



ROWVILLE SECONDARY COLLEGE

Behaviour Management Policy and Procedures (VRQA 28)

Includes-
Student engagement policy
Student code of conduct
Attendance policy.

April 2014

Principal:
School Council President:

Rowville Secondary College Behaviour Management Policy and Procedures

1. RATIONALE:

Rowville Secondary College is a community committed to equipping young people with the education, skills and values necessary to ensure a fulfilling future. The school is distinguished by a central belief that every student has the ability to reach his or her full potential and facilitates this by responding with numerous modern, vibrant and challenging opportunities and pathways, and through a curriculum that dynamically incorporates students' interests, abilities and future directions.

The College seeks to provide and maintain a harmonious, safe and orderly learning environment where students develop a sense of self-worth, a desire to achieve highly and a respect for the rights of all within the school and the community. The College is committed to providing such an environment and each student and every staff member has the responsibility of ensuring that it is maintained.

2. GUIDING PRINCIPLES:

The following principles govern the College's approach to behaviour management:

- The College collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The College's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The College will promote active student participation and provide students with a sense of ownership of their environment.
- The College will support families to engage in their child's learning and build their capacity as active learners.
- The College promotes active 'student leadership' and 'student voice' as avenues for improving student outcomes and facilitating school change.
- The College will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The College will have processes in place to identify and respond to individual students who require additional assistance and support in regard to behaviour management
- The College will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the academic, behavioural, social and emotional needs of the students.

3. IMPLEMENTATION:

To realise the College's vision and goals with regard to Behaviour Management, Rowville SC has in place a range of policies and strategies to promote student engagement, regular student attendance, positive student behaviour and respectful relationships for all members of the school community. Furthermore, we recognise that some students, as a group or as individuals, may need extra social, emotional or educational support to flourish at school, and so we put in place strategies to identify these students and provide them with the additional support they need.

The School 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 suite of policies that support the College's Behaviour Management Policy and Procedures and which constitute together constitute the College's Behavioural Management Policy and Procedures are as follows:

1. The Rowville Secondary College Student Engagement Policy (pages 2-16)
2. The Rowville Secondary College Attendance Policy and Procedures (pages 17-24)
3. The Rowville Secondary College Student Code of Conduct (pages 25-43)
4. The Rowville Secondary College Student Learning Culture Procedures Document (pages 44-46)
5. The "Look of High Expectations" Document (pages 47-48)

1. ROWVILLE SECONDARY COLLEGE STUDENT ENGAGEMENT POLICY

(Revised March 2014)

1. SCHOOL PROFILE STATEMENT:

Rowville Secondary College is a large dual campus secondary college located in Melbourne's South Eastern suburbs, within the City of Knox. The Western Campus provides for students in the General Excellence (GE) program from Years 7-12 and students in the Maths and Science Academy (MSA) program from Years 7-12. The school's Eastern Campus caters for students in the General Excellence Program from Years 7-9 as well as students enrolled in the Rowville Sports Academy (RSA) and the Rowville Institute of the Arts (RIA) programs from Years 7-12. The school has a total enrolment of approximately 1800 students across both campuses.

2. RATIONALE:

Rowville SC seeks to provide and maintain a harmonious, safe and orderly learning environment where students develop a sense of self-worth, a desire to achieve highly and a respect for the rights of all within the school and the community. The College is committed to providing such an environment and each student and every staff member has the responsibility of ensuring that it is maintained. The College is also committed to preventing and addressing bullying, including cyber-bullying (refer to the College's Bullying and Harassment Policy)

This is reflected in the College's values which are promoted actively within the school:

1. **RESPECT** – act as you would like to be treated
2. **RESPONSIBILITY**- brave enough to play your part
3. **EXCELLENCE** – nothing but your best
4. **COMMUNITY** – we are all in this together

A primary goal of the School's Strategic Plan 2013-2016 is to improve student engagement and wellbeing for all students. To this end a key improvement strategy which is a focus of the school's Annual Implementation Plan (AIP) is:

- To enhance the positive relationships between all school community members, especially through improved communication processes.

This strategy is supported by the following actions and will be constantly reviewed and revised during the life of the College's current School Strategic Plan (SSP):

- Increased student leadership and voice by redefining student leadership portfolios to provide authentic leadership experiences.
- Implementation of a pastoral care program (ConnectEd) across the College
- Increased student attendance
- Implementation of an agreed whole school student management plan
- Increased parent partnerships through the use of "First Day Conferences" and "Student Led Conferences" to increase student ownership of their learning and to reinforce learning culture

- The college marketing committee will establish a plan to implement visible and consistent branding of the college vision, values and learning framework and these things will be reinforced and explicitly taught in the college pastoral care program.

The College's **Attendance Policy and Procedures** (refer pages 17-24) outlines the expectations and processes that are followed in regard to student attendance and absence from school.

This document is consistent with and supportive of the requirement that in Victoria, young people between six and 17 years of age (inclusive) must be enrolled in a registered school or be registered for home schooling in accordance with the *Education and Training Reform Act (2006)* and its associated regulations. Regular school attendance enables students to maximise their full educational potential and to actively participate and engage in their learning. It is important that children develop habits of regular attendance at an early age. Students who are regularly absent from school are at risk of missing out on fundamental aspects of their educational and social development.

While student attendance at school is a legal obligation of parents/carers, consistent with the *Education and Training Reform Act (2006)*, the College, in partnership with parents/carers, students and the wider community, provides active support for full student attendance and retention until the completion of Year 12 or its equivalent. The College promotes and maintains high levels of student attendance by:

- articulating high expectations regarding attendance to all members of the school community
- adopting consistent, rigorous procedures to monitor and record student absence
- following up student absences promptly and consistently
- implementing data-driven attendance improvement strategies
- creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
- providing early identification of and supportive intervention for students at risk of non-attendance
- linking with local community groups and agencies to maximise program and individual support
- providing a staged response to manage issues to do with attendance and absence

Rowville SC is committed to whole-school approaches to attendance that involves effective prevention and early intervention strategies such as:

- clear written and verbal statements made regularly to parents/carers and students about school attendance expectations
- promotion of awareness that absence results in quantifiable lost learning time and opportunities
- whole-school modelling of punctuality
- regular discussions on student attendance in staff meetings and in the staff performance and development review process
- understanding of the causal factors of absence, and the need for targeted interventions
- implementation of effective and supportive transition programs, including student transitions between different levels within the school, and pathways and careers support programs
- class and organisational structures and environments that enable opportunities for increased connectedness to individual teachers and peers
- Individual Student Learning Plans, including attendance and punctuality goals

When a more targeted response is required, effective intervention strategies for students with inconsistent attendance or chronic absence patterns include:

- immediate follow-up of individual student absences
- organising attendance-focused meetings with parents/carers and students
- forming student support groups to enable a coordinated response to support individual students and parents/carers
- individual student attendance improvement plans
- procedures for supporting the learning of a student absent for an extended period
- positive and flexible support and follow-up with students on their return to school from extended absences, including the use of Return to School Plans and modification of learning outcomes where required
- referral of individual students and parents/carers to community agencies for additional support

The College's **Student Code of Conduct** (refer pages 25-43) and associated **Learning Culture Procedures Document** (refer pages 44-46) set down acceptable student behaviour and appropriate student management procedures, as well as staged consequences for inappropriate behaviour.

The underlying purpose of the Code of Conduct is to provide students and staff with the right to work in a secure and orderly environment and parents with the right to expect that their children will be educated in a purposeful environment in which the principles of care, courtesy and respect for the rights of others are valued.

The Code of Conduct aims to foster a healthy school culture in which high levels of achievement take place within a positive social environment where high standards of behaviour based on cooperation, mutual responsibility and self-discipline are promoted.

The Code of Conduct has been developed with input from teachers, parents and students and sets out student behaviour standards and procedures for managing misbehaviour. It includes logical and consistent consequences for inappropriate behaviour which are applied consistently across the whole school.

The Student Code of Conduct is based upon the following principles:

- all individuals are to be valued and treated with respect
- students have a right to work in a secure environment where they are safe at all times and where they are able to fully develop their talents, interests and ambitions
- teachers have a right to expect that they will be able to teach in an orderly and cooperative environment
- parents have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged
- parents have an obligation to support the school in its efforts to maintain a positive teaching and learning environment
- the Principal and staff have an obligation to fairly, reasonably and consistently implement the code of conduct

Reflecting these principles, the Code of Conduct is framed around **the Rowville Secondary College Learning Culture** which underpins effective classroom and student management within the College. The RSC Learning Culture entails seven key elements as follows:

1. TIME COUNTS:

- Students are expected to arrive at class on time and if they are late, a TIME COUNT (TC) for lateness applies.

2. READY TO LEARN:

- Students are expected to come to class with required materials and in correct school uniform. If they do not meet this expectation, a READY TO LEARN (RTL) applies.

3. LEARNING ENVIRONMENT:

- Students are expected to follow teacher instructions; use electronic devices (e.g. mobile phones and the like) responsibly; respect the learning environment of others; and respect school property. Students must behave in a manner which avoids distraction, risk and/or danger to others. If they do not meet these expectations, a LEARNING ENVIRONMENT (LE) applies.

4. WORK ETHIC:

- Students are expected to complete all required learning tasks by the designated time as specified by the classroom teacher. If they do not meet these expectations, a WORK ETHIC (WE) applies.

5. REFERRAL:

- Students who are involved in serious incidents such as acts of violence (including fighting) and vandalism; smoking; possession and/or use of banned items/substances (e.g. alcohol, illicit drugs, etc.); truancy; leaving the school premises; etc. that occur either within the classroom or external to it will be referred to the appropriate Team Leader, Head of School and/or Assistant Principal as appropriate.

6. PERSONAL BEST:

- Behaviour and/or achievement in or out of the classroom that is above expectations and better than anything a student has previously demonstrated can be rewarded with a Personal Best (PB). A Personal Best may relate to any of the school values and/or Learning Culture expectations

7. GOLD AWARD

- Automatically awarded to students once a week if students have maintained a positive "Learning Environment", been "Ready to Learn", had a great "Work Ethic" and made "Time Count" consistently throughout the week.

Furthermore, each teacher in the College is responsible for developing an individual classroom management plan consistent with the school's Code of Conduct, the College's Learning Culture and the College's "Look of High Expectations" framework.

3. RIGHTS AND RESPONSIBILITIES:

Every member of the Rowville Secondary College 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. The College in seeking to provide and maintain an environment in which the rights of all within the school and the community are upheld complies with and endorses all relevant legislation pertaining to individual rights and responsibilities.

3.1 Equal Opportunity Act

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

3.2 The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of twenty 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. These include:

- 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 at Rowville SC must act compatibly with the Charter and give proper consideration to human rights when making decisions. All staff at Rowville SC are required to:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

3.3 Disability Discrimination Act 1992 & the Disability Standards for Education 2005

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.

Rowville SC seeks to make 'reasonable adjustments' to accommodate students with disabilities. 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 education provider, staff and other students.

In determining these adjustments the College takes 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.

The *Disability Discrimination Act 1992* and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

3.4 Rights and Responsibilities within the Rowville SC School Community

1. Student’s Rights and Responsibilities:

Student Rights	Student Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • be treated with fairness, courtesy and respect • personal safety and the protection of their property • work and learn in a secure environment where they are able to fully develop their talents, interests and ambitions • express themselves in a socially acceptable manner • have their voice heard and tell their side of the story • participate fully in the school’s educational program • be made aware of the provisions of the student code of conduct 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • display positive behaviours and model the school’s core values that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • respect the rights of others to work, learn and play without interference • participate fully in the school’s educational program and to attend regularly except where prevented by illness or other special circumstances. • be punctual to classes and other school activities • Make every effort to do their best (“Aim High/Reap Rewards”) • comply with all reasonable instructions of staff and to obey school rules • take school messages home and promptly pass on absence notes and acknowledgment slips to the appropriate personnel • comply with the Student Dress Code (Uniform Policy) • regularly monitor their “ReSource Dashboard” to ascertain their requirement to attend Work Sessions, etc. and attend scheduled Work Sessions as required • as they progress through school, take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.

2. Parent's/Carer's Rights and Responsibilities:

Parent's/ Carer's Rights	Parent's/ Carer's Responsibilities
<p>Parents/carers have a right to:</p> <ul style="list-style-type: none"> • expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged • expect that teachers show interest in and concern for the education and welfare of all students • be consulted about and informed of the progress of their child, and any other relevant issues • be provided with the opportunity for involvement in the relevant school-based decision making processes 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> • show an interest in their child's school work, progress and home study program and engage in regular and constructive communication with school staff regarding their child's learning – this includes regular monitoring of their child's "ReSource Dashboard" • ensure their child's punctual and regular attendance at school consistent with the School's Attendance policy • provide a suitable learning environment at home • encourage an awareness in their child of the importance of having a reasonable balance between school work, family responsibilities and other activities • support the school in maintaining a safe and respectful learning environment for all students by supporting the school's Student Code of Conduct and Learning Culture Procedures • Promote positive educational outcomes for their children by modelling appropriate and positive behaviours

3. College and Staff Rights and Responsibilities:

College and Staff Rights	College and Staff Responsibilities
<p>The College has the right to:</p> <ul style="list-style-type: none"> • Develop and implement policies and processes/procedures in relation to curriculum and pedagogy, student behaviour and management, student attendance, student dress (uniform), and student safety in consultation with the broader school community 	<p>The College will:</p> <ul style="list-style-type: none"> • Comply with its duty of care obligations and will exercise its responsibility to provide an educational environment that can effectively engage all students • Provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and to experience success. This curriculum will promote positive behaviours and emphasizes the well-being of every child. • Employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all

<p>Staff have a right to:</p> <ul style="list-style-type: none"> • expect that they will be able to teach in an orderly and cooperative environment without student disruption • teach in a safe and respectful environment, free from physical threat • guide and correct students in order to promote correct behaviour • exercise appropriate authority and responsibility • set tasks, select resources and organise students to achieve the best learning outcomes • receive appropriate support in implementing the Student Code of Conduct and stated student management procedures. • Be informed, within privacy requirements, about matters relating to students that will affect the teaching and learning program for that student 	<p>students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <ul style="list-style-type: none"> • The school will consistently apply its Behavioural Policy through a shared collegiate understanding and will only exclude students in extreme circumstances <p>Staff have a responsibility to:</p> <ul style="list-style-type: none"> • Fairly, reasonably and consistently, implement the student engagement policy and code of conduct • Record breaches of the student code of conduct (Learning Culture) via the “ReSource Dashboard” • Know how students learn and how to teach them effectively • Know the content they teach and plan and assess for effective learning. • Create and maintain safe and supportive and challenging learning environments • Use a range of teaching strategies and resources to engage students in effective learning • Utilise the RSC “Learning Framework” in all lessons • treat students with respect and offer encouragement and positive reinforcement to students • Accurately mark the roll on ResourCe every lesson and maintain their own record of student class attendance • promote a positive work environment, emphasising co-operation at all times • implement appropriate student management measures in keeping with this policy • return student work within a reasonable time • meet all College timelines and deadlines
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4. SHARED EXPECTATIONS:

4.1 Shared Expectations for Student Attendance:

Ensuring that students attend school each day is the shared expectation of all parents/carers, students and staff at Rowville SC. This is underpinned by shared understandings and expectations about the procedures for the promotion, monitoring and follow-up of student attendance.

4.1.1 Expectations of Students:

Students are expected to:

- Attend school at all times when the school is open for instruction
- Arrive on time to school and to every class
- Provide a written explanation from their parents/carers to the school when they have been absent from school
- Remain on the school premises during school time unless they have permission to leave from both their parents/carers and the school
- Work cooperatively with the school to develop personal attendance improvement goals and strategies when their attendance has been inconsistent.

4.1.2 Expectations of Parents/Carers:

Parents/carers are expected to:

- Ensure that their child attends school at all times when the school is open for instruction
- Promote and provide organisational support to their child for full attendance and participation at school on all designated school days
- Ensure that their child is on time for school each day
- Notify the school of their child's absence as soon as possible on the first day of the child's absence
- Notify the school in advance if an absence of any period is planned
- Support their child's learning during continued or prolonged absences through the implementation of an agreed Student Absence Learning Plan
- Work cooperatively and collaboratively with the school to develop and implement improvement strategies when attendance has been inconsistent due to reasons deemed unsatisfactory by the school
- Work cooperatively with the school in supporting the child to return to school and reintegrate after prolonged absence
- Ensure that contact details for their child are correct and up to date.

4.1.3 Expectations of the Staff and College:

Staff and the College are expected to:

- Promote student attendance through clear statements of expectations and procedures
- Develop and implement rigorous and effective systems to record and monitor attendance
- Ensure that student attendance is recorded in every class
- Maintain accurate attendance records on "ReSource" using appropriate codes
- Monitor and analyse school attendance records regularly so as to provide for the early identification and the provision of timely, targeted support to students at risk of poor attendance and possible disengagement from school
- Monitor and follow up all individual cases of student absence promptly and consistently
- Ensure that wherever possible, parents/carers are aware of student absences on the same day of the absence via the College's text messaging service and/or phone contact by the College Attendance Officers
- Pursue and record an explanation for every absence

- Work collaboratively with parents/carers and students to develop an agreed Student Absence Learning Plan when a student will be absent from school for an extended period of time
- Convene a student support group meeting which is attendance focused with parents/carers and students when a student's attendance pattern is of concern to the school. The outcome of the meeting should lead to the development of an Individual Learning Plan to improve the student's attendance

4.2 Shared Expectations for Student Behaviour:

Ensuring that students behave appropriately, which includes respecting the rights of all members of the school community, is the shared expectation of all parents/carers, students and staff at Rowville SC. This is underpinned by shared understandings and expectations about the procedures for managing student behaviour and responding to instances of inappropriate behaviour, as well as shared understandings about the staged response to and consequences for inappropriate behaviour.

4.2.1 Expectations of Students:

Students are expected to:

- Participate fully in the school's educational program and to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.
- Demonstrate respect for the rights of others, including their right to learn
- Comply with all school rules and reasonable instructions and directions given by staff members
- Comply with the College's Student Dress (Uniform) Code
- Provide a positive role model to other students, prospective students and community members at the College and in the community.
- Respect all College property, including lockers, furniture and computer equipment

4.2.2 Expectations of Parents/Carers:

Parents/carers are expected to:

- Support the school in its efforts to maintain a positive teaching and learning environment by ensuring that their child behaves appropriately and in accordance with the Student Code of Conduct
- Provide support to their child for full compliance with the Student Code of Conduct and the Learning Culture Procedures. This includes ensuring that their child is equipped with all necessary books and materials to enable them to actively engage with the learning program, as well as ensuring that they are correctly attired in full school uniform
- Work cooperatively and collaboratively with the school to develop and implement improvement strategies if and when their child's behaviour becomes a matter of concern or is deemed unsatisfactory by the school

4.2.3 Expectations of Staff and the College:

Staff and the College are expected to:

- Create and maintain a safe and challenging learning environment in which the principles of care, courtesy and respect for the rights of others are valued
- Fairly, reasonably and consistently, implement the Student Code of Conduct and the Learning Culture Procedures
- Provide logical and consistent consequences for inappropriate behaviour which are applied consistently across the whole school.
- Develop and implement effective systems to record and monitor student behaviour (e.g. "ReSource Dashboard")
- Convene a Student Support Group meeting with parents/carers and students which is behaviour focused when a student's behaviour is of concern to the school. The outcome of the meeting

should lead to the development of an Individual Learning Plan to improve the student's behaviour

- Monitor students who are deemed to be at risk due to behavioural issues and provide additional support for them.
- Foster the development of positive peer relationships by encouraging sharing, tolerance and compassion.
- Provide regular positive reinforcement of good behaviour and achievement through praise and recognition via diary notes, awards and certificates, contact with parents, year level assemblies, newsletter items, community publications, etc.
- Take reasonable measures to protect students in its care from reasonably foreseeable risks of injury.

5. SCHOOL ACTIONS AND CONSEQUENCES:

Student engagement, regular attendance and appropriate behaviours are encouraged at Rowville SC through the implementation of whole-school strategies supported by targeted and individualised support when required. Furthermore, they are supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classroom 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

Inappropriate behaviours, including irregular attendance, are 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

Identifying and Responding to Students in Need of Additional Support

The College utilises the following information, strategies and tools to identify and support students in need of additional support.

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Student Mapping Tool
- Engagement with student families
- Involving the student wellbeing coordinator, managed individual pathways or careers coordinators
- Peer support and tutoring
- Mentoring and/or counselling
- Convening student support group meetings
- Developing individualised flexible learning and behaviour plans
- Providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- Involving community support agencies

The College’s **Attendance Policy and Procedures** document outlines in specific detail the expectations and processes that are followed in regard to student attendance and absence from school.

The College’s **Student Code of Conduct** and associated **Student Learning Culture Procedures Document** sets down acceptable student behaviour and appropriate student management procedures, as well as outlining staged consequences for inappropriate behaviour and breaches of the Code of Conduct.

When considering suspension or expulsion as a consequence for inappropriate behaviour, the College is required to follow the procedures and process outlined in the following:

- **Ministerial Order 625 (which superseded Ministerial Order 184 effective as of the 1st March 2014).**
- **Student Engagement and Inclusion Guidance**
- **Section 4.3 of the DEECD “Effective Schools are Engaging Schools: Student Engagement Policy Guidelines**
- **The DEECD School Policy and Advice Guide**

Other policy and procedural documents that support and promote student engagement at Rowville SC and that aim to provide and maintain a harmonious, safe and orderly learning environment include the **Anti-Bullying and Harassment Policy** and the **Student Dress (Uniform) Code**. These documents should also be read in conjunction with this Student Engagement Policy.

6. REFERENCES:

Student Engagement and Inclusion Guidance	http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx
Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/school/principals/participation/Pages/studengage.aspx
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm

Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf

ROWVILLE SC ATTENDANCE POLICY

(Revised May 2014)

1. RATIONALE:

Daily school attendance is important for all young people to succeed in education and to ensure they don't fall behind both socially and developmentally. Young people who regularly attend school and complete Year 12 or an equivalent qualification have better health outcomes, better employment prospects, and higher incomes across their lives. It is important that young people develop habits of regular attendance from an early age.

School participation is important as it maximises life opportunities for young people by providing them with education and support networks. School helps young people to develop important skills, knowledge and values which set them up for further learning and participation in their community.

Conversely, limited school attendance is associated with a greater chance of disruptive behaviour and dropping out of school. These outcomes have later implications for employment, a range of health risk behaviours (e.g. drug and alcohol abuse), homelessness, poverty, welfare dependence, and involvement in the criminal justice system

Students of school age (6 to 17 years) resident in Victoria are expected to attend the school in which they are enrolled, during normal school hours every day each term, unless:

- There is an approved exemption from school attendance for the student, or
- The student is registered for approved home schooling and has only a partial enrolment in a school for particular activities

Whilst ensuring student attendance is a legal obligation of parents/guardians, supporting students to attend school each day is the shared responsibility of parents, students, the school and the wider community.

2. GUIDING PRINCIPLES:

The following principles shape the College's attendance policy:

- Rowville Secondary College seeks to enhance student learning outcomes by ensuring student attendance is maximised and that absenteeism is kept to a minimum.
- Rowville Secondary College is committed to putting into place agreed processes for managing student attendance and absences within the College.
- Full attendance and punctuality is expected of all enrolled students of Rowville SC at all scheduled classes, assemblies, meetings and other compulsory activities.

3. IMPLEMENTATION:

- Student daily attendance is recorded and monitored via marking of the attendance rolls on **ReSource** in every class (Periods 1 to 6)
- Parents/guardians of students who are absent are requested to notify the college in advance if possible of student absence dates and times.

- If advance notification is not possible, parents/guardians are requested to ring or email the **College Attendance Officer** as early as possible on the day of student absence, and inform the Attendance Officer of their child's absence.
- If notification of student absence has not been communicated by phone or email to the College either before or on the day of student absence, parents/guardians **MUST** provide a written explanation to the College upon their child's return to school.
 - This written explanation should include the dates of absence and the reason/s for the absence. Notes of explanation can be provided directly to the Attendance Officer or to the student's Year Level Team Leader.
 - If absence notes are provided to the Team Leader, they are required to forward the note to the Attendance Officer so that rolls can be adjusted accordingly
- Where a satisfactory explanation of a student's absence is **NOT** provided within five school days parents/guardians should be contacted by the Attendance Officer. Telephone contact may be sufficient to resolve the situation.
- The Attendance Officers will follow up student absences by making ten phone calls per campus per day to parents/guardians of students who are indicated as being absent on that day and for whom no notification of absence has been received.
- The Attendance Officer will maintain an accurate log book of parent contacts and approved absences, as well as a register of written explanations.
- The Attendance Officer will inform Team Leaders of any student for whom information has been received that the student will be absent for a period of time exceeding three (3) days.
- Staff members should bring to the attention of Heads of School/Team Leaders any student whose attendance is irregular, punctuality is consistently poor or whose absences appear unwarranted.
- The Heads of School/Team Leaders, after checking attendance records and consulting with the teacher and the student, will decide upon appropriate strategies to be employed designed at addressing any identified attendance or lateness issues. As absence from school and/or truancy are often indicative of other problems including lack of school engagement and family issues, the strategies employed will be determined on a case-by-case basis. However, strategies may include:
 - Counselling sessions for students and/or parents/guardians
 - Formation of a Student Support Group for the student
 - Development of individual Student Absence Learning Plan and Return to School Plan
 - Making regular school attendance a prerequisite for extra-curricular activities
 - Attendance rewards
- On-going truancy issues will be reported to the Principal Team and to the appropriate welfare and DEECD personnel.

4. ROLES AND RESPONSIBILITIES:

Parents/Guardians:

Parents/Guardians are required to:

- Ensure their child attends school on time every day and to provide an explanation for any lateness or absence from school

- Inform the school of the reason for their child's absence so that the school can determine whether or not the reason for the absence is in line with DEECD guidelines regarding student absence and consistent with the College's attendance policy
- Notify the college in advance if possible of student absence dates and times and the reasons for these absences
- (If advance notification is not possible) ring or email the **College Attendance Officer** as early as possible on the day of student absence, and inform the Attendance Officer of their child's absence.
- Contact the school if their child does not want to go to school.
- Arrange doctor, dentist and all other appointments out of school hours.
- Arrange personal shopping trips with your son/daughter or birthday celebrations out of school hours.
- Not allow your child to stay at home for minor reasons.

Students:

Students are required to:

- Attend school every day
- Be on time to school and punctual to all classes, assemblies, meetings and other compulsory activities.
- Bring a note if late to school or if you need to leave early which clearly states the reason and the expected time of arrival or departure
- In the event of lateness to school (after 9.15am) or the need to leave early, ensure that they sign in or out at the General Office
- Remind parents to ring, email or otherwise contact the school if they are absent
- Bring and give to the Attendance Officer or their Team Leader within 5 school days of returning to school a written note to explain absence (if contact has not been previously made)
- Inform subject teachers of known extended absences (follow up with a letter), and seek information about work missed.

Students in Years 11-12:

- Provide a Medical Certificate or other appropriate documentation if absent for any assessment task (SAC or SAT) to the Senior School Management team as soon as they return to school (within 5 school days maximum)

The College:

In accordance with legislation released March 1, 2014 and DEECD procedures the school will:

- Proactively promote regular attendance
- Mark rolls accurately each lesson
- Follow up on any unexplained absences promptly and consistently
- 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

Principal and Principal Team:

The Principal/Principal Team will:

- Articulate high expectations regarding attendance to all members of the school community. This will include regular information to parents/guardians in regard to things such as the following:
 - **"Every Day Counts"** – that parents/guardians MUST ensure their child attends College on time every day that the College is open for instruction
 - That Parents/Guardians MUST notify and seek approval from the Principal (acting through the College Attendance Officer) of their child's absence prior to any planned absences or as soon as possible on the first day of their child's absence from school
 - That Parents/Guardians MUST support their child's learning during continued or prolonged absence through the implementation of an agreed Student Absence Learning Plan
 - That Parents/Guardians MUST work collaboratively and cooperatively with the College to support their child when attendance has been an issue due to reasons deemed unsatisfactory by the College.
- Determine if the excuse provided by a parent/guardian for an absence is reasonable for the purposes of the parent/guardian meeting their responsibilities under the Education and Training Reform Act 2006. The principal should use his/her discretion in making this decision
- Ensure that school attendance data is regularly monitored and analysed to identify student absence patterns on a school, year level and individual basis
- Report the annual rates of student attendance for the year to the school community at least once a year
- Ensure that all staff are following the processes for roll marking in a timely fashion by liaising with Heads of Schools, Attendance Officers and College Operations Managers as part of the follow-up of roll marking issues
- In conjunction with the relevant Heads of Schools, consistently follow the processes for enrolling new students to ensure that enrolment information is accurate in conjunction with Heads of Schools (see Appendix – Enrolment Process)

Heads of Schools:

Heads of Schools will:

- In conjunction with the relevant member of the Principal Team, consistently follow the processes for enrolling new students to ensure that enrolment information is accurate (see Appendix – Enrolment Process)
- Ensure that all staff are following the processes for roll marking in a timely fashion by liaising with Team Leaders, Attendance Officers and College Operations Managers as part of the follow up of roll marking issues
- In conjunction with Team Leaders, monitor student attendance, with a particular focus on students with attendance issues and those identified as "Attendance Risk Students"
- Disseminate to all Team Leaders the **Cases Significant Absences Reports** at the end of every term.

- Participate in Student Support Group meetings along with the relevant Team Leader in order to devise and implement in conjunction with parents/guardians a Student Absence Learning Plan and Return to School Plan for students deemed “Attendance Risk Students” as per the DEECD Student Engagement and Inclusion Guidelines and the College’s Student Engagement Policy

Team Leaders

Team Leaders within each sub-school will:

- Monitor daily absence reports and follow up any anomalies (e.g. missing periods, unapproved late arrivals - after 9:15am) by speaking with student and/or parent/guardian as deemed appropriate - ideally absence reports should be reviewed every day but at least three times per week is satisfactory
- Monitor student attendance/absence histories and make contact with parents/guardians when attendance/absence issues require this contact. This should occur when:
 - A student has missed more than two consecutive days without parent/guardian notification (i.e. unapproved absences)
 - A student has a past record of attendance/absences issues – these students should be flagged with the Attendance Officer
 - A student has five or more days of unapproved absence in the past 12 months
- Identify and monitor those students identified within their Year Level as being “**Attendance Risk Students**” and to follow up with these students as follows:

Attendance Risk Students:

- Convene a Student Support Group and devise and implement in conjunction with parents/guardians a **Student Absence Learning Plan** and **Return to School Plan** for these students as per the DEECD Student Engagement and Inclusion Guidelines and the College’s Student Engagement Policy
- Refer students to appropriate welfare and outside agencies
- Disseminate information to staff about student’s with long term absences and to develop and implement in conjunction with parents/guardians a Student Absence Learning Plan and Return to School Plan for these students as per the DEECD Student Engagement and Inclusion Guidelines and the College’s Student Engagement Policy
- Allocate appropriate consequences as per the Student Code of Conduct to students who are late to school beyond 9.15am and who do not provide an explanatory note (issue a Late to Class Learning Culture). Information about these students will be conveyed to Team Leaders by the Attendance Officers.
- Manage the attendance processes, in conjunction with the Attendance Officer, during cohort wide activities where teachers cannot mark rolls. (E.g. Exams, camps, etc.)

College Operations Managers:

College Operations Managers will:

- Monitor the marking of all class rolls and to follow up with staff regarding unmarked rolls by informing staff regularly of which class rolls have not been marked.

- Produce **Cases Significant Absences Reports** at the end of every term to disseminate to Heads of Schools.

Careers and Programs Manager:

The Careers and Programs Manager will:

- Provide the Attendance Officers with an accurate list of all students undertaking external VET and TAFE courses and the days and times of their program so that this information can be pre-entered onto ReSource – this should be done on a term by term basis
- Provide the Attendance Officers with any other relevant information concerning students on career-based programs (e.g. Work Experience, etc.) that result in their absence from school so that this information can be appropriately pre-entered on ReSource

Class Teachers:

Class teachers are responsible for:

- Accurately marking the class attendance roll on ReSource for every lesson. Period 1 & 2 classes are expected to be marked by the end of recess, Period 3 & 4 classes by the end of lunch, and Period 5 & 6 classes by 4 pm
 - The primary roll is that which is on ReSource, but teachers must also maintain a secondary paper or electronic roll for their own records
- Allocating Learning Cultures for lateness (LC's) to students via ReSource as appropriate
- Following up consistent lateness according to the *Student Code of Conduct* and notifying Team Leaders as appropriate
- Showing concern for students who are absent – asking them where they were and supplying them with any work missed
- Monitoring student attendance in their classes and providing information to Team Leaders if concerned about a particular student's attendance/absence history.
- If organising an extra-curricular activity (e.g. excursion) that results in students being absent from classes, entering the student absences on ReSource or with providing a list of students involved in the activity, stating the day, date and periods of absence, to the Attendance Officer at least one day prior to the activity. They should then update this list with the Attendance Officer on the morning of the activity.
- If removing a student from class for a period of time, they **MUST** inform the class teacher and/or the attendance officer so that the class roll can be modified accordingly.
- Staff conducting regular non classroom activities such as music, band, instrumental music, RSA sports coaching, need to notify the attendance officer of attendance **on the day of the activity**.

Teachers of Year 11 & 12 Classes:

- Year 11 & 12 class teachers **MUST** also follow the Senior School processes regarding student absence as outlined in the **VCE and VCAL Senior School Handbook**.

Classroom Teacher Protocols for roll marking:

- Teachers are to ensure that they mark the roll as accurately as possible
- If a student is absent from your class, mark the student absent.
- In many cases, absent students will have had their absence already pre-entered by either the Attendance Officer or by another member of staff conducting an activity such as an excursion. The Attendance Officer may also modify the roll at a future date if information relating to a student's absence is provided after the event.
- It is the teacher's responsibility to review the roll, particularly for Senior School classes.

Processes for student lateness to school:

- Students who are late for school but arrive before 9:15am must go directly to class and teachers are required to mark the roll accurately and issue the appropriate consequences as per the Student Code of Conduct for late students (issue a Late to Class Learning Culture if the lateness is unexplained or unapproved).
- Students who are regularly late to class in the morning should be referred to the relevant Year Level Team Leader
- Students who arrive at school after 9:15am, are required to sign in at the front office and have their diary stamped with a late pass and then go to class. Students must provide a note from a parent/guardian explaining their lateness to school.
- If no explanatory note is provided by the student, the Attendance Officer will inform the relevant Year Level Team Leader who will then issue the appropriate consequences as per the Student Code of Conduct for late students (issue a Late to Class Learning Culture)
- Students who arrive at class after 9.15am and who do not have their diary stamped with a late pass should be directed to report to the General Office. They should not be allowed into class until a late pass has been obtained.

Attendance Officer Responsibilities:

The Attendance Officers at each campus are responsible for:

- Entering details of student absences into class rolls upon receipt of information from parents/guardians and members of staff
- Entering information into class rolls concerning student late arrivals (after 9.15am) and early departures
- Monitoring specific identified student attendance/absences ("Red Flag Students") as requested by Heads of Schools and Team Leaders
- Making phone contact with parents/guardians of identified Red Flag Students whenever they are marked absent during the day
- Strategically making phone contact with the parents/guardians of a random selection of absent students on a daily basis
- Supporting the progress of students at risk under the direction of the Heads of Schools/Team Leaders/Student Welfare Coordinators.
- Maintaining an accurate log book of parent contacts and approved absences.
- Recording and maintaining files of approved absences (letters/notes recording parent contact/medical certificates).

- Setting up and managing the drop box in the main office for students and staff to deliver notes regarding student absence.
- Printing off class lists for CRTs if the College Operations Manager is unavailable.
- Printing out letters to parents seeking approval for student absences on a regular basis (twice a term) for Team Leaders to distribute and follow up.
- Sending the text message alert to parents regarding student absence on a daily basis at 12.30pm.
- Informing Team Leaders of any student for whom information has been received that the student will be absent for a period of time longer than 3 days.
- Importing attendance data from ReSource into CASES21 on a daily basis.

STUDENT CODE OF CONDUCT

(Revised March 2014)

1. RATIONALE:

The College's **Student Code of Conduct**, which forms part of the College's broader Student Behaviour and Student Engagement Policies, sets down acceptable student behaviour and appropriate student management procedures, as well as staged consequences for inappropriate behaviour.

The underlying purpose of the code of conduct is to provide students and staff with the right to work in a secure and orderly environment, and parents with the right to expect that their children will be educated in a purposeful environment in which the principles of care, courtesy and respect for the rights of others are valued.

The code of conduct aims to foster a healthy school culture in which high levels of achievement take place within a positive social environment where high standards of behaviour based on cooperation, mutual responsibility and self-discipline are promoted.

The Code of Conduct has been developed with input from teachers, parents and students and sets out student behaviour standards and procedures for managing misbehaviour. It includes logical and consistent consequences for inappropriate behaviour which are applied consistently across the whole school.

2. GUIDING PRINCIPLES:

The Student Code of Conduct is based upon the following principles:

- All individuals are to be valued and treated with respect
- Students have a right to work in a secure environment where they are safe at all times and where they are able to fully develop their talents, interests and ambitions
- Teachers have a right to expect that they will be able to teach in an orderly and cooperative environment
- Parents have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged
- Parents have an obligation to support the school in its efforts to maintain a positive teaching and learning environment
- The Principal and staff have an obligation to fairly, reasonably and consistently implement the code of conduct

Reflecting these principles, the Code of Conduct is framed around **the Rowville Secondary College Learning Culture** which underpins effective classroom and student management within the College.

The RSC Learning Culture entails seven key elements as follows:

1. TIME COUNTS:

- Students are expected to arrive at class on time and if they are late, a TIME COUNT (TC) for lateness applies.

2. READY TO LEARN:

- Students are expected to come to class with required materials and in correct school uniform. If they do not meet this expectation, a READY TO LEARN (RTL) applies.

3. LEARNING ENVIRONMENT:

- Students are expected to follow teacher instructions; use electronic devices (e.g. mobile phones and the like) responsibly; respect the learning environment of others; and respect school property. Students must behave in a manner which avoids distraction, risk and/or danger to others. If they do not meet these expectations, a LEARNING ENVIRONMENT (LE) applies.

4. WORK ETHIC:

- Students are expected to complete all required learning tasks by the designated time as specified by the classroom teacher. If they do not meet these expectations, a WORK ETHIC (WE) applies.

5. REFERRAL:

- Students who are involved in serious incidents such as acts of violence (including fighting) and vandalism; smoking; possession and/or use of banned items/substances (e.g. alcohol, illicit drugs, etc.); truancy; leaving the school premises; etc. that occur either within the classroom or external to it will be referred to the appropriate Team Leader, Head of School and/or Assistant Principal as appropriate.

6. PERSONAL BEST:

- Behaviour and/or achievement in or out of the classroom that is above expectations and better than anything a student has previously demonstrated can be rewarded with a Personal Best (PB). A Personal Best may relate to any of the school values and/or Learning Culture expectations

7. GOLD AWARD

- Automatically awarded to students once a week if students have maintained a positive "Learning Environment", been "Ready to Learn", had a great "Work Ethic" and made "Time Count" consistently throughout the week.

Furthermore, each teacher in the College is responsible for developing an individual classroom management plan consistent with the school's Code of Conduct, the College's Learning Culture and the College's "Look of High Expectations" framework.

3. IMPLEMENTATION:

This **Student Code of Conduct** and the associated **Learning Culture Procedures Document** set down acceptable student behaviour and appropriate student management procedures, as well as outlining staged consequences for inappropriate behaviour.

Appropriate student behaviour is encouraged at Rowville SC through the implementation of whole-school strategies supported by targeted and individualised support when required. Furthermore, they are supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classroom environments
- ensuring student participation in the development of classroom and whole school rules and 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

Inappropriate behaviours are 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 the student's learning program.

Identifying and Responding to Students in Need of Additional Support

The College utilises the following information, strategies and tools to identify and support students in need of additional support.

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Student Mapping Tool
- Engagement with student families
- Involving the student wellbeing coordinator, managed individual pathways or careers coordinators
- Peer support and tutoring
- Mentoring and/or counselling
- Convening student support group meetings
- Developing individualised flexible learning and behaviour plans
- Providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- Involving community support agencies

BREACHES OF THE CODE OF CONDUCT:

The Code of Conduct is based upon the expectation that all students will fulfil their responsibility to adhere to the College Learning Culture and will respect the rights of others both within and outside the classroom (refer to Student Engagement Policy and Learning Culture Procedures Document).

Consequences imposed on students for breaches of the code of conduct are not simply intended as punishment for the violation. They are given as a logical consequence of the breach, and as part of the overall education of the student they are always accompanied by counselling and strategies to prevent further misbehaviour. Consequences are graded in severity depending on the frequency and nature of the breach. Typically they include:

- Discussion about inappropriate behaviour and warning of future repercussions
- Community service
- Lunchtime and after school Work Sessions
- Principal Work Sessions
- Withdrawal from class
- Removal from school grounds during recess and lunchtime
- Placement on a behaviour check
- Conference with parents
- Withdrawal from classes
- Internal suspension
- External suspension
- Expulsion
- Other penalties as negotiated between parent, student and the College as deemed appropriate

Specific details about the consequences for students that breach the code of conduct and the role in the management process played by classroom teachers, Team Leaders, Heads of Schools and Assistant Principals are outlined in the **Rowville Secondary College Learning Culture Procedures Document and Flowchart** that should be read and considered in conjunction with this Student Code of Conduct.

When considering **suspension or expulsion** as a consequence for inappropriate behaviour, the College is required to follow the procedures and process outlined in the following:

Ministerial Order 625

<http://www.education.vic.gov.au/Documents/school/principals/participation/minorder625.PDF>

Student Engagement and Inclusion Guidance

<http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>

“Effective Schools are Engaging Schools: Student Engagement Policy Guidelines”

<http://www.education.vic.gov.au/school/principals/participation/Pages/studengage.aspx#mainContent>

School Policy and Advisory Guide

<http://www.education.vic.gov.au/school/principals/spag/Pages/spag.aspx>

Suspension and Expulsion processes are outlined below:

DISCIPLINE PROCEDURES – SUSPENSION AND EXPULSION:

SUSPENSION

Suspension is the process of excluding a student from the standard instruction or educational opportunities being provided to other students at the school for part of a day, a full day, or multiple days.

Suspension is a serious disciplinary measure and is best reserved for incidents when other measures have not produced a satisfactory response.

Authority to Suspend a Student:

Only principals have authority to make the final decision to suspend a student. This authority cannot be delegated.

School staff may provide advice to inform the principal's decision whether to suspend a student and may assist in the management of the student's behaviour and/or in communications with the parents, carers or relevant persons. Principals hold ultimate responsibility for ensuring that all processes are followed, correctly.

Grounds for Suspension:

In order for suspension to be an option, the following conditions must be in place:

The student's behaviour must have occurred:

- whilst attending school;
- or travelling to or from school;
- or while engaged in any school activity away from the school;
- or travelling to or from any school activity.

The student's behaviour must meet one or more of the following conditions:

- a. behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- b. causes significant damage to or destruction of property;
- c. commits or attempts to commit or is knowingly involved in the theft of property;
- d. possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
- e. fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- f. consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;
- g. consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

Period of Suspension:

Suspending a student can have serious implications for the student's engagement in learning therefore suspension should be applied for the shortest time necessary. In determining the period of suspension, the principal must note:

- The period of suspension must not exceed five school days.
- The suspension must not result in the student being suspended for more than 15 school days in the school year unless there is prior written approval from the Regional Director.
- If the period of the suspension is longer than the days left in the term, the principal should consider the likely disruption to the student's learning before imposing a suspension that will continue into the following term.

The Relevant Person:

Due to the seriousness of suspension and expulsion, **Ministerial Order 625** requires that students who are subject to suspension have a '**relevant person**' to participate in the process to support and advocate for them. For most students this will be a **parent or carer**.

In situations where the parent or carer is unavailable or unwilling to act as the relevant person for their child, they can nominate an alternative relevant person. For more information on this role, see: [Identifying a Relevant Person](#).

External and Internal Suspensions:

When considering the decision to suspend a student, the principal should consider whether an external or internal (in-school) suspension is most appropriate. Details of both external and internal suspension processes are outlined below:

1. External Suspension:

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.

External Suspension Process:

Outlined below are the stages/steps that should be followed when an external suspension is given:

- Provide verbal notification to the student and the **relevant person** of:
 - The reason/s for the suspension
 - The school days on which the suspension will occur
 - Contact details for additional support services for the student and the relevant person as appropriate.
- Arrange for appropriate school work to be provided to the student for the period of the suspension:
 - Where the student is suspended for 3 days or less, provide meaningful work
 - Where the student is suspended for more than 3 days, a Student Absence Learning Plan and Return to School Plan must be developed and provided to the student and the relevant person as appropriate.
- Provide the student and their relevant person with the following documentation:
 - Notice of Suspension
 - Student Absence Learning Plan (if applicable)

- Return to School Plan (if applicable)
 - Information brochure Procedures following Suspension.
- Record the suspension on CASES21

2. In-school Suspension:

An in-school suspension is where the student is excluded from the standard instruction or educational opportunities being provided to other students, but can still undertake educational activities on the school premises for the period of the suspension.

In-school suspensions should focus on encouraging the student to exhibit more positive behaviour, to increase their level of participation and where appropriate, to learn problem solving and/or conflict resolution skills.

Options for in-school suspension include:

- Having the student accompany an experienced teacher/appropriate staff member to their classes for the day
- Participating in a work-based in-school suspension (e.g. working outdoors or preparation of educational materials)
- Providing a dedicated room or area where students can complete school work under appropriate supervision.
- Using the period of suspension to have the student participate in a behaviour management, conflict resolution or respectful relationships program or activities (as appropriate to the behaviour for which they were suspended)
- Utilising a restorative practice approach and ensuring that the focus of an in-school suspension is that student making amends for their behaviour (egg. fixing something they have broken or doing something for any person they may have hurt or upset as a result of their behaviour).

The same process (including record-keeping) must be followed for in-school suspension as for out of school suspensions.

Immediate Suspensions:

The principal may implement a suspension with immediate effect if the student's behaviour is such that they are putting the health, safety and wellbeing of themselves, or any other person at significant risk.

Where an immediate suspension is imposed, the principal has a duty of care to provide supervision of the student until they can be collected by a parent, carer, or an emergency contact nominated by the parent or carer.

If the parent, carer or emergency contact is unable to collect the student, the student must be adequately supervised by a member of staff until the end of the school day.

It may be appropriate to implement a suspension with an immediate effect whilst the student is on an excursion or school camp. In these situations, if a student's parent, carer or emergency contact is unable to collect the student, they will need to be supervised until the end of the camp or excursion.

If this is the case, it is suggested that the student be removed from any activity organised as part of the excursion or camp. It may also be suitable to assign the student an appropriate task or school work to go on with.

Suspension of Aboriginal and Torres Strait Islander Students:

When considering a suspension for an Aboriginal or Torres Strait Islander student, a principal should engage a Koorie Engagement Support Officer (KESO). The KESO can support the school and the family to find the best outcome for the student and also connect the school and family to any local or regional resources to assist.

Students with Separated Parents:

For students who have separated parents, it important to remember that suspension and expulsion are serious disciplinary measures and therefore all parents and carers are entitled to be notified of the intention to suspend or expel the student. In circumstances where there is more than one parent or carer who would like to participate in the suspension and expulsion process, it is important to involve all of them in the process.

PRINCIPAL SUSPENSION PROCESS CHECKLIST

It is not a requirement of the suspension process that this checklist be completed; it is intended to guide principals through the requirements expected of them under Ministerial Order 625.

IS SUSPENSION AN AVAILABLE OPTION?

The student's behaviour must have occurred:

- While attending school; or
- Travelling to or from school; or
- While engaged in any school activity away from the school, including travelling to or from that activity.

One or more of the following grounds for suspension must be applicable:

- Behaving in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- Causing significant damage to or destruction of property;
- Committing or attempting to commit or is knowingly involved in the theft of property;
- Possessing, using or selling or deliberately assisting another person to possess, use or sell illicit substances or weapons;
- Failing to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- Consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;
- Consistently behaving in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

PRINCIPAL MUST MAKE A DECISION TO SUSPEND

I have ensured that suspension is appropriate to:

- The behaviour for which the student is being suspended
- The educational needs of the student
- Any disability or mental illness of the student
- The age of the student
- The residential and social circumstances of the student.

If the student is **Aboriginal** or **Torres Strait Islander**:

- I have considered whether it is appropriate to contact a Koorie Education Coordinator.

As part of my considerations, I have ensured that:

- The student has been given an opportunity to be heard
- Any information or documentation provided by the student and or their relevant person has been taken into account in making the decision
- Other forms of action to address the behaviour which may lead to suspension have been considered.

DETAILS OF SUSPENSION

If it is a **suspension with an immediate effect**, I have ensured that the following grounds have been met:

- The student behaved in a way that would provide the basis for a suspension; and
- The behaviour is such that the student is putting the health, safety, and wellbeing of themselves, staff or other students at significant risk.

I have also ensured that:

- I have contacted the relevant person to advise them of the suspension with immediate effect and have requested that the student be collected by the relevant person or an emergency contact
- I have arranged adequate supervision for the student until he/she can be collected by the relevant person or emergency contact, or until the end of the school day or school activity in the case of school camps or excursions.

If the suspension is **not to take effect immediately**, I have determined a **start date** for the suspension. I have determined the **period of the suspension** and have ensured that:

- The period of suspension does not exceed 5 school days
- The suspension will not result in the student being suspended for more than 15 days in a school year
- If this suspension does result in the student being suspended for over 15 days in the school year, I have sought written approval from the Regional Director
- I have considered the likely disruption to the student's learning before imposing a suspension for a period that is longer than the days left in a term.

I have determined **where** the suspension will occur:

- In-school suspension
- External suspension.

PROCEDURE PRIOR TO SUSPENSION

Before the suspension has commenced, I have done the following:

- Given verbal notification to the student and the relevant person of:
- The reason/s for the suspension
- The school days on which the suspension will occur
- Where the suspension will occur (i.e. in-school or external suspension)
- Contact details for additional support services for the student and the relevant person as appropriate
- Arranged for appropriate school work to be provided to the student for the period of the suspension
- Where the student is suspended for 3 days or less, I have provided meaningful work
- Where the student is suspended for more than 3 days, a *Student Absence Learning Plan* and *Return to School Plan* have been developed.

Provided student and their relevant person with the following documentation:

- Notice of Suspension
- Student Absence Learning Plan (if applicable)
- Return to School Plan (if applicable)
- Information brochure Procedures following Suspension
- Recorded the suspension on CASES21.

EXPULSION:

Expulsion is the process of permanently excluding the student from the school in which he or she is currently enrolled. As the most extreme disciplinary measure available to a principal, it should only be used after other forms of behaviour management have been exhausted and the school can demonstrate evidence that this has occurred. The student's behaviour must also be of such magnitude that expulsion is the only available mechanism.

Expulsion cannot not be implemented as a consequence for events of a novel nature such as one-off pranks that do not cause any harm to other students or members of the school community.

Authority to Expel a Student

Only principals have authority to make the final decision to expel a student. This authority cannot be delegated.

School staff may provide advice to inform the principal's decision whether to expel a student and may assist in the management of the student's behaviour and/or in communications with the parents, carers or relevant persons. Principals hold ultimate responsibility for ensuring that all processes are followed correctly.

Grounds for Expulsion:

In order for expulsion to be an option, the following conditions must be in place:

The student's behaviour must have occurred:

- whilst attending school; or
- travelling to or from school; or
- while engaged in any school activity away from the school; or
- travelling to or from any school activity

The student's behaviour must meet one or more of the following conditions:

- a. behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- b. causes significant damage to or destruction of property;
- c. commits or attempts to commit or is knowingly involved in the theft of property;
- d. possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
- e. fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- f. consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;
- g. consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

Removing a student from school while considering an expulsion:

If a student's behaviour is serious enough to warrant expulsion and poses danger to staff and students, a suspension with immediate effect may be implemented while the expulsion is being considered. If consideration and/or implementation of an expulsion are going to take longer than the maximum suspension period of five consecutive days, principals can apply to the Regional Director for an extension.

Students in out-of-home care:

In all cases where a student residing in out-of-home care is being considered for expulsion, the relevant Regional Director must be notified so that obligations in the Out-of-Home Care Education Commitment can be met.

For more information, see:

[Out-of-Home Care Education Commitment: A Partnering Agreement](#)

Overseas Students:

When considering appropriate discipline for overseas students, otherwise known as international students, it is important to note that the decision to expel may impact on a number of the student's visa conditions.

Such visa conditions can include the following:

- The student must attend 80 per cent of classes
- The student must make satisfactory progress.

The International Education Division of the Department must be notified of all cases where expulsion is being considered for an overseas student on (03) 9637 2990.

Aboriginal and Torres Strait Islander students:

When considering an expulsion for an Aboriginal or Torres Strait Islander student, a principal should engage a Koorie Engagement Support Officer (KESO). The KESO can support the school and the family to find the best outcome for the student and also connect the school and family to any local or regional resources to assist.

Students with Disabilities:

When a student has a disability that is relevant to the expulsion process and may impact upon placement decisions, the regional office should be notified to contribute to support and planning.

Students with Separated Parents:

For students who have separated parents, it is important to remember that suspension and expulsion are serious disciplinary measures and therefore all parents and carers are entitled to be notified of the intention to suspend or expel the student. In circumstances where there is more than one parent or carer who would like to participate in the suspension and expulsion process, it is important to involve all of them in the process.

PROCEDURES PRIOR TO EXPULSION

Expulsion from a school is the most serious consequence open to the principal. Principals must:

- ensure expulsion is a measure of last resort
- ensure all other reasonable measures, to avoid expulsion have been implemented, as consistent with the advice around staged response in the Effective Schools are Engaging Schools: Student Engagement Policy Guidelines

When considering an expulsion for a student in out-of-home-care the principal must notify the relevant Regional Director.

When considering an expulsion for an overseas student the principal must notify the International Education Division of the Department.

1. Investigation:

Before implementing an expulsion, the principal must undertake a thorough investigation to establish the relevant behaviours, who committed those behaviours, the context in which the behaviour was committed and any other relevant circumstances in relation to the behaviour.

The principal should also consider any alternative disciplinary measures that may be appropriate to address the behaviour of the student.

As part of their investigation the principal must seek the support of a person on the Regional Approved List to assist with the following:

- Considering alternative disciplinary measures
- Considering appropriate alternative education, training or employment options that may be suitable for the student
- Attending the Behaviour Review Conference (if appropriate).

2. Behaviour Review Conference:

The principal must convene a Behaviour Review Conference:

- To inform the student and their relevant person about the reasons expulsion is being considered and the evidence to support this
- To provide the student and their relevant person with an opportunity to respond and be heard
- To discuss and identify future educational, training or employment options that may be suitable for the student should the principal decide to expel the student
- To identify a course of action in the event that a decision is made to expel the student
- To provide the student and their relevant person with the information document

3. Decision and Implementation

After the Behaviour Review Conference, the principal must consider all of the relevant matters and make a decision about whether to expel the student.

- The student and the relevant person must be notified of their decision within 48 hours of the conclusion of the Behaviour Review Conference.

If the principal decides to expel the student, they must:

- Provide the student and the relevant person with the *Notice of Expulsion and Expulsion Appeal Form*
- Prepare an *Expulsion Report*
- Provide the Regional Director with the *Notice of Expulsion* and the *Expulsion Report* within 24 hours of the expulsion taking effect
- Record the expulsion in CASES21.

4. Transition and Support:

Following the decision to expel the student, the principal, in consultation with the regional office, must implement the plan of action that was devised at the Behaviour Review Conference.

If there is going to be a significant delay in making further education or employment arrangement for the student, the principal must develop a *Student Absence Learning Plan* and continue to provide the student with appropriate work until the transition is made.

PRINCIPAL EXPULSION CHECKLIST

It is not a requirement of the expulsion process that this checklist be completed; it is intended to guide principals through the requirements expected of them under Ministerial Order 625.

IS EXPULSION AN AVAILABLE OPTION?

The student's behaviour must have occurred:

- While attending school; or
- Travelling to or from school; or
- While engaged in any school activity away from the school, including travelling to or from that activity.

One of more of the following grounds for expulsion must be applicable:

- Behaving in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- Causing significant damage to or destruction of property;
- Committing or attempting to commit or is knowingly involved in the theft of property;
- Possessing, using or selling or deliberately assisting another person to possess, use or sell illicit substances or weapons;
- Failing to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- Consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;
- Consistently behaving in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

The student's behaviour must be of such magnitude that expulsion is the only available mechanism.

I have considered the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other students and staff at the school and need to maintain the effectiveness of the school's educational programs.

For students with a history of behavioural issues, I can confirm that sufficient prior interventions have been put in place. (Note: this is not a requirement under Ministerial Order 625 but a ground for appeal under the Order.)

PROCEDURES PRIOR TO EXPULSION

- I have identified the student's relevant person and/or arranged for the appointment of a suitable person
- I have considered alternative discipline measures for this student
- I have considered appropriate education, training and employment options that may be available to student should a decision be made to expel the student
- I have nominated a person from the **Regional Approved List** to assist with:
 - Attending a Behaviour Review Conference with the student (if appropriate)
 - Considering alternative disciplinary measures
 - Considering appropriate alternative education/training and/or employment options
 - Assisting in the implementation of the course of action agreed at the Behaviour Review Conference.

- If the student is in **out-of-home care**, I have informed the Regional Director that expulsion of the student is being considered.
- If the student is an **international student**, I have informed the International Education Division in central office, DEECD.
- If the student is an **Aboriginal** or **Torres Strait Islander**, I have considered contacting the Koorie Education Coordinator
- If the student has a disability such that transition arrangements may be difficult to establish (as a guide this might include students on Level 4 or above of **Program for Students with a Disability** as well as other students who may or may not be funded) I have considered contacting the regional office for assistance.

PRIOR TO THE BEHAVIOUR REVIEW CONFERENCE

- I have contacted the student and their relevant person to arrange a Behaviour Review Conference prior to making a decision about whether to expel a student.
- I have advised them of the following:
 - The date, time and place for the Behaviour Review Conference
 - That they are encouraged to attend the meeting
 - That they may be accompanied by an independent support person of their choice who is not acting for fee or reward
 - That they are entitled to have an interpreter present and that relevant arrangements will be made if required
 - That if the relevant person is unable or unwilling to attend, the relevant person or the student may nominate another person to attend the Behaviour Review Conference
 - That if the student and / or the relevant person do not attend the meeting, a decision about whether to expel the student may be made at that meeting. If an expulsion is decided, the course of action may, therefore, be determined without the benefit of hearing from a student and their relevant person.
- I have made reasonable attempts to schedule a Behaviour Review Conference at a date, time and place that allows the student and the relevant person to attend.
- I have determined whether an interpreter is required by any person attending the Behaviour Review Conference and have arranged for such assistance to be present at the meeting.

THE BEHAVIOUR REVIEW CONFERENCE

I have made reasonable attempts to ensure that the following people are present at the Behaviour Review Conference:

- The student
- The relevant person, and their independent support person (if required)
- Nominee from the Regional Approved List
- Interpreter (if required).

I have included the following discussion points on the agenda for the meeting:

- Expulsion of the student is being considered
- Grounds for expulsion that are being considered
- Evidence to support a finding that the student has engaged in the conduct that warrants expulsion
- Advising the student and the relevant person that this is an opportunity to respond and to be heard
- Development of a course of action in the event that a decision to expel the student is made including future educational, training and/or employments options.

- I have provided the student and the relevant person with the following documentation:
 - Information document Procedures for Expulsion.
- If the student and the relevant person did not attend the Behaviour Review Conference:
 - I have ensured that documentation of the key points discussed at the meeting are sent to the student and the relevant person.

DECISION TO EXPEL

- I have properly, fairly and without bias considered all of the relevant matters in making my decision, including:
 - The behaviour for which the student is being expelled
 - The educational needs of the student
 - Any disability or mental illness of the student
 - The age of the student
 - The residential and social circumstances of the student
 - The need to maintain the health safety and wellbeing of other students and staff at the school
 - The need to maintain the effectiveness of the school's educational programs.
- I have notified the student and the relevant person of my decision within 48 hours of the conclusion of the Behaviour Review Conference.

IF A DECISION IS MADE TO EXPEL

- I have provided the student and the relevant person with the following documents:
 - Notice of Expulsion
 - Expulsion Appeal Form
- I have prepared a written *Expulsion Report*
 - I have provided the following documents to the Regional Director, within 24 hours of the expulsion taking effect:
 - Notice of Expulsion
 - Expulsion Report
 - I have recorded the expulsion in CASES21.

PROCEDURES FOLLOWING EXPULSION

- I have ensured that the student is provided with educational and developmental opportunities as soon as practicable after the expulsion.
- In the case of a student of compulsory school age, I have ensured that the student is:
 - Enrolled at another registered school; or
 - Enrolled at a registered training organisation; or
 - Engaged in employment.
- In the case of a student who is beyond compulsory school age, I have provided the student and their relevant person with information about other schools, registered training organisations or employment agencies that may provide suitable opportunities for the student.
- If there is to be a significant delay in making further educational/employment arrangements, I have ensured that a Student Absence Learning Plan has been developed and will continue to provide the student with appropriate work.

BAN, SEARCH FOR AND SEIZURE OF HARMFUL ITEMS GUIDELINES

“Ban, Search for and Seizure of Harmful Items Guidelines” can be found as part of the School Policy and Advisory Guide <http://www.education.vic.gov.au/school/principals/spag/Pages/spag.aspx>

The *Education and Training Reform Amendment (School Safety) Act 2011* and Education and Training Reform (School Safety) Regulations 2011 provide Principals with the power to declare and ban harmful items from school premises and teacher-supervised activities, and principals and authorised teachers with the power to search and seize such items. Below is a summary of these procedures:

Declaration of Harmful Items:

Note: References to the “principal” in Parts 2 and 3 of these Guidelines should be taken to include the principal of a school, any assistant principals, and any teacher authorised to carry out functions in relation to the searching for, and seizure of, harmful items (see Authorisation of a Teacher)

A principal may ban certain items from being brought onto school premises which the principal reasonably believes are likely to be used in a threatening, violent or harmful manner. A declaration pertaining to the banned item/s should contain the following information:

- a. That listed items are declared as harmful and as a consequence are banned from the school premises under the conditions set out in the declaration
- b. Type of items being declared harmful
- c. Time/s and day/s which each item is to be declared as harmful
- d. Any other conditions that apply to the declaration, including any exceptions to the ban such as the use of the item in particular classes or under particular circumstances.

Failure to declare an item to be banned from school premises does not in any way prevent a principal from exercising the powers to search for, and/or seize, a harmful item under section 5.8A of the *Education and Training Reform Act 2006*.

Searching for and Seizing Harmful Items

If a principal has reasonable suspicion that a harmful item exists, the principal has the power to search for and seize such an item under sections 5.8A.3 and 5.8A.4 of the Act. When determining whether reasonable suspicion that a harmful item exists and as such whether a search for a harmful item should be carried out, the following factors should also be considered:

- a. the likelihood that a search will uncover a harmful item
- b. whether it is likely that the harmful item will be used by a student
- c. the source and veracity of information regarding the presence of a harmful item.

If a student seeks to obstruct a search, the principal may:

- a. if the principal believes that there is an immediate threat to the safety, security or wellbeing of a student or staff member, contact Victoria Police
- b. if the principal believes that there is not an immediate threat to the safety, security or wellbeing of a student or staff member, contact the parent/guardian of the student and alert them to the circumstances and require the item not to be brought to school in the future.

If a principal reasonably suspects that a search will uncover a firearm or a prohibited weapon, the principal should contact Victoria Police and only conduct a search if:

- a. the principal reasonably suspects that there is a threat to the safety, security or wellbeing of a student or staff, which in the reasonable opinion of the principal requires immediate action to be taken to reduce that threat, and
- b. the search can be carried out in a manner that does not unduly threaten the safety of the principal, student(s) or other school staff, and
- c. other reasonable actions have been considered, including the practicality of Victoria Police carrying out the search.

The Act does not allow for a student to be physically touched or patted down by the principal to search for a harmful item. Principals are not permitted to search a student, but may ask a student to turn out his or her pockets, open any bag, locker or other item, and to disclose whether or not a student is in possession of a harmful item. A student who does not comply with a direction to open a bag or locker or to turn out his or her pockets should be subject to school disciplinary procedures. If the principal believes the student is concealing a harmful item under his or her clothing, the principal should use his or her discretion as to whether to call Victoria Police.

Action to be taken after Search and Seizure

1. Seizure of firearm or prohibited weapon:

If a firearm or prohibited weapon is seized by a principal under section 5.8A.4 of the Act, the item must be stored in the following manner until surrendered to Victoria Police:

- a. the item is to be stored in a locked strongbox, safe or other secure container in a locked room, and
- b. access to the room containing the seized item must only be granted by the principal or assistant principal.
- c. If it is not practicable that the item is stored in accordance with paragraph 23, the item is to be stored in as safe and secure a manner as is practicable in the circumstances.

The principal must report the seizure of a firearm or prohibited weapon to the Emergency Management Division (EMD). The principal must contact Victoria Police as soon as practicable after seizing a firearm or prohibited weapon, and surrender or deal with the item as directed by Victoria Police.

Seizure of an item which is not a firearm or prohibited weapon:

If a harmful item that is not a firearm or prohibited weapon is seized by a principal under Section 5.8A.4 of the Act, the item must be stored in a safe and secure manner until the item is surrendered to Victoria Police or returned to the owner (or the owner's guardian) in accordance with the Act.

For the purposes of this section, a harmful item includes an item that has been declared to be a harmful item by a principal or an item which, due to the circumstances, has become a harmful item, e.g. a screwdriver has been used by a student to threaten another student and / or teacher.

The principal must contact EMD immediately to report the seizure of certain items, and then contact Victoria Police. As a general guide, seizure of:

- a. any knife, dagger, sword or serrated blade, or
- b. any item that is used in an attack or threatened attack against another person, or
- c. any "controlled weapon"

should be reported to EMD and Victoria Police as soon as practicable. The seized item is required to be stored in a locked cupboard if practicable, with access permitted only by the principal.

Any seized item is to be retained by the principal until the principal is satisfied that there is no longer a threat to the safety, security or wellbeing of any person or property. This is a significant discretion, and the principal can retain the item until he or she reasonably believes that there is no longer a threat from returning it. Such discretion could last for an hour, a day, a week or longer, provided that the principal reasonably believes that the threat of danger continues to exist.

When determining the degree of threat to the safety, security or wellbeing of any person, the following considerations are to be taken into account:

- a. the nature of any threat to use the harmful item
- b. the nature of the harmful item
- c. the likelihood of any students using a harmful item to threaten the safety, security or wellbeing of any person, and
- d. any other circumstances relating to the item or incidents related to the item that may be relevant.

Once the principal is reasonably satisfied that there is no longer a threat to the safety, security or wellbeing of any person or property, a seized item is to be returned in accordance with the Act and Regulations in the following manner:

- a. the item is to be returned to a parent or guardian of the owner of the item
- b. where the child is an independent student it may not be appropriate to make the property available for collection by the student's parents and the property should be returned to the student
- c. the property made available for collection should be in the same condition as when the property was seized
- d. if the owner of the item is unknown, reasonable steps should be made to ascertain the owner. After reasonable steps have been taken and the owner is still unknown or in dispute the item should be disposed of as directed by Victoria Police.

An item that it is illegal to possess, threatens the safety or wellbeing of students or staff, or that the principal reasonably suspects to have been used to commit a crime, need not be made available for collection by a student or the student's guardian. In such circumstances the principal should notify Victoria Police of the seizure of the property, and:

- a. if Victoria Police state that they will come to the school to investigate matters relating to the property, the property need not be made available for collection until they do so, or
- b. if Victoria Police seize the property, the property need not be made available by the school for collection.

If Victoria Police decide not to seize the property, and the principal reasonably believes that the return of the item does not pose a threat to the safety or wellbeing of students or staff, the item must be made available for collection by the owner/parent of owner.

Authorisation of a Teacher:

A teacher can be authorised to conduct a search and seizure in the following circumstances:

- when a teacher-supervised activity is taking place (either on or off school premises), and
- when the principal or assistant principal is not or will not be present to undertake a search

Authorisation of a teacher or teachers by the principal can be made verbally or in writing, and can be made at any time. A teacher can refuse to become an authorised teacher for the purposes of these provisions.

ROWVILLE SC STUDENT LEARNING CULTURE PROCEDURES DOCUMENT

LEARNING CULTURE	ROLE OF CLASSROOM TEACHER	CONSEQUENCE	ROLE OF TEAM LEADER	ROLE OF HEAD OF SCHOOL / ASSISTANT PRINCIPAL	REWARDS
The Learning Culture listed below is in addition to any consequences the teacher administers i.e. keeping student in at recess/lunch to discuss how the student has breached school rules, follow up with parents etc. Effective classroom management involves teachers setting the expectations of behaviour and managing student behaviour by issuing appropriate consequences					
<p>TIME COUNTS: Students are expected to get to class on time and if they are late, a TIME COUNT (TC) for lateness applies.</p>	<p>Teacher records onto ReSource that the student is late. SMS sent home at the designated time.</p>	<p>3 TCs = 1 Lunchtime Work Session 5 TCs = 1 After-School Work Session + student/parent meeting with Team Leader Students MUST attend Work Session with work to complete.</p>	<p>At 3 time counts a student will be placed onto Lunchtime Work Session (parents notified). Team Leader will follow up with students who fail to attend Lunchtime Work Session - students will receive an After-School Work Session (parents notified). Team Leader will follow up with students who miss After-School Work Session - students will receive a Principal's After-School Work Session (parents notified).</p>	<p>Student & Parents are asked to come in for a meeting with HOS and/or Assistant Principal when the student has received 7 time counts or misses Principal's After-School Work Session - Automatic Day Withdrawal from Classes (HOS/Team Leader) Once the Day Withdrawal is served TC returns to zero and the process starts again</p>	<p>REWARDS: If a student goes 5-school days (1 week) without being late, then they will lose 2 TCs.</p>
<p>READY TO LEARN: Students are expected to come to class with required materials and in correct school uniform. If they do not meet this expectation, a READY TO LEARN (RTL) applies.</p> <p>Students out of uniform should obtain a uniform pass from a team leader before school starts. students who are late to school this from the first class they have on the day</p>	<p>Teacher records onto ReSource that a student is in breach of the Ready to Learn expectations for uniform (Unapproved - without a note) or not having brought the required materials to class. In the case of out of uniform without a note the class teacher should issue a Uniform Pass (Unapproved) SMS sent home.</p>	<p>3 RTLs = Lunchtime Work Session 5 RTLs = 1 After-School Work Session + student/parent meeting with Team Leader Students MUST attend Work Session with work to complete.</p>	<p>Team Leader: Records onto ReSource that a student is out of uniform (approved or unapproved). At 3 RTLs a student will be placed onto Lunchtime Work Session (parents notified). Team Leader will follow up with students who fail to attend Lunchtime Work Session - students will receive an After-School Work Session (parents notified) Team Leader will follow up with students who miss After-School Work Session - students will receive a Principal's After-School Work Session (parents notified).</p>	<p>Student & parents are asked to come in for a meeting with HOS and/or Assistant Principal when the student has received 7 RTLs or misses Principal's After-School Work Session - Automatic Day Withdrawal from Classes (HOS/Team Leader) Once the Day Withdrawal is served RTL returns to zero and the process starts again.</p>	<p>REWARDS: If a student goes 5-school days (1 week) without receiving a RTL, then they will lose 2 RTLs.</p>

<p>LEARNING ENVIRONMENT: Students are expected to follow teacher instructions, use electronic devices responsibly, respect the learning environment of others and respect school property. Students must behave in a manner which avoids distraction, risk and/or danger to others. If they do not meet these expectations, a LEARNING ENVIRONMENT (LE) applies.</p>	<p>Teacher records onto ReSource that a student is in breach of the LEARNING ENVIRONMENT expectations. SMS automatically sent home.</p>	<p>3 LEs = Lunchtime Work Session 5 LEs = 1 After-School Work Session + student/parent meeting. Students MUST attend Work Session with work to complete.</p>	<p>Team Leader: At 3 LEs a student will be placed onto Lunchtime Work Session (parents notified). Team Leader will follow up with students who fail to attend Lunchtime Work Session: students who miss Lunchtime Work Session will get an After-School Work Session (parents notified). If student misses After-School Work Session then they will receive a Principals' After-School Work Session (parents notified).</p>	<p>Student & parents are asked to come in for a meeting with Assistant Principal and/or HOS when the student has received 7 LEs or misses Principal's After-School Work Session: Automatic Day Withdrawal from Classes (HOS/Team Leader). Once the Day Withdrawal is served RTL returns to zero and the process starts again.</p>	<p>REWARDS: If a student goes 5-school days (1 week) without receiving a LE, then they will lose 2 LEs.</p>
<p>WORK ETHIC: Students are expected to complete all required learning tasks by the designated time as specified by the classroom teacher. If they do not meet these expectations, a WORK ETHIC (WE) applies.</p>	<p>Teacher records onto ReSource that a student is in breach of the WORK ETHIC expectations. SMS sent home.</p>	<p>3 WEs = Lunchtime Work Session 5 WEs = 1 After-School Work Session + student/parent meeting with Team Leader. Students MUST attend Work Session with work to complete.</p>	<p>Team Leader: At 3 WEs a student will be placed onto Lunchtime Work Session (parents notified). Team Leader will follow up with students who fail to attend Lunchtime Work Session: students who miss Lunchtime Work Session will get an After-School Work Session (parents notified). If student misses After-School Work Session then they will receive a Principals' After-School Work Session (parents notified).</p>	<p>Student & Parents are asked to come in for a meeting with HOS and/or Assistant Principal when the student has received 7 WEs or misses Principal's After-School Work Session: Automatic Day Withdrawal from Classes (HOS/Team Leader). Once the Day Withdrawal is served WE returns to zero and the process starts again.</p>	<p>REWARDS: If a student goes 5-school days (1 week) without receiving a WE, then they will lose 2 WEs.</p>

<p>REFERRAL: Students who are involved in serious incidents such as acts of violence (including fighting) and vandalism; smoking; possession and/or use of banned items/substances (e.g. alcohol, illicit drugs, etc.); truancy; leaving the school premises; etc. that occur either within the classroom or external to it will be referred to the appropriate Team Leader, Head of School and/or Assistant Principal as appropriate.</p>	<p>The matter should be referred to the appropriate Team Leader. If the incident occurs in class it should be recorded onto ReSource and also followed up directly by the class teacher with the relevant Team Leader. If the incident occurs external to the classroom then the student should be directly referred to the relevant Team Leader or Sub-School.</p>	<p>As determined by Team Leader and/or Head of School. Consequences may include Work session/s; Day Withdrawal from Classes; internal suspension; external suspension; community service; or other as deemed appropriate. Parents/guardians will be notified. Principal Team will be notified where appropriate.</p>	<p>Team Leader will follow up and investigate and then determine an appropriate consequence. They may decide to refer the matter/incident to the Head of School who will then determine an appropriate consequence. Parents/guardians will be notified. Principal team will be notified as appropriate.</p>		
<p>PERSONAL BEST: Behaviour and/or achievement in or out of the classroom that is above expectations and better than anything a student has previously demonstrated can be rewarded with a Personal Nest (PB). A Personal Best may relate to any of the school values and/or Learning Culture expectations</p>	<p>Teacher records onto ReSource that a student is deserving of a PERSONAL BEST. SMS sent home.</p>				
<p>GOLD AWARD: Automatically awarded to students once a week if students have maintained a positive “Learning Environment”, been “Ready to Learn”, had a great “Work Ethic” and made “Time Count”</p>					

LOOK OF HIGH EXPECTATIONS DOCUMENT

At Rowville Secondary College our teachers are committed to high expectations of themselves, of their peers and of students as together we strive to “Aim High, Embrace Learning and Reap Rewards”
(Revised – Dec 2013)

<i>Of Self...</i>
I always approach my work in a positive manner
I improve outcomes for every student and I can provide evidence to demonstrate it
My lessons are well prepared and consistent with curriculum documentation for the relevant year level and subject and evidenced by lesson plans that include differentiation and opportunities for student voice
I embed the Learning Framework into each lesson and ensure that it is visible in the classroom to enable students to better understand the lesson purpose and expectations
I know and adhere to the RSC Staff Protocols document and also can describe the school goals and priorities and explain how I cater for them in my lessons
I have a deep understanding of every student as a learner, cater for their needs and quickly build relationships with each of them
I have learning goals in place for each student to achieve and monitor this over a period of time. I differentiate each students work accordingly. I use Individual Learning Plans where appropriate to ensure success for all
I use data to give and receive feedback to and from my students and to reflect on my performance. I have exemplary commitment to my ongoing professional and personal growth and development
I have a broad set of strategies enabling me to manage the classroom learning environment by myself but I seek out opportunities to expand my skills by discussing issues with heads of school, team leaders and peers
I always act in a professional and respectful manner with all members of the school community
I am responsible for student success and for assisting the students to advance in their learning. Failure is not an option. I pride myself on the breadth of strategies that I have and continue to develop to enable student success
I exemplify the notion of “team” sharing work and ideas, informally meeting with colleagues, meeting timelines and commitments and looking for improvement opportunities
Students will be empowered as learners through my teaching strategies
I accurately mark my class roll for every lesson on “ResourCe” and recognise it is a legal requirement
I attend all meetings on time and as required by the Local Agreement and put in an apology with an explanation to the chair and my direct report. I understand that attendance at all meetings is a professional requirement
I communicate regularly with parents of students at risk and keep a record of all such communication
I use the student dash board to communicate with parents/guardians and respond to all parent/guardian communications about their child

I meet all deadlines to ensure the smooth operations of the College
I participate in the wider school curriculum as required by the Teacher professional standards
<i>Of Peers...</i>
I expect my teaching peers to adhere to these high expectations, as I will, and in doing so we will demonstrate high level professional behaviour at all times
If the actions of other teachers are interfering with the learning of students or with my teaching, I will take action by discussing this with the staff member concerned, and where necessary seek support and advice from my direct report
I expect that others teaching the same year level and subject will professionally utilise planning time with me to ensure consistency and gain economies in lesson preparation
Instructional coaches/critical friends/peers will visit my classes and meet with me to provide advice and support in classroom preparation, delivery and reflection
I expect to work professionally with peers in an environment where we have an equal and collegiate approach to working relationships and contributions
I expect my colleagues to take every opportunity to ensure our school's success as described in our Annual Implementation Plan
<i>Of Students...</i>
I expect that my students will come to class prepared for learning and know that meaningful consequences will be given if they don't
I expect my students to believe that they can achieve high levels of performance. This will be done in a "personal best" environment where all students aim to learn and to demonstrate growth
I expect my students to demonstrate a general trend of improvement from task to task and if they don't I will trigger action by providing extra support or seeking it out, contacting parents, changing my teaching approach, seeking advice from colleagues or whatever else is necessary to enable my students to improve
I expect my students to succeed and to participate strongly in establishing learning goals or devising a learning plan (ILP) to ensure that they do. The goals/plan will be devised to stretch them and challenge them but ultimately will ensure their success
My students will understand the notion of success in a "personal best" environment and will be involved in regularly reviewing their progress to ensure that their goal setting is thoughtful and targeted
My students will undertake all required tasks including homework and it will be evident from my knowledge of them that their efforts are worthy of their ability. They will respect and understand the need for consequences if this is not the case above and beyond those automatically generated by the Learning Culture processes

Date Implemented	May 2014
Author:	WJU
Approved By	School Council
Approval Authority (Signature & Date)	
Date Reviewed	
Responsible for Review	Student Management Executive
Review Date	
References	