



ALEXANDRA SECONDARY COLLEGE

A TRIBES COMMUNITY

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STUDENT ENGAGEMENT AND WELLBEING POLICY

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

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1. Policy Statement:

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

Each teacher is a vital source of support and a determinant in the success of their students. The teachers at our College will work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to our College and can effectively engage with their learning. Our school recognises the need to be engaging and inclusive, recognising and responding to the diverse needs of our students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.

Our College strives to be a learning community where students and teachers can relate well to each other, and where different ideas and viewpoints are valued and respected.

Our profile means that in any given class a range of student ability exists, in some cases spanning five years. Within this diversity, our College aims to challenge all students to become optimistic, resilient, creative and critical thinkers. We seek to promote our College values of: Personal Best, Mutual Respect, Attentive Listening, Appreciations / No Put Downs, & Right to Pass throughout the curriculum, in co-curricular activities, and in our daily operations.

Our teaching and learning philosophy is focussed on improving student outcomes – academic, physical social and emotional. We aim to do this by ensuring:

- The teaching and learning is relevant to each student's interests, lives and aspirations
- The teaching and learning is rigorous, and each teacher will be committed to appropriately support, build and challenge every student
- Relationships are an essential component of effective learning and teaching
- Our practices are based on what research and data has shown to be effective.

Included with this Student Welfare Policy is the School Student Engagement Policy and Processes – see Appendix A.

2. Guidelines

- 2.1** Our College will focus on establishing positive and respectful relationships, particularly between teachers and students, and establishing a learning community that provides multiple and diverse opportunities for students to experience success.
- 2.2** Our College will collaboratively develop and implement a fair and respectful whole-school behaviour management approach, known as School Wide Positive Behaviour Support (SWPBS). Within SWPBS, the school's values are identified and behaviours that reflect them in all areas of school life are documented. Students are explicitly taught the skills and knowledge that our school values require.
- 2.3** The College will encourage and provide many opportunities for parents/carers and members of the broader community to play an active part in the life of the school and the education of their children.

- 2.4 The College's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- 2.5 The College will promote active student participation and provide students with a sense of ownership of their environment.
- 2.6 The College will support families to engage in their child's learning and build their capacity as active learners.
- 2.7 The College will establish social, emotional and educational support for vulnerable students and monitor and evaluate progress.
- 2.8 The College will have processes in place to identify and respond to individual students who require additional assistance and support.
- 2.9 The College will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

3. Program

- 3.1.1 The curriculum programs of the College will recognise and respond to the diverse needs of the College's students by: accommodating different learning profiles and rates of learning
intervening early to identify and respond to individual student needs
- 3.1.2 The College is committed to the delivery of an inclusive curriculum that ensures all our students have access to a quality education to meet their diverse needs.

To improve educational outcomes for students with disabilities, the following key strategies are in place:

- supporting students to have access to programs that let them pursue achievable pathways
- ensuring the expertise of teachers working in our school is maintained and developed

- 3.2 Our College will implement a whole-school behaviour management approach (SWPBS) that is based on pro-social values, social competencies and positive peer relationships.

The key focus will be on prevention and early intervention strategies that:

- define and teach school-wide and classroom expectations
- establish consistent school-wide and classroom responses for problem behaviours
- establish school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
- provide school-wide and classroom processes for ongoing collection and use of data for decision-making
- empower students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- provide a physical environment conducive to positive behaviours and effective engagement in learning

- utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour
- 3.3** Involvement in our College by parents and carers helps children achieve the best possible learning outcomes. Parents and carers will be provided with the opportunity to participate in school life, both formally and informally, through College Council, the Parents and Friends Association, volunteering and staying up to date with news about what is happening in education via our newsletter and various web presences.
- 3.4** The school's strategies to promote pro-social values will be whole-school in focus and include close links with academic curriculum. In the context of AUSVELS, the school curriculum will include pro-social values and behaviours to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- 3.5** Student voice/student participation is about valuing people and valuing the learning that results when we engage the capacities and multiple voices in the school. It focuses on realising the leadership potential inherent within all learners.

Our College promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change. Student participation ranges from young people sharing their opinions of problems and potential solutions through Student Representative Council (SRC) or in focus groups associated with school strategic planning. It also includes our students sharing their 'voice' by collaborating with teachers to improve their own educational outcomes, including helping to improve teaching, curriculum and teacher-student relationships and leading to changes in student assessment.

- 3.6** The College will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning. The school will ensure that the unique experiences and skills of our students' families enrich the learning environment and the school community.

The College will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Welfare Policy
 - conducting effective school-to-home and home-to-school communications
 - providing volunteer opportunities to enable parents/carers and students to contribute
 - involving families with homework and other curriculum-related activities
 - involving families as participants in school decision-making
 - coordinating resources and services from the community for families, students and the College
 - providing opportunities to enhance parenting knowledge and skills
- 3.7.1** Implementing preventative and early intervention strategies to support positive behaviours is a key part of the Student Welfare Policy at our school. Prevention and early intervention strategies the school will deploy include:
- defining and teaching school-wide and classroom expectations
 - establishing consistent school-wide and classroom consequences for problem behaviour
 - establishing school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty

- providing school-wide and classroom processes for the ongoing collection and use of data for decision-making
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing a physical environment conducive to positive behaviours and effective engagement in learning
- utilise evidence-based interventions, monitored regularly, for those students who face difficulty with learning and/or behaviour

3.7.2 The school will promote and maintain high levels of student attendance and participation through:

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

3.8.1 The school will use coordinated early intervention and prevention strategies to identify and respond to individual students who require additional assistance and support. The school will provide the following support structures:

- monitoring of, and responding to, protracted student absences
- student management plan
- protocol for mandatory reporting
- Student Support Group's for children in need
- bullying survey of students and school environment

3.8.2 Longitudinal data will be collected regarding frequency and types of welfare issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some sources of data are:

- the Attitudes to School Survey data
- school level report data
- Parent Opinion survey data
- data from case management work with students

Senral – the data mapping system we use – will assist us to identify students at risk. It will include attendance data, On Demand & NAPLAN data, information about positive and negative behaviour incidents, and details of communication between home and school. The aim is to facilitate school, parent and student communication by enabling access by parents and students to certain areas of their student data.

3.9 The College will utilise relevant external student wellbeing support services in order to identify and address the barriers to learning that individual students may be facing. Such services to provide support for students and staff include:

- psychologist for psychological and academic assessment
- mentors – providing support for ‘at risk’ children
- Department of Human Services case managers and support workers
- social workers to provide services such as counselling, social skills and anger management programs
- family and youth agencies
- relevant DEECD support staff
- C.A.S.A. [Centre Against Sexual Assault]
- School Focused Youth Service (SFYS)

4. Links and Appendices (including processes related to this policy)

Appendix A: Student Engagement Policy and Processes

Key Link connected with this policy is: [DEECD - Child Health and Wellbeing](#)

5. Evaluation

This policy will be reviewed and endorsed by Alexandra Secondary College every 3 years or more often if necessary due to changes in regulations or circumstances.

Date Implemented	28 th April 2014
Author	Bronwyn Howell
Approved By	ASC School Council
Approval Authority (Signature & Date)	
Date Reviewed	28 th April 2017
Responsible for Review	Leading Teacher of Engagement and Well-Being

6. Appendices:

APPENDIX A – ASC Student Management Policy & Processes

Whole-School Prevention Statement

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

The College appreciates its diverse student and parent/carer population, and has measures in place to ensure all students enjoy the same level of access to the school's curriculum and co-curricular programs. Our teaching and learning philosophy is important in engaging all students in their academic learning. Our Advocacy, Lifeskills and mentoring programs (including peer support) are tailored to address students' personal and social learning at various stages of their secondary education. Our Programs for Students with Disabilities provides vital assistance and support to students in and out of the classroom. Student leadership capacity is fostered through the Student Representative Council, the house system, the role of the school captains, our peer support leaders and many other leadership opportunities.

Student wellbeing (physical, social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported by our Wellbeing Team which includes the DEECD SSSO, the Student Well-Being Coordinator, the Adolescent Health Nurse and the School Chaplain. External agencies, such as Berry Street and Family Care, and private psychologists and counsellors work with students and families on a more targeted and individualised level. Principals, House Leaders and Advocates also have active roles in providing this support.

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

The school places an emphasis on 100% attendance, and has in place attendance targets – that all students maintain at least 90% attendance. Attendance is monitored throughout the day, and student absences are followed up by our Front Office.

The College values parent / carer input into its operations and seeks feedback through the Parent Opinion survey, and from parent representatives on College Council. The College Council provides financial assistance and encouragement to the and Friends Association in our efforts to build a sense of community.

Rights and Responsibilities:

It is the right of all members of the Alexandra Secondary College community to experience a safe, pleasant and supportive learning and teaching environment. Staff, students and parents/ carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. Teachers also have the rights to be informed, within Privacy

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requirements, about matters relating to students that may impact on their teaching and learning for that student.

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

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

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching. 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 and demonstrate respect for all students. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy and Behaviour Policy.

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

Shared Expectations: Rights and Responsibilities:

Shared Expectations : Rights and Responsibilities			
	Students	Parents/Carers	Staff
Engagement (participation in the classroom and other school activities)	<p>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 by working with all other all students as requested. 	<ul style="list-style-type: none"> • Promote positive outcomes by valuing the importance of education and liaising with the College 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 College involvement and progress and communicate with the College when necessary • Are informed and supportive of College programs and actively participate in College events/parent groups 	<ul style="list-style-type: none"> • The College and members of staff will comply with its/their duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students • Members of staff will promote positive outcomes for students by valuing the importance of education and liaising with the students parents/carers on their child’s progress/needs • The College will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success • Members of staff will monitor their students involvement and progress and communicate with the parents/carers when necessary
Attendance	<p>All students are expected to:</p> <ul style="list-style-type: none"> • attend and be punctual for form assembly and all timetabled classes every day that the school is open to students • be prepared to participate fully in lessons • bring a note from their parents/carers explaining an absence/lateness 	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> • ensure that enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • keep family holidays within scheduled school 	<p>In accordance with DEECD procedures the school will:</p> <ul style="list-style-type: none"> • proactively promote regular attendance • mark rolls accurately each lesson and follow up on absences • identify trends via data analysis • report attendance data in the school’s Annual Report • support students whose attendance is problematic by developing ‘Return to School’ plans and working with families

Shared Expectations : Rights and Responsibilities			
	Students	Parents/Carers	Staff
		holidays <ul style="list-style-type: none"> • support their child’s learning during absences and work with the school to reintegrate students after prolonged absences 	to implement individual strategies
Behaviour	Students are expected to: <ul style="list-style-type: none"> • take responsibility for their learning and have high expectations that they can learn • take responsibility for their behaviour and its impact on others • model the schools core values of Personal Best, Mutual Respect, Attentive Listening, Appreciations / No Put Downs, & Right to Pass. • comply with the schools Behavioural Policy and work with teachers and parents in developing strategies to improve outcomes 	Parents/Carers are expected to : <ul style="list-style-type: none"> • have high expectations of their child’s behaviour and an understanding of the schools behavioural expectations • Communicate with the school in regards to their child’s circumstances • Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs 	<p>The College will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well being of every child focussing on pro-social behaviours in curriculum content</p> <p>The College 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</p> <p>The College will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p>The College 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</p>

School Action and Consequences

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

- Establishing consistent, fair and democratic classrooms and school environments
- Explicitly teaching students the behavioural skills we want them to demonstrate.
- Ensuring student participation in the development of classroom and whole school expectations
- Developing Individual Learning Plans for all Year 7 – 10 students
- Providing personalised learning programs where appropriate for individual students
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision –making
- Providing physical environments conducive to positive behaviours and effective engagement in learning
- Inappropriate behaviours, including irregular attendance, will be addressed through a staged response, including:
 - Understanding the student’s background and needs
 - Ensuring a clear understanding of expectations by students, parents/carers and teachers members of staff.
- Providing consistent school and classroom environments
- Scaffolding the student’s learning program
- Engaging in “Restorative Practices”

Broader support strategies will include:

- Involving and supporting the parent/carer
- Involving the House Leader, the Student Well-Being Coordinator, Later & Middle Years Coordinators, the Careers Coordinator and SSSO where appropriate
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs (work experience, camps, production sporting opportunities, etc)
- Involving community support agencies
- Contact with the Regional Office

Discipline procedures – suspension and expulsion

A student may be excluded from school in situations where all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action in response to the student's behaviour which may put the health, safety and well-being of other students, staff or themselves at significant risk.

Consequences which may be used prior to suspension include:

- Removal of the students from the situation e.g. removal from class and placed in a senior class
 - Withdrawal of privileges
 - Use of behaviour and attendance sheets to monitor behaviour
 - Withdrawal from class activities for a specified period e.g. internal suspension for at least one day. Parents/carers will be consulted about such withdrawals
 - Detention: teachers may require a student to complete school work or additional work or duties at recess or lunch break, or after school. No more than half the break time may be given to detention unless other time is arranged for a lunch break and afterschool detentions will not exceed forty-five minutes. Parents will be informed at least the day prior to the afterschool detention and in family circumstances where this would create undue hardship, the school may negotiate an alternative disciplinary measure with parents/carers or provide transport where suitable. After school detentions may not be given without the approval of a principal.
 - Convening of a school support group.
- When considering suspension or expulsion, the College follows the Department of Early Childhood and Development's procedures.

APPENDIX B:- Managing Student Behaviour

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

Behaviour unchallenged is behaviour condoned

Responsibilities of the Classroom Teacher:

- Involve and engage all students, set high expectations, seek feedback from students and “give out two messages to every child –‘you can succeed’ and ‘I will help you do that’.
- To be familiar with the College Behaviour Policy and be consistent in its implementation.
- Become practised in using restorative practices.
- When breaches of College Behaviour Policy occur, classroom teachers must follow protocol. Classroom teacher must provide *written* documentation through Sentral including strategies taken to deal with the problem for these reasons before the matter is referred on to House Leaders.
- *In extreme circumstances the threat is to be referred immediately to the Principal Class.*

Responsibilities of the House Leaders

A. Promotion of Positive Behaviours:

- Reinforce consistent school wide and classroom expectations, and classroom consequences for problem behaviour, involving the reinforcement of positive social behaviours and the use of restorative practices to improve student behaviour management outcomes. Assist individual teachers in implementing positive behaviour support and restorative practices.
- Document incidents relating to the management of student behaviours on Sentral to inform decision making. When concerns arise about a student’s on-going behaviour or when a student is displaying chronic patterns of problem behaviour, implement a targeted response to address the problem. This may involve the establishment of a student support group involving parents/carers/relevant member(s) of staff.

B. Attendance:

- Articulate high expectations of attendance to all members of the school community
- Follow up absences on a daily basis and keep all staff, the Office Administration and Principal Class informed on student management issues.
- Organise Attendance Conferences and ensure the Attendance Plan proforma is completed.

Responsibilities of the Leading Teacher of Engagement and Wellbeing

The Leading Teacher of Engagement and Well-Being is responsible for:

Student Engagement and Wellbeing Policy

- developing, implementing and evaluating the College’s Student Engagement Policy Guidelines
- developing prevention and early intervention programs and strategies that contribute to a positive school culture.
- develop a whole school approach to student attendance and to participate in attendance conferences with House Leaders
- To liaise and work with the House Leaders in supporting “Students at Risk”.
- To promote and assist all teachers in the use of restorative practices.
- Induct new staff on the College’s Student Engagement guidelines.

Responsibilities of the Assistant Principal

The Assistant Principal is responsible for:

- Supporting both classroom teachers and house leaders in the overall management of student behaviours.
- Monitoring the attendance strategy and Behaviour Policy.
- Ensuring the *Procedures for Suspension* are understood by the House Leaders, and are adhered to.
- The Assistant Principal may also be the Principal’s representative at Student Support Group meetings during pre and post suspension conferences.

Responsibilities of the Principal:

The Principal is responsible for student expulsions, and to ensure the Procedures for Expulsion are adhered to.

School Action and Consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school classroom practices, including targeted and individualised support when required. Whole school practices include:

- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs where appropriate for individual students
- Consistently acknowledging all students
- Empowering students by creating multiple opportunities to take responsibility and be involved in decision –making
- Providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be addressed through a staged response, including:

- Understanding the student’s background and needs
- Ensuring a clear understanding of expectations by both students and teachers

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- Providing consistent school and classroom environments
- Scaffolding the student's learning program
- Engaging in "Restorative Practices"

Broader support strategies will include:

- Involving and supporting the parent/carer
- Involving the Leading Teacher of Engagement and Well-Being, Careers Coordinator, and SSSO where appropriate
- Mentoring and /or counselling
- Convening student support group meetings
- Developing individualised learning, behaviour or attendance plans
- Providing broader educational programs (e.g. work experience, camps)
- Involving community support agencies
- Contact with the Regional Office

Rules	Classroom Teacher Responsibility	House Leaders
<p>Overall behaviour</p> <ul style="list-style-type: none"> • Students must obey all reasonable requests of staff. • Students must never physically or verbally abuse others. • Students must always treat others with respect. • Students must respect the rights of others to learn. No student has the right to negatively impact on the learning of others. • Students must respect the property of others. • Students must bring correct equipment to all classes • Students must work to the best of their ability. 	<p><i>Follow the “5 Steps to Classroom Control”:</i></p> <ol style="list-style-type: none"> <i>1. Remain calm</i> <i>2. Warn with rights based warning “Your behaviour is disturbing others, please stop”.</i> <i>3. Reassert “I understand and we can discuss this later. Right now please...”</i> <i>4. Give choice “You have a choice. If you will not comply you will have to meet with me at lunchtime, etc</i> <i>5. Follow through with graded consequences including writing a report on Sentral:</i> <ol style="list-style-type: none"> <i>a. Move student to another seat / isolated area of the classroom</i> <i>b. Remove to A1 or Principal</i> <i>c. Organise conference/restorative chat to include House Leader, AP or another appropriate member of staff</i> <p><i>Continued misbehaviour warrants:</i></p> <ol style="list-style-type: none"> <i>a. Incident Report to House Leaders.</i> <i>b. Contact with parent after consultation with House Leader</i> 	<p><i>Implement a staged response:</i></p> <p><i>Read report on Sentral</i> <i>Speak with the student and teacher prior to actioning</i> <i>Student to ring and inform parent of misbehaviour in presence of House Leader</i> <i>Behaviour sheet</i> <i>Attendance sheet</i> <i>Placement into VCE class</i> <i>Restorative chat with affected parties</i> <i>Behaviour Plans</i> <i>Student Contract</i> <i>Student support conference</i> <i>Lunchtime detention</i> <i>In school suspension</i> <i>Recommendation to externally suspend and referral to AP</i></p>
<p>Attendance and punctuality</p> <ul style="list-style-type: none"> • Students must be on time to all classes • Students who are late to Morning Advocacy or later must report to the general office to get a late pass. 	<p><i>Check late pass. Adjust entry on Sentral to Late</i> <i>If it becomes regular, speak to student about lateness and detain at end of lesson if periods 2 or 4 to make up the time. Report to House Leader if on-going. Make an entry on Sentral.</i></p>	<p><i>Speak to students about lateness issues.</i></p> <p><i>On-going lateness: lunchtime detention and/ or organise for parent conference to resolve issue.</i></p>

Rules	Classroom Teacher Responsibility	House Leaders
<ul style="list-style-type: none"> • Students who leave school early must have a note from home signed by their House Leaders prior to signing out at the office. • Students absent from school must ensure that a signed note or medical certificate is presented immediately upon returning to school. (see attendance policy) • Notification from home must accompany all absences. <p>Students must not leave the school grounds without permission.</p>		<p><i>Follow through with student and / or parent/guardian/carer</i></p> <p><i>If ongoing attendance issues: Organise for attendance conference as per the school's attendance strategy.</i></p> <p><i>Inform Leading Teacher of Engagement and Well-Being.</i></p> <p><i>Inform the Principal Class via distribution list.</i></p>
<p>Uniform</p> <p>Students must adhere to the school uniform requirements.</p>	<p><i>Check uniform pass. If no pass, inform students their name will be recorded on Sentral and record name on Sentral.</i></p>	<p><i>Check uniform pass .If no pass, confiscate the item of clothing (if reasonable). If a regular occurrence, impose a lunchtime detention and contact home.</i></p>
<p>Health and Safety</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 (see harassment/anti bullying policy). 	<p><i>Acknowledge & discuss behaviours and make a report to House Leader by recording the incident on Sentral.</i></p>	<p><i>Contact parents and involve Leading Teacher of Engagement and Well-Being. Consequences may include apology, anti bullying contract, student task related to anti bullying/cyber bullying, referral to intervention program and/or counselling.</i></p>

Rules	Classroom Teacher Responsibility	House Leaders
<ul style="list-style-type: none"> • Electronic devices must not be used without permission. • Students must not use prohibited substances. 	<p><i>Confiscate iPod or mobile phone and take to General office</i></p>	<p><i>Some cases may warrant immediate suspension. Referral to AP</i></p> <p><i>Inform Principal Class. Student removed from classroom and parent contacted to collect students. Immediate suspension.</i></p>
<p>Property and security</p> <ul style="list-style-type: none"> • Students are to respect all property. • Students must not enter staff room, offices unless supervised. • Students must bin all rubbish • Students must return borrowed school material on time. • Students must keep lockers secure at all times. School will not be responsible for loss of valuables. • Students must leave school bags at locker area. • Classrooms must be left neat and tidy. • If a student is suspected of engaging in graffiti 	<p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties Gum: scrape gum from tables</i></p> <p><i>For repeated offences, referral to House Leader</i></p> <p><i>Organise for students to remain behind and tidy the room or area.</i></p> <p><i>Retain any evidence and report to House Leaders</i></p>	<p><i>Challenge behaviours around rights and responsibilities and impose consequence e.g. clean up duties</i></p> <p><i>For repeat offenders, place in the Friday afterschool detention class.</i></p> <p><i>Parent notified. Community service. Parent may be required to meet costs. If extensive and persistent, parent meeting to review enrolment</i></p>

The College is a workplace and you must demonstrate appropriate behaviours at all times:

In the classrooms:

1. You and the teacher have the right and responsibility to do as much work as possible, therefore:
 - Punctuality - You need to be on time
 - Come equipped - You must bring all the necessary equipment to class
 - Attention – you need to listen when others are speaking
 - Effort – you should attempt to do all work and allow others to do the same

2. You and the teacher have the right to feel comfortable and safe in the classroom, therefore:
 - You should pass all objects by hand
 - You need to speak to others politely
 - You should keep your hands to yourself
 - You should not touch other students' belongings
 - Have your phone on silent & only use your iPod with your teacher's permission

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

- Change your seating position in the classroom
- Direct you to work away from the classroom
- Direct you to work from another teacher's class for the duration of the lesson
- Detention
- Confiscation of your iPods or mobile phone
- Lunchtime clean up duties
- Referral to your House Leaders
- In extreme circumstances your teacher may ask you to leave the classroom and report to A1 or a principal without implementing any of the above steps. The matter will be followed through by all parties. Contact with your parents may be necessary.

Student Engagement and Wellbeing Policy

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

Name _____

Pastoral/Mentor Teacher _____

Date _____

Signature _____

This document is to be placed in your diary.

7. References

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

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