

APPENDIX A:



MILDURA SENIOR COLLEGE
a pathway to the future

STUDENT MANAGEMENT POLICY AND PROCESSES

Rationale

The College actively seeks to engage with parents and the community to ensure a positive and inclusive school culture in which every student has the opportunity to succeed. The College works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The College appreciates its diverse student and parent population, and has measures in place to ensure all students enjoy the same level of access to the school's curriculum and co-curricular programs. Our teaching and learning philosophy is important in engaging all students in their academic learning. Our EAL Program and Mildura English Language Centre (MELC) provide students with additional classroom support to ensure student literacy and numeracy needs are being addressed. Our Foundation VCAL program provides vital assistance and support to students in and out of the classroom. Student leadership capacity is fostered through the Student Representative Council, the role of the school captains and Supportive Friends Program.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported by our Wellbeing Team which includes the Student Coordinators, Well-Being Coordinator, Youth Worker, College Chaplin and the school Nurse. The Wellbeing Coordinator will also make referrals to the DEECD School support Services.

When relationships break down between members of the school community, we use "Restorative Practices" to restore and rebuild these. Staged responses are implemented in addressing ongoing behavioural issues, and suspension from school is viewed as a last resort.

The school places an emphasis on 100% attendance, and has in place attendance targets. Attendance is monitored throughout the day, and student absences are followed up by our Teachers and Student Coordinators. Student Support Meetings are an important mechanism through which teachers and parents can work together to combat absenteeism and truancy. (Refer to our Attendance Policy).

The College values parent/carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council.

The School Council provides financial assistance and encouragement in our efforts to build a sense of community.

Rights and Responsibilities:

It is the right of all members of the School community to experience a safe, pleasant and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer to our Anti-Bullying & Harassment Policy, DEECD Equal Opportunity Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on their teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/ carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching and AITSL. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy and Behaviour Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

Shared expectations:

	Students	Parents/Carers	Principals/Teachers & Staff
Engagement (participation in the classroom and other school activities)	<p>All students <i>have a responsibility to:</i></p> <ul style="list-style-type: none"> • Demonstrate <i>preparedness</i> to engage in and take full advantage of their program • <i>effort</i> to do their very best • <i>self-discipline</i> to ensure a cooperative learning environment and model the school values • <i>team work</i> 	<p>Parents/Carers <i>have a responsibility to:</i></p> <ul style="list-style-type: none"> • Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Be informed and supportive of school programs and actively participate in school events/parent groups 	<p>Teachers and Staff <i>have a responsibility to:</i></p> <ul style="list-style-type: none"> • Comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students • The school will provide appropriate, relevant and robust curriculum that gives students the opportunity to have input into their learning and experience success <p>Note: International Student Coordinator notified if concerns are with an International Student – ISC will notify IED</p>
Attendance	<p>All students <i>have a responsibility to:</i></p> <ul style="list-style-type: none"> • attend and be punctual for all timetabled classes every day that the school is open to students • be prepared to participate fully in lessons • bring a note from their Parents/Carers explaining an absence/lateness • Be available for Wednesday 	<p>Parents/Carers <i>have a responsibility to:</i></p> <ul style="list-style-type: none"> • ensure that enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • keep family holidays within scheduled school holidays • Support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	<p>Teachers and Staff <i>have a responsibility to:</i></p> <ul style="list-style-type: none"> • Proactively promote regular attendance • mark rolls accurately each lesson and follow up on absences • Identify trends via data analysis • Report attendance data in the school's Annual Report • Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies <p>Note: International Student Coordinator notified if concerns are with an International Student – ISC will notify IED</p>

	morning participation as required		
Behaviour	<p>Students are expected to:</p> <ul style="list-style-type: none"> • take responsibility for their learning and have high expectations that they can learn • take responsibility for their behaviours and its impact on others • model the schools core values of respect, resilience, responsibility independence and success • comply with the College expectations and work with teachers and parents in developing strategies to improve outcomes 	<p>Parents/Carers <i>have a responsibility to:</i></p> <ul style="list-style-type: none"> • have high expectations of their child’s behaviours and an understanding of the schools behavioral expectations • Communicate with the school in regards to their child’s circumstances • Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs 	<p>Teachers and Staff <i>have a responsibility to:</i></p> <ul style="list-style-type: none"> • deliver an inclusive and comprehensive curriculum which promotes positive behaviours. • The school will employ whole school and classroom practices to establish a climate in which appropriate behaviours is the norm for all students. There will be a focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues • The school will consistently apply Restorative Practice and its Student Behaviour Responsibilities through a shared collegiate understanding and only exclude students in extreme circumstances. • The school recognises that for students additional support may be needed in the form of staged responses, restorative processes and is committed to working with families to reintegrate students after exclusion <p><i>Note: International Student Coordinator notified if concerns are with an International Student – ISC will notify IED</i></p>

School Action and Consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. (Please refer to our Shared Expectations and Student Behaviour Responsibilities).

Whole school practices include:

- 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 to take responsibility and be involved in decision making
- Providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be supported 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 the student's learning program
- Engaging in "Restorative Practices"

Broader support strategies will include:

- Involving and supporting the parent/carer
- Involving the Student Coordinator, Well-being Coordinator, the Pathways Teacher and Student Pathways and Transition Coordinator and Youth Worker and where appropriate
- counselling and /or support
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs (work experience, camps)
- Involving community support agencies
- Contact with the Regional Office

Discipline Procedures – suspension and expulsion

A student may 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 which may put the health, safety and well-being of other students, staff or themselves at significant risk.

Consequences which may be used prior to suspension include:

- Restorative Meetings and Restorative Agreement
- Withdrawal of privileges
- Use of behaviour and attendance sheets to monitor behaviour

- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Convening of a school support group.

When considering suspension or expulsion, the College follows the Department of Early Childhood and Development's procedures (refer to section 4.3 of Effective Schools are Engaging Schools: Student Engagement Policy Guidelines).

APPENDIX B:



MILDURA SENIOR COLLEGE
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STUDENT BEHAVIOUR MANAGEMENT GUIDELINES

Effective schools are engaging schools which create a positive school culture. The primary focus is to provide a safe and supportive learning environment. Students can only learn effectively in environments in which they feel safe and supported, and where teachers have high expectations for their learning. Mutually respectful classrooms are central to a safe school environment.

Behaviour unchallenged is behaviour condoned

Responsibilities of the Classroom Teacher:

- Involve and engage all students, set high expectations, seek feedback from students and give out two messages to every student – ‘you can experience success’ and ‘I will help you do that’.
- To be familiar with the College Student Engagement Policy and be consistent in its implementation.
- Role Model and become skilled in using restorative practices.
- When breaches of College Student Behaviour Responsibilities occur, classroom teachers must follow protocol. Classroom teacher must provide written documentation including strategies taken to deal with the problem before the matter is referred on to the Student Coordinator.
- Log issues/incidents/concerns on the College Intranet
- In extreme circumstances the threat is to be referred immediately to the Principal Class.

Responsibilities of the Student Coordinators

Promotion of Positive Behaviours:

- Establish consistent school wide and classroom expectations, and classroom consequences for problem behaviour, involving the reinforcement of positive social behaviours and the use of restorative practices to improve student behaviour management outcomes. Assist individual teachers in implementing positive behaviour support and restorative practices.
- Document incidents relating to the management of student behaviours to inform decision making. When concerns arise about a student’s on -going behaviour or when a student is displaying chronic patterns of concerning behaviour and implement a targeted response to address the issues. This may involve the establishment of a student support group involving Parents/Carers/Student Coordinator and Wellbeing Coordinator is required.

Attendance:

- Articulate high expectations of attendance to all members of the school community
- Follow up absences on a daily basis and keep all staff, the Office Administration and Principal Class informed on student management issues.
- Organise Student Support Meeting.

Responsibilities of the Wellbeing Coordinator

The Wellbeing Coordinator is responsible for:

- developing, implementing and evaluating the College's Student Engagement and Wellbeing Policy throughout the College
- developing prevention and early intervention programs and strategies that contribute to a positive school culture.
- Assisting to develop a whole school approach to student attendance and providing support and strategies to teachers and Student Coordinators.
- To liaise and work with the Pathways and Transitions Coordinator in planning and preparation to support "Students at risk".
- To promote and assist all teachers in the use of restorative practices.
- Induct new staff on the College's Student Engagement and Wellbeing Policy.

Responsibilities of the Assistant Principal

The Assistant Principal is responsible for:

- Supporting both classroom teachers and Student Coordinators in the overall management of student behaviours.
- Monitoring the Student Engagement and Wellbeing Policy and Student Management Guidelines.
- Ensuring the Procedures for Suspension are understood by the Student Coordinators, and are adhered to.
- The Assistant Principal may also be the Principal's representative at Student Support Group meetings during pre and post suspension conferences.

Responsibilities of the Principal:

The Principal is responsible for:

- Ensuring school-wide adherence to the Engagement and Wellbeing Policy
- Student expulsions, and to ensure the Procedures for Expulsion are adhered to.

College Student Behaviour Responsibilities	Classroom Teacher Responsibility	Student Coordinators
<p>Overall behaviour</p> <ul style="list-style-type: none"> • Students are required to follow all reasonable requests of staff. • Students should not physically or verbally abuse others. • Students <i>have a responsibility</i> to always treat others with respect. • Students need to respect the rights of others to learn. No student has the right to impact negatively on the learning of others. • Students <i>have a responsibility</i> to respect the property of others. • Students <i>have a responsibility</i> to bring correct equipment to all classes • Students <i>have a responsibility</i> to work to the best of their ability. 	<p><i>Follow the Restorative Practice Process:</i></p> <ol style="list-style-type: none"> 1. <i>Remain calm</i> 2. <i>Provide a warning “Your behaviour is disturbing others, please stop”.</i> 3. <i>Reassert “I understand and we can discuss this later. Right now please...”</i> 4. <i>Give choice “You have a choice. If you do not follow my request you will have to meet with me to discuss after class.</i> 5. <i>Follow through with a restorative process;</i> <ol style="list-style-type: none"> a. <i>Move student to another seat / isolated area of the classroom</i> b. <i>Have a restorative chat</i> c. <i>Organise conference/restorative chat to include Student Coordinator /AP if required</i> <p><i>Continued misbehaviour warrants:</i></p> <ol style="list-style-type: none"> a. <i>Incident Report to Student Coordinator</i> b. <i>Contact with parent may occur after consultation with Student Coordinator</i> 	<p><i>Implement a restorative response:</i></p> <ul style="list-style-type: none"> • <i>Speak with the student prior to further action</i> • <i>Behaviour report</i> • <i>Attendance report</i> • <i>Removal from Class</i> • <i>Restorative chat with affected parties</i> • <i>Behaviour Plans</i> • <i>Student Agreement</i> • <i>Parent contact</i> • <i>Student support meeting</i> • <i>Referral to A.P.</i> • <i>Recommendation to externally suspend and referral to AP</i> • <i>International Student Coordinator notified if concerns are with an International Student – ISC will notify IED</i>

<p>Attendance and punctuality</p> <ul style="list-style-type: none"> • Students <i>have a responsibility to</i> be on time to all classes • Students who are late to school must report to the SSC and sign in • Students who leave school early <i>have a responsibility to</i> sign out at the SSC and provide a note or phone call from a parent as soon as possible. • Students absent from school <i>have a responsibility to</i> ensure that a signed note or medical certificate is presented immediately upon returning to school. (see shared expectations and Student Behaviour Responsibilities) • Notification from home should accompany all absences. Parents/Carers should contact the Attendance Officer 	<ul style="list-style-type: none"> • <i>Mark Roll as Late (Electronic and Paper copy)</i> • <i>Speak to student about lateness</i> • <i>Inform the Student Coordinator if on-going via an Intranet behaviour report.</i> • <i>Attend Student/Parent/Student Coordinator Meeting if required</i> 	<p>Note: Students missing a class without explanation will receive a text message via the attendance officer.</p> <ul style="list-style-type: none"> • <i>Speak to student about ongoing lateness issues.</i> • <i>Follow through with student to develop strategies to resolve issue/s and speak with Parent/Carer</i> • <i>Attendance Warning letters sent home at: 10- 15- 20 absences and Inform Wellbeing Coordinator and A.P. via behaviour report on the intranet.</i> • <i>Parent/Student Coordinator/Teachers if required meeting to discuss issues</i> • <i>Develop an ILP if required.</i> • <i>International Student Coordinator notified if concerns are with an International Student – ISC will notify IED</i>
<p>Dress Code</p> <ul style="list-style-type: none"> • Students <i>have a responsibility to</i> adhere to the College Dress Code: <ul style="list-style-type: none"> - Appropriate clothing must be worn at all 	<ul style="list-style-type: none"> • <i>Speak with Student – as student to remove clothing if appropriate and</i> 	<ul style="list-style-type: none"> • <i>Speak with Student – ask student to remove clothing if appropriate and place</i>

<p>times</p> <ul style="list-style-type: none"> - Students must wear appropriate foot wear for all practical classes • If asked to remove an item, not wear it again the future 	<p><i>place in locker (e.g. hat or jumper)</i></p> <ul style="list-style-type: none"> • <i>Refer to Student Coordinator if clothing is inappropriate to continue wearing for the rest of the day.</i> • <i>Students with inappropriate foot wear for practical classes are unable to participate in activities and alternative task and space allocated.</i> 	<p><i>in locker (e.g. hat or jumper)</i></p> <ul style="list-style-type: none"> • <i>Student may be referred home to change or provided a temporary item to replace the offending item.</i>
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<p>Health and Safety & College Environment</p> <ul style="list-style-type: none"> • <i>Students have a responsibility to not bully, intimidate, exclude or harass others. This includes any verbal, Cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person (see Harassment/Anti Bullying Policy for details).</i> • <i>Students must not use prohibited substances at or in the vicinity of the College.</i> • <i>Student have a responsibility to not attend the College under the influences of prohibited substances (see the College Illicit Substances Policy)</i> • <i>It is compulsory for all students to wear footwear at all times.</i> • <i>Students are to respect all college property and spaces.</i> • <i>Students have a responsibility to bin all rubbish</i> • <i>Students have a responsibility to keep lockers secure at all times. The College is not responsible for loss of valuables.</i> 	<ul style="list-style-type: none"> • <i>Challenge behaviours and make a report to Student Coordinator & log on the intranet</i> • <i>Have a restorative chat</i> • <i>Report to Student Coordinator or Wellbeing Coordinator if immediate action is required</i> • <i>Have agreed classroom protocols for mobile phones</i> • <i>Organise for students to remain behind and tidy the room or area. Graffiti: clean from area</i> • <i>Request a restorative meeting</i> 	<ul style="list-style-type: none"> • <i>Challenge behaviours around rights and responsibilities and refer to Anti-Bullying Policies and Guidelines Consequences</i> • <i>Coordinate a Restorative Meeting and Contact parents</i> • <i>Referral to counselling.</i> • <i>Some cases may warrant immediate suspension. Referral to AP</i> • <i>Inform Principal Class. Student removed from classroom and parent contacted to collect student.</i> • <i>May involve immediate suspension.</i> • <i>Parent notified. Parent may be required to meet costs. If extensive and persistent, parent meeting to review enrolment.</i> • <i>International Student Coordinator notified if concerns are with an International Student – ISC will notify IED</i>
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APPENDIX C:

Quick Reference Guide for Students

THE LEARNING ENVIRONMENT RESPONSIBILITIES



The Following information is a quick reference guide to the College Student Engagement and Wellbeing Policy which all students agree to on enrolment at the College. The full version of the College Code of Conduct can be found on the College website and in the College Handbook given to all students prior to or at enrolment. These expectations and rules reflect College values and throughout the College day, when students are on their way to or from College and during any College activity, excursion or camp.

Our Key Values:

Respect Resilience Responsibility Independence Success

General

- Arrive punctually to class
- Bring correct materials
- Place all rubbish in the bins provided
- No smoking in the College Grounds or the vicinity of the College (approx. 400m from the nearest College exit)
- Keep areas such as canteen, COLA and ovals litter free
- The Library is a study area, not a social venue
- Carpet side of canteen is a quiet work area during class time
- Respect school property and the property of others
- Move quickly and quietly through corridors and locker areas at all times.
- People not enrolled in the College are not permitted on site without permission.
- Any form of harassment or discrimination by students or staff as specified under current Equal Opportunity Legislation, The Racial and Religious Tolerance Act and the College Merit and Equity Policy is not permitted. This includes verbal harassment, exclusion, physical actions, text messages and any other form of cyber bullying via any electronic device, social media or any other means.

Leaving the College Grounds

- Students have the privilege of leaving the grounds at recess or lunch to access local shops or to go home for lunch
- Students are not permitted to access local shops during class time – this includes students who have study sessions. Student are not permitted to stay at the shops to eat or socialise
- If accessing shops or going home for lunch, return immediately to school – do not loiter at or in the shops or in local streets (includes 14th St, Havilah Crescent, Church grounds and

Eulinga Drive)

- Students who leave the grounds and during class time need to sign out/in at the Student Services Centre
- Any licensed student driver wishing to drive a vehicle to school must register the vehicle details with the front office. Students can only park in 14th St and the rear gym car park. Students are not permitted to transport other students while in daily attendance at the College, or to and from any College function, excursion or camp.

Out of Bounds Areas

- School ovals beyond the Music Room/Bambill Rooms
- Local shops during class times
- Havilah Crescent
- Eulinga Drive and subdivisions therein
- 14th St (no loitering when accessing shops)
- Church grounds adjacent to the college
- Driveways and lawn areas of neighbourhood houses
- Centre plantation in Deakin Avenue
- Chaffey SC
- Mildura Special School

Dress Code

- The college does not have a uniform but students can purchase “college clothing” from a local supplier
- The Handbook clearly states that students must wear clothing that is in line with a work environment
- Students cannot wear clothing that is brief, revealing or offensive to others. Students who wear clothing that contradicts this rule will be sent home to change.
- Students enrolled in classes with a practical component (such as Technology and Science) MUST purchase and wear the correct clothing and footwear when undertaking practical classes.
- Students who do not bring or wear the correct clothing for practical classes will not be permitted to do that class, or in on-going situations, enrolment in that subject may be cancelled.

If you fail to respect the classroom environment then your teacher may implement the following actions:

- Change your seating position in the classroom
- Direct you to work away from the classroom
- Direct you to work from another teacher’s class for the duration of the lesson
- Referral to your Student Coordinator
- In extreme circumstances your teacher may ask you to leave the classroom and report to Administration without implementing any of the above steps. The matter will be followed through by all parties. Contact with your parents may be necessary.

BREACHES OF THESE RESPONSIBILITIES

The behaviour management focus at this college is on problem solving by establishing what happened, exploring and expressing feelings and needs and determining how relationships can be restored and the harm repaired. Students are expected to behave in a mature way that respects diversity and difference.

1. Breaches will be dealt with by the appropriate teacher, Student Co-ordinator, Assistant Principal or the Principal.
2. This process will take into account the seriousness of the breach, and may include counselling; withdrawal of privileges such as not being permitted to attend College functions or events; community work; removal from class or being exited from the College.
3. The Department of Education and Training rules in relation to suspension will be applied where appropriate.
4. The College has a protocol outlining a logical and consistent list of actions to be applied when breaches of the relevant policies and acts occur.
5. The police will be called as a matter of course when serious breaches of the law appear to have occurred.

I have read the document and understand my responsibilities and rights as a member of the Mildura Senior College Learning Community.

Key Reference

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	DEECD - Child Health and Wellbeing
Charter of Human Rights	http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/