SCHOOL PROFILE STATEMENT

Seymour College serves the surrounding areas and enrolls students at the primary and secondary level from feeder schools at Tallarook, Avenel, Nagambie, and Puckapunyal. Seymour is an important town servicing a wide range of rural development; it is well equipped with sporting facilities and has a strong sense of community. Seymour College has traditional values linked to the dress code/uniform, strong discipline and a supportive welfare structure, while the College is actively forming its new sense of identity. There are two student welfare coordinators as well as a Defence Transition Mentor providing support on all campuses and a range of other welfare support and leadership programs run across the College. The College is in the process of implementing the School Wide Positive Behaviour Program as its model for improvement of student engagement. The Puckapunyal Army Base has strong educational links with the College and provides 15% of the post-primary enrolment.

Community and relationships are very important to the success of the College, as is a strong relationship with local industry and work-placement providers. Three BER projects were completed in 2011. These are a new Science building, a junior games hall and hydrotherapy pool. Stage one of our Regeneration was completed in June 2013. This includes a new 11 classroom F-4 building with flexible learning spaces that fosters a team approach to teaching & learning. The second main structure includes a new Special Education Learning community and a new administration hub, which includes a resources centre.

The modernised learning communities will see the development of a F-4, 5-8 and 9-12 teaching and learning structure with special education integrated across all levels of the college. The Trade Training Centre operates through a consortium of 9 schools and provides for programs in automotive, welding and engineering.

The College also offers a well-equipped Technology wing with the full range of Technology available. The college attracts a large number of students enrolled in Vocational Education Training (VET) and Victorian Certificate of Applied Learning (VCAL) programs: the College acts as a major VET provider to the cluster.
Seymour College has active involvement and success in inter-school sport and performs very well in many outside activities such as the RACV Energy Breakthrough and debating. The College has an active environmental focus incorporating a freshwater studies centre available for use by Science classes and a Junior Zoo program.

The College is working to develop new directions in teaching and learning with a major emphasis on literacy and numeracy following regional and statewide models. All staff contribute to highly effective Professional Learning Teams, develop & maintain performance plans linked to AIP priorities, actively seek continuing professional development, as well as developing and maintaining individual education plans for students as part of the teaching & learning program. Seymour College regards assessment as an integral part of learning: detailed reports linked to AusVELS are issued, followed by parent/teacher interviews.

**COLLEGE VISION STATEMENT: A VISION IS AN IMAGE OF THE FUTURE WE WISH TO CREATE**

At Seymour College we strive for excellence and respect each other. We strive to create a learning environment, which inspires successful, confident and creative learners who will become active and informed members of our community and of the global context.

The Strategic Plan and Annual Implementation Plan encompasses the following engagement and wellbeing priorities:

**Student Learning:**
- To improve student achievement in Literacy & Numeracy for all students as measured by assessment data and VCE outcomes
- To improve and personalise learning for all students as part of the Seymour Regeneration process
- To increase student knowledge and understanding of and opportunities to engage in ICT effectively with 21st century teaching methodologies.

**Student Engagement and Wellbeing:**
- To provide a safe and engaging learning environment which contributes to the further merging of the College learning communities while in the middle of a major building project
- To enhance student wellbeing through the implementation of a college-wide programs
- To continue to improve student learning through improved attendance and retention rates

**Pathways and Transitions:**
- To provide smooth movement for all students at all transition points – K to post Year 12
- To encourage greater commitment to schooling and achievement at all year levels
- Foster improved post-school participation in tertiary and further education
- Further consolidate diversity of pathways through the Year 9 – 12 Learning Community

**SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT (SWPBS)**

Seymour College has the following values:
- Respect: I treat others, as I want to be treated.
- Inspire: Others see the good things that I do and are motivated by them
- Excel: My personal best, everywhere, every time.

The College will promote positive behaviours and prevent incidences of challenging behaviors by:
• Defining and teaching explicit school-wide and classroom behavioural expectations
• Use of the blue ticket reward system to recognise and reward positive behavior
• Establish and communicating consistent school-wide and classroom consequences for challenging behavior
• Establish school-wide and classroom processes for early identification of students experiencing academic and/or behaviour difficulty.
• Develop school-wide and classroom processes for ongoing collection and use of data for decision-making
• Empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making
• Provide a physical environment conducive to positive behaviour and effective engagement in learning
• Utilise evidence-based interventions; monitor these regularly for those students who face difficulty with learning and/or behaviour.

Whole school prevention strategies:
• School Wide Positive Behaviour Support
• Student Leadership (Junior School Year 6 and Senior School Year 12)
• Rejuvenate Student Representative Council
• College wide House System- House names to be established and celebrated.
• College Wide Sport Program (Year 3-12)
• Social and Emotional Resilience Programs
• Restorative Practices used in behaviour intervention programs
• Hands on learning Program-technologies in Senior school, including TAFE opportunities
• Enhanced and Accelerated Program Year 7-10
• Physical Education program-College wide
• A strong Managed Individual Pathways program, administered by a part-time MIPs co-ordinator.
• Work Experience Program
• A Defence Forces Transition Mentor working closely with defence families
• Individual Education Plans for all Koori students
• A part-time health and wellbeing educator, provided through the School Nursing program
• An ongoing school-wide bully prevention policy.
• RACV Energy Breakthrough teams in Year 5/6 and Secondary Section
• Health and Outdoor Education Programs running in Secondary Section.
• Junior Zookeeper Program in Freshwater studies Area
• Central Australia Trip
• Active afterschool program
• Breakfast club.

Early intervention strategies:
• Individual Education Plans for all students below C and at A AusVels levels
• Koorie Education Plans established for all indigenous students
• Individual Education Plans for all out of homecare students
• Behaviour management plans established for students at risk of suspension or manifesting ongoing behavioural issues
• Referral to Student Wellbeing Co-ordinator and, as necessary, further referral to community counselling organizations (Berry St, The Bridge) or to DEECD counselling staff
• ‘Boys’ Groups’ and ‘Girls’ Girls’ Programs in Middle Years
• Speech and Occupational therapy referrals
• School focussed Youth service referrals
• Use of Restorative Practice strategies by all staff to restore relationships and right wrong doings.
Targeted intervention strategies

- Establishment of Student Support Groups and Individual Education Plans for students at severe risk of disengagement, or students facing repeated suspensions
- Opysch referrals.
- Referral of students to DEECD School Support Services Officers
- Referral to a range of community support agencies, including Department of Human Services; active school participation in the Seymour District Interagency Team.
- Program for Students with Disabilities staff (co-ordinator and teacher aides) working with designated students, and with parents through Parent Support Group meetings.
- Referral to School Focussed Youth Service

See SWPBS framework

RIGHTS AND RESPONSIBILITIES

Guiding principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

Equal Opportunity

The Equal Opportunity Act 1995 sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

- age
- breastfeeding
- gender identity
- impairment
- industrial activity
- lawful sexual activity
- marital status
- parental status or status as carer
- physical features
- political belief or activity
- pregnancy
- race
- religious belief or activity
- sex
- sexual orientation
- personal association (with a person who is identified by reference to any of the above attributes).

The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity.

The charter 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 human rights when making decisions and delivering services.

- the right not to be discriminated against
- the right to privacy and reputation
- the right to freedom of thought, conscience, religion and belief
- cultural rights.

It is important to understand that with human rights comes a responsibility to respect other human rights. All DEECD employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- encourage compliance with the Charter
- support others to act compatibly with the Charter, and
- respect and promote human rights

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

**Students with disabilities**

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the Disability Discrimination Act 1992. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

Our school will make ‘reasonable adjustments’ to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student’s learning needs and balancing the interests of all parties affected, including those of the student with the disability, the school, staff and other students.

In determining whether an adjustment is reasonable, the school will take into account information about:

- the nature of the student’s disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

Our school will ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the school. The school will also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The school may consider all likely costs and benefits, both direct and indirect, for the school, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student’s participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student’s participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The Disability Discrimination Act and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.
**Bullying and harassment**

*Harassment* is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

*Bullying* occurs when someone, or a group of people, deliberately upset or hurt another person or damage their property, reputation or social acceptance on more than one occasion.

Concerns will be taken seriously. All complaints will be treated confidentially.

Refer to Bullying Prevention Policy

**Rights and Responsibilities of Students**

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Students have a right to:</td>
<td>Students have a responsibility to:</td>
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<tr>
<td>• work in a secure environment where,</td>
<td>• participate fully in the school's educational program</td>
</tr>
<tr>
<td>without intimidation, bullying (including</td>
<td>and to attend regularly.</td>
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<tr>
<td>cyber-bullying) or harassment they are</td>
<td>• students should also be expected to display positive</td>
</tr>
<tr>
<td>able to fully develop their talents,</td>
<td>behaviours that demonstrate respect for themselves,</td>
</tr>
<tr>
<td>interests and ambition</td>
<td>their peers, their teachers and all other members of the</td>
</tr>
<tr>
<td>• participate fully in the school’s educational</td>
<td>school community.</td>
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<tr>
<td>programs, including the right to learn</td>
<td>• demonstrate respect for the rights of others,</td>
</tr>
<tr>
<td>effectively</td>
<td>including the right to learn; this will contribute to</td>
</tr>
<tr>
<td>• exercise the right to be treated with</td>
<td>an engaging educational experience for themselves and</td>
</tr>
<tr>
<td>respect and courtesy</td>
<td>other students.</td>
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<tr>
<td></td>
<td>• as students progress through school, they will be</td>
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<tr>
<td></td>
<td>encouraged and supported to take greater responsibility</td>
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<td></td>
<td>for their own learning and participation as members of</td>
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<tr>
<td></td>
<td>the whole school community. This involves developing as</td>
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<td></td>
<td>individual learners who increasingly manage their own</td>
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<td></td>
<td>learning and growth by setting goals and managing</td>
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<td></td>
<td>resources to achieve these goals.</td>
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**Rights and Responsibilities of Parents/carers**

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>• parents/carers have a right to expect that their children will</td>
<td>Parents/carers have a responsibility to:</td>
</tr>
<tr>
<td>be educated in a secure environment in which care, courtesy and</td>
<td>• promote positive educational outcomes for their children by taking an active</td>
</tr>
<tr>
<td>respect for the rights of others are encouraged</td>
<td>interest in their child’s educational progress and by modelling positive</td>
</tr>
<tr>
<td>• parents/carers have the right to full, regular and supportive</td>
<td>behaviours.</td>
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<tr>
<td>reporting of student achievement, goals for further learning and</td>
<td>• ensure their child’s regular attendance</td>
</tr>
<tr>
<td>wellbeing priorities.</td>
<td>• engage in regular and constructive communication with school staff regarding</td>
</tr>
<tr>
<td></td>
<td>their child’s learning and attendance</td>
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<td></td>
<td>• support the school in maintaining a safe and respectful learning environment</td>
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<td></td>
<td>for all students.</td>
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</table>
Rights and Responsibilities of Teachers

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>Teachers have a right to</td>
<td>Teachers have a responsibility to</td>
</tr>
<tr>
<td>• expect that they will be able to teach in an orderly and</td>
<td>• fairly, reasonably and consistently</td>
</tr>
<tr>
<td>cooperative environment</td>
<td>implement the school’s engagement policy</td>
</tr>
<tr>
<td>• be informed, within privacy requirements, about matters related to</td>
<td>• know how students learn and how to teach</td>
</tr>
<tr>
<td>students that will affect the teaching and learning program for</td>
<td>them effectively</td>
</tr>
<tr>
<td>that student</td>
<td>• Know the content they teach.</td>
</tr>
<tr>
<td>• be treated with respect and courtesy by all members of the school</td>
<td>• Know their students</td>
</tr>
<tr>
<td>community</td>
<td>• plan and assess for effective learning</td>
</tr>
<tr>
<td></td>
<td>• create and maintain safe and challenging learning</td>
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<tr>
<td></td>
<td>• use a range of teaching strategies and resources</td>
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<tr>
<td></td>
<td>to engage students in effective learning</td>
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<td></td>
<td>• communicate with parents/carers through</td>
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<tr>
<td></td>
<td>detailed and supportive assessment and reporting</td>
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<td></td>
<td>• engage in ongoing professional learning,</td>
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<td></td>
<td>specifically to deliver engaging teaching programs</td>
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SHARED EXPECTATIONS

The school – principals, teachers and school staff

Our school has a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

Our school’s expectations include:

• inclusive teaching practices
• accessible educational provision for all students
• parent/carer partnerships and liaison
• community partnerships which engage families and the community in ways that support student achievement and success
• provision of appropriate student services
• development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Restorative Practices

The school is committed to the use of restorative practices with students. Restorative practices:

• are underpinned by student learning and facilitate an environment of safety, trust and connectedness
• promote awareness of others, responsibility and empathy
• involve direct and voluntary participation of those affected by misconduct in its resolution
• promote relationship management rather than behaviour management separate the deed from the doer
• are systematic, not situational
• are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person’s rights to equal dignity, concern and respect are satisfied.
Diversity in the school community

The school aims to address and celebrate diversity by:

- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community; increasing the range of knowledge, skills and experiences available in our workforce
- enhancing the capacity for effective, participative decision-making; creating more effective work teams due to increased participation levels and an increased capacity to solve problems
- fostering reconciliation and acknowledgment of indigenous peoples
- identifying and catering for the educational needs of students from diverse backgrounds
- encouraging participation irrespective of gender, age, religion, ability, sexual orientation, cultural or linguistic background
- celebrating the strengths of diversity.

SCHOOL ACTIONS AND CONSEQUENCES

Student engagement, regular attendance and positive behaviours will be supported through relationship-based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs, where appropriate, for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning.

Furthermore, the school seeks to promote positive behaviour, attendance and behaviour through a sequence of student-centred activities and opportunities for involvement:

- school camps and major tours
- curriculum offerings such as Outdoor Education, off-campus vocational education
- work experience programs
- an extensive inter-house and inter-school sporting program
- whole-school drama production
- an active Student Representative Council
- a wide range of end-of-year awards and prizes
- regular excursions, both individual class and year-level; other enrichment and extra-curricular activities

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

- understanding the student’s background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding students’ learning program.

Broader support strategies will include:

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

**DISCIPLINE PROCEDURES – SUSPENSION AND EXPULSION**

When considering suspension or expulsion, our school is required to follow the procedures listed in Ministerial Order 625 - Suspensions and Expulsions, which takes effect from 1 March, 2014. It provides the school with guidance to fulfill its obligations under Ministerial Order 625.

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

Consequences which may be used prior to suspension include:

• withdrawal of privileges
• withdrawal from class if a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class; that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time
• where appropriate, parents/carers will be informed of such withdrawals
• lunchtime detention – students are required to report to the detention room specified and complete a sequence of restorative questions guided by the supervising teacher to restore the wrong doing of the student. No more than half the time allocated for any recess/lunch may be used for this work
• afterschool detention – may be scheduled as further consequence for behaviour. Or may be scheduled by teachers to finish school work that has not been completed in the regular classroom. Where students are required to undertake school work after school, the time should not exceed forty-five minutes.

The principal will ensure that parents/carers are informed before an after-school detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers; bus travel), the school may choose to negotiate alternative disciplinary measures with parents/carers.

• convening of a support group (See ‘Effective Schools are Engaging Schools’ - Student Engagement Policy Guidelines for process required).
REFERENCES
Parents and members of the school community may access the following sources of further information; these are pertinent to all Victorian government schools.

|-----------------------------------------------------------------------------|--------------------------------------------------------------------------|

EXPECTATIONS
- This policy will be reviewed as part of the College’s review cycle.

1. This policy will be made available on the College’s website.
2. This policy was ratified by College Council [10/09/2014]