

Box Hill Senior Secondary College

Student Engagement & Well-Being Policy

**Produced in consultation
with the school community**

**To be read in conjunction with
*Effective Schools are Engaging Schools –
Student Engagement Policy Guidelines***

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1 School profile statement

Box Hill Senior Secondary College is a truly dynamic, vibrant co-educational school situated in Mont Albert North, which is in the heart of Melbourne's eastern suburbs. One of only two schools in Victoria currently designated as a Specialist Sport School.

The BHSSC learning trinity embraces three interconnected themes:

- Learning to make a LIFE**
- Learning to make a LIVING**
- Learning to make a DIFFERENCE**

BHSSC prides itself on a diverse range of VCE Pathway options as well as excellence in pastoral support. This is a college that truly values and celebrates diversity. Students are supported in their intellectual, emotional, social and physical development by a highly professional group of teachers and student services staff. The guiding philosophy at the College is that happy, healthy, resilient students learn best and achieve their personal best when they feel supported and valued as an individual.

BHSSC draws students from over 100 different suburban postcodes, as well as from interstate. Consequently a large number of students travel to school by public transport. For many students a one way trip to school may involve two hours of travel time.

There are 5 International students attending BHSSC in 2010 as part of an emerging program developed to enhance the cultural diversity of the college.

BHSSC has a SFO (Student Family Occupation) density of 0.30 and a LBOTE (Language Background Other Than English) proportion of 0.02.

The MYTS offers a unique opportunity for gifted young athletes to combine study with the demands of an elite sport in an exciting and innovative learning environment. Catering for up to 100 pupils from years 5 to 9, the criteria relating to selection covers both the academic standard and the playing ability of the applicant. At the completion of their year 9 studies, students in the program are encouraged to continue on with their tennis development, by enrolling in the senior college and joining the senior tennis development program. The MYTS works in partnership with Tennis Australia. The college plans to expand this program to include Year 9 Basketball students in 2011.

The senior campus consists of 185 year 10 students who have access to a wide range of studies to assist them in developing an understanding of employment opportunities and career pathways in addition to the opportunity to participate in the college Tennis, Basketball and Football programs. There are 583 students in years 11 and 12 undertaking a VCE program with vocational pathways to further study, training, employment and TAFE or University. To enhance the curriculum diversity BHSSC has developed close links to Box Hill Institute. BHSSC has also partnered with Deakin University to further enhance the sporting curricula at the college and develop greater Pathways opportunities for students.

BHSSC offers extensive facilities to support its educational and co curricular programs. MTYS has 9 courts, 6 hard and 3 clay surface playing court. In addition there is a Basketball stadium with adjacent Cardio room, Dance studio, Weights room in addition to a recently constructed all weather multi-purpose facility. BHSSC actively seeks funding to enhance its facilities whenever opportunities arise.

BHSSC's library provides students with private study spaces, discussion areas, research resources and ICT areas. The college library is a sub-branch of the Box Hill Institute library, giving students full access to a facility which has an extensive AV and Print collection in addition to a premium on-line database.

The VET Horticulture students play an important role in ensuring that environmentally, the College ensures the grounds are well kept and groomed, and that the trees and gardens are attractive. Outdoor seating areas were provided around the college. In addition, a covered amphitheatre provides a performance and recreational space for students. The air conditioned canteen doubles as a recreational space and comfortable study area.

There is a dedicated Music centre incorporating several fully equipped rehearsal spaces and a recording studio. The college Contemporary Music program is extensive, with Rock and Pop groups and soloists. Students can undertake studies in Music Performance and Technical Production. Music tuition is available at the college. Students participate in lunchtime concerts and a highlight of the year is the Annual Concert. Each year an album is produced which consists almost entirely of original works of students. A number of the college ensembles have been selected to perform at Regional Concerts in addition to invitations to both ensemble and soloists to play at Top Class as part of the state wide recognition of excellence at VCE.

The student body has a voice within the college in terms of civic responsibilities and taking on community projects to improve the lives of others via the Student Wellbeing Committee. We look to widen this profile in the future, through active participation of students in Student Forums and Representative Councils for each year level and other specialist groups.

By analysing the results from the Attitude to Schools Survey, the Parent and Staff Opinion Surveys the college undertakes annual reflection on its performance. The college NAPLAN results and VCE results are reviewed by comparison with like SFO schools index and state wide results. The Government School Performance Summary gives a comparison between the performance of Box Hill Senior Secondary and other schools of similar academic composition intake measures.

The college community has a positive attitude towards the college and its direction as reflected by the 2009 Parent Opinion Survey which reported a very high, (4th Quartile when ranked against all Secondary Schools, state wide), satisfaction across virtually all areas of School Climate, Student Behaviour and Expectation as addressed by the survey.

The 2009 Attitude to Schools Survey results indicate that all of the college's senior students have a very high morale and student distress indicators are low. Connectedness to the college is also very high across all of the senior students.

The college mentor program is designed to support students and be a communication link between the school and families. Together with the Student Management team they monitor each student's attendance and progress. They meet with each student individually throughout the year and support students in need. The mentors also refer students and families to the Year level coordinators, Director of Student Management, the welfare coordinator, the college social worker, careers manager, international students' manager as appropriate.

2 Whole-school prevention statement

Box Hill Senior Secondary offers strategies to encourage the right behaviour, and discourages the wrong behaviour by implementing engagement and wellbeing policies. In the provision of student engagement and wellbeing programs, Box Hill Senior Secondary provides:

- A Wellbeing Team approach in providing student services, with managers for wellbeing, careers, international students, disabilities, counsellors, and a social worker.
- A Pastoral care program in the form of a weekly Mentor Program for all students
- The Pathways Program for students in year 10 that is embedded in the Mentor and Humanities Curriculum.
- A Pathways advisor and counselling officer for all students.
- A dedicated one-to-one Pathway planning session for all Year 12 students
- A Careers and Pathways Manager, who tracks students' pathways from enrolment.
- An electronic roll-marking system to monitor student attendance.
- An electronic GPA system for monitoring student performance.
- An electronic interim reporting system.
- An Educational Support Officer for monitoring attendance, making contact with parents and carers when students are absent, and alerting student managers if students have ongoing absence.
- An attendance hotline for families to contact the school when students are absent.
- A school discipline policy for students who experience difficulties in their education or behaviour.
- Counselling services for students and staff.

Past student attitudinal surveys indicate that students at Box Hill Senior Secondary are well connected to the school and their peers, that they feel extremely safe at school and that they believe they are well behaved in class. Staff opinion survey results support the student view of their behaviour.

Refer to Mentor program – Policy and Processes

3 Rights and responsibilities

3.1 Guiding principles

Every member of the 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.

3.2 Equal Opportunity

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

3.3 The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 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.

- 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 must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

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

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

3.4 Students with disabilities

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.

An education provider must make 'reasonable adjustments' to accommodate a student with a disability. 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 whether an adjustment is reasonable, an education provider should take 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.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

Refer to Disability Standards Policy

3.5 Bullying and harassment

Definitions

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyberbullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may

involve text or images (photos, drawings)

Examples of cyberbullying behaviour are:

- teasing and being made fun of
- spreading of rumours online
- sending unwanted messages
- defamation.

Cyberbullying can happen to anyone and the bully can act anonymously if they want. People can also be bullied online by groups of people such as class groups or collective members of an online community.

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying include

- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable. Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully

Harassment is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

Subtle: (The most common)

They include:

- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another's sexual activity.
- Persistent comments about a person's private life or family.
- Physical contact e.g. purposely brushing up against another's body.
- Offensive name calling.

Explicit: (obvious)

They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.
- Requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying can involve such things as

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- publicly excluding a person from your group
- taking or breaking a person's property
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks

Cyberbullying

Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

- the language you use and the things you say
- how you treat others
- respecting people's property (eg copyright)
- visiting appropriate places.

Behaving safely online means:

- protecting your own privacy and personal information (we used to call it 'stranger danger')
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

If you are being harassed or bullied you should:

- Tell the person you don't like what they are doing and you want them to stop.
- Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

Your concerns will be taken seriously. All complaints will be treated confidentially.

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition • participate fully in the school's educational program 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • participate fully in the school's educational program and to attend regularly. Students should also be expected 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 the right to learn, will contribute to an engaging educational experience for themselves and other students. • As students progress through school they will be encouraged and supported to 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. • Students should, with support, be expected to participate fully in the school's educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their

	teachers and all other members of the school community.
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Specifically at BHSSC, student responsibilities are outlined in the Student Code of Conduct which is published in the Student Diary.

STUDENT CODE OF CONDUCT

The following student responsibilities apply

- within the College building and grounds
- in the surrounding streets and parks and on public transport to or from the College
- at College functions and excursions.

Student Responsibilities

- Students are expected to behave in a courteous way, respecting the rights, educational opportunities and property of others.
- Students are expected to adhere to the College’s attendance requirements (see ‘Attendance Requirements’ below).
- Proper use and care of College equipment, furniture, buildings and grounds is the responsibility of all students.
- Students are not permitted to smoke within the school grounds or its immediate surrounds.
- The use or supply of any drugs, including alcohol, at the College or any College function, excursion or activity, is not permitted. Students must not attend the College, or any College function, excursion or activity, under the influence of drugs or alcohol.
- Physical violence, intimidation or provocation to violence by students or staff is not permitted.
- Any form of harassment or discrimination by students or staff as specified under current Equal Opportunity Legislation is not permitted. This includes harassment or discrimination on the basis of race, sex, marital status, age, parental status, religious or political beliefs, medical status, physical or mental disability or impairment.
- Students are not permitted to invite onto the College grounds any person without consultation with the Principal or Assistant Principal. (See above ‘Visitors to College’)
- Students are expected to comply with any reasonable and clear instruction of a staff member of the Principal.
- Students are not permitted to drive onto, or park within the College grounds.
- Students are not permitted to transport other students to or from any College related function or excursion.
- Students may transport one student to and from school with the written consent of parents/guardians.

Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<ul style="list-style-type: none"> • parents/carers 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 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> • promote positive educational outcomes for their children by taking an active interest in their child’s educational progress and by modeling positive behaviours. • Ensure their child’s regular attendance • Engage in regular and constructive communication with school staff regarding their child’s learning. • support the school in maintaining a safe and respectful learning environment for all students.

Rights and Responsibilities of Teachers

Rights	Responsibilities
<p>Teachers 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• be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none">• fairly, reasonably and consistently, implement the engagement policy.• 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.• use a range of teaching strategies and resources to engage students in effective learning.

Refer to Addressing Parents' Concerns and Complaints
 Bullying and Harassment Policy
 ICT Acceptable use and Cybersafety Policy
 RTO Grievance Procedure

4. Shared expectations

Schools – principals, teachers and school staff

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

The school's values are based on the Australian Government's nine values, for Australian schools, which are:

- **Care and Compassion**
Care for self and others
- **Integrity**
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
- **Doing Your Best**
Seek to accomplish something worthy and admirable, try hard, pursue excellence
- **Respect**
Treat others with consideration and regard, respect another person's point of view
- **Fair Go**
Pursue and protect the common good where all people are treated fairly for a just society
- **Responsibility**
Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
- **Freedom**
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
- **Understanding, Tolerance and Inclusion**
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others
- **Honesty and Trustworthiness**
Be honest, sincere and seek the truth

Shared Values of the college

BHSSC focuses on the development of relationships between students, teachers, families and the wider community. The notion of a humane learning community is at the core of this development.

BHSSC seeks to create a humane environment. At the core of our educational philosophy is the belief that our senior school structure and the vocational orientation of courses enables us to get to know our students well. We believe that teachers and students perform better as a consequence of this. Being successful in this, however, is not enough. The close relationships we develop with students helps improve their academic, social and emotional skills and overall well being.

The vision for BHSSC is a simple one: learning to make a life; learning to make a living; and learning to make a difference. Through a strategy of pathway orientated curriculum, we aim to become a humane learning community in which teachers use relationships to deepen their knowledge of students in order to engage all of them in an intellectually challenging education, based on powerful ideas, help them toward social maturity, and prepare them for a life of meaningful possibilities and active participation in Australian society.

The curriculum program at BHSSC celebrates individual and group differences. The cultural, social and environmental experience of members of the school community is at the heart of all programs.

Specifically the college students have the following values:

Honesty

- Being true to yourself
- Trusting someone to tell the truth
- Telling the truth no matter what the circumstance
- Owning up to a wrong doing
- Being open and honest – no lies or deceit
- Being open-minded with others

Love

- Loving your life
- Saying something nice to someone
- Accepting someone for who they are
- Being passionate about things you like doing
- Caring for people
- Understanding
- Liking something

Trust

- Having faith in your friends, family, teachers and others
- Knowing that you have someone to talk to
- Knowing that you don't need to question what they say
- Knowing that you can say your opinion without others making fun of you
- Knowing that someone believes in you and you believe in them

Humour

- Being able to laugh at yourself
- Show your happy side
- Cheering people up
- Making people laugh
- Being funny without putting others down
- Feeling good
- Not taking things too seriously or personally

Individuality

- Being your own person
- Don't be afraid to be different
- Being able to express your opinion
- Standing up for yourself
- Being true to yourself
- Having your own style
- Not letting others influence you in a bad way

Respect

- Treat someone the way you want to be treated
- Allowing people to have their own opinions without being judged
- Accepting other peoples cultures and differences
- Not bullying
- Not touching other people's stuff
- Letting people have their own beliefs
- Not being rude

Whole School expectations include:

- inclusive teaching practices
- accessible educational provision for all students
- parent/carer partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success
- provision of appropriate student services
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Restorative Practices

The school is committed to the use of restorative practices with students. Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

Diversity in the school community

The school aims to address diversity by:

- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- attracting highly skilled and diverse staff making the school a preferred employer
- increasing the range of knowledge, skills and experiences available in the workforce
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

5. School actions and consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities 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, will be 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.

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator, managed individual pathways or careers coordinators
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.

Wellbeing at Box Hill Senior Secondary

The purpose of the Wellbeing Team at BHSSC is to promote mental, social, physical and emotional health for young people in order to enhance learning and life course outcomes.

They achieve this through:

- Education of staff on current wellbeing issues
- Education of students on how to tackle current issues
- Increasing awareness of current issues
- Education of parents on dealing with current issues
- Working to prevent the onset of student issues such as bullying (including cyber bullying), stigma attached to mental illness, increased anxiety levels during assessment periods, substance abuse, other risk taking behaviours; discrimination,
- Supporting student learning
- Supporting teachers in the classroom (strategies)
- Providing supportive and safe environment for staff and students
- Providing Counselling
- Helping with special consideration/extensions
- Managing disability funding/awareness/liaising with aide
- Assist with Risk assessment
- Managing whole school wellbeing strategies
- Assist with Emergency planning

- Provide information about resources
- Provide referrals
- Inform school community of programs/resources (through newsletter)

Monitoring Student Performance at Box Hill Senior Secondary

Student progress at BHSSC is monitored via the Grade Point Average (GPA) interim reporting system. The GPA provides a summary assessment of a student's progress based on his/her most recent progress report in each subject.

The aim of the GPA is

- to provide more meaningful feedback to students
- to enable more efficient identification of students who may require additional support

Each subject is awarded a 'progress grade'. This is calculated by averaging the level of achievement for each of the domains reported on - Progress, Attitude, Class work, Homework, Quality of work. The "Average" GPA is then calculated as an average across all subjects.

Following each round of progress reports, mentors and the student coordinators identify students who require extra support. The student GPA is published every 4 – 5 weeks and is distributed electronically and in hard copy to students, parents and staff.

A data evaluation team monitors whole school student performance.

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in **Effective Schools are Engaging Schools Student Engagement Policy Guidelines** . Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

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.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.

Where appropriate, parents/carers should be informed of such withdrawals.

- Detention - 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 may be used for this work.

Where students are required to undertake school work after school, the time should not exceed forty-five minutes.

The principal should ensure that parents/carers are informed at least the day before the 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), the school may choose to negotiate alternative disciplinary measures with parents/carers.

- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

Refer to: Attendance Requirements
 Student Attendance Procedures
 Student Incident Report
 Student Management, Discipline and Welfare Procedures
 Homestay Policy

References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
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/eeo/eeoact.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