

STUDENT ENGAGEMENT POLICY



Ballarat High School

School Council Approval: 14th June 2017

The Student Engagement Policy is a living document and will be regularly reviewed and updated to ensure its relevance and consistency with the school's strategic goals.

TABLE OF CONTENTS

<u>SCHOOL PROFILE</u>	2
<u>SHARED EXPECTATIONS</u>	3
School Philosophy		
Learning Framework		
Legislative Requirements		
School Values		
<u>POSITIVE LEARNING REQUIREMENTS</u>	5
Learning Mentors		
Classroom Agreements		
Classroom Management Strategies		
BHS Student Management Process		
<u>STUDENT WELLBEING</u>	7
Team Leaders/Core Teachers/Learning Leaders		
Student Services		
Attendance		
Child Safety		
Mandatory Reporting		
Anti Bullying		

SCHOOL PROFILE

Ballarat High School has a tradition of pursuing and recognising excellence under the motto of 'Duty Always'. Our ethos is supported by our core values of *Pride, Respect & Responsibility*.

Ballarat High School is a 7-12 educational community, with a strong focus on a team structure to support the learner. In Years 7 & 8, students are part of a team of 100 students, consisting of two Year 7 and two Year 8 classes. Each team is led by a Team Leader and teachers who have larger blocks of time with the students. In Year 9, students are part of the Year 9 ARCH program, which is focused on building *Active, Resilient, Connected and Happy* students.

At the Senior Years (Years 10, 11 and 12), students are offered a wide range of educational pathways and subjects. In Years 10, 11 and 12, a wide choice of elective subjects are offered each semester. Students are encouraged to consider a range of options in choosing their pathway, to achieve educational and post schooling goals. VCE, VET and VCAL are offered as options and the students receive individual guidance in their choice of subjects through the student's learning mentor and the MIPs (Managed Individual Pathways) staff. The aim is to develop a pathway and program that best suits the individual's needs and goals.

Caring for our students to support high learning outcomes is our priority. Staff are encouraged to build strong relationships with students and their families and keep them informed of progress through formal reporting processes and informal contact. Each student has a Learning Mentor, who works with them to ensure the development of effective learning skills and also provides a key support person for each student. In addition to the teaching staff, there is a Student Wellbeing team, consisting of the Youth Counsellors, Chaplain, School Sickbay Attendant and the Assistant Principals of the Middle and Senior years who are available to provide specialist support to students as necessary.

Ballarat High School serves its local community, with students drawn from the neighbourhood community. It offers a broad comprehensive education, which provides students with personalised learning leading to successful post school pathways. At Ballarat High School, we offer a number of extra-curricula activities, such as an extensive music program, debating, school productions and after school sport competitions, including rowing. We strongly encourage all students to take advantage of these opportunities and expand their experiences outside of the classroom.

SHARED EXPECTATIONS

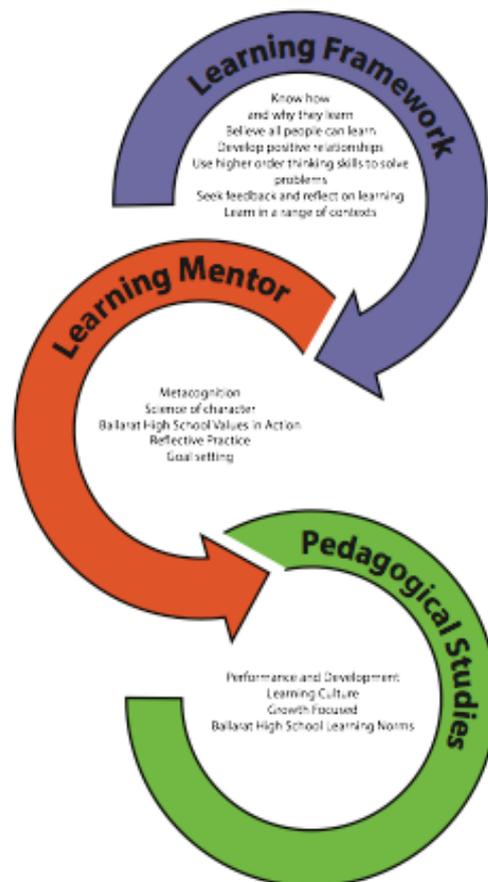
School Philosophy

Ballarat High School is a learning community. We believe in all learners. Our learning framework guides our instructional practice and learning within our community. Personal growth, innovation and creativity are actively encouraged for all members of the school community. Our values ensure we build and maintain strong and positive relationships.

Through personalised learning we focus on teaching and learning strategies that will raise standards and outcomes for individuals. Through personalised learning and development incorporating individual learning goals we tailor education to ensure all students and staff achieve in a positive learning culture of high expectations and support.

To support members of the school community, our Growth Mindset and Learning Framework is below:

Ballarat High School Growth Mindset and Learning Framework



Ballarat High school abides by all legislative requirements including the following:

- [Victorian Equal Opportunity Act 2010](#)
- [The Charter of Human Rights and Responsibilities Act 2006](#)
- [The Disability Standards for Education 2005](#)
- [Child Safe Standards](#)
- [Children Youth and Family Act 2005](#)

School Values

Our ethos at Ballarat High School is supported by our core values of Pride, Respect and Responsibility. It is expected that these values are shared and demonstrated by all members of our school community.

PRIDE is demonstrated by:

- **Perseverance**: finishing what one starts, not giving up and seeing value in consistent effort
- **Initiative**: tackling a task before you are asked, being proactive, taking responsibility for your own learning

RESPECT is demonstrated by our:

- **Tolerance**: Acceptance of other people's opinion, patience, see another's point of view, working with others, being non-judgemental
- **Belief**: Self- belief, confidence, positive talk, growth mindset
- **Respect**: For people and property, regard for the feelings of others, using manners, value people's opinions and actions

RESPONSIBILITY is demonstrated by our:

- **Teamwork**: Working with others to achieve a common goal, being aware of each team member's strengths, cooperation, collaboration
- **Honesty**: Being true to oneself and others, owning your behaviour, to be truthful and willing to take responsibility.
- **Involvement**: Willing to have a go and try new and different things, active participation in your learning.

POSITIVE LEARNING COMMUNITIES

At Ballarat High School student wellbeing is supported in a range of different ways. Our Learning Framework acknowledges individual differences and actively encourages all members of the school community to reach their potential, through a variety of pathways and educational options.

Building the resilience and emotional intelligence of all students is an essential element for success. Students who are resilient have stronger connections to school, family and peers and are better equipped to deal with issues they may face throughout life.

At Ballarat High School, positive relationships are developed with all members of the school community, based on our core values to maximise students' learning potential. On occasions when behaviours or actions compromise a relationship within the school community, a restorative approach to repair the relationship is followed. This allows for those involved to deal with issues and move forward as productive, valued members of the school community.

Positive learning environments are critical in developing and maintaining the wellbeing of students. A positive environment is one in which students feel secure, have opportunities to actively participate and have their contributions appreciated and valued.

Outlined below are some of the strategies that the school utilises to develop a positive and engaging learning environment.

Learning Mentors

Every student has a Learning Mentor which allows us to improve student outcomes by ensuring that relationships with both mentor and subject teachers are positive and enduring.

Such an approach fosters personal responsibility for learning, as well as providing each student with the necessary balance of support and challenge to allow for personal growth as a learner. A Learning Mentor model also ensures each and every student has a teacher looking out for their best interests.

Classroom Agreements

Each class at the start of the year/semester will create a classroom agreement that is developed by the teacher and students. The classroom agreement will set out a culture of high expectations that support every student's learning needs. Research shows student participation in the development and operation of class norms increases engagement.

All students should have access to the agreement with the classroom teacher referring to it as required. If a member of the class does not meet the expectations within the classroom agreement and/or the school values the teacher will implement a staged response through the classroom management plan.

Classroom Management Strategies

Each teacher will implement a personalised classroom management plan that upholds our values of Respect, Pride and Responsibility to ensure a positive and safe learning environment is created for all students.

It is vital that a classroom teacher deals with low-level learning and behaviour concerns as they arise (which may include communicating home, a seating plan and lunchtime detentions), to ensure that they remain empowered when dealing with the students.

When the behaviours or actions are persistent or severe, the teacher should involve the Team Leader/Learning Leader/Core Teacher who, in consultation with the classroom teacher, will suggest an appropriate resolution.

Ballarat High School Classroom Management Strategies Process

Level	School Values Pride, Respect and Responsibility	Accountability	Actions and Strategies	Reporting
+	<p style="text-align: center;">Not an exhaustive list</p> <p>Pride can be demonstrated by:</p> <ul style="list-style-type: none"> ● Representing the school in a positive manner ● Achieving our potential ● Excellent attitude and appearance <p>Respect can be demonstrated by:</p> <ul style="list-style-type: none"> ● Honesty, teamwork and acceptance of others ● Positive communication ● Appreciation of our environment <p>Responsibility can be demonstrated by:</p> <ul style="list-style-type: none"> ● Personal learning and growth ● Forward thinking, innovation and flexibility ● Modelling and encouragement of positive behaviours 	All members of the school community	<p style="text-align: center;">Not an exhaustive list</p> <ul style="list-style-type: none"> ● Verbal praise ● Award via Edumate (Gold Star) ● Communicate with Team Leader/Core Teacher/Learning Leader (TL/CT/LL) ● Email home ● Phone call home ● Nomination(s) for the Awards night ● Leadership application ● Excellent school report 	All staff members of BHS
1	<ul style="list-style-type: none"> ● low level infringement(s) of school values 	Classroom teacher Teacher on duty	<ul style="list-style-type: none"> ● Implementation of classroom agreement and management strategies ● Other strategies/actions suggested by the TL/CT/LL 	Document on Edumate
2	<ul style="list-style-type: none"> ● Persistent low level infringement(s) of school values ● Medium level infringement of school values 	Classroom teacher Teacher on duty	<ul style="list-style-type: none"> ● Implementation of classroom agreement and management strategies ● Other strategies/actions in collaboration with the TL/CT/LL e.g. student meeting 	Document on Edumate TL/CT/LL to document on Edumate consequences and strategies
3	<ul style="list-style-type: none"> ● Persistent Medium level infringement of school values ● High level infringement(s) of school values 	TL/CT/LL in conjunction with the AP (7-9 or 10-12)	Strategies to be implemented by the TL//CTLL in collaboration with the 7-9/10-12 AP that enables a safe and supportive environment for all school members.	AP documents and disseminates information to relevant parties

STUDENT WELLBEING

Student wellbeing can be described as:

“A sustainable state of positive mood and attitude, resilience and satisfaction of self, relationships and experiences at school.” (Centre for Education, Statistics and Education website)

Ballarat High School strives to support the emotional and social development of students by embedding wellbeing practices in all programs and support services.

Student Wellbeing Leaders

- Year 7-8 Team Leaders
- Year 9 Core Teachers
- Year 10-12 Learning Leaders

Their role is to:

- Support students in their learning, engagement and other aspects of school life
- Build relationships between parents and the school
- Facilitate meetings aimed at supporting a student’s learning
- Support and assist teachers to develop classroom strategies, to engage students in effective learning
- Work as part of a team, to monitor and assist in improving student learning and wellbeing. This will include support strategies that include individual learning plans, parent meetings and discipline actions when deemed necessary
- Attend student support groups
- Work in conjunction with Student Services and outside agencies, to maximise support and improve the engagement and learning opportunities of students.

Student Wellbeing Team

The Student Wellbeing Team assists students with their physical, intellectual, emotional and social wellbeing, including careers and pathways advice.

The Student Wellbeing Team consists of

- Youth Counsellors
- School Chaplain
- Adolescent Health Nurse
- Sick Bay Attendant
- Learning Enhancement Coordinator.
- MIPs, (Managed Individual Pathways)

Members of the Student Wellbeing Team will also be able to provide advice to staff, students and parents about community organisations that may be able to provide assistance on a wide range of issues, including mental health, disabilities and friendship concerns. They are able to provide short term counselling for students and staff. They work with students and staff on a variety of issues, and at times refer to outside agencies for more specific assistance. Specific members of Student Wellbeing also deal with students at risk of suicide or self-harm.

The Team conducts programs either in small groups or with individual students as the need arises. Programs include Drumbeat, Seasons for Growth and Stress Management.

Attendance

Attendance is crucial to student success and academic outcomes. If a student's absenteeism is high they are more likely to miss important stages of the learning process, experience low levels of school connectedness and are at high risk of limiting their pathways after school.

The school has an attendance policy that outlines the clear processes for all students and parents. All attendance data is recorded on Edumate which is accessible to all members of the school community including staff, parents and students.

If a student is away it is essential that a parent/guardian call the student absence line school by 10am on the day of absence. The number is 53389008.

Please refer to the [Attendance Policy](#) on the school website for further information.

Child Safety

Ballarat High School has zero tolerance for child abuse. Ballarat High School is committed to safety and wellbeing of all students and our decision making is centred around this.

Ballarat High School is committed to providing a child safe environment where students are safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and from other culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Ballarat High School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

In its planning, decision-making and operations Ballarat High School will:

1. Take a preventative, proactive and participatory approach to child safety;
2. Value and empower children to participate in decisions which affect their lives;
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children
4. Respect diversity in cultures and child rearing practices while keeping child safety paramount;
5. Provide written guidance on appropriate conduct and behaviour towards children;
6. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;
7. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues;
8. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;
9. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and
10. Value the input of and communicate regularly with families and carers.

Mandatory Reporting

Teachers are mandated under the Children Youth and Family Act 2005, as mandatory reporters. As such, we must make a report to Child Protection as soon as practicable after forming a belief on reasonable grounds, that a child or young person is in need of protection from significant harm, as a result of physical injury or sexual abuse, and the child's parents are unable or unwilling to protect the child.

According to the Children, Youth and Families Act, any person who believes on reasonable grounds, that a child is in need of protection, may report their concerns to Child Protection.

Please refer to the [Child Safe policy](#) on the school website for further information.

Anti-Bullying

Every student has the right to feel safe and supported at school allowing them to focus on their learning and development. As harassment and bullying in its various forms may cause long-term psychological harm, there is zero tolerance of this behaviour at Ballarat High School.

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

Bullying is when someone deliberately upsets or hurts another person on more than one occasion. Bullying may be verbal, physical, visual, written or electronic.

Physical bullying includes any form of actual assault and any threat of actual assault. Actual assault is a criminal offence and may lead to legal action being taken.

Verbal bullying includes offensive comments of a personal nature, particularly about a person's race, family, appearance, or intellectual capabilities, made in the hearing of the person spoken about or in the hearing of others.

Other forms of bullying may involve deliberately isolating a person or influencing others to leave him/her out of activities, interfering with the person's property, interfering with a person's locker, spreading rumours, giving dirty looks and gossiping.

Cyberbullying is carried out through an internet space (email, social media) or mobile phone (text message, photos).

The school actively endeavours to eliminate harassment and bullying.

Strategies include:

- Educating students about the effects of bullying and on dealing with bullying,
- Utilise positive learning environments, to build resilience and confidence in students
- Identify and follow up on any incidents of harassment and bullying
- Incorporate techniques, such as Restorative Practice to re-build relationships to decrease ongoing bullying.

For further information on bullying, refer to <https://bullyingnoway.gov.au/>

Please refer to the [Digital technologies Acceptable Use Policy](#) on the school website for further information.

