

Student Wellbeing and Engagement Policy

Reviewed by: School Council

Date reviewed: February 2025

Date of next review February 2027

Signature: _____

Name: _____

Position: Principal



If you need help to understand the information in this policy, please contact our office on 03 5754 4005.

Purpose:

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Mount Beauty Secondary College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

Scope:

This policy applies to all school activities, including camps and excursions.

Contents:

- 1. School profile
- 2. School values, philosophy and vision
- 3. Wellbeing and engagement strategies
- 4. Identifying students in need of support
- 5. Student rights and responsibilities
- 6. Student behavioural expectations and management
- 7. Engaging with families
- 8. Evaluation

Policy:

1. School profile

Mount Beauty 'High School' was established in 1964, renamed as Mount Beauty Secondary College in 1990.

Mount Beauty Secondary College is a small, remote, rural college in the North East of Victoria with a student population of 155 in February 2025. In 2025, there was a total of 36 staff all working various time fractions, consisting of 1 Principal, 1 Assistant Principal, 25 teachers including 1 Leading Teacher and 1 Learning Specialist, with 9 Education Support Staff in various support roles including a Business Manager, Careers Practitioner, Lab Technician, Office Administration, and supports for students and staff. This equated to 20.48 equivalent full time teaching staff and 6.24 equivalent full time Education Support Staff in 2025.

We have a dedicated Student Wellbeing Team, Careers Practitioner and Student Engagement Leaders for each year level.

Our school relies on a partnership with parents and professional agencies to provide interventions for vulnerable learners.

Our school is in the Kiewa Valley adjacent to mountains that cater for summer and winter activities. We are surrounded by a supportive community. Students that attend our school live locally or come from the local district and tend to catch the school bus, walk or ride their bike to school. Mount Beauty Secondary College has developed close ties to the local community and enjoys support from our local shops and community services.

Our families are predominantly of a high socio-economic status, as demonstrated by the relatively low Student Family Occupation and Education (SFOE) index of 0.2577 in 2025.

2. School values, philosophy and vision

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our Bullying and Harassment Policy for more information.

Our Motto:

Excelsior – Ever Upward.

Our Mission:

Mount Beauty Secondary College pursues excellence in education in a supportive environment. This will ensure all our students will be able to realise their full academic and personal potential, feel empowered and become strong and resilient young people of great character.

Our Vision:

Catchphrase: "Confidence to aspire ever upward"

Mount Beauty Secondary College provides a quality education in a safe environment. With a culture of respect for all, we meet the diverse needs of our students.

Students are encouraged to be confident and respectful, aspiring ever upward, to prepare for a productive future.

Our Values:

Respect. Kindness. Confidence.

A statement about the rights and responsibilities of all students and school staff is included at **Appendix 1.**

3. Wellbeing and engagement strategies

To realise our vision, our school has in place a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in the school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

The school works collaboratively with students and parents/carers/guardians 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 universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in **Appendix 2**.

4. Identifying students in need of support

Mount Beauty Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Mount Beauty Secondary College will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers
- referrals by staff

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

Shared behaviour expectations for students, parents/carers/guardians and school staff are detailed at

Appendix 3. Responding to challenging behaviour.

Where a student acts in breach of the behaviour standards of our school community, we will implement a staged response, as outlined in the Department of Education and Training Student Engagement and Inclusion Guidance (see **Appendix 4**).

Discipline

Behavioural expectations of students are grounded in our school's Statement of Values and Student Code of Conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Mount Beauty Secondary College will implement a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and
- proportionate responses to misbehaviour
- isolation from regular classroom activities or withdrawal from class activities for a specified period:
 - if a student's behaviour significantly interferes with the rights of other students to learn, or the capacity of the teacher to teach a class. Where appropriate, parents/carers/guardians will be informed of such withdrawals.
- withdrawal of privileges
- referral to the Student Engagement Leader
- restorative practices (e.g. repairing damage caused)
- detentions
 - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess or lunch may be used for this work.
 - where students are required to undertake school work after school, the time should not exceed

forty-five minutes and bus travellers must be catered for

- the Principal or their nominee should ensure that parents/carers/guardians are informed at least the day before the after school detention. Where family circumstances are such that the completion of after school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers/guardians), the school may choose to negotiate alternative disciplinary measures with parents/carers/guardians.

- behaviour support and intervention meetings
- suspension
- expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Mount Beauty Secondary College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the Principal or their nominee and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here: [Suspensions](#) and [Expulsions](#)

7. Engaging with families

Mount Beauty Secondary College values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by communicating with school staff policy
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- conducting effective school-to-home and home-to-school communications
- including families in Student Support Groups, and developing individual plans for students
- coordinating resources and services from the community for families, students and the school

Parents/carers/guardians responsibilities for supporting their child's attendance and engagement are outlined at **Appendix 3**.

Furthermore, parents/carers/guardians are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Values.

8. Evaluation

Mount Beauty Secondary College will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- the Attitudes to School Survey (AToSS) data
- school level report data
- parent Opinion Survey (POS) data
- student survey data
- incidents data
- school reports
- parent survey data
- data from case management work with students
- CASES21, including attendance and absence data
- SOCS
- compass entries

Mount Beauty Secondary College will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our school community in the following ways :

- available publicly on our school's website
- included in staff induction processes
- included in transition and enrolment packs
- included as an annual reference in the school newsletter
- made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carers notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

APPENDICES

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

Appendix 3: Behaviour expectations

Appendix 4: Staged response to behaviour issues

Appendix 5: Process for responding to breaches of Behaviour Expectations

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

Policy status and review:

The Principal is responsible for reviewing and updating the Child Safety and Wellbeing Policy at least every two years. The review will include input from students, parents/carers, and the Mount Beauty Secondary College community.

Review Cycle: 2 Years

This policy was last updated on 13th February 2025 and is scheduled for review in February 2027.

Consultation:	Date:
School Council	
Wellbeing & Learning Area Leaders	February 2025
Newsletter Notice & Website for Family Engagement	

Approval:	Date:
Principal	

Appendix 1: Statement of Rights and Responsibilities

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

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

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

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

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

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

Appendix 2: Student Engagement Strategies

Universal (Whole School) Strategies:

- our school will deliver a broad curriculum including VET programs, VCE, VCE Vocational Major and VPC
- our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students
- our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers/guardians, and these will be taught to all students and shared with their families
- our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies, using the PBS strategies and via communications to parents
- all students at Year 9 level will have the opportunity to participate in a social and emotional learning curriculum program: The Future Makers Program at the Outdoor School – Bogong. This program focusses on building the capacity of students to be leaders and decision makers for the future
- students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Executive and other more informal mechanisms, such as discussing ideas/issues with staff and being student representatives on the School Council

Targeted (Group Specific) Strategies:

- all students from Years 10 and above, and all Koorie students from Years 8 and above, will be assisted to develop a Career Action plan
- all students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment
- the Mental Health Practitioner (MHP), with assistance from health teachers and other service providers, will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year
- relevant teaching staff will apply a trauma-informed approach (using [Calmer Classrooms: A Guide to Working with Traumatized Children](#) and similar resources) to working with students who have experienced trauma, such as students from refugee backgrounds or who are in Out of Home Care

Individual Strategies:

- strategies to support attendance and engagement of individual students include:
 - meeting with the student and their parent/carer/guardian to talk about how best to help the student engage with school.
 - establishing a Student Support Group.
 - seeking extra resources through Disability Inclusion for eligible students.
 - develop a Behaviour Support Plan and/or Individual Education Plan and/or Koorie Individual Learning Plan.
 - consider if any environmental changes need to be made, for example changing the classroom set up.
 - refer to internal support services eg. Mental Health Practitioner, Student Engagement Leader and or Student Support Services
 - refer to external support services including Orange Door (ChildFirst), Local Government Youth Services, such as the Rural Child & Adolescent Program (RCAP) and the Alpine Health Youth Worker, Community Agencies, such as Upper Murray Family Care (UMFC), North East Child & Adolescent Mental Health Service (NECAHMS).

Appendix 3: Shared Behaviour Expectations

	Students	Parents/Carers/Guardians	Principals/Teachers/Staff
Engagement (participation in the classroom and other school activities)	<p>Should demonstrate:</p> <ul style="list-style-type: none"> • preparedness to engage in and take full advantage of the school program • effort to do their very best • self-discipline to ensure a cooperative learning environment and model the school values • team work 	<ul style="list-style-type: none"> • promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • support their child in their preparedness for the school day and in the provision of a supportive home environment • monitor their child's school involvement and progress and communicate with the school when necessary • are informed and supportive of school programs and actively participate in school events/parent groups 	<p>The school will:</p> <ul style="list-style-type: none"> • comply with its duty of care and Child Safe Standards obligations and have a responsibility to provide an educational environment that can effectively engage all students • will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success

Attendance	<p>All students are expected to:</p> <ul style="list-style-type: none"> • attend and be punctual for all timetabled classes every day that the school is open to students • come to class, fully prepared to participate in lessons • bring a note from their parents/carers/guardians explaining an absence/lateness 	<p>Parents/Carers/Guardians are expected to:</p> <ul style="list-style-type: none"> • ensure that their child's enrolment details are correct at all times • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • keep family holidays within scheduled school holidays, wherever possible • support their child's learning during absences and work with the school to reintegrate students after prolonged absences 	<p>In accordance with legislation released March 1, 2014, and in accordance with DET procedures the school will:</p> <ul style="list-style-type: none"> • actively promote regular attendance • mark rolls accurately each lesson. • follow up on any unexplained absences promptly and consistently (Office staff will aim to call by 10am) • 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
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Behaviour	<p>Students are expected to:</p> <ul style="list-style-type: none"> • model the schools core values of diversity, achievement, responsibility and endeavour • always treat others with respect • never physically or verbally abuse others • take responsibility for their behaviour and its impact on others • obey all reasonable requests of staff • respect the rights of others to learn. no student has the right to impact on the learning of others • respect the property of others • bring correct equipment to all classes • comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes 	<p>Parents/Carers/Guardians are expected to:</p> <ul style="list-style-type: none"> • have high expectations of their child's behaviour and an understanding of the school's behavioural expectations • communicate with the school regarding their child's circumstances • cooperate with the school by assisting in the development and enforcement of strategies to address individual needs 	<p>The school will:</p> <ul style="list-style-type: none"> • deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child • will employ whole school, and classroom, practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues • will consistently apply its behavioural policy through a shared collegiate understanding and only exclude students in extreme circumstances • recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion
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Appendix 4: Staged response checklist for student behaviour issues

Stage 1: Promoting positive behaviour and preventing behavioural issues	
Suggested strategies	School actions
Define and teach school-wide expectations for all.	Positive chronicle entries linked to the school values. Positive Behaviour Expectations specifically taught and discussed.
Establish whole school positive behaviour programs.	Embedding SWPBS. Resilience, Rights and Respectful Relationships (RRRR).
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.	MYLNS program, TLI, Student Engagement Leaders, access to external supports, Careers Practitioner, Mental Health Practitioner, Student Support Mentor.

Stage 2: Responding to individual students exhibiting challenging behaviour	
Suggested strategies	School actions
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).	Staff to follow their classroom management plan. Staged response as per Student Engagement Leader Reference Guide. Referral to Wellbeing Team.
Develop Behaviour Support Plan and/or Individual Education Plan (involve parent, carer or guardian).	Student Support Group Meetings managed by Student Engagement Leaders. Wellbeing team.
Consider if any environmental changes need to be made.	Wellbeing Team to observe and assess. Teachers implement any necessary changes.
Teach replacement behaviours.	Wellbeing Team, Student Engagement Leaders and all staff teach and embed replacement behaviours.
Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support.	Wellbeing Team to monitor and engage/implement.
Establish a student support group.	School to engage parent/carer/guardian in regular meetings.
Implement appropriate disciplinary measures that are proportionate to problem behaviours.	Student Engagement Leader, Assistant Principal, Principal to implement a range of strategies as outlined in this policy: Section 6 (pages 4-5).
Consider out-of-school behaviour management options (if available)	Student Engagement Leader, Assistant Principal, Principal to implement a range of strategies as outlined in this policy: Section 6 (pages 4-5).

Appendix 5: Process for responding to breaches of Behaviour Expectations

Expectations	Classroom Teacher Responsibility	Student Engagement Leaders/AP/P
<p>Overall behaviour</p> <ul style="list-style-type: none"> • All students are responsible for their own behaviour. • Everyone has a right to be safe and secure. • Everyone is to be treated with politeness, courtesy and respect. • Every student is to listen when a teacher gives instructions. • Everyone has a right to learn without interference. • School and personal property is to be respected. • Students must bring correct equipment to all classes. • Students must work to the best of their ability. • Students shall comply with any reasonable teacher request needed to ensure these rights and responsibilities are met. 	<p>See 'Classroom Management Processes' on following page (page 16).</p>	<p>Implement a staged response:</p> <ul style="list-style-type: none"> • Speak with the student. • Contract/Conduct card. • Attendance card. • Placement into VCE class. • Restorative chat with affected parties. • Behaviour Plans. • Student Contract. • Parent contact. • Student support conference. • After school detention. • In school suspension. • Recommendation to externally suspend and referral to AP.

Classroom Management Processes

Student Demonstrates Behaviour

MINOR BEHAVIOURS

Defiance	Mild Disruption
Cheating	Inappropriate Language
Physical Contact	Late to Class
Property Misuse	Uniform Violation
Truancy	Harassment

CLASSROOM TEACHER MANAGED

STAGES OF RESPONSE

- | | |
|--|--|
| 1. Make eye contact and use non-verbal prompt | Follow classroom engagement plan |
| 2. Remind student of expectations and refer to SWPBS matrix | Give positive feedback once desired behaviour is displayed |
| 3. Move student to a different seat within the classroom | Enter minor referral on Compass |
| 4. Give student time to complete behaviour reflection form outside the classroom | Escalate to major behaviour |
| 5. Exit student to SEL or VCE class | |
| 6. Call home with consultation from SEL | |
| 7. Restorative meeting with student & SEL | |
- If the student is still non-compliant, move to major steps

RESPECT
CONFIDENCE
KINDNESS



MAJOR BEHAVIOURS

Physical Aggression	Repeated Truancy
Bullying	Abusive Language
Property Damage	Repeated Defiance
Repeated Disruption	Absconding
Criminal Behaviour	Theft

SEL/LT/AP MANAGED

STAGES OF RESPONSE

- | | |
|--|---------------------------------------|
| 1. Student referred to SEL, major incident recorded on Compass | Conference with student |
| 2. Phone contact with parent/guardian | |
| 3. SEL / LT / AP follow stages of response | Review data and determine consequence |
| 4. SEL / LT / AP to determine behaviour plan and consequences | |
| 5. Tiered intervention support implemented (SSG) and recorded on Compass | Apply appropriate consequence |

Expectations	Classroom Teacher Responsibility	Student Engagement Leaders (SEL)/AP/P
<p>Attendance and punctuality</p> <ul style="list-style-type: none"> Students must be on time to all classes. Students in who are late to school must report to the Office to sign in. VCE students who have study periods must report to the Office to sign in/out. Students who leave school early must have permission from home. Parents/Guardians provide a note (written or in Compass) and students must sign out at the Office when leaving. Students absent from school must ensure reasons for the absence have been communicated with the school. Notification from home (ie: signed note or medical certificate) must accompany all absences. Students must not leave the school grounds without permission. 	<ul style="list-style-type: none"> Speak to student about lateness. Adjust your roll in Compass. Report to Student Engagement Leader if ongoing. 	<ul style="list-style-type: none"> Speak to student about lateness issues. Office staff to have contacted parents by 10am regarding student absences. Ongoing lateness: Student Engagement Leader (SEL), Mental Health Practitioner (MHP), Student Support Mentor or Student Safety and Wellbeing Coordinator (SSWC) to follow through with student and/or parent/carer/guardian. SEL/SSM/MHP/AP/P to make home visits as necessary to assist students to come to school.
<p>Uniform</p> <ul style="list-style-type: none"> Students must adhere to the school uniform requirements. It is compulsory for all students to wear appropriate footwear at all times. 	<ul style="list-style-type: none"> Check uniform pass. If no pass, inform student their name will be given to the Principal Class. Report extremes in appearance to Principal Class. 	<ul style="list-style-type: none"> Check uniform pass. If no pass, confiscate the item of clothing until the end of the day.

Expectations	Classroom Teacher Responsibility	Student Engagement Leaders (SEL)/AP/P
<p>Bullying</p> <ul style="list-style-type: none"> Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person. 	<ul style="list-style-type: none"> Report to Student Engagement Leader or Principal Class. 	<ul style="list-style-type: none"> Contact parents and involve Student Engagement Leader. Refer to the Acceptable Use Agreement. Refer to the Bullying Prevention Policy. Consequences may include apology, anti-bullying contract, student task related to anti bullying/cyber bullying, presentation of task to year level, referral to intervention program and/or counselling. Some cases may warrant immediate suspension. This decision must be made by the Principal or their nominee. Student removed from classroom following procedure in Student Engagement and Inclusion Guidance re: Immediate suspension.

Expectations	Classroom Teacher Responsibility	Student Engagement Leaders (SEL)/AP/P
<p>Property and security</p> <ul style="list-style-type: none"> • Students are to respect all school property. • Students must not enter staff rooms or offices unless supervised. • Students must place all rubbish in bins. • Students must not have the following at school: Chewing gum, permanent markers. • Students must return borrowed school material on time. • Students must limit valuables brought to school. School will not be responsible for loss of valuables. Valuables can be left with the Office for safe-keeping. • Students must leave school bags in lockers. • Digital Data Devices must not be used between 9:00-3:20pm (school time) and must not be carried on your person. They can be handed in to the AP/Office for safe-keeping. • Classrooms must be left neat and tidy. • Graffiti of any kind will not be tolerated. 	<ul style="list-style-type: none"> • Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in the classroom or school grounds. • For repeated offences, refer to Student Engagement Leaders or AP. • Confiscate any suspicious property and take to the AP/ Office. • Between 9:00-3:20pm, confiscate digital data devices eg. mobile phones and take to AP/General office. • Organise for students to remain behind and tidy the room or area. • Retain any evidence of graffiti and report to Principal Class. 	<ul style="list-style-type: none"> • Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties in the school grounds. • For repeat offenders, yard duty or after school detentions may be necessary • For deliberately damaged property, parent to be notified. Student may be required to repair damage or have an after school detention for other consequence. Parent may be asked to meet costs if external service needed. If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.