

Mount Ridley P-12 College

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you require assistance with understanding this policy, please do not hesitate to contact the College and someone will organise a multicultural aide or the relevant person to assist you.

PURPOSE

The purpose of this policy is to ensure that all students and members of our college community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our college's policies and procedures for responding to inappropriate student behaviour.

Mount Ridley P-12 College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive college culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our college acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our college to create and maintain a safe, supportive and inclusive college environment consistent with our college's values.

SCOPE

This policy applies to all college activities, including camps and excursions.

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2. College values, philosophy and vision
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POLICY

1. College profile

Mount Ridley P-12 College was founded in 2009 and is located in the City of Hume, one of Melbourne's rapid growth corridors. Situated on a 13.66-hectare site along Hampton Street in Craigieburn and approximately 26 kilometres north of the CBD, the College includes provision for primary and secondary students and an enrolment figure of just over 2850 students across the whole College in 2024. The current College's Student Family Occupation and Education (SFOE) level is 0.5.

The College offers curriculum provision and facilities for students in Prep to Year 12 governed by a single College Council. It incorporates an innovative and flexible design to meet new and changing pedagogical approaches to State education. Located adjacent to the Maternal and Child Health service developed by the Hume City Council, the College works closely with the Craigieburn Child and Family Centre in integrating learning and teaching programs so as to achieve a seamless transition into primary college. Adjoining recreation facilities established by the Hume City Council, Stockland, the AFL and the Calder Cannons also provide opportunities for shared ventures. Since 2011, the College has developed a strong partnership with the Australian Business and Community Network (ABCN) and the Beacon Foundation which provide numerous opportunities for our students. In 2024 the Skyline Foundation has partnered with our college to augment the existing support programs. The College has developed a Community Garden project which is focused on providing students of all ages with the opportunity of working with outside community members for the purpose of learning, applying and sharing practical sustainability and healthy living skills.

The College is structured into four Mini Colleges:

- Early Years (Prep – Year 4);
- Junior Years (Years 5 – 7);
- Middle Years (Years 8 and 9); and
- Senior Years (Years 10 – 12).

Mount Ridley College is well serviced by a range of facilities. Buildings in the Early Years Mini College are based around Learning areas with straight grades which incorporate creative, interactive and reflective spaces in each area. The creative spaces are used for small group work and for problem solving or project-based work. There are purpose-built Art and Science learning areas, accessible for all P-4 classes. In addition, there is a separate music space, a multipurpose room and gymnasium that can be used for the performing arts and indoor recreational activities. A canteen, library and designated administration area provides easy access to the Principal class and administration staff. In 2024 a purpose built Community Hub building was opened beside the Early Years gymnasium and providing genuine educational and support opportunities for wider community members.

The Junior Years Mini School consists of interactive learning and teaching spaces, computer labs and specialist Science rooms. Years 5 and 6 students are exclusively accommodated in one of the buildings, whilst Year 7 students are mainly located in the other buildings. Each learning area has flexible learning spaces that promote creative, interactive and reflective practices. An administration area servicing the needs of the Mini School is based in one of the buildings, accommodating a Principal class member and administration staff. The Student Management Team is located in the Year 7 building.

Students and staff in the Middle Years Mini School are accommodated across a number of buildings including a number of re-locatable general purpose classrooms. Specialist facilities in

one of the learning areas include a Science laboratory, computer suite and a combined Art and Technology room. In order to support students, a Student Management Team hub is located in the major learning area.

The fifth stage of construction was completed late 2015 and incorporates a large Learning Neighbourhood for our Years 10-12 students. The Willandra building includes the addition of much needed, administrative and teaching and learning spaces for our Senior and Middle Years Mini Schools. A Community Hub has also been incorporated into this facility to support and expand our numerous business and community alliances. The Pathways office and Senior Engagement offices are located in this building. Our Year 12 Study Centre is centrally located in this building. Adjacent to this building is the Languages and Professional Learning Centre (Landale) which services our Italian and Japanese Languages program, EAL Classes and Sister School partnerships, along with professional development programs for staff. In 2024 the Nottingham building was opened to mainly accommodate our Year 10 student cohort. This purpose-built educational facility contains a state of the art 300 seat theatre, specialist Arts and Science classrooms as well as an administration office, the Year 10 Student Management Team and a Principal Class member. This will also be utilised for staff meetings and assemblies as well as community use. The flexible teaching spaces will also provide an additional space for both internal assessments and external VCAA Exams.

Two full sized gymnasiums for Years 5 – 12 students; a fully equipped Elite Sports Centre; a synthetic grassed futsal playing field; two synthetic surfaced basketball courts; a grassed football/rugby oval; numerous hard-courts; and synthetic surfaced combined running track and soccer field allow our students to keep active.

For students interested in the Arts, the Performing Arts Centre includes a music studio, instrumental music learning pods, drama room, and exhibition gallery and stage area. Our Science, Art and Technology facility (DICE Centre) boasts a series of external courtyard areas, which allow students to undertake projects involving the use of materials such as paint, clay, wood, metal and fabric. A senior student art studio, lecture theatrette, exhibition area, and high-tech computer lab are also available for student use.

The College's Main Administration building houses a student cafeteria, conference facility and 150 seat tiered auditorium. State-of-the-art hospitality/food technology classroom kitchens are directly linked into the cafeteria's commercial kitchen facilities so that it can be utilised as an added resource for students. A Resource Centre featuring, a quiet reading area, exhibition and display areas, and reference and research spaces provide students with a variety of learning opportunities.

The student services and counselling facility (Berkshire) provides students and their families with easy access to a range of services provided by specialist staff such as psychologists, speech pathologists, youth workers, doctors in schools etc. All students have access to allied health professionals through the Student Services Team.

The Prep to Year 12 nature of the College offers great advantages. Comprehensive curriculum and transition programs allow the College to cater for the needs of all students through their various stages of development. Indeed, there is an emphasis on the social, emotional, cultural and academic needs of all students in order to develop their full potential. Through a caring and safe environment, individual students are encouraged to think, reflect and develop into life-long learners so that they can take their place in society as informed, responsible and active citizens of the global community.

The College has expended considerable time and resources on building social capital, creating structures, refining practices and establishing effective staff teams. Flexibility, creativity and

collaboration form the basis of our success. Staff at the College are required to demonstrate a willingness to take on these approaches.

Mount Ridley College is defined by:

- A well-balanced curriculum program that utilises purposeful and explicit teaching aimed at empowering students to be active learners, striving for personal excellence and ongoing growth and development;
- Challenging, innovative and creative approaches in learning and teaching practices that embrace the delivery of cross-curricula programs, Prep to Year 9 students and a full range of post compulsory pathways for Years 10 to 12 students;
- Highly skilled, versatile, dedicated and caring staff committed to life-long learning and developing the full potential of each student through the implementation of an effective personalised learning program;
- The active participation of staff in PLCs (Professional Learning Communities)
- Shared educational responsibility between parents, staff and students;
- Seamless transition for students as they progress through their various stages of development; and
- Effective channels of communication that promote trust, positive interactions and strong links with the wider community.

2. College values, philosophy and vision

Model for College Values:

<p>Respect and Tolerance</p>	<p>Taking ownership of our behaviour and actions through consideration of ourselves and others, while being understanding and open-minded of others' views.</p>	<p>In our College, evidence of this value includes:</p> <ul style="list-style-type: none"> - understanding and embracing diversity; - using appropriate tone and dialogue when communicating with others; and - working in partnership with the College and wider community.
<p>Personal Success</p>	<p>Setting and achieving individual goals and aspiring to reach your full potential.</p>	<p>In our College, evidence of this value includes:</p> <ul style="list-style-type: none"> - aspiring to be your best; - taking pride in achievements and celebrating success; and - valuing life-long learning.
<p>Honesty and Trust</p>	<p>Telling the truth and being able to rely on others to do the right thing.</p>	<p>In our College, evidence of this value includes:</p> <ul style="list-style-type: none"> - following College guidelines and expectations with consistency; - communicating in a responsible manner with members of the College and wider community; and - creating an environment where telling the truth and responsibility are valued.

Responsibility	Being accountable for one's actions, taking care of oneself, others and the environment.	In our College, evidence of this value includes: <ul style="list-style-type: none"> - taking ownership of the decisions we make and our learning; - reinforcing appropriate behaviour; and - maintaining the integrity of the College and the wider community.
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Expected Behaviours Matrix

The Behaviour Expectation Matrix illustrates the Mount Ridley College Values into expected behaviours. Our expected behaviours are explicitly taught in every classroom and consistently reinforced throughout the college. Our matrix is displayed throughout the college and is referred to and discussed regularly with all students and families. **Refer to the Matrix in the attached appendix.**

3. Wellbeing and engagement strategies

Student learning is greatly affected by the quality of teaching students experience and the relationships that are created. At Mount Ridley P–12 College, we believe that for students to be engaged in their learning they must feel valued, be challenged and provided with opportunities to contribute to the growth of the school. All levels of staff (Classroom / Mentor teachers, Education Support Staff, Team Leaders, Leading Teachers and Principal Class) are actively engaged in developing classroom practice to provide students with a curriculum that is diverse, relevant and enjoyable. Students will also have the opportunity to develop independence and experience success in their learning. This will be achieved via the use and implementation of the Victorian Curriculum.

School-Wide Positive Behaviour support is an evidence-based framework for Victorian government schools for preventing and responding to student behaviour. At Mount Ridley College, it is referred to as Positive Behaviours and Relationships (PBR). It aims to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members. It is a framework for developing and explicitly teaching appropriate and positive behaviours. Teaching, modelling and reinforcing positive social behaviour is an important part of a student's educational experience. Teaching behavioural expectations and acknowledging students for meeting them is a much more positive approach than waiting for misbehaviour to occur before responding. Key components of PBR include an agreed upon and common approach; a matrix of positively stated expectations; explicit teaching of expectations; consistency of language; regular and frequent opportunities to practice expected behaviours. Through our Merit System, students are rewarded for meeting behavioural expectations.

At Mount Ridley College, we foster a **Restorative Justice** approach when incidences arise and harm is caused. Below are a set of questions to guide a discussion you can have with your child when conflict has occurred or a person has been harmed. This is called a WARRM conversation. These questions are based around the philosophy of Restorative Justices and aim to provide your child the opportunity to reflect on their behaviour and provide them with strategies to help repair the harm or damage caused. These questions have been developed to promote responsibility without blame or shame imposed on the person. They aim to help change behaviours, strengthen relationships and reinforce positive behaviours.

Restorative WARRM Conversation Questions:

W – WHAT HAPPENED?

What happened? How did it happen?

A – AFFECT

What were you thinking/feeling when you.....? What were you thinking about at the time?

Who has been affected by what you did/In what ways? Was what happened fair to them?

Was what happened the right thing?

R – REFLECT

What have you thought about since?

R – REPAIR

What needs to happen to make things right? How will this help put things right? When can this happen?

M – MOVING ON

How can we make sure this doesn't happen again? What would be a good plan/agreement if this happened again?

Opportunities that contribute to the school and effectively engage students in their learning include:

- A College wide Step Up program at the end of each year where students meet and experience their class and teachers for the following year;
- Participation in a curriculum that is diverse, relevant and enjoyable, where all students have the opportunity to develop independence and experience success in their learning. This includes delivery of a broad curriculum including VET programs, VCE to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations;
- Teachers at Mount Ridley P-12 College use the MRC Instructional Framework to ensure an explicit, common and shared model of instruction that is evidenced-based and incorporates high yield teaching practices in all lessons;
- Teachers at Mount Ridley P-12 College adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching;
- A Transition program that enables students to become familiar and comfortable when moving between Mini-Schools or prior to beginning their education at Mount Ridley P – 12 College;
- A flexible learning environment where students are provided with choice about where they work within the learning space;
- Developing pro-social behaviours through programs such as Calmer Classrooms, the Berry Street Education Model, Respectful Relationships and Bully Stoppers;
- An approach using Restorative Practices where students are actively involved in discussing the impact of their behaviour on others, determining how best relationships can be repaired without shame and providing a range of options for future behaviour;
- Being proactive and demonstrating a consistent and fair approach to behaviour management;
- Pastoral care elements through a daily morning Mentor session (Session 0), as well as a curriculum focused sessions (Years 7 – 10).
- Excursions, incursions and providing opportunities to learn both inside and outside the classroom;
- A school camping which provides educational experiences beyond those normally available within the regular classroom, and allows students to make connections between their learning and the wider community. Activities include: a School Breakfast, Activity Programs, as well as local, interstate and international camping experiences;

- WeShare Conferences / Parent Teacher Interviews in Term 1 and 3 (Early/Junior/Middle); Term 1, 2 and 3 (Senior) which provide opportunities for students to share goals and reflections with their parents / carers;
- GPA reports which track behaviour, attendance and effort;
- Analysing and being responsive to a range of college data such as Attendance, Attitudes to School Survey, parent survey data, student management data and college level assessment data;
- Monitor student attendance and implement attendance improvement strategies at a whole-college, cohort and individual level;
- Creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued;
- Utilising the Student Service Teams to provide counselling and support, such as a Mental Health Practitioner, Social Worker and Speech Therapists;
- Connecting with external agencies to support students, such as Orygen, Royal Children's Hospital and Headspace;
- Developing partnerships with organisations, such as; ABCN, Beacon Foundation, Skyline and various tertiary providers;
- Intervening early to identify and respond to student needs, whether it be for extension, intervention, social or emotional support;
- Providing opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- Developing Individual Education Plans (IEPs) to assist students at-risk, social, emotional or physical;
- Undertaking Case Management meetings to ensure at-risk students can be monitored and supported by relevant staff;
- Student leadership opportunities through our Student Advocacy program, including positions such as; College Captains and House Captains. These provide opportunities for student voice and advocacy to influence change within the school community;
- Encouraging student attendance by setting class goals and making students aware of the impact of being away from school for inadequate reasons;
- Providing opportunities for students to be involved and feel connected to school through student-led whole school events, such as Footy Day, Remembrance Day Ceremonies and College Productions;
- Recognising and rewarding student achievements through our College Merit System as well as recognising students' achievements during College assemblies;
- Providing opportunities for parents/carers and the wider community to be involved in the College's programs e.g.; College Council, Classroom Helpers, PFA and excursions;
- Professional Learning for staff, both internal and external, planning days, mentoring (including a leadership mentoring program), instructional coaching and observation to confirm and enhance best practice and provide for continuous learning for staff;
- The provision of at least one Team Leader for each Year Level, and each Mini School has an assigned Student Manager, Director of Student Management and Principal Class members. Collectively they are responsible for monitoring the engagement and wellbeing of students in their mini school, and act as a point of contact for students who may need additional support;
- Supporting Koorie students to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture;
- Supporting our English as a Second Language students through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our college through supportive transition and induction programs and Professional Learning of staff relating to CALD;

- Supporting learning and wellbeing outcomes of students from refugee backgrounds through supportive transition and induction programs and Professional Learning of staff relating to CALD;
- Providing a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#) ;
- All students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment;
- Students with a disability are supported to be able to engage fully in their learning and college activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans. wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other college staff each year;
- Staff will apply a trauma-informed approach to working with students who have experienced trauma;
- Students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)
- All students from Year 9 (students have the opportunity to complete the Morrisby test) and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future;
- Mount Ridley P-12 College assists students to plan their Year 10 work experience, supported by their Career Action Plan;
- Building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances through the targeted support programs, Student Services Team and the Engagement Team;
- Meeting with the student and their parent/carer to talk about how best to help the student engage with the College;
- Developing an Individual Education Plan and/or a Behaviour Support Plan;
- Considering if any environmental changes need to be made, for example changing the classroom set up;
- Referring the student to:
 - college-based wellbeing supports: Case Management structure
 - Student Support Services
 - Appropriate external supports such as council based youth and family services, other allied health professionals, Headspace, child and adolescent mental health services or ChildFirst
 - Re-engagement programs such as Navigator
- Being responsive and sensitive to changes in the student's circumstances and health and wellbeing;
- Collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student;
- Monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family;
- Engaging with our regional Koorie Engagement Support Officers; and

- Running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - identifying as Koorie
 - with other complex needs that require ongoing support and monitoring.

DE Support documentation:

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

Other Department programs and services supporting students:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

4. Identifying students in need of support

Mount Ridley P-12 College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Services team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Mount Ridley P-12 College will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- Personal, health and learning information gathered upon enrolment and while the student is enrolled;
- Attendance records;
- Academic performance;
- Observations by College staff such as changes in engagement, behaviour, self-care, social connectedness and motivation;
- Attendance, detention, redemption and suspension data;
- Engagement with families;
- Self-referrals or referrals from peers; and
- care team meetings with allied health professionals.

5. Student rights and responsibilities

At Mount Ridley P-12 College, we expect high standards of student behaviour based around the College values. We believe that everyone has the right to a safe and caring environment which promotes learning, personal growth and positive self-esteem. As a community, we all share in the responsibility of ensuring that this happens for every member of the College. The promotion

of positive, constructive and non-discriminatory relationships among students, parents, staff and the wider community is an integral part of building a cohesive College environment.

The rights and responsibilities of the **Whole College** are set out in the table below:

Rights	Responsibilities
To be involved in a caring and supportive environment	<ul style="list-style-type: none"> To provide a welcoming environment that values individuality To provide assistance and support to other members of the community
To be valued and treated with respect	<ul style="list-style-type: none"> To build positive relationships with the school community To use appropriate tone and dialogue when communicating with others
To be free from bullying and harassment	<ul style="list-style-type: none"> To ensure others are not harassed To behave in a friendly and responsible manner with members of the College and wider community

The rights and responsibilities of **students** are set out in the table below:

Rights	Responsibilities
To a safe, clean and <i>engaging/fun</i> learning environment, free from bullying (including cyber bullying) and harassment	<ul style="list-style-type: none"> To follow school rules To refrain from using violence of any sort, including bullying, intimidating or harassing others
To be treated fairly, courteously and with respect from teachers and other children	<ul style="list-style-type: none"> To treat others with courtesy and respect To help and care for themselves and other members of the school community To take responsibility for their actions, accept consequences and learn from one's mistakes
To a high quality education where students are provided with materials / resources necessary to achieve individual success	<ul style="list-style-type: none"> To make a genuine effort to participate in all learning activities and experiences To look after their own belongings and respect the belongings of others
To learn in a classroom free from disruptions	<ul style="list-style-type: none"> To adhere to classroom rules negotiated by the teacher and students in the class To refrain from interrupting while others are speaking
To attend a school which places value on dress code	<ul style="list-style-type: none"> To always wear the correct uniform when travelling to and from school, at school and on excursions

The rights and responsibilities of **staff** are set out in the table below:

Rights	Responsibilities
To carry out responsibilities with professionalism	<ul style="list-style-type: none"> To maintain current knowledge of curriculum and how students learn To demonstrate professionalism, participate in meetings, share ideas and support colleagues

To be treated fairly, courteously and with respect from students, parents and other staff members	<ul style="list-style-type: none"> To model respect, fair treatment and problem solving behaviours To develop effective, consistent and appropriate management strategies in day to day interactions with students, as a preventative system of behaviour management
To teach in a safe environment where the teaching / learning process is respected	<ul style="list-style-type: none"> To establish a safe, positive environment which is conducive to learning To provide programs consistent with College Policies and DE, appropriate too individual needs
To ask for and receive support form colleagues, administration, parents and students	<ul style="list-style-type: none"> To assess one's own performance and participate in professional learning activities To establish and maintain positive relationships with the College community
To have access to appropriate teaching resources	<ul style="list-style-type: none"> To be aware of the resources available and to use them responsibly and effectively To use College resources to provide quality teaching and learning activities for students

The rights and responsibilities of **parents** are set out in the table below:

Rights	Responsibilities
To expect their child will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged	<ul style="list-style-type: none"> To ensure their child attends school, is punctual and has the appropriate learning materials and attitude To consistently model appropriate communication procedures/ conventions during interactions with students, staff and other parents/caregivers
To be informed of their child's progress – academically, socially and emotionally	<ul style="list-style-type: none"> To acknowledge receipt of information; make contact with the College if necessary and support any actions taken To provide information about children or circumstances, that may impact on learning to the College
To be involved in a learning partnership with the teachers and students	<ul style="list-style-type: none"> To support the College in the implementation of learning experiences and individual programs To communicate regularly with their child's teacher, at appropriate times and in accordance with the College's policy, including attendance at WeShare conferences and information sessions
To be informed of College activities and be involved in the College community's decision making processes (as determined by DE)	<ul style="list-style-type: none"> To be supportive and reflect a positive attitude toward the learning programs and policies offered by the College To remain aware of school issues by reading the College Newsletter, communication sent to parents and the College website To participate in learning opportunities provided by the school, such as Parent Helpers course and Literacy and Numeracy evenings

All members of our College community have a right to experience a safe and supportive College environment. We expect that all students, staff, parents and carers treat each other with respect

and dignity. Our College's Statement of Values highlights the rights and responsibilities of members of our community.

Students who may have a complaint or concern about something that has happened at college are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the college leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations

Mount Ridley P-12 College will support and promote positive behaviours by providing activities, programs and policies which promote a safe school environment and healthy relationships. For students who are disengaged or require additional support, expectations will be developed through a staged response.

Behavioural expectations of students are grounded in our College Statement of Values.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

All students will:

- Adhere to school rules and uphold school values;
- Support each other's learning by behaving in a way that is courteous and respectful;
- Have high expectations for themselves and others;
- Be considerate, inclusive and supportive of others;
- Refuse to be involved in any bullying and harassment situation; and
- Report any incident or suspected incident of bullying and harassment.

When a student acts in breach of the behaviour standards of our college community, Mount Ridley P-12 College will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents/carers will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other College staff.

Our college considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as redemption, detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our college will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- Warning a student that their behaviour is inappropriate;
- Teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour;
- Withdrawal of privileges;
- Referral to the Team Leader;

- Restorative practices;
- Detentions / redemptions;
- Behaviour support and intervention meetings;
- Suspension; and
- Expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Mount Ridley P-12 College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Additional information relating to the College response can be found in Appendix 1: **School Actions and Consequences**

Corporal punishment is prohibited by law and will not be used in any circumstance at our college.

7. Engaging with families

Mount Ridley P-12 College values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our college community.

We work hard to create successful partnerships with parents and carers by:

- Ensuring that all parents/carers have access to our college policies and procedures, available on our college website;
- Maintaining an open, respectful line of communication between families and staff;
- Providing parent/carers volunteer opportunities so that families can contribute to college activities;
- Involving families with homework and other curriculum-related activities;
- Involving families in college decision making;
- Coordinating resources and services from the community for families; and
- Including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Mount Ridley P-12 College will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our college based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- Student survey data such as Attitudes to School Survey and Student Advocacy Focus Groups;
- Incidents data (including cautions, merits, lateness, from COMPASS);
- College reports (attendance, live reporting and GPA from COMPASS);
- Parent survey (Parent Opinion);
- Case management notes and data;
- CASES21, including attendance and absence data; and
- SOCS (Student Online Case System)

Mount Ridley P-12 College will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION

This policy will be communicated to our college community in the following ways :

- Available publicly on our College website;
- Included in staff induction processes;
- Included as annual reference in College newsletter; and
- Made available from College administrative staff upon request.

Our College will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following college policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and College Philosophy

POLICY REVIEW AND APPROVAL

Created date	May – June 2022, revised October 2024
Consultation	College Council
Endorsed by	Principal – Carmelo Pagano
Endorsed on	
Next review date	June 2026 (every two years)

APPENDIX 1

School Actions and Consequences

Regular attendance enables students to maximise their full educational potential and actively participate and engage in their learning. Absences can interfere with fundamental stages of academic and social development. The following are ways in which Mount Ridley P – 12 College promote and monitor school attendance:

- The College actively promotes the importance of student attendance to parents and the wider community.
- Attendance practices reflect DE philosophy of 'It's Not OK To Be Away'.
- All student absences/lateness are recorded each session by teachers in Prep-12. These are aggregated onto our CASES database and communicated to DE. Reasons for student absence are recorded by CASES21 codes (see rolls for specific codes).
- Parents/carers of absent students are required to provide the College with the reason/s for their child's absence. These are recorded on Compass.
- When a parent/carer contacts the College ~~by phone or informs a staff member in person~~ the following must be recorded: the child's name, the date of absence, reason for absence, informed by whom, the date the information was provided and the staff member's name.
- If there has been no response of satisfactory explanation within 10 school days of the initial absence, the absence should be recorded as unexplained.
- Attendance and absence records form part of each student's and semester reports to parents/carers.
- When a student is absent for three unexplained consecutive days or more, or there are obvious absence patterns, the classroom/mentor teacher is to call home. This contact is conducted with courtesy, respect and with recognition to the potentially sensitive nature of the issue. Contact is made with the view to developing and implementing strategies that minimise absences and build positive home-school relationships.
- Staff members bring to the attention of the Team Leaders any student whose attendance is irregular, does not provide written notes adequately explaining absences, or whose absences appear unwarranted.
- Class teachers are to monitor and follow up on students who are consistently late through the Caution system.
- Ongoing unexplained absences, lack of cooperation regarding student attendance or situations where a student is experiencing significant difficulties in attending school are referred to the Student Services Team, Director of Student Engagement Management, the Director of Student Services and Principal Class members.
- Ongoing, unexplained absences/lateness, or lack of cooperation regarding student attendance will result in a formal attendance conference being organised. This may lead to the establishment of a Student Support Group. This Support Group will be convened by the relevant members of the Engagement and Wellbeing Team (or nominee) and attended by relevant teachers, relevant school student service support staff, parents/carers and the student (if appropriate). Professionals from other agencies may also attend as appropriate with the permission of parents/carers. An Individual Education Plan may be developed, incorporating attendance and punctuality goals. Unresolved attendance issues may be reported by the College Principal to Region or to the Department of Families, Fairness and Housing (DFFH).
- A Return to School Plan may be implemented to assist in the reintegration of a student after a prolonged absence. This plan will be developed with the student, parents/carers, Team Leaders and Mentor teacher. Regular meetings will be held to monitor and modify the plan as required.
- Students on extended leave of 10 days or more will require a Student Absence Learning Plan to be completed in consultation with the student's classroom teacher, parent/carers

and Team Leader. Extended periods of leave from school must be approved by the College.

- College start and finish times are clearly recorded on the College website.
- Term dates are available in our newsletters, on the College website and DE website so parents can plan holidays during school vacation times.
- Students who habitually commence school after the bell (following the music) or who are tardy to their next class are deemed late and will receive a caution.
- All absence notes and records of communication will be retained and stored at the College for a minimum of 7 years.

Behavioural Consequences

At Mount Ridley P – 12 College, we foster a consistent and fair response to student behaviour. As a learning community we aim to develop competency, resiliency and enhance self-worth in our students. The management of students, focuses on teachers being *proactive* as they aim to prevent misbehaviour, *planning* for behaviour as for any area of the curriculum, *prioritising* and maintaining perspective, having *positive* expectations of their student's behaviour, and *persisting* when change is required.

Students are best supported in calm, consistent and predictable classrooms and environments, which recognise their individual needs. It is also important to provide appropriate support to enable them to take control of their behaviour. Students with unacceptable behaviours will be supported through a staged response.

Prevention and Early Intervention

- Equal emphasis will be placed on issuing positive consequences for meeting high expectations of behaviour as there is on negative consequences.
- Students who demonstrate positive behaviours that reflect our College values, may receive recognition through merits, newsletter articles or awards **Student Achievement Award**. Awards are presented at College assemblies.
- The College curriculum will include units on responsibility, respect, resilience, friendships, co-operation, positive choices, physical/emotional/cyber bullying, conflict resolution and leadership.
- Parents/carers will be kept informed and actively encouraged to assist in the development of their children's behavioural performance.
- The College will continually strive to provide physical environments conducive to positive behaviours and effective engagement in learning.
- All College community members will be expected to model and reinforce positive social behaviours.
- Regular class meetings provide opportunities for students to take responsibility and be involved in decision-making.
- Co-operative games will be taught in class and at any other appropriate opportunity.
- Early identification of students at risk is a high priority. Once identified, appropriate action is taken, students are monitored and records are kept for future reference.
- The College has clearly defined and documented processes for student management both within the classroom and the yard. Staff will undertake professional learning on these processes and discipline management at the beginning of each school year.
- Incidents will be recorded using COMPASS and communicated to families.

- Teachers may require a student to finish school work which has not been completed in the regular class time. No more than half the time allocated for any recess / lunchtime may be used for this work.
- All students will participate in the establishment of their class 'Start-Up' program, which indicates explicit behaviours for our school values, at the beginning of each year. This is to be revisited at the beginning of each term.

Consistent College consequences have been established for unacceptable behaviour and are clearly defined. Consequences will relate to the behaviour and be fair and just. They will focus students on their actions and the resulting consequences. Consequences will allow students to correct their behaviour and show them how they should behave in future. It is important that consequences are focused on the behaviour not the person. No form of corporal punishment shall be used against any student under any circumstances. Please refer to Clear and Consistent Consequence document.

Intervention

Key specialist staff and College based wellbeing staff will be involved in providing support for the student eg. Principal Class member, Director of Student Management, Director of Student Services, Student Manager, Team Leader and Student Services Team. A Behaviour Support Plan may be developed with the student's Mentor/Class teacher, and support and/or resources provided to implement the plan. Progress will be measured and support reduced gradually.

Work Sessions / Redemption

Students may be required to participate in a Lunchtime Redemption (parent permission not required) or may be required to remain at school after school hours; Afterschool Redemption (under supervision) to reflect on their unacceptable behaviour. This time should not exceed 45 minutes. The Student Manager/Team Leader should ensure that parents are informed at least 24 hours prior to the after-school work session/redemption. Saturday morning detentions will be issued for more severe or ongoing behaviours. This time will not exceed 2 hours. Families will be notified at least 48 hours prior to the Saturday morning detention occurring. Where family circumstances are such that the after-school work session/redemption/detention would create an undue hardship to the parent/carer, the Student Manager/Team Leader may choose to negotiate alternative disciplinary measures. All these sessions will be supervised by teaching staff members.

Student Support Group

The aims of the Student Support Group are to:

- ensure that those with the most knowledge of, and responsibility for the student, work together to establish shared goals for the student's educational future;
- plan reasonable adjustments for the student to access the curriculum;
- provide educational planning that is ongoing throughout the student's life; and
- monitor the progress of the student.

A Student Support Group may be convened by schools to exchange information and facilitate solutions to behavioural problems or difficulties of students.

The formation of a Student Support Group may be deemed necessary. These groups must involve: Principal class member or nominee as chairperson, Director of Student Management, student (as appropriate), the classroom teacher, Team Leader responsible for the student, parents/carers or support service staff who have been supporting the student or family, including Department of Families, Fairness and Housing (DFFH) Protective Services or

community service organisation case manager (where necessary). Parents/carers may be accompanied by an advocate. The advocate is there to provide support and act as a witness and only act as an observer unless there has been a previously identified language or communication barrier.

Where necessary, an interpreter will be sourced (in languages other than English and sign language) and should be present at the Student Support Group meetings. Interpreters are not members of the Student Support Group.

The roles and responsibilities of members in the Student Support Groups include:

- sharing information about the student's interests, strengths, skills, preferences, abilities and preferred learning styles;
- sharing an understanding of the learning environment;
- setting educational goals (annual, long and short term) and strategies appropriate for the individual student;
- regularly monitoring the achievement and progress of the student; and
- providing advice to the Principal on the specific educational needs of the student, and the most appropriate use of available resources.

These meetings are held at a suitable time both to the College and to the parents/carers, on a regular basis and as soon as possible following a request by a Student Support Group member. Accurate minutes of each meeting are taken and provided to all Student Support Group members. All discussions and reports considered by, or arising from, the Student Support Group process are to be treated in the strictest confidence unless all members agree otherwise.

Exclusion

Details of suspension and expulsion procedures are discussed below. However, it should be noted that parents are to be involved in exclusion procedures as stated, except where:

- a) The student is over 18 years of age; or
- b) The student is over 16 years of age, without disability or impairment and is living separately, apart and independent from his/her parents.
- c) For any reason the parent is not available or cannot be contacted. In these circumstances the Principal may then refer to the student over the age of 18 years of age in place of 'a parent'. Where a student has a disability or impairment, the Principal must make enquiries as to the student's ability to represent himself or herself. After making such enquiries, if the Principal is satisfied that the student lacks the ability to adequately represent himself or herself, the student cannot be referred to in place of 'a parent'. In this case, as with a student under 18 years of age, the Principal may regard as 'a parent' an adult whom the Principal considers to be suitable and available to perform the role of the parent.

Suspension

General information

Suspension should only be considered when all measures have been tried without success. This time is to be used as an opportunity to reflect on the present difficulties and develop positive, student focused re-engagement strategies. The relevant Principal class members are responsible for student suspensions in consultation with the College Principal. The final decision remains the responsibility of the College Principal. Consideration must be given to

the behaviour, the educational needs of the student, disability, age and the residential and social circumstances when deciding. Two suspension options are available- in-school and out-of-school. Internal suspensions are considered, whenever possible, and an appropriate supportive program, consisting of meaningful schoolwork consistent with the student's classes, must be provided for the student. The maximum number of consecutive days of suspension is 5 days. The time given for suspension should be as short as possible. The maximum period of suspension in one school year is 15 days, unless approval is sought from the Area Executive Director.

Grounds for Suspension

A student may, by order of the Principal class member in consultation with the College Principal, be suspended if, whilst attending school or travelling directly to or from school or engaged in any school activity away from the school, including travel organised by the school, the student:

- a) Behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- b) Causes significant damage to or destruction of property;
- c) Commits or attempts to commit or is knowingly involved in the theft of property;
- d) Possesses, uses or sells or deliberately assists another person to possess, use of sell illicit substances or weapons;
- e) Fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- f) Consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender identity; disability; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes; or
- g) Consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

Procedures prior to suspension

Before a student is suspended, except where an immediate response is required, Principals must ensure that all options, consistent with the staged response, have been considered. A Student Support Group should also be convened to inform the parents/carer and student that suspension is being considered. The aim of the meeting is to develop a range of strategies, which address the concern in order to avoid suspension.

Procedures for suspension

In determining whether a student may be suspended, the Principal must ensure that the response is appropriate to:

- a) the behaviour for which the student is being suspended;
- b) the educational needs of the student;
- c) any disability or additional learning needs of the student;
- d) the age of the student; and
- e) the residential and social circumstances of the student.

Before implementing a suspension

The Principal must be able to ensure that-

- a) the student has had the opportunity to be heard;

- b) any information or documentation provided by the student or their relevant person (as defined in Part 1(3) of Ministerial Order No. 625 and No. 1125) has been taken into account in making the decision regarding suspension; and
- c) other forms of action to address the behaviour for which the student is being suspended have been considered.

Prior to the suspension taking effect, or on the day of implementing a suspension with immediate effect, the Principal must-

- a) identify the relevant person in accordance with Part 2 of Ministerial Order No. 625 and No. 1125- Procedures for Suspension and Expulsion;
- b) give verbal notification to the student and notify the relevant person via telephone or in person of the reason/s for the suspension, the school days on which the suspension shall occur and where the suspension will occur;
- c) provide contact details for additional support services to the student and their relevant person, as appropriate;
- d) where the student is suspended for three days or less, provide meaningful work;
- e) where the student is suspended for more than three days, develop a Student Absence Learning Plan and Return to School Plan;
- f) provide the student and their relevant person with a Notice of Suspension which must include-
 - 1) the reasons for the suspension;
 - 2) the school days on which the suspension will occur;
- g) provide the student and their relevant person with copies of the Student Absence Learning Plan and the Return to School Plan (if required)
- h) provide the student and their relevant person with a copy of the information brochure Procedures for Suspension; and
- i) record the suspension in CASES 21

A Student Support Group must be held before a student is suspended (except in the case of immediate suspension). This group will develop a Student Absence Learning Plan that outlines the school work to be undertaken during the period of suspension. Notice of Suspension must be provided to students and their parents/carers prior to the day of commencement of the suspension (unless the suspension is immediate). A Copy of the *'Procedures for Suspension'* brochure must be provided to the student and their parent/carer. If the suspension is for more than 3 days, a post-suspension support group meeting must take place where a Return to School Plan will be developed.

Immediate suspension is permissible if a student's behaviour is such that it is putting the health, safety or wellbeing of themselves, staff or students at significant risk. The College Principal has a duty of care to provide supervision until the student can be collected by their parent/carer from school. A Student Support Group meeting must be held within 48 hours.

The maximum continuous period of time a student can be suspended at any one time is five school days, unless a longer period is approved by the Area Executive Director in accordance with clause 8(2) of Ministerial Order No. 625

Where a student has been suspended for fifteen days in a school year, the school Principal is required to seek secondary consultation and/or direct intervention support from their Area Executive Director to address the behavioural concerns.

Expulsion

General Information

Every Victorian student must be provided with an education. Schools should work in partnership to ensure that expelled students are guaranteed an educational placement. Permanent expulsion from a school is the most extreme sanction open to a Principal. Except in the most unusual and extreme circumstances, it will only be used after all other measures consistent with a staged response and the Student Wellbeing and Engagement policy have been implemented without success. Only the Principal has the authority to expel a student. This power cannot be delegated to any other person at the school level.

Grounds for Expulsion

A Principal may expel a student if, whilst attending school or travelling directly to or from school or engaged in any school activity away from the school, including travel organised by the school:

- a) the student does anything for which they could be suspended;
- b) the student's behaviour is of such magnitude that, having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other students and staff and the need to maintain effectiveness of the school's education programs, an expulsion is the only available mechanism.

In determining whether to expel a student, the College Principal must ensure that the response is appropriate to:

- a) the behaviour for which the student is being expelled;
- b) the educational needs of the student;
- c) any disability or additional learning needs of the student;
- d) the age of the student; and
- e) the residential and social circumstances of the student.

Procedures prior to Expulsion

Before a student can be expelled, Principals must ensure that a comprehensive range of strategies, consistent with the staged response, have been considered and implemented by the school. Despite these strategies, if the student's inappropriate behaviour persists, the student and parents/carers must be informed that expulsion is being considered and must be given the opportunity to be heard. This should be undertaken through the Student Support Group process. An immediate suspension may be implemented pending expulsion, when the Principal considers that such action is warranted.

Procedures for Expulsion

The Principal must seek the support of a member selected from the regional approved list (RASP) to attend the Behaviour Support and Intervention Meeting to discuss the impending expulsion. Regional and school-based staff work in partnership to address the student's needs.

At the Student Support Group meeting, the Principal must provide the student and their parents/carers with:

- a) a 'Notice of Expulsion';
- b) the 'Expulsion Appeal' proforma;
- c) a copy of the *Information for Parents and Carers about School Expulsions* brochure;
- d) an opportunity to be heard; and
- e) the future educational, training and/or employment options most suited to the student's needs.

Following the Student Support Group, if the College Principal determines another enrolment is an appropriate option, all members must work to facilitate that enrolment. It is the

responsibility of the College Principal and regional nominee to ensure that the student's next enrolment takes place.

Procedures following Expulsion

A Principal who has expelled a student must, within twenty-four hours of the commencement of the expulsion, forwards a copy of the Notice of Expulsion to the Area Executive Director with a written expulsion report.

The Principal of the expelling school, in collaboration with the DE regional office, must ensure that the student is provided with other educational and development opportunities as soon as is practicable after the expulsion and follow procedure as outlined in Part 12 or Ministerial Order No. 625 and No.1125

The Area Executive Director should work with the school to ensure the outcomes of the Expulsion report are achieved.

Transition Arrangements

If a school expels a student, the school must schedule a meeting with the destination school or registered training organisation of the expelled student. It is the responsibility of the Principal of the expelling school to provide information relevant to the learning needs of the student in accordance with the Information Privacy Act 2000.

Expulsion Appeal Process

A Principal's decision to expel a student can be appealed by the student or the student's parents/carers.

Grounds for appeal include:

- the expulsion process was not followed;
- reasons for the expulsion are considered unfair;
- there were not sufficient prior interventions and strategies utilised prior to the decision to expel where the student has a history of behavioural issues; and
- other extenuating circumstances.

The Principal must provide the student and parent/carers with an Expulsion and Appeal form, at the final Student Support Group meeting. The appeal must be lodged with the Principal within ten school days of receiving the Notice of Expulsion and the Principal must provide the regional director with a copy of the Expulsion Appeal within 24 hours. The Area Executive Director will convene an expulsion review panel. The decision of this panel must be unanimous. If a decision cannot be reached the Executive Director must make the decision. Verbal notification of the decision is provided to the person who brought the appeal within 24 hours of the decision being made. This is followed up by written communication, including a copy of the 'Expulsion Review Panel Report'. This report must also be provided to the Principal and the school council.

During an appeal process, the expelling school remains responsible for the student's educational provision and must provide the student with appropriate schoolwork for the duration of the appeal. If the expulsion appeal panel overturns the Principal's decision to expel the student, the student must be readmitted to school immediately. A return to school plan must be developed and the record of expulsion must be removed from the student's permanent record. Once this has occurred, the Principal is to notify the student and their parents/carers of this in writing.

Mount Ridley College Expected Behaviours Matrix

Personal Success	In the Learning Environment	Around the yard	Canteen	Quiet study areas	Toilets	Gym and sport areas	In the Community	Digital environment
<i>Create Your Future</i>	<ul style="list-style-type: none"> Seek help when required. Complete required learning tasks. Seek opportunities for further learning. 	<ul style="list-style-type: none"> Respond to bells promptly Be a positive role model by demonstrating appropriate behaviours Consider the environment 	<ul style="list-style-type: none"> Choose healthy food options. Spend your money wisely. 	<ul style="list-style-type: none"> Study to be your best Seek resources to help you learn. Use your time wisely 	<ul style="list-style-type: none"> Maintain personal hygiene. Use break times so you can make the most of class time for learning 	<ul style="list-style-type: none"> Have a go. Practise makes perfect 	<ul style="list-style-type: none"> Participate during Excursions. Represent yourself and the school with pride Engage positively with the community 	<ul style="list-style-type: none"> Embrace opportunities to upskill in new technology Use devices for educational purposes
<i>Respect and Tolerance</i> <i>T.E.A.M</i> <i>Together Everyone Achieves More</i>	<ul style="list-style-type: none"> Listen and consider others' ideas, opinions and beliefs. Follow instructions. Look after the learning space. 	<ul style="list-style-type: none"> Be kind to each other. Share the space so everyone is safe. Share paths and walkways. 	<ul style="list-style-type: none"> Patiently wait your turn. Use your manners. Put rubbish in the bin. 	<ul style="list-style-type: none"> Consider others right to learn. Share resources and technology appropriately Be quiet. 	<ul style="list-style-type: none"> Consider others' privacy. Keep toilet areas clean. Use toilet for its intended purpose. 	<ul style="list-style-type: none"> Use equipment for its intended purpose and return in the same condition. Show good sportsmanship Be patient and accepting of different abilities 	<ul style="list-style-type: none"> Use appropriate language. Be mindful of your surroundings. Accept differences within the community. 	<ul style="list-style-type: none"> Look after College resources. Be aware of the law. Show respect to others
<i>M.R.C</i> <i>Making Responsible Choices</i>	<ul style="list-style-type: none"> Be prepared and ready to learn. Face up and Fess up when mistakes are made. Use your locker to help you be organised. 	<ul style="list-style-type: none"> Stop and Think before you Act. Put rubbish in the bin. Stay within the designated areas. Move away from incidences and report issues to a teacher immediately. Follow the teachers' instructions. 	<ul style="list-style-type: none"> Maintain a clean environment Stand in line patiently and await your turn. 	<ul style="list-style-type: none"> Stay on task. Bring your required learning materials. Return the space to its original layout. 	<ul style="list-style-type: none"> Use toilets during break times. Report any damage or vandalism. Seek permission to use toilets during class time. 	<ul style="list-style-type: none"> Borrow and return equipment on time and undamaged. Be safe during physical activities. Use ball play only in the designated areas. 	<ul style="list-style-type: none"> Wear college uniform with pride. Think before you Act. Follow instructions. 	<ul style="list-style-type: none"> Keep your passwords private. Look after your own device. Connect only one device to the school network. Follow ICT Code of Conduct.

<p>Honesty and Trust</p> <p><i>Be Honest, Build Trust</i></p>	<ul style="list-style-type: none"> • Admit when mistakes are made. • Speak the truth. 	<ul style="list-style-type: none"> • Use the locker assigned to you. • Look out for one another. • Hand in items found. 	<ul style="list-style-type: none"> • Spend your own money. • Hand in money found 	<ul style="list-style-type: none"> • Be helpful to your peers. • Use manners and acknowledge others in the space • Follow the expectations of the space. 	<ul style="list-style-type: none"> • Report damage in a timely manner. • Use toilets for intended purpose. 	<ul style="list-style-type: none"> • Follow the rules of the game. • Be a team player. 	<ul style="list-style-type: none"> • Follow the law. • Stay with the group. • Take only what is yours. 	<ul style="list-style-type: none"> • Use only your account and password • Report any damage or stolen technology. • Practise cyber safety.
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