

BORONIA

K-12 COLLEGE

STUDENT ENGAGEMENT POLICY

Ratified by College Council 26/6/13

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SECTION 1 VISION AND CORE VALUES

The Vision of our College is to provide a safe, supportive and stimulating learning environment that engages and challenges students and adults to love learning, experience success and be effective and caring members of the global community. The Vision of our College is underpinned by the following Values: Community, Achievement, Respect and Lifelong Learning.

The implementation of these Values relies on the development of positive relationships between all members of our College community. As a relational community we place a great emphasis on nurturing the following 5 key relationships:

1. Students feeling positive about themselves and their ability to learn and succeed.
2. Students being able to interact co-operatively with other students.
3. Students being engaged with their learning and understanding its relevance to their own lives and the wider community.
4. Students having a positive relationship based on mutual respect with their teacher/s.
5. Supportive and constructive relationships between the home, the school and the local community.

Our students are supported in their learning journey through a pastoral care system, which caters to their relevant stage of schooling. This ensures that every student feels confident that there is someone taking an active interest in his or her social, emotional and academic development.

Our classroom programs are shaped by a belief that high quality learning occurs when:

- ⇒ The learning is personalised, assessed regularly and supported by high expectations
- ⇒ A safe and orderly learning environment exists
- ⇒ Students are actively engaged with their learning
- ⇒ 21st century digital tools are used effectively, ethically and productively
- ⇒ There are opportunities and pathways for all students to achieve success
- ⇒ There is a genuine and supportive partnership between the College, the home and the community

SECTION 2 WHOLE SCHOOL PREVENTION STATEMENT

Boronia K-12 College aims to improve student wellbeing with a focus on increasing safety and behaviour. Our aim is to engage all students in their learning and develop in each individual a sense of wellbeing and connectedness to school. We aim to promote high student engagement, attendance and positive behaviours. We believe that all children can learn and achieve and that the wellbeing of every member of our school community is important.

To achieve our school's Student Engagement and Wellbeing Goals we will:

- Develop students' personal and social learning by building student responsibility to self and the school community based on effective relationships, with a staff focus on high, yet achievable, expectations for students

- Provide an environment that is conducive to learning and which encourages student participation
- Carefully monitor and further develop our wellbeing and student management programs
- Continue to evaluate existing programs and structures and develop different models to enhance engagement, relationships and wellbeing
- Use an inquiry based learning approach which allows students to represent their own ideas, opinions, and knowledge and personal experiences. For students to be active participants in their education, including involvement in making decisions about what and how they learn and how their learning is assessed
- Continue to promote positive, supportive and respectful relationships and to value diversity in our school community and beyond
- Continue to be proactive in seeking out and supporting the home-school partnership

Our success will be measured by:

Student participation and attendance

Student achievement

Well attended Parent Information Evenings and events

Analysis of data from various sources such as, Attitudes to School Survey, Parent Opinion Survey, Staff Opinion Survey, Online Testing, On Demand Testing and NAPLAN.

The foundation of Boronia K-12 College's positive school culture is the active participation of all members of the school community, so they feel valued, safe and secure, are provided with meaningful opportunities to contribute to the school and have every opportunity to meet their educational potential. A key component of Boronia K-12 College's policy is a consistent approach to teaching positive behaviours, with clear and consistent consequences to address inappropriate behaviours.

The schools leadership and wellbeing teams regularly consult with students, parents/guardians, support organisations and the broader community to ensure we are responsive to students' social, emotional, cognitive and cultural needs.

Student voice is encouraged through participation of the Student Council Representatives, Class Room and Mentor Group Meetings, various Student Forums and educational decision-making committees. Students have opportunities to give input into the creation of educational experiences, including the physical learning environment, which provides them with a sense of ownership and allows them to feel safe and supported in the environment they have helped create.

Boronia K-12 College's positive school culture is also predicated on student engagement being the basis for learning. To support this, teachers are actively engaged in helping develop class room practice to ensure that our pedagogy and curriculum engages all students by recognising and responding to diverse learning needs. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students are promoted through professional learning teams that encourage innovative pedagogy using the E5 instructional model and AusVELS.

The school exists for the growth and development of children from K - 12 and this will be reflected in all decisions made at the school. Individual students are challenged to reach their potential in a safe, respectful and harmonious environment. The wellbeing of all students is a major focus of the school.

Prevention Programs and Approaches:

Attendance

Boronia K-12 College understands that full attendance is a key to engagement, maximising every student's ability to learn and our teacher's ability to teach effectively. Boronia K-12 College has actively embraced the '*It's Not Ok to be Away*' approach and student's attendance is monitored effectively by all teachers and the school's leadership team. The college has introduced an SMS alert system to notify parents when a child is absent.

Values Education

At Boronia K-12 College, there is an emphasis on teaching pro-social values. The values approach at our school is seen to be an essential element of our pursuit of high expectations, positive community interaction and academic excellence. These values are embedded in our teaching and learning practices, rather than added onto them. There is a deliberate focus on the core values of the *Bounce Back* program including honesty, respect, tolerance, kindness, cooperation, loyalty, fairness, responsibility, friendliness and self-respect. All members of the school community are expected to display these qualities. Social skills are also embedded in classroom practice and are included in a variety of teacher, peer and self-assessment tools.

Restorative Practices and whole school positive behaviour support

Boronia K-12 College utilises the principles underpinning *Restorative Practices* to encourage engagement and build pride, respect and responsibility in each individual student. This has been extended to the classroom and is the basis for respectful communication, relationships and dealing with behavioural issues.

Restorative practices are intended to move away from a punitive consequence that is based on the establishment of wrong doing. Rather it seeks to value and support those involved so that they feel empowered to take positive action to address the situation and move forward. Restorative Practices is about being respectful of every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity is maintained. In future all staff at Boronia K-12 College will be trained in Restorative Practices.

Intensive literacy and numeracy

Boronia K-12 College has developed intensive literacy and numeracy improvement strategies that have been implemented as part of the School Improvement agenda. The school seeks Professional development for teachers and, where appropriate,

employs consultants in both literacy and numeracy disciplines to ensure that all staff keep informed of the latest teaching practices to ensure the best possible outcomes for all students.

Extra curricula programs

The school continues to offer a diverse range of programs from Term 1 – 4 to cater for individual needs, interests and opportunities to explore new learning experiences. Some of our extra curricula programs are; Instrumental Music lessons, Performances, Choir, Street Beats, Compass Award, Duke of Edinburgh Award, WOW, Dream Rangers, KIOSC, Presentation Ball, Resilience Program, Speaking with Success, Disco, Maths competitions / exams, Mentor Programs, Youth Forums, Kelly Sports, RYPEN, Sports practice and a Hospitality Course.

Effective Behaviour Management

Good relationships, pro-social values and an engaging curriculum underpin behaviour management at this school. Classroom expectations and consequences are displayed in every room throughout the school as well as in specialist areas.

Mount View Campus yard duty teachers follow up immediately with incidents in the yard with the relevant member of the leadership team or Assistant Principal. Consequences may include removal of student from the yard, restricted yard area, community duty or, for more serious and repeated misbehaviour, parent contact and possible suspension from school.

Rangeview Campus yard duty teachers carry a small bag which contains blank copies of the playground incident report form. Laminated copies of the playground rules are attached to the exterior of each bag for teacher reference, including recommended consequences for breaches of each rule. Details of each incident are recorded, including the consequence given and the need for any follow-up. These forms are placed in a box in the staffroom to be checked by the principal for appropriate follow-up, prior to being filed under the offending student's name. Recurring misbehaviour is then addressed by the Principal.

The emphasis on behaviour management at Boronia K-12 College focuses on re-educating students about pro-social values and behaviours. The Boronia K-12 College, Student Engagement and Wellbeing procedures are based on an 'encouragement philosophy' to foster a school culture where personal responsibility and self-discipline will be developed.

SunSmart

Our SunSmart policy has been developed by students and teachers to ensure that all students and staff attending Boronia K-12 College are protected from skin damage caused by harmful ultraviolet rays of the sun. This policy is to be implemented throughout the year but with particular emphasis from September to April inclusive. (Terms 1 & 4). We require students to wear broad-brimmed or bucket hat (dependant on stage of schooling) whenever they are outside (e.g. recess, lunch, sport, excursions and outside curriculum related activities).

Community Services

We pride ourselves in our commitment to the area of **Community Services** and see it a significant component of our wellbeing program driven by the Student Leadership group at each campus.

Student Support and Recognition

- Student of the Week
- Postcard
- Bright Lights
- Assembly awards
- Newsletter articles
- Principal Award for Learning
- Outstanding Attendance Certificates
- Aussie of the Month
- VCAL Student of the Month
- Graduation Evenings

We have a number of **intervention** programs and practices in place to support our students to attend school, participate in class and enjoy their learning opportunities.

- Psychologist, Speech Pathologist (responding to students individual needs), Social Worker, SWC, Chaplain;
- On a needs basis, the school liaises with other Government agencies when required;
- First Aid
- Personal Learning Plans (literacy, numeracy, behaviour – with goal and career focus);
- Integration Aides – supporting academic and behavioural needs;
- Reading Recovery
- Student Leadership opportunities, Student Leaders, Sport House Captains, School Representative Council, Individual class monitors, bin, recycling and garden monitors, whole-school Buddy Program;
- Swimming, Athletics, Interschool Sports competitions, Cross Country, Tabloid Sports, Perceptual Motor Program, Maths Competitions, Extreme Science, WOW, Gateways;
- Prep Transition, Interschool Transition, Secondary Transition;
- Camps, Incursions and Excursions;
- Parent Education Programs;
- Range of Pathways, Careers Coordinator.

SECTION 3 RECIPROCAL RIGHTS

The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services. The Four Basic Principles include **FREEDOM, RESPECT, EQUALITY and DIGNITY**. The agreed Rights, Responsibilities and Shared Expectations listed below are also based on the Disability Discrimination Act (1992) and the Education and Training Reform Act (2006).

SECTION 4 AGREED RESPONSIBILITIES

With rights come responsibilities. As such, all members of the school community including the School Council, Principals, Teachers, Education Support Staff, Students, Parents, and Community Members have a responsibility to acknowledge the rights of others and to behave in such a way as to protect those rights for other people.

SEE APPENDIX 1 – CODES OF EXPECTATIONS; PARENT, STAFF AND STUDENT

SEE APPENDIX 2 – A FRAMEWORK FOR SUPPORTING STUDENTS

SECTION 5 SHARED EXPECTATIONS

| PRINCIPLE | RIGHT | RESPONSIBILITIES of SCHOOL STAFF School staff will... | RESPONSIBILITIES of STUDENTS The student will... | RESPONSIBILITIES of PARENT/CARER The parent/carer will... |
|----------------|---|--|--|--|
| FREEDOM | The right to a supportive, safe, secure and dynamic learning environment which encourages freedom of thought and expression | Use and manage the materials, resources and physical space of their classroom Create a stimulating and safe environment for learning Allow students a right of reply when challenged Develop an environment of mutual respect | Respect their environment, Listen to their peers Tolerate others thoughts and attitudes Value individual and collective diversity | Understand the requirements of a school, playground and classroom environment as they are similar to and different from those of the home and family Provide feedback to staff members Listen and respond to teacher and student concerns as needed Support the school's efforts to educate their child |
| | The right to have input into issues that affect you | Provide a learning environment that engages and challenges their students Encourage students to take responsibility for their own learning Allow students to be heard where options are being offered Provide opportunities for student voice to be heard | Engage positively Act respectfully Speak appropriately Take opportunities to use student voice when provided | Provide schools with relevant information to enable appropriate responses to be made to the needs of the child Follow the school's complaints procedures as outlined Participate in opportunities provided to have input into school matters Attend school celebrations, student activities, student support groups to provide input into their child's education |

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| | The right to access school and community resources | Plan for the use of a range of activities, resources and materials Provide meaningful learning opportunities for all students Engage in community activities that are relevant to school curricula where relevant Undertake appropriate professional development that adds to teacher effectiveness | Demonstrate behaviour and attitude that supports the wellbeing and learning of all Contribute to a positive school environment that is safe, inclusive and happy Participate willingly in community activities that are relevant to the school curricula Treat school, personal and other people's property with respect | Contribute to and support school in recommendations for the best use of school and community resources in tailoring individual programs to address a child's needs Work with the school to ensure resources are appropriately accessed Inform the school when access is denied Work with the school to ensure that communication lines are kept open |
| RESPECT | The right to learn in an inclusive school community with access to full participation | Develop an understanding and respect for their students as individuals Be sensitive to their social needs and the way they interact with others Provide explicit opportunities for class members to get to know each other's strengths Develop flexible pedagogical styles to engage different learners | Show reciprocal respect for all Respect the rights of others Be sensitive to difference Be considerate and supportive of others | Show reciprocal respect Value the opinions of others Respect teacher's attempts to problem solve and support teachers efforts Work with the school to improve interactions |
| | The right to value, celebrate and acknowledge cultural rights and diversity | Be aware of the social, cultural and religious backgrounds of the students they teach, Treat students equitably Overtly celebrate difference Build a collegiate atmosphere with other school staff to share educational strategies for diverse groups in their school | Recognise social similarities and differences Respect the right for difference to be expressed Participate in the celebration of difference in their school Demonstrate behaviour and attitudes that support the wellbeing of others | Support the school's efforts to educate young people to live in a diverse world Promoting an understanding of and appreciation of diversity in the home, in school and in the community Involve themselves in opportunities to celebrate difference when invited by the |

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| | | | | school community Promote the school's anti-bullying policy as required |
| | The right to have support at the point of need | Involve appropriate specialist expertise where necessary Implement recommendations from specialist service(s) Collect evidence of the need for specialist services to become involved Support colleagues in assisting with behaviour management approaches | Respect, value and learn from the differences of others Engage as required in services identified to assist with social, emotional, educational and physical need Provide feedback to professional personal on a needs basis Inform an adult if there are matters concerning them that they feel they are unable to manage | Work with the school in partnership to provide for their child's needs Show support of the school's processes of enlisting assistance at various points in time Be available to assist and advise the school on a particular need as required Be prepared to share information that will better help the school understand the child's needs |
| EQUALITY | The right to receive a rewarding and meaningful education through challenging learning goals | Use their knowledge of students, content and pedagogy to establish clear and achievable learning goals for their student Provide a variety of options for students to learn the task at hand Use the E5 model to engage students | Willingly undertake work set by teachers that has been customised to suit learning styles and abilities. Accept and acknowledge their limitations Make suggestions for further learning opportunities as appropriate Have high expectations that they can learn | Support their student's learning by ensuring punctuality each day to maximise learning opportunities Encourage students to complete tasks assigned as homework Offer suggestions to teaching staff on how to engage their student better Accept volunteering opportunities that are offered |

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| | The right to defend or explain your actions | Establish and maintain clear and consistent expectations for students as learners Establish and maintain clear and consistent expectations for their behaviour in the classroom Follow the staff code of conduct Teach student social competencies through curriculum content and pedagogical approach | Respond to explanations for the consequences of non-compliant behaviour in a composed manner Be honest Accept the final decision Be courteous | Make themselves accessible to teachers Ensure that mutually clear communication pathways are introduced and maintained Support the school with agreed decisions Promote the school's position on behavioural interventions |
| | The right to be treated as an individual | Know the learning strengths and weaknesses of their students Be aware of the factors that influence their learning Make appropriate adjustments as needed Involve appropriate specialist expertise where needed | Acknowledge strengths and weaknesses of self and others Participate in activities that encourage positive attention Allow others the opportunity to receive positive attention for different abilities Reflect and learn from difficulties experienced during learning | Support an attitude of a new day equals a new beginning Be aware of curriculum modifications and supporting them Encourage participation in activities that attract positive attention Make use of parent advocate opportunities as they arise |
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| DIGNITY | The right to a dignified existence | Understand and fulfil their legal responsibilities Act in a manner befitting a person in a position of leadership in the school community Share responsibility for the integrity of their profession Develop positive and meaningful relationships with students that promote engagement, wellbeing and learning | Be courteous and mindful of all others Act in a respectful manner towards school staff and other students Respect yourself by acknowledging your strengths Take the opportunity to promote your strengths in a positive way | Provide a loving, caring and supportive environment for children at home Inform the school when family assistance is required as appropriate Contact the school principal when concerned about their child's education Accept differing opinions on how to manage their child in a different setting |
| | The right to be | Develop a positive learning environment | Accept differences and | Accept and endeavour to |

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| | and to feel respected | <p>where respect for individuals is fostered</p> <p>Provide an orderly learning environment where learning is the focus</p> <p>Actively seek out opportunities for students to achieve success</p> <p>Provide opportunities for student voice in developing a positive school culture in and outside the classroom</p> | <p>celebrate them</p> <p>Respect others needs in the learning environment</p> <p>Acting in a courteous manner towards others</p> <p>Communicate and respect peers and adults</p> <p>Take advantage of opportunities to have their say</p> | <p>understand differences and celebrate them</p> <p>Take opportunities to participate in their child's learning</p> <p>Respond to requests for input and feedback in relation to their child's educational setting</p> <p>Follow school policies when lodging complaints</p> |
| | The right to privacy | <p>Work professionally with other professionals, parents, carers and members of the broader community as required</p> <p>Speak positively about their school, students and families to staff and others</p> <p>Respect confidentiality except where safety concerns are identified</p> <p>Follow departmental policy in treatment of confidential documents</p> | <p>Uphold confidentiality and privacy in a physical and social setting</p> <p>Talk constructively about their school , students and teachers to others</p> <p>Understand the need for others to report unsafe practice</p> <p>Understand that cyber-bullying is unacceptable</p> | <p>Uphold confidentiality</p> <p>Ensure privacy in a physical and social setting</p> <p>Speak positively about their school, staff, peers and other students to others</p> <p>Communicate with the principal if confidentiality has been breached</p> <p>Understand that social media should not be used to criticise school decisions / policies or defame members of the school community</p> |

SECTION 6 BORONIA K-12 COLLEGE ACTIONS AND CONSEQUENCES

A. APPROPRIATE BEHAVIOUR

Boronia K-12 College acknowledges students who meet the shared expectations outlined in the policy through recognition and encouragement as outlined in the logical consequences outlined below:

| APPROPRIATE BEHAVIOUR LOGICAL CONSEQUENCES |
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| <p>Appropriate behaviour may be recognised by:</p> <ul style="list-style-type: none">• Student of the week awards• Aussie of the Month award• Postcard• Assembly• Student Reports• Newsletters• Leadership opportunities• Positive feedback – Sticker charts, oral and written praise and encouragement• The right to represent the school at events• Classroom reinforcement |

B. INAPPROPRIATE BEHAVIOUR

When students do not meet these expectations, the restorative approach is used to address student behaviour in various settings and levels to:

- a) re-establish significant relationships;
- b) ensure consequences for misbehaviour are relevant and meaningful; and
- c) foster and develop individual responsibility and empathy.

| INAPPROPRIATE BEHAVIOUR LOGICAL CONSEQUENCES |
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| <ul style="list-style-type: none">• Talking to the student and referring them to the shared expectations• Discussing appropriate behaviours in the classroom referencing classroom negotiated rules• Contact with parents• Making changes to the student's learning program to better equip him/her to behave positively• Working with School Chaplain/Primary Welfare Officer/Student Wellbeing Coordinator• Conference: Apology• Action to make it right agreed to |

- Removal of the right to represent the school at events
- Ask the student to undertake tasks designed to better equip him/her to behave positively in the future
- Counselling
- Appropriate behaviours taught and agreed to
- Payment for damage sought
- Withdraw privileges
- Withdraw student temporarily from class
- Hold student support group meetings
- Give the student detention/ Learning Recovery Time / Community Duty
- Negotiate alternative pathways or settings for student; or as a matter of last resort, suspension or expulsion.

C. ONGOING BEHAVIOUR ISSUES

Where students exhibit ongoing behaviour patterns, a range of strategies will be used. The implementation of preventative and early intervention measures are part of the schools staged response to creating a positive school culture and managing challenging behaviours in students.

These may include:

1. **Discussing** the behaviour problems and reaching an agreement for future behaviour
2. **Explicit Teaching** of appropriate behaviours
3. **Monitoring and providing feedback** (student diary/ behaviour check/communication book)
4. **Time out** allowing students a “Cooling Off” period / use of a ‘red card’
5. **Withdrawal** from an activity, class, camp or excursion due to inappropriate behaviour and provided with an alternative educational setting within the school
6. **Counselling** for individuals in order to modify inappropriate behaviour
7. **Discipline/Student Support Group Meeting** involving parents/caregivers and/or relevant DEECD support staff, outside agencies to assist with modifying behaviour e.g. Leaps & Bounds SDC, CAMHS
8. **Learning Recovery Time (LRT), Detention or Community Duty** will be given to a student for serious and/or continual misconduct, after parents/caregivers have received notification.
9. **Second Chance Protocol** will be followed in consultation between parents, the child and the school

10. **Suspension and Expulsion:** For serious disciplinary measures we follow DEECD *Effective Schools are Engaging Schools: Student Engagement Policy Guidelines 2009* developed in response to Ministerial Order No.184.

SEE APPENDIX 3 – A STAGED RESPONSE

APPENDIX 1 – CODE OF EXPECTATIONS

BORONIA K-12 COLLEGE PARENT CODE OF EXPECTATIONS

The Parent Code of Expectations is consistent with DEECD guidelines, College Values and the Student Engagement Policy of the College. The Code of Expectations aims to provide direction to parents as to their responsibilities to students, other parents, staff members and the wider community.

Boronia K-12 College parents have developed the following non – negotiable behaviours to operate within the College:

- We treat others with respect, understanding, compassion, honesty and tolerance.
- We respect the rights of others to hold points of view different to our own in a non - critical or judgmental manner.
- Through a positive attitude, we work co-operatively with the College to resolve problems, noting the responsibility of both parties to act with fairness and consistency when issues arise.

| COLLEGE VALUES | VALUE DESCRIPTORS | BK12 PARENTS WILL: |
|----------------|---|--|
| Community | Collaborate and share | ✓ Commit to working cooperatively with all members of the College community. |
| | Positive Role Models | ✓ Model the values of the College in a positive and consistent fashion. |
| | Value community and proud to contribute | ✓ Actively seek ways to be personally involved in the life of the College. |
| | Care and support for each other | ✓ Treat all members of the College community with empathy and compassion. |
| Achievement | High Expectations | ✓ Challenge and support their child so they can achieve their personal best in everything they do. |
| | Set goals and take risks | ✓ Focus on building a strong and supportive partnership with the College based on trust and respect. |
| | Seek feedback to reflect and improve | ✓ Communicate with the College in a positive, timely and proactive fashion if issues arise. |
| | Celebrate our successes | ✓ Be actively involved in the learning of their children and celebrate the successes of our College. |
| Respect | Listen to one another with an open mind | ✓ Listen to, and appreciate other points of view in a non - critical manner, even if we don't necessarily agree. |
| | Value our diversity | ✓ Interact with each other in an inclusive fashion with care, understanding, |

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| | | tolerance and respect. |
| | Treat everyone with honesty and empathy | ✓ Treat others as we would like to be treated ourselves. |
| | Take responsibility for our actions | ✓ Learn from our mistakes and accept responsibility for our behaviour. |
| Life Long Learning | Open minded and flexible with our learning | ✓ Be open to new ideas and different approaches to learning. |
| | Inquisitive and seek out new knowledge and skills | ✓ Seek ways to display interest and stay engaged with the education of their children. |
| | Enterprise, initiative and creative abilities | ✓ Explore different ways and opportunities to support the vision and goals of the College. |
| | Not afraid of making mistakes and constantly seek to improve | ✓ Strengthen our community by acknowledging mistakes in a positive, non - critical manner. |

BORONIA K-12 COLLEGE - STAFF CODE OF EXPECTATIONS

The Staff Code of Expectations is consistent with DEECD guidelines, VIT Code of Conduct, College Values and the Student Engagement Policy of the College.

The Code of Expectations aims to provide direction to staff as to their responsibilities to students, parents, other staff members and the wider community.

Boronia K-12 College staff have developed the following non – negotiable behaviours to operate within the College:

- We treat others with care, courtesy, cooperation, honesty, tolerance and non - discriminatory behaviour.
- We act with professionalism at all times with respect to our actions, appearance, comments and performance as reflected by VIT Standards.
- We demonstrate enthusiasm and commitment to our teaching programs, teams and College.
- Through a positive attitude, we instil a sense of pride, passion and fun to our work.

| COLLEGE VALUES | VALUE DESCRIPTORS | BK12 STAFF WILL: |
|-----------------------|---|--|
| Community | Collaborate and share | ✓ Commit to working cooperatively with others and valuing their knowledge and expertise. |
| | Positive Role Models | ✓ Model the values and implement the policies of the College in a positive and consistent fashion. |
| | Value community and proud to contribute | ✓ Seek ways to engage the community with the College and the classroom. |
| | Care and support for each other | ✓ Take an active interest in the wellbeing of our students and support our colleagues. |
| Achievement | High Expectations | ✓ Challenge and assist each other to achieve our best. |
| | Set goals and take risks | ✓ Be willing to try new approaches in our classes to maximise student learning outcomes for all. |
| | Seek feedback to reflect and improve | ✓ Use data to monitor and discuss the progress of our students and our teaching practices. |
| | Celebrate our successes | ✓ Seek opportunities to acknowledge the achievements and positive work of our students and staff. |
| Respect | Listen to one another with an open mind | ✓ Listen to, and appreciate other points of view in a non - critical manner, even if we don't necessarily agree. |
| | Value our diversity | ✓ Interact with each other with empathy, understanding and tolerance. |
| | Treat everyone with honesty and empathy | ✓ Treat others as we would like to be treated ourselves. |
| | Take responsibility for our actions | ✓ Learn from our mistakes and accept responsibility for our behaviour. |
| Life Long Learning | Open minded and flexible with our learning | ✓ Be open to new ideas through professional learning opportunities. |
| | Inquisitive and seek out new knowledge and skills | ✓ Build capacity by seeking out, and keeping abreast of best practices. |
| | Enterprise, initiative and creative abilities | ✓ Explore working in different ways and be willing to share knowledge and expertise with others. |
| | Not afraid of making mistakes and constantly seek to improve. | ✓ Actively use the Annual Review process and other opportunities to build capacity and improve performance. |

BORONIA K-12 COLLEGE - STUDENT CODE OF EXPECTATIONS

The Student Code of Expectations is consistent with the College Values and the Student Engagement Policy of the College. The Code of Expectations aims to provide direction to students as to their responsibilities to staff, parents, other student members and the wider community.

Boronia K-12 College students have developed the following non – negotiable behaviours to operate within the College:

- We are honest, courteous and treat others as we would like to be treated ourselves.
- We abide by College policies and take responsibility for our actions
- We treat our environment with respect, pride and care.
- We actively listen, care and support one another and will not tolerate bullying and racism in any form.

| COLLEGE VALUES | VALUE DESCRIPTORS | BK12 STUDENTS WILL: |
|----------------|---|--|
| Community | Collaborate and share | ✓ Commit to working cooperatively with others and valuing their knowledge and expertise. |
| | Positive Role Models | ✓ Model the Values of the College in a positive and consistent fashion and wear our uniform with pride. |
| | Value community and proud to contribute | ✓ Have high standards of behaviour and actively contribute to the programs of the College. |
| | Care and support for each other | ✓ Work together to create a happy, safe and caring College community. |
| Achievement | High Expectations | ✓ Challenge and assist each other to achieve our best. |
| | Set goals and take risks | ✓ Act on the goals we set for our learning in a positive and constructive fashion. |
| | Seek feedback to reflect and improve | ✓ Listen to and act in a positive manner to feedback about our learning. |
| | Celebrate our successes | ✓ Acknowledge the achievements of other students in all walks of College life. |
| Respect | Listen to one another with an open mind | ✓ Listen to, and appreciate other points of view in a non - critical manner, even if we don't necessarily agree. |
| | Value our diversity | ✓ Work as a team in a supportive and cooperative manner. |
| | Treat everyone with honesty and empathy | ✓ Treat others as we would like to be treated ourselves. |
| | Take responsibility for our actions | ✓ Learn from our mistakes and are honest in accepting responsibility for our |

| | | actions and behaviour. |
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| Life Long Learning | Open minded and flexible with our learning | ✓ Be open to new ideas and ways of learning. |
| | Inquisitive and seek out new knowledge and skills | ✓ Take an active role in our learning and are receptive to working and learning together in different ways. |
| | Enterprise, initiative and creative abilities | ✓ Be open to exploring different ways of overcoming obstacles to our learning. |
| | Not afraid of making mistakes and constantly seek to improve | ✓ Learn from our mistakes and setbacks and continually seek to improve. |

APPENDIX 2 – BORONIA K-12 COLLEGE FRAMEWORK FOR STUDENT SUPPORT

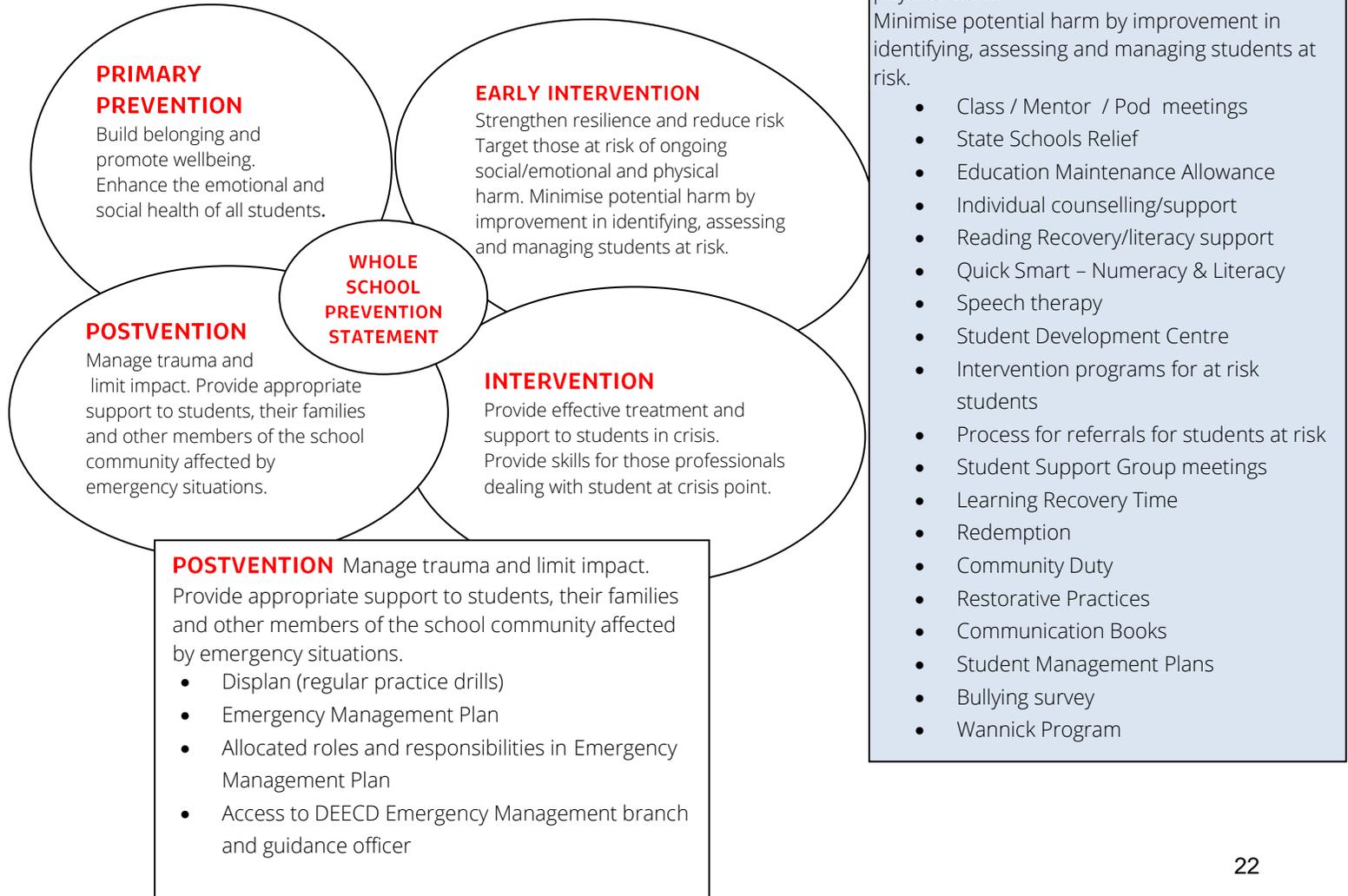
The school provides programs, services and information resources that engage students by

- Modelling the values of Community, Respect, Achievement and Lifelong Learning
- Providing a safe and support environment in which students can learn and grow
- Ensuring the regular attendance of students at school
- Engaging students educationally, socially, behaviourally, physically and emotionally

PRIMARY PREVENTION:

Build belonging and promote wellbeing. Enhance the emotional and social health of all students.

- Bounce Back Program
- Classroom Vision & Values Statement
- Relational Learning Plans
- Whole School & Level Assemblies
- Bullying and Mandatory Reporting policies
- Tracking student absence (SMS)
- Interschool sport
- Student Leadership
- Peer Mediation
- Transition programs
- Buddies program
- Chaplain
- Health check & Language screen for all prep students
- Routine & Rigor Program
- Social Worker
- Health Education
- School wide social/emotional themes
- School Breakfast program (community based)
- Harm Minimisation Approach
- Individual Learning Plans
- School Concerts
- Street Beats
- Kids Hope, Mentor Program
- Homework Club
- Learning Recovery Time



EARLY INTERVENTION

Strengthen resilience and reduce risk. Target those at risk of ongoing social/emotional and physical harm. Minimise potential harm by improvement in identifying, assessing and managing students at risk.

- Class / Mentor / Pod meetings
- State Schools Relief
- Education Maintenance Allowance
- Individual counselling/support
- Reading Recovery/literacy support
- Quick Smart – Numeracy & Literacy
- Speech therapy
- Student Development Centre
- Intervention programs for at risk students
- Process for referrals for students at risk
- Student Support Group meetings
- Learning Recovery Time
- Redemption
- Community Duty
- Restorative Practices
- Communication Books
- Student Management Plans
- Bullying survey
- Wannick Program

APPENDIX 3 – A STAGED RESPONSE

STAGE 1: PREVENTION AND EARLY INTERVENTION

| SUGGESTED STRATEGIES | SCHOOL ACTIONS |
|---|---|
| <p>Establish consistent school wide processes to identify students at risk of disengagement from learning Examples could include:</p> | <ul style="list-style-type: none"> • Liaise with kindergartens, primary schools and feeder schools when implementing Transition Programs • Establish a Wellbeing Team - School Chaplain, Primary Welfare Officer, Student Wellbeing Co-ordinator, Special Needs Teacher, Secondary School Nurse educator • Develop, promote, use and evaluate referrals to the Wellbeing Team • Engage Student Support Services Officers • Undertake <i>Risk Assessment and Management Process</i> (RAMP) • Consult Student Mapping Tool data • Use the Student Attitudes to School Survey to inform planning • Introduce whole school approaches such as <i>Tribes, Circle Time, Restorative Practices</i> • Consult the '<i>Transfer of Student Information</i>' details provided by previous school |
| <p>Establish consistent school-wide processes and programs for early intervention</p> | <ul style="list-style-type: none"> • Utilise the expertise of the school's Wellbeing Team • Review and utilise referrals to the Student Support Services Officers • Conduct testing and make applications to Programs for Students with a Disability (PSD) • Conduct Functional Assessments • Conduct Diagnostic Assessments • Utilise programs offered by Community Support Agencies • Reading Recovery, Quick Smart Numeracy and Literacy (pilot) • Develop a comprehensive Language Support Program e.g. train an Oral Language Educator (OLE) • Use specialist support for Literacy/Numeracy • Establish small group withdrawal programs based on identified needs e.g. Anger Management, Loss and Grief |

STAGE 2: TARGETED INDIVIDUAL RESPONSE

Where direct intervention is needed as a targeted response for individual students, the following strategies will be considered:

| SUGGESTED STRATEGIES | SCHOOL ACTIONS |
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| Establish an understanding of the life circumstances of the child/young person | <ul style="list-style-type: none"> • Review previous school/year level files • Ask parent at Student /Parent / Teacher Conferences and/or initial meeting at start of school year • Nominate an identified adult (Classroom Teacher, Mentor) to explicitly get to know the student • Implement <i>“Starting Right – Routines and Rigor”</i> at the beginning of the year to establish classroom norms • Negotiate Relational Learning Plans with students, classes • Have teachers develop a positive relationship with all students, one based on mutual respect • Ensure that students undertake effective transition programs throughout school life |
| Establish data collection strategies | <ul style="list-style-type: none"> • Continually refer to school roll/detention records to determine patterns • Survey students on specific issues through focus groups • Conduct playground surveys each term • Consult Student Mapping Tool or Student Central data • Regular Bullying Surveys / Bullying Box |
| Establish a Student Support Group | <ul style="list-style-type: none"> • Introduce a Student Support Group (SSG) sooner rather than later i.e. once direct intervention is being considered • Determine SSG frequency on a needs basis • Develop and follow comprehensive plans • Ensure that all relevant staff have plans communicated to them • Modify teaching/learning practices based on an Individual Learning Plan (ILP) |
| Develop a plan for improvement based on data, and review regularly | <ul style="list-style-type: none"> • Use Individual Learning Plan, Individual Behaviour Plan, Return to School Plan • Develop a Professional Learning Team based on the Attitudes to School Survey, Parent Opinion Survey, Staff Opinion Survey, Student Mapping Tool, Attendance and Retention Data |
| Explicitly teach and/or build replacement behaviours | <ul style="list-style-type: none"> • Overtly teach Interpersonal Skills Curriculum • Modify curriculum according to the data gained through the testing process • Frame appropriate behaviour as a skill to be learnt and teach it explicitly |
| Determine strategies for monitoring & measurement of student progress | <ul style="list-style-type: none"> • Ensure staff understand and utilise agreed Assessment Schedule Cycle • Review NAPLAN • Consult Primary Welfare Officer, SWC or School Chaplain • Review past assessments conducted by the current or previous schools and Student Support Services staff • Collect local data e.g. yard incidents • Use SPA to review past / current data and progress |
| Establish inclusive and consistent | <ul style="list-style-type: none"> • Establish and implement a Values Program |

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|---|--|
| classroom strategies | <ul style="list-style-type: none"> • Have teachers name and teach to a student's strength • Have teachers reflect on their own practices as part of their professional practice • Establish a Chat/Safe Room, Friendship Stop • Provide non-competitive recess and lunchtime activities • Consult with Education Support Officers |
| Establish out of class support strategies | <ul style="list-style-type: none"> • Consult with SSSO staff • Utilise School Chaplain • Involve Primary Welfare Officer • Involve Student Wellbeing Co-ordinator • Use Wellbeing Team expertise • Provide cooling off space • Provide flexible options identified in Individual Learning Plans • Conduct small group programs e.g. <i>Seasons</i> |
| Seek external advice and consultation | <ul style="list-style-type: none"> • Seek and use the advice of the Student Support Services Officer staff (SSSO) • Refer the young person to an appropriate external agency and/or family if appropriate • Undertake whole school professional development that relates to issues being managed (when appropriate) • Contact Regional Office staff for advice |

APPENDIX 4 – BULLYING AND HARASSMENT

Definitions

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyber bullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings)

Examples of cyber bullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation.

Cyber bullying can happen to anyone and the bully can act anonymously. People can also be bullied online by groups of people such as class groups or collective members of an online community.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying include

- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Subtle: (The most common)

They include:

- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another's sexual activity.
- Persistent comments about a person's private life or family.
- Physical contact e.g. purposely brushing up against another's body.
- Offensive name calling.

Explicit: (obvious)

They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.
- Requests for sexual favours.
- Extreme forms of sexual harassment will lead to criminal prosecution

Bullying can involve such things as

- Grabbing, aggressive staring, hitting, pinching, kicking, pushing and shoving.
- Publicly excluding a person from your group
- Taking or breaking a person's property
- Knocking a person's books or belongings out of their hands or off their desk
- Teasing a person because of their appearance

Cyber bullying

Being involved in online spaces – either at home or at school - requires students to behave responsibly.

This includes:

- the language you use and the things you say
- how you treat others
- respecting people's property (e.g. copyright)
- visiting appropriate online sites

Behaving safely online means:

- protecting your own privacy and personal information (we used to call it 'stranger danger')
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied at school you should:

- Tell the person you don't like what they are doing and you want them to stop.
- Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

Your concerns will be taken seriously. All complaints will be treated confidentially.