



Student Engagement & Wellbeing Policy

Student Engagement Policy & Wellbeing Procedures: WHOLE SCHOOL APPROACH TO STUDENT ENGAGEMENT & WELLBEING

**Produced in consultation
With the school community**

**To be read in conjunction with
Effective Schools are Engaging Schools –
Student Engagement Policy Guidelines**

**MAY: 2017
Review: 2020**

**Principal: Rosina Fotia
School Council President: Domenic Colaneri**

Section 1: School Profile Statement

VALUES AND VISION

Lilydale Heights College is a fully inclusive learning community, which enables students to become successful lifelong learners and confident global citizens.

Excellence: Challenging yourself to do your best

Respects: Respecting yourself, others and our environment

Responsibility: Being accountable for all your actions

Context

Lilydale Heights College is a co-educational 7-12 College located in the northern area of Lilydale, 40kms from the Melbourne CBD. It was founded in 1970 and since that time has responded positively to educational research and initiatives.

The College places great value on lifelong and enjoyable learning and provides programs that cater for a broad range of student abilities and interests.

The curriculum at Years 7 – 10 emphasises challenge and engagement in the Middle Years. In particular, Year 7 and 8 build on the fundamental skills of literacy and numeracy and the use of computers across all studies. Innovations in the Year 7 and 8 teaching and learning program focus on an integrated curriculum planning approach and a realignment with a specialist music enrichment group.

The establishment of a 'SELF' program in Years 7 -12 ensures students establish goals and clear directions for their studies and future pathways.

At Year 11 and 12 students can choose from a broad range of pathways to enable them to achieve their full potential and their tertiary and vocational goals. The College sets high expectations in academic, cultural, social and moral learning.

More detailed information can be found on the College website at www.lilydaleheights.vic.edu.au

Whole School Planning and Engagement

Lilydale Heights College is committed to providing a stimulating and secure learning environment where students are motivated to learn. We have a diverse range of programs in place which support our students to attend school, form positive connections with all members of the College community, participate in class and enjoy learning.

The College Engagement and Wellbeing program is facilitated jointly by the Leadership Team which incorporates the Assistant Principal, Learning Leaders, Curriculum Leader, Student Engagement and Wellbeing Leader & references Year Level Student Liaisons, and the Wellbeing Team which includes the Assistant Principal, Student Engagement and Wellbeing Leader, Guidance Officers, Adolescent Health Nurse, PSD Coordinator & other Counsellors.

Engagement is promoted through student participation in academic, social and extra-curricular activities to develop a sense of belonging and connectedness to the College. Pastoral care, student leadership and house programs are integral in achieving this goal. Cognitive engagement is facilitated through the provision of individual learning pathways, career counselling, study skills camps, tutorial programs and homework clubs.

The College also has a range of other programs including a peer support program, supportive friends, camps, wellbeing programs and clubs (e.g. Robotics, book, art, music, games, breakfast and computer) to further enhance a sense of connection to the College. Regular parent information sessions and relevant support meetings ensure parental involvement to assist every student to achieve their personal best.

To further strengthen the College's capacity to support students as effectively as possible, it has developed a strong working relationship with a range of relevant community agencies, health and post compulsory and tertiary agencies. Student engagement and wellbeing is enhanced by:

1. An inclusive curriculum taking account of the learning needs of all learners
2. Student wellbeing programs to develop resilience, healthy choices, personal, social and emotional wellbeing and connectedness to the College.
3. Student social awareness, social conscience and an active student voice reflected through the Student Council and student leadership programs.

4. Increasing student attendance rates through promoting community awareness that student absences result in quantifiable lost learning time and opportunities, delegation of responsibilities to all staff, with key members leading attendance improvement initiatives and facilitating student learning plans including attendance and punctuality goals.

SECTION 3: RIGHTS & RESPONSIBILITIES

3.1 Child Safety Standards

3.2 Guiding Principles - 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.

3.3 Equal Opportunity - Lilydale Heights College is committed to the *Equal Opportunity Act 1995* that sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments, or their age. Under the act it is unlawful to discriminate against a person on the basis of the attributes of age, breastfeeding, gender identity, impairment, industrial activity, lawful sexual activity, marital status, parental status or status as carer, physical features, political belief or activity, pregnancy, race, religious belief or activity, sex, sexual orientation, personal association (with a person who is identified by reference to any of the above attributes). (Refer to Equal Opportunity Policy).

3.4 The Charter of Human Rights and Responsibilities Act 2006 – The College affirms the principles of the charter that all people are born free and equal in dignity and rights and requires members of our College community to act compatibly with human rights and to consider human rights when making decisions and delivering services. This includes the right not to be discriminated against, the right to privacy and reputation, the right to freedom of thought, conscience, religion and belief and cultural rights.

3.5 Students with Disabilities - In keeping with the Disability Standards for Education 2005, Lilydale Heights College will make reasonable adjustments to accommodate a student with a disability. An adjustment is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students. Copies of the Disability Standards for Education are available at <http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm>

3.6 Bullying and Harassment - Lilydale Heights College is committed to providing a safe, secure and friendly environment for students and staff and encourages 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.

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 an individual, by another 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.

Bullying in any form is unacceptable. If a student sees another student being harassed or bullied they should advise this student to report it to a member of staff immediately. If they witness a friend harassing another student, they should 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.

At Lilydale Heights College there is a clear process for addressing harassment and bullying. All concerns are taken seriously. The first offence results in a caution and the use of restorative practices and counselling to resolve the concern. Further disregard for the rights of others will result in graded consequences including notified detentions and consideration of suspension. The parents of both parties and the student management and wellbeing team will be involved as part of this process.

To combat all bullying, including cyber bullying, the College will take proactive steps to address this issue at year level meetings and as part of the College's health and wellbeing program. Students are encouraged to behave safely online by protecting their privacy and personal information, selecting appropriate spaces to work and contribute, protecting the privacy of others (this can be sharing personal information and images) and being proactive in letting an adult know if something is not right.

Rights and Responsibilities of the School Community Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • Learn in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment, they are able to fully develop their talents, interests and ambition • Participate fully in the school's educational program • Participate in the decision making processes of the College 	<p>Be Positive</p> <ul style="list-style-type: none"> - Set clear goals - Approach all tasks positively - Reflect on progress for ongoing improvement - Arrive at class prepared to learn <p>Be Respectful</p> <ul style="list-style-type: none"> - Value the right of every student to learn in a safe, healthy, productive & cooperative environment - Value the right of every teacher to teach in a safe, healthy, productive & cooperative environment <p>Be responsible</p> <ul style="list-style-type: none"> - Attend school regularly and be punctual to class - Support the College Uniform Policy - Show a positive work ethic to ensure success - Actively seek assistance as required - Think of the consequences of one's actions & be accountable <p>Be consistent</p> <ul style="list-style-type: none"> - Make the most of the class time - Take every opportunity to improve and succeed

Rights and Responsibilities of Teachers

Rights	Responsibilities
<p>Teachers have a right to</p> <ul style="list-style-type: none"> • Expect that they will be able to teach in a fair, orderly, safe and cooperative learning environment • Have access to resources, learning opportunities & equipment to assist them in the process of teaching and learning • Be informed, within privacy requirements, about matters relating to students that will affect the teaching and learning program for that student • Participate in the decision making processes of the College. 	<p>Be Positive</p> <ul style="list-style-type: none"> - Arrive at class prepared - Set clear learning intentions - Ensure students understand success criteria - Approach all students positively - Continuously assess students and reflect on their progress for ongoing improvement - Focus on the positive behaviours that students exhibit & use positive reinforcement and verbal encouragement wherever possible <p>Be Respectful</p> <ul style="list-style-type: none"> - Model and encourage respectful attitudes to build an environment of mutual respect within the class and College environment. <p>Be Responsible</p> <ul style="list-style-type: none"> - Acknowledge that every student can learn and know how to teach them effectively - Facilitate and maintain a positive and safe learning environment - Plan and assess for effective learning - Use a range of teaching strategies and resources to engage students in effective learning - Implement the agreed engagement and wellbeing approach - Clearly communicate with students, parents and other staff - Ensure that professional guidelines on teaching practice are met <p>Be Consistent</p> <ul style="list-style-type: none"> - Lead by example - Fairly, reasonably and consistently implement the

Rights and Responsibilities of Parents/Carers

Rights	Responsibilities
Parents/Carers have a right to: <ul style="list-style-type: none"> Expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged 	Be Positive <ul style="list-style-type: none"> Promote positive educational outcomes for your child by taking an active interest in your child's educational progress Ensure they have all materials and equipment and can arrive at class prepared to learn Encourage your child to take advantage of all learning opportunities and encourage support of College policies Celebrate your child's success Be Responsible <ul style="list-style-type: none"> Work in partnership with students and staff to facilitate the best possible learning outcomes for your child Communicate clearly with the school about your child's needs Support your child in regular school attendance Cooperate with the policies of the College, including the Uniform Policy

Rights and Responsibilities of ES Staff

Rights	Responsibilities
ES Staff have a right to <ul style="list-style-type: none"> Expect that they will be able to fulfil their duties in a fair, orderly, safe and cooperative environment Have access to resources, learning opportunities & equipment to assist them in meeting the requirements of their position Be informed, within privacy requirements, about matters relating to students that will affect the teaching and learning program for that student Participate in the decision making processes of the College 	Be Positive <ul style="list-style-type: none"> Focus on the positive behaviours and use positive reinforcement and verbal encouragement wherever possible Be Respectful <ul style="list-style-type: none"> Model and encourage respectful attitudes to build an environment of mutual respect within the College community Be Responsible <ul style="list-style-type: none"> Facilitate and maintain a positive and safe learning environment Fulfil the professional guidelines for ES staff Be Consistent <ul style="list-style-type: none"> Lead by example

Rights and Responsibilities of Principal Class

Rights	Responsibilities
Principals have a right to: <ul style="list-style-type: none"> Expect that they will be able to work in a fair, orderly, safe and cooperative learning environment Have access to resources, learning opportunities & equipment to assist them in the process of effectively and efficiently coordinating the operations of the College 	Be Positive <ul style="list-style-type: none"> Focus on the positive behaviours that the community exhibit and use positive reinforcement and verbal encouragement wherever possible Be Respectful <ul style="list-style-type: none"> Model and encourage respectful attitudes to build an environment of mutual respect within the College environment Be Responsible <ul style="list-style-type: none"> Facilitate and maintain a positive and safe learning

<ul style="list-style-type: none"> • Be informed, within privacy requirements, about matters relating to staff and students that will affect the teaching and learning program of the College • Coordinate the decision making processes of the College in a fair and equitable manner 	<p>environment</p> <ul style="list-style-type: none"> - Plan and assess for effective learning across the College community - Ensure that a range of teaching strategies and resources are used to engage students in effective learning - Implement the agreed engagement & wellbeing approach - Clearly communicate with students, parents and staff - Ensure that professional guidelines for the Principal Class are met <p>Be Consistent</p> <ul style="list-style-type: none"> - Lead by example - Fairly, reasonably and consistently implement the engagement policy
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Section 4: Shared Expectations

The Lilydale Heights College Community shares the values of **Excellence, Respect and Responsibility** for self and others in learning and all areas of college and community life.

These are reflected in our programs and practices

- **Excellence** : Challenging yourself to do your best
- **Respect**: Respecting yourself, others and our environment
- **Responsibility**: Be accountable for one's own actions.

Whole School Approach to Engagement & Wellbeing

The College is committed to a whole school approach to engagement and wellbeing that:

- Creates and maintains a positive learning environment where all members of the College community display the agreed values and attitudes.
- Maintains a positive learning environment that provides the best possible learning opportunities for all students.
- Provides a consistent, systematic approach to all student management matters that is clearly understood by students, staff and parents.
- Promotes positive reinforcement to encourage students to accept responsibility for their actions and participate fully in their educational experience.
- Follows the agreed protocols for students who do not support the whole school approach to wellbeing and discipline and promotes participation of those affected by misconduct in its resolution.

Diversity in the College Community

Lilydale Heights College addresses diversity by:

- Maintaining a highly skilled, motivated and energetic workforce.
- Increasing the range of knowledge, skills and experience available in the workforce.
- Enhancing the capacity for effective decision making due to the greater diversity of perspectives and inputs.
- Creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

Section 5: School Actions & Consequences

Lilydale Heights College will focus on improving attendance by:

- Implementing rigorous and effective systems to record and monitor attendance
- Ensuring that student attendance is recorded in every class
- Maintaining accurate attendance records on Learning Management System.
- Ensuring prompt processing if student transfers by immediately contacting the student's transferring school upon student enrolment at their new school.
- Monitoring and analysing school attendance records regularly to identify students at risk for early identification and the provision of timely, targeted support to students at risk of poor attendance and possible disengagement from school.
- Monitoring and following up all individual cases of student absence promptly and consistently.
- Pursuing and recording an explanation for every absence.
- Working collaboratively with parents/carers and students to develop an agreed student Absence Learning Plan when a student will be absent from school for an extended period of time.
- Convening when necessary student support group meetings which is attendance focused with parents/carers and students when a student's attendance pattern is of concern to the school.
- Providing ongoing extensive support for students if communication with parents/carers has not been possible.

Student engagement, regular attendance and positive behaviours are supported most effectively at Lilydale Heights College through the agreed whole school approach and classroom practices including:

- Establishing a predictable, fair and democratic classroom and school environment.
- Ensuring student participation in the development of classroom and whole school expectations.
- Providing personalised learning programs where appropriate for individual students
- Consistent, positive acknowledgment of all students. Empowering students by creating multiple opportunities to take responsibility and be involved in decision making.
- Providing physical environments conducive to positive behaviours and effective engagement in learning.
- Implementing school wide positive and educative behaviour support strategies.

Inappropriate behaviours, including irregular attendance will be responded to through a staged response including:

- Understanding the student's background and needs.
- Ensuring a clear understanding of expectations by both students and teachers.
- Providing consistent school and classroom environments.
- Scaffolding the student's learning program.

Broader support strategies will include:

- involving and supporting the parents/carers
- involving the student wellbeing coordinator, Managed Individual Pathways or Careers coordinators
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- Involving community support agencies.

Student Management and Discipline Procedures

This policy guarantees that any disciplinary action for students is based on procedural fairness and ensures that corporal punishment is not permitted.

The Whole School Approach to Engagement and Wellbeing assumes all students participate in an encouraging environment. To manage student misbehaviour we have in place a staged response detailed below. At the extreme end of misbehaviour, we will invoke Suspension and Expulsion

Suspension and Expulsion

When considering suspension or expulsion, the College is required to follow the procedures listed in section 4.3 of the DET guidelines published in **Student Engagement and Inclusion Guidance**. Resources section under Disciplinary Measures of the guidelines provides flowcharts and proformas for use in suspension and expulsion procedures.

A student will only be excluded from school in situations where all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

The school actions and consequence process is framed in a way to encourage students to accept responsibility for their actions, and to participate positively in their educational experience.

Consequences which may be used prior to suspension include:

- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).
- Detention – teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any lunchtime may be used for this work.
Where students are required to undertake school work after school, the time should not exceed forty-five minutes. The Principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after school work would create undue hardship the school may choose to negotiate alternative disciplinary measures.
- Withdrawal of privileges
- Withdrawal from class if the student's behavior significantly interferes with the rights of other students to learn, or the capacity of the teacher to teach a class, that student may be temporarily isolated from regular classes or, in more severe cases, required to leave the classroom for a specified period of time. Where appropriate parents should be informed of such withdrawals and students will engage in restorative practices before the

reentry to the class.

End of Policy Statement

WHOLE SCHOOL APPROACH TO STUDENT ENGAGEMENT & WELLBEING

Procedures:

Staff at the College use a system of student management:

- To create and maintain a positive learning environment where all members of the College community display the agreed values and attitudes
- To maintain a positive learning environment that provides the best possible learning opportunities for all students
- To provide a consistent approach to all student management matters that is clearly understood by students, staff and parents

SCHOOL WIDE EXPECTATIONS

1. Respect the teacher's instructions and requests for cooperation promptly
2. Respect the rights of others. This includes:
 - * Respect for each other's right to learn
 - * Respect for each other's right to a safe environment free of physical or verbal abuse
 - * Respect and care for the College environment including not littering
 - * Respect for all property at the College
 - * Respect for others medical and health needs
3. Be punctual and attend school regularly
4. Bring the required materials to each class
5. Use all learning technologies responsibly
6. Support the College Uniform Policy and procedures
7. Remain within designated areas in the College grounds as required during the school times.

CLASSROOM CONSEQUENCES

GENERAL MISBEHAVIOUR - can be defined as not following the teacher's instructions, disrupting the learning of others, eating or drinking in class, offensive language, late to class, or being out of uniform). **The staged response is within one timetabled class e.g. 1 or 2 periods. The consequences do not carry across classes or day unless deemed necessary by the Assistant Principals.**

1 st	Incident	Caution (student name on board)
2 nd	Incident	Classroom teacher detention - 15 minutes (cross next to student name)
3 rd	Incident	Notified Lunchtime detention - 30 minutes (2 crosses next to student name)
4 th	Incident	Removal from class to supervised class or AP

Once a student has name or crosses on the board these cannot be removed.

EXTREME MISBEHAVIOUR - can be defined as a fight, threatening behaviour of a physical nature, severe use of offensive language, deliberate destruction of property)

Student is sent to the AP / Student Liaison
Teacher to communicate with AP as soon as practicable re incident
Consequences will be determined by AP in consultation with
Principal

CONSEQUENCES FOR BREAKING SCHOOL WIDE EXPECTATIONS

LATE TO CLASS

1 st	Incident	Student to make up missing time with the teacher at earliest opportunity
2 nd	Incident	Notified detention

UNAUTHORISED USE OF MOBILE PHONE OR ELECTRONIC DEVICE

Student to hand over device to AP and collect at end of day
For second and subsequent incidents parent to collect device from the College

USE OF AEROSOL CANS /PUMP DEODORANTS/SIMILAR

1 st	Incident	Permanent removal of item, caution and explanation of health risk (as per Risk Policy)
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2 nd	Incident	Permanent removal of item, Notified Detention
3 rd	Incident and subsequent	Permanent removal of item and parent meeting, well-being support and consideration of suspension

EXTREME MISBEHAVIOUR - can be defined above and includes Assault

1 st	Incident - Year 7-12	Parent meeting, wellbeing support, consideration of suspension
2 nd	Incident - Year 7-12	Parent meeting, wellbeing support & consideration of 2 or more day's suspension
3 rd	Incident - Year 7	Parent meeting, wellbeing support & consideration of 2 or more day's suspension
3 rd	Incident - Year 8-12	Parent meeting, wellbeing support, consideration of 2 or more days suspension leading to further consequences

ILLEGAL SUBSTANCES

1 st	Incident	Parent notified, report to authorities as per DET guidelines, health intervention as required and/or suspension / expulsion with parent meeting
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SMOKING

1 st	Incident	Notified Detention, wellbeing support, parent contact
2 nd	Incident	Parent meeting, wellbeing support, 1 day suspension
3 rd	Incident	Parent meeting, wellbeing support, 2 days suspension

HARASSMENT (See Equal Opportunity Policy)

Mediation & Restorative Practices and further outcomes as necessary

OUT OF BOUNDS (Within College Grounds)

1 st	Incident	Caution, request to move in bounds and/or yard duty
2 nd	Incident	Notified Detention
3 rd	Incident	Notified Detention, parent meeting, in school suspension

MISUSE OF BUILDINGS AND PROPERTY

1 st and Subsequent Incidents	Restorative practices - pay for / clean / repair damage Parent contact and further consequences if required
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THEFT OF COLLEGE OR PERSONAL PROPERTY

Depending on events, effect and cost, a graded consequence up to and including expulsion

MISBEHAVIOUR IN CORRIDORS OR COLLEGE GROUNDS INCLUDING LITTERING

1 st	Incident	Caution
2 nd	Incident	Notified Detention
3 rd	Incident / or extreme	Send to SSL or Assistant Principal

INAPPROPRIATE LANGUAGE

Will mean one or more of the following: - Conference, parent meeting and removal from class, restorative practices, Notified Detention, suspension

INAPPROPRIATE BEHAVIOUR ON TRANSPORT

1 st	Incident	Parent contact, caution or suspension from bus travel for a set time
2 nd	Incident & subsequent	As above and further suspension, wellbeing support

INAPPROPRIATE BEHAVIOUR TO AND FROM COLLEGE

Will mean one or more of the following:
Parent contact and counselling
Notified Detention and / or Suspension

MISBEHAVIOUR ON EXCURSION

Withdrawal of privileges and sanctions and support as appropriate

NOT COMPLYING WITH COLLEGE DRESS CODE

Out of Uniform without note

1st Incident Notified Detention

NOTE: with extreme out of Uniform, the following strategies could apply:

Sent home after parent contact
Given a temporary uniform for day
Application for uniform supply
Student to complete school work while withdrawn from the classroom

TRUANCY

1st Incident Parent contact – Attendance Card / Period Report

Book initiated / Counselling
Notified detention

2nd Incident Parent contact, wellbeing support, withdrawal from class / in school suspension

PROTOCOLS FOR FOLLOW UP

1. Non attendance

- Non-attendance at a Notified Detention (depending on the circumstances) will result in 2 Notified Detentions
- Non-attendance at either of the replacement detentions will result in a parent notification and withdrawal from the class for a day
- Following this, repeated non-attendance of Notified Detentions will result in a parent support meeting and consideration of suspension.

2. Multiple Notified Detentions

- Where a student receives 4 notified detentions in a month, a parent support meeting will be called. The student will be required to complete an agreed behaviour restorative contract. There will be a referral to the wellbeing team
- Following this, additional notified detentions in that term will result in further serious consequences including withdrawal from the classroom for a period of time / withdrawal of privileges, or suspension.

3. Removal from class

- Where a student has been removed from class in a period after reaching the 4th consequence, (in the case of general misbehaviour), the student is placed in another teacher's class. The student will be required to participate in restorative practices usually before entry into the next class of the said teacher. A time for a meeting between the student, teacher and Student Liaison will be set to restore the relationship between the teacher and student. The contract is signed by the student, teacher and Student Liaison at the meeting. The parent is notified of the incident and signs the form, which is then returned to the Student Liaison.

COORDINATION of WSA

- Assistant Principal, supported by the classroom and general staff, Student Liaisons and Learning Leaders will be responsible for the coordination of the WSA and its day-to-day maintenance
- A sub-committee will evaluate the continued implementation of the WSA
- Professional learning for new teachers will commence on their first school day and this is to involve: Assistant Principal, SWC and at least one Student Liaison
- In-servicing of CRT's is to become the responsibility of the Assistant Principal and Daily Program Coordinator
- The Principal Class will support the Learning Leader, in consultation with the appropriate Student Liaison, to set up strategies to assist any staff member who does not consistently apply the WSA to classroom management.

STRATEGIES FOR MORE EFFECTIVE AND POSITIVE CLASSROOMS

Teachers create a positive learning environment and support other teachers by:

- Using the WSA consistently and correctly
- Good lesson planning and being prepared before lessons commence
- Arriving at class on time

- Encouraging and recognising the able student
- Explaining to students the teaching plan
- Being positive and passionate about the subject being taught
- Encouraging working groups
- Constantly keeping a watch for the physical environment, reporting damage promptly and leaving rooms/desks clean and tidy.
- Recognition of student achievements and positive behaviour exemplifying College values through the College learning management systems.

Learning Leaders and the Principal Class can assist teachers in implementing the WSA and using class time effectively by:

- Following the agreed protocols for students who do not support the WSA to Wellbeing and Discipline
- Increasing Teacher meetings - more feedback on students and sharing of strategies for difficult students
- Weekly focus on individual College Expectations
- Weekly focus on various positives
- Learning leaders have, as a focus, the promotion of good teaching practice
- Student Liaisons have a budget for WSA through Assistant Principal
- Giving teachers feedback
- Visiting classrooms to offer positives not just negatives
- Minimising the number of rooms in which individuals teach.

End of procedures

Review: 2020

Evaluation:

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

Endorsement:

Policy and Planning 18/05/2017

College Council 15/06/2017