



NOBLE PARK SECONDARY COLLEGE

Student Engagement & Well-Being Policy

Incorporating DET endorsed e-Smart Practices

**Produced in consultation
with the school community**

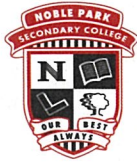
**To be read in conjunction with
*Effective Schools are Engaging Schools –
Student Engagement Policy Guidelines***

January, 2020

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Table of contents	pages
<i>1. School Profile Statement</i>	2-4
<i>2. Whole School Prevention Statement</i>	5-7
<i>3. Rights and Responsibilities</i>	8 - 10
<i>4. Shared Expectations</i>	11- 12
<i>5. Actions and Agreed Consequences</i>	13 – 16
<i>6. References – Student Management Guidelines</i>	17 – 23
<i>7. Student Code of Conduct Agreement</i>	24 - 25



SECTION ONE - School Profile Statement

Noble Park Secondary College is located within spacious and attractive grounds in an established and demographically stable South Eastern suburban residential area. The College has an enrolment of 461 students in 2019 with a breakdown of 246 males and 215 females.

The College has students speaking 46 different languages demonstrating the great diversity of cultural that the College celebrates in a harmonious and safe environment.

The College Council strongly supports the wearing of full school uniform for all students in years 7-12 which is followed through with all staff and especially year level co-ordinators and leading teachers. The uniform enhances the security of the College by enabling the immediate recognition of unwelcome visitors.

Attendance is monitored electronically for each class, by all staff, and parents/guardians are notified of student absences at the beginning of the day by a sms system of communication.

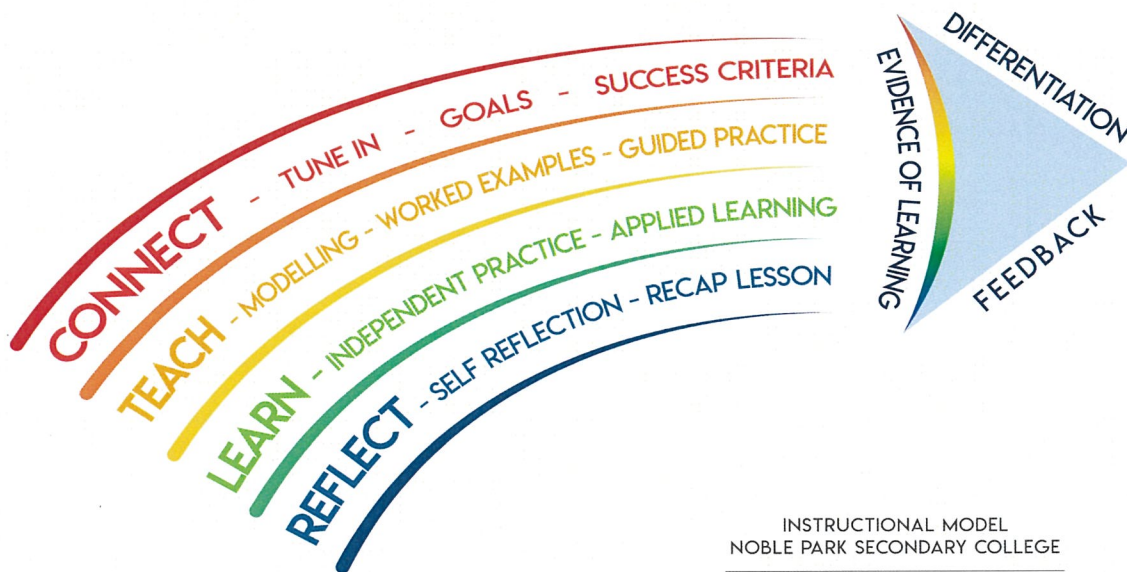
The College curriculum structure is implemented within the framework of the Victorian Curriculum for Year 7-10.

- English
- Mathematics
- Science
- The Arts
- Health and Physical Education
- Humanities
- Languages Other than English – Japanese
- Technology

At the senior levels the College offers Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) offering subject based on student's subject selection preferences each year.

The College staff undertake considerable professional development in curriculum documentation and delivery with an emphasis upon personalised learning and a differentiated curriculum in order to improve individual student achievement.

The College proudly boasts an improvement in NAPLAN achievement data as a result of explicit teaching in both Maths and English. This is also reinforced by Noble Park Secondary College's instructional model which is based upon the following:



INSTRUCTIONAL MODEL
NOBLE PARK SECONDARY COLLEGE

“Our Best Always”

The introduction of this model by all staff ensures a consistent model of teaching for all students.

The College places a strong emphasis upon career development with a full time Careers Co-ordinator to regularly counsel students regarding pathway options.

The student management team is also supported by a Student Welfare Co-ordinator a College Nurse, access to DET psychologists and G.P. in school to assist students on an individual and confidential basis.

The College encourages open communication between home and school. The student's academic, social and emotional needs are at the heart of each student's educational journey.

Child Safe Commitment for All school Policies and Handbooks

Child Safe Commitment

- Noble Park Secondary College is committed to child safety.
- We want children to be safe, happy and empowered. We support and respect all children, as well as our staff and volunteers.
- We are committed to the safety, participation and empowerment of all children.
- We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.
- We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.
- Our College is committed to preventing child abuse and identifying risks early, and removing and reducing these risks.
- Our College has robust human resources and recruitment practices for all staff and volunteers.
- Our College is committed to regularly training and educating our staff and volunteers on child abuse risks.

- We support and respect all children, as well as our staff and volunteers. We are committed to the cultural safety of Aboriginal children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.
- We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.
- Further information, our policy, code of conduct and reporting processes are available on our website
- If you believe a child is at immediate risk of abuse phone 00



SECTION 2 – Whole School Prevention Statement

Rationale

Research shows that children and young people who have high levels of wellbeing and are engaged in their learning, attend school regularly, achieves better and are retained in education longer.

The College also believes that a caring learning environment is enhanced by parental support. The College Student Wellbeing Team/Management regularly consults with students, parents/carers, support organisations and the broader community to ensure we are responsive to student's social, emotional, cognitive and cultural needs.

e-Smart Policy

Digital technologies are entrenched in modern education and provide valuable educational opportunities. The College encourages, through a range of policies within this document, safe, smart and responsible use of digital technologies by all students and staff at all times.

Objective/Goals

To ensure the development and implementation of a student engagement and well-being policy which provides the college with guidelines that is consistent with its values and practices. The College has the following objectives to:

- develop clear student well-being and engagement guidelines that are supportive and positive in encouraging students to high levels of achievement and which provide clear accountability structures for student behaviour.
- establish a positive learning environment for all students.
- develop new engagement programs in response to students and community needs.
- establish community links through curriculum and wellbeing programs.
- enhance the opportunity for student leadership.
- improve attendance/ retention.
- improve social & emotional health of students.
- create a positive environment for all members of the college community.
- support Staff and enhance their professional learning.
- develop extra curricular activities and encourage student participation.
- develop a school culture that celebrates pride and student achievement.
- Develop an e-Smart culture within the College.

Preventative Programs

Primary Prevention – Programs designed for whole groups of students (year level, school level) aimed at assisting them in developing resilience. Professional development is available for staff to assist them to develop and deliver programs. These programs ease student transitions, engage students in meaningful social activities, encourage supportive relationships and ensure student safety within a structured social environment.

Early Intervention – Strategies targeted at individuals who display personal and social vulnerability. These include the identification of students at risk of social, emotional and physical harm in order to reduce the intensity and the severity of risks. (Risk factors include family conflict, substance abuse, homelessness, abuse and neglect and a range of emotional disorders like chronic depression and anxiety). Strategies such as counselling, mediation, case conferencing, the development of individual student learning programs and behaviour management plans, teacher consultation constitute early intervention.

Intervention – This involves the provision of effective and ongoing support to students in crisis (through factors such as family break-up, emotional instability, grief and bereavement). Students are helped to access support and treatment with referral to counselling and treatment facilities.

Postvention – Provision of support to those affected by emergency situations or traumatic incidents are supported through the implementation of Noble Park Secondary College's Incident and Emergency Management policy. Primary prevention and early intervention are the most effective means of enhancing resilience in our students.

Attendance

The College understands that full attendance is a key to engagement and maximises every student's ability to learn and our teacher's ability to teach effectively. The College supports DET policy that "all students enrolled attend on a full time basis." The College requires all Year 7 – 12 students to achieve at least 90% attendance to be eligible to successfully complete the requirements of their year.

VCE/VCAL students have a minimum class attendance requirement as recommended by the Victorian Curriculum and Assessment Authority (VCAA) for the purpose of authentication, which is outlined in the VCE/VCAL Administrative Handbook.

The College has actively reduced student absenteeism by the introduction of an attendance officer and an SMS system.

Professional Development [PD]

Staff play an important role in fostering student engagement and wellbeing therefore the College encourages staff to attend professional development.

- Information and PD sessions related to both student and staff well-being.

Formal, people focussed, positions

The Student Well Being/Management Team provides a comprehensive, integrated and co-ordinated framework for responding to the needs of students and their families. Increasing emphasis is being placed on proactive approaches within a positive and supportive whole school environment.

To best support our students, the College has following staff as well as external support as needed:

- Careers and Co-ordinator/Counsellor
- Integration staff for students with disabilities.
- Literacy and Numeracy aides

- Student Wellbeing Coordinator
- DET Psychologists
- Leading Teachers overseeing year levels.
- Year Level Coordinators
- School Nurse
- School General Practitioner
- Multicultural aides
- Speech Pathologist

Key Improvement Strategies

The Student Well Being/Management Team has committed to enhance student engagement in terms of programs and processes in support of learning experiences that foster a culture of participation and connectedness across the College.

The improvement strategies, programs and implementation processes are monitored effectively through the support of data from attitudinal surveys and attendance/ retention.



SECTION 3 – Rights and Responsibilities

Our motto of “Our Best Always” reflects our mission to maintain and grow a learning community in which all students can develop and mature to become successful young adults who are respectful of themselves, the people around them and the world they live in.

Our School Values are:

- Responsibility
- Respect
- Excellence
- Teamwork
- Integrity

The College provides a safe and friendly environment for students and staff. We expect care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

At Noble Park Secondary College we believe that every student:

- has the right to learn in a safe and secure environment
- should have the opportunity to experience success in learning.
- has a responsibility to their peers, teachers, parents, and most especially themselves, to try their best and to excel where they can. We recognise, however, that this responsibility must be cultivated and that this is best done in a safe, supportive environment that nurtures strong, respectful relationships between all members of the college community.

Introduction

Noble Park Secondary College, through its Staff and Student Codes of Conduct as outlined by the Victorian Institute of Teaching aims to promote a harmonious, safe environment where all members of the community work cooperatively to ensure the College’s educational goals are successfully met. Any form of bullying, if allowed to go unchecked, will work against this aim.

Accordingly Noble Park Secondary College makes the following statements:

- Bullying and harassment are serious problems that can occur in any school community.
- Bullying and harassment can damage a student’s self-esteem, participation in school life, personal health, and academic performance.
- Bullying and harassment can damage a staff member’s self-esteem, personal health, relations with others, and work performance.
- Bullying and harassment are not acceptable behaviors and will not be tolerated.

With regard to these the College makes the following affirmations:

- All reports of bullying and harassment will be investigated, as per the Bullying and Harassment Policy and Procedures (see page 30)
- All members of the Noble Park Secondary College community will show mutual respect for each other in the interest of creating a caring and positive school environment.
- Cyber bullying will be considered a serious offence

All members of the College community have the right to-		
<ul style="list-style-type: none"> ● be treated fairly irrespective of race, gender, beliefs, age, ability, sexuality, health, disability or economic circumstance. ● be treated with respect and dignity 		
All members of the College community have the responsibility to-		
<ul style="list-style-type: none"> ● treat all members of the College community with respect, dignity, courtesy and fairness at all times. ● acknowledge their obligations under the Equal Opportunity Act 1995 and the Charter of Human rights and Responsibilities Act 2006 and communicate these obligations to all members of the school community. ● build positive relationships within the school community ● support the College bullying and harassment policy understanding that any form of bullying that goes unchecked will work against our aims to promote a harmonious and safe environment where students, staff and parents work cooperatively. 		
All students have the right to-	All staff have the right to-	All parents have the right to-
<ul style="list-style-type: none"> ● work in a positive and safe learning environment, free of intimidation, where they are able to fully develop their abilities and interests. ● be secure and to be treated with respect and politeness. ● expect that their personal belongings are safe. ● spend time at school in a pleasant, clean and well maintained learning environment. 	<ul style="list-style-type: none"> ● be secure and receive respect and support from the school community ● work in a positive and safe learning environment, free of intimidation, where they are able to fully develop their abilities, interests and ambitions. ● expect that their personal belongings are safe. ● spend time at school in a pleasant, clean and well maintained learning environment. 	<ul style="list-style-type: none"> ● expect that their children will be educated in a safe environment in which there is care, courtesy and respect for the rights of everyone. ● be secure and to be treated with respect and politeness. ● attend reporting sessions twice a year. ● receive two written reports per year. ● consult with staff regarding their child's progress.

<p>All students have the responsibility to:-</p>	<p>All staff have the responsibility to:-</p>	<p>All parents have the responsibility to :-</p>
<ul style="list-style-type: none"> ● be prepared to learn and bring all required equipment and books to every class. ● allow other students to learn and teachers to teach in an environment free from disruption, discrimination and harassment. ● accept responsibility for their behaviour and actions. ● work consistently towards achieving their highest possible standards of performance by setting challenging personal goals. ● treat others fairly and equally irrespective of race, gender, beliefs, sexuality, health and economic circumstance. ● arrive at the College on time to begin the school day and to attend all classes and assemblies punctually. ● maintain the physical environment of the school in a tidy and hygienic condition at all times. ● demonstrate care and show respect for the property of the College and other students. ● wear the correct College uniform with pride in a neat and tidy manner at all times and in a way that positively reflects the College. 	<ul style="list-style-type: none"> ● implement this Student Code of Conduct in a manner which is fair, logical and consistent. ● create a safe, orderly and positive learning environment for all students ● actively support the College in its efforts to maintain a positive teaching and learning environment ● undertake Professional Development and share that knowledge with the appropriate areas in the College. ● monitor their learning environment and the resources they use. ● work with each other to present a consistent set of expectations with the aim of achieving the highest possible standards of performance for their students. ● know how students learn and how to teach them effectively. ● know the content they teach. ● be familiar with the diversity of their students and the implications of this on the student's ability to learn. ● plan and assess for effective learning. ● use a range of teaching strategies and resources to engage students in effective learning, in accordance with the agreed College Instructional Model. 	<ul style="list-style-type: none"> ● actively support the College in its efforts to maintain a positive teaching and learning environment by supporting Council policies. ● assist their own children to accept responsibility for their behaviour and actions and support the agreed consequences for those actions. ● actively support the College's attendance policy by ensuring their child's regular attendance, including all scheduled College events. ● promote and model respectful behaviour towards all members of the College community ● support the written agreements (re: Student Code of Conduct, Uniform, Mobile Phone Policy and Internet and Digital Technologies). ● engage in regular and constructive communication with school staff regarding their child's learning.



SECTION 4 – Shared Expectations

In consultation with representatives of the whole school community we have developed shared expectations to ensure that the learning, safety and rights of all are respected. Effective schools share high expectations which are intended to support individual students and families that come to our community from a diversity of backgrounds, countries, communities and experiences.

Our shared expectations are:

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

Our shared expectations and behaviours are underpinned by a belief that the way we behave shows we are proud of our school, ourselves and our family. That the classroom is a place where we actively participate, strive for excellence and try our personal best in everything we do.

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

Noble Park Secondary College considers that a positive approach to behaviour is desirable to foster a positive school climate. Responsibility, respect, honesty, teamwork and trust are our school values. We believe these are important to achieve this aim by both staff and students.

These are the values we endeavour to engender in our staff and students.

Responsibility

Students take responsibility for their behaviour and learning.

Teachers take responsibility in providing an opportunity of success for their students

Staff and students take responsibility for learning.

Respect

Staff and students value individual and collective diversity.

Staff and students show mutual respect towards one another including the school environment and the broader community.

Resilience

Students do their very best in everything they do at school and beyond.

Integrity

Staff and students display strong moral principles.

Excellence

Staff and students demonstrate a talent or quality which surpass ordinary standards.

College Expectations of staff include:

- inclusive teaching practices
- accessible educational provision for all students
- parent and community partnerships with the school which engage families and the community in ways that support student achievement and success
- referral to appropriate student services
- the development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.
- strategies to address and celebrate diversity in the classroom and the College at large.

Attendance Expectations

- All students are to come to school on time every day ready to learn. If a student is absent or late they must provide an explanation from their parent/carer.
- All parents are expected to ensure that enrolment details for their children are correct and regularly updated. Parents /Guardians/Carers are responsible for their children attending school regularly and on time and that when a child is absent from school, parents/carers must advise the school as soon as possible.
- All staff are required to follow departmental and College procedures ensuring monitoring and follow up of their students absences.
- As per College Policy for an absence to be officially approved for VCE/VCAL/VET subjects, it is required to present official documentation e.g. medical certificates, certified reason for absence.
- The College policy for VCE/VCAL/VET subjects requires 90% attendance unless due to extenuating circumstances which are monitored on an individual level with appropriate documentation, special provision will be considered (see promotions policy).(pg 23)

Behaviour Expectations

- All students are expected to demonstrate behaviour and attitudes that support the well being and learning for all and contributes to a positive College environment that is safe inclusive and happy.
- Students are expected to understand that bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable.
- All parents understand the College's behavioural expectations and actively work with it to promote a consistent approach that supports their child's learning and engagement.
- All staff will employ behaviour management strategies that are based on the values and strategies outlined in the Student Engagement and Well Being Policy and are focused on supporting positive student behaviours.



SECTION 5 - Actions and Agreed Consequences

Noble Park Secondary College, through its Student Engagement and Wellbeing Policy, Attendance expectations and Staff and Student Codes of Conduct, aims to promote a harmonious, safe environment where students, staff and parents work collaboratively to ensure the College's educational goals can be successfully met.

Student engagement, regular attendance and appropriate behaviours are encouraged and supported through the implementation of whole-school strategies supported by targeted and individualised support when required.

Our policy is based on cooperation and respect for ourselves and others based on whole-school and classroom practices, including:

- the provision of a challenging and purposeful education program in an environment which provides individual students with a chance to succeed.
- providing personalised learning programs where appropriate for individual students.
- empowering students by creating multiple opportunities for them to take responsibility and be involved in leadership in the college.
- a recognition that self-discipline is an integral part of the learning process.
- the provision of positive approaches conducive to developing self-esteem and Interpersonal skills.
- consequences that are applied fairly and consistently for inappropriate behaviour
- an expectation of mutual courtesy and consideration for others.
- collaborative decision making between students, parents and staff on matters which affect students' well-being.
- providing physical environments conducive to positive behaviours and effective engagement in learning.
- encouraging appropriate behaviour ie/ rebuilding relationships, restoring positive behaviour, allowing students to take responsibility for their behaviour

It is an expectation that all students will:

- allow other students to learn and teachers to teach in an environment free from disruption, discrimination and harassment.
- accept responsibility for their behaviour and actions.
- work consistently towards achieving their highest possible standards of performance by setting challenging personal goals.
- be cooperative and treat all members of the College community with respect and courtesy.
- arrive at the College on time to begin the school day and to attend all classes and assemblies punctually.
- bring all required equipment and books to every class.
- maintain the physical environment of the school in a tidy and hygienic condition.
- demonstrate care and show respect for the property of the College, staff and students.
- wear the correct College uniform in a clean, neat and tidy manner at all times including to and from school and in a way that positively reflects upon the College.
- conduct themselves in a safe and courteous manner to and from all school activities

It is not acceptable for students to:

- bring, use or be under the influence of cigarettes, alcohol or any illegal substances
- take or use property which does not belong to them without the consent of the owner of the property
- use discriminatory or offensive language
- use electronic devices, such as iPods, Mobile Phones and smart watches to school unless an exemption has been issued. The College takes no responsibility for the loss of such equipment.
- eat in school buildings (except in the Canteen area or under special circumstances organised by staff)
- chew gum anywhere in the school
- violate, intimidate, harass or bully any member of the school community
- breach College or classroom rules.

In the interest of student safety, Principal class members have a right to search a student's bag or locker in the presence of the owner [The lockers remain property of the College and, as such, should be available for inspection at any time.]

Attendance

Although the Principal has overall responsibility for student attendance and designated staff has nominated duties in monitoring attendance, all staff are actively involved in this area of responsibility. Individual classroom teachers have the responsibility to follow up absences in their classes. The year level or student welfare coordinator may become involved when the student's attendance record is of concern. In most schools, attendance is fundamental to the role of all staff, and not seen as the individual responsibility of any one member of the school team.

The College aims to 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 absence including the use of the SMS system to alert parents of student absences.
- 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 for students who do not maintain high levels of attendance in accordance with DET guidelines.

Consequences and Strategies:

Upon enrolment and in transitioning from one year level to the next, students/parents/carers are expected to sign and return to the College:

- Student Code of Conduct Agreement
- Acceptable Use Agreement for Internet and Digital Technologies
- Uniform Code Agreement

When students do not meet the expectations, a staged response is implemented consistent with the consequences and strategies outlined below. Consequences will be graded and logically connected to the breach of rules where appropriate to encourage students to learn from their mistakes. The consequences imposed will reflect the nature, frequency and severity of the breach.

The consequences outlined below aim to have an educational role and to foster positive relationships and retain the dignity of the student.

Consequences for inappropriate behaviour may include: See Student Management Rubric (pg 20/21/22)

Appropriate Behaviour will be encouraged by:	Inappropriate behaviour may include:
<ul style="list-style-type: none"> ● Celebratory assemblies ● Special activities ● Reward vouchers ● Year Level Award Certificates ● Certificates ● Newsletter ● Leadership opportunities ● Positive feedback ● Awards nights 	<ul style="list-style-type: none"> ● Discussion of inappropriate behaviour. ● Contact with parents or carers ● Isolation in the classroom. ● Temporary removal from classroom or placement in a senior class. ● Referral to the Year Level Co-ordinator or Student Welfare Co-ordinator ● Behaviour Incident Report. ● Action to make it right: Yard duty, cleaning duty or Graffiti Removal, payment for damage caused. ● Detention [after school or during recess or lunch break]. ● Conferencing ● Mediation ● Student support Plan ● Homework sheet ● Written behavioural or work agreements. ● Withdrawn from privileges like excursions, camps, interschool sport or other activities. ● Sent home from excursions, camps, other activities at parents' expense. ● Suspension - either Internal or External. ● Assisted transfer [in line with DET guidelines]. ● Expulsion [in line with DET guidelines]

The Student Engagement and Wellbeing policy, the Code of Conduct and uniform policy apply while the students are within the College, while attending College activities, excursions or special nights and while travelling to and from school.

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

- understanding the student's background and needs.
- ensuring a clear understanding of expectations by students, staff and parents.
- providing consistent school and classroom environments.
- structuring and supporting the student's learning program.
-

Broader support strategies may involve:

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

Detention

Teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess/lunch may be used for this work.

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

Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are 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.

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.

The Principal has the right to consider invoking a suspension at any stage of the procedure if the incident is considered serious enough.



STUDENT MANAGEMENT GUIDELINES

These student management guidelines are to support the teacher in managing behaviour. Good classroom management requires

- consistent application of classroom rules
- consistent application of College student management procedures

In developing strategies in the classroom a teacher may access a broad range of resources including:

- consultation with the Year Level Co-ordinator
- peer collegiate consultation
- professional development on classroom management
- Department of Education and Training Guidelines

College policies for Promotions, Attendance, Bullying and Harassment, Dress Code, Mobile Phone, Personal Music Devices, use of ICT resources are already in place.

Initial Misdemeanour

Requires initial intervention by classroom teacher, who will follow the Student Management Rubric (pg 20-22)

For example, no equipment to class, late to class, inappropriate language, not completing class work, not completing homework, not following fair and reasonable instructions from a teacher.

Examples of sanctions may include:

- brief interaction with the student
- classroom and college rules reinforced verbally
- student politely requested to comply with rules
- student warned
- student moved to another position in the classroom
- a fixed seating plan implemented
- negotiation with the student after class
- development of a behaviour or organisation contract
- detention given by the classroom teacher (maximum 45 minutes) (only half of recess or lunchtime)
- withdrawal of privileges (eg. excursions)
- removal from class to a Senior Class by agreement or prior notification.
- communication with parents via email
- communication with parents via telephone by classroom teacher, after consultation with Year Level Co-ordinator.

In all instances notes/incident reports should be made referring to the behaviour and the steps taken to address the issue and logged on COMPASS.

Continued Inappropriate Behaviour

If the behaviour continues a "student misbehaviour" should be logged onto COMPASS to notify the Year Level Coordinator. Details of previous incidents should be on COMPASS.

After consideration of the behaviour the Year Level Coordinator may consider one of, or a combination of, the following:

Sanctions

- development of a behaviour or organisation contract
- daily feedback sheet
- after-school detention
- withdrawal of privileges (eg. excursions, non-uniform days)
- internal/external suspension
- communication with parents via telephone

Before the student is permitted to return to the classroom a meeting with the class teacher, the student and the Year Level Coordinator needs to take place formulating the conditions of the return to the classroom.

Student misbehaviour may warrant a referral to the Student Wellbeing Coordinator for:

- General counselling
- Participation in a particular course eg. Anger Management, Bullying/Harassment etc
- Assessment for further referral to Health Professionals
- Referral to alternative learning settings (short term)

This decision will be made by the Year Level Coordinator. This can form part of the conditions of the student returning to class.

Some student behaviour in the classroom will require immediate referral to the Year Level Co-ordinator.

For example threatening behaviour (verbal/physical) towards teacher/student, inappropriate language directed towards teacher, consistent refusal to follow instructions.

A 'student misbehaviour' report shall be logged on to COMPASS and speak personally to the relevant YLC as soon as possible.

Strategies/Sanctions

- withdrawal of privileges (eg. excursions, non-uniform days)
- communication with parents via telephone
- external suspension

Before the student is permitted to return to the classroom a meeting with the class teacher, the student and the Year Level Coordinator needs to take place formulating the conditions of the return to the classroom.

AT NO TIME should a teacher send a student to a coordinator during class time without a note explaining the situation. In any situation where a student is sent from class either to a senior classroom or coordinator, the student in question needs to be accompanied by another student.

The classroom teacher is responsible for

- ensuring an alternative class is organised for the student.

Other behaviour outside of the classroom that is immediately referred to the Year Level Coordinator/Leading Teacher or Assistant Principal or Principal includes:

- Fighting
- Vandalism
- Theft of property
- Abuse of teacher
- Substance use
- Bullying

In extreme cases where the magnitude of the behaviour and the student's continuing education is outweighed by the welfare and safety of the other students at the College or after continued misbehaviour the student may face expulsion from the College. This decision would be made in consultation with the Leading Teacher/Assistant Principal/Principal and Wellbeing Coordinator. For this to take place documentation of all incidents is paramount.

Noble Park Secondary College explicitly prohibits corporal punishment.

Guidelines for the length of suspension

Guidelines for the length of suspension recommendations have been developed for Noble Park Secondary College, where individual circumstances will be taken into consideration.

Student Management Rubric

All teachers need to document incidents on COMPASS. Details of action taken must be included.

Class Teacher Detention: The thirty minute detention must be supervised and students are entitled to a 30 min break at lunchtime. (ie they can't do two thirty minute detentions in the one lunchtime).

After School Detention: These can only be issued by Year Level Co-ordinator/Leading Teachers and Principal class. Twenty four hour notification will be given to parents/guardians via Compass. If not a phone call home will be made.

Internal Suspensions will be arranged by the Year Level Co-ordinator. This may involve the student being placed in classes other than their own.

External Suspension: All procedures as per The Student Engagement and Well Being Policy must be followed. Parental contact must have been made before the student can be excluded. Relevant work must be provided.

Discipline Related Issues	Class teachers					Coordinators/SWC/Careers					Leading Teachers/Assistant Principal		Principal	
	Warning/ Discussion/ Restorative Justice session	Repeat Offenders Log onto COMPASS Issue Detention	Remove to another Class Log onto COMPASS Contact home	Inform Coordinator Log onto COMPASS	Afterschool/ Parent Contacted by YLC	Internal Suspension	SWC SSG Nurse	Formal R/ sessions Student support meeting	External Suspension	Notify Region	Pre Expulsion	Expulsion		
Student does not bring correct equipment to class (including netbook)	✓	5-15 mins	✓	✓	45 min	1 day	✓	✓						
Uniform				Confiscate item (where possible) ✓	45 min	1 day	✓	✓						
Uniform - Regular offenders				Confiscate item (where possible) ✓	*Contact parent/Send Student home to get changed	1 day	✓	✓						
Junior Student is late to class	✓	5-15 mins	✓	✓	45 min	1 day	✓	✓						
Truancy from classes				✓	45 min per class missed	1-3days	✓	✓	1-5 days	>8 days	>10 days	✓		
Senior Student is late to class			✓	✓	Redemption-Duration TBD	1 day	✓	✓						
Student Leaves class without permission	✓	5-15 mins		✓	45 min	1 day	✓	✓	1-5 days					
Student leaves class without returning				✓		1 day	✓	✓	1-5 days					

Discipline Related Issues	Class teachers				Coordinators/SWC/Careers				Leading Teachers/Assistant Principal		Principal	
	Warning/ Discussion/ Restorative Justice session	Repeat Offenders	Remove to another Class	Inform Coordinator	Afterschool Detention/ Parent Contacted by YLC	Internal Suspension	SWC SSG Nurse	Formal R/ sessions	External Suspension	Notify Region	Pre Expulsion	Expulsion
Interferes with learning of another student	✓	5-15 mins	✓	✓	45 min	1-3 days	✓	✓	1-5 days	>8 days	>10 days	
Damage of equipment/property				✓	45 min Pay for damage	1 day	✓	✓	Emergency management to be contacted			☐
Student refuses to follow teachers instructions	✓	5-15 mins	✓	✓	45 min	1 day	✓	✓	1-5 day	>8 days	>10 days	☐
Student acts in a confrontational manner towards teacher				✓					1-5 days	>8 days	>10 days	✓
Student uses inappropriate language towards another student	✓	5-15min	✓	✓	45min	1-3 days	✓	✓	1-5 days	>8 days	>10 days	✓
Student has been involved in verbal bullying of a student/s including those who actively encourage the bullying			✓	✓		1-3 days	✓	✓	1-5 days	>8 days	>10 days	✓
Discipline Related Issues	Class teachers				Coordinators/SWC/Careers				Leading Teachers/Assistant Principal		Principal	

	Warning/ Discussion/ Restorative Justice session	Repeat Offenders Log onto COMPASS & Detention	Remove to another Class Log onto COMPASS CONTACT home	Inform Coordinator Log onto COMPASS	Afterschool Detention/ Parent Contacted by YLC	Internal Suspension	SWC SSG Nurse	Formal RJ sessions Student support meeting	External Suspension	Notify Region	Pre Expulsion	Expulsion
Violence to staff				✓	45min + Referral to nurse	1-3 days	✓		1-5 days	>8 days	>10 days	✓
Student is caught smoking or in possession of cigarettes				✓					1-5 days	>8 days	>10 days	✓
Student has committed or been an accomplice in the act of theft				✓					1-5 days	>8 days	>10 days	✓
Student graffiti College				✓	45min	1-3 day			1-5 days	>8 days	>10 days	✓
Student invites or encourages trespassers onto College Grounds				✓	45min	1-3 day			1-5 days	>8 days	>10 days	✓
Possession/use of a weapon or illicit drugs												✓
Student is in possession of/or uses mobile phone or other device at school, without an exemption card	<ul style="list-style-type: none"> ✓ Confiscate mobile phone/device from the student ✓ Place in a labelled plastic bag ✓ Return items to the General Admin Office ✓ Office will contact parents for collection of mobile phone/device 				2 nd offence	Repeat Offenders		✓				
Student in possession of Exemption card fails to use mobile phone/device for the purpose it was intended	<ul style="list-style-type: none"> ✓ Confiscate mobile phone/device from the student ✓ Confiscate exemption card ✓ Place mobile phone/device and exemption card in a labelled plastic bag ✓ Return items to the General Admin Office ✓ Office will contact parents for collection of mobile phone/device 				2 nd offence	Repeat Offenders		✓				

Mobile Phone Procedures

Students who use their personal mobile phones or personal electronic device inappropriately may be issued with consequences consistent with our school's existing student engagement policies and code of conduct.

- The student will be asked to hand the phone to the staff member
- The staff member will put the phone in a bag labelled with the students name and year level
- The staff member will hand the bag and phone to the front office immediately (if recess/lunch) or directly after the class if during lessons,
- The front office staff will securely store the phone in the strongroom
- The front office staff will – log the event on Compass, which will automatically alert parents via SMS and Email. (Parents without an email or mobile number will need to be contacted via phone.)
- Front office staff will make the phone available for the parent or guardian (or listed emergency contact person), to collect at the earliest opportunity.

Refusal to hand over a phone or personal electronic device, and consistent refusal to follow the policy will require further follow up according to school's existing student engagement policies and code of conduct, which would include afterschool detentions, withdrawal from classes, parent meetings and if needed internal or external suspensions.

At Noble Park Secondary College, inappropriate use of mobile phones or personal electronic devices is **any use during school hours on the school site**, unless the principal has granted an exception.

It is not appropriate to use a mobile phone at any time:

- in any way that disrupts the learning of others
- to send inappropriate, harassing or threatening messages or phone calls
- to engage in inappropriate social media use including cyber bullying
- to capture video or images of people, including students, teachers and members of the school community without their permission
- to capture video or images in the school toilets, changing rooms, swimming pools and gyms
- during exams and assessments



NOBLE PARK SECONDARY COLLEGE

STUDENT CODE OF CONDUCT AGREEMENT

1. RATIONALE

Noble Park Secondary College strives to provide a secure and stable environment in which students can learn and develop individual skills and abilities. All students and parents are expected to read and sign this agreement as a condition of enrolment at Noble Park Secondary College.

2. AIMS

Our Code of Conduct aims to:

Provide clear procedures which guide the behaviour of College community members. Promote a structure and programmes which emphasise a positive preventative approach to the management of student behaviour.

Provide an environment that promotes a sense of security and confidence within members of the College community.

3. IMPLEMENTATION

All teachers develop their individual classroom management plan in accordance with this College Code of Conduct. Teachers are expected to fairly, reasonably and consistently implement this Code of Conduct. Should disciplinary measures be necessary a graded series of sanctions in order of severity exists. There is a link between the behaviour and the consequence with an emphasis on consultation, prevention and problem solving.

4. RIGHTS

Noble Park Secondary College community recognises these specific rights as being fundamental for all its members:

- The right to be safe.
- The right to be treated with respect.
- The right to an educational environment that creates the maximum opportunity for learning, teaching and personal development.
- The right to access study and recreation without interference.
- The right of parents to be involved in the educational process and to be informed of their child's progress.

5. RESPONSIBILITIES

To ensure the observance of these rights the following responsibilities are expected of all its members:

- To develop a sense of fair play and team spirit.
- To be polite, respectful and tolerant towards others.
- To show respect towards all property.
- To encourage and allow others to learn and develop as individuals.
- To take maximum advantage of educational opportunities offered by the College and be prepared for all classes.
- To move safely in and around College grounds and buildings.
- To use materials and equipment responsibly and safely.
- To eradicate bullying and harassment.
- To support the College in the implementation of its policies.
- To participate in the educational process



COLLEGE RULES

To ensure the safe and efficient management of the College, students are required to comply with the following College rules. To:

- be punctual at school, assembly and all classes
- attend all timetabled classes, and complete all required set tasks
- carry out instructions given by a teacher
- not bring personal music devices to class, unless used for approved learning purposes
- not smoke at school, or outside of school whilst in school uniform
- not bring cigarettes, alcohol or other prohibited drugs to school
- not commit racial or religious vilification towards a member of staff or students
- respect the privacy and rights of all members of the College Community (including the use of digital recording devices)
- explain all absences by a note, telephone call or SMS from a parent or guardian, as the College has a 90% attendance policy
- not leave the school grounds during the day without the required permission and allocation of an early leavers pass. Students are then required to sign out of the College using the Compass
- put all litter in bins
- not enter areas of the College that are out of bounds
- not eat or drink in the buildings except in lunchrooms on wet weather days or in the Canteen

This policy was ratified January, 2020

Principal Pamela D Dixon