
- Referral to Headspace, Barwon Child Youth and Family, Eclipse Psychological Services and other external community-based organisations.
- Referral to more suitable alternative school settings.

Chronic Absenteeism (30 Days or more/year) may impact on a student's ability to progress to the following year level. In such cases, the relevant Principal Class Member and the Head of Sub School will need to arrange an interview with the student and their family, to discuss the strategies to be implemented the following year.

18 Leaving the College Grounds

Written requests for release from the College grounds must be presented to and signed by the Level Co-ordinator. When leaving, the student must present the note at the General Office and sign the Early Leaver's Book.

All Year 12 students who have a 'Study Session' scheduled during the day, need to report to Room 201 to undertake private study. If a Year 12 student has no scheduled class or study session during sessions 1 or 4 they can arrive at school for their session 2 class or leave at the end of session 3.

Year 12 students who have a 'Study Session' scheduled on Thursdays after lunch may leave the College at the end of Session 3. Vet Classes are scheduled on Wednesdays and VET students are able to leave the College to access external VET Programs from recess on Wednesdays. VCAL students (Year 11 & 12) are not required to attend school on Mondays and Wednesdays.

If a student is taken ill during class time, they must have written permission from their classroom teacher to attend Sickbay, where home contact, if required, will be made.

18.1 Early Leavers Pass

Students who need to leave the College before the 3.05pm dismissal time, must obtain written documentation from their parents explaining the reasons for their early departure from the College grounds. This documentation must be presented to the student's Level Coordinator who will sign and date the document, deeming it to be approved. The student must then report to the Administration Office before leaving the College to obtain an early leavers pass.

18.2 Consequences of Leaving the College Grounds With-out Permission

Students who leave the College grounds without permission will be referred to the Level Co-ordinator who will counsel the student, notify the parents and issue a lunchtime detention or take other appropriate disciplinary measures.

19 Recognition and Reward

As part of the College's Recognition and Reward processes, students who consistently achieve positive results will be issued with Recognition Certificates. The recognition and reward of student achievement is an essential ingredient of student management. We aim to provide every student with an opportunity to be recognised and rewarded, regardless of their level of achievement.

The Recognition and Reward system is based on the belief that all students can obtain varying levels of consistent achievement, however the Attitude, Participation (in class), Behaviour and overall Improvement are still valued equally.

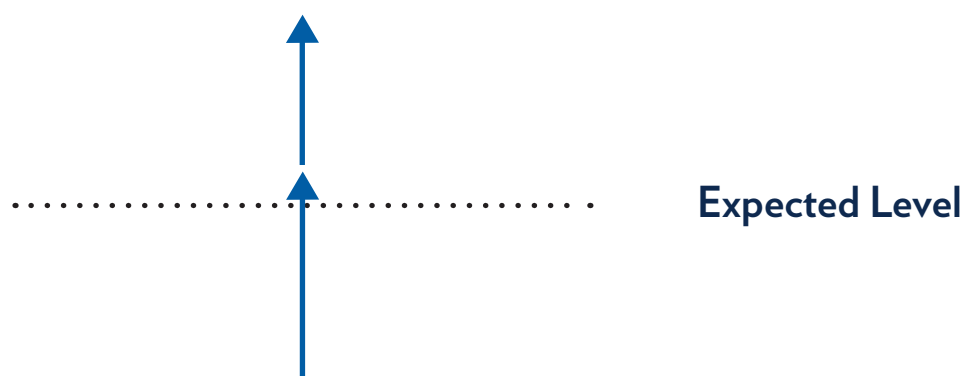
19.1 Recognition Certificates

Those students who actively demonstrate behaviours aligned to our College's values of Commitment, Teamwork, Respect and Excellence, will be presented with Recognition Certificates at their year level assemblies.

Teachers will regularly aim to reward positive efforts and will nominate students for Recognition Certificates based on a consistent effort in each of their subjects.

The focus of the recognition and reward system is to create a very clear understanding amongst students and staff that every student can improve and achieve. The goal is to strive for parity between the usage of the rewards and discipline systems.

Consistent Academic Improvement Above Expected Level (C)



Consistent Academic Improvement, but still Below Expected Level (I)

Every student at Lara Secondary College has an opportunity to be rewarded for their high level of academic effort and commitment over a two week cycle, regardless of their level of achievement.

If a student is applying themselves consistently, however is still currently 'Below Expected Level', they will receive an Improvement Certificate ('I') nomination from their subject teacher.

If a student is applying themselves consistently at an 'Above Expected Level', – they will receive a Consistent Certificate (C) nomination from their subject teacher.

Recognition of academic consistency:

- 3 or more 'C' nominations from any subject over two weeks = Consistent Certificate
- 3 or more 'I' nominations from any subject over two weeks = Improvement Certificate

Student of the Fortnight:

- Student who receives the most 'C's or 'I' nominations

***Silver Awards:**

- Above 80% 'I' nominations for Term

***Gold Awards:**

- Above 80% 'C' nominations for Term

Improvement Certificates:

Improvement Certificates will be issued to those students who currently need extra support within a particular subject to reach the 'expected level' of achievement, however they are consistently applying themselves over the 10 day timetable in order to reach a higher academic standard. In order for a teacher to nominate a student for an Improvement Certificate within a particular subject, a student must be seen (by the classroom teacher) to have applied themselves in a consistent manner towards the expected level, over the course of the 10 day timetable

Consistent Achievement Certificates:

Consistent Certificates will be issued to those students who are consistently performing at very high levels within a particular subject over the 10 day timetable. In order for a teacher to nominate a student for a Consistent Certificate within a particular subject, a student must be seen (by the classroom teacher) to have applied themselves in a consistent manner at or above the expected level, over the course of the 10 day timetable.

19.2 Lara Secondary College Success Passes and Postcards

Students are expected to demonstrate our school values of Respect, Excellence, Teamwork and Commitment whenever they are in the schoolyard, representing the school or in class. Staff and Student Leaders who see students going above and beyond to display our school values may receive a success pass or postcard.

Success Passes are provided to students to reinforce to the recipient and observers that the school values positive behaviour and to show appreciation to the students who consistently do the right thing in the school. Students who collect 10 Success Passes will receive a Canteen Voucher as a reward for their effort. Success Passes are placed into collection boxes within the school, and are drawn out at year-level assemblies, with students receiving prizes for their efforts.

Postcards are also provided to students when they've displayed respect, teamwork and commitment. Postcards are mailed home directly from a teacher to the student's family to foster a conversation at home about what behaviours the student applied to receive the postcard and to share the celebration of the positive choices made.

19.3 Mid - Year Honours Presentation Evening

At the middle stage of each year (June), the Heads of the Junior and Senior Schools organise an 'Honours Evening' to recognise and celebrate the outstanding academic achievements of students at the College after evaluating their Mid - Year results. Any student who achieves outstanding results in individual subjects will be

presented with an 'Honours Certificate' on this evening. Students who achieve honours across all of their subjects will also be given special recognition on this evening.

19.4 Awards Night

The College Annual Awards Night is held in December of each year. These nights are viewed as an opportunity to recognise and reward the outstanding academic, sporting, musical and cultural performances of the students, throughout the year.

20 Review Timeline

The Student Engagement Policy will be reviewed every 2 years from 2019.

21 Consultation 2018

Discussion / Feedback from:

Teachers – Staff meeting

College Council

Leaders within the Senior and Junior Schools

Student Representative Committee

Executive Team

Student Engagement Working Party – Tracey Tonkin, David Mitri, Olivia Matthews, Sarah Foley, Tania O'Callaghan and Wayne Terrill



22 Appendix

Features of Good Classroom Practices:

Positive Relationships

- Know students as individuals (acknowledge their strengths and interests)
- Find out about their interests, personalities and friends
- Have high expectations for each student
- Use humour
- Allocate jobs / tasks to generate responsible behaviour
- Praise students for effort and behaviour
- Be clear and assertive with instructions and expectations
- Take an interest in each student and try to refer personally to them
- Treat students with respect
- Learning names quickly and saying hello individually as they enter the classroom
- Apologise when you have made a mistake
- In practical work, make suggestions about how to do things rather than tell them
- Be sensitive to the needs of individual students when studying a text or issue
- Communicate ideas in a positive manner

Planning and Organisation

Some suggestions / ideas:

- Plan
 - Furniture layout eg. modify seating arrangements
 - Grouping of students based on behaviour / abilities / teaching needs
 - Mixed abilities
- Personal behaviour awareness (stance, tone of voice)
- Modelling expected courtesies
- Regular encouragement of good behaviour
- Texts / materials need to be chosen which engage students
- Interesting curriculum content
- Curriculum / materials should tap into world of students
- Activities selected need to sustain students' interest
- Use excursions, performances, speakers, oral presentation etc
- Need to vary / switch activities (eg reading – copying – viewing)
- Balance chalk and talk with demonstrations, questioning, writing and hands on activities
- Divide topics into chunks
- Provide students with choices as to how they can demonstrate their learning
- Allow students to develop and direct tasks and topics through negotiated design briefs
- Balance between teacher directed activities and student directed activities
- Teachers need to make use of technology to engage students
- Show students you have a passion for the subject
- Involve all students and allow room for their interests to be developed / acknowledged
- Strive to cater for mixed abilities and learning styles eg. handouts, demos, visual, talking, board, examples
- Clearly set out lesson aims
- Be organised – have more material / activities than you need for a lesson
- Be prepared
- Have a seating plan – minimises students distracting and monitor use of computers
- Give students a checklist summary of work requirements to be completed and time frame

