

Expectations of Learners

As members of a learning community, all North Lake Senior Campus students and staff have responsibilities and expectations.

| Expectations | Responsibilities |
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| Contribute to a safe and positive learning environment | <ul style="list-style-type: none"> • Respect individuality and diversity • Respect the rights of others to learn • Behave appropriately in all learning situations and settings both on and off-campus • Show respect and courtesy to peers, teachers, and support staff • Follow reasonable teacher requests • Listen, engage, collaborate, and contribute positively • Appreciate and care for the learning environment, facilities and resources • Understand and adhere to all campus policies and procedures and ask questions if you are unsure |
| Explore and develop your potential as a learner | <ul style="list-style-type: none"> • Be open and willing to trial alternate ways to learn • Reflect on their learning • Respond to challenge • Recognise that teacher feedback is an opportunity to learn • Be on time and prepared for all classes • Take consistent effort, care, and pride in their work • Take steps to learn how to set goals and plan and manage their learning • Collaborate with peers and be open to feedback |

Expectations of the Campus

| Expectations | Responsibilities |
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| Provide every student with a pathway to a successful future | <ul style="list-style-type: none"> • Provide meaningful learning pathways that prepare students for the world beyond school |
| Provide high quality teaching and learning experiences across the campus | <ul style="list-style-type: none"> • Embed whole-of-campus strategies to enhance the quality of teaching in every classroom • Introduce effective approaches to support student wellbeing, empowerment, and care • Use student performance data to plan for improvement in student engagement and learning • Collaborate with colleagues and reflect on teaching and learning |
| Develop the capability of all campus staff | <ul style="list-style-type: none"> • Build capability of our leaders and teachers to deliver effective, evidence-based teaching practices in every classroom • Build our cultural responsiveness, and work in ways that value the knowledge and perspectives of First Nations people • Explore student achievement and progress measures, including students with disability and diverse learning needs |
| Partner with families, communities and agencies to support the engagement and learning outcomes of all students | <ul style="list-style-type: none"> • Create opportunities to work collaboratively with local communities to enhance student learning and life on campus • Develop and maintain clear and meaningful communication strategies between the Campus, students, parents, carers key stakeholders and agencies • Develop and strengthen network arrangements that add to the teaching and learning outcomes of the campus |
| Use evidence to drive decision making at all levels across the campus | <ul style="list-style-type: none"> • Use systemic and school-based data to monitor and track student progress and achievement • Use systemic and school-based data to plan for student engagement and improvement • Make decisions based on evidence that serve the best interests of student learning and wellbeing • Promote and use student voice in the decision-making process • Use school-based evidence, such as observation and survey feedback, to reflect on teaching and learning |