



## EUROA SECONDARY COLLEGE

“A united community where everybody has responsibility in preparing youth for their future.”

Challenge    Empowerment    Resilience    Respect

# *Student Engagement Policy*

Euroa Secondary College is a state government school that provides a welcoming environment for:

- students and their families who wish to come to the school,
- staff and their families, and
- community members.

Student engagement and wellbeing is one of the three key student outcomes that schools and networks are accountable for under the School and Network Accountability and Improvement Frameworks.

Student engagement and school connectedness underpin effective student learning. In the context of this policy, student engagement is defined as three interrelated components:

- Behavioural engagement:** refers to students’ participation in education, including academic, social and extracurricular activities.
- Emotional engagement:** encompasses students’ emotional reactions in the classroom and in the school. It can be defined as students’ sense of belonging or connectedness.
- Cognitive engagement:** relates to students’ investment in learning and their intrinsic motivation and self-regulation.

This policy focuses on:

- Creating a positive school culture that is fair and respectful.
- Maintaining a safe and supportive school environment.
- Expecting positive, supportive and respectful relationships that value diversity.
- Promoting pro-social values and behaviours.
- Encouraging student participation and student voice.
- Proactively engaging with families.
- Implementing preventative and early intervention approaches.
- Responding to individual students.
- Linking to the local community.



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### *Profile Statement*

Euroa Secondary College is the only secondary school in the Shire of Strathbogie. Children throughout the Shire attend the College. Currently there are 405 students, with the numbers of each gender equally proportioned. However, in 2014, the gender balance in Year 11 is biased 2:1 in favour of the boys. Around 64% of students are bus travellers [Avenel 53, Longwood 24, Molka 24, Strathbogie 19, Moglenemby/VT 47, Gooram 25, Nagambie 53, Ruffy 8].

There are 57 staff comprising 41 teaching (22 female and 19 male) and 16 non-teaching members. One member of staff is the school nurse (4 days per week).

292 families send their children to the school. 105 Families receive EMA and a further 40 receive Youth Allowance. The school family occupation index is .5332. This figure is above the state mean and potentially places the school at a disadvantage in that additional funds are required to support the education and welfare of young people and families who may otherwise struggle in so many ways. There are 8 children of Torres Strait or Koorie descent.

Every student matters; every staff member matters; every family matters and every individual adds value to the school. Every community member has a role to play and the College believes strongly in the connection between school, family and community.

Every child attending the school has equal right and opportunity to access College education and wellbeing programs. The ethos of the College is that each student is treated fairly with an emphasis on inclusive practices.

The College curriculum is aligned with the Australian Essential Learning Standards, the Victorian Certificate of Education and the Victorian Certificate of Applied Learning. Studies such as Music and Languages other than English (Japanese) are taught. A broad range of studies is available in the compulsory and post compulsory years.

A wide variety of extra-curricular programs are provided for students – these include sport, music, public speaking/debating, camps at each level, tours, excursions, competitions, community activities, youth leadership, production and concert.

There is a strong belief that all children can succeed and that success comes through effort and hard work. All children are encouraged and supported to do their best. Intervention programs operate in Numeracy and Literacy in years 7-9. These programs target students exhibiting skills and abilities well above the average to those with learning difficulties. Funding, where obtained, is allocated to provide support for students with learning difficulties.

All children are encouraged to have a study plan outlining their goals, strategies, targets and accountability measures. Students in Year 9 and 10 participate in a targeted program designed to engage them in self-development and development of others around them. Students in years 10-12 have the opportunity to accelerate their studies to suit their talents and pathways to life beyond school.



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### *Whole-school prevention statement*

The College vision is for “A united community where everybody has responsibility in preparing youth for their future”. The school’s core values are Challenge, Empowerment, Resilience and Respect.

**Challenge** - every member of our school community supporting, motivating and challenging students and staff to achieve their best collectively and in individual pursuits.

**Empowerment** - every member of our school community promoting enterprise and initiative, empowering students to make decisions about their own learning and preparing them for the world beyond school.

**Resilience** – every member of our school community practising persistence, demonstrating flexibility in all learning endeavours.

**Respect** - every member of our school community respecting the rights and the individual contribution of students, staff and parents and acknowledging the responsibilities shared by each group.

#### **It is important that every student feels valued and cared for:**

Principals, teaching, and non-teaching staff members:

- make a habit of listening to all students and develop professional relationships with them.
- make a habit of addressing students by name.
- give positive feedback for good work.
- provide direct personalised assistance in and away from the classroom.
- are always courteous.
- allow students to express thoughts without fear of ridicule.
- make an effort to develop and maintain family contact.
- monitor the students safety & protect them - take action when harassment or bullying is noticed.
- talk to students about successes that they have beyond the school gate.

Teachers:

- know each student’s strengths and weaknesses.
- make contact with each student each lesson.
- treat students with respect - are prepared for class and arrive on time - listen to workload concerns from students.
- correct work quickly and write a comment.
- set high standards with the expectation that they be met.
- maintain a safe & caring classroom environment.
- take the extra step of conducting extra-curricular activities .

**It is important that students have meaningful opportunities to contribute to the school:**

Principals, teaching staff and students

- demonstrate pride in students work by displaying it around classes/school and in newsletter or multimedia presentation.
- participate in the School Wide Positive Behaviour Support (SWPBS) program and various leadership programs.
- have high expectations of students e.g. Expeditions at Year 9 – community recognised qualifications.
- value participation in extracurricular activities - camps/excursions; sport teams, debating, music, production, etc.
- promote and value student leadership - Student Forum, SRC, teams, College Council, community groups.

Principals and teaching staff:

- realise the importance of relationships - teachers and students share experiences.
- use a variety of learning/teaching styles and assessment tasks that align with the various ways that individual students learn.
- maintain a positive classroom environment
- constantly contact parents and provide positive feedback to home.
- provide classroom activities that are meaningful, purposeful and relevant to life beyond the classroom.
- encourage students to participate in extension activities.
- conduct catch-up lunch time classes for students who have not done their homework.
- build strong relationships with families.
- monitor attendance and the College proactively consults with students and families about this issue.

Students:

- take increasing responsibility for their learning as they progress through the College.
- develop an annual study plan, implement strategies, and be accountable for the outcomes.
- consistently do homework and increase the time allocation as they progress through the school.
- meet negotiated deadlines and receive prompt responses to their work.
- negotiate work and methods of assessment with their teachers.
- respect their own rights and those of others to learn in a supportive and caring environment.
- maintain a code of behaviour that protects the rights of others to learn.

**It is important that Euroa Secondary College is engaging and inclusive, recognising and responding to the diverse needs of students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.**

Teachers:

- prepare thoroughly.
- continually employ a variety of activities.
- engage students in types of assessment measures.
- engage families with positive feedback aiming at improving student esteem.
- modify tasks so that all students can feel good about their learning.
- employ SWPBS philosophies (eg: 6 to 1 ratio of positive to negative).
- make common the practice of differentiated teaching techniques.
- treat students fairly (not equally) eg. extend time frame for slow working students.
- employ peer tutoring.



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# *Rights and responsibilities*

Every member of the Euroa Secondary College community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

Euroa Secondary College is a learning environment where every student has the right to:

- work in a positive learning environment and the responsibility to support the learning environment for others.
- be involved in relevant work and the responsibility to complete the work as required.
- be treated with respect and the responsibility to treat others with respect.
- feel safe and the responsibility to act with regard for the safety of others.
- have his/her own property respected and responsibility to respect the property of others and the College.

### **School councils**

School councils are committed to:

- valuing and accepting the right of all people to live in a free, just and peaceful society.
- ensuring that staff and students are aware of the Victorian Human Rights Charter.
- ensuring that school policies and practices are consistent with the intent of the charter and take human rights into consideration.
- promoting respect and understanding among members of school community regardless of their cultural, religious, racial and linguistic backgrounds.
- promoting and embedding a human rights culture within the school community.

### **Principals and teachers**

Principals and teachers are committed to:

- valuing and accepting the right of all people to live in a free, just and peaceful society.
- embedding Human Rights Education and Values Education across all aspects of school life including the formal curriculum, learning programs and extra curricula activities.
- modelling appropriate behaviour by treating everyone with respect and valuing the contributions of all school community members.
- promoting and embedding a human rights culture within the school community.
- evaluating the school's progress as they work to establish an inclusive, positive and tolerant school environment.

### **Students**

Students are expected to:

- value and accept the right of all people to live in a free, just and peaceful society.
- treat everyone with respect.

Students and staff have the right to work in a safe environment where they are able to fully develop their talents and abilities without intimidation, bullying or harassment.

Students have the right to feel safe and have the responsibility to act with regard to the safety of others. Students and staff also have the right to be treated with respect and have the responsibility to treat others with respect.

Cyber bullying is when someone is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another child, pre-teen or teen using the Internet, interactive and digital technologies or mobile phones. It has to be a minor on both sides or at least have been instigated by a minor against another minor. [www.stopcyberbullying.org](http://www.stopcyberbullying.org)

Euroa Secondary College is committed to developing a safe environment where the students act respectfully and positively towards each other in acceptable and non-threatening ways.

No one has the right to bully another person. No one is expected to put up with it. At its most serious, cyberbullying is illegal and can be investigated by the police.

School-Wide Positive Behaviour Support (SWPBS) provides Euroa Secondary College with a school improvement framework for ensuring that the learning environment of our school is focused on creating a positive regard and engagement. The framework requires the establishment of school wide expectations that are developed in collaboration, explicitly taught and reinforced with all school community members. SWPBS focuses on data and inquiry to drive continuous improvement in the school's behaviour management processes and policies. As part of our School-Wide Positive Behaviour Program (SWPBS) we have a token reward system in place both in and out of the classroom as a way of acknowledging desired behaviours exhibited by our students every day. Staff 'Gratitude' postcards are also in place to acknowledge to great work being done continually by staff in this school.



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# Shared expectations

### STUDENTS' RIGHTS AND RESPONSIBILITIES

STUDENTS' RIGHTS	STUDENTS' RESPONSIBILITIES
<p><i>It is important that every student feels valued and cared for: Students have a right to:</i></p> <ul style="list-style-type: none"> <li>• Be treated with respect from all members of the school community.</li> <li>• Feel safe and secure at all times and at all school locations and be free from intimidation, verbal abuse, humiliation, physical abuse, discrimination and all forms of harassment.</li> <li>• Expect his/her personal property to be safe.</li> <li>• Fair and consistent discipline.</li> <li>• Be given prompt feedback that is fair and constructive and free from humiliation.</li> <li>• Be able to access appropriate assistance in dealing with problems.</li> <li>• Receive regular communication regarding school activities</li> <li>• Be informed as to the school behaviour management plan and class rules and the consequences of inappropriate behaviour.</li> <li>• Learn in an environment that encourages and rewards high standards of achievement and effort.</li> </ul>	<p><i>Students have a responsibility to:</i></p> <ul style="list-style-type: none"> <li>• Treat all members of the school community with respect, courtesy and consideration.</li> <li>• Take increasing responsibility for their learning as they progress through the College.</li> <li>• Meet negotiated deadlines.</li> <li>• Attend all classes being “Ready To Learn”.</li> <li>• Respect the uniform code of the College and wear correct school uniform to all school activities.</li> <li>• Maintain a code of behaviour that protects the rights of others to learn.</li> <li>• Ensure the safety of self and others.</li> <li>• Engage in all school activities to the best of their ability.</li> <li>• Respect the property rights of others.</li> <li>• Make amends for inappropriate behaviour.</li> <li>• Adhere to the school and class codes of behaviour.</li> <li>• Learn to the best of their ability.</li> <li>• Use considerate language and refrain from swearing in communication within the school environment.</li> <li>• Be actively involved in the Student Buddy Program (Year 11/12 and Year 7)</li> </ul>



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### *TEACHERS' RIGHTS AND RESPONSIBILITIES*

TEACHERS' RIGHTS	TEACHERS' RESPONSIBILITIES
<p><i>Teachers have a right to:</i></p> <ul style="list-style-type: none"> <li>• Contribute to the policy and practices of the school's curriculum.</li> <li>• Be free from verbal abuse, physical abuse and all forms of discrimination and harassment.</li> <li>• Be treated with courtesy and respect from students, parents and colleagues and all members of the school community.</li> <li>• Have respect for their professional views/opinions/contributions provided that they have taken up professional development that keeps them abreast of current educational ideas.</li> <li>• Work in a safe, healthy and pleasant environment.</li> <li>• Have their property kept safe.</li> <li>• Experience minimal classroom disruption.</li> <li>• Expect students to be punctual and conform to the behaviour standards listed in the Classroom Management Plan.</li> <li>• Receive regular communication regarding current school activities and alterations to usual procedures.</li> </ul>	<p><i>Teachers have the responsibility to:</i></p> <ul style="list-style-type: none"> <li>• Have the underlining belief that all students be treated fairly.</li> <li>• Build professional relationships with colleagues, students and their families.</li> <li>• Know the literacy and numeracy abilities of students and differentiate their teaching to meet the needs of students in their classrooms.</li> <li>• To know the preferred learning styles of students in their classrooms.</li> <li>• Provide quality programs of instruction in accordance with system guidelines and school policy.</li> <li>• Model courteous, respectful and supportive behaviour and treat all members of the school community with consideration.</li> <li>• Demonstrate a duty of care towards students.</li> <li>• Provide and maintain a safe, supportive, and healthy learning environment for students conducive to learning.</li> <li>• Provide prompt feedback to students.</li> <li>• Develop and maintain regular communication with parents about student welfare and other educational matters.</li> <li>• Discuss the College Classroom Management Plan with students and be consistent in the implementation of the Plan.</li> <li>• Undertake continuous professional development maintaining their learning in regard to developments in their fields of expertise along with research concerning student learning.</li> </ul>



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<p><i>Families have a right to:</i></p> <ul style="list-style-type: none"> <li>● Be informed promptly about developments in education and wellbeing that affect their child.</li> <li>● Be respected for their views and valued for their contribution.</li> <li>● Be provided with an opportunity to direct complaints, concerns or enquiries to the teacher/appropriate authority and to be given proper consideration and feedback of such issues promptly and in a courteous manner.</li> <li>● Be given proper consideration and feedback on action taken in response to complaints concerns or enquiries.</li> <li>● Be shown courtesy and respect from students, other parents, teachers and all members of the school community.</li> <li>● Be respected for their views, opinions and contributions.</li> <li>● Communicate their concerns to the appropriate teacher/authority.</li> </ul>	<p><i>Families have the responsibility to:</i></p> <ul style="list-style-type: none"> <li>● Model courteous behaviour and treat all members of the school community with respect and consideration.</li> <li>● Ensure children are dressed in full school uniform.</li> <li>● Ensure children have the appropriate stationery supplies for school.</li> <li>● Support and assist their children to take an active part in all school activities.</li> <li>● Be partners with the school in their children's learning.</li> <li>● Provide current address, phone numbers etc., to enable speedy emergency contact.</li> <li>● Support the school in ensuring student compliance with the school behaviour management plan and class rules.</li> <li>● Advise the school of particular or changed circumstances that might affect a child's progress or well-being.</li> <li>● Ensure that their children attend regularly, arrive on time, and are prepared for school.</li> <li>● Advise the school via telephone, email or in writing if their child will not be attending.</li> <li>● Take an active interest in the education of their children.</li> <li>● Engage in activities that support the education of their children.</li> </ul>



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### *COMMUNITY RIGHTS AND RESPONSIBILITIES*

Community comprises agencies, business, local & state government services and facilities

COMMUNITY RIGHTS	COMMUNITY RESPONSIBILITIES
<p><i>Community members have a right to:</i></p> <ul style="list-style-type: none"> <li>• Expect respectful and courteous interactions with the College.</li> <li>• Use of College facilities provided that the proper protocols are adhered to.</li> <li>• Be consulted about issues affecting the welfare, wellbeing and education of young people within the Shire of Strathbogie.</li> <li>• Expect the College to maximise use of available resources to develop young people.</li> <li>• Expect the College to promote community values and citizenship.</li> </ul>	<p><i>Community members have a responsibility to:</i></p> <ul style="list-style-type: none"> <li>• Assist the young people to experience opportunities that develop and extend them – eg: provision of work experience placements, mentoring, guest presenters/speakers in classes.</li> <li>• Work in partnership with the school.</li> <li>• Treat all members of the school community with respect and consideration.</li> <li>• Demonstrate a duty of care towards students.</li> <li>• Comply with the Student Engagement Policy as regards to responsibilities, as well as privacy, confidentiality and OH&amp;S requirements listed in the separate policies.</li> </ul>



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# *School Actions and Consequences*

All teaching and non-teaching staff abide by the Department of Education and Early Childhood Development Professional Codes of Practice.

The Student Code of Conduct works on the premise of creating a safe, positive and supportive school environment in which each student can enjoy their opportunities: academic, social, cultural and sporting and achieve their greatest potential educationally.

### *CLASSROOM MANAGEMENT PLAN*

1. The teachers priority is to reinforce and focus on positive behaviour (SWPBS)
2. Teachers are to check for any poor behaviour (visual cue, followed up with a quiet chat to the student). If it continues then give the student a clear verbal warning.
3. Teachers can then shift the student to an alternative place in the room if the poor behaviour continues.
4. Possible consequences include: Lunchtime/Recess detention, after school Work Session, Environmental Duty, alternative work, alternative setting.
5. Teachers may also issue a Time Out referral (this is where an agreement and consequence is to be negotiated between the teacher and student concerned).
6. Student Support Group Interview (composition: student, family member, professional supporting the child or family (if applicable), teacher, Year Level Coordinator, Assistant Principal/Principal)  
*This is to occur after the third timeout or in a violent or safety related issue.*
7. 4<sup>th</sup> timeout will result in an In House Suspension (IHS)
8. Any further referrals will result in non-participation in extra-curricular activities.

<b>Expectations of all:</b>	<b>Possible consequence (in no particular order):</b>
Be on time and prepared for class with the required materials – Ready To Learn.	Recognition and special privileges for positive behaviour
Do not talk when the teacher or any other person is talking.	Verbal warning(s)
Respect yourself, other people, their opinions and their property.	Shift to an alternate place in the room
Listen to and follow instructions as they are given.	Asked to leave and stand outside the room for 5 minutes
Permission should be obtained before students leave their seat (or the room).	Sent to the Timeout room
Do not interrupt the learning of others.	Sent to alternate classroom (eg: Year 12 class)
Choose your seat wisely	YLC / Family / Teacher / Student interview
All present should contribute in a positive way to the learning environment	Lunchtime detention / after school work session
	No participation in extra-curricular activities (eg: sport, music etc)
	‘Environmental’ duty – cleaning desks, lockers, yard etc



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***TIME OUT SHEET***

Student: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

Period: \_\_\_\_ Date: \_\_\_\_\_

***It is important that you resolve what happened so that you return to class as soon as possible.***  
Please complete the section below. What you write below will be used to help sort things out.

***Student's Comment***

**Before being asked to attend the Time Out room I had the following opportunities**

Verbal Warning(s)		Shifted seat		Out of class for 5 minutes		Sent to the back of another class	
Lunchtime detention		Environmental duty		Alternative work provided		Other.....	

**I was asked to attend the Time Out room because:** .....

.....

**What I was thinking at the time:** .....

.....

**To fix things up I think I should:** .....

.....

***Staff Comment***

**Classroom management techniques employed before sending \_\_\_\_\_ to the timeout room:**

Verbal Warning(s)		Shifted seat		Out of class for 5 minutes		Sent to the back of another class	
Lunchtime detention		Environmental duty		Alternative work provided		Other.....	

**How \_\_\_\_\_ behaviour affected the class/teacher:**

.....

***Staff and student agreement***

**How can we make sure it doesn't happen again:** .....

.....

A copy of this form will be sent home for your family's information.

**If you have been in the Time Out room more than once this term.**

**As this is the third time, you will have a student support group meeting (student, parent/guardian, student's teacher advocate, teacher/YLC, Principal/AP)**

**As you have been in the Time Out room more than three times this term, you will be suspended from class and your family will be contacted to discuss your situation.**



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### *Procedures for suspension*

#### *A staged response*

The Principal is responsible for all student suspensions. Where possible, the Principal will ensure that a range of strategies have been implemented to meet the educational, social and emotional needs of your child and that these strategies have helped your child demonstrate more positive behaviour.

#### *Student Support Group*

Ideally, a student support group is set up to explain to the family that a suspension is being considered. The student support group is an important part of prevention and early intervention strategies for students with learning and behaviour issues. It should involve you, your child (if appropriate), the school Principal (or their delegate), year level coordinator and any professionals who have been supporting you or your child. You can also bring along a friend or family member, as long as he/she is not acting for a fee or reward.

The student support group works out what your child’s learning, social, emotional, behavioural and environmental needs are to ensure they get the best support and resources available. If required, the student support group can refer you or your child to community support agencies for specialist interventions.

Students can be suspended if, while at school, travelling to or from school or during an out-of-school activity (including travel there and back), they:

- (a) threaten or constitute a danger to the health, safety or wellbeing of any person
- (b) commit an act of significant violence against a person or cause significant damage to or destruction of property; are knowingly involved in the theft of property
- (c) possess, use, or deliberately assist another person to use prohibited drugs or substances
- (d) fail to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member
- (e) consistently interfere with the wellbeing, safety or educational opportunities of any other student
- (f) consistently vilify, defame, degrade or humiliate another person based on age; breastfeeding; gender identity; impairment; industrial activity; lawful sexual activity; marital status; parental status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.

When the Principal/Principal’s delegate, decides on suspension, a student support group meeting will be set up to:

- explain to you and your child why, when and where the suspension will happen (e.g. in-school or out of school)
- provide contact details for additional support services
- develop, in conjunction with you, your child (if appropriate) and your child’s teacher/year level coordinator, a Student Absence Learning Plan outlining school work to be done during the suspension.

If your child is suspended, the College will provide you and your child with a Notice of Suspension and other information. If the suspension is for five consecutive days, the College will also provide you with details of the post-suspension student support group meeting.

An immediate suspension will be put into place if the behaviour warrants it. Examples of such behaviour are: putting the health, safety and wellbeing of the student/s concerned, staff or other students at significant risk. In the case of immediate suspension you will be told without delay and a student support group will be held within 72 hours to ensure appropriate support for your child is in place. The College will provide you and your child with a Notice of Suspension and other information.

#### *Post Suspension Support Group*

If the suspension is for five consecutive days you and your child must attend a post-suspension student support group on the day your child returns to school to:

- review the Student Absence Learning Plan and the school work completed during suspension
- develop a Return to School Plan
- develop strategies within and outside of the school to meet your child's educational, social and emotional needs
- discuss the ongoing responsibilities of you, your child, the school and any other professional at the meeting.

#### *Procedures for expulsion*

The Department of Education and Early Childhood Development sets down clear guidelines if an expulsion is to be considered. The College will follow the guidelines. It is extremely rare for the Principal to consider expulsion from the College.

All forms are available on the DEECD website:

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/engagement/default.htm>



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### **Policy relating to the acceptable use of mobile devices**

**The College acknowledges the acceptance of mobile device technology by students. The purpose of this policy is to formalise acceptable practices at the College and in the environment in which College activities are being conducted.**

1. Mobile devices should not be used in any manner or place that is disruptive to the normal routine of a school.
2. Unless specifically being used to enhance learning, as instructed by the teaching staff member, in the class, students should have their mobile devices switched off and out of sight during this time.
3. There are times when it is genuinely appropriate and beneficial for students to have access to a mobile devices; for example, need to contact parents or guardians in emergencies.
4. The policy applies to students during school excursions, camps and extra-curricular activities.
5. It is important that students display courtesy, consideration and respect for others whenever they are using a mobile device.
6. In- device cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.
7. Appropriate action should be taken against any student who photographs or films other individuals without their consent or who sends harassing or threatening messages.
8. Disciplinary action should be taken against any student/s who is/are caught using a mobile device to cheat in exams or assessments.
9. Students should ensure that their device is always stored in a safe and secure place.
10. Mobile devices are used at their owners' risk.
11. The Department of Education and Training (and Euroa Secondary College) does not hold insurance for personal property brought to schools and it will generally not pay for any loss or damage to such property. Staff and students should be discouraged from bringing any unnecessary or particularly valuable items to school.