



Policy Title	School Engagement Policy		
Date approved	07/10/2015	Review Date:	October 2018
Revision No:	1	Revision Date:	May 2016

School Profile

Reservoir High is a middle sized Year 7-12 school located in Melbourne's northern suburbs surrounded by parkland and sporting facilities. Reservoir High provides excellent educational outcomes for all students in a positive, caring and supportive learning community where diversity is celebrated and valued, lifelong learning is embraced and all students have the opportunity to develop as leaders in their community. The school's enrolment is currently around 600. It is anticipated that the school will grow to approximately 750 in the near future. Trends in the student, parents and staff surveys have been increasingly positive and we have outstanding results.

Our Strategic Plan has a strong focus on Teaching and Learning. Our school continually improves its facilities. In April, 2016 we opened our state of the art 260 seat Reservoir High Performing Arts Centre and in May 2016 we will open our Olympic sized netball and tennis courts. Our Leadership structure has been redesigned and improved which more accurately reflects the needs of the students and staff. The school has two principal class officers, 60 teaching staff and 20 Educational Support staff. Outstanding features which draw students to our school include opportunities in our Selected Entry Accelerated Learning (SEAL Program), Drama, Dance and Music performance as well as a range of pathways including VCE, VCAL and VET.

Reservoir High Values – Diversity, Excellence & Success are demonstrated every day. Diversity adds to the richness and quality of the students' educational experience with a significant EAL student cohort and over 60 cultural groups represented in the school. The Reservoir High International Student Program comprises of over 30 students which provides a further global perspective. Excellence is demonstrated by our ability to engage our students and encourage them to pursue individual and team pursuits, for example, debating, maths competitions, dance and theatre productions, science presentations and local and international community projects. We recognise and celebrate the success of all students, by awards at our regular whole school assemblies or year level assemblies, through our fortnightly newsletter as well as our reporting system which informs parents and guardians of their child's progress every five weeks.

At Reservoir High we strive to support students during their academic journey, to achieve success and giving them every opportunity to gain entrance into university, TAFE and employment. Our school has a strong focus on improved learning outcomes with a supportive, yet decisive student management philosophy. Our student attendance figures are excellent, our engaging curriculum, high expectations and student voice contribute to the overall positive and focused educational learning environment. Our large Student Wellbeing Team comprises of a full time Student Wellbeing Coordinator, School Nurse and Salvation Army Chaplain. Our careers team also provide significant support to the students and their families.

Whole-School Prevention Statement

Reservoir High is committed to developing a whole school approach to classroom management and positive learning relationships to improve student engagement and connectedness. The school has established an orderly learning environment that provides a safe and respectful school for all students to learn. Reservoir High has adopted Ramon Lewis's Developmental Management Approach when interacting with students.

Reservoir High is committed to the following values:

- Respect (Self, Others, School Environment)
- Diversity
- Excellence
- Success

At Reservoir High we underpin all our actions through 'Respectful Relationships' we achieve this through creating an environment where everyone has the right to learn and feel safe and comfortable. We have developed a philosophy of 'Is it safe?' 'Is it fair?' and 'Is it kind?'

Our curriculum includes themes and topics that are directly related to equipping students with the social and emotional skills to manage bullying, peer pressure, to engage in co-operative learning and personal goal-setting. A very proactive Student Wellbeing Team oversees prevention and wellbeing programs for all students and particularly vulnerable students.

Our Sub-school and leadership enables staff to build relationships with students and families over time. Reservoir High is divided into 3 Sub-schools, Junior (Years 7 & 8), Middle (Years 9 & 10) and Senior (Years 11 & 12) Schools

1. 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.

Reservoir High seeks to develop and maintain a harmonious and safe learning environment in which all members of the school are valued, regardless of gender, racial or ethnic background, location of residence, socio-economic status, sexual orientation, physical or intellectual disability or emotional status.

The rights and responsibilities of students, staff and parents are summarised in the following core principles:

- individuals should be valued and treated with respect and dignity
- students have the right to learn in an environment that is safe and secure
- it is the right of every student to work and learn without fear of bullying or harassment of any kind, including sexual, cyber, verbal, psychological, religious or racial discrimination
- teachers have the right to be able to teach in an environment that is conducive to learning
- parents have the right to be informed and involved in the education of their child
- responsibilities of all members of the school community should be made clear and honoured
- school decision-making processes should be collaborative and lead to commitment and cooperation

The Reservoir High community believes that all members have two fundamental rights – The Right to feel safe and comfortable and the Right to learn as much as possible.

Rights and Responsibilities of Students at Reservoir High

Rights	Responsibilities
<ul style="list-style-type: none"> ▪ Expect a learning program that meets their individual needs ▪ Be treated with fairness and respect as individuals ▪ Learn in a safe and supportive environment 	<ul style="list-style-type: none"> ▪ Be prepared to learn and reflect on their learning ▪ Respect the rights of others within the school community ▪ Embrace all school procedures and policies in a positive manner ▪ Explore their full potential and try their best at all times

Rights and Responsibilities of Teachers at Reservoir High

Rights	Responsibilities
<ul style="list-style-type: none"> ▪ Work in a safe, collaborative and orderly environment ▪ Receive respect and support from the school community ▪ Have access to ongoing professional learning and feedback 	<ul style="list-style-type: none"> ▪ Build positive relationships with students as a basis for engagement and learning ▪ Know the content they teach, understand how students learn and how to teach them effectively ▪ Create and maintain a safe and challenging learning environment ▪ Treat all members of the school and wider community with respect and fairness

Rights and Responsibilities of Parents/Carers at Reservoir High

Rights	Responsibilities
<ul style="list-style-type: none"> ▪ Know their children are in a safe learning environment where they are treated fairly and with respect ▪ Expect a positive and supportive approach to their child's learning ▪ Expect communication about and participation in their child's learning 	<ul style="list-style-type: none"> ▪ Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours ▪ Build positive relationships with members of the school community ▪ Promote respectful relationships through supporting policies and procedures, such as students wearing the correct uniform, always attending school on time, wearing the correct uniform and having the appropriate learning materials.

2. Shared Expectations

Reservoir High has shared expectations to ensure that the learning, safety and rights of all are respected. Our shared expectations are intended to support the individual students and families who come to our school community from a diversity of backgrounds, communities and experiences. The school also actively encourages the development of community partnerships in order to increase the pathways available to our students and enhance our student wellbeing and engagement programs. Examples of these community partnerships include projects with the City of Darebin, Indigenous organisations, Latrobe University, REACH Foundation, feeder primary schools and the Salvation Army.

The values of Reservoir High are demonstrated by the following expectations and behaviours.

Expectations of Staff

To promote engagement staff will:

- Develop positive relationships with students and teach with the belief all students can learn
- Meet their obligations under legislation and duty of care
- Develop pedagogical styles and deliver teaching and learning within the Instructional Model framework (EAGER) which meet the needs of individual students
- Develop curriculum and assessment that challenges and extends student learning in line with the Unit Planners
- Monitor the progress of students and provide regular feedback to students and parents
- Provide opportunities for student voice
- Provide constructive and timely feedback to students

To promote attendance staff will:

- Promote regular attendance in accordance with the School Attendance Policy
- Communicate attendance issues to relevant Sub-school

To promote positive behaviours staff will:

- Adopt preventative approaches to behavioural management by utilising the Ramon Lewis Developmental Management Approach
- Monitor behavioural issues and evaluate the effectiveness of strategies employed
- Undertake professional development to build capacity to promote positive behaviours
- Negotiate a set of shared expectations and communal responsibilities with classes
- Role model, teach and support students to develop social competencies
- Employ appropriate behaviour management strategies which support positive behaviours
- Involve appropriate specialist assistance and expertise where necessary

Expectations of Students

To demonstrate engagement students will:

- Have high expectations of themselves and their learning
- Respect and value individual difference
- Try their best at all times, attempt all set work and meet deadlines
- Set goals and reflect on their progress
- Develop a study plan and complete homework as required
- Take responsibility to attend each class ready to learn and with the appropriate equipment

To demonstrate that they value regular attendance students will:

- Attend school on all school days
- Arrive at school and each class on time
- Ensure medical certificates are provided to their Sub-school on their return to school

Demonstrate positive behaviours students will:

- Follow all school rules in a positive manner
- Be considerate and supportive of others
- Behave in a way that supports the wellbeing and learning of all
- Contribute to a positive environment that is safe and inclusive
- Accept the right of everyone to teach, learn and feel safe and comfortable
- Wear the full school uniform correctly

Expectations of Parents and Carers

To promote student engagement parents and carers will:

- Demonstrate an acceptance and appreciation of diversity
- Provide and keep the school updated with all information relevant to the education of their child
- Actively participate in their child's learning by building positive relationships with the school
- Download reports from the Parent Portal, attend Parent/Teacher interviews and respond to communications from the school
- Monitor their child's homework

To promote attendance parents and carers will:

- Be familiar with the Attendance Policy
- Ensure that their child attends school every day in accordance with Attendance Policy
- Notify school when student will be absent
- Promote with the student the importance of attending school

To promote positive behaviours parents and carers will:

- Understand the behavioural expectations of the college
- Support the school in promoting a consistent approach to behaviour management
- Model and promote positive and respectful behaviour to all members of the school community

The Student Wellbeing Committee in conjunction with School Council is responsible for the ongoing evaluation and consistent implementation of student engagement policies and procedures. This policy should be read in conjunction with the:

- Bullying Prevention Policy
- Student Attendance Policy
- Redemption Policy
- Mobile Phone, Portable internet enabled and Listening Devices Policy
- Acceptable Use Agreement for ICT Systems and Devices
- Uniform Policy
- Bag Policy

School Actions and Consequences

Positive student behaviour, academic and extra-curricular excellence are celebrated in a variety of ways. Reservoir High has both midyear and end of year award ceremonies. In addition, success is celebrated through, whole school and year level assemblies, publications including the school newsletters and marketing materials, staff briefings and daily bulletin notices.

The college promotes each teacher using a system of classroom management that effectively establishes an orderly learning environment and at the same time teaches the values of personal and communal responsibility. This is the model of Developmental Management Approach authored by Ramon Lewis. The central idea of this approach is the effectiveness of legitimate and referential (relationship) power and the positive outcomes that ensue when non-aggressive forms of classroom management are used.

Staged Response:

A staged response will apply to students who do not comply with the expectations stated throughout this document. The purpose of this approach is to assist students to modify their behaviour for a positive outcome. The School will endeavour to communicate to parents as early as possible any concerns and where appropriate will include the parents in developing support strategies for their children.

Support strategies to assist students should be timely and may include:

- referral to Student Services for counselling or educational assessment
- peer mediation
- integration support
- tutoring
- outside and/or community support agencies
- broader educational programs, e.g. Teaching Unit
- careers and Managed Individual Pathways counselling
- student support group meetings
- development of individual learning, attendance and/or behaviour plans

Discipline support strategies to assist students may include:

- detentions issued by teachers
- Administration detentions including after-school and Saturday detentions
- Behavior Management cards
- catch-up classes
- exclusion from class where appropriate
- internal suspension where appropriate

Finally, suspensions and expulsions may result when, despite a range of staged responses and support strategies being implemented, a student is not able to meet the expectations as outlined in Section 4. "Shared Expectations".

Detention

A school detention is a serious sanction for students who fail to respect the rights of others. They are supervised by Year Level Coordinators, Leading Teachers or the Principal class. Students are required to work on schoolwork in silence. Parents are given 24 hours notice.

Student Support Group

- A Student Support Group may be convened by schools to exchange information and facilitate solutions to behavioural problems or difficulties of students.
- Student Support Groups are established when the school or parent feels that the student's misbehaviour is not an aberration but is developing into a consistent trend. The focus is on mutual respect and maintaining high expectations.

Exclusion

In general, students benefit from 100% attendance in all classes. This aids the continuity of their learning. Students may be temporarily excluded from class by a teacher who then needs to address the situation quickly. All students exited are sent to their relevant Sub-school where it is recorded. Students do receive a sanction for being exited from class.

Suspension

Suspensions are a very serious form of sanction and the Department's written procedures will be adhered to.

Expulsion

Expulsion is the most serious form of sanction available and will only be used when all other avenues of improving behaviour have been exhausted unless the behaviour was of such magnitude that it met the Department's guidelines for immediate sanction. In all cases, Behaviour Review meeting will be held, parents will be invited to the school to be given an opportunity to contribute to the meeting and be provided with all relevant information. After the Behaviour

Review meeting the Principal will decide whether an expulsion will take place and the parent will be provided with an answer and all of the relevant paper work including the right to appeal.

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle.
This policy was last ratified by School Council in: October 2015