



**Eltham
High School**

**Guidelines
for the
Student Engagement Policy
and
Implementation**

**Produced in consultation with the
Eltham High School Community**

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1. School Profile Statement

Established in 1926, Eltham High School is one of Victoria's largest single campus, non-uniform, co-educational high schools. It has a population of more than 1450 students with over 102 equivalent fulltime staff and more than 34 education support staff. It is located in the north-eastern suburbs of Melbourne and prides itself on a long tradition of contribution to its local community through the provision of excellent educational outcomes for young people in the area. It is a neighbourhood school, enrolling students from the local community. The demand for student places is very high; but it is a clearly stated intention of the school to remain a non-selective neighbourhood school with the fundamental educational philosophy that all students can learn and achieve success, as clearly articulated in the Eltham High School "Purpose Statement", and in our motto "Deeds Count".

EHS Purpose Statement:

At Eltham High School each person feels safe to be themselves; and each person is challenged to think critically, to work in teams, to show leadership, and achieve success along many pathways.

The school values:

- Pursuit of excellence
- Individuality
- Creativity
- Social and Environmental Responsibility
- Respect for diversity
- Integrity.

To foster a sense of connectedness and to create a safe, supportive and inclusive environment for all learners, it is necessary to create smaller communities within the larger community. To support this philosophy, the school is structured into three sub-schools to effectively support the learning needs of the 'whole child'. In addition to the sub-school structure, teaching and learning continues to be developed; the introduction of Inquiry Learning, through an integrated approach at year 7, has led to the development of an Inquiry model through the school with the introduction of Cornerstone subjects in Year 9 and Extended Investigation at the Senior years. These redevelopments place emphasis on creating links between curriculum and student management.

A focus of our school over many years has been to create a safe and stimulating learning environment where students are engaged, challenged, and have opportunities to develop all of their potential and capabilities. This is demonstrated by:

- The Eltham High School Purpose Statement
- The implementation of the Eltham High School Instructional Model
- The implementation of The High Impact Teaching Strategies
- Implementation of the High Impact Wellbeing Strategies
- Focus on the development of Inquiry Learning across the school
- Professional learning to support consistent teacher practice
- Continued innovation in designing and documenting curriculum for years 7–10, incorporating an e-learning focus
- Explicit assistance for students to effectively manage their discretionary learning time and build their skills as independent and creative learners
- Strong emphasis on co-curricular programs
- Strengthening of student relationships while sustaining a harmonious learning environment through the Student Growth and Leadership model
- Engage with the Berry Street Education Model

Eltham High School has a clear commitment to providing an environment where the individual student needs are central to the provision of curriculum. A holistic approach to teaching and learning has seen the integration of personal learning, inquiry learning and ICT into the curriculum with the focus on enhancing student achievement in a positive, safe and supportive environment. The use of the school's Instructional Model, aligned with the Eltham High School Learner Questions and the Inquiry learning model, work to scaffold the skills and capabilities student require as they move through the school. This, in turn,

taps into students' particular interests and questions, providing them with increased control over their learning, and is a key means to ensuring that learning for EHS students is engaging, authentic and relevant.

In addition, the school's emphasis on the explicit teaching of inquiry learning contributes significantly to the development of our students as autonomous lifelong learners. There is a commitment to student and staff wellbeing and a recognition of the need to invest heavily in the learning of all members of the community.

School approach

The school prides itself on the belief that all students can make progress; and the support and encouragement for student success provided by the school is reflected in the consistently high student retention rate, which exceeds 90%, and a high student attendance rate. Data continues to show that students feel very connected to Eltham High School, when compared to secondary schools across the state. Data relating to students achieving at or above the National Minimum Standards shows that in Year 7 and Year 9, EHS students continue to perform at well above the National Minimum Standard. As more than 90% of our students proceed to year 12, the curriculum is constructed to prepare them for the enlarged responsibilities of choice and independent, inquiry-based learning. Junior School introduces Integrated, inquiry-based learning, combined with a common core program. At Middle School there is core program of English, Maths, Science and Studies in Society and Environment operates in separate year levels, as well as an Elective Program based on student choice at Years 9 and 10. Two Languages are offered to students from Years 7 to 12. An Enhancement Program provides opportunities for Year 10 students to select VCE studies. At Senior School there is a wide range of VCE subjects, Vocational Education and Training (VET) and VCE Vocational Major (VCE VM) and Victorian Certificate of Participation (VPC). Some VCE students engage with University subjects through CHES (Centre for Higher Education Studies) and directly with Universities as part of the enhancement program.

Diversity adds to the richness and the quality of the educational experience of all students. While the Eltham community is not culturally diverse, the school includes a number of cultural groups, including indigenous students, and students from various countries. The socio-economic profile of the school, based upon the Student Family Occupation Index, is rated as 'high'. The Student Family Occupation (SFO) density for the school has remained stable over the last 4 years. In addition, there are a small number of students who come from families with Language Background Other than English (LBOTE).

In addition, Eltham High School has a Program for Students with Disability (PSD) that adds to our awareness of the diverse nature of our community. Our PSD student cohort is valued for the positive contribution these students make to our knowledge and understanding of the world in which we live. The school is strongly committed to the continuation of this program and its ongoing role in supporting the development of a truly inclusive and diverse learning community. We also have a pro-active support system for same-sex attracted and gender diverse youth. The 'social cultures' we have in the school are diverse and greatly varied (indeed, more varied than the 'ethnic cultures'): there is an extraordinary degree of harmony in the school environment.

Eltham High School senior students have consistently achieved outstanding VCE results, above the state mean, with the great majority of students routinely entering the tertiary education sector or accessing other pathways (on average over recent years 80% of students who applied for a tertiary place received a first or second round offer). The structure of the Senior Sub-school, which supports transition, actively monitors and mentors students. The Senior Sub-school provides an orientation program, a Year 12 mentoring program, and a VCE Study Skills program and it positively supports students as they move from Year 10 enhancement subjects through to Year 12.

Eltham High School invests expansively to ensure resources are directed to enhancing a technology-rich environment to support learning appropriate for the twenty first century. This includes access to a site centred on innovative learning for students, parents and teachers; Specified BYOD program utilising Surface Pro Devices and access to a wireless network and teacher professional learning to support the personalisation of learning. This approach to developing and sustaining innovation in learning embeds the principles of the DET Effective Schools Model upon which the school has based its growth, and provided a reference for its work and a measure of its progress. A focus on continual improvement in the quality of teaching and learning has been the core school priority around which the other attributes of the effective schools model interact in order to achieve the deep learning outcomes being sought for students and teachers.

Eltham High School has an outstanding range of co and extra-curricular opportunities in which students participate. There is an Instrumental Music program, involving more than 300 students from Year 7-12. These students perform to an outstanding level in competitions and represent the school in national and international venues. More than 100 students participate in the after

school Drama Ensemble program. The Elite Volley Ball program has over 20 teams participating in state and national finals. The camps and tours program sees students travelling overseas for language experience in French or Indonesian, for World Challenge service to disadvantage communities, to remote aboriginal communities for cross-cultural experience and exchange, to the USA for Space Camp science-based experience, and to other countries for cultural study tours.

Student Growth and Leadership will further support the programs that operate across the sub-schools with an enhanced focus on managing transitions, supporting pathways and knowing the individual. This complements the focus on proactive preventative programs and the comprehensive and diverse camps program.

Child Safe Standards

Eltham High School is committed to providing a Child Safe environment where children and young people are safe and feel safe, and where their voices are heard about decisions that affect their lives. This commitment provides the foundation at Eltham High School upon which decisions are made.

Eltham High School is committed to the safety and wellbeing of all children and young people. Particular attention will be paid to the cultural safety of Aboriginal children, children from culturally and/or linguistically diverse backgrounds, same sex attracted, intersex and gender diverse children, as well as the safety of children with disabilities.

Every member of the Eltham High School community has a responsibility to understand the important and specific role he/she/they plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of every decision and action they participate in.

Respectful Relationships

Eltham High School supports a whole-school approach to respectful relationships. The current focus on respectful relationships, in response to the unacceptably high rates of family violence in our society, aligns with the ongoing approach taken at Eltham High School. In establishing Victoria's Royal Commission into Family Violence, Premier Daniel Andrews declared it 'the most urgent law and order emergency occurring in our state and the most unspeakable crime unfolding across our nation.'

Eltham High School recognises the role that education settings have in implementing cultural change. Evidence presented to the Royal Commission clearly showed that school-based prevention is effective in reducing the incidence of family violence. Recommendations handed down by the Royal Commission as part of their report reflect the evidence that school-based efforts are required as a long-term prevention strategy.

Berry Street Education Model

All staff at Eltham High School are being trained in the Berry Street Education Model. The Berry Street Education Model (BSEM) provides strategies for teaching and learning that enables teachers to increase engagement of students with complex, unmet learning needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement. The pedagogical strategies incorporate trauma-informed teaching, positive education, and wellbeing practices.

BSEM training supports staff to address areas including:

- effective strategies for student management and engagement to bolster positive behaviour
- confronting diverse and complex learning challenges
- facing significant professional and personal challenges to their own wellbeing when dealing with the diversity of student needs.

2. School Engagement Statement

Eltham High School recognises the need for each student’s school experience to be positive, caring and supportive of their individual learning needs, in an environment which encourages positive social interactions between all members of the school community. The school believes that to fully engage the whole student in our learning community and to ensure protective factors are clearly established, we need to cater for students’ individual cognitive, behavioural, emotional and social needs.

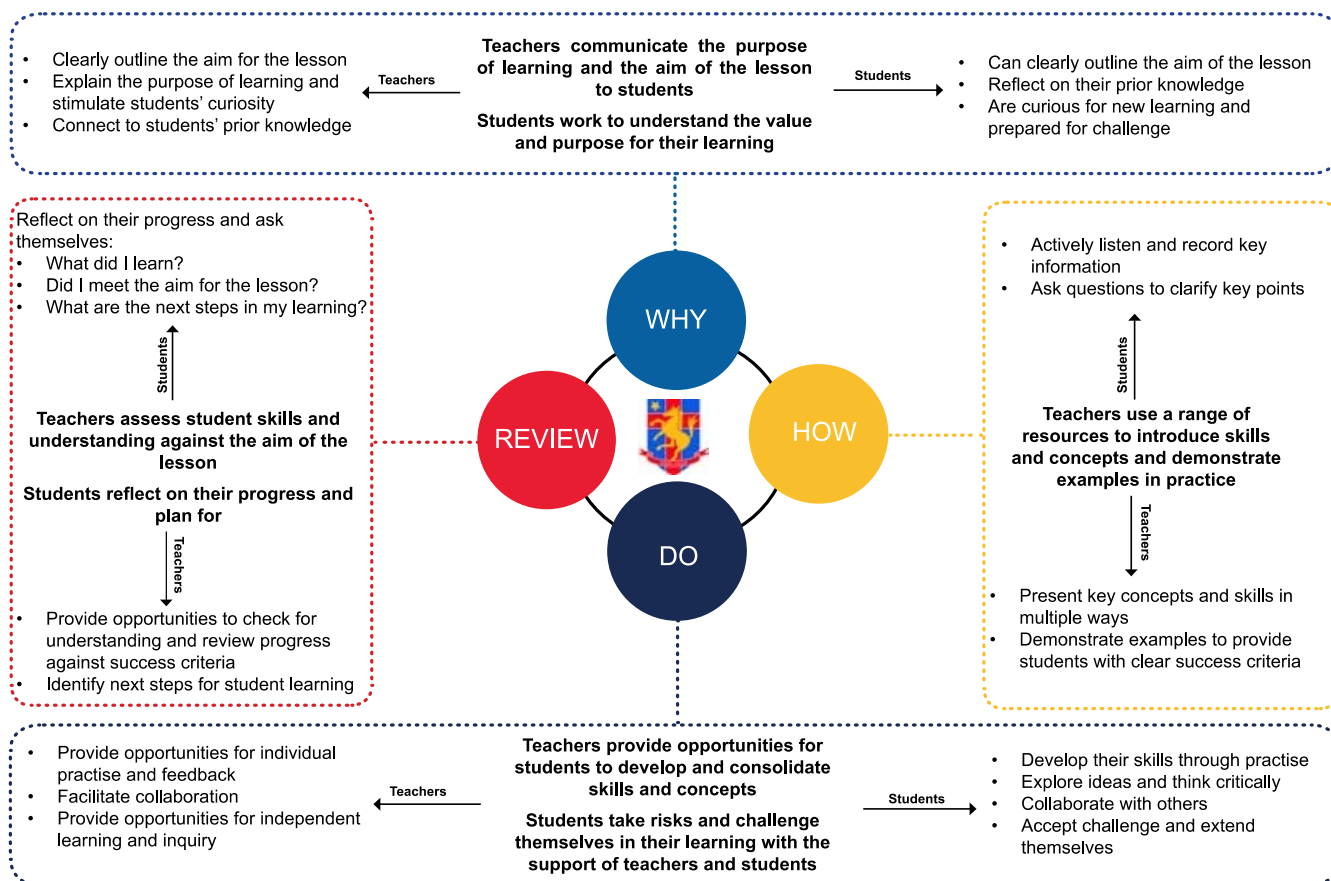
Teaching and Learning (Cognitive):

To ensure students’ cognitive needs are met the school employs the following strategies:

Eltham High School Instructional Model

All students in Year 7 -10 have curriculum designed around these clearly articulated principles, which are aligned with Eltham High School’s Instructional Model, to provide a guaranteed and viable curriculum for each student.

ELTHAM HIGH SCHOOL’S INSTRUCTIONAL MODEL



The school’s approach to supporting all members of the school community to engage respectfully is supported by the school’s teaching and learning program. The school identifies opportunities for this focus to be embedded within the curriculum; a focus on interactions and, where needed, targeted programs are developed and offered.

The school implements the ‘Resilience, Rights and Respectful Relationships’ (RRRR) education program. The program provides units of work developing social and emotional skills that are the foundation of positive relationships, followed by a unit on understanding gender norms and a final unit addressing the skills needed for respectful relationships. This program is designed

to help teachers provide learning that supports the development of personal and social capabilities that are part of the Victorian Curriculum.

Sitting alongside the model are the EHS Learner Questions, thus emphasising the importance of the student in the learning partnership and supporting the development of student agency and voice.



Personal Learning Goals:

Year 12 mentors, Inquiry team teachers, class teachers, the Careers Coordinator, the Student Services leader, and the Additional Needs Coordinator have responsibility for supporting and assisting their students with the development of their identified personal learning goals and the strategies that will assist the achievement of these goals. Specific Personal Learning Goals, which are designed to support progression of learning, are identified for attention at each year level:

- Year 7 – Focus on Engagement, Inquiry Learning model
- Year 8 – Focus on elaboration of inquiry processes, leadership and personal growth
- Year 9 – Focus on Student Choice, goal setting, and furthering personal growth
- Year 10 – Focus on Work Experience, Links with the community, Intellectual Quality

Special Learning Needs/Literacy/Numeracy:

The school has employed the services of a fulltime Additional Needs teacher to assist PSD students, and to support their teachers to develop individual learning plans and modified curriculum for these students. As well, all Year 7 students undertake PAT testing in Literacy and Numeracy and students who need assistance in Literacy and Numeracy are identified; the Literacy and the Numeracy coordinators then provide additional support and resources for these students. Program such as DET's Tutoring Program (following COVID), MYLANS and Macqlit all continue to assist students requiring additional support.

Junior and Middle School Homework club:

Students identified by sub-school leaders and teachers with learning, time management, organisational, etc needs are individually encouraged to attend a staffed weekly after-school session.

Senior School Mentoring:

Sub-school Coordinators and teachers identify students with learning, time management, organisational and like needs; these students are individually mentored by senior school teachers. Year 12 students are mentored by staff members who elect to work in the Contact Mentor program

Course Counselling:

All Year 9 and 10 students are counselled regarding choices in the Elective Program, and in relation to the Enhancement Program. Year 11 and 12 students are individually counselled by members of the Senior Sub-school Team to ensure student pathways reflect capabilities and interests and maintain students' engagement in their ongoing learning.

Wellbeing (Emotional and Social)

To ensure students' emotional needs are met the school employs the following strategies

Sub-school structure:

The school has a well-structured sub-school system which is designed to provide ongoing support for students by an identified sub-school leader. The structure incorporates a Sub-school Leader and a team of coordinators at each sub-school with specific roles identified to ensure the whole student needs are supported – learning, wellbeing, transition and pathways.

Faculty teams:

The school's faculty teams, led by the KLA coordinators, Curriculum and Data Leader and an Assistant Principal with a dedicated responsibility for curriculum planning and delivery, ensure consistency of curriculum delivery, assessment and reporting so that students have equitable opportunities for learning experiences.

Restorative Practice:

The whole school Restorative Practice policy places clear emphasis on the value of building positive social relationships, working and learning in teams, and managing and resolving conflict. Wrongdoers are encouraged to be accountable for their behaviour and take responsibility for their actions by making amends to those affected. The adopted model empowers young people, 'victim' or 'offender', to act in socially responsible ways and focuses on rebuilding relationships. All staff members are provided with professional learning on implementing restorative practice strategies in their classrooms.

Bullying/harassment:

In line with the Eltham High School Purpose Statement, values and motto, "Deeds Count", students have the right to expect a safe and caring, inclusive environment that promotes personal growth and positive self-esteem for all. The school is committed to providing this environment and each member of our school community shares in the responsibility to help ensure that this occurs. As such, the school has a fully documented Bullying Prevention Policy that is connected to our Restorative Practice approach and is distributed to all families new to the school. This policy is closely connected with the school's Safe Connections Policy that recognises that the cyberspace environment also needs consideration. Students are engaged in 'living' this policy through co-curricular programs, classroom activities and the Integrated Learning Program.

Student leadership

Authentic student leadership opportunities and the ability to participate in meaningful contribution to school-wide decision making are essential for the development of responsible, caring local and global community members. Eltham High School provides an extensive range of opportunities through student membership of the Principal Advisory Group, Student Values Leaders, Junior, Middle and Senior School House Leaders, and taking on the leadership of arts, drama, sport, music, school tour and representing the school. Our students are continuously called upon to be ambassadors for our school, our community, the State of Victoria and Australia. The school values the philosophy of "Leadership without the badge" where all students are encouraged to display leadership principles in all that they do each day.

Transition Practices:

Transition processes are managed through the sub-schools to ensure the move between primary and secondary schooling – as well as between junior, middle and senior schools – is as seamless and supportive as possible.

Management (Behavioural):

To ensure students' behavioural needs are met the school employs the following strategies:

Student Wellbeing

To build a strong school community in which student individual needs are met the school has an established comprehensive, coordinated wellbeing support structure, which includes an Assistant Principal with designated responsibility for School Community Wellbeing and Support, a fulltime school first aid attendant, and a Student Services Team, comprising a Student Services Leader, Full time Mental Health Practitioner, Counsellor/Art Therapist (0.8) and a Student Support Worker (0.2), with access to psychologists and social workers.

Processes for referral to health professionals are managed by the Student Services Leader in conjunction with sub-school coordinators.

Student Code of Conduct:

Based around the School Purpose Statement, the school's 'Values' and the motto "Deeds Count" esteem diversity and learning to live together, while creating personal futures and embracing lifelong learning. The Student Code of Conduct, developed in consultation with the student population, sets the expectations for student interaction and behaviour (see Appendix A).

Learning support

Students with additional learning needs in Literacy and Numeracy are identified through KLA programs and testing and are supported by the Literacy and Numeracy coordinators. Integration students in the PSD program have individual learning plans developed by the Additional Need Coordinator in conjunction with classroom teachers to ensure students achieve learning success in modified programs. Koorie students are supported through initiatives as outlined in the Wannik Strategy.

Peer Mentoring:

Engaged, interested Year 10 students are identified and trained to work with all incoming Year 7 students so that the transition process is less stressful and students enter the school feeling safe and supported.

Extra-curricular programs

The school has identified particular extra-curricular programs of benefit to the emotional wellbeing of different age groups and incorporated these into the appropriate year level. These include programs that address bullying and harassment, relationships and peer pressure. The school has made use of motivational speakers at assemblies and year level camps who have presented on topics such as life-skills and social and emotional development; we have offered organisational and time management programs; and we have provided pathways and careers counselling for Years 9-12.

Community (School/Local/Global) connections:

To ensure students' social needs are met the school employs the following strategies:

- Whole school camps program – Alternative education experiences are particular important for students. The whole school program involves:
 - Year 7 – Transition Activities Program to improve the transition process and develop relationships across the year level. City Camp for Integrated Learning form groups
 - Year 8 – Surf day
 - Year 9 – Challenge/Leadership Program to develop intra and interpersonal learning
 - VCE – Year 11 Study days to prepare students for the learning, organisational and time management demands of Year 11 and 12

- **Cultural awareness tours:** Tours to France, Indonesia, Noumea, USA are just some of the travel opportunities offered to students at various levels to increase and develop their language and or awareness of the historical and cultural factors that shape a country's development and global perspectives.

Co-curricular programs

There is a strong emphasis on the **development of the whole student**, supported by the wide ranging co-curricular programs including music, sport, art and drama opportunities across the school. Students are encouraged to be involved in: ongoing regular training for athletics, swimming, cross country and interschool sporting teams; music ensembles and bands; school and ensemble drama performances; anthology committee, debating and public speaking; to name a few.

Challenge Events:

Rock to Reef trip; Ski Camp; World Challenge Experience; NASA Space Camp, Year 8 Bogong Camp, Year 9 School for Student Leadership program.

Environment Group:

Social and environmental responsibility is one of the six values in the Eltham High School Purpose Statement. Student leadership of the Environment Group (engaging with the Harmony Team, Values Leaders, house leaders and peer leaders) fosters an awareness and an understanding of our societal responsibilities to actively support and promote care for the environment at a local and global level.

Information Resource Service Centre, and Student Learning and Wellbeing:

The Library is open from 8:30 am to 3:30 pm and provides a safe learning environment for our community with a teacher librarian and a library assistant time-tabled on at all times (including recess and lunchtime) to provide students with assistance whenever they need it. Students have access to The Information Technology help desk and a variety of wellbeing resources including: teenage development literature, Clickview programs, magazines/ newspapers and fiction/non-fiction collections. Students also have the opportunity to be part of clubs that operate through the library.

3. Rights and Responsibilities Statement:

Guiding Principles:

All Eltham High School community members have the right to participate in a learning environment which is safe, supportive and inclusive of their individual needs. All school members are to be treated with respect and dignity in an environment which promotes positive relationships, values diversity and supports the learning of all students. In line with the Eltham Strategic Plan 2020-2024, the school will provide opportunities for student participation and leadership with an emphasis on developing the whole person (cognitively, personally, socially and emotionally) and supporting the personal growth of students across a wide range of curricular and co-curricular areas.

The rights and responsibilities of all members of the Eltham High School community need to adhere to the following legislation:

1. Child Safe Standards

The Child Safe Standards (the Standards) are compulsory minimum standards for all Victorian schools to ensure they are well prepared to keep children and young people safe and protect them from abuse. [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#) provides the framework for child safety in schools. The Equal Opportunity Act 2010 (Vic)

This Act prohibits discrimination on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation.

2. The Charter of Human Rights and Responsibilities Act

This Charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services. Charter decisions in schools include: decisions involving enrolment and attendance; responding to behaviour concerns (including preventing the escalation of behaviours); the making of adjustments for students with disabilities; preventing and responding to bullying; use of restrictive practices including restraint; and decisions to suspend or expel a student. Rights protected by the Charter include: the protection of families and children (including promoting the best interests of the child); the right to equality; and cultural and religious rights.

3. The Disability Standards for Education

The Standards clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992* (Commonwealth). The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student's disability
- the preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community. The provider may consider all

likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum;
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers;
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

http://www.hreoc.gov.au/disability_rights/dda_guide/dda_guide.htm

4. The Education Training and Reform Act

All providers of education and training, both Government and non-Government, must ensure that their programs and teaching are delivered in a manner that supports and promotes the principles and practice of Australian democracy including a commitment to: elected Government; the rule of law; equal rights for all before the law; freedom of religion; freedom of speech and association; and the values of openness and tolerance.

5. Bullying Prevention

Eltham High School does not tolerate bullying or harassment in any form. The school is committed to providing a safe and caring environment which promotes emotional, social and physical wellbeing. All members of our school community share in the responsibility of promoting and supporting an anti-bullying environment. Bullying is when someone, or a group of people, who have more power at the time, deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.

- It is an abuse of power
- It can be planned and organised or it may be unintentional
- Individuals or groups may be involved.

There are three broad categories of bullying:

- Direct physical bullying: e.g. physical violence; demands for money or possessions; damaging property.
- Direct verbal bullying: e.g. name calling; insults; homophobic or racist remarks; verbal abuse.
- Indirect bullying: e.g. spreading rumours; playing nasty jokes to embarrass and humiliate; mimicking; social exclusion; damaging someone's reputation and social acceptance; cyberbullying, involving the use of email, text messages or chat rooms to humiliate and cause distress.

On-line safety:

Being involved in online spaces – either at home or at school – requires students to behave responsibly. Behaving safely online involves protecting your own privacy and personal information and protecting the privacy of others (this includes the sharing of personal information and images)

Cyber-bullying:

Cyber-bullying is a form of bullying that is carried out through an internet service, such as email, chat room, discussion group, online social networking, instant messaging, blogs or web-pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images. People can also be bullied online by groups of people such as class groups or collective members of an online community. Eltham High School has a Cyber-bullying Policy and students sign an agreement to adhere to the guidelines and principles outlined in the policy.

Responding to Harassment, Bullying and Cyber bullying:

Eltham High School has a commitment to preventing and reducing bullying. The school has a detailed Bullying Prevention policy and Safe Connections policy. Both documents are made available to members of the school community.

Eltham High School has a whole school commitment to Restorative Practices which place the clear emphasis on the values of building positive social relationships, working and learning in teams and managing and resolving conflict. The school's aim is to make those who demonstrate inappropriate behaviour aware of the situation and subsequently repair the harm done and change their behaviour.

4. School Actions and Consequences

Eltham High School Whole School Restorative Practices:

Eltham High School places a high value on the development and maintenance of positive, healthy and respectful relationships and a supportive school environment. The school has a whole school approach to behaviour management which is based on Positive Discipline and Restorative Practices. There is a clear emphasis on the value of building positive social relationships, working and learning in teams and managing and resolving conflict.

Wrongdoers are encouraged to be accountable for their behaviour and take responsibility for their actions by making amends to those affected. This approach focuses on the harm done to people and relationships. Restorative practices empower young people – victim or offender – to act in socially responsible ways. As an alternative to a punitive model, it focuses on rebuilding relationships.

The Restorative practices approach is implemented in Eltham High School, depending on the circumstances, in the following ways:

- 1) Coordinator class or group meetings – a proactive measure designed to create positive connections and relationships which can be used for a class group or a smaller group;
- 2) Restorative mediation meetings – facilitated by the AP (Empowering Students and Building School Pride), Student Services Leader or level coordinators, and used to resolve incidents and repair relationships in small groups consisting of the victim(s) and wrongdoer(s), and, as appropriate, their advocates;
- 3) ‘No Blame’ Discussions – organised by the teacher, coordinator or Integrated Learning teacher, in small groups or class groups to manage whole class difficulties and disruptions. Teachers of the class and the students in the class are involved;
- 4) Community Conference – a formal and structured conference that deals with matters of a serious nature, involving members of the community such as police, parents, social workers, or adults who have been affected. The purpose is to bring together the victim(s), wrongdoer(s) and their respective supporters with the broader community who have a stake in the proceedings.

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, dependent upon specific concerns, including:

- Understanding the particular student’s background and needs
- Involving the parents/carers in discussions around the child’s particular needs
- Ensuring a clear understanding of expectations by both students and parents
- Involving members of the wellbeing team, managed individual pathways or careers teacher
- Convening a Student Support Group meeting to develop a plan of action
- Developing an individual flexible learning, behaviour or attendance plan with the assistance of sub-school coordinators, and/or, the Additional Needs Coordinator, Student Services Wellbeing team.
- Providing broader educational programs, for example experiential learning, work education, camps/outdoor educations/creative arts
- Involve community support agencies and/or DFFH
- Access Alternative Educational settings to support changed behaviour and improved motivation to learn.

Consequences - Discipline Procedures:

The Student Code of Conduct outlines specific expectations. (See Appendix A)

Suspension and expulsion:

Eltham High School has clearly stated codes of conduct regarding expectations of appropriate behaviours. All members of the school community share responsibility to support the expectations outlined in the document. In cases where students do not

meet the expectations, the relevant Sub-School Leader and/or sub-school coordinators will manage the process of consequences. Every effort is made to provide consequences in a consistent, fair and transparent manner to achieve positive and restorative practice outcomes for the student. Students will only be excluded from school when all other measures deemed appropriate have been exhausted or have been implemented without success or where immediate suspension is the only appropriate course of action given the student's behaviour.

Suspension or expulsion measures are the responsibility of the Principal and Assistant Principal (Empowering Students and Building School Pride) who will consult with other Assistant Principals, Sub-school Leaders, coordinators, teachers and students as appropriate, before implementing such measures. The school will consider the educational and emotional effects on the student, and take into account disability, when taking suspension or expulsion measures.

Suspension:

- Students will be suspended for the shortest time appropriate
- Students can be suspended internally or externally
- Students can be suspended immediately or after a student support group is convened
- Students can be suspended for inappropriate behaviour:
 - while attending school
 - travelling to or from school or
 - engaging in an activity away from school
- To be considered for suspension the student's behaviour must meet one or more of the following conditions. He /she:
 - 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 or 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; impairment; industrial activity; lawful sexual activity; marital status; parent/carer 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;
 - g) consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

Please note: For incidents between students that occur outside of school hours or in locations other than those listed above, a suspension cannot be used as a response. The impact of cyberbullying (and other behaviours) outside of school hours/off school premises is acknowledged; however, if the behaviour occurs solely outside of school hours/grounds suspension is not an available recourse. If incidents outside of school hours are connected to behaviour that does meet the grounds and location requirements for suspension, this external behaviour may be considered when determining the response to an in-school incident.
- For further details see Suspension Considerations <https://www2.education.vic.gov.au/pal/suspensions/policy>

Expulsion:

- Only the principal has the authority to expel a student from the school at which she/he is the principal. Expulsion is the most serious consequence and this action will only be taken when all other measures consistent with the staged response, outlined above, have been tried and it is deemed the only appropriate measure.
- The student's behaviour must meet one or more of the following conditions:
 - 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 or 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; impairment; industrial activity; lawful sexual activity; marital status; parent/carer 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;
- g) consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

- The student’s behaviour must also be of such magnitude that expulsion is the only available mechanism. In this regard, the principal must consider 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 at the school and the need to maintain the effectiveness of the school’s educational programs.
- Under Victorian Law, in deciding whether to expel a student, principals must undertake an assessment of that course of action under the *Charter of Human Rights and Responsibilities Act 2006*. In addition, when determining whether to expel a student with a disability, principals must be sure that reasonable adjustments have been made to assist the student to manage the behaviours where this is a manifestation of disability.
- Only principals have authority to make the final decision to expel a student. This authority cannot be delegated.
- School staff may provide advice to inform the principal's decision whether to expel a student and may assist in the management of the student’s behaviour and/or in communications with the parents, carers or relevant persons. Principals hold ultimate responsibility for ensuring that all processes are followed correctly.
- The student and parents/carers must be informed that expulsion is being considered and must be given the opportunity to be heard.
- Detailed ‘Procedures for Expulsion’ and ‘Procedures following Expulsion’ can be found at <https://www2.education.vic.gov.au/pal/expulsions/policy>

Roles and responsibilities of the principal and school council:

The principal is responsible for the implementation of the Student Engagement Policy. The school Council is responsible for supporting the implementation of the policy, monitoring its effectiveness and evaluating its success.

The policy is available on the school’s site.

6. References:

1. Disability Standards for Education
<https://www.education.gov.au/disability-standards-education-2005>
2. Safe Schools
<https://www.vic.gov.au/safe-schools>
3. Charter of Human Rights
<https://www2.education.vic.gov.au/pal/human-rights-charter/overview>
4. Equal Opportunity Act
<https://www2.education.vic.gov.au/pal/equal-opportunity/policy-and-guidelines>
5. VIT Code of Conduct
https://www.vit.vic.edu.au/sites/default/files/media/pdf/2021-07/Document_VIT_Code_of_Conduct.pdf
6. Duty of Care
<https://www2.education.vic.gov.au/pal/duty-of-care/policy>

7. Child Protection Reporting Obligations

<https://www2.education.vic.gov.au/pal/protecting-children/policy>

8. Child Safe Standards

<https://www2.education.vic.gov.au/pal/child-safe-standards/policy>

9. Respectful Relationships Education

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/capabilities/personal/Pages/respectfulrel.aspx>

7. Appendix

Appendix (A)



Eltham High School Student Code of Conduct

General Statement

At Eltham High School, each person feels safe to be themselves and to be challenged to think critically, to work in teams, show leadership, and to achieve success along many pathways. Our school values: the pursuit of excellence, individuality, creativity, Social and environmental responsibility, respect for diversity and integrity. The motto of “Deeds Count” promotes social and environmental responsibility, respect for diversity, and the development of integrity. The focus at Eltham High School is on each student’s right to experience an education system which values their uniqueness, enables positive relationships, and supports them to become successful adults who are able to make valuable contribution to society. The school has built a tradition of fairness and respect, and all members of the community work to create a safe and supportive school environment. Students and staff and parents/carers are expected to demonstrate positive and respectful relationships that value diversity. The school promotes positive values and behaviours, and has programs that encourage student participation, leadership and voice. We respond to individual student learning and wellbeing, and proactively engage with parents and carers. To support engagement and connectedness, the school links students to one of three sub-schools.

Rights and Responsibilities

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none">• Work in a safe and supportive environment where, without intimidation, bullying (including cyber-bullying) or harassment, they are able to fully develop their talents, interests and achieve success along many pathways.• Participate fully in the school’s educational program• Work in an environment which recognises and caters for their individual learning need• Have their opinions heard, and be listened to.	<p>Students have a responsibility to:</p> <ul style="list-style-type: none">• Participate fully in the school’s educational program. They must attend regularly, should be punctual and meet deadlines• Develop positive and respectful relationships with their peers, teachers and all other members of the school community• Model the school’s Purpose Statement, values and motto of “Deeds Count”• Take responsibility for their own learning• Work collaboratively with others, understanding that we can all learn from one another• Reflect and seek continuous improvement, working towards personal success

Rights and Responsibilities of Staff

Rights	Responsibilities
<p>Staff members have a right to:</p> <ul style="list-style-type: none"> • Work in a safe and supportive environment free from intimidation, bullying (including cyber-bullying) or harassment. • Expect respectful and constructive behaviours from all staff, parents, students and others in the community. • Expect that they will be able to teach in an orderly and cooperative environment • Be informed, within Privacy guidelines, about matters pertaining to students that will affect the teaching and learning program for that student • Ongoing professional learning to support their growth and development in teaching and learning as effective educational professionals 	<p>Staff members have a responsibility to:</p> <ul style="list-style-type: none"> • Fairly, reasonably and consistently implement the engagement policy • To have empathy, and create and maintain a safe, stimulating and challenging learning environment • Generate and nurture positive relationships with other members of the school community • Critically reflect on professional practice to continually improve the quality of their work and learning • Recognise that people learn in different ways and cater for this diversity in their classrooms • Plan and assess for effective learning and regularly provide meaningful feedback to students and their parents that promotes learning and growth • Model ethical and moral behaviours that clearly demonstrate community values.

Rights and Responsibilities of Parents/Carers

Rights	Responsibilities
<p>Parents/carers have a right to:</p> <ul style="list-style-type: none"> • Expect that their children will be educated in a safe, supportive and inclusive environment in which the rights of others are encouraged • Parents have a right to expect respectful and constructive behaviours from staff and others in the school community • Parents/carers have a right to expect that the school will communicate with them through the newsletter, Student Progress Interview sessions, student support group meetings, and other ways as appropriate 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> • Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours • Ensure their child's regular attendance and punctuality to school • Engage in regular and constructive communication with the school staff regarding their child's learning • Support the school in maintaining a safe and respectful learning environment for all students • Support activities which extend student's academic, physical, emotional and social development

Shared Expectations:

Eltham High School provides an educational environment where all students have the opportunity for personal growth and fulfilment. Students are valued and cared for, in an inclusive learning environment where they feel connected to their peers and the school and are able to engage effectively in their learning and achieve success. The Eltham High School Purpose Statement (for details see School Profile), developed in consultation with the school community, establishes the shared expectations of the Eltham High School learning community where it is expected that everyone continually learns and grows in an environment which recognises the importance of:

1. Values & EHS Student statement

- Students will have heard presentations from Student Leaders about the values.
- Spend some time reflecting on the school values and what they mean in the context of your relationships and your approach to learning.
- Refer all students to the EHS Student document.

The EHS Student

As an EHS Student I recognise that there are positive consequences for appropriate behaviour and being engaged in my learning, including:

- Feeling valued and cared for, with strong engagement in the school culture
- Personal motivation, resulting in enhanced learning and confidence
- Participation in the academic, social and extra-curricular opportunities of the school.

	MAINTAIN POSITIVE RELATIONSHIPS	FOCUS ON LEARNING
Pursuit of Excellence	<ul style="list-style-type: none"> • We can all learn from one another. • We have high expectations of ourselves and others. • We are mindful of everybody's right to learn. 	<ul style="list-style-type: none"> • We demonstrate effort and persistence in all of our work. • We recognise that doing our best takes time and effort, both in and outside of class.
Respect for Diversity	<ul style="list-style-type: none"> • We value being part of a diverse school community. • We show respect to others in our words and in our actions. 	<ul style="list-style-type: none"> • We understand that being open-minded allows us to strengthen our own perspectives. • We recognise that everyone learns in their own way.
Social & Environmental Responsibility	<ul style="list-style-type: none"> • We take responsibility for our own actions. • We care for our environment so that the best learning community exists for us all. 	<ul style="list-style-type: none"> • We make sure we are prepared to learn. • We take responsibility for our own learning.
Integrity	<ul style="list-style-type: none"> • We work together to create a positive learning community. • We make decisions based on our values. • We stand up for the rights of all. 	<ul style="list-style-type: none"> • We are respectful of the knowledge and ideas of others. • We have the confidence to try new things with our learning.
Individuality	<ul style="list-style-type: none"> • We are all individuals and know that allowing others to express their individuality is important. • We understand that while we may have different views and opinions, it is important that they are presented in a respectful way. 	<ul style="list-style-type: none"> • We set goals for our learning. • We recognise that not everyone learns in the same way or at the same rate. • We know that getting feedback on our work helps us to improve our learning.
Creativity	<ul style="list-style-type: none"> • We are open to new ideas and possibilities. • We recognise that creativity is more likely when relationships are positive. 	<ul style="list-style-type: none"> • We know that creativity is a fundamental part of our learning. • We use a range of tools and processes to help us to think creatively. • We are open minded to a problem having more than one solution.

Social and Environmental Responsibility



- What does this mean?
- How can we contribute to setting up the best learning community for us all?
- What does 'think globally, act locally mean' and how does it relate to this statement?

Integrity



- Think about what this statement means to you.
- Discuss it with the person next to you.
- Share your thoughts with the class.

Individuality



- What does it mean to be an individual?
- Why is individuality an important thing to value?
- How can setting goals for your learning help you to be an individual?

Creativity



- What are examples of creativity beyond those we usually think of in the arts and technology?
- What are the tools and processes that help you to think creatively?

Respect for Diversity



- What do we mean by respect?
- How do we show respect in;
 - Our actions?
 - Our words?
- How does this statement relate to our value of 'Respect for Diversity?'

Pursuit of Excellence



- What are you hoping to achieve this year?
- What will you need to focus on in order to do the best that you can?

2. Shared Expectations

- The following expectations relate to all school environments:
 - Learning environments
 - Social environments
 - Online environments
 - Community environments

SHARED EHS EXPECTATIONS

FOCUS ON LEARNING

MAINTAIN POSITIVE RELATIONSHIPS

1. LEARNING SPACES	<small>THIS INCLUDES ALL SPACES WE USE FOR LEARNING, FOR EXAMPLE, GENERAL CLASSROOMS AND THE STADIUM.</small>	<ul style="list-style-type: none">• ARRIVE TO CLASS ON TIME.• COME TO CLASS WITH ALL REQUIRED EQUIPMENT.• DRESS APPROPRIATELY TO ENGAGE IN ACTIVITIES.• TREAT EQUIPMENT AND FURNITURE RESPECTFULLY.• COMPLETE ALL TASKS AND ACTIVITIES TO THE BEST OF MY ABILITIES.	<ul style="list-style-type: none">• WORK COOPERATIVELY AND LISTEN TO MY TEACHER AND PEERS.• USE RESPECTFUL LANGUAGE WHILE LEARNING.• LISTEN TO AND RESPECT THE OPINIONS OF OTHERS.• CELEBRATE SUCCESS WITH PEERS.• GET A LATE PASS IF I AM LATE TO CLASS.
2. SOCIAL SPACES	<small>THIS INCLUDES ALL SPACES WE USE TO SOCIALISE, FOR EXAMPLE, CANTEEN AND LOCKER AREAS.</small>	<ul style="list-style-type: none">• USE MY LOCKER APPROPRIATELY TO SECURELY STORE LEARNING MATERIALS.• BEHAVE APPROPRIATELY IN QUIET/STUDY SPACES.• PARTICIPATE IN ACTIVITIES TO SUPPORT OR EXTEND MY LEARNING.	<ul style="list-style-type: none">• TREAT THE FACILITIES AND EQUIPMENT WITH RESPECT AND CARE.• TREAT EVERYONE WITH RESPECT – SEEK HELP IF NEEDED.• SHARE EQUIPMENT WITH ALL PEERS.• WAIT MY TURN AND USE MY MANNERS.• PUT ALL RUBBISH IN THE BIN.• STAY IN DESIGNATED 'IN-BOUND' AREAS DURING BREAKS.
3. COMMUNITY SPACES	<small>THIS INCLUDES ALL COMMUNITY INTERACTIONS, INCLUDING EXCURSIONS AND CAMPS.</small>	<ul style="list-style-type: none">• LISTEN ATTENTIVELY AND PARTICIPATE FULLY IN LEARNING EXPERIENCES OFF-CAMPUS.• DRESS APPROPRIATELY TO ENGAGE IN ACTIVITIES.• ARRIVE AT SCHOOL WITH SUFFICIENT TIME TO PREPARE FOR CLASS.	<ul style="list-style-type: none">• BE RESPECTFUL OF COMMUNITY MEMBERS WHEN TRAVELLING TO AND FROM SCHOOL.• USE TRANSPORT APPROPRIATELY, E.G., BIKES, PUBLIC TRANSPORT, SKATEBOARDS.• USE RESPECTFUL LANGUAGE WHILE TRAVELLING AND LEARNING IN THE COMMUNITY.
4. ONLINE SPACES	<small>THIS INCLUDES ALL SPACES WE USE ONLINE THAT ARE CONNECTED TO OUR LEARNING.</small>	<ul style="list-style-type: none">• KEEP MY PHONE SECURED IN MY LOCKER DURING THE SCHOOL DAY.• TAKE CARE WITH MY DIGITAL FOOTPRINT.• BRING A CHARGED LAPTOP TO SCHOOL EACH DAY.• USE THE INTERNET AS A LEARNING RESOURCE.	<ul style="list-style-type: none">• KEEP PASSWORDS PRIVATE AND PROTECT PERSONAL INFORMATION.• WRITE THINGS THAT ARE CONSIDERATE OF OTHERS.• REPORT INAPPROPRIATE CONTENT AND USAGE.

Eltham High School has a shared high expectation, by all community members, of working to achieve the school Purpose Statement, values, goals and targets through:

- Teaching practices which are inclusive of all members of the community which are informed by Instructional Strategies of Direct Instruction and Inquiry Learning, and aligned with the EHS Instructional Model, to ensure the learning experiences for all students are equitable and viable:
- A whole school curriculum program which is accessible, engaging, and challenging for all students and provides a wide range of choice
- An appropriate, relevant and challenging curriculum that provides students with the opportunity to experience success is in place and is regularly reviewed and evaluated.
- The school working in partnership with the student and parent community to ensure they are informed and have opportunities for input into whole school decision making.
- Having in place a well resourced and managed sub-school structure, in conjunction with a student services team, to provide for the support, wellbeing and pathways of all students.

- Having clear expectations in the Student Code of Conduct, and other Codes of Conduct, of expected behaviours, and logical consequences that are understood and supported by all involved, if conduct does not meet expectations.

Eltham High School has a shared whole-school approach to promoting strategies that build student engagement, high attendance and positive behaviours. Central to the school's philosophy is the need for the entire school community to feel safe, secure and supported so that learning opportunities are maximised and the wellbeing needs of all students are met. Strategies used to support shared expectations of positive relationships and learning include:

- **Sub-school/House structures** – students are supported and monitored through Junior, Middle School and Senior School by a vertical sub-school/House coordinator; whereby their progress, attendance and wellbeing are closely tracked and concerns are addressed promptly.
- **Attendance:** online marking of rolls each period, with daily follow up by sub-schools, enables the close tracking of attendance by class teachers, sub-school managers and parents.
- **Student Growth and Leadership model:** links a core teacher, to a particular class to monitor student learning and wellbeing needs, in conjunction with the coordinators. This assists the development of positive student/teacher relationships and provides students with a significant adult who has the prime responsibility for their learning and wellbeing.
- **Student at the centre model:** Eltham High School is a large community in excess of one and a half thousand individuals. To foster a sense of connectedness and to create a safe and supportive environment for all learners, it is necessary to create smaller communities within the larger community. This is the driving force for the development of our Sub-school structure model where the student is placed firmly in the middle and is supported by a team of teachers who have the students learning and wellbeing interests in common. The Student Services Team supplement this support.
- **Learning support:** this is provided by all teachers to optimise and personalise the learning of all students and equip them with the skills, dispositions and essential understandings to be successful, contributing members of the 21st century society through personalising the learning. The school's Integration teachers work with the sub-schools and classroom teachers to identify learning needs and develop individual learning programs for students with disabilities. The Student Services Team work with school refusers and other identified students. Sub-school teams work with identified students, referring on to the Careers Coordinator, contacting parents, tracking, sending Student Progress Notices, and supporting the reporting to parents processes.
- **Student Leadership:** See Section 2 'Whole School Prevention Statement' of the EHS Guidelines for the Student Engagement Policy and Implementation for details.
- **Camps Programs Years 7-12:** See Section 2 'Whole School Prevention Statement' of the EHS Student Engagement Policy and Implementation document for details
- **Peer Mentoring:** Creates connections between Year 7 and 9 students to improve transition process and to model positive behaviours. See Section 2 'Whole School Prevention Statement' of the Student Engagement Policy and Implementation document for details
- **Restorative Practice:** see Section 3 'Rights and Responsibilities' of the EHS Student Engagement Policy and Implementation document for further details

In addition, student engagement, regular attendance and positive behaviours are supported in the school through relationship based whole-school and classroom practices including:

- Ensuring predictable, fair and democratic classroom practices are embedded across the school;
- Providing opportunities for students to be involved in the development of classroom and whole school expectations;
- Providing personalised learning programs for all PSD students (Students with Special Needs);
- Consistently acknowledging participation and success of students across the arts, music, drama, sport, community and academic fields;
- Empowering students by creating multiple leadership opportunities for them to take responsibility and be involved in decision making, as in the Principal's Student Advisory Group and other opportunities;
- Providing a physical environment which is conducive to positive behaviours and effective engagement in learning.

3. General Information

- Lateness to class – the expectation is that all students are to arrive to class on time. If students are late they will be required to go to the front office to collect a latepass.
- Dress Code – emphasise no brief clothing, no thongs, no offensive slogan t-shirts. Remind students of their responsibility to ensure they are protected from the sun through the use of sunscreen and hats.
- Mobile Phones – reminder that no students are to have a mobile phone on them in class, all should be locked away in lockers. Student seen accessing their mobile phone will be asked to submit it at the front office for the day
- Lockers – all students are allocated a locker. There is to be no moving to another locker. All students must ensure that their locker is locked at all times and that they do not share their combination with any other student.
- Lost Property – any lost property will be handed in to the First Aid room – this is the place that you check to find lost items.
- Bike Shed – all bikes & skateboards placed in the bike shed must be locked up using a personal lock
- Leaving class – students are not to be leaving class for any reason. Any student needing to leave class must need to have a pass that will be provided by the teacher.