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# **LALOR SECONDARY COLLEGE**

## **Student Engagement Policy**

**2018- 2021**

### **AIM**

This policy articulates the school community's shared expectations in the area's of student engagement, attendance and behaviour. The policy supports the rights and articulates the expectations of every member of the school community, to engage in and promote a safe and inclusive educational environment.

*Date Ratified by School Council: 28th June 2018*  
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## INTRODUCTION

### RATIONALE

Lalor Secondary College is committed to providing a safe, secure and high quality learning environment. Our school recognises that students reach their full educational potential when they are happy, motivated and supported in their learning.

### PURPOSE

- Provide students with a healthy learning environment where social interactions are positive and students feel physically and emotionally safe.
- High levels of achievement in all areas are expected so students achieve their full potential.
- Monitor student attendance, behaviour, physical and emotional wellbeing and provide prevention and intervention for those who are at risk.
- Provide extra-curricular programs to extend the development of the individual.
- Provide genuine opportunities for student/parent participation and student/parent voice.
- Build a school environment based on positive behaviours and values.

### DEFINITION

Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

- Behavioural engagement: refers to student's participation in education, including their motivation and academic, social and extracurricular activities.
- Emotional engagement: encompasses student's emotional reactions in the classroom and in the school, and measures a student's sense of belonging or connectedness to the school and an awareness of the boundaries of social and academic interaction.
- Cognitive engagement: relates to a student's investment in learning and the importance of sustainable motivation such as intrinsic rather than extrinsic, and self regulation.

## LALOR SECONDARY COLLEGE PROFILE

**VISION:** The vision for Lalor Secondary College is to be a vibrant school where learning is valued and students are empowered to become lifelong, socially responsible learners; where a challenging and diverse curriculum caters for the variety of learning styles; where the varying talents of students and staff are recognised and celebrated, and where excellence and effort are rewarded.

**MISSION:** The community at Lalor Secondary College acknowledges the ability and right of all students to learn and to experience success. All students are encouraged to reach their full potential. The college provides students and staff with a safe and nurturing environment.

**VALUES:** The college values are; Pride, Honesty, Achievement, Cooperation and Caring.

Lalor Secondary College is a co-educational school for students in Years 7 to 12. The school has provided the communities of Lalor, Thomastown and Epping with educational opportunities that prepare our students for their chosen pathway – be it tertiary study, trade or workforce. Our mission is to provide opportunities in a caring and supportive learning environment so that our students improve their capacity to become socially responsible, caring and confident contributors to the 21<sup>st</sup> century. Due to the high demand in our local community, the school continues to have a ceiling at Year 7 for 170 students. The school's student population ranges between 1000 to 1100 students and is made up of over 40 different language backgrounds. The school's core values of Pride, Achievement, Caring, Cooperation and Honesty are embedded in our welfare and teaching practices as well as our Student Code of Behaviour. Our extensive student well-being programs range from promoting safe behaviours, esteem programs to managing expectations and pressures. The school has a strong pathways program that ensures a high retention and assures all students in Years 9 to 12 receive counselling in choices of study. The school delivers VCE, VET (as a member of the Northern Metropolitan VET Cluster), pre-VCAL in Year 10 and VCAL programs in Years 11 and 12. Our facilities are constantly being upgraded, as too our IT provision. Our most recent building upgrades include the Science Centre which promotes an open learning environment with a focus on independent and inquiry learning for our junior students, the new administration area providing a formal entrance for the school and the office administration and the Senior Study Centre for Year 12 students to use as a quiet study area. We also have a Drama Centre and many sporting facilities.

Students are both encouraged and expected to do their best whether in the classroom, at sport or when participating in extra-curricular events. Achievements in all areas are celebrated and rewarded. The college holds an annual end of year Presentation Evening as well as Semester Assemblies where a range of awards are presented to students. In 2012, College Values Award Cards were introduced to recognise the contributions of students through their daily activities. These recognise behaviour across the 5 school values of Pride, Cooperation, Caring, Honesty and Achievement. Lalor Secondary College also offers a number of scholarships to Grade 6 students.

The College has excellent facilities, which includes 11 fully equipped information technology rooms, a local area network as well as multiple computer stations in the Library. Students from Years 7 to 12 also have access to Personal Learning Devices through the Personal Digital Device policy.

The college provides a diverse curriculum program which enjoys a high reputation in the community. Students in Years 7 and 8 study a core program, while in Years 9 students study a core program as well as having the opportunity to choose from an extensive list of electives. In Year 10, students study English, Science, Humanities and Maths as the core studies with students also choosing specialist subjects for Semesters One and Two. A full range of subjects is offered at the VCE level as well as a number of VET programs. All VCE students take a study skills program and Year 12 students attend a residential program at the start of the year as part of their orientation to their final year.

Special features of the college include a LOTE program offering four languages and since 2006 the college has hosted the Victorian School of Languages on Saturday mornings. For those students experiencing difficulties Literacy Support is provided. We also cater for highly able students. In 2012 we introduced the High Potential Learning program that is selected in Year 7. We offer our Year 9 students the opportunity to participate in the Advance Program incorporating the Duke of Edinburgh Award. Extensive opportunities for student

enrichment are offered, including a school production, a cultural production, the school magazine "Milpera", the Year 11 Debutante Ball, Year 7 camp, Year 9 Camp, Yr 11 Lorne PE Camp, the Regional Constitutional Convention, Student Parliament, Debating and the House Program. Many school events and functions are catered for by our senior Food Technology classes as part of their assessment. There are also various clubs that are offered at the commencement of the school year which including the Science Club, Games Club, Environment Club and the Knitting Club.

The college has a well-established Wellbeing Team which provides support for students in a range of areas including, counselling, transition, pathways and a Career Development program operating throughout the senior school. The Student Wellbeing Program includes the integration program and student counselling, with the Wellbeing Team being responsible for the Peer Support program, an Anti-Bullying Program, lunchtime activities and homework club.

Students are encouraged to build their leadership capacity through a range of opportunities which include the Student Representative Council, becoming Class Captains, Peer Support Leaders, School Captains, Sports Captains, House Captains and Arts Captains. The college values were developed with a high level of student involvement and are prominently displayed in every classroom, reinforced at the start of every year and consequently have had a significant positive impact on learning and behaviour.

## **SECTION 2: WHOLE SCHOOL PROMOTION OF;**

At Lalor Secondary College our positive school culture is predicated on student engagement being the basis for learning. To support this, our leadership team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through professional learning teams that encourage innovative pedagogy developed using the Departments Framework for Improving Student Outcomes and the Victorian Curriculum.

Opportunities that contribute to the school and effectively engage students in their learning include:

- Pro-social behaviours that are promoted through many programs.
- Student Conferences that provide opportunities for students to share goals and reflections with their parents/carers and set new/modified goals for the coming semester/term.
- Student Leadership programs such as: School Captain, SRC, Sports Captains, House Captains, **Arts Captains and Class Captains** and other roles of responsibility that provide opportunities for students to influence change within the school community.
- Student voice which is encouraged through the use of student forums held once a term as well as student led assemblies.
- Encourages parents/carers and the wider community to be involved in the school's programs.
- Early intervention to identify/respond to student needs for social and emotional support.
- Provision of a range of opportunities for students to be involved and feel connected to the community.
- Recognition and responding to the diverse needs of our students through the PSD Support program.
- Adaption of current pedagogical knowledge and thinking to engage students in meaningful learning experiences.
- Encouragement of students to achieve full attendance to maximise their ability to learn and our teachers' ability to teach effectively.

- A whole school approach to Welfare and Discipline to encourage engagement; build pride, respect and responsibility.
- Development of intensive literacy and numeracy improvement strategies implemented as part of the school improvement agenda and in response to the changing demographics.
- Professional learning which is given high priority to ensure strategies and approaches are adopted and implemented.

## LALOR SECONDARY COLLEGE VALUES

VALUE	THIS MEANS	THIS VALUE IS SHOWN WHEN
<b>Pride</b>	<ul style="list-style-type: none"> <li>• Being loyal</li> <li>• Doing my personal best</li> <li>• Being passionate</li> </ul>	<ul style="list-style-type: none"> <li>• I am proud of my work</li> <li>• I am passionate about everything I do</li> <li>• I take pride in what I participate in</li> <li>• I am proud of my school</li> <li>• I dress appropriately and with pride</li> </ul>
<b>Achievement</b>	<ul style="list-style-type: none"> <li>• Being committed</li> <li>• Being persistent</li> <li>• Always striving to do my best</li> <li>• Having aspirations</li> <li>• Aiming for excellence</li> </ul>	<ul style="list-style-type: none"> <li>• I am committed</li> <li>• I am doing my best</li> <li>• I am organised</li> <li>• I complete all my work</li> <li>• I celebrate achievement</li> <li>• I am responsible</li> <li>• I am motivated</li> <li>• I am rational</li> <li>• I see mistakes as an opportunity for improvement</li> </ul>
<b>Caring</b>	<ul style="list-style-type: none"> <li>• Being respectful</li> <li>• Having positive relationships</li> <li>• Being helpful</li> <li>• Using manners</li> <li>• Showing friendship</li> <li>• Having a positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>• I am attentive</li> <li>• I am helpful to others in need</li> <li>• I show respect to others and show them that they are being noticed</li> <li>• I choose my attitude</li> <li>• I am a good listener</li> <li>• I am sensitive to others needs</li> <li>• I behave consistently to build richer relationships</li> <li>• I am respectful</li> <li>• I am tolerant</li> <li>• I am friendly</li> <li>• I am appreciative</li> <li>• I make others comfortable</li> <li>• I am encouraging</li> <li>• I accept others for who they are</li> <li>• I consider others feelings and needs</li> <li>• I treat others in a caring manner</li> <li>• I am polite</li> </ul>
<b>Co-operation</b>	<ul style="list-style-type: none"> <li>• Being tolerant</li> <li>• Being respectful</li> <li>• Having understanding</li> <li>• Working as part of a team</li> </ul>	<ul style="list-style-type: none"> <li>• I work together with teachers and peers</li> <li>• I follow instructions</li> <li>• I accept other people's opinions</li> <li>• I accept decisions</li> <li>• I work in a team to achieve common goals</li> <li>• I work with others willingly</li> <li>• I listen to others ideas/opinions</li> <li>• I am reliable</li> </ul>
<b>Honesty</b>	<ul style="list-style-type: none"> <li>• Being truthful</li> <li>• Showing trust</li> <li>• Being reliable</li> <li>• Having integrity</li> </ul>	<ul style="list-style-type: none"> <li>• I have integrity in what I do</li> <li>• I have morals</li> <li>• I am loyal</li> <li>• I do not speak about others behind their back</li> <li>• I am trustworthy</li> <li>• I am responsible</li> <li>• I am honest</li> <li>• I am truthful</li> </ul>

These core values, developed by students working with staff as part of our Excellence in Education Program, have become embedded in our school way of life. The College vision is to develop and encourage in students

a love of life learning while equipping them with the skills, qualifications and personal attributes they need for a purposeful and fulfilling life beyond school. The college is committed to supporting all students to be responsible and valued members of the community.

### **SECTION 3: RIGHTS AND RESPONSIBILITIES**

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.

At Lalor Secondary College we expect high standards of student behaviour based on pride, achievement, cooperation, caring, and honesty. We promote positive, non-discriminatory relationships among students, parents, staff and the wider community.

The following legislation needs to be considered when determining rights and responsibilities of all members of the school community:

1. *Equal Opportunity Act 1995*
2. *Charter of Human Rights and Responsibilities Act 2006*
3. *Disability Discrimination Act 1992* (in conjunction with DEECD Disability Standards for Education 2005)
4. *Education and Training Reform Act 2006*
5. *Education Act 1958*

The following policies and procedures need to be considered and consistent with implementing effective practice within the school community.

1. Anaphylaxis Policy
2. Anti-Smoking Policy
3. Camps & Excursion Policy
4. CCTV Policy
5. Child Safe Policy
6. Communication Policy
7. Duty of Care Policy
8. Eftpos Policy
9. Electronic Banking Policy
10. Investment Policy
11. Learning, Assessment and Reporting Policy
12. OH & S Policy
13. Mandatory Reporting Policy
14. Medication Policy
15. Modified Assessment Policy
16. On-Site Supervision Policy
17. Parent Payment Policy
18. Personal Digital Device Policy
19. Privacy Policy
20. Promotion Policy Years 8 to 12
21. Purchasing Card Policy
22. Raising Concerns and Complaints Policy
23. School Bus Policy
24. Staff Code of Conduct
25. Student Code of Behaviour



- 26. Student Engagement Policy
- 27. SunSmart/UV Policy
- 28. Uniform Policy
- 29. VCE Policy Staff and Student Handbook
- 30. VCE Policy Student Handbook
- 31. Visitor Policy

### Rights and Responsibilities

EVERYONE'S RIGHTS	STUDENTS HAVE A RESPONSIBILITY:	THE PRINCIPAL & STAFF HAVE A RESPONSIBILITY:	PARENTS & GUARDIANS HAVE A RESPONSIBILITY:
<p><b>1. Each person has a right to be accepted and treated with respect and courtesy.</b></p>	<ul style="list-style-type: none"> <li>• To treat others in this way. e.g. No put-downs.</li> </ul>	<ul style="list-style-type: none"> <li>• To treat others in this way. e.g. No put-downs.</li> </ul>	<ul style="list-style-type: none"> <li>• To treat others in this way. e.g. No put-downs.</li> </ul>
<p><b>2. Each person has the right to learn; and to develop interests, abilities and ambitions in a secure and supportive environment.</b></p>	<ul style="list-style-type: none"> <li>• To be prepared for classes [appropriate materials, books - especially the Student Diary].</li> <li>• To be punctual.</li> <li>• To attend all classes and activities.</li> <li>• To work co-operatively with others</li> <li>• To listen to and learn from others.</li> <li>• To explore and express relevant and thoughtful ideas and opinions.</li> <li>• To complete set work to the best of their ability.</li> <li>• To complete all homework by due date.</li> <li>• To behave in a way which allows others to learn.</li> <li>• To be accountable for their behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• To be prepared for classes [Appropriate plans, corrections, materials etc].</li> <li>• To set homework.</li> <li>• To be punctual.</li> <li>• To attend all classes and activities.</li> <li>• To work co-operatively with others.</li> <li>• To listen and learn from others.</li> <li>• To explore and express relevant and thoughtful ideas and opinions.</li> <li>• To work to the best of their ability.</li> <li>• To keep clear &amp; accurate records of student work.</li> <li>• To be accountable for their professional practice.</li> <li>• To follow classroom management plans which are fair and consistent.</li> <li>• To help all students to develop their interests, ambitions and abilities with effective, flexible and supportive teaching practice and meaningful work.</li> <li>• To inform parents of their child's academic</li> </ul>	<ul style="list-style-type: none"> <li>• To support students and the school in providing a quality education.</li> <li>• To support actions which are taken in accordance with the school's Student Code of Behaviour</li> <li>• To supervise their children's homework.</li> <li>• To check Student Diaries on a daily basis and ensure their children are using them effectively.</li> <li>• To sign notices and ensure they are returned to the school the following day.</li> <li>• To contact the school when concerns arise.</li> <li>• To provide notes explaining all student absences, lateness, being out of uniform etc.</li> <li>• To communicate in writing with the school when there are changes of address, phone numbers, known extended absences, etc.</li> <li>• To make the school aware of any difficulties or problems which may affect student</li> </ul>

		<p>and social progress.</p> <ul style="list-style-type: none"> <li>• To inform parents of disciplinary measures taken where the Student Code of Behaviour is breached.</li> <li>• To keep up-to-date with professional issues and practices</li> <li>• To use Professional Development effectively</li> </ul>	<p>development and learning.</p> <ul style="list-style-type: none"> <li>• To regularly communicate with the school and attend Parent Teacher Conferences and relevant meetings which give them the opportunity to meet staff and other parents.</li> <li>• To read each edition of the school newsletter</li> </ul>
<p><b>3. Each person has the right to feel &amp; be safe.</b></p>	<ul style="list-style-type: none"> <li>• To act in a safe and sensible manner with consideration for others. This includes not orchestrating fights, arguments between others, bullying or any form of harassment.</li> <li>• To follow safety rules.</li> <li>• To immediately report unsafe actions or situations.</li> <li>• To behave in a sensible and safe manner on the way to and from school.</li> <li>• To use their own medication appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• To give clear instructions about appropriate safety procedures.</li> <li>• To be aware of and observe Occupation Health &amp; Safety Guidelines.</li> <li>• To act in a safe manner and with consideration for others.</li> <li>• To immediately respond to and/or report unsafe actions or situations.</li> <li>• To monitor medication as arranged with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• To support the school's policies and practices.</li> <li>• To report any known unsafe actions or situations immediately they are aware of them.</li> <li>• To notify the school of health problems which could affect other members of the school community.</li> <li>• To provide for the general well-being of their children.</li> <li>• To notify the Student Manager or Home Group teacher of specific conditions and requirements for illness and arrange monitoring.</li> </ul>
<p><b>4. Each person has the right to equal opportunity.</b></p>	<ul style="list-style-type: none"> <li>• To treat others with respect and equality regardless of sex, sexual orientation, <b>gender identity</b>, race [including colour, nationality and ethnic or national origins], marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment.</li> </ul>	<ul style="list-style-type: none"> <li>• To treat others with respect and equality regardless of sex, sexual orientation, <b>gender identity</b>, race [including colour, nationality and ethnic or national origin], marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment.</li> </ul>	<ul style="list-style-type: none"> <li>• To treat others with respect and equality regardless of sex, sexual orientation, <b>gender identity</b>, race [including colour, nationality and ethnic or national origin], marital status, the status or condition of being a parent, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment.</li> </ul>

<p><b>5. Each person has the right to have all personal or community property cared for.</b></p>	<ul style="list-style-type: none"> <li>• To care for all personal and community property.</li> <li>• To have all personal property clearly named.</li> <li>• To use property appropriately.</li> <li>• To store valuable items safely.</li> <li>• To hand in lost property.</li> <li>• To report interference with property belonging to others.</li> <li>• To check lost property for missing items.</li> <li>• NB Valuable items are brought to school only at the students' own risk.</li> </ul>	<ul style="list-style-type: none"> <li>• To promote responsible attitudes and behaviour towards property</li> <li>• To care for all personal and community property.</li> <li>• To have appropriate labels on school and personal property.</li> <li>• To ensure rooms are secure, by locking doors/windows.</li> <li>• To ensure rooms are left clean and tidy.</li> <li>• To attend yard duty as scheduled.</li> </ul>	<ul style="list-style-type: none"> <li>• To support the school's policies and practices.</li> <li>• To ensure that all student property is clearly named and that students do not bring inappropriate property to school.</li> <li>• To promote responsible attitudes and behaviour towards personal and community property.</li> </ul>
<p><b>6. Each person has the right to participate in the life of the school including relevant decision-making processes.</b></p>	<ul style="list-style-type: none"> <li>• To participate in the school's decision-making processes.</li> <li>• To participate in various extra-curricular activities both in and out of school hours.</li> <li>• To adhere to the school's Uniform Policy.</li> <li>• To let their parents know what's going on at school.</li> <li>• To take all notices, newsletters etc., home to their parents.</li> </ul>	<ul style="list-style-type: none"> <li>• To participate in the school's decision-making processes and foster student, parent and community participation.</li> <li>• To participate in and implement extra-curricular activities.</li> <li>• To implement and monitor the school's Uniform Policy.</li> <li>• To contribute to information flows between the school, the parents and the community.</li> <li>• To contribute to the school newsletter and other documents for parents and the community.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure their children observe the Uniform Policy.</li> <li>• To be informed about and participate in the school's decision-making processes.</li> <li>• To support and when relevant participate in the school's extra-curricular programs.</li> <li>• To maintain close contact with the school.</li> <li>• To read the school newsletter on a regular basis.</li> </ul>
<p><b>7. Each person has the right to achieve his or her best.</b></p>	<ul style="list-style-type: none"> <li>• To strive to achieve their best by working consistently and with effort to their full potential.</li> </ul>	<ul style="list-style-type: none"> <li>• To strive to achieve their best by working consistently and with effort.</li> <li>• To provide educational programs and services which cater for individual needs.</li> <li>• Continually to strive to improve professional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• To show daily interest in their children's work and efforts</li> <li>• To provide encouragement for their children to achieve their best.</li> <li>• To foster positive attitudes towards education and achievement.</li> </ul>

<p><b>8. Each person has the right to experience success and to receive praise for achievement.</b></p>	<ul style="list-style-type: none"> <li>• To take up the opportunities provided by the school.</li> <li>• To encourage and support others to achieve.</li> <li>• To accept positive feedback.</li> <li>• To acknowledge and praise others.</li> </ul>	<ul style="list-style-type: none"> <li>• To create opportunities for the members of the school community to achieve and be successful.</li> <li>• To accept positive feedback</li> <li>• To encourage and support effort and achievements of both students and staff members.</li> <li>• To foster an atmosphere in which achievement is valued and rewarded.</li> <li>• To acknowledge and praise others.</li> </ul>	<ul style="list-style-type: none"> <li>• To acknowledge and praise their children's efforts and successes.</li> <li>• To attend functions which involve or recognise their children's contributions to the school when possible.</li> <li>• To acknowledge and praise efforts made by the members of the whole school community.</li> </ul>
<p><b>9. Each person has the right to a clean, tidy and attractive school.</b></p>	<ul style="list-style-type: none"> <li>• To use bins and dispose of rubbish properly.</li> <li>• To care for equipment, facilities and the environment.</li> <li>• To participate in maintaining a clean and tidy school.</li> </ul>	<ul style="list-style-type: none"> <li>• To provide bins &amp; facilities for handling of litter.</li> <li>• To provide encouragement and awareness programs so students value and respect the school environment; as well as promote care &amp; concern for equipment, facilities and the environment.</li> <li>• To help in the implementation of school clean-up activities and encourage practices which reflect the need for proper disposal of waste &amp; litter.</li> <li>• To maintain a clean &amp; tidy school.</li> </ul>	<ul style="list-style-type: none"> <li>• To promote care and concern for school equipment, facilities and the environment.</li> <li>• To participate in projects which help in the development of resources and pride in the school.</li> </ul>

#### **SECTION FOUR: SHARED EXPECTATIONS**

Lalor Secondary College has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is expected and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

## **STAFF ENGAGEMENT**

The school leadership team will;

- uphold the right of every child to receive an education up to the compulsory age of schooling
- ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation
- identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities and community services inclusive and responsive to student needs.

The staff will;

- develop flexible pedagogical styles to engage different learners
- deliver curriculum and assessment that challenges and extends students' learning
- develop positive relationships with students that promote engagement, wellbeing and learning
- provide opportunities for student voice, developing a positive school culture

## **ATTENDANCE**

In compliance with Departmental procedures school staff will;

- promote regular attendance with all members of the school community and;
- monitor and follow up on absences

## **BEHAVIOUR**

Lalor Secondary College will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community through a staged response as outlined in the Student Code of Behaviour.

The school leadership team will;

- lead and promote preventative approaches to behavioural issues
- monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- provide professional development for staff to build their capacity to promote positive behaviours.

The staff will;

- use both the Student Engagement Policy and the Student Code of Behaviour as a basis for negotiating class-based shared expectations with students
- teach students social competencies through curriculum content and pedagogical approach
- employ behaviour management strategies that reflect the behaviours expected from students
- build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach

## **Student Engagement**

All students are expected to;

- uphold the College Values and eight college rules to a high standard;
- respect, value and learn from the differences of others;
- have high expectations that they can learn;
- reflect on and learn from their own differences;

## **ATTENDANCE**

All students are expected to come to school every school day throughout the year. If students cannot attend their parents/carer must provide a suitable explanation to the school.

## **BEHAVIOUR**

All students will:

- support each others learning by displaying empathy for the wellbeing of others
- have high expectations that they can learn
- be considerate and supportive of others
- actively participate in the learning process
- demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive college environment that is safe, inclusive and comfortable
- understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable
- support students outside the classroom
- follow standard college procedures and rules

## **PARENTS/CARERS ENGAGEMENT**

- parents/carers are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home
- parents/carers should help the school by providing all relevant information to the school that may help in developing student centred teaching
- parents/carers are encouraged to actively participate in supporting their child's learning by building a positive relationship with the school
- parents/carers will work with the school through attendance at Parent-Teacher Conferences and responding to communications in a timely manner
- parents should keep an open mind on issues and behave appropriately

## **ATTENDANCE**

Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and that, when a child is absent from school, parents/carers advise the school as soon as possible.

## **BEHAVIOUR**

Parents/carers should understand the school's behavioural expectations and aim to provide a consistent approach that supports their child's learning and engagement in and out of school.

## **SECTION 5: SCHOOL ACTIONS**

### **ATTENDANCE**

At Lalor Secondary College attendance of students is well above the state mean.

At Lalor Secondary College we recognise that absences often mean students miss important stages in the development of their learning, causing them to find 'catching up' difficult. The following are ways in which we promote school attendance;

- Attendance practices reflect DET philosophies of 'It's Not OK to be Away' and 'Everyday Counts'.
- All student absences/lateness are recorded each period including Home Group and are aggregated on to our CASES database and communicated to DET.
- Classroom teachers record attendance in all their classes.
- The school recognises illness as a reasonable ground for an absence.
- The school closely monitors attendance. Student Managers (or nominee) will follow up all unapproved absences each day.
- The school acknowledges outstanding attendance by presenting Outstanding Attendance Awards at the end of each semester.
- Parents are expected to provide an explanation to the school on the day their child is absent where possible by phone, or in writing on the day their child returns. If the absence is an extended one then the parent is expected to ring the school.
- Clear written/verbal statements are made regularly to parents/carers/students about school and community attendance expectations
- A member of the Student Management Team will contact parents of students with high levels of unexplained or unapproved absences/lateness, with the view to developing and implementing strategies to minimise absences
- Ongoing unexplained absences/lateness, or lack of cooperation regarding student attendance will result in a formal attendance conference being organised. This may lead to the establishment of a Student Support Group. This Support Group will be convened by the Principal (or nominee) and attended by key professionals. An Attendance Improvement Plan may be developed. Unresolved attendance issues will be addressed as per the Departments 'Procedures to Manage Student Absences'
- DET and enrolment auditors will be given complete access to all student attendance records if requested.
- Whole-school modelling of punctuality is expected and regularly monitored.
- All absence notes and records of communication will be retained and stored at the school for a minimum period of 12 months.

### **FOLLOWING UP ABSENCES**

Most absences will be excused and require no further follow up. (See Appendix A)

Where absences are of concern due to their nature or frequency, the school will involve the parents and the student as appropriate in developing strategies to improve attendance.

Parents should be informed that if a student has repeated absences without a reasonable excuse or explanation, the parent may be issued with a School Attendance Notice from a School Attendance Officer.

Notes:

- CASES21 provides letters to be used for notifying parents of absences and seeking explanations.
- Schools should keep records of all attempts to contact parents or students and any information obtained.

### **NO REASONABLE EXCUSE PROVIDED**

For all absences where the principal has determined that a parent has not provided a reasonable excuse, the school must notify the parent in writing that the absences have been recorded as such. Principals should take care to ensure that, wherever possible, this letter or email is addressed to the parent who has been deemed responsible for the child's absence on the relevant day(s).

If the principal decides that no reasonable excuse has been provided for an absence, the absence must be recorded as such and the parent must be informed that this means:

- they may not have met their obligations under the *Education and Training Reform Act 2006*.
- an accumulation of these absences could lead to a School Attendance Notice from a School Attendance Officer
- failure to comply with the School Attendance Notice may result in the issue of an Infringement Notice.

### **UNEXPLAINED ABSENCES**

If a parent does not contact the school to provide an explanation on the day of the student absence, the school must attempt to contact the parent (for example by telephone or SMS) of the student on the same day of the absence. If an explanation is received, the accurate cause of the absence must be recorded.

Schools must advise parents promptly of unexplained absences, including for post-compulsory aged students. Schools should take care to notify the parent who is responsible for ensuring the child's attendance on that particular day. If, upon being notified of their child's absence or contacted to seek an explanation, a parent reports that the child was not living with them on that day, the school should ensure they notify another parent who was responsible for ensuring the child attended school on the relevant day(s).

If contact cannot be made with the parent, the school should attempt to make contact with any emergency contact/s nominated on the student's file held by the school.

If, following contact by letter or email, no explanation has been provided within 10 school days, the absence should be recorded as an unexplained absence and also be noted in the student's file.

If whereabouts of a student is unknown

If, from multiple attempts to contact a parent, it becomes apparent that a student will not be returning to the school, the principal may make a referral to a School Attendance Officer if:

- no alternative education destination can be found for the student, and
- the student has been absent for 10 consecutive school days.

In the referral form, schools should provide information of all attempts to contact parents, students and emergency contact people and any information obtained. They must also ensure they keep written records of these attempts.

### **THE SCHOOL ATTENDANCE OFFICER WILL THEN:**

- enact procedures to locate the student, and
- send a School Attendance Notice if the student cannot be located at another registered school or training provider.

Until notification from the School Attendance Officer is received, a school should continue to record the absences for that student as unexplained and advise the School Attendance Officer if they receive any information about the whereabouts of the student.



When a resolution is reached (e.g. student located, a response to a School Attendance Notice gives additional information, or no response is received to a School Attendance Notice), the School Attendance Officer will notify the school to do one or more of the following:

- complete a transfer or exit process for the student, and provide an exit destination record
- amend the attendance record for the time the student has not been attending, so the absences do not count towards the school's absences, from a date specified by the School Attendance Officer
- maintain the student's enrolment at the school and amend the attendance records for the time the student was not attending to reflect the actual reason for the absence
- implement a Return to School Plan for the student.

The following steps will be followed as a staged response to extended absence to support the processes listed above.

### **Stage One – Unexplained Absence**

- An SMS will be automatically generated through Compass and sent based on rolls marked.

### **Stage Two – Three to Five days unexplained absences.**

- SMS message.
- School Attendance Officer or Student Manager will make contact with home via phone and record actions on Compass chronicle.
- If contact cannot be made via phone the Stage Two letter will be sent to parent/guardian. (refer Appendix B)
- All actions recorded on Compass

### **Stage Three – Five days or more unexplained absences.**

- SMS message
- School Attendance Officer or Student Manager will make contact with home via phone and record actions on Compass chronicle.
- Stage 3 letter will be sent to parent/guardian. (refer Appendix C)
- Offer of support if required through school support networks.
- All actions recorded on Compass

### **Stage Four – Ongoing unexplained absences.**

- SMS message
- School Attendance Officer or Student Manager will make contact with home via phone and record actions on Compass chronicle.
- Stage 4 letter will be sent to parent/guardian formally requesting presence at an attendance SSG. (refer Appendix D) (Sent by registered post)
- Hold Attendance SSG to establish causes of non-attendance, develop Student Absence Learning Plan and/or Attendance Improvement Plan or Return to School Plan.
- Offer of support through school support networks.
- Home Visit if deemed appropriate by Wellbeing team.
- All actions recorded on Compass

### Stage Five – unresolved on-going non-attendance.

- SMS message
- Stage 5 letter will be sent to parent/guardian formally summarizing all intervention and support offered to signed and sent via the relevant Assistant Principal. The letter is to offer an opportunity to meet with the school for an Attendance Student Support Group Meeting and advising the parent/guardian unless there is improvement the matter may be referred to SAO. Parents/Guardians will have 7 days to respond. (refer Appendix E) (Sent by registered post)
- Home Visit if deemed appropriate by Wellbeing team.
- All actions recorded on Compass

### Stage Six – referral to SAO.

- Stage 6 Letter from the Principal advising parents that the matter has been escalated to the School Attendance Officer. (refer Appendix F)
- School Attendance Officer and Principal to complete appropriate referral documentation and forward to the regional office as per local arrangements.

## BEHAVIOURAL CONSEQUENCES

Students are expected to play safely, show respect, empathise with others, learn, be honest, care and be responsible.

Lalor Secondary College manages behavioural concerns within the school using a staged response for both the Whole School and Individual Students. The processes for both are listed below:

### Staged Response Outline

<b>Stage 1 : Prevention and Early Intervention – Creating a Positive School Culture.</b>
Define and teach school-wide expectations for all.
Establish relevant and school-wide prevention programs.
Establish consistent school-wide processes to identify students at risk of disengagement from learning.
Establish consistent school-wide processes, policies and programs for early intervention.

<b>Stage 2 : Intervention: A targeted response for Individual Students.</b>
Establish an understanding of the life circumstances of the child/young person and how they feel.
Establish data collection strategies.
Develop the plan for improvement based on data and review regularly.
Explicitly teach and/or build replacement behaviours.
Determine strategies for the monitoring and measurement of student progress.

Establish inclusive and consistent classroom strategies.
Establish out-of-class support strategies.
Establish a student support group.

**RESTORATIVE PRACTICES**

Lalor Secondary College is moving towards restorative practices within the school community. Restorative practices are designed to address a range of opportunities and needs in emphasising prevention and a whole school approach, while embracing the right blend of high control and support.

At Lalor Secondary College we aim to develop;

- Quality relationships that consistently demonstrate behaviour that reflects the school values
- The skilling of the school community in the successful resolution of conflict
- The prevention of conflict and harm to relationships within the school community
- Restorative skills in the way we interact with young people so as to use teachable moments to enhance

**DETENTION**

Teachers may require a student to finish school work which 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 recess may be used for this work.

Where students are required to undertake school work out of school hours, there are two types of detentions.

Firstly, an after school detention of which the time should not exceed 45 minutes. The principal (or nominee) should ensure that parents are informed at least 24 hours prior to the detention.

Secondly a Saturday detention of up to three hours. The Principal (or nominee) should ensure that parents are informed at least 24 hours prior to the detention.

Lalor Secondary College is permitted to detain students but will take into account family circumstances and negotiate with parents where appropriate. Please refer to the Student Code of Behaviour for more detail.

**STUDENT SUPPORT GROUP**

A [Student Support Group](#) may be convened by the school to exchange information and facilitate solutions to behavioural problems or difficulties of students. In general, they will be convened at the school.

These meetings are to be held at a time suitable both to the school and to the parents/guardians. The purpose of procedures for such meetings will vary depending on the needs of individuals and schools, but they promote positive behaviours through a staged response. As well as teachers, parents/guardians and student, the meeting could involve the principal or nominee and any support staff who have been involved with the student and/or the student’s family or who have particular relevant expertise. If the principal considers it warranted, or the student or the student’s parent/guardian request, the principal must ensure suitable language interpretation facilities are made available.

The meeting should be documented. A list of people present and the agreed outcomes should be kept by the school. This is to assist with future interactions and allow all parties to be proactive in their responses.

## **EXCLUSIONS**

### **SILENT PLANNING ROOM (SPR)**

The college has a Silent Planning Room (SPR) in operation. Students who continue to misbehave after warnings or who commit a serious breach of the code will be exited to the SPR by the classroom teacher. Parents are contacted via SMS and the relevant Student Manager / Sub-School Leader is also notified of the send out. The student must meet with the classroom teacher and negotiate a return to the class. In some cases another consequence such as a detention may also occur. If a student does not meet with the teacher prior to the next class they may be sent again to the SPR.

Students who do not attend the SPR may be suspended. Any student who is continually sent to the SPR may receive further consequences and a parent meeting may be called.

The SPR may be used for Internal Suspensions or for students who are unable to follow the policies of Lalor Secondary College. Parents will be informed if this occurs.

## **SUSPENSION**

### **AUTHORITY FOR SUSPENSION**

Only a principal has the authority to suspend a student from the school of which he or she is the principal. This power cannot be delegated.

### **GROUNDS FOR SUSPENSION**

A principal may suspend a student if, whilst attending school or travelling to or from school or engaged in any school activity away from the school including travel to or from that activity), the student-

- a) Behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- b) Causes significant damage to or destruction of property;
- c) Commits or attempts to commit or is knowingly involved in the theft of property;
- d) Possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
- e) Fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- f) Consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender identity; disability; impairment; industrial activity; lawful sexual activity; marital status; parental status; or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes; or
- g) Consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

### **PROCEDURES FOR SUSPENSION**

In determining whether to suspend a student the principal must ensure that suspending the student is appropriate to-

- a) The behaviour for which the student is being suspended;
- b) The educational needs of the student;
- c) Any disability of the student
- d) The age of the student
- e) The residential and social circumstances of the student.

Before implementing a suspension, the principal must ensure that-

- a) the student has had the opportunity to be heard;
- b) any information or documentation provided by the student or their relevant person has been taken into account in making the decision regarding suspension; and
- c) other forms of action to address the behaviour for which the student is being suspended have been considered.

Prior to the suspension taking effect, or on the day of implementing a suspension with immediate effect in accordance with sub-clauses 4 and 5 of Ministerial Order 1125, the principal must-

- a) identify the relevant person in accordance with Ministerial Order 1125
- b) give verbal notification to the student and notify the relevant person via phone or in person of the reason/s for the suspension, the school days on which the suspension shall occur and where the suspension will occur;
- c) provide contact details for additional support services to the student and their relevant person, as appropriate;
- d) where the student is suspended for three days or less, provide meaningful work;
- e) where the student is suspended for more than three days, develop a Student Absence Learning Plan and Return to School Plan;
- f) provide the student and their relevant person with a Notice of Suspension which must include.
  - i. The reasons for the suspension
  - ii. The school days on which the suspension shall occur;
  - iii. Provide the student and their relevant person with copies of the Student Absence Learning Plan and the Return to School Plan (if required to be prepared in accordance with Ministerial Order 1125 paragraph (g);
  - iv. Record the suspension on Cases 21.

The Principal may implement a suspension in accordance with this part to have immediate effect if the student's behaviour is such that they are putting the health, safety and wellbeing of themselves, or any other person at significant risk.

Where the principal implements a suspension with immediate effect, the principal may determine to expel the student, in accordance with the procedures listed above, while the student is on suspension.

Where the principal implements a suspension with immediate effect, the principal has a duty of care to provide supervision of the student –

- a) Until the student is collected by a parent or a person chosen as an emergency contact for the student by the parent; or
- b) If the student is in out of home care, if the student cannot be collected by a parent, until the student is collected by an adult who is residing with, and providing care to, the student;
- c) Until the end of the school day; or
- d) In the case of a school camp or school excursion, if (a) or (b) does not apply, until the end of the camp or excursion.

## **PERIOD OF SUSPENSION**

1. The maximum continuous period of time a student can be suspended at any one time is five school days, unless a longer period is approved by the Regional Director in accordance with subclause (2) of ministerial order 1125.
2. Where the principal implements a suspension with immediate effect and is considering whether to expel the student, the principal may request written approval from the Regional Director for a period of suspension greater than 5 school days for the purpose of undertaking the expulsion procedures listed in this document.
3. A student cannot be suspended for more than 15 school days in a school year without written approval from the Regional Director

4. If a student is suspended for a period which is longer than the days left in the term the principal should consider the likely disruption to the students learning before imposing a suspension that will continue into the following term.
5. If a student has been suspended for 15 school days in a school year, an expulsion is not the automatic consequence.

## **SUSPENSION CONFERENCE**

Both the school and the parent have the right to request a suspension conference in relation to any decision by the school that has led to the student being suspended.

## **EXPULSION**

### **AUTHORITY FOR EXPULSION**

Only a principal has the authority to expel a student from the school of which he or she is the principal. A principal may not delegate his or her power to expel a student.

A principal must not expel a student who is aged 8 years or less, unless approval from the Secretary has been obtained in accordance with clause 16(1)(d) of Ministerial Order 1125

### **GROUNDS FOR EXPULSION**

A principal may expel a student from the school if, whilst attending school, travelling to and from school or engaging in any school related activity away from school (including when travelling to or from that activity)—

- (a) the student does anything mentioned in clause 9(a) to (g) of this Order;

and

- (b) the student's behaviour is of such magnitude that, having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other students and staff at the school and the need to maintain the effectiveness of the school's educational programs, expulsion is the only available mechanism.

### **PROCEDURES PRIOR TO EXPULSION**

1. The principal must identify the relevant person in accordance with Part 2.
2. The principal must inform the Regional Director that expulsion of a student is being considered if the student belongs to 1 or more of the following classes of student:
  - a) a student in out of home care;
  - b) a student with a disability who is eligible for the Program for Students with Disabilities provided by the Department;
  - c) an Aboriginal or Torres Strait Islander student.

If the student is an overseas student, the principal must inform the relevant business unit of the Department that the expulsion of the student is being considered.

### **BEHAVIOUR SUPPORT AND INTERVENTION MEETING**

The principal must convene a behaviour support and intervention meeting.

The purpose of the behaviour support and intervention meeting is to -:

- a) advise the student and their relevant person that the principal is considering whether to expel the student;
- b) ensure all available supports and interventions to support the behaviours of concern are considered for the student;

- c) outline the grounds for expulsion that are being considered and the evidence to support a finding that the student has engaged in relevant conduct;
- d) ensure that the student and their relevant person have the opportunity to be heard;
- e) consider the impact of the behaviour of the student on other affected parties; and
- f) identify the future educational, training and/or employment options most suited to the student's needs and agree on a course of action in the event expulsion is decided.

The principal must seek the support of a member selected from the regional approved list to—

- a) attend the behaviour support and intervention meeting, where appropriate;
- b) ensure all available supports and interventions to support the behaviours of concern are considered for the student;
- c) ensure that alternative disciplinary measures are considered for the student;
- d) ensure that the appropriate education, training and/or employment options are considered for the student; and
- e) assist in implementing the course of action agreed to at the behaviour support and intervention meeting.

Prior to the behaviour support and intervention meeting the principal must contact the student and the relevant person and advise them of the following:

- a) provide the student and their relevant person with a copy of the information brochure titled Information for parents and carers about school expulsions;
- b) the date, time and place for the behaviour support and intervention meeting;
- c) that both the student and their relevant person are encouraged to attend the behaviour support and intervention meeting;
- d) that if the student's relevant person is unable or unwilling to attend, the relevant person and/or the student may nominate another adult to attend the behaviour support and intervention meeting;
- e) the matters to be discussed at the behaviour support and intervention meeting including the impact of the key issues on the affected parties;
- f) the relevant person and/or the student may be accompanied at the behaviour support and intervention meeting by an independent support person of their choice who is not acting for fee or reward; and
- g) that if the student and their relevant person do not attend the behaviour support and intervention meeting, the behaviour support and intervention meeting may proceed in their absence and, if expulsion is decided, the course of action may be determined without the benefit of hearing from the student and their relevant person.

The principal should determine whether the assistance of an interpreter in any language (including Auslan) is required by any person who is to attend the behaviour support and intervention meeting and arrange for such assistance to be present at the behaviour support and intervention meeting.

When conducting a behaviour support and intervention meeting a principal must ensure that the behaviour support and intervention meeting is conducted as informally as possible.

If the student and their relevant person do not attend the behaviour support and intervention meeting, the principal must ensure that the key points discussed at the behaviour support and intervention meeting are recorded in writing and sent to the student and their relevant person.

## **DECISION REGARDING EXPULSION**

Before deciding to expel a student the principal must:

- a) properly, fairly and without bias consider all of the relevant matters, including the impact of the behaviour of the student on other affected parties, in making their decision;
- b) determine whether the expulsion is appropriate when compared to—

- (i) the behaviour for which the student is being expelled;
  - (ii) the educational needs of the student;
  - (iii) any disability of the student;
  - (iv) the age of the student;
  - (v) the magnitude and impact of the student's actions; and
  - (vi) the residential and social circumstances of the student.
- c) ensure that any information or documentation provided by the student or their relevant person has been taken into account in making the decision regarding expulsion; and
- d) where the student is 8 years of age or less, seek approval to expel the student from the Secretary.

The principal must notify the student and their relevant person of the principal's decision to expel or not expel the student:

- a) where the student is 9 years of age or more, within 2 business days of the conclusion of the behaviour support and intervention meeting;
- b) in any other case, within 10 business days of the conclusion of the behaviour support and intervention meeting.

If the principal decides to expel the student, the principal must provide the student and their relevant person with the following documentation —

- a) a Notice of Expulsion, which must state—
  - (i) the ground/s for the expulsion;
  - (ii) the reason/s for the expulsion;
  - (iii) the date of the commencement of the expulsion; and
  - (iv) that the student has a right to appeal the expulsion decision.
- b) a copy of the Expulsion Appeal form.

The principal must prepare an Expulsion Report which must be in writing and contain—

- a) a short statement of the history of the student's time at the school;
- b) the grounds for the expulsion;
- c) the reasons for expulsion;
- d) any considerations in support of the expulsion including a comprehensive range of strategies which might have been employed to date;
- e) any considerations of the impact of behaviour of the student on other affected parties;
- f) any representation made by the student or their relevant person;
- g) a summary of the options considered at the behaviour support and intervention meeting and why expulsion was considered necessary;
- h) details of the arrangements that have been made for the continuing education, training and/or employment of the student; and
- i) recommendations on whether any further action either at the school, local, regional or system level is required, including strategies at the school level to prevent the repeat of similar circumstances.

Within 1 business day of the expulsion taking effect, a copy of the Notice of Expulsion and the Expulsion Report must be provided to the Regional Director.

The principal must record the expulsion in CASES21.

## **PROCEDURES FOLLOWING EXPULSION**

The principal of the expelling school, in collaboration with the Department's relevant regional office, must ensure that the student is provided with other educational and development opportunities as soon as practicable after the expulsion.

In the case of a student of compulsory school age, the relevant regional office, in collaboration with the principal, must ensure that the student is participating in 1 or more of the following options as soon as practicable-



- a) enrolled at another registered school;
- b) enrolled at a registered training organisation;
- c) engagement with an employment agency or other organisation that provides services that support the future employment of the student.

In the case of a student of compulsory school age, the principal must provide the student with meaningful work from the time of expulsion until the student is participating in 1 or more of the options specified in subclause 2 of ministerial order 1125 and monitor completion of that work.

These obligations do not apply if an exemption under section 2.1.5 of the Education and Training Reform Act 2006 applies.

In the case of a student who is beyond compulsory school age, the relevant regional office, in collaboration with the principal, must provide the student and their relevant person with information about other schools or registered training organisations that may provide suitable opportunities for the student, or employment agencies or other organisations that support the future employment of the student.

## **APPEAL PROCEDURES**

A student may appeal a principal's decision to expel the student to the Secretary (or the Secretary's delegate) provided that the appeal is lodged in accordance with Ministerial Order 1125

The grounds on which an appeal can be made are—

- a) there have not been sufficient prior interventions and strategies utilised prior to the decision to expel where the student has a history of behavioural issues;
- b) the grounds on which the student was expelled are unfair;
- c) that the expulsion process was not followed by the principal; and
- d) other extenuating circumstances.

An Expulsion Appeal must be received by the principal within 10 business days of the student and their relevant person receiving the Notice of Expulsion.

The principal must provide the Secretary (or the Secretary's delegate) with a copy of the following documents within 1 business day of receiving the Expulsion Appeal—

- a) Notice of Expulsion;
- b) Expulsion Report; and
- c) Expulsion Appeal.

The Secretary (or the Secretary's delegate) must determine to either:

- a) uphold the decision made by the principal to expel the student; or
- b) overturn the decision made by the principal to expel the student.

The Secretary (or the Secretary's delegate) may appoint an Expulsion Review Panel to review the principal's decision to expel the student.

The Expulsion Review Panel must—

- a) provide an opportunity for the student and their relevant person to be heard;
- b) provide an opportunity for the principal to be heard (either in person or by some other means considered appropriate by the Expulsion Review Panel);
- c) consider the safety and wellbeing of affected parties, including where an expulsion decision may be overturned, where relevant to the grounds of the appeal; and
- d) provide an Expulsion Review Panel Report to the Secretary (or delegate) outlining the relevant facts and relevant considerations and recommending to the Secretary (or delegate) the decision that should be made in relation to the expulsion appeal.

If the Secretary (or the Secretary's delegate) determines to appoint an Expulsion Review Panel, the Secretary (or delegate) must appoint the following persons to be members of the panel—

- a) a Department representative selected by the Secretary (or delegate);
- b) a member from the independent member list, selected by the Regional Director; and
- c) a member from the regional approved list selected by the principal.

In appointing a person for the Expulsion Review Panel, the Secretary (or the Secretary's delegate) must not appoint a person who participated in the behaviour support and intervention meeting prior to the expulsion. The Secretary (or the Secretary's delegate) must appoint an Executive Officer to assist the Expulsion Review Panel.

The role of the Executive Officer is to—

- (a) liaise with the panel members to determine an appropriate date, time and place to convene an Expulsion Review Panel meeting;
- (b) contact the student and their relevant person and advise them of the following—
  - (i) the date, time and place for the Expulsion Review Panel meeting;
  - (ii) that both the student and their relevant person are encouraged to attend the Expulsion Review Panel meeting;
  - (iii) that if the student's relevant person is unable or unwilling to attend, the relevant person and/or the student may nominate another adult to attend the Expulsion Review Panel meeting;
  - (iv) the student and/or relevant person may be accompanied at the meeting by an independent support person of their choice who is not acting for fee or reward; and
  - (v) if the student and their relevant person do not attend the Expulsion Review Panel meeting, the Expulsion Review Panel meeting may proceed in their absence, and an Expulsion Review Panel Report to the Secretary may be prepared without the benefit of hearing from the student and their relevant person.
- (c) determine whether the assistance of an interpreter in any language (including Auslan) is required by any person who is to attend the Expulsion Review Panel meeting and arrange for such assistance to be present at the meeting;
- (d) ensure that the panel members receive the following documents prior to the Expulsion Review Panel meeting—
  - (i) Notice of Expulsion;
  - (ii) Expulsion Report; and
  - (iii) Expulsion Appeal;
- (e) ensure that the panel members are fully informed of their role; and
- (f) appoint a Chairperson for the Expulsion Review Panel meeting.

The expulsion review panel must provide a completed Expulsion Review Panel Report to the Secretary (or the Secretary's delegate) within 1 business day of the conclusion of the Expulsion Review Panel meeting.

Where the Secretary (or the Secretary's delegate) appoints an Expulsion Review Panel, the Secretary (or delegate) must consider the Expulsion Review Panel Report prior to making a determination but he or she is not bound to follow the recommendation made by the Expulsion Review Panel.

The Secretary (or the Secretary's delegate) should use his or her best endeavours to make a determination within 15 business days of receiving the Expulsion Appeal from the principal.

The Secretary (or the Secretary's delegate) must verbally notify the student, their relevant person, and the principal of the outcome of the appeal within 2 business days of the decision being made.

The Secretary (or the Secretary's delegate) must also provide written notification to the student, their relevant person and the principal of the determination made in relation to the expulsion appeal.

If an Expulsion Review Panel was appointed a copy of the Expulsion Review Panel Report must be sent to the student, their relevant person and the principal.

If the Secretary (or the Secretary's delegate) overturns the principal's decision to expel the student, the principal must ensure that the following actions are implemented as soon as possible—

- a) the student must be re-enrolled in the school;
- b) the principal must work with the student, their relevant person and the student's teacher/s to develop a Return to School Plan for the student;
- c) the principal must ensure that the record of expulsion is removed from the student's permanent record and CASES21; and
- d) once expulsion has been removed from the student's record, the principal must notify the student and their relevant person of this in writing.

If a delegate of the Secretary is considering an appeal under this clause, the Secretary must not, in any capacity, seek to direct or control the delegate in relation to the consideration and determination of the appeal.

Corporal Punishment is not part of the Lalor Secondary College discipline process and will never be used under any circumstances as part of the staged response.

## **RELATED DOCUMENTS**

- *Lalor Secondary College Student Code of Behaviour*
- *Ministerial Order 1125*
- *DET Attendance Guidelines and Procedures*
- *Education and Training Reform Act 2006*

## Appendix A

Common reason for absence	Parent approval required	School required to confirm reason is authentic	Reasonable excuse for parent	General advice for principals	Basis in ETR Act for reasonable excuse	Follow up required
<b>Illness or accident</b>	Yes	No	Yes	N/A	2.1.3(a)(i)	No
<b>Medical/dental appointment</b>	Yes	Yes	Yes	Approve if appointment cannot be scheduled outside school hours	2.1.3(fa)	No, unless absences become excessive
<b>Attending or observing a religious event or obligation</b>	Yes	No	Yes	N/A	2.1.3(f)	No
<b>Suspended</b>	No	Yes	Yes	N/A	2.1.3(d)	Yes (suspension guidelines)
<b>Bereavement such as a death of a family member, attendance at a funeral and/or related mourning activities (sorry business)</b>	Yes	Yes	Requires principal to approve	Approve	2.1.3(fa)	Offer and provide support as required
<b>Truancy</b>	No	Yes	Yes	N/A	2.1.3(e)	Meetings, Attendance Improvement Plan
<b>School refusal</b>	Yes	Yes	Requires principal to approve	Approve if parents and school are working on plan to address cause	2.1.3(fa)	Yes – meetings to identify and address the cause
<b>Family holiday</b>	Yes	Yes	Requires principal to approve	Approve if parents notify in advance. School policy should be developed for long or frequent/ repeated holidays	2.1.3(fa)	Student Absence Learning Plans developed in conjunction with classroom teachers
<b>Required to comply with another law</b>	Yes	No	Yes	N/A	2.1.3(a)(ii)	No, unless absences become excessive. Offer and provide support as required
<b>Cultural observance</b>	Yes	Yes	Requires principal to approve	Approve if parent notifies in advance	2.1.3(fa)	No
<b>Leisure (shopping, visiting relatives)</b>	Yes	Yes	Requires principal to approve	Do not approve	2.1.3(fa)	No
<b>Unforeseen event</b>	Yes	Yes	Yes	Approve if satisfied event was unforeseen and prevented attendance	2.1.3(a)(i)	No
<b>Unavoidable cause</b>	Yes	Yes	Yes	Approve if	2.1.3(a)(i)	No

				satisfied event was unforeseen and prevented attendance		
<b>Other – special event or participation in elite sporting events/training</b>	Yes	Yes	Requires principal to approve	Case-by-case basis	2.1.3(fa)	No
<b>Exemption</b>	No	No	Yes	N/A	2.1.3(g)	Ensure any conditions of exemption are met. Monitor attendance at other provider
<b>Employment in the entertainment industry</b>	Yes	Yes (through approving exemption)	Yes	N/A	2.1.3(g)	Yes, to ensure conditions of exemption are complied with

## Appendix B

Dear «PARENTS»,

It has come to my attention that your child «M\_1ST\_NAME» «SURNAME»'s rate of absenteeism has increased recently.

Students develop good habits by attending school every day, habits that are necessary to succeed after school, whether in the workplace or in further study. Missing school can have a big impact on students academically and socially, it can affect their test results, including VCE, and just as importantly, it can affect their relationships with other students, and lead to social isolation.

We are concerned about «M\_1ST\_NAME»'s recent absences and ask that you please contact Mr Carey or Miss Laird on 9463 7300 as soon as possible to address these concerns, so that we can work together to make every day count.

## Appendix C

Dear parent/guardian,

Following our previous contact on <<student>>'s attendance; it has been brought to my attention that <<student>> has continued to be absent from school. These absences have not been explained by you as required by the Department of Education & Training (DET). The date/s of the absences recorded on Compass are attached.

Our school attendance policy, which is supported by DET's School Attendance Guidelines, requires that we address non-attendance. The unexplained absences to date may also mean that you may not have met your obligations under the Education and Training Reform Act 2006.

I have attempted to contact you by phone on ..... to discuss this matter.

I am very concerned about this emerging pattern of non-attendance and I am requesting that you contact the school to make an appointment with me or the assistant principal to discuss possible solutions for improving <<Students>>'s attendance. In partnership we can work to ensure that your child can participate fully in his/her learning.

For further support you might like to contact the Parentline Victoria 132289 [www.parentline.vic.gov.au](http://www.parentline.vic.gov.au).

## Appendix D

Dear parent/guardian,

As of the 1<sup>st</sup> of March 2014 new procedures were introduced for Victorian schools to record, excuse, monitor and follow up student attendance in order to meet the requirements of the Education and Training Reform Act 2006, Education and Training Reform Act 2007 and Education and Training Reform (school Attendance) Regulations 2013.

We are now obliged to refer cases of unexplained absences to a School Attendance Officer and a school attendance notice will be issued, when;

- The student has been absent from school on at least five full days in the previous 12 months and the parent has not provided a reasonable excuse for these absences
- Measures to improve the student's attendance have been undertaken and been unsuccessful, or are inappropriate in the circumstance
- A parent responsible for the absences can be identified

If the parent does not respond to the School Attendance Notice within the prescribed time, then according to the new regulations, the parent has committed an offence and an infringement notice may be issued.

Schooling is compulsory for children and young people aged from 6-17 years unless an exemption from attendance or enrolment has been granted by the Department. Daily school attendance is important for all children and young people to succeed in education and to ensure they don't fall behind both socially and developmentally. Children and young people who regularly attend school and complete Year 12 or an equivalent qualification have better health outcomes, better employment outcomes and higher incomes across their lives. It is important that children develop habits of regular attendance at an early age. Students are expected to attend the school in which they are enrolled, during normal school hours every day of each term, unless;

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

Your child «M\_1ST\_NAME» «SURNAME» of HG «HG» has the following whole days absence for which no reasonable excuse (as per the regulations) has been provided. Please find summary of absences attached.

As a result;

- You may have not met your obligations under the Education Training and Reforms Act 2006
- An accumulation of these absences could lead to a School Attendance Notice
- Failure to comply with the School attendance notice may result in the issue of an infringement notice by the Department

This is the third time we have written to you regarding your child's unexplained absences and we hope to give you another opportunity to clarify reasons for the absence/s indicated above. Please provide a written explanation for these absence/s by the **6<sup>th</sup> September 2019**.

We look forward to receiving this information from you.

## Appendix E

Dear Parent/guardian,

<<student>> has continued to be absent from school on a regular basis.

Up to the date of this letter, <<student>> has not attended for ..... days this year which means he/she have only been at school for ....% of the current school year.

Prior to sending this letter the following actions have been undertaken by the school to promote your child's attendance and participation in their education: [Select from the list]

- Phone calls home
- Letters home
- Individual Learning Plans taking into account individual support needs
- Home visit by a staff member, Welfare Officer or KESO
- Referral to Youth Connections
- Referral to the school's Student Wellbeing Officer or Coordinator
- Recommended referral to a Schools Student Support Officer
- Student Attendance Support Group
- Creation of a Supported Attendance Plan

According to the Education and Training Reform Act 2006 a child must attend school until the compulsory school age of 17. This means that you may not have met your obligations under the Act and an accumulation of these absences could lead to a notice from a School Attendance Officer.

Every endeavour must be made to ensure <<student>> can participate fully in education. Poor patterns of attendance place students at risk of not achieving their educational, social and psychological potential. Such students are often disadvantaged in the choices that are able to make later in life.

I am requesting that you contact me with 7 days to arrange an Attendance Student Support Group meeting with a view to working in partnership with you to develop a support plan so that <<student>> can participate fully in their education.

For further support you might like to contact Parentline Victoria 13 22 89 [www.parentline.vic.gov.au](http://www.parentline.vic.gov.au)

Ongoing attendance issues will be referred to the Principal in accordance with our Attendance and Engagement Policies.

## Appendix F

Dear Parent/guardian,

I write in reference to the letter dated 00/00/00 relating to the poor attendance record for your son/daughter <<student>>.

DET requires schools to closely monitor student attendance and respond where there are unexplained absences or absence levels are of a concern. We have invited you on four occasions, to discuss and develop a plan to improve <<student>>'s attendance.

You may not have met your obligations under the Education and Training Reform Act 2006. An accumulation of these absences could lead to a School Attendance Notice from the DET Regional Director, the school Attendance Officer. Failure to comply with the School Attendance Notice may result in the issue of an Infringement Notice.

This matter will now be referred to the School Attendance Officer.

Please contact the school if you would like to discuss this matter further.