



# **Student Engagement Guidelines**

## **School Policy 2018**

*Mordialloc College staff and students share and proudly demonstrate our agreed values of  
Personal Best, Integrity, Respect and Responsibility.*

## 1. SCHOOL PROFILE

### Purpose

The purpose of student learning at Mordialloc College is to provide a challenging learning environment where students feel safe and supported to succeed in a wide range of opportunities and pathways. Our students will become confident, successful and valuable citizens in their local and global communities.

Victorian government schools are child safe environments. Our school actively promotes the safety and wellbeing of all students and all of our school staff are committed to protecting students from abuse or harm in the school environment in accordance with their legal obligations including the Child Safe Standards. The school's Child Safe policy and Code of Conduct are available on the school's website.

### Environmental Context

Mordialloc College is located immediately adjacent to the eastern beaches of Port Phillip Bay and enjoys excellent bus and rail access to neighbouring municipalities, the Mornington Peninsula and City of Melbourne. The College draws students from a wide geographic area, both as a consequence of this accessibility and its high reputation in the community for student endeavour and achievement. Mordialloc College has been an integral part of the local community since its establishment in 1924 and is committed to maximising learning opportunities for all students with Quality Learning Principles forming the basis for future direction and improvement.

Mordialloc College is located in an extremely well served and thus competitive secondary schooling environment. Easily accessible schools in the immediate area include three neighbouring secondary colleges, a girls' state secondary college, a multi campus state secondary with a large Year 11 and 12 campus, independent secondary schools and two Catholic secondary schools.

Mordialloc College has a diverse range of families from mixed social demographics and many ethnic origins. The enrolment for the College had been stable for a number of years but it is now seeing increased Year 7 enrolments for the fourth year and a growing international student cohort.

Mordialloc College is at the forefront of educational innovation with highly successful programs operating at the Year 7, 8 and 9 levels. Year 7 and 8 students at Mordialloc College spend the majority of their time in highly resourced, flexible learning spaces providing specialised learning areas for structured lessons, independent work and collaborative group work. Students are challenged to think about and demonstrate how, why and what they are learning as well as understanding the value of planning and organising their learning to achieve their best. The Year 9 Program at Mordialloc College is designed to continue student engagement and motivation to learn. After a review in 2016, the updated *Mordialloc Experience* (MEX) 2.0 was launched in 2017 with all students participating in weekly activities. Four dynamic modules immerse students in experiences, both onsite and offsite, designed to build self-awareness and interconnectedness. In the senior school the College has been proactive in the allocation of resources supporting student pathways and transitions. This includes the development of a Senior Study Centre, a mentoring program and a fully equipped careers office staffed by a full time Pathways Coordinator.

The majority of senior students undertake a traditional VCE course and the College has been able to consistently run a wide variety of VCE subjects ranging from Unit 3 & 4 Specialist Maths to Unit 3 & 4 French and Unit 3 & 4 Drama. With the assistance of the College Pathways Coordinator, students have access to a wide range of VET courses offered at neighbouring learning institutions and Certificate III in Media (Game Art and Animation) and Certificate III in Aviation onsite. An onsite VCAL program is also offered as an alternative pathway to VCE. VCAL focuses on hands on learning and life and employability skills.

Staffing at the College includes teachers in their first five years of teaching combined with a wealth of expertise from our more experienced teachers. Most teachers have a mentoring responsibility for a group of students within the

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school, overseeing their attendance, progress and wellbeing, as well as supporting them with course and career choices.

## 2. WHOLE SCHOOL PREVENTION STATEMENT

At Mordialloc College staff and students share and proudly demonstrate our agreed values:

**Personal Best** - Work to the best of our ability. Pursue excellence, try hard and constantly seek to improve

**Integrity** - Be true to yourself by doing what is right. Be honest and trustworthy

**Respect** - Treat everyone with equal consideration. Be accepting of others and their differences

**Responsibility** - Be accountable for your actions. Contribute positively to the school and wider community

Mordialloc College aims to increase real retention rates, reflecting connectedness to school through a sense of belonging and safety. We wish to maintain high attendance and low suspension rates of all students in the school.

The improvement strategies and actions we have in place to achieve these targets are:

- **My Mentor program**

This pastoral care program provides teachers and students with opportunities to develop significant relationships, aimed at increasing student engagement and encouraging success.

Students use quality learning practices to build upon their self-assessment skills and develop a reflective learning portfolio, culminating in a student-led parent conference to share their learning journey. In doing so they develop a deep understanding of their learning styles, needs and goals and how to build and maintain positive relationships.

- **Restorative Justice Philosophy**

Mordialloc College places a high value on the development and maintenance of positive, healthy and respectful relationships and a supportive school environment. The restorative philosophy is embedded in the school's approach to relationship building. These practices include the use of circle work in groups, restorative conversations to repair harm and classroom conferences.

- **Codes of Cooperation**

At the beginning of each new class, all students and the teacher work together to negotiate an appropriate set of procedures and ideals specific to that class. Throughout this process all students have a chance to contribute their ideas and be part of the construction of this important document. The code is used by teachers and class members to reflect on behavioural and participation concerns and empowers everyone in the class to make positive change.

- **Attendance/Late policy**

Student attendance is monitored carefully so that early intervention is possible for students at risk. We have a 90% attendance requirement for students in Years 10-12 to maintain adequate knowledge and skills acquisition. Late processes are followed consistently so that students understand consequences and staff feel supported in their actions.

- **Peer Support Program**

This is a peer support program that is offered to Year 10 students who will gain leadership and mentoring skills which they will use to engage with Year 7 students. They are assigned a Year 7 home group who they get to know over the course of the year and run a range of fun, social/emotional learning activities.

- **Individual Learning Plans (ILPs)**

For PSD (Program for Students with a Disability) students, students in Out of Home Care (OoHC) and any students identifying as Aboriginal or Torres Strait Islander (ATSI) or those who are experiencing difficulty with progress and/or attendance in their classes, we have ILPs in place to support their learning. These plans consist of learning and behavioural goals set by the teacher to work toward, over a set period of time. ILPs are reviewed and parents are informed of their child's progress through regular Student Support Group (SSG) meetings. Learning portfolios are developed for all students with a diagnosed disability or learning difficulty to provide background and strategies for staff to support student learning in class.

- **Homework Clubs/Study Session**

Weekly study and catch-up sessions are scheduled for students in all year levels. Years 7 to 9 facilitate a Middle School homework club in the Enquiry Zone (EZ) each week and Years 10-12 have the opportunity to attend a Senior

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Study Session in the D3. Teachers may recommend students to attend the Senior Study Session if they are behind in class work and/or homework. Staff are present at these times to assist students with their learning.

- **E-Smart Program**

All programs at Mordialloc College run in a 1:1 environment, with an iPad Program running Years 7-9 and BYOD program in Years 10-12. This utilisation of digital technologies in all programs is matched with a broad use of digital resources and online learning management systems. Mordialloc College aims to develop students who are information literate, critical thinkers and confident creators; to guide them to become safe and responsible digital citizens. As such, the school has undergone eSmart accreditation through the Alannah and Madeline Foundation. The College had successfully completed the Planning and Implementing phases, and is now almost complete in gaining Sustaining status. This accreditation requires Mordialloc College to ensure that smart, safe and responsible use of information and communications technology is a cultural norm, through teaching programs, cross-curricula activities, policies, practices and values. The College plans and undertakes activities and programs that ensure students, teachers and the wider school community are equipped to embrace the best these technologies can offer, while being savvy about the pitfalls.

- **Health Workshops**

In collaboration with community health agencies and teaching staff, the Secondary School Nurse and the wellbeing team implement a range of health promoting workshops including areas of sexual health, drugs and alcohol, bullying and stress management. These programs provide students with important knowledge, skills and resources to independently make informed health-related choices and decisions.

- **Mordialloc Experience (MEX 2.0)**

This fully resourced program has been designed for Year 9 students with a pedagogical focus of engaging students in their learning journey through community-based activities and personal development strategies. Students cycle through one module each term which incorporates community placements at local schools and community agencies, a 3 day city experience combined with a local community investigation, preparation for part time work and life choices and a focus on mental wellbeing and resilience.

- **Year 7 and 8 Learning Centres**

With a focus on embedding quality learning practices in our students, the Learning Centres create an opportunity for the students to become independent life-long learners through flexible learning spaces and versatile curriculum in line with the Victorian Curriculum. Students receive essential pastoral support that develops positive relationships with their home group teacher and peers, aiding in a healthy transition from the primary school setting.

- **Transition Programs**

We recognise the need for support for students progressing from one year level to the next and have in place orientation programs and information evenings to scaffold this transition. Students from feeder primary schools participate in a whole-day orientation program where they become familiar with the learning processes and home group teachers. Parents of new Year 7 students are also invited to participate in a discussion on Restorative Practices with the Wellbeing and Principal team on Orientation Day. Mordialloc College also offers an extra transition support program for any student that may find the transition from Grade 6 to Year 7 difficult. At each year level there is an appropriate orientation program to support their transition to their new year level, including a rigorous Head Start program for students embarking on VCE studies. We also have the 'Peer Support' program linking Year 7's to Year 10's to support student connections to the school community.

- **Respect Group**

Mordialloc College is a member of Safe Schools Victoria. There are meetings held in the Wellbeing room and these are open to anyone who wishes to attend. The aim of the Respect group is to promote acceptance and respect for all forms of diversity and provide a safe place for students and staff to seek and provide mutual support. The group also advocates and actively promotes a homophobic and transphobic free school and they assist staff to promote, educate and celebrate sexual and gender diversity within the school community.

- **ATSI (Aboriginal and Torres Strait Islander) program**

The ATSI group is managed by teachers to support students from ATSI backgrounds through activities, meetings and external community groups. The program aims to engage students with the Victorian Koorie community and supports them to achieve their educational potential and maintain a strong cultural identity

### 3. RIGHTS AND RESPONSIBILITIES

Mordialloc College is a school that encourages all students to reach their full potential physically, emotionally, intellectually and socially by providing them with challenging educational experiences within a safe, respectful and positive learning environment. We believe in respecting the rights of the individual and have developed specific policies to address issues that impact upon the rights of community members.

All educational policies and procedures within the College reflect the four basic principles of freedom, respect, equality and dignity for all members of the College Community as set out by the Charter of Human Rights and Responsibilities Act 2006.

Our Codes of Cooperation and Restorative Justice model ensures that the following are adhered to:

- The right not to be discriminated against
- Respect for and promotion of human rights
- The right to freedom of thought, conscience, religion and belief
- The right to privacy and reputation

In line with the DET's *Student Engagement and Inclusion Guidance* we have developed a Bullying Prevention Policy.

**Bullying** is when a person, or a group of people, repeatedly upset or hurt another person or damage their property, reputation or social acceptance. Bullying may be direct physical, direct verbal, indirect or cyber bullying. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to factors such as age, size, status or other reasons. Bullying is not a one-off disagreement between two or more people or a situation of mutual dislike.

Bullying can be:

**Direct physical bullying** – e.g. hitting, tripping, and pushing or damaging property.

**Direct verbal bullying** – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.

**Indirect bullying** – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person, damaging a person's social reputation or social acceptance, or cyber bullying.

**Cyber bullying** is direct or indirect bullying behaviours using digital technology. For example via a mobile phone, chat rooms or social media. It could involve setting up a defamatory personal website or deliberately excluding someone from social networking spaces. It can be verbal or written.

With the increased prevalence of cyber bullying in the broader community, staff at Mordialloc College have undergone professional development to equip them with skills to recognise, respond to and prevent the potential incidence of this type of bullying in our school.

School community members who experience or witness bullying should report this issue to the school to ensure this behaviour does not continue. Support is given to all parties involved in any incidence of bullying aimed at encouraging supportive relationships, developing resilience, conflict resolution, and school attendance. To ensure that bullying is addressed and responded to appropriately we have clear referral procedures in place and provide those affected with school based counselling and restorative practices to repair the harm.

Mordialloc College acknowledges the rights to equality of all students as stated in the Equal Opportunity Act 1995 including that it is unlawful to discriminate against members of the College Community based on age, impairment, marital status, parental status or status as carer, physical features, pregnancy, race, religious belief or activity, and sexual orientation.

We recognise that the Disability Standards for Education 2005 have explicit obligations for school and the rights of students under the *Disability Discrimination Act 1992*. These standards cover enrolment, participation, curriculum

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development, student support services, and harassment and victimisation. We have physical structures and specific learning programs in place for students with a disability to access, including staff who manage the Program for Students with Disabilities. Their role is to manage educational support staff and provide professional development and support for teachers of students with disabilities. Teaching staff at Mordialloc College recognise the importance of the need to tailor programs to the learning needs of all students.

Different groups within our school community have specific rights and responsibilities. A summary of these can be found below:

***Rights and Responsibilities of Students***

Rights	Responsibilities
To access a wide and varied program that develops their potential as independent lifelong learners To access a versatile educational program that meets their individual needs, including individual pathways To participate in their education without the fear of harassment, intimidation or bullying from other members of the school community	Be involved in the development and implementation of whole class-developed Code of Cooperation Willingness to explore career / educational opportunities Develop their potential as learners at every opportunity Lead by positive example Show empathy and respect for their peers and school community members Be supportive of school rules and policies Be punctual to all classes and attend regularly Participate to their full potential in all aspects of their educational program

***Rights and Responsibilities of Staff***

Rights	Responsibilities
To work in a safe environment that is compliant with all relevant OH&S standards To be informed of students with special learning needs in order to provide a supportive and engaging program. To teach in an orderly and cooperative learning environment To have access to adequate teaching resources	Use appropriate assessment tools to establish student’s current learning standard Negotiate tasks to cater for individual learning styles and abilities Implement use of restorative justice principles in teaching practice Develop positive learning relationships with all students – know how individuals learn and how to teach them effectively Demonstrate respect and empathy for all students Follow all College and Departmental procedures and policies, including mandatory reporting, duty of care, late process etc. Provide a safe learning environment for all students Incorporate quality learning practices into their teaching and learning program Access professional development to expand their teaching in order to improve learning outcomes Identify and refer at-risk students in terms of attendance, wellbeing and/or progress Consistent and fair assessment and reporting of learning to students, parents and other staff Be a positive role model within the College Community

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**Rights and Responsibilities of Parents and Carers**

Rights	Responsibilities
<p>To feel confident that the College is providing a safe and nurturing learning environment</p> <p>That their child will be provided with a rigorous, engaging educational program that is valued in the broader community</p> <p>Receive regular progress reports regarding their child's education</p>	<p>To take an active interest in their child's education and model positive behaviours</p> <p>To ensure their child regularly attends school and notify the College when their child is absent</p> <p>Engage in regular and constructive discussion with school staff regarding their child's learning</p> <p>Attend student-led conferences and / or Parent Teacher interviews with their child to engage in discussions about the child's learning journey</p> <p>Support College policies and processes including appropriate behaviours and efforts by the school to provide a safe environment</p> <p>Support their child to be fully equipped for all classes and ensure they have an appropriate space to complete homework</p>

**4. SHARED EXPECTATIONS**

Mordialloc College has developed shared expectations aligned with our College Values to ensure that the learning, safety and rights of all members of the College Community are respected. The expectations are intended to be positive in that they set out what are accepted and appropriate behaviours for our College Community. Our shared expectations are intended to support individual students and families who come to our community from a diversity of backgrounds, communities and experiences.

Values are shared beliefs about how we work together. They influence our choices and provide a framework to guide our intentions, actions and decisions in the workplace and in the communities in which we operate. Our four core values will be evident in how we work together, how we aim high, how we treat one another, how we look after one another, how we welcome newcomers into our community and how we support one another when things get tough.

**PERSONAL BEST**

- Take pride in completing every task to the best of my ability
- Prepare appropriately for every task, lesson, activity
- Contribute effectively in a team
- Set goals for improvement, seek to improve on my last effort
- Respond positively and proactively to feedback, especially when things don't go well

**INTEGRITY**

- Be trustworthy, act honestly, ethically and morally
- Welcome new people to our school
- Help people when they are in trouble
- Own up if you do something wrong
- Recognise the achievements of others in the community

**RESPECT**

- Treat others with consideration, value everyone's self-worth in the community
- Be able to get along with other people, work together
- Accept diversity, include others

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- Show self-respect through positive attitude, outlook, actions and appearance
- Ensure that all contributions to discussions are listened to and accorded respect

### **RESPONSIBILITY**

- Be on time for every class, meeting, activity and have the correct materials to undertake each activity
- Submit homework and assessments on time
- Be personally accountable for my actions
- Take care of the school property and environment
- Contribute positively to the learning environment in class

### **Expectations – Staff**

#### **Engagement**

The College Leadership team will:

- Ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation
- Facilitate the development of the Staff Code of Cooperation
- Collaborate with the Mordialloc College Community to develop policies and procedures consistent with its values and aspirations and within the Department's guidelines
- Have a visible presence among the College Community and be an inspiration to staff and students
- Work collaboratively with staff to support them in seeking professional development opportunities

Teachers will:

- Engage students by involving them in the negotiating, planning and development of innovative curriculum using quality learning practices
- Develop flexible pedagogy to engage different learning styles and to challenge and extend student learning
- Develop positive and meaningful relationships with students that promote engagement, wellbeing and learning
- Operate under the belief that all students can learn and take this responsibility as the basis of their daily practice
- Regularly share their diverse pedagogical expertise with all members of the College Community to ensure that students experience as broad a range of styles and perspectives as possible and to develop a rich pool of expertise which will be of benefit to all students

#### **Attendance**

In compliance with Departmental procedures College staff will:

- Promote regular attendance of all students
- Monitor and follow up on absences

#### **Behaviour**

Mordialloc College will support and promote positive behaviours by developing and implementing shared behavioural expectations with the School Community and by delivering whole-school responses to behavioural issues.

The College leadership team will:

- Lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business
- Monitor the profile of behavioural issues at the school and the effectiveness of implemented strategies
- Provide meaningful support to staff in their implementation of College policies and procedures and be available for consultation on various behavioural issues
- Provide appropriate professional development opportunities for all staff to build their capacity to promote positive behaviours

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Teachers at Mordialloc College will:

- Use the Student Engagement Policy as a basis for negotiating a class-based set of shared expectations with students
- Model life skills such as punctuality to classes, a positive attitude, organisation, manners and respectful language
- Employ behaviour management strategies that focus on supporting positive behaviours such as implementation of Restorative Practices
- Build a collegiate atmosphere with other staff members to share strategies and support each other to reflect on one's own behaviour management approach

### **Expectations – Student**

#### **Engagement**

All students are expected to:

- Be proactive in their learning with regard to planning, goal setting and reflection
- Respect, value and learn from the contributions of all members of the College Community
- Participate in all aspects of their educational programs

#### **Attendance**

All students are expected to:

- Come to school every day that the school is in operation, attend all scheduled classes and remain for the full day
- Provide an explanation from their parents/carers to their Year Level Coordinator if they have a valid reason for being absent
- Arrive at each class on time with the correct equipment and be ready to learn

#### **Behaviour**

Students are expected to:

- Show respect for other people and their property, including school facilities
- Participate responsibly in Restorative Conversations
- Cooperate positively with staff
- Not be in possession of or interact with prohibited substances or dangerous goods
- Understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable
- Be considerate and supportive of others
- Show a positive attitude to their learning
- Abide by school rules and codes of cooperation

### **Expectations – Parents/Carers**

#### **Engagement**

Parents/Carers are expected to:

- Actively participate in supporting their child's learning by building a positive relationship with all members of the College Community, including attendance at student-led conferences, Parent/teacher interviews, College celebrations and responding to communications in a timely manner
- Support the school's efforts to educate young people about diversity, respectful relationships and change by promoting an understanding of these issues in the home

#### **Attendance**

Parents/carers are expected to:

- Ensure enrolment details, including emergency contact details, for their children are correct
- Ensure that their child attends school regularly and provide explanations for any absences

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## Behaviour

Parents/carers are expected to

- Understand Mordialloc College's behavioural expectations and work with them to promote a consistent approach that supports their child's learning, engagement and endeavour, both in and out of school
- Be respectful of the fact that the school is both a learning environment and a workplace

## 5. SCHOOL ACTIONS AND AGREED 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
- Providing physical environments conducive to positive behaviours and effective engagement in
- Learning using quality principles and processes and Restorative Justice practices
- Ensuring student participation in the development of positive classroom and whole school expectations including Codes of Cooperation
- Developing Individual Learning Plans where appropriate for individual students
- Consistently acknowledging all students as members of a shared learning community
- Empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making, such as SRC, student leaders, and the My Mentor program

### Restorative Justice

The philosophy behind this model is to acknowledge that when a person does harm to another person they also harm themselves and the whole community. Restorative Justice in a school setting views inappropriate behaviour as harm to relationships within the school community rather than school rule-breaking. This means the harm done to people and relationships needs to be explored and the harm needs to be repaired (Thorsborne and Cameron 2000).

A restorative approach involves a shift from behaviour management to relationship management as can be seen in the table below.

*Table 1: Traditional to Restorative paradigm shift*

<b>Old – Traditional -</b>	<b>New – Restorative -</b>
Who is to blame?	Tell me what happened
What rule has been broken?	What harm has been done?
What is the punishment?	How do we make it right?

At Mordialloc College, when relationships are damaged a Restorative approach is used to repair the harm done to all parties concerned. A conversation facilitated by the class teacher, YLC or Wellbeing Coordinator will be structured using the following prompts:

- Tell me what happened
- What were you thinking/feeling?
- Who has been affected and how?
- What can be done to repair the harm?

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response that is underpinned by the Restorative philosophy, including:

- Understanding the student's background and needs
- Ensuring clear and shared understandings of expectations by both students and teachers with reference to College policies and Codes of Cooperation
- The consistent use of Restorative chats and classroom conferences
- Scaffolding the student's learning program

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Broader support strategies will include:

- Involving and supporting the parents/carers
- Involving the Student Wellbeing Coordinator, Pathways/Careers Coordinator/School Chaplain
- The provision of study sessions after school facilitated by groups of teachers to support learning
- 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 Learning Plans (ILPs)
- Providing broader educational programs, for example My Mentor, Careers Week, work experience, community placements as part of the Mordialloc Experience program, Advance outdoor education, school camps, annual Art Show and School Production
- Involving community support agencies including Family Life, Kingston Youth Services, Central Bayside Community Health Services, Headspace
- Providing support meetings with the Pathways Coordinator for students at risk academically, to discuss and negotiate alternative pathways for the student, including the possibility of TAFE and/or appropriate workplace options
- Providing professional learning sessions throughout the year to support staff to use Restorative practices and implement relational learning strategies in classrooms
- Offering student leadership opportunities

#### **Discipline procedures – suspension and expulsion**

Suspension and expulsion can only be approved by the Principal and our school will follow the processes for applying these disciplinary measures as set out in our Student Engagement Policy.

Information on grounds and processes for suspension and expulsion that our school will follow are available at: <http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>.

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, including attendance at excursions and other College activities
- 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 Student Engagement and Inclusion Guidance – Student Engagement Policy Guidelines for process required)