Rationale:
Our Graduates will display confidence, be optimistic about their future and be committed to personal achievement and global citizenship

Aims:

- To provide an educational environment which recognises, values and builds student achievement.
- To develop students who committed to personal achievement and wellbeing, display confidence etc.

Implementation:

1. School Profile Statement

Wodonga Middle Years College was established in February 2006 as a co-educational College catering for students in Years 7-9. The College is located on two campuses (Felltimber and Huon). The Flying Fruit Fly Circus School is an annex of the Felltimber Campus and enrolls students from Year 3 to Year 9.

Our Graduates will display confidence, be optimistic about their future and be committed to personal achievement and global citizenship.

The College provides students with an educational experience which has been specifically designed to meet the diverse social, cultural, emotional and intellectual needs of adolescents in the Wodonga area.

2. Whole School Prevention Statement

Wodonga Middle Years College is dedicated to provide an environment where students and the College community can experience success in a team environment.

A team approach at each year level and within Arts, Technology and LOTE. Lead by a Team Leader and an Assistant, who oversee curriculum and wellbeing needs of their community. This ensures that strong relationships are built around a positive culture that is fair and respectful.

Restorative Practices & Family and Community Group Conferencing. Restorative practice is the cornerstone of relationship management and curriculum delivery within the College. This process creates a positive, supportive and respectful approach that values diversity, pro-social values and behaviour and builds a safe and supportive school environment. The Restorative Approach and Family and Community Group Conferencing proactively engages parents, community agencies, the police and wider community in providing a positive solution based approach to resolving conflict.

Catering for individual needs. Individual Learning Plans (I.L.Ps) are completed in consultation with families and community to ensure a safe, structured and supportive plan for students within the College. This process ensures early intervention and a positive approach to cater for individual circumstances. I.L.Ps and Koorie I.L.Ps, Student Support Group Meetings (S.S.G.s) for students with disabilities must be completed in Term One and reviewed each Term. Partnering agreements for students in Department of Human Services care are compulsory and are completed on enrolment.

An Accelerated Learning Program (S.E.A.L. Program) is offered at Year 7 to cater for gifted and talented students. Advancement Via Individual Determination (A.V.I.D.), ADVANCE, Mentoring and Pathways programs are available to students at the Year 9 level.
Recognising Cultural Diversity
English as an Additional Language (E.A.L.) support is provided to students and families including new arrivals, overseas students and refugees.
A Koorie support program is implemented across the College and includes support provided by a Koorie support worker and Wodonga network personnel.

The College provides access to Indonesian and Japanese curriculum to all students. A cultural diversity week is a focus that exposes our community to a range of international cultures.

3. Rights and Responsibilities

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

Wodonga Middle Years College has structured policies and processes that recognise human rights, helps to protect people from injustice and allows everyone to participate in, and contribute to the school community. The purpose of these policies and processes is to protect and promote human rights by recognising that all people are born free and equal in dignity and rights.

Wodonga Middle Years College recognises that it is unlawful to discriminate against others based on gender, race, religion, political conviction, age or disability. The College restorative approach is used in addressing and managing these issues.

Wodonga Middle Years College is committed to providing safe, secure and stimulating environments for all students, and provides an anti-bullying policy and strategies for schools to deliver on this commitment. A proactive, restorative approach will be used in managing bullying in any form, including cyber bullying. In circumstances where bullying is ongoing, alternative discipline procedures will be implemented in accordance with the College’s Anti-Bullying Policy.

The College community is provided with a copy of the Wodonga Middle Years Code of Cooperation. This policy sets out expectations within the College.

4. Shared Expectations

Wodonga Middle Years College provides an environment where the whole school community values achievement through lifelong learning, quality relationships and an optimistic view to their future.

Schools – principals, teachers and school staff

Wodonga Middle Years College provides an educational environment that ensures all students are valued and cared for, connected to the school and can engage effectively in their learning whilst experiencing success.

Wodonga Middle Years College principals, teachers and school staff adhere to the professional Code of Conduct as set out by the Victorian Institute of Teaching. This Code of Conduct is based on the values of integrity, respect and responsibility.

Professional Conduct

a. Relationships with students
   - Teachers provide opportunities for all students to learn
   - Teachers treat their students with courtesy and dignity
   - Teachers work within the limits of their professional expertise
   - Teachers maintain objectivity in their relationships with students
   - Teachers are always in a professional relationship with the students in their school, whether in school or not

b. Relationships with parents (guardians, caregivers), families and communities.
   - Teachers maintain a professional relationship with parents (guardians and caregivers)
Teachers work in collaborative relationships with students’ families and communities.

c. Relationship with colleagues

- Collegiality is an integral part of the work of teachers

**Personal Conduct**

- The personal conduct of a teacher will have an impact on the professional standing of that teacher and on the profession as a whole

**Professional Competence**

- Teachers value their professionalism, and set and maintain a high standard of competence.

- Teachers are aware of the legal requirements that pertain to their profession. In particular, they are aware of their legal responsibilities in relation to:
  - discrimination, harassment and vilification
  - negligence
  - mandatory reporting
  - privacy
  - occupational health and safety
  - teacher registration

**Students**

All students at Wodonga Middle Years College have the opportunity to learn through a diverse and innovative curriculum in a supportive and nurturing environment.

Students have a responsibility, as they progress through the College, to take responsibility for their own learning and their participation as a member of the College community. This involves managing their own learning and personal growth by goal setting and seeking support within the College to achieve these goals.

(See Student Code of Conduct)

Students will achieve to their potential when they participate fully in the College’s educational program and attend regularly. (See Attendance Policy and Process).

Students need to respect the rights of others, including the right to learn. A proactive, restorative approach will be used in managing bullying in any form, including cyber bullying. In circumstances where bullying is ongoing, alternative discipline procedures will be implemented in accordance with the College’s Anti-Bullying Policy.

It is expected that students will recognise and value the achievement of others in the College. Students have the opportunity to understand what is expected of them and what they can expect from others through the teaching of the school Values Matrix.

Students are encouraged to use the College Student Planner in a responsible manner to organise their work and understand school policies and processes.

**Parents/Carers**

Parents/Carers can be expected to promote positive educational outcomes for their children by taking an active interest in their child’s educational progress. Parental cooperation with the school, including regular and constructive communication with College staff regarding their child’s learning and wellbeing, will actively support their child’s engagement in the College environment.

Parent/Carers can also be expected to support the College in maintaining a safe and respectful learning environment for all students.
Parents are encouraged to attend parent/teacher interviews, read the weekly newsletter, and attend College functions and presentation ceremonies. A copy of the Student Engagement Policy will be made available to parents and carers at the beginning of each year or when enrolling their child. Parents can assist their child’s progress by supporting the College policies and processes. (See Uniform Policy, Attendance Policy, Student Code of Conduct, Anti Bullying Policy)

Evaluation:

This policy will be reviewed with whole staff, student, parent and community input as part of the College’s three-year review cycle.

This policy was last ratified by School Council: 23 July 2013