



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 Heron Yacht Program, Self Defence Program, Reach Program and 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

Supporting students with special needs

Lara Secondary College aims to create safe and inclusive school environments for students with disabilities and additional needs through a focus on inclusive education. This enables all students to be welcomed, accepted and engaged so that they can participate, achieve and thrive in school life.

Lara Secondary College supports students with special needs to access all courses and curriculum by:

- Ensuring that students with disabilities are not discriminated against and are accommodated to participate in education on the same basis as their peers
- Supporting staff to make 'reasonable adjustments' to accommodate students with disabilities or additional needs. An adjustment is a measure or action taken to assist all students to participate in education and training on the same basis as their peers without a disability
- Developing Individual Education Plans for students who are funded as a part of the Program for Students with Disabilities, and students who have a diagnosed learning difficulty
- Having regular Student Support Group meetings with students and families to reflect on progress and set goals
- Having a position of responsibility titled "Student Support Manager" who oversees the PSD program
- Liaising with other professionals including visiting teachers, allied health professionals, and DET staff from Student Support Services
- Liaising with external specialists such as Pediatricians, Psychologists, etc

4 Child Safety Policy

1. Purpose

The child safe environments policy sets out the school's approach to creating a child safe organisation where children and young people are safe and feel safe; and provides the policy framework for the school's approach to the Child Safe Standards.

2. Scope

- The policy applies to all staff, volunteers, contractors and whether or not they work in direct contact with children or young people.
- Across a range of school forums (e.g. camps, online) and outside of school hours.

3. Statement of Commitment

Lara Secondary College is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making. Lara Secondary College has zero tolerance for child abuse. Lara Secondary College is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability. Every person involved in Lara Secondary College has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

In its planning, decision-making and operations Lara Secondary College will

1. Take a preventative, proactive and participatory approach to child safety;
2. Value and empower children to participate in decisions which affect their lives;
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children
4. Respect diversity in cultures and child rearing practices while keeping child safety paramount;
5. Provide written guidance on appropriate conduct and behaviour towards children;
6. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;
7. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues
8. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;
9. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and
10. Value the input of and communicate regularly with families and carers.

4. A child safe culture

The school's culture encourages staff to raise, discuss and scrutinise concerns making it more difficult for abuse to occur and remain hidden.

Refer to Lara Secondary College Child Safety Code Of Conduct (Page 12).

5. Human resources practices and training

The school applies best practice standards in the recruitment and screening of staff, and will take all reasonable steps to ensure that it engages the most suitable and appropriate people to work with children. We will ensure that staff induction, education and training programs are a vital part of our commitment to safeguarding children

and young people from abuse and neglect. All prospective staff and volunteers are required to undergo National Criminal History Records check and maintain a valid Working with Children Check.

6. Reporting a child safety concern or complaint

The school has clear expectations for staff and volunteers in making a report about a child or young person who may be in need of protection. Immediate action should include reporting their concerns to the DHHS Child Protection or another appropriate agency and notifying the principal or a member of the school leadership team of their concerns and the reasons for those concerns. The school will take action to respond to a complaint.

7. Risk reduction and management

The School believes the wellbeing of children and young people is paramount, and is vigilant in ensuring proper risk management processes. The school recognises there are potential risks to children and young people and will take a risk management approach by undertaking preventative measures.

8. Listening to children

The school has developed a safe, inclusive and supportive environment that involves and communicates with children, young people and their parents/carers. We encourage child and parent/carer involvement and engagement that informs safe school operations and builds the capability of children and parents/carers to understand their rights and their responsibilities.

When the school is gathering information in relation to a complaint about alleged misconduct with, or abuse of, a child the school will listen to the complainant's account of things and take them seriously, check understanding and keep the child (or their parents/carers) informed about progress.

9. Confidentiality and privacy

This school collects, uses and discloses information about particular children and their families in accordance with Victorian privacy law. The principles regulating the collection, use and storage of information is included in the School Privacy Policy.

10. Definitions

Ministerial Order 870 provides definitions, including:

Child abuse

Child abuse includes:

- any act committed against a child involving:
- a sexual offence, or
- an offence under section 49B(2) of the Crimes Act 1958 (grooming)
- the infliction, on a child, of:
- physical violence
- serious emotional or psychological harm
- Serious neglect of a child.

Child-connected work

- Child-connected work means work authorised by the school governing authority and performed by an adult in a school environment while children are present or reasonably expected to be present.

Child safety

Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

School environment

School environment means any physical or virtual place made available or authorised by the school governing authority for use by a child during or outside school hours, including:

- a campus of the school
- online school environments (including email and intranet systems)
- other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, and other events).

School staff

School staff being: an individual working in a school environment who is:

- directly engaged or employed by a school governing authority
- a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary)
- a minister of religion.

11. Resources & Links

- School Policy and Advisory Guide - Duty of Care
- School Policy and Advisory Guide - Child Protection Reporting Obligations
- DET Child Wellbeing and Safety Framework
- School Privacy Policy
- Child Safe Standards: Creating a Child Safe Environment
- PROTECT Children website
- Ministerial Order 870
- <<http://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/safeenviro.aspx>>
- Child Wellbeing and Safety Amendment (Child Safe Standards) Bill 2015, which amended the Child Safety and Wellbeing Act 2005

5 Child Safety Reporting Obligations

Purpose

The purpose of this policy is to ensure that all staff and members of our school community understand the various legal and other reporting obligations related to child safety that apply to Lara Secondary College.

Scope

This policy applies to all school staff, volunteers and school community members. It also applies to all staff and students engaged in any school and school council-run events, activities and services [such as The Geelong Project].

Policy

All children and young people have the right to protection in their best interests.

Lara Secondary College understands the important role our school plays in protecting children from abuse including:

- Physical abuse
- Sexual abuse (including sexual exploitation)
- Family violence
- Emotional abuse
- Neglect (including medical neglect)
- Grooming

The staff at Lara Secondary College are required by law to comply with various child safety reporting obligations. For detailed information about each obligation, please refer to Identifying and Responding to All Forms of Abuse in Victorian Schools.

At Lara Secondary College we also recognise the diversity of the children and young people at our school and take account of their individual needs and backgrounds when considering child safety.

Mandatory Reporting

Principals, registered teachers, registered medical practitioners, nurses, registered psychologists and all members of the police force are mandatory reporters under the Children, Youth and Families Act 2005 (Vic). As of 21 January 2020, school counsellors will also be mandatory reporters.

All mandatory reporters must make a report to the Department of Health and Human Services (DHHS) Child Protection as soon as practicable if, during the course of carrying out their professional roles and responsibilities, they form a belief on reasonable grounds that:

- a child has suffered, or is likely to suffer, significant harm as a result of physical abuse and/ or sexual abuse, and
- the child's parents have not protected, or are unlikely to protect, the child from harm of that type.

A mandatory reporter who fails to comply with this legal obligation may be committing a criminal offence. It is important for all staff at Lara Secondary College to be aware that they are legally obliged to make a mandatory report on each occasion that they form a reasonable belief that a child is in need of protection and they must make a mandatory report even if the principal does not share their belief that a report is necessary.

At our school, all mandated school staff must undertake the Mandatory Reporting and Other Obligations eLearning Module annually. We also require/encourage all other staff to undertake this module, even where they are not mandatory reporters.

For more information about Mandatory Reporting see the Department's School Policy and Advisory Guide: Child Protection – Reporting Obligations.

Child in need of protection

Any person can make a report to DHHS Child Protection (131 278 – 24 hour service) if they believe on reasonable grounds that a child is in need of protection.

The policy of the Department of Education and Training (DET) requires all staff who form a reasonable belief that a child is in need of protection to report their concerns to DHHS or Victoria Police, and discuss their concerns with the school leadership team.

For more information about making a report to DHHS Child Protection, see the Department's School Policy and Advisory Guide: Child Protection – Making a Report and Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse.

At Lara Secondary College we also encourage all staff to make a referral to Child FIRST when they have significant concern for a child's wellbeing. For more information about making a referral to Child FIRST see the School Policy and Advisory Guide: Child Protection – Reporting Obligations.

Reportable Conduct

Our school must notify the Department's Employee Conduct Branch (9637 2594) if we become aware of an allegation of 'reportable conduct'.

There is an allegation of reportable conduct where a person has formed a reasonable belief that there has been:

- a sexual offence (even prior to criminal proceedings commencing), sexual misconduct or physical violence committed against, with or in the presence of a child;
- behaviour causing significant emotional or physical harm to a child;
- significant neglect of a child; or
- misconduct involving any of the above.

The Department, through the Employee Conduct Branch, has a legal obligation to inform the Commission for Children and Young People when an allegation of reportable conduct is made.

Our principal must notify the Department's Employee Conduct Branch of any reportable conduct allegations involving current or former teachers, contractors, volunteers (including parents), allied health staff and school council employees.

If school staff become aware of reportable conduct by any person in the above positions, they should notify the school principal immediately. If the allegation relates to the principal, they should notify the Regional Director.

For more information about Reportable Conduct see the Department's School Policy and Advisory Guide: Reportable Conduct Scheme.

Failure to disclose offence

Reporting child sexual abuse is a community-wide responsibility. All adults (ie persons aged 18 years and over), not just professionals who work with children, have a legal obligation to report to Victoria Police, as soon as practicable, where they form a 'reasonable belief' that a sexual offence has been committed by an adult against a child under the age of 16 by another person aged 18 years or over.

Failure to disclose information to Victoria Police (by calling 000 or local police station) as soon as practicable may amount to a criminal offence unless a person has a 'reasonable excuse' or exemption from doing so.

"Reasonable belief" is not the same as having proof. A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds.

For example, a 'reasonable belief' might be formed when:

- a child states that they have been sexually abused
- a child states that they know someone who has been sexually abused (sometimes the child may be talking about themselves)
- someone who knows a child states that the child has been sexually abused
- professional observations of the child's behaviour or development leads a mandated professional to form a

belief that the child has been sexually abused

- signs of sexual abuse leads to a belief that the child has been sexually abused.

“Reasonable excuse” is defined by law and includes:

- fear for the safety of any person including yourself or the potential victim (but not including the alleged perpetrator or an organisation)
- where the information has already been disclosed, for example, through a mandatory report to DHHS Child Protection.

For more information about this reporting obligation, see the Department’s School Policy and Advisory Guide: Failure to disclose offence.

Failure to protect offence

This reporting obligation applies to school staff in a position of authority. This can include principals, assistant principals and campus principals. Any staff member in a position of authority who becomes aware that an adult associated with their school (such as an employee, contractor, volunteer or visitor) poses a risk of sexual abuse to a child under the age of 16 under their care, authority or supervision, must take all reasonable steps to remove or reduce that risk.

This may include removing the adult (ie persons aged 18 years and over) from working with children pending an investigation and reporting your concerns to Victoria Police.

If a school staff member in a position of authority fails to take reasonable steps in these circumstances, this may amount to a criminal offence.

For more information about this reporting obligation, see the Department’s School Policy and Advisory Guide: Failure to protect offence.

Grooming

Grooming is a criminal offence under the Crimes Act 1958 (Vic). This offence targets predatory conduct undertaken by an adult to prepare a child, under the age of 16, to engage in sexual activity at a later time. Grooming can include communicating and/or attempting to befriend or establish a relationship or other emotional connection with the child or their parent/carer.

For more information about this offence and reporting obligations see: [Child Exploitation and Grooming](#).

Related Policies and further information

Child Safe Policy

Child Safety Code of Conduct

Duty of Care Policy

External Providers Policy

Visitors Policy

Volunteers Policy

6 Child Safety Code of Conduct

Lara Secondary College is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, Department policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.

The Principal and school leaders of Lara Secondary College will support implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools and other learning environments. The Principal and school leaders of Lara Secondary College will also provide information and support to enable the Code of Conduct to operate effectively.

All staff, contractors, volunteers and any other member of the school community involved in child-related work are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.

Acceptable behaviours

As staff, volunteers, contractors, and any other member of the school community involved in child-related work individually, we are responsible for supporting and promoting the safety of children by:

- upholding the school's statement of commitment to child safety at all times and adhering to the school's child safe policy.
- treating students and families in the school community with respect both within the school environment and outside the school environment as part of normal social and community activities.
- listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students
- promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds
- promoting the safety, participation and empowerment of students with a disability
- reporting any allegations of child abuse or other child safety concerns to the school's leadership within the Principal Class.
- understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse.
- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

Unacceptable behaviours

As staff, volunteers, contractors, and any other member of the school community involved in child-related work we must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse
- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts)
- exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context
- ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate
- discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting
- treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity.
- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter
- photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes
- in the school environment or at other school events where students are present, consume alcohol contrary to school policy or take illicit drugs under any circumstances.

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:

6.1 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

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

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

6.3 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

7 Duty of Care Policy

Purpose

The purpose of this policy is to explain to our school community the duty of care obligations that all staff at Lara Secondary College owe to our students and members of the school community who visit and use the school premises.

Policy

“Duty of care” is a legal obligation that requires schools to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include personal injury (physical or psychological) or damage to property. The reasonable steps that our school may decide to take in response to a potential risk or hazard will depend on the circumstances of the risk.

Our school has developed policies and procedures to manage common risks in the school environment, including:

- Yard duty and Supervision
- Anti-Bullying
- Camps and Excursions
- First Aid
- Child Safe Standards
- External Providers (including RTOS delivering VET/VCAL)
- Emergency Management
- Volunteers
- Visitors
- Working with Children and Suitability Checks
- Mandatory Reporting
- Occupational Health and Safety

Staff at our school understand that school activities involve different levels of risk and that particular care may need to be taken to support younger students or students with additional needs. Our school also understands that it is responsible for ensuring that the school premises are kept in good repair and will take reasonable steps to reduce the risk of members of our community suffering injury or damage because of the state of the premises.

School staff, parents, carers and students are encouraged to speak to the Principal to raise any concerns about risks or hazards at our school, or our duty of care obligations.

External Providers

Staff at our school acknowledge that, as our duty of care is non-delegable, we are also required to take reasonable steps to reduce the risk of reasonably foreseeable harm when external providers have been engaged to plan for or conduct an activity involving our students. Our Visitors Policy and Camps and Excursions Policy include information on the safety and care of our students when engaged with external providers. Our school also takes steps to ensure student safety when they are engaging in off-site workplace learning programs with external providers, such as when students are participating in work experience, school-based apprenticeships and traineeships, structured workplace learning and any other workplace learning program involving external providers. Our School will follow all applicable Department of Education and Training policy and guidelines in relation to off-site learning and will ensure that the safety and welfare of the students engaging in these activities is paramount. The Department's guidelines in relation to Workplace Learning are available at the following link:

<https://www.education.vic.gov.au/school/principals/spag/curriculum/pages/workplace.aspx>

Further Information and resources

- School Policy and Advisory Guide: Duty of Care
- School Policy and Advisory Guide: Workplace Learning

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

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

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

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

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)



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

8 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.

8.1 Lost, Stolen or damaged School –assessed Coursework

If a teacher or student has lost a School –assessed Coursework task or it has been stolen or damaged, they must complete a written statement explaining the circumstances. The statement must be signed, dated and filed at the school. The Principal will determine an initial score for the assessment task, acting on advice from the teacher and on the basis of records kept.

9 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 on the following page.

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

10 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 311** 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 SAC 're-sit' on Thursday afternoons from 3.15pm – 4.15pm 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.

11 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

Students should document all Homework tasks to ensure deadlines are met and appropriate study and revision has occurred.

- 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

12 Camps & Excursions Policy

Purpose

To explain to our school community the processes and procedures Lara Secondary College will use when planning and conducting camps, excursions and adventure activities for students.

Scope

This policy applies to all camps and excursions organised by Lara Secondary College. This policy also applies to adventure activities organised by Lara Secondary College, regardless of whether or not they take place on or off school grounds, and to school sleep-overs.

This policy is intended to complement the Department's policy and guidelines on excursions, camps and adventure activities which all Victorian government schools are required to follow. Lara Secondary College will follow both this policy, as well as the Department's policy and guidelines when planning for and conducting camps and excursions.

This policy does not apply to student workplace learning or intercampus travel.

Definitions

Excursions:

For the purpose of this policy, excursions are activities organised by the school where the students:

- are taken out of the school grounds (for example, a camp, day excursion, school sports);
- undertake adventure activities, regardless of whether or not they occur outside the school grounds;
- Attend school 'sleep-overs' on school grounds

Camps are defined as a curriculum activity involving at least one night's accommodation (including school sleep-overs).

Local excursions are excursions to locations within walking distance of the school and do not involve 'Adventure Activities'.

Adventure activities are activities that involve a greater than normal risk. Further information and examples of adventure activities are available on the Department's website under Adventure Activities, at the following link: <https://www.education.vic.gov.au/school/principals/spag/safety/pages/adventure.aspx>

Note: workplace learning activities (such as work experience) and intercampus travel are not considered school excursions.

Policy

Camps and excursions can provide a valuable educational experience for our students which are complementary to their learning, as they provide access to resources, environments and expertise that may not be available in the classroom.

For all camps and excursions, including adventure activities, our school will follow the Department's School Policy and Advisory Guide: Excursions and Activities. For camps and excursions requiring school council approval, our school will also follow the Department's School Policy and Advisory Guide: Safety Guidelines for Education Outdoors.

Planning process for camps and excursions

All camps and excursions will comply with Department planning requirements.

Part of this planning process includes conducting risk assessments, to ensure that reasonable steps are taken to minimise the risks associated with each proposed camp or excursion. Lara Secondary College's risk assessment will include consideration of arrangements for supervision of students and consideration of the risk of bushfire activity in the excursion location. In the event of a Code Red Day being announced, excursions or camp activities in effected locations will be cancelled or rescheduled. Planning will also cover arrangements for cancelling, recalling or altering the camp or excursion for any other reason.

Lara Secondary College is committed to ensuring students with additional needs are provided with an inclusive camps and excursions program and will work with families during the planning stage, as needed, to support all students' attendance and participation in camp and excursion activities.

In cases where a camp or excursion involves a particular class or year level group, the Organising Teacher will ensure that there is an alternative educational program available and appropriate supervision for those students not attending the camp or excursion.

Supervision

Lara Secondary College follows the Department's guidelines in relation to supervision of students during excursions and camps.

All excursion staff (including parent volunteers) will be familiar with supervision requirements and the specific procedures for dealing with emergencies on each camp and excursion.

All school staff will be aware that they retain overall responsibility for the supervision and care of students throughout all camps and excursions (including adventure activities), regardless of whether or not external providers are managing the activity.

Parent volunteers

Parents may be invited to assist with camps and excursions. School staff will notify parents/carers of any costs associated with attending. Parent volunteers will not be expected to pay for accommodation or meals. School staff are in charge of camps and excursions and parent/carer volunteers are expected to follow teachers'

instructions. When deciding which parents/carers will attend, the Organising Teacher will take into account: any valuable skills the parents/carers have to offer (e.g. bus licence, first aid etc.) and the special needs of particular students. Parent volunteers must have a current Working with Children Check.

Volunteer and external provider checks

Lara Secondary College requires all parent or carer camp or excursion volunteers and all external providers working directly with our students to have a current Working with Children Check card

Parent/carer consent

For all camps and excursions, other than local excursions, Lara Secondary College will provide parents/carers with a specific consent form outlining the details of the proposed activity. Lara Secondary College uses Compass to inform parents about camps and excursions and to seek their consent. Parents/carers are encouraged to contact the school to discuss any questions or concerns that they or their child may have with a proposed camp or excursion.

For local excursions, Lara Secondary College will provide parents and carers with an annual Local Excursions consent form at the start of each school year or upon enrolment if students enrol during the school year. Lara Secondary College will also provide advance notice to parents/carers of an upcoming local excursion through Compass. For local excursions that occur on a recurring basis (for example weekly outings to the local oval for sports lessons), Lara Secondary College will notify parents once only prior to the commencement of the recurring event.

Cost of camps and excursions, refunds and support

The cost of all camps and excursions are to be paid by parents/carers unless alternative arrangements have been agreed to by the Principal prior to the excursion. All families will be given sufficient time to make payments for all activities. Consent forms will have clearly stated payment amounts and payment finalisation dates.

Students who have not finalised payment by the required date will not be allowed to attend unless the Principal determines exceptional circumstances apply.

Lara Secondary College will make all efforts to ensure that students are not excluded for financial reasons. Families experiencing financial difficulty are invited to discuss alternative payment arrangements with the Business Manager. The Business Manager can also discuss family eligibility for the Department's Camps, Sports and Excursions Fund (CSEF), which provides payments for eligible students to attend school activities, including camps and excursions. Applications for the CSEF are open to families holding a valid means-tested concession card or temporary foster parents and are facilitated by the school. Further information about the CSEF and the application form are available at [Camps, Sports and Excursions Fund](#).

If a camp or excursion is cancelled or altered by the school, or a student is no longer able to attend part or all of the camp or excursion, our school will consider requests for partial or full refunds of payments made by parents/carers on a case-by-case basis taking into account the individual circumstances. Generally we will not be able to refund payments made for costs that have already been paid where those funds have already been transferred or committed to a third party and no refund is available to the school. Where possible, we will provide information about refunds to parents/carers at the time of payment.

Student health

Parents and carers need to ensure the school has up-to-date student health information prior to camps and excursions. A member of staff will be appointed with responsibility for the health needs of the students for each camp/excursion. Staff will administer any medication provided according to our Medication policy and the student's signed Medication Authority Form. To meet the school's obligations relating to safety, a first aid kit and mobile phone will be taken by teachers on all camps and excursions.

It is the responsibility of parents and carers to ensure their child/children are in good health when attending excursions and camps. If a student becomes ill during a camp and is not able to continue at camp it is the parent/carer's responsibility to collect them and cover any associated costs. If the Principal approves a student joining a camp late, transport to the camp is the parent/carer's responsibility.

Behaviour expectations

Students participating in camps and excursions are required to cooperate and display appropriate behaviour to ensure the camp or excursion is a safe, positive and educational experience for all students involved.

Parents/carers will be notified if their child is in danger of losing the privilege to participate in an excursion or camp due to behaviour that does not meet the standards of behaviour set out in the school's Student Engagement Policy. The decision to exclude a student will be made by the Principal or Assistant Principal, in consultation with the Organising Teacher. Both the parent/carer and the student will be informed of this decision prior to the camp or excursion.

If on a camp or excursion the Teacher in Charge considers an individual student's behaviour does not meet required standards, then the Principal or their nominee may determine that a student should return home during the camp or excursion. In these circumstances the parent/carer is responsible for the collection of the student and any costs associated with this.

Disciplinary measures apply to students on camps and excursions consistent with our school's Student Engagement Policy.

Electronic Devices

Students will be permitted to bring electronic devices (such as iPads, iPods, mobile phones) but these may only be used during times set by the Teacher in Charge. Students are responsible for the care of any personal electronic device brought to a camp or excursions and the school will not be responsible for lost or damaged devices.

Accident and Ambulance Cover

Any costs associated with student injury rest with parents/carers unless the Department is liable in negligence (liability is not automatic).

Unless otherwise indicated, Lara Secondary College and the Department do not provide student accident or ambulance cover. Parents/carers may wish to obtain student accident insurance cover and/or ambulance cover, depending on their health insurance arrangements and any other personal considerations.

Implementation for Excursions

The Principal Team, who is ultimately responsible for the conduct of all excursions, is required to ensure that full records are maintained and that adequate pre-excursion preparation takes place and follow department guidelines.

For the conduct of excursions at Lara Secondary College a Principal Team member must be consulted at all stages of the planning for any excursion, camps and tours.

The Principal, teachers, school councillors and others involved in school excursions, campus and adventure activities must anticipate the possibility of litigation following an incident or injury. They must be prepared for a detailed examination of all their actions, their planning and the curriculum role of the particular activity. A risk assessment **MUST** be completed.

Council requires notification of such excursions approximately 6 weeks in advance. For practical purposes this means that a program of excursions should be presented at the start of each semester.

All excursions, camps and tours which require special precautions also require College Council approval and notification to the Department's Office of Emergency Management. Sufficient time must be allowed for this process.

The College Council meets on the second Thursday of each month.

Procedures for Excursions

- a) Prior to proposed excursion the following must be assembled – projected time(s), itinerary, bus company or train quotes, purpose of excursion, students to be involved, information letters to parents, the total cost of the excursion per student and the number of extras created. Complete the appropriate proforma on Compass.
- b) These details should then be submitted for approval to the Daily Organisation Group (DOG).
- c) The final allocation of teachers to conduct the excursion shall be made by the College Advisory Team (CAT) in consultation with the organiser.
- d) All excursions must be self-sufficient financially including allowance for a replacement teacher. It is wise to quote a charge in excess of the expected cost, so that unexpected last minute withdrawals do not cause the venture to run at a loss. Any costs must be recouped prior to the commencement of the activity. If sufficient funds are not collected the activity should be cancelled one week prior to the activity.
- e) Parents must receive notification in writing at least **THREE WEEKS** prior to the excursion
- f) All money must be paid directly via Compass or to the office at least one week in advance of the date for the excursion.



- g) Permission forms must be completed by parents and handed in to the Office or completed on compass at least one week prior to the excursion taking place to ensure student inclusion.
- h) Prior to the excursion the organiser must ensure Compass is updated with the list of students involved, departure and arrival details, all students have submitted consent forms and any relevant material has been forwarded to the Office. A copy of the event handbook **MUST** be taken on the excursion.
- i) One week prior to the excursion, the teacher involved should distribute a list of names of the students and the staff via email.
- j) The organiser must also assume responsibility for any assemblies, boarding of buses, and allocation of staff to buses. The expectations of the college in respect to student behaviour on buses and at the destination should be emphasised.
- k) Should any emergency situation develop during the course of the excursion the college should be notified as soon as possible and kept fully informed during the emergency. Staff should be aware of extreme weather/total fire bans. (Refer to the relevant Safety Procedures document).
- l) The organising teacher, together with the Principal Team will determine whether school uniform is to be worn.
- m) On return to school during any session, students should be supervised by the teacher in charge, **NOT** dismissed or sent to class.
- n) For local excursions (within walking distance of the school) check with the office that all students have local excursion consent. CAT and families must be informed in writing **TWO** weeks prior to the event indicating where and when the event will take place.
- o) For connections excursions, applications to CAT/ Daily Organisation (DOG) must be made at least **THREE** weeks prior to the event. Parent notification must be given **TWO** weeks prior to the event and consent forms returned **ONE** week prior to the event.

Procedures for Camps

The Camps program will be developed sequentially throughout the school.

School Council will ensure that all school camps are maintained at a reasonable and affordable cost, and comply with all DET requirements.

Lara Secondary College 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.

Classroom teachers will be given the first option to attend camps.

- a) All camps will be budgeted for at the beginning of the year with detailed and accurate costing presented to a principal or business manager.
- b) The cost of replacing teaching staff (CRT) who are involved in camps should be incorporated into camp costs.
- c) The designated camp organiser of each camp will ensure that all camps, bus arrangements and camp activities comply with DET guidelines. The “Notification of School Activity” form will be completed and forwarded to the DET three weeks prior to the camp departure date. All students will be required to provide written permission or consent via Compass from their parents to attend the camp, as well as a completed “Confidential Medical Information for School Council Approved Excursions” form.

- d) 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.

- e) Parents will be notified of the exact costs and other relevant details of individual camps at least six weeks prior.
- f) 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.
- g) Financial information from the camp organiser should also be relayed to a Principal or Business Manager.
- h) 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.
- i) 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.
- j) 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.
- k) 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.
- l) 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.
- m) 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.
- n) 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.

Further information and resources

This policy should be read in conjunction with the following Department policies and guidelines:

- School Policy and Advisory Guide:
- Excursions and Activities

- Emergency and Risk Management
- Safety Guidelines for Education Outdoors
- Camps, Sports and Excursions Fund.
- Code Red Days

The following school policies are also relevant to this Camps and Excursions Policy:

- Student Engagement Policy
- Volunteer Policy
- Duty of Care Policy
- Parent Payment Policy
- First Aid Policy

13 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 strives to provide an environment that is free from discrimination based on gender, language, sexual orientation, culture, ethnicity, socioeconomic status, religion, health or disability for staff and students alike. The school has a Positive Relationships Team, made up of both staff and students, who are working together to ensure that the college is a safe and supportive place for all. The work of this team is broad and includes the development of curriculum activities for TLC/Pathways classes that promote inclusion, organising guest speakers and excursion activities that promote inclusive practises and the celebration of important key dates that help to promote anti-discrimination messages. Any discrimination based on any attributes listed above is managed in-line with our anti-bullying and harassment policy.

How we support the positive behaviour and relationships

Thinking and Living Class (TLC) /Pathways 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.

a. 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.

b. Preferred Classroom Management Practices

Refer Appendix 1 – Features of Good Classroom Practices



LARA Secondary College

POSITIVE BEHAVIOUR EXPECTATIONS

** For more information refer to the Student Engagement Policy

E X C E L L E N C E								
	Learning Areas	Toilets	Transition / Lockers	Online Safety	Shared Areas	Community	Office Areas	Whole-School
BE RESPECTFUL	Use all equipment and resources appropriately Pay attention to those who are speaking Listen to and be tolerant of others	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	Only use electronic device in a positive manner	Respect others games, space and property Follow all instructions from all 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	Wait patiently and line up in an orderly manner	Demonstrate agreed behaviours Use positive and polite language Treat others as you would like to be treated
BE COMMITTED	Complete tasks to the best of your ability Maintain a positive attitude to your learning Be responsive to feedback and take opportunities to improve your learning Take pride in your books and resources	Maintain personal hygiene Prioritise going to the toilet during break times	Walk your bike and scooters whilst on school grounds Keep your locker secure and your school lock combination private Arrive on time to all classes and be prepared to learn	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 passive and active areas appropriately	Follow all road and transport rules Speak positively about Lara Secondary College	Attend administration area at appropriate times only Pay attention to announcements and student bulletin	Wear correct uniform Ask for help if needed
TEAMWORK	Contribute positively to classroom discussion Help and support classmates when appropriate.	Report any issues or misuse of toilet facilities to a staff member	Keep your locker and surrounding area clean Report any issues or misuse of the school lockers to a staff member	Be supportive of friends who may be experiencing negative online behaviours, and seek help from a trusted adult	Share yard areas and resources appropriately	Interact with community members in a polite and positive manner	Food and drink to be consumed outside office areas Ensure that students and staff can easily access office areas	Report inappropriate behaviours to a trusted adult Interact and communicate in a positive manner at all times Place all rubbish in the bin Be inclusive of others Lead and encourage other students to display positive behaviours

14 Consequences of Inappropriate Behaviour

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

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

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 school exams
- A combination of all of the above

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

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.

4 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:

- Direct physical bullying/harassment pertaining to race

Examples may include hitting, tripping, pushing or damaging property.

- Direct verbal bullying/harassment

This includes name calling, insults, racist remarks, or verbal abuse relating to cultural background or religion.

- 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:

- If confident, tell the person who is harassing them to stop, reminding them that their behaviour is illegal in the school
- Not retaliate or encourage friends to get involved
- 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

Coordinator or Teacher. It is a student's right to discuss such matters in confidence

- 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

5 Detentions Recess/Lunch:

A teacher may need to counsel a student during Recess or Lunch 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.

6 Student Management Outside 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:

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

Students are expected to:

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

Consequences of inappropriate behaviour

Teachers who observe inappropriate actions whilst on Yard Duty should:

- 6.8. Try to stop the behaviour
- 6.9. Remind the students of the expectations
- 6.10. 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.

7 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.

8 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 'Inappropriate 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.

15 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.

Staff Responsibilities:

Understanding what is in the existing legislation, policies, instrument and guidelines and how these apply to social media is an important part of being a professional. All staff at Lara Secondary College are encouraged to access the link below to ensure they are aware of the implications of using social media in regards to emails, 'Friending' students, Downloading, etc.

<https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/smuse.aspx>

In the context of this guide, social media is the term used for internet based tools for sharing and discussing information among people. Additional social media tools may include (although are not limited to):

- Social networking sites (Facebook, LinkedIn, Myspace)
- Video and photo sharing websites (Flickr, Youtube)
- Blogs, including corporate blogs and personal blogs Micro-blogs (Twitter)
- Forums, discussion boards and groups (Google groups, Whirlpool) Wikis (Wikipedia)
- Vod and podcasts
- Video conferences and web conferences
- Email and instant messaging
- All other emerging electronic/digital communication applications.

Purpose

Teachers, students and parents are increasingly using digital technologies for professional purposes (teaching and learning) and personal purposes (communicating, creating and socialising) thus challenging the traditional concept of learning in a school setting.

Supervision

Teachers and other staff in a school have a responsibility to take reasonable steps to protect students from risks of injury, including those that may be encountered within the online learning environment. Teachers must understand their Duty of Care responsibilities and other school-based policies that work to support them such as the Student Engagement Policy and Acceptable Use Agreements that are developed in collaboration with teachers, students and their families. The agreements should identify expected standards of behaviour for students, the consequences for breaching these standards, and information for parents describing spaces which will be available in a student's home.

Teachers are required to supervise all learning environments; the school grounds, the classroom and excursions - online spaces are also considered a learning environment. Therefore as part of that duty, teachers are required to adequately supervise students who are working in these spaces. This duty also requires protection from risks that could arise (that is, those that the teacher should reasonably have foreseen) and against which preventive measures could be taken.

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.

16 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 six 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 2020, all students in Years 7 – 11 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 2020**, only Year 12 VCE/VCAL 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, discrete nose stud, 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.
- Sc manner outlined in the Student Engagement Policy (accessed on College Web Site)
- Arrangements can be made to supply uniforms via State Schools Relief for families experiencing economic hardship.
- With the exception of the College Sports Jacket, students must not 'mix and match' their Academic Uniform with their Sport Uniform.

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 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.

16.1 Consequences of Not Wearing the Correct Uniform

- 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 may be issued with an After School Detention or suspension and parents will be notified.
- 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.
- 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 for repeated refusal to follow instructions.

- 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', discrete nose stud, may be worn at school. Nose rings are not permitted. 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 may be suspended and parents will be contacted.



LARA SECONDARY COLLEGE ACADEMIC UNIFORM



LARA SECONDARY COLLEGE SPORTS UNIFORM



Black polished lace up or T- Bar shoes similar to the shoes pictured below (No brandings and shoes must be hard leather). No boots. 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.

17 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.**

18 Multi-Media Devices & Mobile Phones

In accordance with the Victorian Education Department's Mobile Phones Policy issued by the Minister for Education, personal mobile phones must not be used at Lara Secondary College during school hours, including lunchtime and recess unless an exception has been granted. **Where a student has been granted an exception, the student must use their mobile phone for the purpose for which the exception was granted, and in a safe, ethical and responsible manner.**

DEFINITIONS

A **mobile phone** is a telephone with access to a cellular (telecommunication) system, with or without a physical connection to a network. For the purpose of this policy, "mobile phone" refers to mobile phones and any device that may connect to or have a similar functionality to a mobile phone such as smart watches.

POLICY

Lara Secondary College understands that students may bring a personal mobile phone to school, particularly if they are travelling independently to and from school.

At Lara Secondary College:

- Students who choose to bring mobile phones to school must have them switched off and securely stored in their locker during school hours (9.00am – 3.15pm)
- Exceptions to this policy may be applied if certain conditions are met (see below for further information)
- When emergencies occur, parents or carers should reach their child by calling the school's office.

If a student is discovered to have used their phone or multi-media device **inappropriately** at any stage on the way to school, at school or on the way home from school, the student may **be suspended**. The Victorian Education Department has banned the use of Mobile Phones at Secondary Schools as of the first day of the 2020 school year.

All students across Year 7 – 12 must store their mobile phone in their locker between the hours of 9.00am – 3.15pm and ensure they lock their locker with a combination lock which can be purchased from the College Administration Office at a cost of \$15.00. Students must not use their phones during recess or lunchtimes.

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 due to inappropriate use, will be sent to a member of the Principal Class Team who will contact parents and a 1 - 5 day suspension may apply.

Inappropriate use of mobile phones/Multi-Media Device is **any use during school hours**, unless an exception has been granted, and particularly use of a mobile phone/multi-media device:

- in any way that disrupts the learning of others
- to send inappropriate, harassing or threatening messages or phone calls
- to engage in inappropriate social media use including cyber bullying
- to capture video or images of people, including students, teachers and members of the school community without their permission
- to capture video or images in the school toilets, changing rooms, swimming pools and gyms
- during exams and assessments

Secure storage

Mobile phones owned by students at Lara Secondary College are considered valuable items and are brought to school at the owner's (student's or parent/carer's) risk. Students are encouraged not to bring a mobile phone to school unless there is a compelling reason to do so. Please note that Lara Secondary College does not have accident insurance for accidental property damage or theft. Students and their parents/carers are encouraged to obtain appropriate insurance for valuable items

Where students bring a mobile phone to school, Lara Secondary College will provide lockers for storage and students must purchase a combination lock for a cost of \$15.00 in order to secure their locker. Lockers cannot be readily accessed by those without permission to do so.

Exceptions

Exceptions to the policy:

- may be applied during school hours if certain conditions are met, specifically,
 - Health and wellbeing-related exceptions; and
 - Exceptions related to managing risk when students are offsite.
- can be granted by the principal, or by the teacher for that class, in accordance with the Department's Mobile Phones Policy.

The three categories of exceptions allowed under the Department's Mobile Phones Policy are:

1. Learning-related exceptions

SPECIFIC EXCEPTION	DOCUMENTATION
For specific learning activities (class-based exception)	Unit of work, learning sequence
For students for whom a reasonable adjustment to a learning program is needed because of a disability or learning difficulty	Individual Learning Plan, Individual Education Plan

2. Health and wellbeing-related exceptions

SPECIFIC EXCEPTION	DOCUMENTATION
Students with a health condition	Student Health Support Plan
Students who are Young Carers	A localised student record

3. Exceptions related to managing risk when students are offsite

SPECIFIC EXCEPTION	DOCUMENTATION
Travelling to and from excursions	Risk assessment planning documentation
Students on excursions and camps	Risk assessment planning documentation
When students are offsite (not on school grounds) and unsupervised with parental permission	Risk assessment planning documentation
Students with a dual enrolment or who need to undertake intercampus travel	Risk assessment planning documentation

Where an exception is granted, the student can only use the mobile phone for the purpose for which it was granted.

Camps, excursions and extracurricular activities

Lara Secondary College will provide students and their parents and carers with information about items that can or cannot be brought to camps, excursions, special activities and events, including personal mobile phones.

Exclusions

This policy does not apply to **appropriate use** of mobile phones/multi-media devices:

- Out-of-school-hours events
- Travelling to and from school
- iPads and all other personal devices
- Students undertaking workplace learning activities, e.g. work experience
- Students who are undertaking VET

RELATED POLICIES AND RESOURCES

- Lara Secondary College Student Engagement Policy
- Mobile Phones – Department Policy
- Ban, Search and Seize Harmful Items
- Personal Goods – Department policy

REVIEW PERIOD

This policy was last updated on Monday 14th October 2019 and is scheduled for review on the 14th October/2022.

19 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 relevant Junior or Senior Sub School Office. 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 3.15pm – 3.30pm.

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.

20 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.

21 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 relevant Junior or Senior Sub School Office and receive an Early Leavers Pass.

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 by a College Staff Member.

21.1 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 relevant Junior or Senior Sub School Office before leaving the College to obtain an early leavers pass.

21.2 Consequences of Leaving the College Grounds Without 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.

22 Recognition and Reward

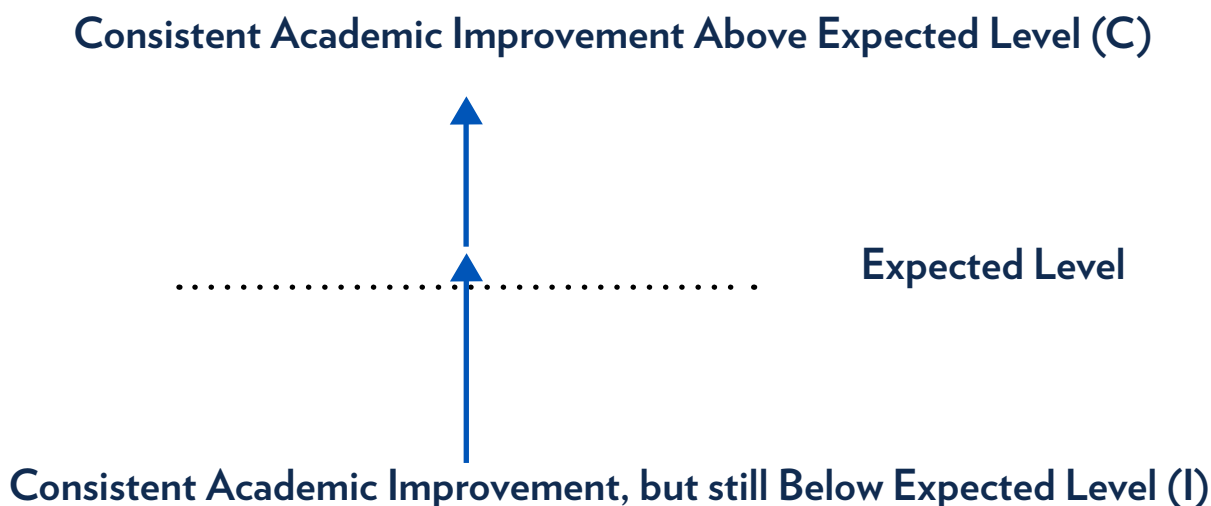
As part of the College's Recognition and Reward processes, students who consistently achieve positive results will be issued with Recognition Certificates. The recognition and reward of student achievement is an essential ingredient of student management. We aim to provide every student with an opportunity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

22.1 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.

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.

22.2 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.

22.3 Mid - Year Honours Presentation Evening

At the middle stage of each year (July), 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.

22.4 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.

23 Complaints Policy

Purpose

The purpose of this policy is to:

- provide an outline of the complaints process at Lara Secondary College so that parents and members of the community are informed of how they can raise complaints or concerns about issues arising at our school
- ensure that all complaints regarding Lara Secondary College are managed in a timely, effective, fair and respectful manner.

Scope

This policy relates to complaints brought by parents, carers, students or members of our school community and applies to all matters relating to our school. In some limited instances, we may need to refer the complainant to another Department of Education and Training process where there are different mechanisms in place to review certain decisions, for example, expulsion appeals.

Policy

Lara Secondary College welcomes feedback, both positive and negative, and is committed to continuous improvement. We value open communication with our families and are committed to understanding complaints and addressing them appropriately. We recognise that the complaints process provides an important opportunity for reflection and learning.

We value and encourage open and positive relationships with our school community. We understand that it is in the best interests of students for there to be a trusting relationship between families and our school.

When addressing a complaint, it is expected that all parties will:

- be considerate of each other's views and respect each other's role
- be focused on resolution of the complaint, with the interests of the student involved at the centre
- act in good faith and cooperation
- behave with respect and courtesy
- respect the privacy and confidentiality of those involved, as appropriate
- operate within and seek reasonable resolutions that comply with any applicable legislation and Department policy.
- recognise that schools and the Department may be subject to legal constraints on their ability to act or disclose information in some circumstances.

Preparation for raising a concern or complaint

Lara Secondary College encourages parents, carers or members of the community who may wish to submit a complaint to:

- carefully consider the issues you would like to discuss
- remember you may not have all the facts relating to the issues that you want to raise
- think about how the matter could be resolved
- be informed by checking the policies and guidelines set by the Department and Lara Secondary College

Complaints process

Lara Secondary College is always happy to discuss with parents/carers and community members any concerns that they may have. Concerns in the first instance should be directed to your child's teacher, Year Level Coordinators, Assistant Principal or Principal. Where possible, school staff will work with you to ensure that your concerns are appropriately addressed.

Where concerns cannot be resolved in this way, parents or community members may wish to make a formal complaint to the Principal Wayne Terrill or Assistant Principals Sarah Foley and Tania O'Callaghan, noting that formal complaints should be directed to a member of the school's leadership team.

If you would like to make a formal complaint, in most cases, depending on the nature of the complaint raised, our school will first seek to understand the issues and will then convene a resolution meeting with the aim of resolving the complaint together. The following process will apply:

- 1. Complaint received:** Please either email, telephone or arrange a meeting through the front office with a Assistant Principal or Principal, to outline your complaint so that we can fully understand what the issues are. We can discuss your complaint in a way that is convenient for you, whether in writing, in person or over the phone.
- 2. Information gathering:** Depending on the issues raised in the complaint, the Principal, Assistant Principal or nominee may need to gather further information to properly understand the situation. This process may also involve speaking to others to obtain details about the situation or the concerns raised.
- 3. Response:** Where possible, a resolution meeting will be arranged with the Assistant Principal/Principal to discuss the complaint with the objective of reaching a resolution satisfactory to all parties. If after the resolution meeting we are unable to resolve the complaint together, we will work with you to produce a written summary of the complaint in the event you would like to take further action about it. In some circumstances, the Principal may determine that a resolution meeting would not appropriate. In this situation, a response to the complaint will be provided in writing.
- 4. Timelines:** Lara Secondary College will acknowledge receipt of your complaint as soon as possible (usually within two school days) and will seek to resolve complaints in a timely manner. Depending on the complexity of the complaint, Lara Secondary College may need some time to gather enough information to fully understand the circumstances of your complaint. We will endeavour to complete any necessary information gathering and hold a resolution meeting where appropriate within 10 working days of the complaint being raised. In situations where further time is required, Lara Secondary College will consult with you and discuss any interim solutions to the dispute that can be put in place.

Resolution

Where appropriate, Lara Secondary College may seek to resolve a complaint by:

- an apology or expression of regret
- a change of decision
- a change of policy, procedure or practice
- offering the opportunity for student counselling or other support
- other actions consistent with school values that are intended to support the student, parent and

school relationship, engagement, and participation in the school community.

In some circumstances, Lara Secondary College may also ask you to attend a meeting with an independent third party, or participate in a mediation with an accredited mediator to assist in the resolution of the dispute.

Escalation

If you are not satisfied that your complaint has been resolved by the school, or if your complaint is about the Principal and you do not want to raise it directly with them, then the complaint should be referred to the DET South West Regional Office by contacting Ph. 1300 333 232

Lara Secondary College may also refer a complaint to DET South West Region Office Ph. 1300 333 232 if we believe that we have done all we can to address the complaint.

For more information about the Department's Parent Complaints policy, including the role of the Regional Office, please see: Parent complaints policy.

FURTHER INFORMATION AND RESOURCES

<https://www.larasc.vic.edu.au>

24 Other School Policies

School Policies not outlined within the Student Engagement Policy, may be obtained from the College Business Manager on 5282 8988.

25 Review Timeline

The Student Engagement Policy will be reviewed every 2 years from 2019 – 2021.

26 Consultation

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

27 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





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