



## Student Engagement and Inclusion

### 1. Statement of Purpose

Every school is required to have a Student Engagement and Inclusion Policy that articulates the expectations and aspirations of the school community in relation to student engagement, including **strategies to address bullying, school attendance and behaviour**. The policy provides all members of the College community with an understanding of their responsibilities in providing a productive, safe and respectful learning environment.

It is to be read in conjunction with the Mount Alexander College **Child Protection Policy** and **Child Safety Code of Conduct**, which state the College's zero tolerance for child abuse and how we address the rights of all students to protection from it.

This policy will reflect school and wider community values, as well as the college vision. This is achieved with regular input from school leaders, staff, students, parents, guardians and the school council. This approach promotes shared expectations and an inclusive and respectful school culture. The review of the Student Engagement Policy will happen in conjunction with the school's annual review process undertaken as part of the school accountability framework.

The policy also supports the college in addressing our legal obligations under relevant legislation including:

- Crimes Act 1958 Vic
- Crimes Act (Vic) incorporating Crimes Amendment (Protection of Children) Act 2014
- Victorian Institute of Teaching Act 2001
- The Education and Training Reform Act 2006 (Vic)
- Education and Training Reform Amendment (Child Safe Schools) Act 2015, Ministerial Order 870
- Children Youth and Families Act 2005 (as amended)
- Working with Children Act 2005
- National Safe School Framework
- The Equal Opportunity Act 2010 (Vic)
- The Charter of Human Rights and Responsibilities Act 2006 (Vic)
- The Disabilities Standards for education 2005, which clarify and make more explicit our obligations under the Disability Discrimination Act 1992 (Cth)
- VIT Teacher Code of Conduct

College staff will actively implement the Student Engagement and Inclusion Policy (and related policies and Codes of Conduct) to maximise student engagement and learning outcomes.

### 2. College Profile Statement

Mount Alexander College is a Years 7-12 co-educational school located in the City of Moonee Valley in Flemington. Recently transformed into a student centred school, with a focus on authentic student empowerment, Mount Alexander College caters for the diverse needs of all students, preparing them to be adaptable, curious lifelong learners who are able to contribute and succeed in the digital age.

At Mount Alexander College learning occurs in a safe, positive, vibrant, well-connected and dynamic context that engages and empowers students to achieve their potential. This is underpinned by respectful relationships and a commitment to impartiality and equity.

Students are known at Mount Alexander. They are warmly welcomed into our caring community through a comprehensive induction program. Pastoral care and wellbeing is addressed through the daily Mentoring

Group session and the House structure.

Our vertical curriculum structure allows students to select subjects that they are passionate about regardless of their year level. This makes it possible for a Year 8 student to undertake a Pre VCE or VCE subject. Each student's individual learning plan is developed in consultation with course counsellors and parents. Our ethos of student voice based teaching and learning ensures students are active participants in the construction of subjects offered. While complying with mandated content to meet VCAA, VET or VCAL requirements, options that coincide with students' passions and interests are still accommodated. This makes for well engaged, passionate learners who look forward to school every day. It is also contributing to our rapidly increasing enrolments.

Continuous reporting via Compass enables parents/guardians to keep well informed about student learning progress. Teachers provide reports every six weeks using software that graphs achievement in each subject over the year.

Access to the best technology for each learning task is provided through the Bring Your Own Device program.

We intend to work actively with the local community and be seen as the school of choice in the area for providing an education that is accessible and equal for all; a core tenant of public education. On a system level we intend to foster communities of collaboration and cooperation rather than competition.

In 2016, the college has an enrolment of 319 students and a staffing profile including 3 Principal Class, 34 teaching staff, 23 Education Support staff including 2 Multicultural Aides, and 3 para-professionals.

The college community is currently comprised of:

- 60% male and 40% female students
- 5 Indigenous students and 2 Torres Strait Islanders
- 41 different countries of origin
- 30 PSD students
- 42 EAL students
- 11 International Students

The SFO is 0.68 which is significantly above the state median.

Our learning facilities, accommodated on 1.2 hectares, include general and specialist classrooms, a gymnasium, a well-resourced library, the Graduates Common Room, a state-of-the-art science centre, an external experiential learning space, the veggie patch and 3 purpose built technology rooms for learning in art, multi-media and graphic design.

Further major facility improvements are pending. Full implementation of the Master Plan will see the establishment of an edible garden, a rooftop garden, a futsal court, the major refurbishment of student toilet facilities and an internet café within the Resource Centre. All MAC facilities comply with sustainable design practices.

College calendar highlights include the School Production, the Spring Arts/Tech Festival, extensive sporting opportunities, Cultural Diversity Week, the Science Spectacular Week, Book Week celebrations, the Graduate Formal and Awards Night.

Mount Alexander College is committed to developing principled lifelong learners, capable of transferring skills and applying knowledge. This is encapsulated in the College Vision, Mission and Values statements.

**The School Council promotes:**

- child protection and has zero tolerance for child abuse. Everyone working at Mount Alexander College is responsible for the care and protection of all students and reporting information about suspected child abuse.
- high quality individualised educational programs which are professionally delivered to motivate and challenge students to prepare them for life in the digital age
- a rich diversity of educational experience which contributes to the academic, social, emotional, cultural and physical growth of students
- encouragement for all students to achieve to their full potential given timely intervention to support and scaffold, challenge and enrichment as appropriate
- an attractive, well resourced, stable, secure, friendly and respectful learning environment.

**3. Vision, Mission, Purpose, Values****Vision**

To empower young people to learn, grow, contribute and succeed throughout life.

**Mission**

To provide a safe, supportive and opportunity rich learning environment in which the trust placed in students to explore their passions and manage their own learning translates into personal best achievement and community benefit.

**School Purpose**

To:

- provide a stable and caring environment which fosters personal acceptance and a sense of security in an atmosphere of mutual respect
- identify the learning needs of all students and to develop programs that address those needs, whether it be students with learning difficulties or students with outstanding academic ability
- provide encouragement and opportunities for students to achieve their personal best in a dynamic and challenging learning environment
- provide the structures, programs, links, pathways and opportunities that encourage students to enjoy and understand the relevance of learning
- ensure an effective learning environment in which all children have an equal access to educational opportunities, regardless of gender, academic ability, physical attributes, racial, social, language or economic background.

**Our Educational Philosophy**

Our educational philosophy outlines our core beliefs. These are put into practice by every community member, in every classroom, every day. It also underpins our decision making, policies and procedures because to do so is to realise our vision and mission.

We believe:

- empowering students to genuinely affect their own learning and schooling experience fosters attendance, engagement, wellbeing, community connectedness and improved learning outcomes
- personalised, student-centred learning that recognises the unique passions, interests, learning readiness and needs of students best facilitates personal and academic growth, and creates lifelong learners
- practising mutual respect drives the positive, inclusive, safe and supportive community culture we perpetuate and consider an essential pre-condition for learning. MAC's commitment to zero tolerance for child abuse, bullying and harassment and our enforcement of all conduct codes and values is incontrovertible.
- a vertical wellbeing structure best facilitates mentoring, a sense of belonging and an appreciation of diversity

- active participation in a wide variety of rich learning curricular and co-curricular opportunities promotes holistic development
- everyone's a leader and given skill development opportunities all students can positively influence the school, the local and global community
- evidence-based research and a range of student learning data sets must inform school policy review, instructional practice, learning interventions and each student's Individual Education Plan. This facilitates student progression along the learning continuum, resulting in at least a year's growth for a year's input.
- developing IT literacy is essential if students are to succeed in the digital age. Access to the right technologies and tuition in their effective, responsible use is our priority.
- in values education that promotes a commitment to humanitarian principles and a spirit of giving expressed through community engagement and service
- in providing quality, targeted, ongoing professional development for our expert teachers. This has the greatest single impact on improving learning outcomes for all students.
- student learning and wellbeing is optimised by the positive involvement of parents, teachers, peers, mentors and members of the wider community.

### College Values

Values education is central to student life at the college and part of our strategy for helping form the responsible and successful citizens of tomorrow. To that end, we emphasise the demonstration of:

**Respect** - treating one another with consideration and courtesy in all contexts and caring for the college environment.

**Excellence** - fostering passion for learning and high aspirations that, supported by measurable goals, effective strategies and expert guidance, translate into personal best performances.

**Community** - driving the value of every individual and a culture of connectedness and a positive school spirit that promotes inclusion, understanding and the celebration of diversity.

**Engagement** - undertaking a relevant, meaningful and rigorous curriculum and co-curriculum program that encourages holistic growth, participation, leadership and citizenship.

**Integrity** - promoting honesty, reliability, transparency, responsibility and ethical behaviour.

### 4. Whole-school prevention statement

To develop an engaging and inclusive learning environment which fosters connection and inspires students to become positive, autonomous, resilient and ethical lifelong learners, and active informed global citizens the **college expects students to:**

- commit to the continual improvement of skill development and knowledge application; rise to challenges and take learning risks
- develop self-discipline and demonstrate excellence
- take pride in the process and completion of learning tasks
- take increasing responsibility for their own learning
- respect themselves, others, college property and the property of others
- partner with teachers and parents in the learning process.

**The promotion of school-wide expectations for all is a college priority.** They are promoted through:

- the college vision, mission and values
- Student, Staff and Child Safe Codes of Conduct
- College policies

and communicated via:

- Induction of new and returning staff
- Staff meetings
- Student assemblies
- Student Diaries (pending)
- Staff Handbook (pending)

- Enrolment packs
- The college newsletter and website
- Parent information meetings
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*See: Communication of School Policies, Procedures and Schedule Policy*

### **Policies, Support and Opportunities**

- Student engagement, inclusion and behaviour is underpinned by a caring, supportive and consistently applied **Student Code of Conduct, Student Behaviour Expectations Matrix and Student Behaviour Policy.**
- Students are supported by a network of staff support including the **Student Engagement Leader, Student Wellbeing Coordinator and House Leaders.**
- **The Student Wellbeing Team** is comprised of the Student Engagement Leader, the Student Wellbeing Coordinator, a school Psychologist, a Careers Advisor, two Youth Workers, a Nurse Educator, a Drug and Alcohol Counsellor, 2 Multi Cultural Aides, and 9 Learning Support Staff. MAC is also a Doctors in Schools Program participant, so there is a GP on staff for students one day a week. This team is available to assist and advise students, teachers and parents.
- Engagement and inclusion is fostered through **student voice and leadership** opportunities and programs including:
  - School Captains, House Captains, Student Mentor Leaders, ICT Leaders, Student Ambassadors
  - The Student Leadership Team (School Captains, 12 Student Mentor Leaders)
  - School Council participation
  - Teacher selection panel involvement
  - A range of leadership programs – both nominated and opt-in
  - the House system
- Lunchtime activities foster connectedness. They include:
  - Chess club
  - Computer club
  - Computer games club
  - Homework Club
  - Sports
  - Music: choir, bands, songwriting and music production
- The school's Clubs 'N' Societies curriculum framework provides 1 x 72 min period per week for the running of whole school and House assemblies which include wellbeing education. Experts regularly visit to provide input in workshop settings for the vertical groupings of students. Topics addressed include: Harm Minimisation, Sex Education, Cyber Bullying,
- We partner with the following external networks in supporting our students:
 

The Centre for Multicultural Youth	Moonee Valley Family Services
Moonee Valley LLEN	Moonee Valley Disability Service
The Huddle, North Melbourne Football Club	Orygen Youth Health
The Ladder, AFL Players Association	Gatehouse at RCH
Relationships Australia	DET Student Support Services
ARDOC Youth Services	Les Twentyman
Big Brother/Big Sister	The Social Learning Centre
Hotham Mission	DET Visiting Teacher Service
Western Melbourne Navigator Program	Anglicare Victoria
State Schools Relief	Co health
Kickstart Soccer	Headspace
Ranges Psychology Service	Travancore School
Moonee Valley Youth Services	Drummond Street Services

## **Attitudes to School Data Analysis**

### **Attendance**

Reduce absence rates across the school to 10 days per student. This is an ambitious target considering the state mean is approximately 17 days absent per student but in order to improve student outcomes we must strive to get students to school so that we may work with them in order to improve their learning. Empowering students with their learning, and increasing learning opportunities and pathways for students, has created a more stimulating learning environment and thereby a learning environment in which students will want to attend.

### **Retention**

Improve real student retention of Years 7-12 of 50%. There has been a marginal decline in retention of Year 11 into Year 12 despite the fact that we have offered additional pathways for students including VCAL and VET. In 2016, significant gain have been achieved in the retention of Year 10 student into Year 11 with real retention rising from just over 60% in 2014-15 to just over 80% in 2015- 16.

### **Males**

Improve School Connectedness, Teacher Empathy and Teacher Effectiveness from second to mid/high quartile. In 2016, the connectedness of males declined despite the introduction of a House System, Mentoring and Clubs and Societies. The fall may be in response to the fact that students' groupings have been vertical in contrast to the usual year level structures. Teacher empathy and effectiveness as determined by the male students increased significantly in 2016.

### **Females**

Improve Teacher Effectiveness and School Connectedness from third to fourth quartile  
Decrease Student Distress from fourth to third quartile. Teacher effectiveness as rated by females students remained relatively unchanged, however, the connectedness to school improved significantly. This may be due to our curriculum and program changes with student empowered learning. Student distress is still too high, indicating more work and support in the area of student wellbeing is required.

### **Senior School**

100% successful completion of VCE and VCAL and/or TAFE placement or work post secondary school.  
All VCE median study scores to improve to 28.

These are ambitious targets that we will work toward but may not be achieved this year due to the strength of the cohort of students. Our real VCAL results will remain clouded by the data received from the River Nile annex of the school which accommodates a cohort entirely of refugee and asylum seeking women, who have interrupted learning and are from non- English speaking backgrounds. Our VCAL data will become clear as the River Nile achieves independent status.

### **Whole School**

Lift Classroom Behaviour, Connected to Peers and Student Safety into the third quartile.  
Class room behavior this year across the school has lifted from 32.8 in 2015 to 47.9 in 2016. High expectations, our positive school wide behavior program, our vertical class structure have all contributed to this improvement. Connectedness to peers has suffered a decline as the move to the vertical curriculum has resulted in a recalibration of peer groups from the traditional year level structure. Student safety has increase this year but more work is required in this area. Classroom behaviour, has improved from a low 2<sup>nd</sup> quartile to a high 2<sup>nd</sup> quartile, connectedness to peers has moved from a mid 2<sup>nd</sup> quartile to a low 2<sup>nd</sup> quartile, whereas, student safety has risen from a low 2<sup>nd</sup> quartile to a mid 2<sup>nd</sup> quartile. The changes to these three areas of student wellbeing can be attributed to the changes and adjustments required as the

students transition from a traditional horizontal curriculum structure to one that is vertical resulting in a greater mixing of the students across the school.

## **Prevention Programs**

### **Attendance**

The College understands that full attendance is a key to engagement and effective student learning. A text messaging service is used to inform parents/guardians of the following:

- student absences
- information nights
- early dismissals
- other important notifications.

### **Year 7 Induction Program**

The Year 7 Induction Program is designed to address the social, emotional and practical needs of our new students. It includes providing:

- a physically and emotionally safe environment to help students develop a sense of connectedness and belonging.
- key information about the college expectations, environment, routines and community
- daily interaction with Mentors. These key staff members have a significant pastoral care role.
- Elective introduction opportunities
- Study Skills input
- a peer support/buddy system
- Orientation Camp

The program is adapted annually to suit the needs of each cohort.

### **Student Wellbeing**

The Student Engagement Leader, Student Wellbeing Coordinator and/or Psychologist are experts that students and parents can access for support around issues including: social and emotional problems, peer relationships, financial difficulties, conflict resolution and time management/study skills.

Students can be referred by Mentors, House Leaders, parents, or can self-refer.

The Student Wellbeing Coordinator also acts as liaison with outside agencies such as specialist Education Department staff, family mediation centres and medical services who offer specialist assistance.

### **Restorative Practices**

Supportive and positive relationships are fostered at the college through Restorative Practices. This is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It involves bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim. 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).

### **The following support staff address specific student needs:**

Literacy Intervention teacher, Literacy Consultant  
Numeracy Intervention teacher, Numeracy Consultant  
Student Wellbeing Coordinator (PSD students support)  
Individual Education Program (IED) counselling process  
EAL Coordinator – runs the EAL Centre

### **Managed Individual Pathways Program**

This program assists students in the post-compulsory year levels to develop action plans for their futures. Its objectives include:

- increased participation and successful completion of post compulsory education and training programs
- improved employment outcomes and other education outcomes
- greater cross-sectoral integration of programs and provision of support
- improved tracking and monitoring of standards and outcomes for young people against local and statewide benchmarks
- developing action plans for students who are Indigenous and/or Torres Strait Islanders.

Students are also referred to employment providers and employment/training opportunities.

### **Work Experience**

All students are assisted in accessing **Work Experience** during Year 10 block release in December. They undertake Occupational Health and Safety Certification prior to their Work Experience placement. Senior students are addressed by vocational guest speakers and have opportunities to visit Tertiary institutions.

Thorough counselling and follow up is conducted with VCE students regarding:

- VCE course selection
- VTAC applications
- Change of preference
- Employment placement including Traineeships and Apprenticeships
- Follow up six months after leaving Mount Alexander College

Mount Alexander students have the opportunity to attend a variety of VET courses such as Hospitality, Automotive, Child Care, Electronics, Building and many others. They receive nationally accredited TAFE Certificates as well as VCE credits and bonus ATAR points.

We strive to ensure that all students have positive outcomes and celebrate offers of employment, apprenticeships, traineeships or further education offer at TAFE and university.

### **VCAL**

The VCAL gives students practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. It is a recognised qualification.

### **Pathways into TAFE**

The success of VCE programs at Mount Alexander College are further enhanced by students' participation in VCE/VET programs with TAFE. Our students enhance their ATAR (Australian Tertiary Admission Rank) score when completing courses in Hospitality, Electronics, Automotive and many others. They will receive not only their VCE but also a nationally recognised TAFE Certificate.

VET Sport and Recreation is conducted on site. Integral to this subject is participation in the elite Melbourne City Soccer program.

### **Student Behaviour**

#### **Supporting positive behaviour and relationships**

The College expects the active involvement of parents in student learning and behaviour.

Our cooperative partnership with parents is fostered through:

Introduction interviews, assessment and reporting cycles, student/parent/teacher interviews, phone calls and emails, student support group meetings and the use of diaries.

The College will continually analyse data including: attendance, suspensions, Attitudes to School Survey, NAPLAN, school reports and literacy and numeracy support, to identify students at risk of disengagement from learning.

In encouraging a safe, orderly and harmonious learning environment, the college will use a combination of restorative practice/mediation and discipline procedures.

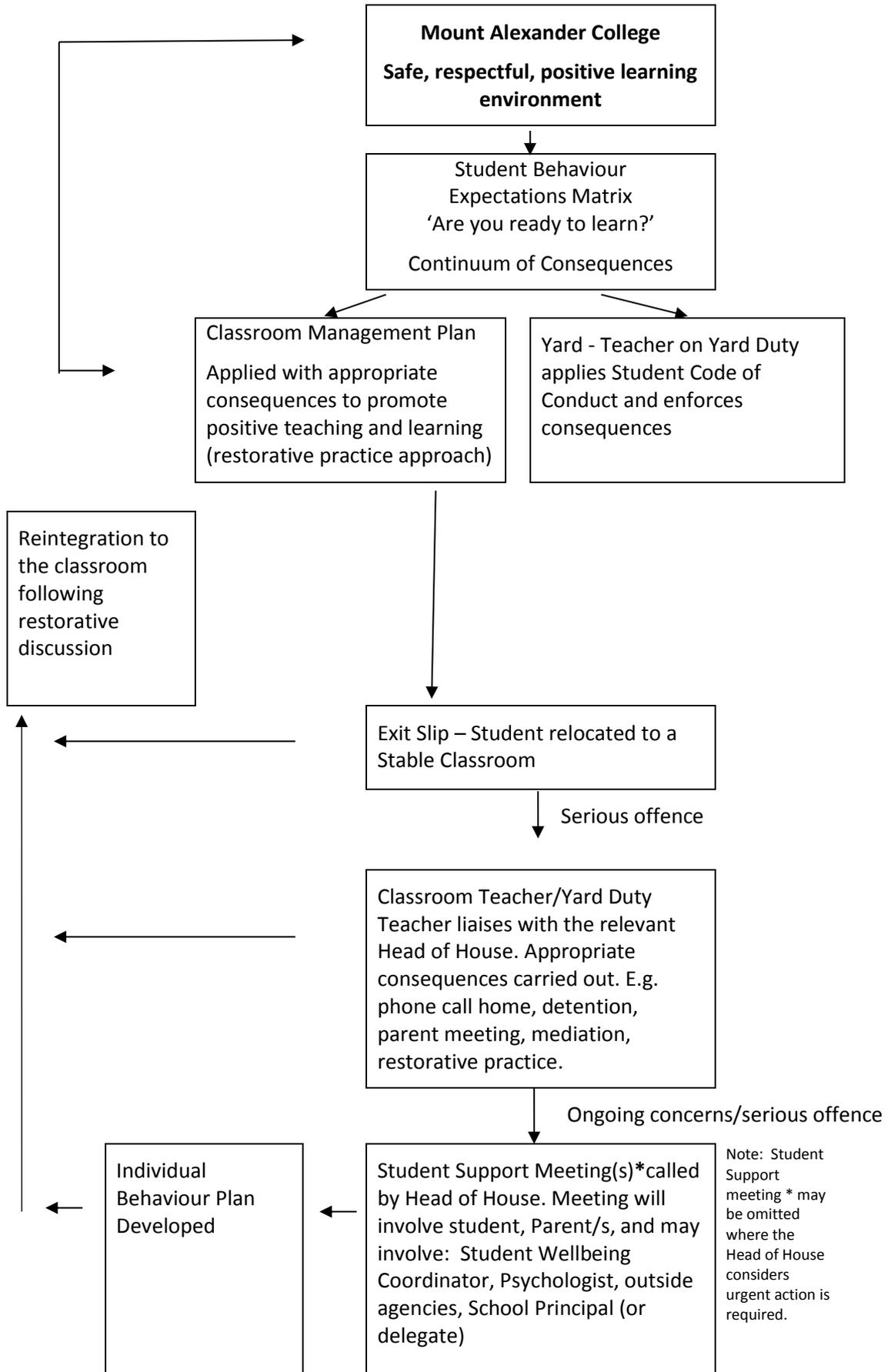
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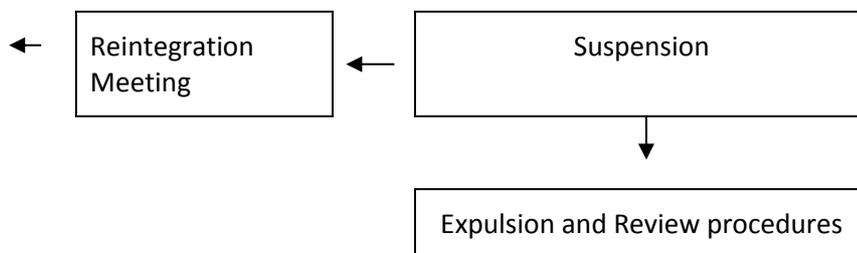
- **Bullying and Harassment Policy**
- **Student Behaviour Expectations Matrix**
- **Student Behaviour Policy**
- **Restorative Practice dialogue**

### Dialogue to Manage Conflict

<b>To person who has done harm:</b>	<b>To the person who has been affected:</b>	<b>To the person who has done harm:</b>	<b>To each person:</b>	<b>To both people:</b>
Can you tell me what happened?	What was your reaction at the time of the incident?	Is there anything else you want to say?	What would you like to see happen to repair the harm?	Is there anything else you would like to say?
What were you thinking at the time?	How do you feel about what happened?		Is this fair?	I would like to thank you for the way we worked through the issues. (Maybe we could meet again soon to see how things are going?)
What have you thought about since then?	What did you think at the time?		Is this realistic and achievable?	
Who do you think has been affected by your behaviour?	What have you thought since then?		(Could formally record agreement at this stage.)	
How do you think they have been affected?	How have you been affected?			
	What has been the hardest thing for you?			

**MOUNT ALEXANDER COLLEGE DISCIPLINE PROCEDURES**





### A Staged Response

To develop positive rapport and an understanding of students, the college will engage with families through an initial interview. Relevant information will also be sought from the previous school.

The Restorative Practice approach is used informally when talking to students and will be embedded in all teaching and learning.

Serious incidents will require a more formal approach with the classroom teacher applying classroom management strategies ('Are you ready to learn?'; Continuum of Consequences) and the teacher on yard duty reminding students of appropriate conduct.

If appropriate classroom teachers will write an Exit Slip and for a student to be relocated until a restorative conversation can occur.

Where appropriate the Head of House will involve the Student Wellbeing Coordinator, Psychologist who will liaise with outside agencies such as; Department of Health and Human Services - West Division: **1300 664 9777**, Child Protection Crisis Line (24 hours) **13 12 78** Victoria Police - Sexual Offences and Child Abuse Investigation Team (SOCIT), North-West Metropolitan, Footscray: **(03) 8398 9860**; Melbourne **(03) 8690 4056**.

There will be situations where a formal conference involving key stakeholders and a convenor will be required. Any imposed consequence will be imbedded in the restorative process that requires a response 'that makes things right' in relation to those who have been affected.

Where a restorative approach has been conducted and inappropriate behaviour continues, the school will constitute a Student Support Group to devise strategies and approaches to address the behaviour. This may include intervention from specialist services and external agencies in the local community. An individual behaviour plan may also be considered for students.

## 5. Rights and Responsibilities

### 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.

### 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).

### **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 Department of Education and Training (DET) 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.

### **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 (DDA)*. 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.

The College 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 teacher. The teacher 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 College will consider all likely costs and benefits, both direct and indirect, for the College, 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.

## **Bullying and Harassment**

**Bullying and Harassment is addressed through the college's Bullying and Harassment Policy which is inclusive of the following information.**

### **Rationale**

Mount Alexander College is committed to providing a safe and caring environment that promotes learning, personal growth and positive self-esteem. The college aims to develop healthy, positive and supportive relationships where individual differences are respected.

The college has a zero tolerance for child abuse. Everyone working at Mount Alexander College is responsible for the care and protection of the children within our care and reporting information about suspected child abuse. Our Child Protection Policy and Child Safety Code of Conduct include a zero tolerance for bullying or harassment in any form: verbal, written or physical. All members of the college community have the responsibility to ensure a bullying and harassment free environment.

Bullying and harassment is unwelcome and offensive and hurts people whether or not the perpetrator intends or understands it to be hurtful. Bullying and harassment of any kind is an infringement of human rights and the College's Student Engagement and Inclusion policy.

Bullying and harassment can take many different forms - subtle or explicit and all are unacceptable and should be reported. The college will respond quickly and effectively in the event of a bullying or harassment incident.

### **Definitions**

#### **Bullying**

Bullying is when a person, or a group of people upset or create a risk to another person's health and safety, either psychologically or physically - their property, reputation or social acceptance, on more than one occasion.

- Bullying is a form of aggressive behaviour and can be differentiated from teasing and violence in three ways:
  - Bullying is a deliberate hurtful action directed towards another person or persons, by one or more

persons.

- Bullying is often repetitious in nature, where incidents occur more than once and are not random acts. However, severe 'one-off' bullying also occurs and is recognised as potentially very harmful.
- Bullying usually involves a person having more power or strength at the time.

As distinct from playful teasing, bullying is a mean action intended to hurt the victim and create subordination as well as a feeling of superiority for the bully.

Bullying behaviour includes:

- Direct Physical Bullying: hits, trips, pushes, pokes, damage to or theft of property, physical threats, intimidating looks, touching and brushing up against (sexual in nature)
- Direct Verbal Bullying: name calling, insults, homophobic, racist, sexist, ethnic, disability or religious remarks, abuse of name, family or other individual characteristic, laughing at, put downs and threats, sexual jokes and innuendo.
- Indirect Bullying: This is sometimes referred to as socially bullying and can be harder to recognise. It is often carried out behind a person's back. It is designed to harm someone's social reputation and/or cause humiliation. It includes lies and the spreading of rumours, playing nasty jokes that embarrass and humiliate, mimicking and exclusion.
- Cyber Bullying: This involves being cruel to others by sending or posting harmful material or engaging in other forms of social aggression using the internet or other digital technologies. The main forms include:
  - flaming: online fights using electronic messages with angry or vulgar messages
  - harassment: repeatedly sending nasty, mean and insulting messages
  - denigration: posting or sending gossip or rumours about a person to damage reputation and friendship
  - outing: sharing someone's secrets or embarrassing information or images online
  - exclusion: intentionally and cruelly excluding someone from an online group
  - cyber stalking: repeated, intense harassment and denigration that includes threats or creates significant fear.

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 (e.g. copyright)
- visiting appropriate sites.

Behaving safely online means:

- protecting your own privacy and personal information 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.

## **Harassment**

Harassment is any verbal, written or physical behaviour which is unwarranted and hurtful. Severe harassment is often persistent, planned, blatant and derogatory.

Harassment can be:

- Subtle: The intention to hurt may or may not be obvious. The actions include leering and staring, comments about a person's physical appearance or sexual preference, offensive e-comments or jokes about race, religion or ethnic origin, comments about people's sexual activities, offensive name calling, physical contact e.g. bumping.

- **Explicit:** This form is easier to identify as usually the intentions are obvious or overtly offensive and intimidating. It includes:
  - Physical harassment such as pushing, shoving, threatening gestures, punching, touching, grabbing and invasion of personal space.
  - Verbal harassment such as name calling, putting people down, offensive jokes or comments, sexually provocative remarks or asking about a person's private life and requests for sexual favours.
  - Visual harassment such as displays of sexually graphic material, offensive notes or material, graffiti or damaging other people's possessions.
  - Victimization such as stand over tactics, picking on others, threats to 'get' people and exclusion.
- **Criminal:** This may include some of the above but also assault, indecent exposure, sexual assault, obscene letters and telephone calls.

### **Guidelines**

- A school-wide approach will be adopted to redress bullying and harassment and will involve students, teachers, Heads of House and parents/guardians. Strategies will be implemented to inform and educate the college community and to respond to incidents of harassment.
- Issues regarding bullying and harassment will be addressed within mentor groups and across the curriculum.
- A range of intervention strategies and procedures will be employed to respond to incidents of bullying and harassment.
- All incidents and complaints of harassment will be treated seriously and where possible confidentiality will be maintained.
- The Assistant Principal, Heads of House and the wellbeing leader will act as a resource to staff in their responses to harassment issues.

### **Implementation**

- The Bullying and Harassment policy of the college will be widely promoted to students, staff, parents/guardians and the local community.
- The policy will be included in the Student Enrolment Package.
- The Wellbeing Leader and Heads of House will be responsible for implementing School-wide preventative programs from the commencement of each year. These will include the following strategies:
  - students will be provided with clear definitions of bullying and harassment and complaint procedures in the student diary
  - students will be educated regularly about the policy and the need for appropriate social behaviours in assemblies and mentor groups
  - all staff will be provided with a copy of the policy and details of procedures for dealing with harassment inside and outside the classroom
  - staff will receive regular in-service training on implementation of the policy.
- Preventative curriculum programs occur through the weekly timetabled Clubs and Societies period. Input in the 72 min session includes resilience, cyber safety, sex education, harm minimisation, and drug education.
- Constructive strategies to deal with bullying and harassment will include education in coping strategies, assertiveness training, problem solving and social skills, counselling and behaviour modification. These

strategies will be employed in preference to punitive measures.

- The school will conduct a range of intervention strategies to deal with bullying and harassment including:
  - the provision of clear complaint procedures
  - an annual school safety survey to ascertain the type and extent of bullying and harassment
  - the procedures to make anonymous complaints via bullying elections
  - the provision of counselling support through the wellbeing team to develop and encourage pro-social behaviours.
- Heads of House will be supported with professional learning, resources and information on how to conduct interviews with bullies and victims and procedures for handling complaints of harassment.
- The Assistant Principal and Heads of House will work together to ensure the safety of all school members in situations of harassment, by investigating complaints, notifying parents/guardians and planning interventions.
- The Student Engagement Leader, Student Wellbeing Coordinator and Heads of House will provide specialist resources to assist staff in responding appropriately to harassment issues. The Wellbeing Leader will also provide support and assistance for students, parents and guardians. This support may include advice in interviews and referrals to external agencies.
- The Assistant Principal, Student Engagement Leader and Heads of House will provide disciplinary consequences including suspension in accordance with the DET Student Code of Conduct.
- Led by the Wellbeing team, all community members will:
  - model supportive behaviour in words and actions
  - be vigilant for signs of distress or suspected incidents of bullying
  - assist the person being bullied by removing sources of distress, without increasing any risk to their wellbeing
  - refer suspected incidents to the appropriate staff member: mentor teacher, Head of House, Student Engagement Leader, Student Wellbeing Coordinator, Principal Class who will follow the College's procedures to deal with the behaviour.
- Heads of House and Wellbeing staff will audit response to bullying surveys and assist those who exhibit bullying behaviour by:
  - applying Restorative Justice practices
  - consistently applying the College's Bullying and Harassment Policy
  - providing ongoing counselling, whenever necessary, to reinforce the value of supportive relationships.

#### **Expectations of students:**

- Tell the person you don't like what they are doing and you want them to stop.
- Refuse to be involved in any form of bullying, either alone or as part of a group.
- Report any incident or suspected incident to a trusted adult at the College (Teacher, Mentor Teacher, Head of House, Student Wellbeing Leader).
- Take some form of preventive or supportive action (e.g. speak up on a person's behalf) if you feel safe to do so.

#### **Advice for parents and family members:**

- Watch for signs of distress in your child such as unwillingness to attend school, a pattern of headaches, missing personal belongings, request for extra money, damaged clothes or bruising.
- Take an active interest in your child's social life and acquaintances, encouraging out of school social contact.

- Encourage your child to take the initiative by immediately telling a staff member about any bullying incident.
- Keep a written record of what is happening – who, what, when, why, how.
- Discourage retaliation.
- Be willing to attend interviews at the College if your child is involved in any bullying incident.
- Be willing to inform college personnel of any cases of suspected bullying, even if your own child is not directly affected.
- Teach your child the value of supportive relationships.
- If the problem continues get back in touch with the college.

### Procedure

The following consequences will apply to a student identified as engaging in bullying behaviours or harassment. Heads of House may also invoke detention consequences or suspension in accordance with DET Student Engagement Guidelines when warranted.

#### First Offence

- Formal warning issued that the bullying behaviour must cease.
- Mediation and conferencing with involved parties undertaken to attempt resolution.

#### Second Offence

- Bullying/Harassment Notice issued informing parents of the College’s concerns and consequences of further unacceptable behaviour.
- A Student Support Group meeting may be convened.

#### Third Offence

- Suspension procedures will be instigated.
- Repeated bullying behaviour may lead to exclusion from the College.

### Related Policies and Codes

Child Protection  
 Child Safety Code of Conduct  
 Student Code of Conduct  
 Staff Code of Conduct  
 Parent Code of Conduct  
 Student Engagement and Inclusion  
 Student Behaviour  
 Equal Opportunity

### Rights and Responsibilities of the School Community:

#### Students

Rights	Responsibilities	Strategies
Students have a right to: <ul style="list-style-type: none"> <li>• 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</li> </ul>	Students have a responsibility to: <ul style="list-style-type: none"> <li>• participate fully in the school’s educational program and to attend regularly.</li> <li>• display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate clear expectations in all facets of school life</li> <li>• Model appropriate behaviour</li> <li>• Promote positive behaviours in all facets of college life</li> <li>• Teach positive behaviours, conflict resolution, communication and social skills</li> </ul>

<ul style="list-style-type: none"> <li>participate fully in the school's educational program.</li> </ul>	<ul style="list-style-type: none"> <li>comply with staff directions, college expectations and Codes of Conduct</li> <li>develop autonomy as learners</li> <li>participate fully in college life.</li> </ul>	<ul style="list-style-type: none"> <li>Use Restorative Practice processes</li> <li>Provide: effective teaching and learning environments, engaging curriculum, students services and facilities, support and transition programs</li> </ul>
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### Parents/carers

Rights	Responsibilities	Strategies
<ul style="list-style-type: none"> <li>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 expected.</li> </ul>	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> <li>support the implementation of the Student Engagement and Inclusion Policy</li> <li>take an active interest in their child's educational progress</li> <li>model positive behaviours</li> <li>ensure their child's regular attendance</li> <li>engage in regular and constructive communication with school staff regarding their child's learning.</li> <li>support the school in maintaining a safe and respectful learning environment for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Promote college/parent partnership and school values</li> <li>Communicate with parents through newsletter, interviews, information evenings, website</li> <li>Provide research evidence of attendance benefits</li> </ul>

### Teachers

Rights	Responsibilities	Strategies
<p>Teachers have a right to:</p> <ul style="list-style-type: none"> <li>expect that they will be able to teach in an orderly and cooperative environment</li> <li>be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student.</li> </ul>	<p>Teachers have a responsibility to:</p> <ul style="list-style-type: none"> <li>fairly, reasonably and consistently, implement the Student Engagement and Inclusion policy.</li> <li>know how students learn and how to teach them effectively</li> <li>know the content they teach</li> <li>know their students</li> <li>plan and assess for effective learning</li> <li>create and maintain safe and challenging learning environments</li> <li>use a range of teaching strategies and resources to engage students in effective learning.</li> </ul>	<ul style="list-style-type: none"> <li>Know and follow the Student Behaviour/Student Engagement and Inclusion Policy</li> <li>Know relevant study designs and assessment measures</li> <li>Build teacher capacity through PD, Professional Learning Teams, peer observation and self-reflection</li> <li>Collect and analyse data to inform teaching</li> <li>Facilitate communication through parent/student/teacher conferences</li> </ul>

## 6. Shared Expectations

Effective schools share high expectations for the whole school community. Shared expectations are:

- jointly negotiated, owned and implemented by all members of the school community, including students
- clear and specific
- focused on positive and pro-social behaviours
- focused on prevention and early intervention
- supported by relevant procedures
- linked to appropriate actions and consequences.

Mount Alexander College aims to achieve a cooperative working culture in which all members of the college community show respect for themselves, others, college property and the property of others. The school emphasises a positive code of behaviour by establishing and communicating expectations through Codes of Conduct and a range of college policies.

We develop in children a sense of responsibility for their own behaviour, and an awareness of the consequences of undisciplined behaviour. Parent partnership and cooperation with the college in this is critical.

The same standards of behaviour are expected of all students. The process of learning responsibility and self-discipline is a gradual one, and the school takes into account the age and educational level of the child when deciding the best way to handle a problem situation.

The values of Mount Alexander College community are demonstrated by the following shared expectations and behaviours:

### Respect

This means treating one another with consideration and courtesy in all contexts and caring for the college environment.

Behaviours that demonstrate this value include:

- active listening and seeking to understand
- open, appropriate communication and openness to new ideas
- using positive body language
- acceptance of different viewpoints, personality types and teaching styles
- acknowledgement of efforts and accomplishments
- being conscious of personal, work and play spaces
- accepting and offering constructive and objective feedback
- looking after all resources and keeping the environment clean.

### Excellence

This means striving for personal best achievement in all endeavours.

Behaviours that demonstrate this value include:

- knowing and actively pursuing your passion
- being held to high expectations
- setting realistic goals and putting effective strategies into practice
- developing skills and applying knowledge
- seeking and following expert guidance
- building the character strengths of resilience, confidence, positive thinking, determination and persistence
- not limiting yourself; problem solving barriers to success
- working really hard.

### Community

This means appreciating the value of every individual, fostering understanding, inclusion, a positive school spirit, and the celebration of diversity

Behaviours that demonstrate this value include:

- being empathetic, kind and caring
- working cooperatively and collaboratively with all community members
- influencing others in a positive and constructive manner
- inviting and modelling participation in the school and wider community
- understanding, honouring and celebrating different cultures, traditions and beliefs
- respecting individual needs and showing tolerance and patience
- providing support to others in times of need
- complying with the college values, Codes of Conduct, policies and procedures.

### **Engagement**

This means providing and taking full advantage of broad ranging, rigorous and relevant curriculum and co-curriculum offerings that foster holistic growth.

Behaviours that demonstrate this value include:

- undertaking rich, open-ended and personalised learning opportunities in a student-centered context
- participating in a range of endeavours: sport, arts, technology, community service
- pursuing individual and group activities
- committing to leadership training and roles
- being a co-learner, whether a teacher or student, in all settings
- using technology to advantage
- prioritising active learning
- addressing and solving real world problems.

### **Integrity**

This means being honest, reliable, open, responsible and ethical.

Behaviours that demonstrate this value include:

- speaking truthfully
- being willing to raise and answer questions, offer opinions and express feelings sensitively
- recognising and acting upon your abilities, limitations and areas for development
- acknowledging and accepting responsibility for your actions and learning
- keeping your word and being trustworthy
- leading yourself and others well
- expecting, encouraging and helping one another to do what's right
- acting with compassion and justice; upholding human rights.

### **Expectations: Staff**

#### **Engagement**

The College leadership team will:

- uphold the right of every child to receive an education up to the compulsory age of schooling
- ensure the college complies with its duty of care obligations to each student as well as its obligations under the Education and Training Reform Amendment (Child Safe Schools) Act 2015, Ministerial Order 870, the Equal Opportunity and Human Rights legislation
- collaborate with the Mount Alexander College community to develop policies and procedures consistent with its values and aspirations and DET Guidelines
- collaborate to identify the diversity of the college community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs.
- maintain a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- attract highly skilled and diverse staff making the school a preferred employer
- increase the range of knowledge, skills and experiences available in the workforce

- enhance the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- create more effective work teams due to increased participation levels and an increased capacity to solve problems.
- maintain accurate attendance records on CASES 21
- ensure the prompt processing of student transfers
- monitor and analyse school attendance regularly and utilise the Student Mapping Tool for early identification

The Student Wellbeing team will:

- develop positive relationships with individuals and groups of students to ensure a safe, secure and trusting environment
- Develop social and emotional strategies and programs to enhance the engagement and connectedness of students to Mount Alexander College
- promote awareness of others, responsibility and empathy.

Teachers will:

- develop flexible pedagogical styles to engage different learners
- deliver curriculum and assessment that challenges and extends students' learning
- develop positive and meaningful relationships with students that promote engagement, wellbeing and learning
- provide opportunities for student voice, developing a positive school culture in and outside the classroom
- address and celebrate cultural diversity. Examples may include: translation of documents, 3 weekly meetings for oral information exchange in a range of languages.
- develop Individual Learning Plans for students 'at risk'. This will include students who have suffered from trauma, Indigenous and Torres Strait Islanders and students who have disabilities and impairments.

### **Attendance**

In compliance with Departmental procedures, college staff will:

- promote regular attendance with all members of the College community
- ensure that student attendance is recorded in every class
- monitor and follow up on absences
- work collaboratively with parents/carers and students to develop an agreed Student Absence Learning Plan when a student will be absent from school for an extended period of time
- convene a Student Support Group meeting which is attendance focused with parent/carers and students when a student's attendance pattern is of concern to the College.

### **Behaviour**

The College will support and promote positive behaviours by developing and implementing shared behavioural expectations with the college community and by delivering whole-school responses to behavioural issues. All members of the college community are expected to participate in the educational environment with curiosity, enthusiasm and mutual respect. The College is committed to engaging all students and will only exclude students as a matter of last resort in extreme circumstances.

The College Leadership and Wellbeing teams will:

- lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business.
- monitor the profile of behaviour issues at the College and the effectiveness of implemented strategies.
- provide appropriate professional development opportunities for all staff to build their capacity to promote positive behaviours.

Teachers will:

- use the Student Engagement policy as a basis for negotiating a class-based set of shared expectations with students.
- teach students social competencies through curriculum content and pedagogical approach
- build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach
- involve appropriate specialist expertise where necessary.

### **Expectations: Students**

#### **Engagement**

All students are expected to:

- respect, value and learn from the differences of others
- have high expectations that they can learn
- reflect on and learn from their own differences.

#### **Attendance**

All students are expected to come to school every day that the school is open to students. If students can't come, they must provide an explanation from their parents/carers to their teacher. Students should arrive at each class on time and ready to learn. They are to remain on the school premises during school time unless they have the permission to leave from both the College and their parents/carers.

#### **Behaviour**

Students are expected to:

- demonstrate respect by supporting each other's learning,
- have high expectations that they can learn
- be considerate and supportive of others
- demonstrate behaviour and attitudes that supports the wellbeing and learning of all and contributes to a positive college environment that is safe, happy and inclusive.
- understand that bullying, including cyberbullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable.
- be aware of the College Student Code of Conduct and the consequences for breaching responsibilities.

### **Expectations: Parents/Carers**

#### **Engagement**

- Parents/carers are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home.
- Parents/carers should also help the College to provide student-centred responses by providing all relevant information to the College.
- Parents/carers are expected to actively participate in supporting their child's learning by building a positive relationship with the College through attendance at student-parent-teacher meetings, student activities, College celebrations, student support groups and responding to communications including the student diary in a timely manner.

#### **Attendance**

Parents/carers are expected to ensure that enrolment details for their children are correct, that their children attend school regularly and on time every day and when absent from school, parents/carers should advise the College as soon as possible.

#### **Behaviour**

Parents/carers should understand the College's behavioural expectations and work with it to promote a consistent approach that supports their child's learning, engagement and endeavour both in and out of the College.

## 7. Actions and Consequences

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of relationship based whole school and classroom strategies 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
- 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.

The learning environment and positive relationships are fostered through Restorative Practices. This is a strategy that seeks to repair damaged relationships. It involves bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.

Mount Alexander College's **Student Behaviour Expectations Matrix** clearly defines how students are to conduct themselves at the school, in the community and in the online community. **Appendix 1.**

### **Disciplinary Procedures: 'Are you ready to learn?'**

#### **Consequences Of Unacceptable Behaviour**

When students do not meet expectations for engagement, attendance and appropriate behaviours, a staged response is implemented consistent with the consequences outlined below. Behaviour management policies are based on principles of procedural fairness and never on corporal punishment.

#### **A Staged Response**

Teachers manage student behaviour in their classrooms by implementing negotiated expectation and consequence plans. In some classes, including Science, Food Technology, Maker's Workshop, all technology classes and Physical Education special conditions relating to safety are involved.

#### **Are you ready to learn?**

1. Students off task are asked: 'What are you doing?' 'What should you be doing?'  
They are reminded to get on task.
2. Warning: 'I've already spoken to you once. Are you ready to learn? Do you understand what you have to do? Can I assist?'
3. Student advised next warning will involve a request to move. (Student empowered).
4. Student asked to move to another seat to complete task individually
5. Instruction repeated if necessary
6. The teacher enacts the Continuum of Consequences. See **Appendix 4.**
7. The teacher completes an Exit Slip and sends the student with the slip to the House Office. In the event of non-compliance teachers sends another student with a note to the House Office.
8. The teacher logs an Incident Report on Compass.
9. The Attendance Officer will organise the relocation of the student to a Stable Classroom.
10. In the Stable Classroom the student completes a Reflections Sheet and returns it to the Head of House at the closest break period. The Head of House and student will discuss the matter.
11. The Head of House completes the Incident Report logged on Compass
12. The student must reconnect with the teacher who exited them for a **restorative** discussion within 24 hours or before returning to class.

In the yard, teachers actively supervise the student cohort and enforce the policies of the school and the Student Code of Conduct. They issue warnings, impose on-the-spot consequences or recommend a college detention.

When necessary, teachers refer incidents to the relevant Head of House outlining inappropriate behaviour and how the behaviour has been managed. Discussion will take place about the best course of action for the individual or groups of students. This could involve a punitive consequence and/or restorative process.

Where appropriate the Student Wellbeing Leader, Psychologist or Head of House will liaise with outside agencies such as; DHS, CAMHS, Foundation House, Department of Health and Human Services -Child Protection Crisis Line (24 hours), Victoria Police - Sexual Offences and Child Abuse Investigation Team (SOCIT).

When necessary:

- a formal conference involving key stakeholders and a convenor will be conducted
- a Student Support Group will be created to devise strategies and approaches to address the behaviour. This may include the support of specialist services and external agencies. An individualised timetable may also be considered for individual students.

Students are expected to accept the consequences which follow unacceptable behaviour as part of their learning experience.

- **Sanctions**

When students break College or classroom rules, disciplinary action will occur commensurate with the nature and severity of the breach. These may include one or more of the following:

- a warning
- detaining the student at recess, lunchtime or after College
- setting appropriate work related tasks
- confiscation of banned items
- paying for the repair or replacement of damaged items
- parent contact - phone contact and/or Student Support Group
- college detention
- removal of student from class
- removal of extracurricular activity privileges
- referral to Head of House, Assistant Principal, Principal as appropriate
- internal suspension
- external suspension
- expulsion

### **Chronic Misbehaviour**

Where a student's behaviour continues to be unsatisfactory, the teacher will discuss the matter with the Head of House concerned, who will counsel the student. If the student's behaviour still fails to improve, the Head of House may contact the student's parents.

After consultation with parents, a student may be placed on a conduct card or given one or more days of internal suspension.

For cases of chronic misbehaviour or serious offences such as fighting, bullying, use of obscene language, vandalism, theft, etc. the principal may suspend the student from attendance at college for one or more days.

If a student has been suspended from school for more than 10 college days during the year a Ministry of Education Inquiry will be held.

Strategies are aligned in accordance to the Student Engagement Guidelines, 2009 to support and engage students within their learning environment.

Other strategies may include:

- involving the managed individual pathways or careers coordinators
- tutoring/peer tutoring
- mentoring and/or counselling

- 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.

Further details about school policies and procedures are available the school website. Parents and students are strongly advised to make themselves familiar with these.

### **Examples of unacceptable behaviour**

The following list is not meant to be exhaustive. These examples are simply to illustrate in more detail what is meant by ‘unacceptable behaviour’, and are not in any particular order.

#### **Lack of respect for other people:**

- abusive, insulting or threatening behaviour towards others
- Impolite or noisy behaviour
- noise which interferes with the effective class work of others or disturbs adjoining classes
- shouting at each other and/or the teacher
- rough, unruly or violent behaviour
- littering the classroom
- leaving the classroom without permission
- distracting other students from attending to their class work
- lateness to class or college
- cyber bullying
- using inappropriate language towards others (discriminatory/derogatory, racial comments, put downs)

#### **Lack of respect for oneself:**

- allowing oneself to appear dirty, untidy or poorly groomed
- displaying bad temper, losing self-control
- displaying intolerance or impatience
- showing lack of respect for others.

#### **Lack of respect for property:**

- defacing, damaging, littering or abusing property
- taking other people’s property without permission
- failing to return materials borrowed from other students or the college.

### **Suspension and Expulsion**

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. Behaviour management policies and procedures must be based on principles of procedural fairness and do not permit corporal punishment.

When considering suspension or expulsion, the College is required to follow the procedures listed in section 4.3 of the DET guidelines published in **Effective schools are Engaging Schools Student Engagement Policy Guidelines**. Appendices 12 to 19 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

(refer to Compass)

## Appendix 1

### MAC Student Behaviour Expectations Matrix

#### Related Policies, Codes and Documents:

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines

School Accountability and Improvement Framework

Disability Standards for Education

Child Protection Policy

Child Safe Code of Conduct

Student Code of Conduct

Staff Code of Conduct

Parent Code of Conduct

Decision Making Responsibilities for Students (Court Orders/Parenting Plan)

Equal Opportunity

Cultural and Diversity

Disability

#### Evaluation

This policy will be reviewed annually.

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Key Reviewer	Date Ratified	Next Review
LT in Wellbeing	21 November 2016	

Signatures	
Wayne Haworth <b>Principal</b>	<b>School Council President</b>

Appendix 1

Mount Alexander College Student Behaviour Expectations Matrix

	<b>In classrooms and in the school grounds, I will...</b>	<b>Out in the community, I will...</b>	<b>In the online community, I will...</b>
<p><b>M</b></p> <p><b>Mutual Respect</b> Always and Everywhere</p>	<ul style="list-style-type: none"> <li>- respect the learning and opinions of myself and others.</li> <li>- respect my own learning by ensuring that I am prepared for my classes</li> <li>- respect the environment including moving safely and disposing of and removing litter appropriately</li> <li>- respect all property, equipment and belongings</li> <li>- respect myself and the school by wearing the school uniform correctly</li> </ul>	<ul style="list-style-type: none"> <li>- represent the school community with pride and professionalism by wearing the uniform as expected, being considerate on public transport and being courteous to all.</li> <li>- behave in a safe and orderly manner, looking after myself and others</li> </ul>	<ul style="list-style-type: none"> <li>- be a safe, responsible and ethical online citizen</li> <li>- be respectful of the privacy of others</li> <li>- use digital technologies with dignity, care and respect for myself and others</li> </ul>
<p><b>A</b></p> <p><b>Aspire</b> <b>Strive for Excellence</b></p>	<ul style="list-style-type: none"> <li>- seek assistance and feedback when needed</li> <li>- always try to do my best and keep on trying</li> <li>- use my time effectively</li> <li>- set SMART goals (Specific, Measurable, Achievable, Realistic and Timely) and aim to succeed</li> <li>- take initiative.</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrate and uphold the school's values</li> <li>- support the needs of others</li> <li>- be a good role model within the community</li> </ul>	<ul style="list-style-type: none"> <li>- use the internet and electronic devices as a resource to support my learning</li> <li>- use digital technologies in a collaborative and innovative manner</li> </ul>
<p><b>C</b></p> <p><b>Contribute</b> <b>To the School, Local and Global Community</b></p>	<ul style="list-style-type: none"> <li>- make positive contributions and participate in school activities</li> <li>- be friendly and supportive of others</li> <li>- take up opportunities for leadership roles and positions</li> <li>- embrace opportunities to access learning</li> <li>- take learning risks and try things out</li> <li>- encourage and support the school community</li> </ul>	<ul style="list-style-type: none"> <li>- volunteer</li> <li>- support community events</li> <li>- contribute to those in need</li> </ul>	<ul style="list-style-type: none"> <li>- contribute to the world-wide-web in a positive and ethical manner</li> <li>- report inappropriate, disrespectful or hurtful use of digital technologies immediately</li> </ul>

