



THE LAKES SOUTH MORANG COLLEGE STUDENT ENGAGEMENT POLICY

School Profile Statement:

The Lakes South Morang College is situated in the Northern Suburbs of Melbourne and is part of a rapidly growing corridor in the City of Whittlesea. The school is a diverse community with a representative mix of many cultures, however there is no one dominant culture within the school. The Lakes South Morang College is a vibrant learning environment with an innovative approach to curriculum. The school enjoys facilities purpose built for 21st Century learning with the key purpose being to challenge and empower all students to strive for personal excellence and ongoing growth and development. The Learning Street on both the Early Years and Middle Years Campuses are a focal point for curriculum delivery and educators work collectively in Learning Teams to deliver inquiry based, integrated curriculum. The architects designing the school have created an innovative plan that makes great use of flexible learning spaces, indoor and outdoor learning opportunities, and a 21st Century ICT capability throughout the school grounds. The Prep to 9 concept takes into account the latest research about the best learning environments for students and provides for seamless transition between the Early Years and Middle Years models. Also, the Prep to Year 9 model allows for students in Year 6 to be able to move into their initial secondary years without having to change school. The P – 4 Campus provides a positive approach towards innovative learning and also strongly supports the fundamental concepts of Early Years philosophy and DET best practice. The 5 – 9 site provides for the rich opportunities of inquiry learning and strongly supports the innovations of the Middle Years philosophy.

The community expectation is that the school provides a secure, safe environment where the individual student can learn and develop to his / her full potential. The Lakes South Morang College adopts the Government targets appropriate to both primary and secondary schools and takes pride in our program development and implementation. Data is collected and used to inform and improve student learning, wellbeing and engagement at The Lakes. The development of The Lakes Strategic Plan for 2019 – 2022 focuses on the following future goals:

- To maximise the achievement and learning growth of every student in literacy and numeracy
- To ensure student wellbeing is enabled by a supportive and productive learning environment
- To optimise the engagement of students in their learning with a focus on student agency

Whole School Prevention Statement:

The Lakes South Morang College works from a Values system which highlights non-punitive methods in dealing with student wellbeing and behaviour. The school does not use corporal punishment. The key values at The Lakes are Leadership, Teamwork, Respect and Learning. On Early Years, these values are highlighted each week and students are selected to receive Citizenship awards which reflect these values. Recipients of these awards receive recognition for their efforts in the weekly school newsletter. Learners of the Week are also selected for outstanding achievement and all recipients of awards are acknowledged via the weekly student assembly. Middle Years students are recognised and celebrated within Year Level assemblies and at each end of term campus or whole school assembly.

The school aims to promote engagement, attendance and positive behaviours through the use of the following programs and strategies:

- School Wide Positive Behaviour Support (SWPBS) at The Lakes South Morang College is a philosophy and practice of recognising the importance of positive relationships among all members of a school community for the purpose of enhancing learning by:
 - Establishing and teaching clear expectations for all students in all settings.
 - Establishing and teaching clear expectations for all staff.

- Modelling and rewarding these expectations.
 - Helping schools, staff, families and community members understand and support the diversity of students, including those students with the most intense support needs.
 - Understanding the physical and social contexts of behaviour.
 - Using data to guide decisions regarding change.
- Groupings – students are placed into cohorts with a team of teachers who have a collective responsibility for all students within that cohort. This allows for flexibility within groupings of students for teaching purposes. The Home Group model allows for students to be placed with a specific Home Group teacher to support the Personal and Social Learning Capabilities of the Victorian Curriculum.
 - Student support – pastoral care support within the school is the responsibility of all teachers in the team. In line with this, we have dedicated Student Wellbeing, Engagement and Welfare Teams, who have major Welfare roles supporting students from Prep to Year 9. As part of these teams there are psychologists, speech pathologists and the Middle Years School Nurse who attend the school on a weekly basis and students can be referred to these people as appropriate. Other agencies, such as On Psych, and City of Whittlesea Youth Services are engaged on a needs basis to offer support to students and their families in terms of emotional or behavioural issues.
 - Opportunities to celebrate student learning – Student attendance data is collected and analysed. There are many opportunities for students, parents and families to celebrate the student learning in a community atmosphere, such as, Parent-teacher Interviews, Song, Dance and Drama nights, Celebration of Learning Days and Campus Expos. The key focus is on sharing the responsibility for the growth and development of the “whole” student.

All of this supports our Student Engagement Policy of providing a student centred stimulating learning environment which engages students in their learning.

Rights and Responsibilities:

At The Lakes we aim to ensure that students and teachers have the right to do as much work and learning as possible as well as maintaining an environment where students and teachers have the right to feel safe and comfortable. It is the responsibility of all to protect those rights and encourage others to do the same.

Rights and responsibilities of staff at The Lakes:

- Provide learning experiences for children based on each child’s individual needs and the requirements of the School Council and the Department of Education and Training
- Develop a classroom culture where individuals are encouraged, respected and challenged intellectually, physically and socially.
- Focus the attention of others on matters of importance to the school.
- Contribute fully to the work of The Lakes South Morang College.

The Lakes adheres to:

- the Equal Opportunity Act 2010
- the Charter of Human Rights and Responsibilities Act 2006
- the rights of students under the Disability Discrimination Act 1992
- the Education and Training Reform Act 2006
- the Ministerial Order 870, Child Safe Standards

Rights and responsibilities of students at The Lakes:

- Have an equal opportunity to learn.
- Be treated as individuals.
- Be treated with respect and fairness at school.

- Have opinions and communicate them appropriately.
- Expect that personal property be safe and look after it responsibly.
- Expect that they will be free from bullying.
- Attend school every day unless ill.
- Understand and obey school rules and accept agreed consequences
- Respect the rights of others and allow them to work and play cooperatively without interference.
- Work to the best of their ability.
- Help make the school a safe and pleasant environment.
- Keep themselves clean and tidy.
- Take care of property.
- Take pride in the school environment
- Take pride in the school uniform

Rights and responsibilities of parents / carers at The Lakes:

- Be seen as an individual by the school.
- Expect that their children will be given the opportunity to develop to their full potential.
- Be respected at school and able to express themselves.
- Expect their property will be respected.
- Expect access to school personnel via prearranged appointments.
- Access to school policy and curriculum documentation.
- Access information regarding activities undertaken by their child.
- Access information regarding child's progress via Sentral
- Be informed of their child's progress.
- Have the opportunity to be involved in school activities.
- Feel comfortable in approaching staff members, school councillors and ancillary staff at the school for advice.
- Feel comfortable when visiting the school.
- Encourage good work habits in their children.
- Accept and contribute to school principles.
- Reply to correspondence from the school.
- Respect the rights and view of all students, members of staff and other parents / carers.
- Model appropriately, aspects of acceptable behaviour.
- Support the school financially through the payment of fees and levies.
- Ensure children are punctual and attend school on a daily basis unless ill
- Inform the school of student absences.
- Ensure children stay at home during any illness.
- Ensure children wear the school uniform on a daily basis.
- Support the school in dealing with issues of misbehaviour.

The Lakes has developed and facilitated the following policies to support student engagement and wellbeing (**see Appendix 2**):

- Anti harassment policy
- Anti discrimination policy
- Information and Communication Technology Acceptable Use Policy
- Prevention of Workplace Bullying policy
- Critical Incident Management policy
- Student Leadership policy
- Teaching and Learning policy
- Student Anti bullying policy
- Visitors policy
- Healthy Together policy

- Anaphylaxis policy

Shared Expectations:

The Lakes, through its School values, aims to encourage and support students to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.

Teachers at The Lakes recognise that students deserve the very best teaching possible. In fulfilling this role, teachers ensure they provide challenging and supportive curriculum that is accessible to all students. Student success in a diverse range of areas is recognised and celebrated within our school community.

The Lakes has developed and facilitated the following policies to support student engagement and wellbeing:

- Teaching and Learning policy
- Early Years policy
- Middle Years policy
- Student Wellbeing policy
- Volunteers policy

School Actions and Consequences:

The Lakes uses whole school strategies to provide targeted, individualised and staged support to students. A fair and consistent approach has been developed at The Lakes through consultation and negotiation with students, staff and the wider school community.

The Lakes has developed and facilitated the following policies to support student engagement, regular attendance and appropriate behaviours:

- Student Anti bullying Policy
- Anti harassment Policy
- Student Wellbeing Policy
- Promoting School Attendance guidelines
- Suspension and Expulsion guidelines

Evaluation

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

This policy has been endorsed by School Council 19/03/19

The Lakes South Morang College Child Safety Statement:

To thrive, children need a safe and supportive environment at school, at home and in the broader community; no exceptions. At The Lakes South Morang College, we believe meeting the physical and emotional needs of our students is paramount in laying the foundations for a fulfilling future. We pledge to provide an environment that has zero tolerance to child abuse and will strive to work in partnership with our parents and community members to keep our students safe every day, in every way.