



Taylor's Lakes

SECONDARY COLLEGE

RESPECT | COMMITMENT | SAFETY

STUDENT WELLBEING AND ENGAGEMENT POLICY



Rationale

Student engagement has been identified as an important precursor to student learning. Positive and supportive learning and social environments help to build connectedness to schools and engagement in learning. A sense of connectedness or belonging to school is a significant protective factor for young people and contributes to building their resilience. It is associated with positive health and academic outcomes.

At Taylors Lakes Secondary College, we are committed to increasing student engagement as evident in the school's Strategic Plan. Research shows that student learning and student retention correlate strongly with student engagement. The more actively engaged students are with the College, the more likely they are to persist in their school studies and to achieve all they are capable of.

Moreover, student engagement is directly linked with a sense of connectedness and empowerment. Students who are engaged feel a strong sense of belonging; they participate in school activities, accept school values and feel accepted by their peers. They value school success and believe that their education will benefit them. They attend school every day, attend classes, are prepared for class, complete work and homework and are involved in extra curricular activities.

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SCHOOL VALUES

At Taylors Lakes Secondary College we aim to create a safe and inclusive community where all students and staff are supported to become active, engaged and confident 21st century learners in the pursuit of academic excellence and social and emotional growth.

Respect



We show respect and value diversity through the way we communicate and empathise with each other. We care for our college community and learning environments.

Commitment



We show commitment to our academic, social and emotional growth. We strive to achieve our personal best and support others to do the same.

Safety



We acknowledge everyone's right to feel safe at school. We promote physical, emotional and intellectual safety and encourage everyone to take responsible risks in their learning

School Profile Statement

Taylors Lakes Secondary College is located approximately 22 kilometres north west of the Melbourne CBD. The school is a single campus 7-12 school located within the City of Brimbank situated on approximately 8 hectares, adjacent to Taylors Lakes Primary School. The school offers a broad range of curriculum options and a diverse range of co-curricular programs across leadership, activities, sport and camps. The student population is approximately 1450 students.

The curriculum is structured to provide a dynamic program across all year levels, with Year 7-10 breadth programs that prioritise deep learning, the development of real-world skills and capabilities and engagement. In the senior years, we cater for students across a broad range of abilities and backgrounds with VCE, VCAL and VET subjects offered. We constantly develop and implement programs to improve retention, and provide students with pathways and opportunities to achieve successful outcomes and transitions from school to further education, employment and/or training. All students use their own computer in class, around the College and at home as required so as to bolster their learning and engagement. Supporting students in understanding the responsibilities that come with increased computer access is also a focus of our work.

Our Learning Enhancement and Advancement Program (LEAP) commences in year 7 and enhances as well as accelerates the social and academic needs of a select group of students. Other enhancement and enrichment programs also operate and we encourage students to accelerate in individual studies across years 10, 11 and 12 where appropriate. Equally, we identify and strongly support students with learning difficulties through our Inclusion Program, as well as Literacy and Numeracy support programs. The school grounds and facilities have been continually upgraded since the school first opened in 1992. Over the last few years we have rapidly developed our facilities, primarily through locally funded projects, including the opening of the Instrumental Music and Dance Performance Centre, extended office/counselling and administration facilities, an IT support suite for assisting students with their netbooks, Futsal courts, upgraded Food Technology facilities and significant landscaping projects. These projects support our focus on ensuring that we provide as many facilities and opportunities for students in support of their learning as we can.

We encourage and value parent input to the College. The Parents and Friends Group operates and works alongside College Council to ensure parent and community input to our programs.

Rights and Responsibilities and Shared Expectations

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. The College upholds the rights of all individuals as defined in the following legislation: *Equal Opportunity Act 1995, the Charter of Human Rights and Responsibilities Act 2006, the Disability Discrimination Act 1992 (in conjunction with the DET Disability Standards for Education, 2005) and the Education and Training Reform Act 2006.*

Our Statement of Values outlines the shared expectations of all members in our school community.

Refer to Appendix 1 to view this document.

School Engagement Strategies

The College has, and will continue to develop and implement strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. These are designed to reduce any risk factors that may contribute to attendance or behavioural issues while at the same time increasing protective factors in order to support student engagement and positive behaviour. We recognise that some students, as a group or as individuals, may need extra social, emotional or educational support to flourish at school, and as such we have put in place strategies to identify these students and provide them with the support they need. Appendix 2 outlines universal, targeted and individualised Student Engagement strategies that the College implements. Outlined on the following pages is further information pertaining to specific areas related to student engagement.

Student Wellbeing

As well as teaching academic skills, promoting student wellbeing and developing students' resilience is part of the core business of schools. Student Wellbeing is more than just the notion of physical and mental health – it incorporates reference to the interconnected nature of the social, relational, mental, physical and material health of young people, as well as their experience of engagement in life and learning.

Resilience can be defined as the ability to cope or 'bounce back' after encountering negative events, difficult situations, challenges or adversity and to return to almost the same level of emotional wellbeing. Schools play a very important part in promoting the resilience of young people, as this is where young people spend such a large part of their formative years. Many of the attributes of resilience need to be actively taught and fostered. Resilience and wellbeing depend upon not only internal factors (at the level of the individual) but also external factors, and recognising this influence of an individual's environment is central to understanding the importance of a whole-school approach to promoting resilience and wellbeing.

We focus on fostering wellbeing and building resilience through addressing the 5 key dimensions of self, relationships, emotional wellbeing, physical wellbeing and engagement in learning, which are central to our College TLSC Learner Model (appendix 3).

The Inclusion Program

In accordance with College's values of Safety, Respect and Commitment and legislation defined by the Disability Discrimination Act (1992), the Inclusion Program seeks to implement the Disability Education Standards for Education (2005):

- The main aim of the Education Standards is to give students with disability the right to participate in educational courses and programs on the same basis as students without disability.
- This means a person with disability should have access to the same opportunities and choices in their education that are available to a person without disability.
- Sometimes to achieve this aim the Education Standards require an education provider to make adjustments to allow people with disability to take part in education.
- In practice this means that that all students are not supported in the same way, but all students get access to what they need to experience success.

All students with an identified learning difficulty are offered access to the SDI program. Individual Learning Plans are developed for these students to ensure their academic program is appropriately modified to ensure academic and social success at the College. To assist in the provision of individualized programs, Inclusion Program resources include two Special Education teachers, Education Support staff, a Speech Pathologist and an Occupational Therapist. We also have a space to provide extra literacy, numeracy and social skills support for students with higher support needs. These programs work in partnership with the College's wider Literacy and Numeracy support programs and external agencies including the Department of Education and Early Childhood Development's Student Support Services Officers (SSSOs) and Programs for Students with Disabilities Management System.

Student Leadership and Voice

Taylor's Lakes Secondary College has a large student leadership program, with student leaders across all year levels. Students are encouraged to take on added responsibility within the College and also the local community. Being involved in the College Leadership team involves helping students develop a higher level of civic responsibility. Students are selected into this program via an application and interview process and are admitted after demonstrating a number of key criteria.

Taylor's Lakes Secondary College's Student Leadership Model affords students with the opportunity to apply for one of three portfolios:

- Achievement
- Wellbeing
- Community

These portfolios align with the College's Strategic Plan – our targets all centre about student achievement, student wellbeing and student engagement with the community, and what better way to work towards these targets than with the drive of our students.



ACHIEVEMENT

Students work with staff to plan and develop high quality curriculum, instruction and assessment tasks. This work centres upon coming up with ways to engage students of all abilities in their learning, to have input into the way lessons are designed and structured in line with the College's Instructional Model, to consider and to provide feedback, advice and suggestions regarding assessments and to provide insight and practical application of the strategies and tasks that work or that they think will work in the classroom. Students attend meetings with staff, including Student Learning meetings, and seek the views and input of their cohort to shape the way we teach and learn at Taylor's Lakes Secondary College. Students therefore gain insight into what goes on behind the scenes of teaching and learning and work with staff to positively impact the direction of teaching and learning at the College.



WELLBEING

Students have the opportunity to analyse data gathered from a range of sources, including student, parent and community opinion data, and also work to gather data and information from their cohort so as to research, evaluate and make decisions about different programs, initiatives and opportunities that could be delivered at Taylor's Lakes Secondary College. Students work with staff to plan programs, days, events and initiatives designed to improve student engagement, improve student attendance and improve student enjoyment at school. Students also have input into the roll-out, reflection and adaptation of the School-Wide Positive Behaviour Support Model, and work with staff teams, including the Sub-School Teams, to address issues such as attendance and uniform. Students also lead their peers in the re-launch of the College's Wellbeing Model, designed to promote resilience and a growth mindset.



COMMUNITY

Students liaise with their cohorts and community organisations to foster links between Taylor's Lakes Secondary College and the wider community. Students also plan, develop and execute Community Learning Project days whereby students participate in a range of activities to build closer links with the school or wider community. Students work with staff teams to improve the school environment.



Co Curricular Programs

The educational environment at Taylors Lakes Secondary College offers a vast range of co-curricular programs and activities. The variety of subjects, programs and opportunities on offer to students allows for further inspiration and challenge.

Our programs include: Soccer Academy, AFL Academy, Performing Arts (including Instrumental Music, Dance and Drama), Lunchtime Clubs, Student Leadership and School Sport.

Staff supporting Student Engagement and Wellbeing

The College has specific staffing roles overseeing the support of students regarding behaviour, wellbeing and engagement. A Home Group teacher has daily contact with students each morning to assist with pastoral care. Each Year Level has two Year Level Leaders assisting with daily issues, pastoral care, engagement and behavioural issues. A Sub-School Leader and Assistant Principal work closely at each year level to provide assistance, guidance and to oversee all behavioural issues and with the Principal Class team make all decisions within the College in regards to student exclusions, which include suspensions. There are four leading teacher roles responsible for the continual improvement of student engagement and wellbeing and the development of programs associated within these areas. These include the Junior, Middle and Senior Sub-School Leaders and the Student Wellbeing Leader. Further to this, we have a Student Wellbeing/Welfare Coordinator and Student Wellbeing Staff to provide support and counselling and/or referral to external services for students who self-refer, or are referred by staff or parents. This team is supported by DET Student Support Staff including psychologists, social workers and mentors. The team also works with an Adolescent Health Promotions Nurse who assists with the development and implementation of related curriculum, as well as the Homegroup and Health and Physical Education curriculum.

Behaviour Expectations

Students should model school values and shared expectations (see Appendix 1) at all times. This includes when travelling to and from school and on all school events. The school also has a Behaviour Matrix that outlines the way in which students should behave in and outside the classroom, to and from school and on school events, and online. These align to the school core values of Respect, Commitment and Safety. The matrix is visible across the school in classrooms and other spaces. (See Appendix 5) Outlined below is further information pertaining to specific areas related to behaviour:

Bullying and Harassment

Every member of our community deserves to be treated with respect and dignity, free from bullying and harassment. The College Anti-Bullying and Anti-Harassment Policy aims to empower all members of our community to recognise and respond appropriately to bullying and harassment and by doing so contribute to the overall health and wellbeing of our members. Bullying and harassment will not be tolerated by the Taylors Lakes Secondary College community. Please refer to the Anti-bullying and Anti-Harassment policy for detailed information on the College's response to Bullying and Harassment (Appendix 6).

Use of digital and electronic media

We are committed to providing high-quality teaching and learning opportunities for all students, with equitable access to technology as well as providing the essential guidance to support students' learning to ensure that they are safe and responsible online. As student interaction with technology increases and becomes embedded in their everyday lives, it is essential that students are provided with opportunities to engage with technology positively to prepare them to become responsible digital citizens of the community.

Technology is viewed in the College as a key resource to enhance and engage students in their learning as well as being an avenue for communication between staff, students, parents and the greater community. We acknowledge that the internet technologies must be used responsibly and safely, and as such have policies and procedures in place to ensure that we provide a safe physical and digital learning environment for students along with the necessary eSmart education. The College is an accredited eSmart School.

Students are not permitted to have or to use their mobile phones during class time. As per the College's Mobile Phone Policy (refer to Appendix 11), if a staff member sees a mobile phone, they will confiscate it. Students may collect their phone from the Student Support Centre at the end of the day.

If a staff member is concerned about any content that may be on a student's phone, Year Level Leaders/Sub-School Leaders/Assistant Principals will be notified. They will then view the content on the student's phone and will contact parents to convey the nature of the content and any consequences that may be issued.

Please refer to the eLearning Procedures and Policies Guide for detailed information on the College's policies in this area. Here you can find the College Acceptable Use Agreement and Student Declaration, which parents and students must sign off on each year (Appendix 7). Where there is a breach to the Acceptable Use Policy, the school will implement consequences to those involved commensurate with the seriousness of the breach and consistent the school's discipline procedures as outlined later in this document.

Cigarette Smoking and Vaping

Cigarette smoking and vaping (e-cigarettes) is viewed as a health issue as well as a discipline issue. Students found smoking or vaping (on school grounds or at school events or while travelling to and from school) will be issued with a College Suspension.

Drug use

A harm minimisation approach is an important focus that aims to reduce the risks associated with drug use, and promote healthier, alternative behaviours for students. Relevant drug education will be provided through the school Homegroup Program and Health program.

Effective drug education is important because young people are faced with many influences to use both licit and illicit drugs. Education can play a counterbalancing role in shaping a normative culture of safety, moderation, and informed decision making. Engaging students in drug education activities assists them to make healthy and safe choices, identify risky situations, and develop strategies to prepare them for challenging situations (DET).

It is prohibited to possess, use, distribute or sell illicit drugs and unsanctioned licit drugs on school premises or at any function or activity organised by the school. If a student is involved in a drug related incident, the student's safety is of immediate importance. The incident will then be investigated and parents/guardians informed. Students will be issued with a suspension, the length of which will be determined on a case-by-case basis. Police may be required to be notified for an allegation of a criminal offence.

Uniform

At Taylors Lakes Secondary College all students must wear the approved school uniform. This includes travelling to and from school, as well as within the College grounds and whilst on school excursions.

A uniform promotes a positive image of the College amongst the community. It distinguishes our College from other school communities and facilitates the quick and easy identification of our students. It also promotes equality amongst our student community and allows students to develop a sense of pride and belonging with the College.

If a student has a legitimate reason for being out of school uniform on a given day, a note must be provided by a parent/guardian. There are however items of clothing that are unacceptable to wear at any time. The College Uniform Statement should be referenced to see what are suitable items in such a situation. The school will consult and work with parents where there is an identified legitimate issue as to why their child is not wearing the uniform for a prolonged period of time.

Students who do not wear the correct school uniform or follow the process for reporting when out of uniform will be followed up through the College discipline processes. Non-uniform items will be confiscated for students to pick up at the end of the school day.

Students will not be allowed to attend excursions if they are out of uniform.

Please refer to the College Uniform statement that can be found in the student planner and Appendix 8 for expected behaviour protocols regarding uniform.



School actions – Responding to a breach of expected behaviour

A whole-school approach to student engagement, regular attendance and positive behaviour is encouraged through consistent and varied measures so that the expectation of college requirements is clear. The College has developed and implemented an extensive range of prevention and intervention strategies as we believe that student wellbeing and student learning is intrinsically related and that positive wellbeing is fundamental to a students' successful engagement with their education. We aim to promote the link between wellbeing and learning in every aspect of their curriculum, school culture and environment. The College is part of the School Wide Positive Behaviour Support Initiative, which is designed to promote the explicit teaching and recognition of pro-social, positive behaviour.

Student Discipline Procedures

Schools can discipline students for behaviour incidents occurring at school; at a school activity away from the school grounds; or while travelling to or from school, whilst in school uniform, or at a school activity. Disciplinary measures form part of a teacher's classroom management plan and are consistent with a whole-school approach to behaviour management.

Taylors Lakes Secondary College will apply a range of consequences to address inappropriate student behaviour. Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response. Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour. Disciplinary measures that may be applied include:

- Restorative practice
- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time. Where appropriate, parents/carers should be informed of such withdrawals.
- Contracts for conduct/attendance/bullying
- Detention - see below
- Establishment of a Student Support Group
- Suspension (in-school and out of school) - see below
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

Corporal Punishment is prohibited in all Victorian schools in line with *The Education Training and Reform Act (2006)*. Corporal punishment will NOT be used at Taylors Lakes Secondary College under any circumstances.

The process for responding to breaches of behaviour expectations is included in Appendix 9.

Detentions

The school has several different types of detentions as a way for students to reflect on behaviour. Classroom teacher, Year Level Leader and Principal Class detention. The level of behaviour or ongoing of behaviour will reflect which detention is issued. A classroom teacher detention will be issued for half of recess or lunchtime or could be after school with parent notification before the detention. The Year Level Leader detention will be an afterschool detention lasting 40 minutes, and will be supervised by a Year Level Leader. The student will have a letter stating the detention and will need to return it to the Year Level Leader in detention with the slip signed by a parent or guardian. For more serious breaches to behaviour expectations, or where the student has failed to attend a scheduled Year Level Leader detention, an extended Principal Class Detention will be issued. These run on a Friday afterschool until 4.30pm. Repeated failure to attend these detentions will result in further consequences.

Suspension and Expulsions

In some instances, it may be appropriate to suspend or expel a student who consistently compromises the safety and order of the school in order to protect the learning environment for remaining students and continue with effective teaching.

When a student is suspended, they will be provided with a copy of *TLSC Suspension Information* which outlines the process and expectations for students on suspension (see appendix 10).

The school will in-act suspensions in line with DET policy and as set out in Ministerial Order 625

The following are regarded as serious breaches of school rules that may require suspension or expulsion:

- Threatening or constituting a danger to the health safety or wellbeing of any person
- Committing an act of significant violence against a person or cause significant damage to or destruction of property, knowingly involved in theft of property
- Possessing, using or deliberately assisting another person to use prohibited drugs, alcohol or substances
- Failing to comply with any reasonable and clearly communicated instruction of a principal, teacher or other members of staff.
- Consistently interfering with the wellbeing, safety or educational opportunities of any other student
- Consistently vilifying, defaming, degrading or humiliating another person

In some instances it may be appropriate to expel a student who consistently compromises the safety and order of the school in order to protect the learning environment for remaining students and continue with effective teaching.

The school will in-act suspensions and expulsions in line with DET policy and as set out in Ministerial Order 625.

Evaluation of this document:

This document has been developed in line with DET Student Engagement and Inclusion Guidance. This policy will be monitored regularly and reviewed in conjunction with the school's annual self-evaluation.

Tabled for School Council on 19th May 2021

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APPENDIX 1: Statement of Values

Taylors Lakes Secondary College recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people. This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents and students. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

Responsibilities

As Principals And School Leaders, We Will:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- Identify and support students who are or may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

As Teachers And All Non-Teaching Staff, We Will:

- Model positive behaviour to students consistent with the standards of our profession.
- As teachers, demonstrate the standards set by the Victorian Institute of Teaching. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning.
- As teachers, fairly, reasonably and consistently implement the Student Engagement Policy and Behaviour Policy.
- Proactively engage with parents about student outcomes.
- Work collaboratively with parents and other staff to improve learning and wellbeing outcomes for students with additional needs
- Work with parents and other staff to understand the needs of each student and where necessary, adapt the learning environment accordingly.
- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Treat all members of the school community with respect.

As Parents, We Will:

- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child's school and learning.
- Work with the school to achieve the best outcomes for our child.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school's complaints processes if there are complaints.
- Treat all school leaders, staff, students, and other members of the school community with respect.

As Students, We Will

- Model positive behaviour to other students.
 - Comply with and model school values.
 - Behave in a safe and responsible manner.
 - Respect ourselves, teachers and other members of the school community and the school environment. Actively participate in school and hold high expectations for ourselves as learners.
 - Not disrupt the learning of others and make the most of our educational opportunities.
 - Follow standard College procedures and rules.
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APPENDIX 2: Student Engagement Strategies

Universal strategies	Targeted strategies	Individual strategies
<p>Curricular and Co-Curricular: Delivery of a broad academic curriculum including a Year 7 – 10 guaranteed and viable curriculum, VCE, VCAL and VET programs.</p> <p>Teachers adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students.</p> <p>Running of excursions/ incursions across all subjects that relate directly to the curriculum taught. Running of Year Level Camps/Tours (At years 7, 8, 10 and 12) Lunchtime club program.</p> <p>Attendance: Sub School Leaders track and monitor attendance and develop appropriate strategies as required.</p> <p>All teachers mark electronic rolls each period of the day. Attendance Officer records student late entry/early leaving and absences and makes parent contact where concerns regarding absence.</p> <p>Management and Wellbeing: Provision of pastoral care through a Homegroup program, which includes social and emotional learning curriculum.</p> <p>Information evenings for parents and students pertaining to student wellbeing</p> <p>Development of behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and taught to all students and shared with their families.</p> <p>Acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents.</p>	<p>Curricular and Co-Curricular: Literacy and Numeracy support Programs for identified students including classes at Years 7 and 8 with additional teacher and Group support at Years 9 and 10.</p> <p>Inclusion Program for identified students, supported by Inclusion Coordinator and teachers.</p> <p>English as an Additional Language (EAL) program for identified students, supported by EAL Coordinator and teachers.</p> <p>LEAP (Learning Enhancement and Advancement program) for identified students, supported by LEAP Coordinator.</p> <p>Soccer Academy run identified students, supported by a Soccer Academy Coordinator.</p> <p>AFL Academy run identified students, supported by a Soccer Academy Coordinator.</p> <p>Opportunities for acceleration provided to identified students.</p> <p>Development of student leadership through access to the Student Leadership Program.</p> <p>Attendance: Identify all students and families where student attendance overall is below 80% and respond through direct contact, email or letter sent home Continue to reduce unapproved absences, utilising communication strategies to parents/community on the importance of attendance through school newsletter, phone calls, emails & letters sent home.</p> <p>Management and Wellbeing: Wellbeing days organised for all year levels throughout year for years 7-12 targeting special areas of need and proactive education. Regular running of whole Year Level assemblies (twice/term).</p>	<p>Curricular and Co-Curricular: Individual Learning Plans (ILPs) will be developed for identified students.</p> <p>Seek further resources where appropriate to support individual students with their learning (eg. Relative testing or access to specialist support such as school speech pathologist).</p> <p>Attendance: Where attendance is low, meet with student and their parent/carer to talk about how best to help the student engage with school and create plans to assist the student with improving their attendance.</p> <p>Management and Wellbeing: Individual Behaviour Management Plans (BMPs) will be developed for identified students.</p> <p>Referral to internal support services eg Student Welfare team</p> <p>Referral to external practitioners who work through the school (such as school psychologist).</p> <p>Referral to external support services including ChildFirst, Local Government Youth Services, Community Agencies such as Headspace.</p>

APPENDIX 2: Student Engagement Strategies cont...

Universal strategies	Targeted strategies	Individual strategies
<p>Pathways: Pathways team consisting of a Careers Development Co-ordinator, Careers Curriculum & MIPS Co-ordinator and Student Pathways Adviser work with students to ensure students have access to knowledge regarding careers and pathways.</p> <p>Careers room accessible at recess and lunchtime for students to access career and pathways advice.</p> <p>Information pertaining to pathways posted regularly online (Compass portal) for students to access.</p> <p>Victorian Careers Curriculum Framework (VCCF) embedded within whole school curriculum with a focused program taught via the Homegroup classes.</p> <p>OTHER: Students have opportunity to contribute to and provide feedback on decisions about school operations both through the Student Leadership Program, Compass Insights and focus groups. Students and parents/caregivers provided with Progress and Semester Reports.</p> <p>Parent/Teacher/Student interviews held twice a year.</p> <p>Communication between the College and parent/care giver is provided through Compass portal, electronic newsletter and website.</p> <p>Parents and Friends body that meets on regular basis.</p>	<p>Pathways: All students in Years 7, 8, 10 and 12 will be assisted to develop/update a Career Action plan which will be evaluated and reflected upon annually.</p> <p>Selected students in Years 10 who meet the criteria of 'at risk of not completing year 11 and 12 successfully' and students in years 9-12 otherwise identified or referred by the Year Level Leaders or principal team will have a MIPS (Managed Individual Pathways) interview.</p> <p>Students in Years 9 – 12 undergo course counselling interviews and assistance for pathway planning.</p> <p>Students in Year 12 have assistance through HG program to complete VTAC/SEAS/Scholarship applications.</p>	<p>Pathways: Students identified as 'at risk' of early school leaving have individual consultations with the Student Pathways Adviser (SPA) and discuss:</p> <ul style="list-style-type: none"> • Reasons for disengagement at school • Career aspirations • Goals for the future <p>SPA works with the student to identify opportunities to transition into further education and training (such as alternative settings, vocational education and training) or into employment preparation programs.</p> <p>When an appropriate opportunity is identified and the student and the student's parents are committed to pursuing this, the SPA may:</p> <ul style="list-style-type: none"> • Provide information as to application processes and procedures • Assist with the application • Accompany the young person to information sessions, interview and/or enrolment sessions <p>Assist the young person to complete a 'Transition from School' form including agreement about a follow-up process to ensure the young person has made the transition successfully</p>



TLSC LEARNER MODEL

RATIONALE

The Learner Model at Taylors Lakes Secondary College is central to student growth in both their learning and their wellbeing. The model emphasises the relationship between the two domains of Instructional Practice and Student Health and Wellbeing.

Teachers will...

- create a differentiated learning environment in which students are intellectually engaged and have active student voice
- create a culture in which the health and wellbeing of students is central to the learning success of students
- develop the capacity of students and staff to improve teaching and learning, with an emphasis on authentic learning, deep learning and feedback
- create a culture in which the health and wellbeing of students is central to the learning success of students

Students will...

- engage fully, feel valued and positive about their learning
- show understanding of lesson structures and use consistent language of e5
- reflect and provide feedback on deep learning experiences
- access the 6Cs in their learning
- monitor health and wellbeing and implement a range of strategies to support wellbeing
- articulate expected behaviours and school values

Our Instructional model already provides staff with a resource they can access to help provide:

- Engaging lessons
- Structured lessons
- Students with an understanding of what their teacher is doing and monitor progress
- Students with the opportunity to see the kinds of activities they could be doing

Why the need for cohesion between wellbeing and instruction?

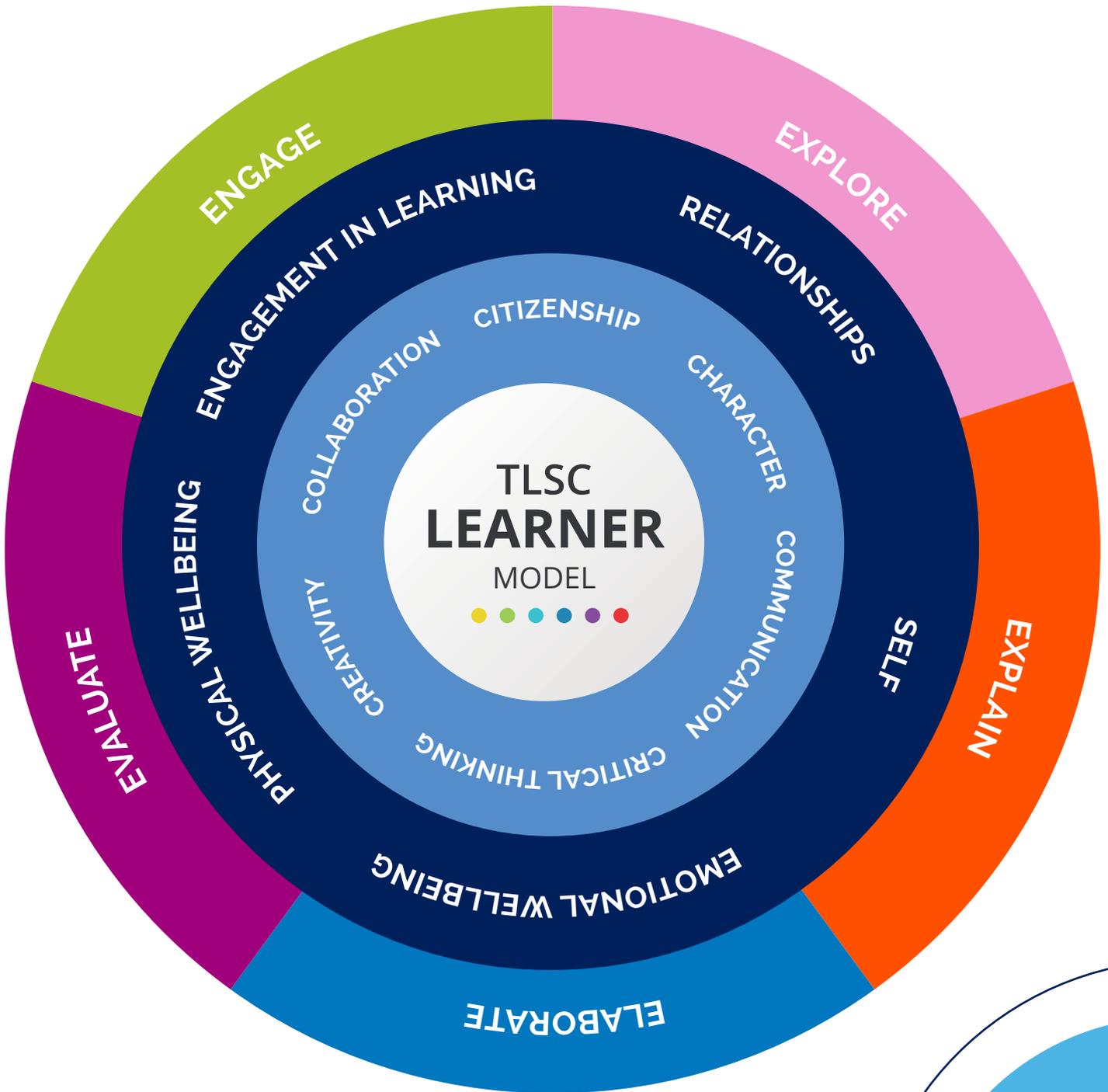
- A common language for all teachers to use
- A set of teaching and wellbeing strategies to be used in the classroom
- A resource teachers can use to plan lessons and courses

RESPECT | COMMITMENT | SAFETY

TLSC LEARNER MODEL



Taylors Lakes
SECONDARY COLLEGE





LEARNER MODEL

RELATIONSHIPS

Build participation, offer recognition, pro-social values and behaviour, cultural awareness, community minded, instil motivation.

Engage

The teacher...

- fosters positive relations with and between students and develops shared expectations for learning and interacting.
- refers to shared norms in their interactions with students and shares responsibility with them for reinforcing protocols.
- promotes a safe and orderly learning environment by providing the class with rules and modelling expected behaviours.
- treats individuals with courtesy and promotes effort and hard work.

Elaborate

The teacher...

- uses strategies to involve all students in focused conversation, facilitating the sharing of ideas.
-

SELF

Awareness, curiosity, regulation, attention, kindness, strength and mindset.

Engage

The teacher...

- stimulates interest and curiosity, promote questioning and connect learning to real world experiences.
- tasks elicits students' prior knowledge and supports them to make connections to past learning experiences.
- responds to each individual student's social and emotional needs.
- broadens students' experiences by making links between the learning focus and real world applications.

Explain

The teacher...

- provides strategies to enable students to connect and organise new and existing knowledge.
- challenges students to represent their understanding in multiple ways.

Explore

The teacher...

- identifies students' conceptions and challenges misconceptions.
- assists students to expand their perspectives and reflect on their learning.

Elaborate

The teacher...

- structures opportunities for students to sustain a conversation, deepening individual and collective understanding.

Evaluate

The teacher...

- supports students to reflect on their learning processes and the impact of effort on achievement.
- guides students to identify future learning goals.
- presents guiding questions to enable students to reflect on their learning.
- models strategies for self reflection. They support students to reflect on their achievements and learning processes to frame future learning goals.

EMOTIONAL WELLBEING

Resilience, perseverance, emotional regulation, protective factors, emotional literacy, health and safety

Engage

The teacher...

- treats individuals with courtesy and promote effort and hard work.
- maintains a productive learning environment by conveying behavioural and learning expectations for all students which are referenced to school values.
- regularly engages with individual students and treats them fairly and consistently.
- contributes to a productive learning environment, presenting an outline for the session, informing students of the time frame for tasks.
- refers to class rules to manage student behaviour.

Explain

The teacher...

- guides students to establish independent practice routines to reinforce and extend the student's level of understanding.

Elaborate

The teacher...

- structures conversation, acknowledging the value of students' ideas and using these to build individual and collective understanding.

ENGAGEMENT IN LEARNING

Curiosity, interest, optimism, passion, active participation, goal setting and positive learning outcomes.

Engage

The teacher...

- stimulates interest and curiosity, promote questioning and connect learning to real world experiences.
- uses tools and strategies to support students' thinking processes and to develop students' understanding of metacognition.

Explore

The teacher...

- uses questions generated by students to extend the focus of learning and to connect with students' lives.
- assists students to expand their perspectives and reflect on their learning.

Elaborate

The teacher...

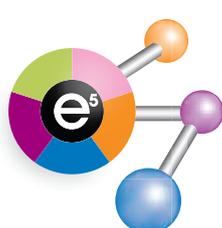
- selects contexts from familiar to unfamiliar, which progressively build the students' ability to transfer and generalise their learning.
- structures conversation, acknowledging the value of students' ideas and using these to build individual and collective understanding.
- monitors student progress and intervene to address individual needs.
- supports students to reflect on their learning processes and the impact of effort on achievement.



ENGAGE



EXPLAIN



ELABORATE



EXPLORE



EVALUATE

APPENDIX 4: Attendance Policy

Rationale

Taylor's Lakes Secondary College believes that students need to attend school regularly in order to gain maximum benefit from their schooling. Regular attendance enables students to access a comprehensive education, enabling them to reach their full potential. The College, in partnership with parents/carers, students and the wider community, is committed to provide active support for full student attendance and retention until the completion of Year 12 or its equivalent.

Aims

1. To ensure students are in attendance as required; are punctual to all classes including Home Group and other school activities; in order to receive and benefit from a continuous educational program.
2. To provide a process by which student attendance/absence is monitored, recorded and improved.
3. To provide clear guidelines and expectations regarding student attendance and the successful completion of programs.
4. To support staff in monitoring and following up all absences.
5. To provide organisational structures which support the early detection and identification of causes of student non-attendance.
6. To develop in the college community a culture that values all educational activities and to understand the importance of regular school attendance.

Implementation

1. Punctuality and Lateness

Students are required to be punctual to all classes. If students arrive late to school, they are required to "sign in" in the Attendance Office and receive a Late Pass, or via the Compass Kiosk. Likewise, when leaving early, students are required to "sign out" at the Attendance Office (or General Office if the Attendance Office is unattended) or via the Compass Kiosk. Students must present a note to the Attendance Officer signed by parents.

2. Attendance Recording Procedures

- a) At Taylor's Lakes Secondary College, Compass is used to record student attendance and absences session by session, including Home Groups.
- b) All student absences are then aggregated on our CASES21 database from Compass and communicated to the DET (Department of Education & Training).
- c) DET and enrolment auditors may seek student attendance records at any time, which may require teachers to submit their own period by period rolls to the auditors.
- d) All teaching staff are also required to keep their own accurate classroom attendance records for each class they teach. This enables a backup for the central electronic system and fulfills the requirements for DET auditors when necessary.

3. Attendance Rules and Absences

Students should attend 100% of school days or have a valid reason for non-attendance such as illness or another approved reason.

i) Types of non-attendance

Parent Approved Absences: Absence due to illness /family issue/bereavement must be verified by a note/telephone call from parent/guardian or by a medical certificate. External Suspensions will also be recorded as parent approved absences.

Parents/carers may also approve absences via Compass. In this case the absence will be noted as an approved absence.

College Approved Absences: Students may miss scheduled classes due to participation in a variety of College approved activities or due to internal suspension. A College approved activity may be defined as:

- Sport
- Camps and excursions
- Music lessons or performance
- Specialist numeracy/literacy support
- Speech Therapy
- School Production
- Student Wellbeing/welfare support
- Student Leadership activities
- Work experience or work placement
- Other approved activities arranged by teaching staff

An absence due to participation in a College approved activity must be verified prior to the activity by completing appropriate permission forms. The principal class member will grant final approval for any student to participate in a College activity where there is a need to clarify their participation. The student is permitted to participate in the activity so long as the class work set during the absence is completed to the satisfaction of the classroom teacher, and that there are no other concerns regarding work completion/attendance. Students, after an absence, may need to seek information from their class teachers on what needs to be done to catch up on missed lessons. The classroom teacher should notify the relevant Year Level Leader if this is a concern. Should the student not complete the set work as required, that student may not be permitted to participate in any further College approved activity until the outstanding work is redeemed.

Unapproved Absences:

Unexplained absences that cannot be authorised by any official means may lead to disciplinary action and will be recorded as unapproved.

ii) Consequences for Absences:

Year 7-10 Classes:

Where a student has an attendance record of <80% of their overall attendance in a semester, the College will examine the student's attendance pattern closely. In the event that a student's overall attendance falls below 80%, the student may be deemed to have an unsatisfactory result recorded for the subject.

Year 10 Accelerated students:

Where a student is completing a VCE subject in Year 10, the VCE rules will apply to that student.

VCE/VCAL Classes:

Where a student's overall attendance falls below 80% of a timetabled Unit, they may be deemed to have not satisfactorily met the course requirements of that subject and may have an N recorded for that subject Unit. This is regardless of whether the absence is approved or unapproved. As previously stated, approved absence includes: illness and medical reasons, family reasons or other explained absences, and unapproved absence consists of unexplained absences, truancy or reason that is not health/religious/cultural related. The class teacher will monitor each student's attendance and refer any student who falls into this category to the Year Level Leader, Sub School Leader or a relevant Assistant Principal to resolve the issue as in Attachment 2. If a student is absent and misses a SAC, a medical certificate or Statutory Declaration is required to be eligible to receive an extension of time or to reschedule the task.

A. OTHER ARRANGEMENTS

i) Special Provision:

A student whose attendance is affected by periods of prolonged illness or other circumstances related to their personal situation/environment may apply to the Sub School Leader/Assistant Principal for special provision. The student will be required to provide supporting documentation. (e.g., medical certificate)

ii) Year 12 Early Leave and Late Start:

Year 12 students who provide the school with a Parent Consent Form, have permission to leave school at lunchtime if there is no scheduled class (study sessions) in Period 5 and 6 or when their afternoon classes are cancelled. Likewise they can start school at recess if there is no scheduled class in Period 1 and 2. Students who have study sessions in Period 3 and 4 are not permitted to leave school and must be studying in either the Library or the Study Room at this time.

Students who arrive late due to having spares periods 1 and 2 need to sign in via Compass Kiosk or Attendance Office. Students with spares in the afternoon who leave at lunch or during periods 5 or 6 need to sign out via the Compass kiosk/Attendance Office.

iii) Year 10/11 Study Sessions:

All Year 10/11 students are required to attend school from 8:50 (home group) to the end of the school day. Year 10 students who are undertaking a VET subject and Year 11 students undertaking Unit 3/4 subject(s) or a VET subject and thus have study sessions on their timetable must be studying in the Library or the Study Room. No Year 10/11 students are allowed to either leave school early or come to school late at this time.

iv) Attendance and VET classes:

Students undertaking subjects under these arrangements will be required to adhere to the attendance requirements for completion of the VET study within the cluster of schools.

v) The last official day:

Students are required to attend school regularly until the last official day in Term 4. Students and parents will be notified by the school of the official dates each year as required.

B. RESPONSIBILITIES OF STAFF IN RELATION TO ATTENDANCE

Outlined in more detail in Attachment 1: Responsibilities in relation to Attendance

C. NOTIFICATION TO THE COLLEGE OF AN ABSENCE BY PARENTS

- i. This is normally completed by a written note once the student returns to school, or by a telephone call on the same day of the absence. Parents are asked to telephone the school or email the Attendance Office prior to 8.30am if their student is going to be absent from school on that day.
- ii. An absence note or Medical Certificate is required to explain all absences. Absence notes should be provided to the Attendance Office and the Home Group teachers should regularly prompt students to bring notes as required.
- iii. Where a telephone call has occurred between the parent and the Attendance Officer, and a valid reason for absence is provided at that stage, this will be recorded as an approved absence.
- iv. Parents can log in to Compass and state the reason for and approve absences remotely.

D. NOTIFICATION FROM THE COLLEGE TO THE PARENT OF AN ABSENCE

The Attendance Officer and the Sub School Leaders will examine daily attendance records. The College will attempt to make contact with the parent of any student (Years 7-12) who has been absent on that day unless the reason for the absence has been notified. Parents will be contacted on the first day of absence. In addition, where there is a need to query a reason for absence or lateness to school, parents will be contacted.

E. PARENT ACCESS TO ATTENDANCE DATA

Parents may request a copy of their child's attendance record at any stage. This can be arranged through a request to the Attendance Office. The school community can also access live and summary attendance data via logging into the parent Portal on Compass.

F. EXTENDED TRAVEL

Students may on occasion be granted authority by the Principal to be absent from school to undertake travel or activities which, although not part of the school program, are considered by the school to represent worthwhile educational or personal development opportunities for the student. Examples would be where students are to travel overseas with their parents, and interstate sporting or musical trips not associated with the school.

In granting authority for such absences, the chief consideration should be the effect of the absence on the educational progress of the student. The following procedures apply:

- i. Parents make a request to the Principal for the extended absence to be classed as "approved".
- ii. Where the period of absence and circumstances are deemed to have a detrimental effect on the student's educational progress, the student may be required to complete the unit/year level the following year.
- iii. The dates of such absences will be relayed to classroom teachers, who may put a learning plan in place over the duration of the absence
- iv. Approval for VCE students will be given extra consideration due to requirements for attendance.

G. RESOLUTION OF ISSUES RELATED TO NON-ATTENDANCE

Outlined in more detail in Attachment 2: Processes for responding to unsatisfactorily explained student absences.

Evaluation

Review of Policy: Next Review 2021
Approved by College Council: December 5th 2018

References

School Attendance Guidelines 2018

The legislative bases affecting student attendance are as follows:

- In accordance with the Education and Training Reform Act 2006 and Education and Training Reform Regulations 2017, schooling is compulsory for children and young people aged from 6 – 17 years unless an exemption has been granted.
- Parents/guardians must enrol a child of compulsory school age at a registered school and ensure the child attends school at all times when the school is open for instruction.

Students are expected to attend the school in which they are enrolled, during normal school hours every day of each term, unless:

- There is an approved exemption from school attendance or attendance and enrolment for the student, or
- The student is registered for home schooling and has only a partial enrolment in a school for particular activities.

- A Principal or Regional Director (depending on the circumstances) may authorise an exemption and provide written approval for student attendance or attendance and enrolment to be exempt or reduced to less than full time
- For absences where there is no exemption in place, the parent/guardian must provide an explanation on each occasion to the school. The school will determine if the explanation provided is a reasonable excuse for the purposes of the parent meeting their responsibilities under the Education and Training Reform Act 2006.
- The Family Law Act 1975 section 61(c), which provides that each of the parents of a child under 18 has parental responsibility for the child. A 'parent' includes a guardian and every person who has parental responsibility for the child including parental responsibility under the Family Law Act of the Commonwealth and any person with whom a child normally or regularly resides.
- The Community Services Act 1970 section 74(c), which also specifies that parents of school age children must send them to school unless there is a reasonable excuse.

Attachment 1: Responsibilities in relation to Attendance

Expectations of Parents by the College

Parents have a responsibility to ensure that their children attend school regularly, and are only absent if ill or if absolutely necessary. Parents are required to provide official notification to the College if their child is absent.

Home Group Teachers

- To accurately and consistently mark the roll at the start of home group each morning.
- To mark a student late if they arrive after 8.50am.
- To follow up consistent lateness with a chat to the student/s in question and a consequence
- To promote the importance of attendance and punctuality
- To access Compass unexplained absence reports on a weekly basis and follow up unexplained absences with students and ask them to bring in a note from home/approve absences via Compass
- To remind students that absence notes and medical certificates should be provided to the Attendance Office (Year 7-12)
- To bring to the attention of the Year Level Leader any student whose attendance is irregular, any students who do not provide written notes or adequately explain absences, or whose absences appear unwarranted.

Classroom Teachers

- To electronically record student attendance within the first 15 minutes of every class as well as maintaining their own record of attendance
- To be accountable for timely and accurate roll marking for every class
- Follow up consistent lateness with consequences
- To raise any concerns, issues or discrepancies when a student is absent to the Year Level Leader, or by forwarding notification immediately to the Attendance Office
- To monitor and report via Compass when a student becomes in breach of the attendance requirements for satisfactory course completion where applicable, to be followed up by YLLs, SSLs and APs.
- To follow the correct procedures in relation to attendance when organizing and running excursions, camps, sports teams or incursions or any other activity that students are not attending their regular classes.

Year Level Leaders

- Implement appropriate consequences when incidents for truancy have been identified
- Use Compass to generate attendance reports. Analyse, make appropriate changes and follow up where deemed necessary.
- To record attendance information/approvals on Compass in a timely manner when particular students are dealt with by a Year Level Leader
- To contact home when a student's attendance falls below a specific requirement as outlined in Attachment 2.

- To provide the attendance office with the names of a selected group of students from their year level for daily monitoring, that have been identified as having irregular day-to-day attendance patterns or who have a very low overall attendance.

Sub School Leader

- To monitor and respond to student attendance including lateness at a group level, ensuring that Year Level Leaders and other student management staff are provided with appropriate and timely data to identify and respond to poor attendance.
- To identify early students who are 'at-risk' of not satisfactorily meeting attendance requirements.
- To coordinate, monitor and support home group teachers, classroom teachers, students and parents to implement attendance procedures and policy.
- To identify attendance issues with particular students and timely response to the identified issues, for instance, by communicating with parents and convening a conference as in Attachment 2.
- To co-ordinate the collection of timely, accurate and reliable attendance data
- Tracking the overall attendance data within each Sub School cohort reporting findings to stakeholders as required.
- To oversee the entering/updating of attendance data on CASES21 in a timely manner
- To initiate strategies to enhance student attendance and promote school attendance in the school community.
- To work intensively with a selected group of 'at risk' students to improve their attendance by
 - Determining the reasons for non-attendance.
 - Working with parents to solve problems related to attendance.
 - Working on a case-by- case basis with the student to address the issues related to their non-attendance.
- To liaise with relevant staff, student counsellors and outside agencies to improve the attendance of these students.
- To be a source of advice to Year Level Leaders and Home Group teachers to improve the attendance of other students who are not part of students at risk but have the same attendance issues on an individual case basis.
- To take responsibility for progress towards accountability targets with specific reference to
 - Absence data, Lateness data
 - Development and documentation of students at risk identification procedure
 - Fortnightly attendance monitoring procedure
 - Improving attendance to 90% or above at each year level
 - Improving overall attendance to 90% or above
- To report to College Council on progress towards targets in the relevant area of responsibility.
- To prepare the relevant data and information required for the Assistant Principal to make a referral to the Regional Attendance Officer in the case of a student accruing an unacceptable number of unexplained absences or when the whereabouts of a student is unknown.
- To support all staff members in any issue relating to roll marking and attendance.

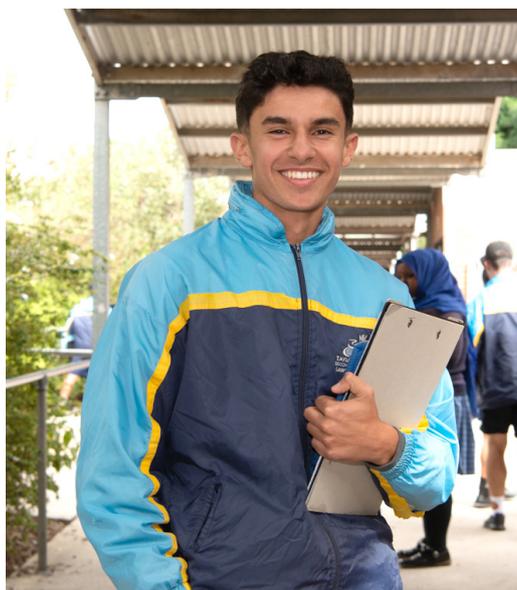
Principal Class Members

- To ensure that accountability requirements are being complied to by staff responsible for student attendance.
- To be informed and act upon serious attendance issues referred by teachers, Year Level Leaders, Sub School Leaders, Student Welfare personnel or Attendance Officer.
- Analyse attendance data to determine which students have not satisfactorily met attendance requirements. In conjunction with YLLs and SSL, identify attendance issues with particular students and timely response to the identified issues, for instance, by communicating with parents and convening a conference as in Attachment 2.
- To liaise with Sub School Leaders and analyse student absence data.
- To collect copies of teachers' class attendance rolls on a semester basis for auditing purposes.
- To record attendance information/approvals on Compass in a timely manner when particular students are dealt with by a Principal class member.
- To provide the ES Staff information to record any internal or external suspensions electronically.
- To be responsible for ensuring that attendance processes are being implemented and reviewed.

- To be responsible for determining and communicating when students have not met attendance requirements for the satisfactory completion of a class/Unit.
- To submit referrals to the Regional Attendance Officer after consultation with YLL, SSL and upon the determination that the College has met its requirements in looking to improve the attendance of particular student/s with no reasonable improvement.

Attendance Officer

- To be responsive to attendance issues as they arise
- To act upon the daily absence data by notifying all parents where a child is absent.
- To intensively monitor the daily attendance of students identified by YLLs/SSL's that have been identified as having irregular day-to-day attendance patterns or who have a very low overall attendance.
- To support in following up any specific issues as raised by Year Level Leaders/Sub School Leaders in line with their responsibility to deal with issues.
- To enter any reason for absence as provided through absence notes or medical certificates
- To enter any reason for absence on Compass for the day if it is provided by the parent through a telephone call or email.
- To ensure that communication with parents is logged via Compass.
- To issue sign-in and sign-out passes to students as required and assist with students signing in/out electronically via the Compass kiosk.
- To archive all absence notes as required.
- To maintain attendance record of external VET students.
- To mail out unexplained absence letters when it has been determined necessary to do so.
- To prepare absence summary data when requested.
- To update rolls as required.



Attachment 2: Processes for responding to unsatisfactorily explained student absences and/or where students are in breach of attendance requirements for course completion

Expectations of Parents by the College

The following steps can be seen as progressive and need to continue only where preceding action has not resolved the attendance problem.

1. General Student Absences

Parent Contact via the Attendance Office

Where a satisfactory explanation is not provided, parents or guardians will be contacted by the attendance officer on the day of the absence.

Parent Contact via the Year Level Leader

- If the reason for a student's absence remains unresolved after an initial attempt at contact, or in the case where a student's attendance falls below 90%, the school (Year Level Leader) will contact parents/guardians and student via a phone call. This will be documented on Compass via General Attendance Observation.
- The aim of contact is to: ensure that the parents/guardians are aware of the absence and fully appreciate its implication, examine the reasons for non-attendance and identify whether further assistance will be needed to re-establish attendance.
- The outcome of the contact should lead to informal arrangements to improve the student's attendance. YLL's can use their discretion and organise a meeting if they deem it to be necessary.
- If student's attendance does not improve within 4 weeks, YLL will refer the matter to SSL and SSL will make contact with parent/guardian and arrange a meeting.

Parent Contact via Sub School Leader (SSL)

- If a student's attendance does not improve after 4 weeks, or if a student's attendance is below 80%; SSL will contact parent/guardian via phone call and an official SSL letter/Compass letter of less than 80% will be sent home requesting a meeting.
- The meeting will focus on:
 - > supportive intervention
 - > individual student goals entrenched in a data target
 - > a return to school plan could be utilized during this meeting to include such as action as
 - Modification of the curriculum
 - Modification of student's timetable
 - Increased supervision of the student
 - Personal support and counselling for the student
 - Referral to other support agencies
 - Child First referral and assistance

If a parent/guardian fails to attend a scheduled meeting, SSL will refer the matter on to the Assistant Principal.

If attendance does not improve within 4 weeks, the student will be referred to the Assistant Principal who will make a referral to the Regional School Attendance Officer.

This will be documented via Compass under "Concern Regarding Attendance".

Assistant Principal

- To use data and Compass entries to support a written application to the Regional School Attendance Office regarding the student's absence
- This will be documented under "Concern Regarding Attendance".
-

2. Students appearing in breach of attendance requirements for a particular VCE subject/Unit

Where a student has been identified by a classroom teacher/YLL/SSL/AP as being in breach of attendance rules meet course requirements the Year Level Leader will verify the accuracy of the attendance record, confer with the Sub School Leader/Assistant Principal. The Sub School Leader will contact the parent and send Compass letter.

3. Attendance of students in special circumstances

Clarification of guardianship

Where a student is a ward of the state or where someone other than the parent has guardianship, the Principal should ascertain who has the legal responsibility for the student when considering action to be taken in relation to attendance problems.

Students who live independently

Students who live independently are generally able to give consent to formalities normally approved by parents or guardians. Attendance concerns should also be negotiated directly with the student. This circumstance does not prevent the Principal seeking assistance through the Department of Human Services or other community agencies where he/she feels that the educational well-being of the student aged less than seventeen years is in jeopardy through attendance irregularities.



APPENDIX 5: School Values Matrix



Taylors Lakes
SECONDARY COLLEGE

	Always	Classroom Setting	Outside the Classroom	Using Electronic Devices
Respect	<ul style="list-style-type: none"> I follow staff instructions I use respectful language I take responsibility for my actions I respect all school environments I respect all school environments I am empathetic I am inclusive I attend school every day I wear the correct uniform I am prepared for and participate in learning I follow school policies I report unsafe behaviour to staff 	<ul style="list-style-type: none"> I allow others to learn I respect the learning environment I acknowledge the opinions of others 	<ul style="list-style-type: none"> I place rubbish in the bin I am considerate of the people around me I follow canteen processes 	<ul style="list-style-type: none"> I keep my phone in my locker
Commitment		<ul style="list-style-type: none"> I am responsible for my own learning I complete set learning tasks I share responsibility in group tasks I bring required equipment to class I ask for help and feedback 	<ul style="list-style-type: none"> I complete set homework tasks I keep my locker organised I engage in learning experiences on excursions 	<ul style="list-style-type: none"> I use my netbook for educational purposes I check Compass regularly I use the internet as a learning resource I access and submit work online
Safety		<ul style="list-style-type: none"> I am punctual I use classroom materials responsibly I engage thoughtfully when facing conflict I ask permission before leaving the classroom 	<ul style="list-style-type: none"> I play games in allocated areas I remain in designated boundaries I follow sign-in and sign-out procedures 	<ul style="list-style-type: none"> I keep my personal information confidential I am responsible in my online communications I report cyberbullying

APPENDIX 6: Bullying Prevention Policy

Aim

At Taylors Lakes Secondary College we espouse the core values of Respect, Commitment and Safety. Every member of our community deserves to be treated with respect and dignity, free from bullying and harassment. This policy aims to empower all members of our community to recognise and respond appropriately to bullying and harassment and by doing so contribute to the overall health and wellbeing of our members. Bullying and harassment will not be tolerated by the Taylors Lakes Secondary College community.

Guidelines

- A school-wide approach will be taken to deal with bullying and harassment in a consistent and systematic way.
- This policy will be communicated to all students and staff.
- All complaints of bullying and harassment will be heard in confidence and taken seriously.
- The College will organise, develop and deliver preventative curriculum programs to educate members on bullying and harassment and its impacts.
- There will be disciplinary consequences, in line with the College Student Wellbeing and Engagement Policy, for those in breach of the Anti-Bullying and Anti- Harassment Policy.

Types of Bullying and Harassment

Bullying is repeated verbal, physical, social or psychological aggressive behaviour by a person or group directed towards a person or group that is intended to cause harm, distress or fear. The table below outlines different types of bullying and harassment.

Category	Definition/examples
Direct physical bullying	Hitting, kicking, tripping, pinching and pushing or damaging property
Direct verbal bullying	Name calling, insults, teasing, intimidation, homophobic or racist remarks, verbal abuse
Indirect bullying	Action designated to harm someone's social reputation and/or cause humiliation. Examples include: <ul style="list-style-type: none"> - Lying and spreading rumours - Playing nasty jokes to embarrass and humiliate - Mimicking - Encouraging others to socially exclude someone - Damaging someone's social reputation or social acceptance
Cyberbullying	Direct verbal or indirect bullying behaviours using digital technologies. Examples include harassment via a mobile phone or social media platform, setting up a defamatory personal social page, the sending and posting of inappropriate and/or offensive posts on social media and taking unwanted and unapproved photos and sending them on to others.
Harassment	Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person. Harassment is usually directed at a person because of their gender, race, creed, sexuality or abilities. It can be subtle or explicit.
Sexual Harassment	Any unwanted or uninvited sexual behaviour that is offensive, embarrassing, intimidating or humiliating. It includes behaviour that creates an intimidating environment. Examples include: <ul style="list-style-type: none"> - unwelcoming touching - staring or leering - suggestive comments or jokes - sexually explicit pictures, posters, screensavers - intrusive questions about a person's private life or body - insults, name-calling or taunts based on gender

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management:

Mutual conflict: involves an argument or disagreement between people but not an imbalance of power. Both parties are upset and usually both want a resolution. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

Social rejection or dislike: is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single-episode acts: of nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, this does not mean that single episodes of nastiness or physical aggression will be ignored or condoned as these are unacceptable behaviours.

Indicators of Bullying

Students who are being bullied may show some or all of the following signs:

- Poor health – lost appetite, anxiety, depression
- Lower self- esteem
- Reduced study performance
- Unwillingness to come to school, missed classes, social withdrawal
- Coming home regularly with damaged clothes or possessions
- Mood swings

Responsibilities of school members in relation to bullying and harassment

All members of our community (students, teachers and other staff, parents) have a responsibility to each other to ensure we have an environment free from bullying and harassment. As such, members will not bully or harass others and will report bullying or harassment for appropriate follow up.

What to do if you are bullied or harassed:

If you feel safe and confident, you can approach the person who is bullying you and tell them that their behaviour is unwanted and not acceptable. This may be hard to do. At the time, you could also ignore them and walk away. It's important not to retaliate with physical or verbal abuse. It is important that you DO report the bullying behavior. You could:

- Seek help and talk to someone about it that you trust, such as a friend or staff member
- Report it to a teacher or your Year Level Leader.
- Talk it over with your parents

If you feel that the bullying doesn't stop, take the issue further. See your YLL or Assistant Principal if you feel that the things you have done have not improved the situation and they will support you further.

What to do if you witness or become aware of someone being bullied or harassed:

We all have a moral responsibility to help create a positive and safe school environment. A bystander is someone who sees or knows about bullying or other forms of violence that is happening to someone else. Bystanders can be either part of the bullying problem or an important part of the solution to stop bullying. We strongly encourage all students to stand up to bullying and not passively ignore it.

We ask bystanders who witness bullying to:

- Be supportive and take safe action to stop the bully, find help or support the victim.

We ask bystanders who witness bullying NOT to:

- Watch or know about the bullying and not do anything.
- Take the side of the bully by laughing at the victim, encouraging the bully or by passing on text messages or messages on social media sites.
- Give silent approval or encourage the bully by looking on (including online).

A supportive bystander will use words and/or actions that can help someone who is being bullied. If bystanders are confident to take safe and effective action to support victims then there is a greater possibility that bullying can stop and the person who is bullied can recover. People respect those that stand up for others who are bullied but being a supportive bystander can be tough. To be a supportive bystander we suggest:

- Make it clear to your friends that you won't be involved in bullying behaviour
- Never stand by and watch or encourage bullying behaviour
- Do not harass, tease or spread gossip about others, this includes on social networking sites.
- Never forward on or respond to messages or photos that may be offensive or upsetting
- Support the person who is being bullied to ask for help e.g. go with them to a teacher/YLC/AP to get help.
- Report the bullying behaviour to a teacher/YLL/AP.

Responsibilities of all staff:

All staff have a responsibility to act if they witness bullying behaviour or if a student reports to them a bullying incident. They will:

- listen and provide support to the target of the bullying by acknowledging the nature and seriousness of bullying behaviour
- find out the background and attempt to resolve the incident
- refer the incident to the appropriate Year Level Leader, if more serious or follow up is required
- model appropriate behaviours at all times
- implement curriculum that supports social education and student wellbeing

Responsibilities of Year Level Leaders, Sub-School Leaders, Principal Class:

- Provide support to targets of bullying
- Provide support for bullies (eg. education)
- Ensure the school Anti-Bullying and Anti-Harassment policy is implemented consistently throughout the school
- Implement appropriate consequences to those involved in bullying/harassing behaviour.
- Make contact with parents regarding bullying incidents
- Keep appropriate records of incidents
- Encourage students to continue to report incidents of bullying behaviour/harassment.
- Disseminate information regarding the school's Anti-bullying and Anti-harassment policy, procedures and curriculum

Responsibilities of Parents and Caregivers:

- Watch for any signs of distress in your child (see above, Indicators of Bullying)
- Encourage students to report any incidences of bullying to a staff member.
- Contact your child's Year Level Leader if you are aware that your child, or any other child, is being bullied
- Encourage your child to become emotionally resilient
- Do not encourage your child to retaliate

School Procedures for dealing with bullying and harassment

Prevention: The College will organise, develop and deliver preventative curriculum programs to educate members on bullying and harassment, its impacts and strategies for combatting such behaviour. For students, this will be delivered through the Homegroup program. Preventative curriculum programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving will also be delivered.

This Anti-Bullying and Anti-Harassment policy will be widely promoted to students, staff, parents and caregivers and the local community.

Intervention:

- Low level incidents of bullying are dealt with by the Home Group or classroom teacher. Appropriate actions will be taken by that teacher to minimise the behaviour. The teacher will document this on Compass.
- Repeated low level inappropriate behaviour is reported to the Year Level Leader (YLL) for follow up.
- Where the incident is deemed more serious or ongoing, the student(s) involved are interviewed by the teacher/YLL who has seen or had the incident reported to them. This is documented on Compass.
- The YLL will ascertain if it is necessary to remove or isolate the student exhibiting the bullying behaviour while the issue is investigated.
- The YLL will then investigate the incident, interviewing involved parties, including bystanders.
- The YLL will discuss appropriate behaviour with the student exhibiting the bullying behaviour (and bystanders if necessary).
- The school will implement consequences to those involved commensurate with the severity of the behaviour and consistent the school's discipline procedures as outlined in the Student Wellbeing and Engagement Policy.
- Where deemed appropriate, mediation will occur, facilitated by a member of the Student Management Team. This is to assist in resolving conflict between students and is focussed on coming to a shared agreement of the parties.
- YLL will follow up with involved parties within an adequate time frame to assess if further action is required.
- Counselling and referral will be provided when and where appropriate.

False claim: If it is found that any student has deliberately falsified an accusation of bullying or harassment against another student, the accusing student will be dealt with as the offending student.



APPENDIX 7: Acceptable Use agreement

Acceptable Use Agreement and Student Declaration

Taylors Lakes Secondary College believes the teaching of cybersafe and responsible online behaviour is essential in the lives of students and is best taught in partnership between home and school. 21st century students spend increasing amounts of time online, learning and collaborating.

To be safe and to gain the greatest benefit from the opportunities provided through an online environment, students need to do the right thing by themselves and others online, particularly when no one is watching.

Safe and responsible behaviour is explicitly taught at our school and parents/carers are requested to reinforce this behaviour at home.

Taylors Lakes Secondary College uses Compass, the internet and digital technologies as teaching and learning tools. We see them as valuable resources, but acknowledge they must be used responsibly.

Your child has been asked to agree to use Compass and the internet responsibly both in and outside of school. Parents/carers should be aware that the nature of the internet is such that full protection from inappropriate content can never be guaranteed.

At Taylors Lakes Secondary College we:

- have policies in place that outline the values of the school and expected behaviours when students use digital technology and the internet along with how the College will deal with breaches of rules
- educate our students to be safe and responsible users of digital technologies via our eSmart program and use the Home Group programs to raise our students' awareness of issues such as online privacy, intellectual property and copyright
- provide a filtered internet service including computer use monitoring of devices connected to the College Network
- provide supervision and direction in online activities and when using digital technologies for learning
- support students in developing digital literacy skills and work with students to outline and reinforce the expected behaviours
- respond to issues or incidents that have the potential to impact on the wellbeing of our students including those reported through online services
- know that some online activities are illegal and as such will be reported to police
- provide support to parents/carers through information evenings and providing this Acceptable Use Agreement and current information from both the Department of Education and Training and Cybersmart: Bullystoppers Parent Interactive Learning Modules (www.education.vic.gov.au/about/programs/bullystoppers/Pages/parentmodules.aspx); Parents Cybersafety guide (www.cybersmart.gov.au/Parents.aspx).

Student declaration

When I use digital technologies and the internet I agree to be a safe, responsible and ethical user at all times, by:

- being supportive and respectful to others when communicating with them and never write or participate in online bullying (this includes forwarding messages or images and supporting others in harmful, inappropriate or hurtful online behaviour)
- talking to a teacher or trusted adult if I feel uncomfortable or unsafe online or see others participating in unsafe, inappropriate or hurtful online behaviour
- seeking to understand the terms and conditions of websites and online communities and carefully considering the content I upload or post online will be reflected in my digital footprint
- protecting my privacy and the privacy of others, by not giving out personal details, including full names, telephone numbers, addresses, passwords and images
- abiding by copyright and intellectual property regulations; requesting permission to use images, text, audio and video and cite references where necessary
- using the internet for educational purposes and handling ICT devices with care, making sure to notify a teacher of any damage or required attention
- not revealing my password to anyone except the system administrator or the teacher
- not downloading or bringing unauthorised programs, including games, to the school
- not interfering with network systems and security, the data of another user or attempting to log into the network with a user name or password of another student

In addition, when I use my personal mobile devices (including my phone) I agree to be a safe, responsible and ethical user at all times, by:

- not having my phone with me in class (or in the yard; 2020 onwards)
- protecting the privacy of others and never post or forward private information about another person using Short Message Service (SMS) or social media
- respecting others and communicating with them in a supportive manner, including outside school hours and in social contexts by not making harassing phone calls/text messages/social media posts or messages or forwarding on social media posts/social media messages/messages
- obtaining appropriate (written) consent from individuals who appear in images or sound and video recordings before forwarding them to other people or posting/uploading them to online spaces.

This Acceptable Use Agreement also applies during school excursions, camps and co-curricular activities.



APPENDIX 8: Uniform Policy

It is the policy of Taylors Lakes Secondary College to have all students wear the approved school uniform. By having a compulsory uniform, the College aims to:

- Promote equality amongst our student community
- Distinguish our College from other school communities
- Foster pride and develop empathy within our College
- Provide protection to all our students, in that it allows for the quick and easy identification of our students as distinct from members of other school communities

It is compulsory to wear the full College uniform at all times. This means travelling to and from school, as well as within the College grounds and whilst on school excursions.

Students **must** wear uniform items from the list below. Anything other than items on the list below is unacceptable.

Inappropriate or incorrect items of clothing will be confiscated by teachers. Consequences, such as lunchtime detentions and after school detentions, will be issued for any breach of the College's Uniform Policy.

Uniform items are not to be modified/tampered with.

Students must collect an orange pass from the Student Support Centre before school if they are out of uniform.

Please note: No orange passes will not be issued for tracksuit pants, leggings or jackets. We acknowledge that at times students may need to be out of uniform for a genuine reason. Parents must therefore contact the relevant Assistant Principal on the day of the breach to discuss the reason. A decision will then be made at the Assistant Principal's discretion as to whether a consequence will be issued.

Uniform Statement (all Year Levels)

GIRLS

Summer dress (permitted to be just above the knee or longer)

Navy blue school shorts

Navy blue slacks

Winter skirt (permitted to be just above the knee or longer)

Navy or black stockings/tights (optional)

Navy blue short-sleeved polo with College logo

Navy blue long-sleeved polo with College logo

Navy 'V' neck jumper with College logo

Black school shoes or black runners (no white, grey or coloured logos)

Soft shell jacket or spray jacket with College logo (optional)

College cap

Navy or black scarf, gloves, beanie.



BOYS

Navy blue school shorts

Navy blue trousers

Navy blue short-sleeved polo with College logo

Navy blue long-sleeved polo with College logo

Navy 'V' neck jumper with College logo

Black school shoes or black runners (no white, grey or coloured logos)

Soft shell jacket or spray jacket with College logo (optional)

College cap

Navy or black scarf, gloves, beanie.



SPORTS UNIFORM

GIRLS

Plain navy basketball shorts (no logos)

Navy netball skirt (permitted to be just above the knee or longer)

Navy tracksuit pants (no logos)

Light blue short sleeved polo with College logo

Light blue long sleeved polo with College logo

BOYS

Plain navy basketball shorts (no logos)

Navy tracksuit pants (no logos)

Light blue short-sleeved polo with College logo

Light blue long-sleeved polo with College logo

Note: Year 12 students are permitted to wear the specially designed Year 12 windcheater.

For parents this means

- to ensure your child has the correct uniform
- notify the College if your child is going to be temporarily out of uniform
- to work with the College to get your child back into uniform as quickly as possible
- to support the College when consequences are issued to your child for a breach of the uniform policy

Breach	Consequence
Hooded jumper, jacket	Confiscation. Lunchtime detention.
Tracksuit pants, leggings	Lunchtime detention.
Out of uniform – no orange pass	After school detention.
Tampering with uniform	Rectify issue. Lunchtime detention.
Out of uniform without a valid excuse	Lunchtime detention.
Repeated instances of being out of uniform	Parent contact. Possible after school detention. Possible escalation of consequence. Possible two-week timeframe for uniform issue to be rectified.



APPENDIX 9: Responding to breaches of behaviour expectations

Rules	Classroom Teacher Responsibility	Student Management Team
<p>Overall behaviour:</p> <p>Students must comply with all reasonable requests of staff.</p> <p>Students must always treat others with respect.</p> <p>Students must respect the rights of others to learn. No student has the right to impact on the learning of others.</p> <p>Students must respect the property of others.</p> <p>Students must bring correct equipment to all classes.</p> <p>Students must work to the best of their ability.</p> <p>Students must wear the correct school uniform.</p>	<p>Implement a staged-response:</p> <ol style="list-style-type: none"> 1. Provide a warning to student. Remain calm, use a clear verbal warning and reassert this if needed. 2. Remove student from disruptive area and readdress the goals needed to be followed. 3. Move the student to directly outside of the classroom for no more than 5 minutes. Speak with the student and readdress the goals needed to be followed if they are to re-enter the room. Remind the student that further poor behaviour will result in a formal exit from the class. 4. Issue a classroom teacher consequence for poor behaviour (e.g.: lunchtime detention, parent phone call home). 5. If poor behaviour continues, exit student, following the school agreed protocols for this process: <ul style="list-style-type: none"> • Exit with note to YLL (if no one there to the front office) • iMake sure books are taken with work to be completed. • Classroom teacher will follow up with writing the incident on Compass and meeting the YLL at the earliest convenient time. • Participate in a re-entry meeting at the earliest opportunity before the student enters back into the classroom. 	<p>Review information regarding incident as provided by the teacher and interview student involved. Action appropriate discipline consequences or procedures:</p> <ul style="list-style-type: none"> • Make parent contact. • Conduct Student Support conference. • Conduct student re-entry to class meeting or mediation. • Issue appropriate consequence such as after school or lunchtime detentions. • Work with Principal Class in issuing Principal Class detentions and suspensions. <p>For ongoing issues, implement appropriate management/ prevention strategies:</p> <ul style="list-style-type: none"> • Compile student progress report from all teachers. • Construct and monitor student on behaviour progress sheets. • Work with Sub-School Leader in constructing Behaviour Management Plan. • Run follow up Student Support conferences. <p>Post on Compass outcome of incident and consequence issued.</p>
<p>Punctuality:</p> <p>Students must be on time to all classes.</p> <p>Students who are late to school, arriving after Homegroup must report to the general office to get a late pass.</p> <p>Students must carry their ID card on them to use the kiosk to sign in in the first instance.</p>	<p>Check late pass. Adjust Compass Roll to reflect when late arrival.</p> <p>If a student has arrived late to school and attends class without a late pass, send the student to the Kiosk/ Attendance office to formally sign in.</p> <p>If a student in late to class without a valid reason, detain the student at the end of the lesson and speak to them about lateness.</p> <p>Give a consequence for lateness (e.g.: making up time late at lunchtime).</p> <p>If lateness is a continuing issue and classroom consequences have not impacted, record on Compass and speak with YLL for further follow up.</p>	<p>Speak to student about lateness issues.</p> <p>Ongoing lateness: Issue detention (depending on severity of issue may be lunchtime or afterschool).</p> <p>Call parent to discuss issue.</p> <p>If needed put strategies in place to improve lateness.</p>

Rules	Classroom Teacher Responsibility	Student Management Team
<p>Attendance:</p> <p>Students who leave school early must have permission from a parent/carer via Compass, email, phone or a note from home and must then get approval from a YLL/AP prior to signing out through the Compass kiosk or the Attendance Office.</p> <p>Students absent from school must ensure reasons for the absence have been communicated with the school.</p> <p>Notification from home (i.e.: advice via Compass, phone, email or signed note or medical certificate) must accompany all absences.</p> <p>Students must not leave the school grounds without permission.</p>	<p>Electronically record student attendance accurately within the first 15 minutes of every class as well as maintaining their own record of attendance.</p> <p>Raise any concerns or issues or discrepancies in relation to attendance with the Year Level Leader, or by forwarding notification immediately to the Attendance Office</p> <p>Monitor and report via Compass when a student becomes in breach of the attendance requirements for satisfactory course completion where applicable, to be followed up by YLLs, APs and Sub-School Leader</p> <p>Follow the correct procedures in relation to attendance when organizing and running excursions, camps, sports teams or incursions or any other activity that students are not attending their regular classes</p>	<p>Work with Sub-School Leader and Attendance Officer to monitor attendance on a day to day basis to identify issues and discrepancies (truancy in particular)</p> <p>Implement appropriate consequences when incidents for truancy have been identified</p> <p>Record attendance information/ approvals on Compass in a timely manner when particular students are dealt with by a Year Level Leader</p> <p>Identify attendance issues with particular students. Timely response to repeated behaviour, by communicating with parents and convening a conference where appropriate</p> <p>Set up SSG meetings to discuss student progress and strategies for improving attendance.</p> <p>Implement agreed strategies and monitor for improvement.</p>
<p>Uniform:</p> <p>Students must adhere to the school uniform requirements.</p> <ul style="list-style-type: none"> • If out of uniform students should bring a note from home explaining. • Students with or without note must attend H4 by the end of recess to obtain an official uniform (orange) pass. • It is compulsory for all students to wear appropriate footwear at all times. 	<p>Homegroup teacher: Check uniform. Send student to the Student Support Centre to collect pass if early in homegroup and time permits. Teachers periods 1+2: Check uniform and ask to see orange pass if not in uniform. If no pass remind student they have until end of recess to obtain pass. Teachers periods 3-6: Check uniform and ask to see orange pass if not in uniform. If no pass, log entry on Compass for YLL follow up.</p> <p>All teachers ask students to remove hooded jumpers and confiscate them. Take them to the Student Support Centre and place in the relevant box (labelled according to year levels).</p> <p>Report extremes in appearance/ uniform to YLL (e.g.: Completely out of school uniform).</p>	<p>Assist with checking for and speaking with students out of uniform (throughout day).</p> <p>Generate/analyse data of students out of uniform and also out of uniform without a note.</p> <p>Call parents where students out of uniform on more than one occasion in week to ascertain if issue with missing appropriate uniform items.</p> <p>Refer to Welfare or Principal Class any issues where students may not have correct uniform due to welfare/monetary concern.</p> <p>Issue consequences for students consistently out of uniform.</p>

Rules	Classroom Teacher Responsibility	Student Management Team
<p>Bullying:</p> <p>Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person.</p>	<p>Refer to school's Anti-Bullying Policy.</p> <p>Intervene and manage situation immediately</p> <p>Report incident to YLL.</p> <p>Monitor, educate and review.</p>	<p>Refer to school's Anti-Bullying Policy.</p> <p>Investigate issue and interview parties involved.</p> <p>Contact parents and involve Student Welfare Coordinator as necessary.</p> <p>Use resources to prompt reflection and further education.</p> <p>Issue consequences, which may include mediation, anti-bullying contract, student task related to anti bullying/cyber bullying, discipline procedures such detention or suspensions.</p> <p>Some cases may warrant immediate suspension. This decision must be made by the Principal.</p> <p>Remove student from classroom if necessary and contact parent to collect student.</p>
<p>Property and security:</p> <p>Students are to respect all school property and the property of others.</p> <p>Students must not enter staff room, offices or toilets unless supervised.</p> <p>Students must place all rubbish in the bins provided.</p> <p>Students must not have following at school: chewing gum, permanent markers, liquid paper (white-out tape is acceptable).</p> <p>Students must return borrowed school material on time.</p> <p>Students must keep lockers secure at all times. The College will not be responsible for loss of valuables.</p> <p>Students must leave school bags in lockers throughout the school day.</p> <p>Classrooms must be left neat and tidy.</p> <p>Graffiti and vandalism of any kind will not be tolerated.</p>	<p>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in school grounds.</p> <p>Proactively remind students to maintain state of classroom. In the last 5 minutes of class, lead students through tidying/packing up of classroom as required.</p> <p>Organise for students to remain behind to tidy the room or area.</p> <p>For repeated offences, refer to YLL.</p> <p>Retain evidence of graffiti and report to Year Level Leaders.</p> <p>Report damage of school property immediately when noticed to the Principal Class.</p>	<p>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in common room or school grounds.</p> <p>For repeat offenders, place in YLL detention or Principal Class detention.</p> <p>Notify parent. Organise student to repair damage if possible.</p> <p>Contact parent if they are required to meet costs of replacement items or external services contracted to repair damage.</p> <p>If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.</p>

APPENDIX 10: Response to Minor Behaviours Process

RESPECT, COMMITMENT, SAFETY

Interrupting instruction

Distracting others

Answering back

Not focused/not completing sufficient work

Not following teacher instructions

Low-level swearing directed at peers

Out of seat/moving around classroom inappropriately

CALM



WARN

Speak with student discretely, in a one-on-one fashion. Explicitly state the positive behaviour in line with College values. For example, "Jenna, in order to show respect to your peers and myself you must remain quiet whilst I'm speaking." "Tom, to remain safe we need to walk in the classroom".

CONSISTENT



MOVE

Move student away from peers. This may involve physically moving a table and facing it against a wall/window so as to isolate the student from peers.

BRIEF



REMOVE AND RE-TEACH

If student continues to display undesirable behaviour, remove them from classroom for 5 minutes maximum. Ask them to stand quietly outside the classroom door.

Speak with the student, explaining how their behaviour is impacting on the classroom environment, your capacity to teach and the learning of themselves and others. Link this conversation to the College's values Respect, Commitment, Safety. Explicitly state what behaviour you would like to see, and use the student's name. Reiterate that if they have to be spoken to again once they re-enter the classroom, they will be exited to the Student Support Centre. e.g.: "Paul, when you come back into the classroom I would like you to show commitment to your learning by completing tasks 1-3 quietly at your desk. If you display the same behaviours exhibited before your removal from class, you will be exited to the Student Support Centre."

Issue a consequence if the student's behaviour has caused a significant disruption or if the student's behaviour has occurred consistency during the preceding lessons, then finish with a positive statement: "you'll need to stay back after class due to the lack of respect shown today, but let's go back in and have a good end to the lesson."

IMMEDIATE

RESPECTFUL



EXIT

If same behaviour is repeated again, exit the student with a note to the Student Support Centre. The classroom teacher is to post an incident report on Compass after class and see YLL on the same day of the exit to arrange a re-entry meeting. Re-entry meetings are mandatory and may occur at recess or lunch.

APPENDIX 11: Suspension information for parents

Suspension information for parents

This document outlines information specific to a student on suspension at the College. This is in addition to DET guidelines for suspensions as has been also provided to you ('Procedures for Suspension – Information for Parents' document). A copy is provided to the student.

Students on school grounds during a suspension:

At no times during an external suspension are students to be on school grounds. This includes before or after school hours for extra-curricular events or dropping off/picking up siblings. If a meeting has been organised by a Principal Class member to happen during the suspension time, the student must enter and exit via the College front office. Students who enter onto school grounds during a suspension will receive a further suspension.

Students on an in-school (internal) suspension (suspension happening at school) are restricted as to where they can go. Students on in-school suspension are required to report to the relevant Principal Class member by 8.50am on the morning of their suspension. They are not to be in the school-yard before this or afterwards at the end of the school day. If they need to collect materials from their locker, they must inform the Principal Class member who will organise for the student to be escorted to their locker. Students must wait to be dismissed by a Principal Class member at the end of the day and at this point exit through the front door of the school, near the office.

Student supervision during an in-school suspension:

Students on in-school suspension will not attend their regular classes though will instead be supervised in a VCE class. At some times when this is not possible, students on suspension will be supervised by the YLL or Principal Class in their office area. The student on suspension will continue with the work they have been set by their teacher.

Students on in-school suspension will have a recess and lunch break that is different to the regular bell times. This is at the start of period 3 and the start of period 5, once other students are back in class. Across the regular recess and lunch break time they must remain in the Principal Class office area and continue with school-work. During their break students are only allowed to sit at the mound area and use the toilets closest to the mound.

Expectations for students on an in-school suspension:

- Students must come prepared for their suspension with a fully-charged laptop and the textbooks/materials of the subjects they would have that day.
- Work set must be completed. Students must show this to their Principal Class member at the end of the suspension.
- Students on an in-school suspension are required to bring their lunch and any snacks/drinks for during the day.
- Students will be required to carry a green 'supervision slip' with them and have this signed off by each teacher they are with across the day.
- Students on suspension are not to use their mobile phones. Phones will be confiscated until the end of the suspension day if they are being used.
- Students who do not comply with instructions or demonstrate adequate behaviour on an in-school suspension will be sent home (parents will be contacted) and may not be able to complete in-school suspensions in the future. If sent home on a multiple day suspension, the remaining days of the suspension will need to be completed externally.

Expectations for students on an external suspension:

Work set must be completed and students are required to show this to their Principal Class member. On the first day back to school after an external suspension, students should report to their Principal Class member before attending any classes.

On external suspension, students are their parent's responsibility. Students should not be in the vicinity of the school.

APPENDIX 12: Mobile Phone Policy

Context

The school recognises that mobile phones and other electronic devices are popular and that there are times when it is genuinely appropriate and useful for students to have access to mobile phones – for travel, to contact parents in emergencies outside of school hours, or to confirm or change a collection time. However, their place in the classroom can often pose a distraction or a breach, thus, in consultation with the College community, Taylors Lakes Secondary College has devised parameters around students' mobile phone use during school hours.

Rationale

The widespread ownership of mobile phones (and similar devices) among students requires that school administrators, teachers, students, and parents take steps to ensure that such mobile devices are used responsibly at school. This Policy is designed to ensure that potential issues involving mobile phones can be clearly identified and addressed, ensuring the benefits that mobile phones provide (such as increased safety) can continue to be enjoyed by our students.

Students, their parents or guardians are asked to read and familiarise themselves with this Policy if students intend to bring mobile devices to school.

The Policy for mobile devices also applies to students during school excursions, incursions, camps and extra-curricular activities.

Policy

This policy endeavours to establish clarity around the expectations the College has about the use of mobile phones and electronic devices whilst at school.

Classroom:

1. Mobile phones are not to be brought to class. They are to be kept in students' lockers at all times.
2. Students are not to use their mobile phone in class. This includes checking the time, sending or receiving texts, making calls, using social media or other applications.
3. Students are not to use their mobile phone during transit to other classes, the Library, the bathroom etc. This includes checking the time, sending or receiving texts, making calls, using social media or other applications.
4. Mobile phones may not be used to browse the internet, take or edit photos or videos or use an application, even if educational. Students must use his/her netbook, laptop or College-provided resources to access these features.
5. Mobile phones may not be used as timepieces or calculators in class.
6. Mobile phones may not be used during assessment tasks or SACS.
7. Headphones and listening to music on any electronic device (including netbooks and laptops) during class time is prohibited.
8. Non-observance or breaches of these rules will result in the mobile phone or electronic device being confiscated. No warnings will be issued. If a device is seen, it will be confiscated by the classroom teacher and handed in to the Student Wellbeing and Management Support Officer in the Year Level Leaders' office for storage until the end of the day. Year Level Leaders/Sub-School Leaders/APs will be notified via Compass and a further consequence may be issued in accordance with the breach and in line with the College's Behaviour Management Policy.
9. If the mobile phone or electronic device is confiscated, the student will need to collect it from the Student Wellbeing and Management Support Officer (located in the Year Level Leaders' office) at the end of the day only.

10. If a student breaches these rules three times, it will result in phones or other electronic devices being surrendered to the Year Level Leaders' office for storage during school hours every day for an extended period of time and an appropriate consequence will be issued.
11. If a student fails to hand over their mobile phone, the incident will be logged on Compass and they will receive an automatic after school detention.
12. Any student who is feeling unwell at school and needs to go home must arrange this through the nurse. Students may not use their mobile phones to contact home when feeling unwell. Any arrangements to leave school must be made through the nurse.
13. Failure to comply with the guidelines set out in this policy and the College's Mobile Phone Policy will result in an alleged incident being referred to the Year Level Leaders/Sub-School Leaders/Principal Class (as appropriate) for investigation and consequences. In such cases, the parent or guardian will be notified.

Yard:

14. Mobile phones are only be used before school, after school, at recess and at lunch.
15. Mobile phone use during recess and lunch will be prohibited from Semester 1, 2020 onwards.
16. Mobile phones may not be used to take photographs or film other individuals in the yard. Teachers on yard duty will confiscate the phone and will hand it in to the Year Level Leaders' Office and accompany it with a post on Compass. The College will follow up any breaches with an appropriate consequence.
17. Mobile phones must not be used to send, screenshot or forward harassing, threatening or inappropriate messages or make harassing, threatening or inappropriate calls. In some cases it can constitute criminal behaviour. Students and parents are reminded that it is a criminal offence to use a mobile phone to menace, harass or offend another person. The sending or forwarding of harassing, threatening or inappropriate messages or placing of harassing, threatening or inappropriate calls will be followed up by Year Level Leaders/Sub-School Leaders/ Principal Class (as appropriate) and a consequence may be issued, the matter may be referred to parents, or the College may advise that families pursue it with an external organisation such as Victoria Police.
18. Mobile phones or other mobile devices must not be used to take photos/video of any other student or teacher. It is also prohibited to upload photos and/or video of other students and teachers to social media or send/email photos or videos to others, especially if doing so would embarrass, humiliate or cause discomfort to the subject of the photo and/or video under any circumstances. If a student films or takes photos in the yard, their phone will be confiscated and will be followed up by Year Level Leaders/Sub-School Leaders/ Principal Class (as appropriate) and a consequence will be issued, the matter may be referred to parents, or the College may advise that families pursue it with an external organisation such as Victoria Police.
19. Further, students are prohibited from filming or distributing events such as fights, altercations or other criminal activity. Doing so will result in the student's phone being confiscated and the matter being referred to Year Level Leaders/Sub-School Leaders/Principal Class (as appropriate) and a consequence issued. The matter may also be referred to Victoria Police if it is deemed to be appropriate.
20. Mobile phones must not be used in spaces where a person can reasonably expect privacy, for example changing rooms, toilets, gym and swimming pools.
21. Mobile phones must not be used to access, distribute or show inappropriate or illegal material. Doing so will result in the matter being referred to Year Level Leaders/Sub-School Leaders/Principal Class (as appropriate) and a consequence issued. The matter may also be referred to Victoria Police if it is deemed to be appropriate.
22. Mobile phones breaching any of the above will be confiscated by the teacher on yard duty and handed in to Year Level Leaders' Office. If a student fails to hand over their mobile phone, the incident is to be logged on Compass and an automatic after school detention will be issued.
23. Failure to comply with the guidelines set out in this policy and the College's Mobile Phone Policy will result in an alleged incident being referred to the Year Level Leaders/Sub-School Leaders/Principal Class (as appropriate) for investigation and consequences. In such cases, the parent or guardian will be notified.

School events and excursions:

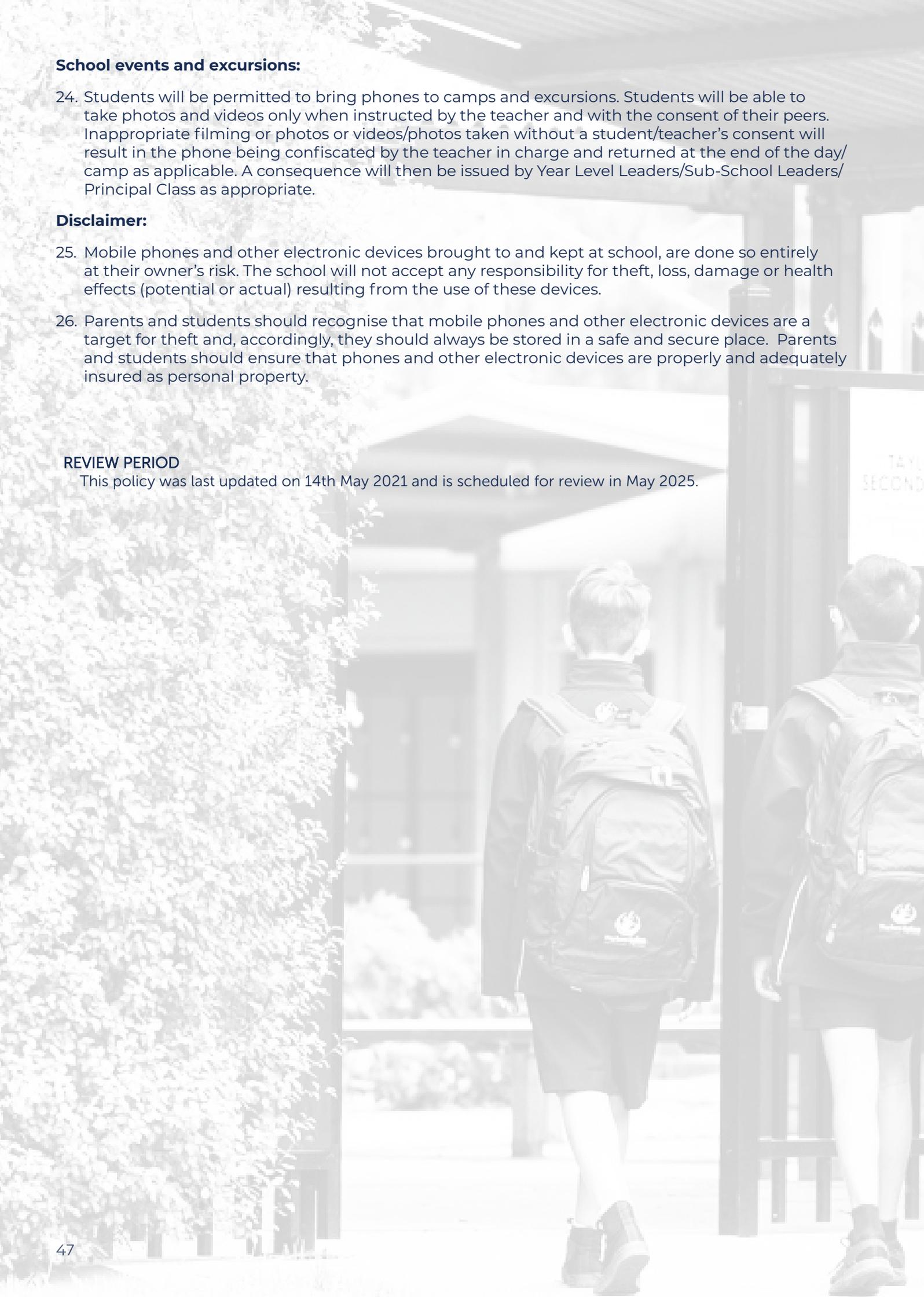
24. Students will be permitted to bring phones to camps and excursions. Students will be able to take photos and videos only when instructed by the teacher and with the consent of their peers. Inappropriate filming or photos or videos/photos taken without a student/teacher's consent will result in the phone being confiscated by the teacher in charge and returned at the end of the day/camp as applicable. A consequence will then be issued by Year Level Leaders/Sub-School Leaders/Principal Class as appropriate.

Disclaimer:

25. Mobile phones and other electronic devices brought to and kept at school, are done so entirely at their owner's risk. The school will not accept any responsibility for theft, loss, damage or health effects (potential or actual) resulting from the use of these devices.
26. Parents and students should recognise that mobile phones and other electronic devices are a target for theft and, accordingly, they should always be stored in a safe and secure place. Parents and students should ensure that phones and other electronic devices are properly and adequately insured as personal property.

REVIEW PERIOD

This policy was last updated on 14th May 2021 and is scheduled for review in May 2025.





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