



Student Engagement Policy

This policy was ratified by School Council on....

16/11/09

This policy was reviewed by the Welfare Committee on 14/12/10

This policy will be reviewed annually as part of the Annual Implementation Plan

Section 1 : School Profile

The College opened on its present site in 1955 and is nestled in a picturesque valley surrounded by rolling red gum hills. The Glenelg River meanders through the township. Casterton is 353km. west of Melbourne and is approximately 70 km. from Hamilton and Mt. Gambier. Casterton Secondary College services the needs and provides opportunities for the people of Strathdownie, Dergholm, Coleraine, Merino and Casterton.

Social

Casterton Secondary College is a single campus, Year 7 - 12 school. The 2010 enrolment is 214 students – enrolments have briefly increased but in line with the local trend are expected to decline slowly in the near future. Our students come predominantly from rural or related backgrounds, 49% of our students are EMA recipients. There are low levels of students born overseas and very few students of Koori background. The staff of the college has changed significantly since the last Strategic Plan. We currently have 25 teaching staff (including the Principal Class), with part-timers. This equates to 22.4. effective fulltime positions. There are 17 non-teaching staff including Integration Aides, Student Counsellor and Nurse.

Educational

At Year 7 and 8 the students study English, Maths, Science, SOSE, Indonesian, PEd/Personal Development, Art, Woodwork / Graphics, Sheet Material, Home Economics and Textiles. The students at Years 9 and 10 study a core curriculum of English, Maths, SOSE, Science, PE/ Health and Science. Additionally students at these levels choose from a range of electives including Indonesian, Technology and Arts based subjects and students benefit greatly from the educational experiences on the adjacent 40 acre school farm. An enrichment elective is offered for our more able students in Year 9.

The College makes every effort to provide a broad range of choices at VCE level. In addition to a large offering of VCE subjects, a VCAL program also operates. VETis and Hamilton District Skills Centre students travel each Tuesday by our school bus to Hamilton. Additionally we have an ASBA and SWL student stream. Year 10 students can fast-track VCE subjects.

The College offers a wide range of extension and enrichment programs including an instrumental music program, debating, sport, public speaking and our annual musical performance. It enters students into a range of competitions including subject competitions, Lions Youth of the Year, and an annual Rotary debating competition.

Technological

The College has three rooms of computers and the Science rooms have clusters of computers. The intranet provides storage and pick up facilities for all students and staff. Each staff member's desk has power for lap top use. Wireless connectivity enables all staff to access the network and the internet from anywhere in the school. By the end of 2011 the student to computer ratio will be 1:1. Staff and students have access to the Ultranet and parents also have the opportunity to access the Ultranet. Smartboards are installed in seven classrooms. The College has joined the Wimmera Virtual School which allows our students to access a wider range of VCE units via state of the art video conferencing equipment. Staff at the College will, in the future, be delivering VCE units to students in other schools involved in the Wimmera Virtual School and will be able to access a wider range of professional development activities using this equipment rather than travelling great distances to Regional centres.

Environmental- grounds and facilities

The College grounds are extensive and well maintained providing an inviting environment to the College community and visitors. Sporting facilities include a multipurpose stadium, excellent tennis courts, a gymnasium, two ovals, new cricket nets and a covered passive recreation area.

The College has a media centre, extensive technology facilities allowing students to study a wide range of subjects such as Design and Technology in Wood, Metal and Food and an indoor eating area which adjoins a recently refurbished canteen. A Trade Training Centre will be built in 2011.

A music centre allows students to gain one on one, and small group instruction in a range of instruments.

Section 2 : Whole School Prevention

Casterton Secondary College has the responsibility for providing post primary education for the local community. The school recognises a variety of educational needs amongst its students, and offers each a range of experiences designed to:-

- Assist with the development of a positive self-image.
- Engender an understanding of other people in the peer group, the local community, the Australian community, and the global community.
- Equip the student with personal skills needed in today's complex society, with particular attention given to skills in communication, literacy and numeracy.
- Foster appreciation of learning for learning's sake.
- Provide students with basic knowledge and skills for entry into society, the workforce, or progression to further education in this rapidly changing world via MIPS.
- Develop in the student an understanding of the human being in terms of the functions, needs and capabilities.
- Encourage a positive attitude towards involvement in community affairs and acceptance of a responsible role as a member of society.
- Provide opportunity for students to develop as far as possible their academic, social and physical potential.
- Expose the students to the range of ethical, moral, cultural and social values and standards of society while at the same time acknowledging that values change

The college recognises each student as an individual, and adheres to the principle that the educational experiences offered should be tailored to suit the individual wherever practicable.

2.1 Values

The following values are central to our school community:

- Persistence
- Commitment
- Creativity
- Respect
- Teamwork

2.2 Strategies

2.2.1 Discipline Policy

RESTORATIVE PRACTICES are embedded into our school community. Restorative Practices focus on repairing the damage caused and restoring relationships between student/student and student/teacher.

An indication of the approach to discipline being used

The following beliefs guide our approach:

- Every effort should be made to identify the reasons for a student's misbehaviour
- Problem situations need to be seen in relation to the total situation of the child
- The school and individual teachers should cooperate closely with parents where appropriate.
- It is important to find long term solutions to ongoing behavioural problems.
- Students must be made aware of what they are doing wrong, why it is wrong and the consequences of their actions on themselves and others.
- The student, teacher and/or sub-school leader should work together towards a solution to a problem situation.
- We should focus on mediation and resolution rather than imposing sanctions.
- Positive reinforcement should be given to improve self-esteem eg. Sports awards, academic awards, reward certificates, acknowledgement of student achievement in newsletter, Casterton News, at assemblies etc.
- Students must be prepared to accept responsibility for their actions.

An indication of the sanctions being used

When a discipline problem occurs, options available to teachers include:

- Referral to Sub-school Leaders
- Establishment of behavioural and harassment agreements
- Detention for unacceptable behaviour occurring outside the classroom and within the classroom for behaviour which does not result in being removed from the class.
- Students may be placed at the back of a small senior class to facilitate the exclusion of students when classroom behaviour warrants this. Withdrawal from classes is another option which may be employed.
- Restorative conferences with individual students and teachers or with a whole class would occur before sanctions are applied.
- Extreme cases may result in suspension, inquiry or removal from the school within Department of Education and Early Childhood Development guidelines.

In class discipline procedures

Each teacher will discuss with students of the class, rules under which the class will operate

If a student breaks a rule(s) the teacher may:

- remind the student that the behaviour is against the rules
- shift the student to another part of the room (isolate if possible)
- wish to conduct a Restorative conference with the student at end of class
- choose to run a lunchtime or recess detention
- involve the relevant Sub-school Leader in the Restorative conference
- refer the student to a small senior class to facilitate the exclusion of students when classroom behaviour warrants this until a Restorative conference is held.

If a student continually breaks class rules and there is no resolution after the Restorative Practices process, parents will be requested to attend an interview to discuss the measures to be taken. These may include:

- Withdrawal from that class for a set period or on a permanent basis
- Referral to the Student Counsellor and/or the School Nurse
- Counselling from School Support Services
- Suspension

2.2.2 Student Welfare Policy

At Casterton Secondary College we recognise that student welfare is a responsibility of all members of staff.

- Two Sub-school Leaders will be responsible for the students in their levels.

We hope to create an environment that is seen to be caring and where teaching and learning is maximised for all students.

We recognise these basic student needs:

- the basic physiological needs;
- the need for safety and security which is met by being in a suitable, predictable, orderly and non-threatening environment;
- the need to belong and to receive acceptance and approval from others;
- the need for self esteem and to experience a sense of personal worth;
- the need to know and understand one's environment;
- the need to become what one is suited for and to develop one's own identity.

The College has a Welfare Committee consisting of:

- Principal
- Assistant Principal
- Two Sub-school Leaders
- School Counsellor
- School Nurse
- Students with Special Needs Coordinator

The Welfare Committee will support staff in carrying out their welfare responsibilities, assess the welfare needs of the school, engage in forward planning and ensure that staff, expertise and resources are made available to all students.

The Committee will allow other members of staff to make a significant contribution to the student welfare program and prevent it becoming dependent on one person.

The Welfare Committee will:

- involve the staff body in activities designed to foster the well-being of students;
- include all support staff in a coordinated approach to student welfare.
- establish effective communication processes with administration;
- establish effective communication processes with any relevant school council sub-committees
- identify students' needs and formulate recommendations to the curriculum policy-making body.

Personnel, organisations and structures available to support student welfare include:

- Home Group teachers
- Year Level assemblies
- Sub-school Leaders
- Fast tracking
- Integration Aides
- Careers teacher
- First Aid
- Student Leadership Group
- Coordinators of special programs eg Literacy, Talented Students, Transition programs
- Faculty Coordinators
- Class teachers
- Principal and Assistant Principal
- School Counsellor
- School Nurse
- Extended HG pastoral care / community service program

Programs to support students include

- Lunchtime activities
- Remedial programs
- School camps and excursions
- Pastoral Care Programs eg. You Can Do It, Study Skills, Gorgeous Girls etc.

Particular Curriculum directions include:

- Personal Development units
- Social skills program

Specific Policies related to student welfare include:

- Harassment policy
- Mobile Phone and Electronic Devices policy
- EO Policy
- Mandatory Reporting policy
- Response to critical incidents, such as a death in the school community.

Practices and Procedures indicating concern for student welfare.

- Discipline Policies - In class procedures, Out of class procedures
- Report writing
- Personal interactions
- Parent interviews
- Attendance monitoring
- Referral to appropriate agencies for assistance
- State Schools relief
- Grade 6 Transition program

A program budget is prepared for Student Welfare to ensure adequate resourcing of programs and to provide emergency funding for students.

Home Groups

It is important that students at all levels receive adequate pastoral care.

Our Home Group system hopes to assist in providing this.

Home groups will be used for:

- counselling
- parent contact
- course selection
- monitoring attendance
- discipline referrals
- developing life skills
- developing Personal Learning Goals
- Information dissemination
- Pastoral care and school / community service

2.2.3 Bullying & Harassment Policy

Casterton Secondary College recognises the right of all students and staff to feel safe within the school environment.

a. Definitions

Bullying

Bullying is repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons. (Rigby 1996).

Harassment

Harassment is negative behaviour displayed by one person/s to another on the basis of differences.

Differences may include: gender; race; cultural/religious beliefs; sexual orientation; ability/disability and socio-economic status.

b. Examples

PHYSICAL

- Hitting, kicking, pushing, spitting or otherwise directing physical force toward another person.
- Damaging, removing or hiding another person's possessions without their permission.

VERBAL

- 'Putting down', name calling, teasing and belittling others.
- Spreading rumours

EXTORTION

- Forcing another person, through threats or violence, to give away either money or belongings.

VISUAL

- Offensive or derogatory letters, emails, text messages or graffiti.

EXCLUSION

- Deliberately leaving out or isolating another student.

SEXUAL

- Unwanted touching or attention, offensive jokes or gestures.

RACIAL

- Teasing or negative behaviour regarding an individual's race or religion.

CYBER

- Inappropriate use of computers, mobile phones and other electronic devices

c. Aims of the policy

- To raise awareness of bullying as a form of unacceptable behaviour with staff, students and parents/guardians.
- To create a school ethos which encourages students to disclose and discuss incidents of bullying behaviour.
- To provide a clear framework for both students and staff around the management of bullying issues within the school.
- To outline the primary prevention programs and initiatives conducted by the school to enhance student and staff safety and wellbeing.

d. Raising awareness / prevention programs

ACTIVITY	YEAR LEVEL	RESPONSIBILITY
Policy explained/reviewed at the beginning of each new year	7 – 12	Home Group Teachers
All students enrolled throughout the year to be given a copy of the policy. Policy to be explained.	All	Assistant Principal or Sub School Coordinator.
Policy to be displayed in all classrooms	All	School Counsellor
All Year 7 students to participate in the Tolerance and Respect Program in first semester (8 lessons).	7	School Counsellor
Students to participate in a Bullying Review Program annually (2 lessons).	8 – 10	School Counsellor
Policy to be distributed to parents annually through the school newsletter.	All	Admin.
Annual bullying awareness PD at staff meeting.	All	School Counsellor Specialist Teacher
Pastoral Care Program to include a focus on bullying issues.	All	School Counsellor Home Group Teachers
Bullying awareness posters to be placed in prominent places around the school.	All	School Counsellor
Bullying Audit to be conducted annually.	All	School Counsellor
Regular articles aimed at raising awareness will be included in school newsletter.	All	School Counsellor

e. Commitment to students

- Casterton Secondary College staff will take all reported incidents of bullying seriously.
- All reported incidents of bullying will be investigated.
- The person displaying bullying behaviours will be spoken to and may be subject to the discipline procedure as outlined in this document.
- All students who have reported incidents of bullying will be contacted over the weeks following the incident to ensure their safety and wellbeing.

f. Procedures for noting and reporting an incident of bullying behaviour

- Wherever possible, incidents of bullying behaviour occurring within the classroom will be managed by the classroom teacher.
- All incidents requiring follow-up or further intervention will be reported to the Sub-school Leaders or the Assistant Principal.
- Where either students or a staff member believes that a student requires support or counselling the student will be referred to the school counsellor.

- All bullying incidents will be logged in a folder kept in the Assistant Principal's office.
 - All incidents of bullying are to be reported to the appropriate person as soon as possible after the incident occurs.
- g. Procedures for dealing with students who have been involved in a bullying incident**
- All students involved in an incident will be interviewed. This includes the student being bullied, the student/s bullying and students who may have witnessed the incident.
 - Where it is established that a bullying incident has occurred the Principal, Assistant Principal and/or the Sub-school Leader will apply any or all of the following consequences:
 - A letter will be sent home to parents of both parties advising them of the incident.
 - In cases involving repeated incidents of bullying behaviour students will attend a peer skills program conducted by the school counsellor (4 sessions).
 - Students may receive lunchtime or after school detentions.
 - Students may receive either an in school or out of school suspension for 1 – 5 days depending on the severity of the incident.
 - Parents have the right to approach the Police in situations where they believe a criminal act involving bullying or harassment has occurred.
- h. Review process**
- The Casterton Secondary College's 'Bullying and Harassment Policy' will be reviewed annually by the School's Welfare Committee.
- Feedback using student "Attitude To School Survey".

2.2.4 Drug Policy

a. Introduction

This policy is based on principles of harm minimisation and in accordance with the Schools of the Future Reference Guide, the School Charter, the Framework for Student Support Services, the Health Promoting Schools Framework and the Guidelines for Developing a Student Code of Conduct.

b. Philosophy

We believe that all students, staff and parents have the right to be safe and supported in their school community. Issues such as alcohol and other drug misuse will impact upon this school as they do in the broader community. Casterton Secondary College accepts the need for a comprehensive and coordinated approach to drug education across the whole school community and acknowledges that schools are only one part of a community response to drug issues.

Casterton Secondary College aims to develop and maintain a health-promoting environment. The possession, use and distribution of substances such as tobacco, alcohol, inhalants, inappropriately used prescription drugs and illicit drugs at school constitute a health and safety risk and breach of school rules. Strenuous effort will be made to develop and maintain appropriate educational pathways and supportive welfare structures for students involved in drug-related incidents.

c. Guidelines for implementing policy.

Primary prevention strategies

Casterton Secondary College aims to enhance the emotional, physical and social health of all students. Wherever possible the school will inform and support families and link to community service providers for counselling and treatment where necessary. We will provide a range of programs and activities to promote and develop protective factors and reduce risk factors thus promoting effective health practices.

This will include:

- The whole school approach to health and well being
- Provision of accurate and appropriate drug education for all students
- Continuation of the primary to secondary transition program
- Develop and maintain programs to reduce bullying and develop coping skills/resilience
- Professional development opportunities for staff and staff welfare.

Early intervention strategies

All staff have a duty of care to identify, monitor and report to the Sub-school Leaders, Assistant Principal or Principal the behaviour of a student who is believed to be at risk from their own or others' drug use. Casterton Secondary College will support staff with professional development specifically in the areas of mandatory reporting, resilience and at risk behaviours. Casterton Secondary College will encourage, where possible, the involvement of parents in welfare issues concerning their children.

Intervention strategies

Casterton Secondary College, through the Welfare Committee, will develop a case management plan for all students who engage in problematic and unlawful drug related behaviour. Such a plan will have as its first concern the safety of staff and students and take account of the health issues for that student, the drug(s) involved, the circumstances and nature of the incident, the student(s) involved and the likely effects of any consequences. Referral practices will be clarified and communicated where necessary to staff by the Principal. Different personnel, where possible, will carry out welfare and discipline responsibilities.

Postvention strategies

It is the aim of the school to consider and respect the rights of all individuals involved in any traumatic or critical incident. All actions and support will be consistent with DEECD guidelines, policies and procedures.

A critical incident and trauma management team convened by the Principal will review and maintain the school's response plan. This plan will be presented annually to the school community via the school newsletter and parent information evenings.

The Welfare committee will be responsible for all staff to be trained in the management of a drug related critical incident.

The Region and the Department of Education and Early Childhood Development Emergency Services will be notified of critical incidents via the 24 hour DEECD Communications Centre on 0395896266.

d. Management & administration of the policy

The Welfare committee in consultation with the Principal will be responsible for the maintenance, implementation and review of this policy.

e. Links to other Policies

This policy should be read in conjunction with related policies including:

- Student Welfare Policy (a budget will be established to provide counselling and/or treatment options for students where appropriate)
- Student Code of Conduct
- Student Attendance Guidelines
- Drugs, Legal Issues and Schools. A Guide for Principals of Government Schools
- Critical Incident Policy
- First Aid/Sick Bay/Medications Policy
- Staff Welfare Policy

2.2.5 Attendance monitoring

We believe a high rate of attendance is imperative for success at school. Attendance is monitored and encouraged by:

- Roll marking at Home Group meetings each morning and in each class
- Use of Student Planners and notes as a means of parents informing staff of student approved absences
- Use of the Absence Hotline as a means of parents informing staff of student approved absences
- Letters sent home to parents requesting explanation of unapproved student absences.
- Phone contact with parents by Assistant Principal or Sub-school Leaders requesting explanation for unexplained student absences
- An attendance rate of at least 90% to satisfy the attendance requirement for all classes
- Regular articles in the newsletter promoting the importance of regular attendance

- Awards for students with exemplary attendance rates
- Use of the Student Mapping Tool in monitoring student attendance

2.2.6 Curriculum initiatives

Programs to engage students include:

- Core Assessment Tasks (CATs) in all year 7-10 units
- Homework policy which includes homework contributing 25% to the overall mark in all year 7-10 units
- End of semester exams (CAT 6) in all year 7-10 units
- Year 9 & 10 In-school camps
- Work experience in year 10
- Orientation camp in year 7
- Career Education programs
- MIPS program year 8 - 12
- Orientation programs for year 10s going into year 11 & year 11s going into year 12
- Year 12 VCE study camp at Ballarat University
- Year 11 Leadership and Teamwork camp
- VCE and VCAL program in years 11 – 12
- School Based Apprenticeships
- Structured Workplace Learning
- TTC & TAFE
- Careers and course counselling
- Guest speakers from Universities
- Guest speakers and Incursions
- Excursions
- Wimmera Virtual School
- Year 9 Advance including community service
- Inter House and Interschool Sport which allows students to proceed State and National level
- Peer Education programs
- Annual Drama production
- Involvement in community events such as the Kelpie Festival
- Involvement in local Agricultural Shows as part of the Agriculture / Horticulture program
- After school homework program
- Whole school head start program
- ENRIC

Section 3 : Rights

The Charter of Human Rights and responsibilities Act (2006) requires all schools to consider the four basic principles of this act: Freedom, Respect, Equality and Dignity

PRINCIPLES CONCERNING THE RIGHTS OF THE SCHOOL COMMUNITY

Casterton Secondary College should be a pleasant environment where individuals can develop to the fullest, academically, physically, emotionally and socially. This can only happen when all members of the school community behave in an acceptable and responsible manner.

A school or work place can only operate successfully with rules and standards based upon consideration, co-operation and courtesy. These promote a happy, safe, healthy working environment.

CONSIDERATION

- All members of the school community are important and we must respect each other's rights, feelings property and opinions.
- We must take responsibility for our own actions and treat others in the same way that we want them to treat us.

CO-OPERATION

Each member of the school must demonstrate co-operation in all activities

- In the classroom
- In the school yard
- In the sporting and social events.

Co-operation

- Enables students to learn and teachers to teach
- Promotes a sense of responsibility, trust and honesty
- Develops self control.

COURTESY

- is an important part of working or being together. This involves:
 - Being tolerant of differences in others
 - Encouraging and assisting those less able
 - Showing politeness and respect for others

Section 4 : Responsibilities & Shared Expectations

Principal class, Teaching and Non Teaching Staff	Students	Parents
<ul style="list-style-type: none"> • Uphold the school values • Adhere to the Staff Code of Conduct • Serve as positive role models and demonstrate integrity and respect through attitudes, personal conduct and dress • Foster an environment where all students feel safe, valued and trusted and have the opportunity to develop, assume and maintain responsibility and self motivation • Assist with the development and implementation of early intervention plans for at risk students • Comply with all relevant legislation relating to confidentiality of student, staff and parent/guardian information • Plan and conduct assessments, provide feedback to students, report on student learning and use the outcomes of student assessment to inform classroom planning • Be punctual to all classes and meetings • Provide support for students during the school day • Be accessible and available within the confines of the working day • Meet all deadlines • Work in a Restorative and non judgemental manner • Ensure all students are valued and cared for • Value student and parent input 	<ul style="list-style-type: none"> • Uphold the school values • Adhere to the Student Code of Conduct • Adhere to the Student Uniform policy • Display a positive attitude to learning and prepare for and actively participate in all learning experiences provided • Students have the responsibility to attend their classes. If a student misses a class, he or she is responsible for making up the work by either speaking to the appropriate teacher or obtaining a classmate's notes and handouts and submitting any assignments due • Bring a note to explain any absences • Become involved in a wide range of school activities • Respect the rights of all members of the College community • Consider the safety of all members of the College community • Be punctual to all classes. • Students are expected to arrive in class with their Student Planner and appropriate books and equipment for each subject. This includes maintaining internet and print balance • Use the Student Planner efficiently and effectively • Respect the learning environment • Participate in Restorative Practices • Keep parents informed of 	<ul style="list-style-type: none"> • Uphold the school values • Promote a positive attitude towards school and learning • Support regular and punctual attendance at school • Assist your child prepare for school • Take an interest in your child's learning and progress • Support your child with homework • Participate in Parent/Student/Teacher interviews • Cooperate with requests from the school • Immediately notify the school of any changes in contact information • Communicate regularly with the school • Become familiar with the Student Code of Conduct and school rules • Work in partnership with school staff and your child to develop learning goals and strategies to ensure your child achieved their educational potential • Participate in Restorative practices

<ul style="list-style-type: none"> • Create a safe and stimulating learning environment that encourages students to take responsibility for their learning • Use a range of approaches and resources to provide meaningful learning for all students • Establish and maintain clear expectations for students as learners and for their behaviour • Work effectively in teams which may include other staff, parents, carers, members of the community • Be aware of the social and cultural background of the students • Consistently follow and apply agreed school policies • Always speak positively about the school and colleagues in public • Ensure a budget is prepared and managed to allow all programs to operate • Reflect critically on professional practice, establish learning and development needs and goals and undertake training to maintain and enhance capacity to provide best practice within the school setting • Work collaboratively with school staff and members of the wider community to establish productive partnerships and achieve individual student objectives 	<p>what is happening at school</p> <ul style="list-style-type: none"> • Seek help and encourage others to seek assistance from staff when required • Act in an appropriate manner when in school uniform out of the school grounds • Adhere to all College policies relevant to students 	
---	---	--

Section 5 : Actions and Consequences

This section should be read in conjunction with the Discipline, Welfare and Bullying & Harassment policies on pages 3-5 where actions and consequences at various stages are clearly defined.

In addition, the following should be noted.

Time Out Referrals

If a student has 3 time out referrals in a term, a number of options are available:

- Behaviour and / or Learning Management Plan
- Exclusion from a particular class for an extended period with relevant work supplied by the class teacher
- In-school suspension

Parents are informed of each Time Out referral and the subsequent steps in this process.

Lunchtime Detentions

These detentions are usually for minor classroom indiscretions that do not require a Time Out referral and for instances out of class.

If a student receives 3 lunchtime detentions (15-20 minutes of yard clean up under the supervision of the Assistant Principal), any further detentions that term will be held after school from 3:30 – 4:15pm under the supervision of the Assistant Principal.

Parents are informed after the 3rd lunchtime detention and the subsequent steps in this process.

Smoking and Being in the Company of Smokers

A graded series of consequences is applied:

Smoking

- 1st offence: Parents notified and lunchtime detention
- 2nd offence: Parents notified, after school detention and student enrolled in QUIT program run by School Nurse
- 3rd and subsequent offences: Suspension

Being In The Company Of Smokers

- 1st offence: Parents notified and lunchtime detention
- 2nd offence: Parents notified and after school detention
- 3rd offence: Parents notified, after school detention and student enrolled in QUIT program run by School Nurse
- Subsequent offences: Suspension

Use of Mobile Phones and Other Electronic Devices

Students are permitted to bring mobile phones and other electronic devices to school **BUT** they must be left at the general office unless required for a particular lesson. In these cases the parents will be notified by letter.

A graded series of consequences is applied:

1st incident: Immediate confiscation of mobile phone or other electronic device for the remainder of the school day.

2nd incident: After school detention and a letter to be sent home to parents.

3rd and subsequent incidents: After school detention or possible In-school Suspension

Inclusion in Sport and Extra Curricular Activities

A student may be excluded from a Sporting or Extra- curricular Excursion if in the four week period prior to the event he / she:

- Receives 2 orange homework stickers for not submitting homework by the due date
- Has a Time Out referral
- Receives 2 lunchtime or 1 after school detention

Suspension and Expulsion

Any suspension or expulsion would follow the procedures outlined in Ministerial order 184b.

See attached Student Engagement Policy Guidelines: Procedures for Suspension and Expulsion.