



## Student Wellbeing and Engagement Policy

### Truganina College

This policy reflects the DET School Policy Advisory Guide including school community consultation.

#### PURPOSE

The purpose of this policy is to ensure that all students and members of our school 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 school's policies and procedures for responding to inappropriate student behaviour.

Truganina 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 school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

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

#### SCOPE

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

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## 1. School profile

Truganina College officially opened in 2015 and is located within the City of Wyndham at 55 Clearwood Drive, Truganina, MEL 203 B3. The area is believed to be named after Truganina, a full-blooded Aboriginal Tasmanian woman who spent a short time in the area. Truganina College provides instruction for students in Foundation through to Year 9. The school has a focus on effective transition from Early Learning Centres and to Senior Secondary education.

Truganina College employs the correct number of staff as required by the DET guidelines. As Truganina is in a growth corridor, student numbers have increased rapidly. Many of the families are first home owners who have recently shifted into the area or families who are renting properties. The local infrastructure is being built to support this rapidly growing community. The school forms the centre of the community as other facilities such as sporting precincts, neighbouring roads and shopping precincts which are still being developed and completed.

It is evident that enrolments are coming from culturally diverse backgrounds including a high percentage of students from Pacific Islander and Indian descent.

## 2. School vision and values

Our vision: Our school community is one with high expectations. We are collaborative and inclusive of all. We deliver a 21<sup>st</sup> century guaranteed and viable curriculum that results in outstanding student achievement.

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in

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their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

The school values are: Respect, Resilience, Responsibility and the right to Learn. These values underpin all interactions at the College.

All teachers at Truganina College uphold the Department of Education Values of Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights.



**3. Engagement Strategies**

Truganina College has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning

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- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Truganina College use the instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at Truganina 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
- our school’s Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- All students are welcome to self-refer to the Student Wellbeing Lead Team or Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an ‘open door’ policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
  - Respectful Relationships
  - SWPBS
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

### Targeted

Each sub school has an Assistant Principal responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support

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- all students from Year 7 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Year 9 students will complete the Morrisby Survey with targeted goals and support to plan for their future
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will have an Individual Learning Plan and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
- 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 school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma

### Individual

which can include links to information on the Department’s Policy and Advisory Library such as:

Truganina College implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning 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:
  - school-based wellbeing supports
  - 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

Where necessary the school will support the student’s family to engage by:

- being responsive and sensitive to changes in the student’s circumstances and health and wellbeing

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- 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 Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - and with other complex needs that require ongoing support and monitoring.

#### 4. Identifying students in need of support

Truganina College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Example School 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 school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

#### 5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school’s Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school

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- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

## 6. Student behavioral expectations and management

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Truganina College's Student Empowerment Procedure.

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

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as 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 school 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

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- 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 Sub School Assistant Principal
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- 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 Truganina College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

## 7. Engaging with families

Truganina 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 school community.

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

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making

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- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

## 8. Evaluation

Truganina 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 school based strategies and identify emerging trends or needs.

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

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Truganina 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 school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- Included as annual reference in school newsletter

Our school 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](#)

## 9 Appendices and Related Policies

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Links to DET School Policy & Advisory Guide:

- [Student Engagement](#)
- [Student Behaviour](#)
- [Student Support Groups](#)
- [Disciplinary Measures](#)
- Truganina College Inclusion and Diversity policy

Appendix 1: Statement of rights and responsibilities

Appendix 2: Student engagement strategies

Appendix 3: Shared expectations for engagement and attendance

Appendix 4: Behaviour expectations

Appendix 5: Staged response to behaviour issues

Appendix 6: Process for responding to breaches of Behaviour Expectations

This policy is informed by the Department of Education and Early Childhood Development's Student Engagement and Inclusion Guidance available at

<http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>

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## Appendix 1: Statement of Rights and Responsibilities

It is the right of all members of the School community to experience a safe and supportive learning and teaching environment. Staff, students and parents/carers have a right to be treated with respect, and enjoy an environment free from bullying (including cyber bullying), harassment, violence, discrimination or intimidation. (Refer and Equal Opportunity Policy).

Teachers also have the rights to be informed, within Privacy requirements, about matters relating to students that may impact on the teaching and learning for that student.

Students have a responsibility to contribute positively to the educational experience for themselves and other students, to participate fully in the school's educational program, and to ensure that their behaviours demonstrate respect for themselves, their peers, their teachers and all other members of the school community.

Parents/carers have a responsibility to take an active interest in their child's educational progress, model and reinforce positive behaviours and ensure their child's regular attendance. They have a responsibility to support the school in maintaining a safe and respectful learning environment for all students, and engage in regular and constructive communication with school staff regarding their child's learning.

Teachers have a responsibility to demonstrate the standards set by the Victorian Institute of Teaching and the Child Safe Standards. That is, to know how students learn and how to teach them effectively, know the content they teach, know their students, plan and assess for effective learning, create and maintain safe and challenging learning environments, and use a range of strategies to engage students in effective learning. Teachers also have a responsibility to fairly, reasonably and consistently implement the Student Engagement Policy.

All members have an obligation to ensure school property is appropriately used and maintained.

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## Appendix 2: Student Engagement Strategies

Universal strategies	Targeted strategies	Individual strategies
<ul style="list-style-type: none"> <li>• Our school will deliver a broad curriculum</li> <li>• Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students</li> <li>• Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families</li> <li>• Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents.</li> </ul>	<ul style="list-style-type: none"> <li>• All Koorie students, will have an Individual Learning Plan</li> <li>• All students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment.</li> <li>• School nurse and welfare staff will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year.</li> <li>• Relevant teaching staff will apply a trauma-informed approach (using <a href="#">Calmer Classrooms: A Guide to Working with Traumatised Children</a>, and similar resources) to working with students who have experience trauma,</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to support attendance and engagement of individual students include:               <ul style="list-style-type: none"> <li>○ Meet with student and their parent/carer to talk about how best to help the student engage with school</li> <li>○ Establish a Student Support Group.</li> <li>○ Seek extra resources under the Program for Students with Disabilities for eligible students</li> <li>○ Develop a Behaviour Support Plan and/or Individual Education Plan.</li> <li>○ Consider if any environmental changes need to be made, for example changing the classroom set up.</li> <li>○ Refer to internal support services e.g. Student Welfare Coordinator, Student Support Services , Allied Health Team.</li> </ul> </li> </ul>

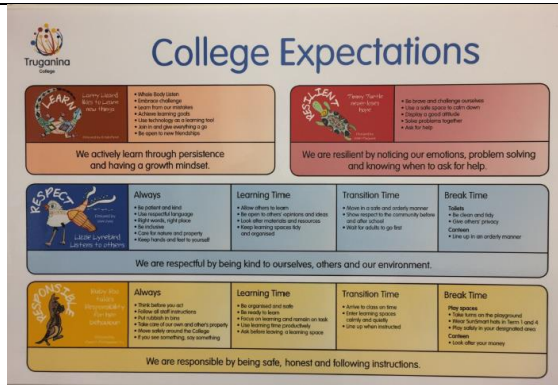
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<ul style="list-style-type: none"> <li>• Our staff will implement the Truganina College Positive Pathway.</li> <li>• All students will have the opportunity to participate in a social and emotional learning curriculum program.</li> <li>• Students will have the opportunity to contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other more informal mechanisms.</li> </ul>	<p>such as students from refugee backgrounds or who are in out of home-care.</p>	<ul style="list-style-type: none"> <li>○ Refer to external support services including ChildFirst, Local Government Youth Services and Community Agencies such as School Focussed Youth and Red Cross visiting Truganina College.</li> </ul>
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### Appendix 3: Shared expectations for engagement and attendance

	Students	Parents/Carers	Principals/Teachers & Staff
<b>Engagement (participation in the classroom and other school activities)</b>	Demonstrate to College Values and expectations as described in the Truganina College Behaviour matrix (Appendix 4)	<ul style="list-style-type: none"> <li>• Promote positive outcomes by valuing the importance of education and liaising with the school on their child’s progress/needs</li> <li>• Support their child in their preparedness for the school day and</li> </ul>	<ul style="list-style-type: none"> <li>• The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students</li> </ul>

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in the provision of a supportive home environment

- Monitor their child’s school involvement and progress and communicate with the school when necessary
- Are informed and supportive of school programs and actively participate in school events/parent groups
- Have high expectations of their child’s behaviour and an understanding of the schools behavioural expectations
- Communicate with the school regarding their child’s circumstances
- Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs

- The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success
- The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the well-being of every child.
- The school will employ whole school and classroom practices to establish a climate in which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues.
- The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only

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			<p>exclude students in extreme circumstances.</p> <ul style="list-style-type: none"> <li>The school recognises that for some students additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion.</li> </ul>
<b>Attendance</b>	<p>All students are expected to:</p> <ul style="list-style-type: none"> <li>attend and be punctual for all timetabled classes every day that the school is open to students</li> <li>be prepared to participate fully in lessons</li> <li>bring a note from their parents/carers explaining an absence/lateness</li> </ul>	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> <li>ensure that their child's enrolment details are correct</li> <li>ensure their child attends regularly</li> <li>advise the school as soon as possible when a child is absent</li> <li>account for all student absences</li> <li>keep family holidays within scheduled school holidays</li> <li>Support their child's learning during absences and work with the school</li> </ul>	<p>In accordance with legislation released March 1, 2014 the school will:</p> <ul style="list-style-type: none"> <li>proactively promote regular attendance</li> <li>mark rolls accurately each lesson</li> <li>follow up on any unexplained absences promptly and consistently</li> <li>Identify trends via data analysis</li> <li>report attendance data in the college Annual Report</li> </ul>


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		to reintegrate students after prolonged absences	<ul style="list-style-type: none"> <li>Support students whose attendance is problematic by developing 'Return to School' Learning Action Plans and working with families to implement individual strategies</li> </ul>
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## Appendix 4: Behaviour expectations




# College Expectations




- Whole Body Listen
- Embrace challenge
- Learn from our mistakes
- Achieve learning goals
- Use technology as a learning tool
- Join in and give everything a go
- Be open to new friendships

We actively learn through persistence and having a growth mindset.



- Be brave and challenge ourselves
- Use a safe space to calm down
- Display a good attitude
- Solve problems together
- Ask for help

We are resilient by noticing our emotions, problem solving and knowing when to ask for help.



**Always**

- Be patient and kind
- Use respectful language
- Right words, right place
- Be inclusive
- Care for nature and property
- Keep hands and feet to yourself

**Learning Time**

- Allow others to learn
- Be open to others' opinions and ideas
- Look after materials and resources
- Keep learning spaces tidy and organised

**Transition Time**

- Move in a safe and orderly manner
- Show respect to the community before and after school
- Wait for adults to go first

**Break Time**


**Toilets**

- Be clean and tidy
- Give others' privacy

**Canteen**

- Line up in an orderly manner

We are respectful by being kind to ourselves, others and our environment.



**Always**

- Think before you act
- Follow all staff instructions
- Put rubbish in bins
- Take care of our own and other's property
- Move safely around the College
- If you see something, say something

**Learning Time**

- Be organised and safe
- Be ready to learn
- Focus on learning and remain on task
- Use learning time productively
- Ask before leaving a learning space

**Transition Time**

- Arrive to class on time
- Enter learning spaces calmly and quietly
- Line up when instructed

**Break Time**

**Play spaces**

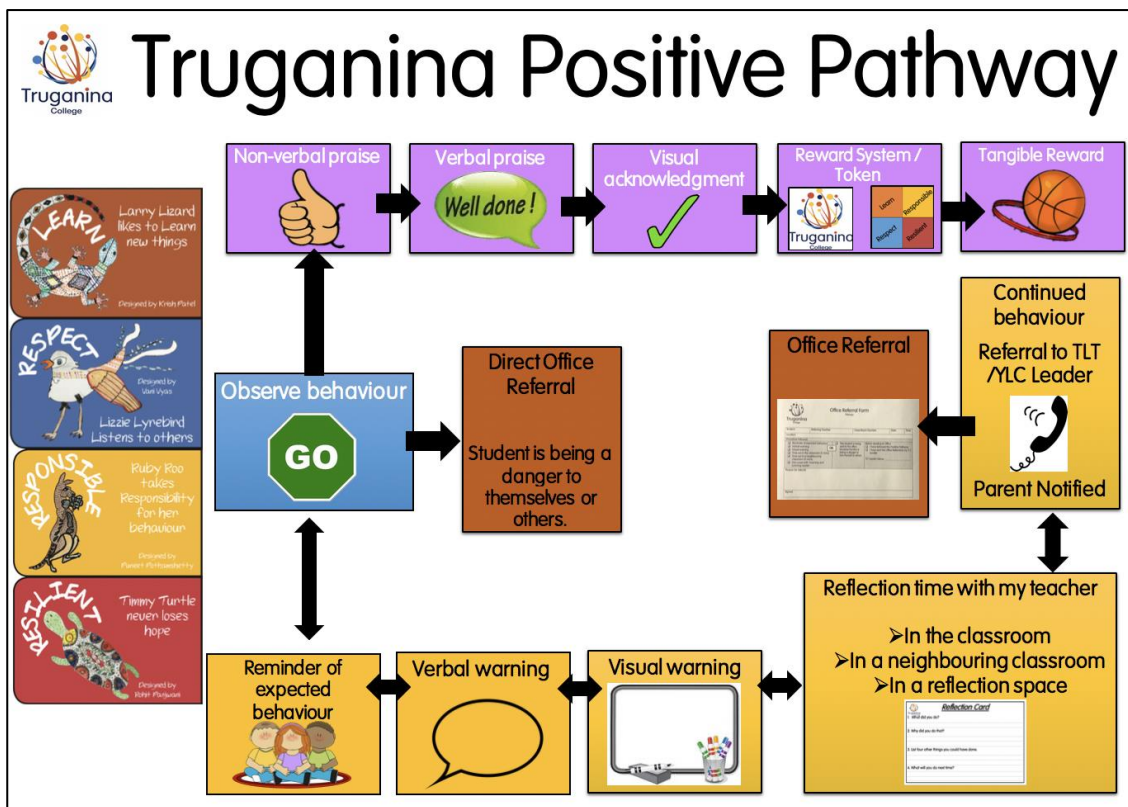
- Take turns on the playground
- Wear SunSmart hats in Term 1 and 4
- Play safely in your designated area

**Canteen**

- Look after your money

We are responsible by being safe, honest and following instructions.

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## Appendix 5: Staged response to behaviour issues

<b>Stage 1: Promoting positive behaviour and preventing behavioural issues</b>
<b>School strategies</b>
Define and teach school-wide expectations for all through the School Wide Positive Behaviour framework.
Build collective commitment, capacity and accountability to a whole school approach to student wellbeing and engagement.
Explicitly teach the College Values expectations and implement the Positive Pathway (Appendix 4).
Establish consistent school-wide processes to identify and support students at risk of disengagement from learning.

<b>Stage 2: Responding to individual students exhibiting challenging behaviour</b>
<b>School strategies</b>
Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate).
Develop Behaviour Support Plan and/or Learning Action Plan for behaviour, involving parent or carer and establish a Student Support Group.
Consider if any environmental changes need to be made.
Teach replacement behaviours using the College Values expectation matrix.
Engage Student Support Services (Advisory Visiting Teacher – Behaviour) and/or community services to undertake assessments and/or provide specialist support.
Implement appropriate disciplinary measures (logical consequence) that are proportionate to problem behaviours.

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Consider out-of-school behaviour management options such as Student Development Centres (if available).

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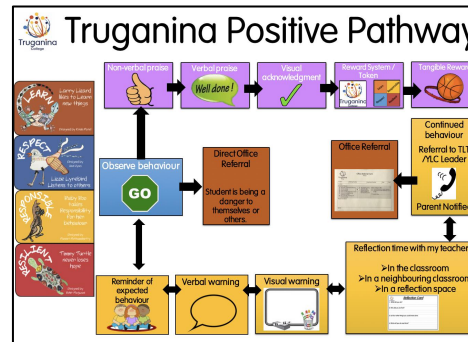
## Appendix 6: Process for responding to Behaviour Expectations

<b>Owner</b>	<b>Student Expectations</b>	<b>Classroom Teacher Responsibility</b>	<b>Assistant Principals/Team Leaders (AP/TL)</b>
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- Students must obey all reasonable requests of staff.
- Students must always treat others with respect.
- Students must respect the rights of others to learn. No student has the right to impact on the learning of others.
- Students must follow the behaviour expectations outlines in the Truganina College Behaviour Matrix (Appendix 4)

- Remain calm and positive
- Provide 6:1 positive to negative interactions
- Follow the Positive Pathways Model (Appendix 4)



- Implement a staged response:
- Speak with the student prior to actioning
  - Student to ring and inform parent of negative behaviour choices in presence of AP/TL
  - Logical consequence
  - Restorative conversation with affected parties
  - Learning Action Plan - Behaviour
  - Student contract
  - Parent contact
  - Student support conference
  - In house suspension
  - Suspension
  - Recommendation to externally suspend and referral to Principal

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	<b>Student Expectations</b>	<b>Classroom Teacher Responsibility</b>	<b>Assistant Principals/Team Leaders (AP/TL)</b>
<b>Attendance and punctuality</b>	<ul style="list-style-type: none"> <li>• Students must be on time to all classes</li> <li>• Students who are late to period one must report to the general office to get a late pass.</li> <li>• Students who leave school early must have a note from home signed by their teacher prior to signing out at the office.</li> <li>• Students absent from school must ensure reasons for the absence have been communicated with the school.</li> <li>• Notification from home (i.e.: signed note or medical certificate) must accompany all absences.</li> <li>• Students must not leave the school grounds without permission.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide class incentives for on time behaviour.</li> <li>• Check late pass, check compass entry.</li> <li>• Speak to student about lateness and detain at end of lesson if periods 2, 3 or 4 over the issue. Report to TL/AP if ongoing.</li> <li>• Provide attendance incentives.</li> <li>• Utilise Learning Action Plans to support improved attendance.</li> <li>• After two days absent, contact family. If further absence occurs, contact PCO.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak to student about lateness issues.</li> <li>• Ongoing lateness: Organise for parent conference to resolve issue.</li> <li>• Follow through with student and / or parent/guardian/carer</li> <li>• After three days absence: Organise for attendance conference as per the school's attendance strategy. Inform Student Welfare Coordinator.</li> </ul>
<b>Uni for</b>	<b>Student Expectations</b>	<b>Classroom Teacher Responsibility</b>	<b>Assistant Principals/Team Leaders (AP/TL)</b>

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	<ul style="list-style-type: none"> <li>Students must adhere to the school uniform requirements.</li> <li>It is compulsory for all students to wear appropriate footwear at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage the student to wear uniform. Check uniform pass. Contact families. Report extremes in appearance to Principal Class.</li> </ul>	<ul style="list-style-type: none"> <li>Meet with families as required.</li> </ul>
<b>Property and security</b>	<b>Student Expectations</b>	<b>Classroom Teacher Responsibility</b>	<b>Assistant Principals/Team Leaders (AP/TL)</b>
	<ul style="list-style-type: none"> <li>Students are to respect all school property.</li> <li>Students must not enter staff room or offices unless supervised.</li> <li>Students must bin all rubbish</li> <li>Students must not have the following at school: Liquid paper, chewing gum, medium felt pens.</li> <li>Students must return borrowed school material on time.</li> <li>Students must keep lockers secure at all times. School will not be responsible for loss of valuables.</li> <li>Students must leave school bags in lockers.</li> </ul>	<ul style="list-style-type: none"> <li>Challenge behaviours around rights and responsibilities and using a Restorative Justice model resolve with a logical consequence.</li> <li>For repeated offences, refer to TLT leader/Principal Class</li> <li>Confiscate the bag.</li> <li>Confiscate device and take to General office</li> <li>Retain any evidence of graffiti and report to Principal Class</li> </ul>	<ul style="list-style-type: none"> <li>Challenge behaviours around rights and responsibilities and using a Restorative Justice model resolve with a logical consequence.</li> <li>Parent notified. Student required to repair damage. Parent may be required to meet costs if external service needed. If extensive and persistent issue, organise a parent meeting to review behaviour and discuss supports and next steps.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Electronic devices must not be used without permission.</li> <li>• Classrooms must be left neat and tidy.</li> <li>• Graffiti of any kind will not be tolerated.</li> </ul>		
<b>Bul</b>	<b>VI Student Expectations</b>	<b>Classroom Teacher Responsibility</b>	<b>Assistant Principals/Team Leaders (AP/TL)</b>

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	<ul style="list-style-type: none"> <li>• Students must not bully, intimidate, exclude or harass others. This includes any verbal, cyberbullying, physical or sexual conduct which is uninvited, unwelcome or offensive to a person.</li> <li>• Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff as soon as possible.</li> <li>• Students will speak to their teacher or any trusted member of staff.</li> <li>• Parents or carers who may develop concerns that their child is involved in, or have witnessed bullying behaviour at Truganina School should contact their student’s teacher or the relevant Assistant Principal for their students age level.</li> </ul>	<ul style="list-style-type: none"> <li>• Take bullying complaints seriously and respond sensitively</li> <li>• Record the details of the allegations in Compass</li> <li>• Report to TLT leader if required.</li> <li>• Use resources from Bully stoppers, “I’ve been called a bully” or “Students and Cyberbullying” to prompt reflection.</li> <li>• Discuss issue with the student using a Restorative Justice model.</li> <li>• Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.</li> <li>• Implement year group targeted strategies to reinforce positive behaviours in line with School Wide Positive Behaviour.</li> <li>• Facilitate a Student Support Group meeting and/or Behaviour Support Plan for affected students (if required)</li> </ul>	<p>The following responses may be used to respond to bullying behaviour:</p> <ul style="list-style-type: none"> <li>• Contact parents and involve Assistant Principal.</li> <li>• Provide consequences, which may include reflection card, apology, anti-bullying contract, student task related to anti bullying/cyber bullying, presentation of task to year level, referral to intervention program.</li> <li>• Offer counselling support to the victim student or students as well as the perpetrator student or students and any affected witnesses, including referral to SSS</li> <li>• Facilitate a restorative practice or a mediation meeting with all/some of the students involved to repair relationships that have been damaged by bringing about a sense of remorse and restorative action on the part of the person who has bullied someone and forgiveness by the person who has been bullied.</li> </ul>
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		<ul style="list-style-type: none"> <li>Contact parents and involve Assistant Principal.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a Safety Plan restricting contact between victim and perpetrator students.</li> </ul>
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