

# Student Handbook

2016



**Acting Principal** John Roberts

**Assistant Principals**

Karen Boyle  
Marianne Lee  
Cameron Campbell  
(Acting AP)

**Heads of School**

**Middle School** Kate Leumont

**Senior School** Michael James

## CONTENTS

INTRODUCTION .....	3
SCHOOL CONTACTS FOR 2016.....	4
ORGANISATION OF THE SCHOOL DAY FOR STUDENTS – BELL TIMES .....	5
ARRIVAL AT SCHOOL .....	5
LATE ARRIVALS AND EARLY LEAVERS .....	6
STUDENT ATTENDANCE & ABSENCE.....	6
STUDENT PASSES – LIBRARY, SICKBAY AND TOILET.....	6
ACCESS TO OPEN AREAS .....	7
YARD CLEAN-UP DUTY.....	7
TOILET ACCESS.....	7
STUDENT WELL-BEING & ENGAGEMENT .....	8
SCHOOL UNIFORM .....	9
CASUAL DRESS DAYS .....	11
DETENTION .....	11
FIRST AID.....	13
LOCKERS.....	13
VALUABLES .....	14
SCHOOL CANTEEN .....	14
COMMUNICATION OF LEARNING EXPECTATIONS & SCHOOL ACTIVITIES .....	14
SCHOOL COUNCIL AND PARENT ORGANISATIONS .....	15
HOMEWORK/HOMESTUDY POLICY .....	15
ASSESSMENT AND REPORTING.....	16
REPORT WRITING/PARENT TEACHER INTERVIEWS.....	17
CAREERS AND PATHWAY EDUCATION .....	17
CAMPS, INTERSTATE AND INTERNATIONAL TOURS .....	18
OUT OF BOUNDS AND RESTRICTED AREAS – SAFETY AND SECURITY .....	18
STUDENT LEADERSHIP.....	19
STUDENT ENGAGEMENT POLICY .....	20
MOBILE PHONES & IPODS.....	30
ICT ACCEPTABLE USER POLICY .....	31
EVACUATION – SAFETY OF STUDENTS & STAFF IS PARAMOUNT .....	37

## INTRODUCTION

At East Doncaster Secondary College we have a strong tradition of academic excellence and we aim to promote and sustain a reflective learning culture. We want students to experience a sense of achievement and growth in their academic, personal, social and emotional development. We have high expectations of our students' commitment to being mutually supportive and striving for success as learners. We are proudly multicultural with a student population from in excess of 40 nationalities including a number of International Students. Over 50% of our students speak a language other than English at home.

A student's life at school is full of opportunities, being rich and varied with a range of co-curricular activities in music, sport, productions, debating, clubs as well as camps and international experiences for the educational and personal development of students. Our students are vibrant, energetic, and talented young people. There are many student leadership opportunities and we aim to continue to increase student access to decision-making and self-determination as learners.

We endeavour to create a "Culture of Curiosity" with goals of ensuring learning improvement for every student – every student, every period, every day.

**Our school's purpose is to develop passionate learners who are critical thinkers with the confidence and capability to engage in the global community.**

**Care and Compassion, Curiosity, Excellence, Fairness, Resilience, Respect and Teamwork** are the core values that underpin the culture of our school as we embrace the challenges of 21<sup>st</sup> Century learning.

Hence, we aim to sustain a learning culture that provides every student with a sense of achievement and of being your best in your academic, personal, social and emotional development.

***"A good teacher makes you think even when you don't want to."-Fisher, 1998, Teaching Thinking***

## SCHOOL CONTACTS FOR 2016

<b>Acting Principal</b>	John Roberts
<b>Assistant Principals</b>	Karen Boyle, Marianne Lee, & Cameron Campbell (Acting AP)
<b>Student Well-Being Co-ordinators</b>	Maria Rigopoulos & Jen Brown
<b>Learning Support Co-ordinator</b>	Terry McDonald
<b>Head of Senior School</b>	Michael James
<b>Year 12 Co-ordinators</b>	Lynette Smith & Jarrod Sturnieks
<b>Year 11 Co-ordinators</b>	Melissa Quintal & Paul Basford
<b>Year 10 Co-ordinators</b>	Gayle Dimitriadis & Evan Jones
<b>Head of Middle School</b>	Kate Leumont
<b>Year 9 Co-ordinators</b>	Jonathan Davies & Errin Wilson
<b>Year 8 Co-ordinators</b>	Brett Lamb & Sally Polidano
<b>Year 7 Co-ordinators</b>	Amy Nettelbeck & Lily Trist
<b>Transition (incl. ALPHA) Co-ordinator</b>	Tina Marchant
<b>International Student Co-ordinator</b>	Simon Veerhuis
<b>Student Leadership Co-ordinator</b>	Sakuna Mc Arthur & Tom Novak
<b>PE Co-ordinator</b>	Emily Andrews & Ashlee Lawrance
<b>Sports Carnivals</b>	Rachael Hickey
<b>Interschool Sport Co-ordinators- Team Comps</b>	Adam Palma
<b>Sport program Co-ordinator Yr. 7, 8, 9</b>	Glenn Baker
<b>Library Co-ordinator</b>	Vicki da Silva
<b>Daily Organisation / Timetable Leadership</b>	Steve Hoffman
<b>Daily Organiser</b>	Peter McKenzie
<b>Teaching &amp; Learning - Curriculum</b>	Jasvinder Kaur
<b>Student Learning Performance Coordinator</b>	Scott Copeman
<b>Student Learning Performance Coordinator</b>	Tegan Pohl
<b>English Co-ordinator</b>	Giulia Catalano
<b>EAL Co-ordinator</b>	Betty Paras
<b>Mathematics Co-ordinator</b>	John Rainbow
<b>Science Co-ordinator</b>	Paul Williamson
<b>Visual Arts Co-ordinator</b>	Leigh Kenshole
<b>Chinese Language Coordinator</b>	Li Lin
<b>Italian Language Co-ordinator</b>	Justin D'Andrea
<b>Technology Co-ordinator</b>	Andrew Grimes
<b>Food Technology Co-ordinator</b>	Janice Marsom
<b>Performing Arts Co-ordinator</b>	Amanda Broxham
<b>Director of Music</b>	Norm Grimmett
<b>Instrumental Music Administrator</b>	Carl Williams
<b>Humanities Co-ordinator</b>	Di Gunn
<b>Commerce Coordinator</b>	Stuart Darlow
<b>Student Pathways Co-ordinator</b>	Suzanna Kennedy
<b>Work Experience, VET &amp; VCAL Co-ordinator</b>	Janine Joosten
<b>Health &amp; Personal Development Coordinator</b>	Angie Fusinato
<b>Debating Coordinator</b>	

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## ORGANISATION OF THE SCHOOL DAY FOR STUDENTS – BELL TIMES

### Normal School Day

Locker Bell .....	8.45 am
Period 1.....	8.55 am - 9.45 am
Period 2.....	9.45 am - 10.35 am
Recess .....	10.35 am – 11.00 am
Locker Bell .....	10.50 am
Period 3.....	11.00 am - 11.50 am
Period 4.....	11.50 am - 12.40 pm
Lunch .....	12.40 pm - 1.35 pm
Locker Bell .....	1.25pm
Period 5.....	1.35 pm - 2.25 pm
Period 6.....	2.25 pm - 3.15 pm

## ARRIVAL AT SCHOOL

Students are expected to **arrive at school no later than 8.40 am** in order to be ready to commence classes at 8.55 am.

Notices will be available to staff and students via the News Feed in Compass.

### Recess

At the **beginning of recess**, students should return books for Periods One and Two to their lockers and **on the Locker Bell**, students should collect all books and equipment necessary for Periods Three and Four and move immediately to Period Three.

### Lunch

At the **beginning of lunchtime**, students should return their books to their lockers.

**On the Locker Bell**, students should move **immediately** to their lockers, collect their books for Periods Five and Six and move **quickly** to Period Five.

## LATE ARRIVALS AND EARLY LEAVERS

### Late Arrivals

All students who are late to school must report to the General Office and obtain a **Late Pass from the Compass Kiosk. Students will need their Compass ID card with them to use the Kiosk.** *Students can also check their timetable and top up print credit on this Kiosk.*

Parents must place an approval on Compass explaining why they are late or leaving early.

Students who are late to school will not be admitted to class without a Late Pass. Teachers who delay a student for any reason will provide the student with a note explaining the delay.

**Students who are late to school without an adequate excuse may be required to make up time after school.**

### Early Leavers

Students who already have an approval on Compass to leave early must sign out at the Compass Kiosk before leaving the school. Students should sign back in at the Compass Kiosk if returning to school that day.

## STUDENT ATTENDANCE & ABSENCE

It is expected that all students endeavour to attend school every school day. Students must arrive at 8.40am for the first bell at 8.45am.

**In the event of illness or other absence parents are requested to log in to Compass** and record a Parent Approval using the Action Button next to their student's name from the Compass home page. This allows them to add an approval and select the date range for the approval. Students and their families are discouraged from taking extended family holidays during the school term.

**Parents of students can monitor attendance by access Compass using their designated password.**

### STUDENT RECORDS

It is important for students or their parents to inform the General Office promptly of any:

- change of address
- change of telephone arrangements and numbers, and email addresses
- change in medical information
- other factors of importance.

Parent/guardian notification is required for all exiting students. Exit Forms may be collected from the general office and must be completed by students and their parents before leaving permanently.

## STUDENT PASSES – LIBRARY, SICKBAY AND TOILET

### Library, Sick Bay and Toilet Passes

Teachers will sign a student's diary giving permission to leave class to go to the library, sick bay or the toilet during class time.

No student is permitted to leave the room without their diary signed. Students should not be sent to or permitted to visit the General Office during class time.

### Library Access

The Library is an important place for students to access learning resources. There are books, computers, multi-media equipment and librarians available to support students in their quest to complete their studies successfully. It also has a private study area.

The library is open from 8.30am to 3.30pm daily.

If a student needs to visit the library during class time, they should bring their Student Diary signed by the class teacher showing what they are planning to do.

Students may borrow books or multi-media equipment from the library if it relates to their learning.

### ACCESS TO OPEN AREAS

Students who wish to remain inside during recess and/or lunchtime may do so in the following areas:

- Year 12 Students The John Landy Centre
- Year 11 Students The John Landy Centre on Tuesday and Thursday lunchtimes or on designated days of extreme weather and/or the 300 open area
- Year 10 Students The 300 open area
- Year 7 - 9 Students The open areas of the 400 & 500 buildings on Tuesday and Thursday lunchtimes or on designated days of extreme weather

The Open Areas must be kept clean and tidy and all litter placed in bins. Duty teachers will supervise these areas.

### YARD CLEAN-UP DUTY

It is a responsibility of all staff and students to be respectful of our school environment. There are many rubbish bins around the school for students to dispose of their waste. Unfortunately students still drop litter in the school yard. Hence a class from Years 7 to 9 is rostered on to clean the yard each week.

An Assistant Principal will come to the timetabled classroom of this class at the commencement of Period 5. Groups of students will then be allocated a designated area to clean of all litter. They will each be given a glove and a small bag and sent to their designated area to pick up any remaining rubbish and return their rubbish to a nearby bin.

Following this brief duty, the Assistant Principal and the period 5 teacher will **inspect the yard with the class**. When all areas are perfectly clean, the period 5 teacher will escort the students back to class.

### TOILET ACCESS

- Years 7 students may use the toilets in the 400 Block and Lower Courtyard
- Year 8 and 9 students may use the toilets in the Lower Courtyard
- Years 10 and 11 students may use the toilets in the Upper and Canteen Courtyards
- Year 12 students may use the toilets in The John Landy Centre

## STUDENT WELL-BEING & ENGAGEMENT

The school is organised in two sub schools to facilitate Student Wellbeing and Engagement:

<b>Head of Senior School:</b>	Giulia Catalano
Year 12 Coordinators	Lynette Smith, Jarrod Sturnieks
Year 11 Coordinators	Melissa Quintal, Paul Basford
Year 10 Coordinators	Gayle Dimitriadis, Evan Jones
<b>Head of Middle School:</b>	Kate Leumont
Year 9 Coordinators	Jonathan Davies, Errin Wilson
Year 8 Coordinators	Brett Lamb, Sally Polidano
Year 7 Coordinators	Amy Nettelbeck, Lily Trist
<b>Student Wellbeing Coordinators:</b>	Jen Brown, Terry McDonald, Maria Rigopoulos
<b>International Student Coordinator:</b>	Simon Veerhuis
<b>Student Pathways, Careers, VET, Work Experience:</b>	Suzanna Kennedy, Janine Joosten

Throughout their school life students will encounter a whole range of experiences. In most cases these will be positive and enriching; however, life is complex and often doesn't go to plan. At different stages of development students may feel overwhelmed or confused and in need of assistance. Whilst the first point of contact for a student will be the home group teacher, another teacher or a year level coordinator, the Student Wellbeing Team is available to support and help students work thorough emotional distress in a healthy and non-destructive way. The team provides:

- A safe place for students
- Opportunities for students to express their feelings, resolve conflict and restore relationships
- Programs that promote self –esteem, confidence building and skills to combat bullying
- School based counselling and support to students experiencing emotional, social and academic difficulties

### **Confidentiality**

The Student Wellbeing office is located next to the south side of library. The wellbeing office is a private and safe place where students can express their feelings confidentially. **Mrs Rigopoulos, Mrs Brown and Mrs McDonald** are available to students experiencing emotional difficulties. Before counselling, the Wellbeing Coordinators will explain to students what confidentiality they can offer and explore various options available. Sessions provide students with the opportunity to explore their feelings and situation in a respectful and non-judgemental way.

### **Areas where we can help:**

- Friendships and other relationships
- Conflict resolution
- Bullying
- Working through grief and loss
- Anxiety and stress related to school work, exams and a future after school
- Dealing with family distress and crisis
- Dealing with issues related to actions or thoughts of self-harm
- Loneliness

### **Information on the above topics is also available to students via:**

Links to "Reach Out for Kids"; "Teen Health" and "Headspace-Australia's National Youth Mental Health Foundation".



## SCHOOL UNIFORM

East Doncaster Secondary College is a full uniform school. It is expected that students will wear their school uniform with pride, including having their school shoes regularly polished - Laced shoes must be tied, and T-bars buckled.

Any garments worn under the uniform for greater warmth should be a plain colour (white, skin colour or blue) without emblems or prints – these garments should not be visible. Summer uniform is to be worn during Terms One and Four; winter uniform during Terms Two and Three. Years 7, 8 and 9 students who have Sport Education may wear their Sports Uniform to school on that day.

Students in Years 7-9 who have a Physical Education class or Sport Education may wear their Sports Uniform to school on those days. Full official sports uniform, including track pants, should be worn to and from school on those days.

Students in Years 10-12 who have a Physical Education class are required to change into their full Sports Uniform for such classes and must remain in full school uniform at all other times of that day.

East Doncaster Secondary College is a full uniform school. It is expected that students (Years 7-12) will wear their school uniform with pride, including having their school shoes regularly polished. Any garments worn under the uniform for greater warmth should be a plain colour without emblems or prints. Summer uniform should be worn during Terms One and four; whilst winter uniform during Terms Two and Three. Years 7, 8 and 9 students who have Sport Education or PE may wear their Sports Uniform to school on that day.

Note that uniform details are listed in the student diary. **All teachers are responsible for ensuring that students are in full uniform whilst at school.** The students must also wear full uniform whilst travelling to and from school.

### GIRLS – SUMMER

The designated College check frock.

College Pullover – Thomas Moore Blue V neck Yr 7-9 and navy 10-12

Socks –white.

Shoes – black leather regulation lace-up or T-Bar shoes.

Hair Ribbon – plain College blue or plain white.

### BOYS – SUMMER

Trousers – plain College grey regulation or tailored grey shorts (logos unacceptable).

Shirt – sky blue, short sleeves, open neck.

Pullover – Thomas Moore Blue V neck Yr 7-9 or navy Yr 10-12

Socks – grey.

Shoes – only black polishable leather shoes

### GIRLS – WINTER

The designated College check skirt, **or** slacks – tailored navy gabardine.

Pullover – Thomas Moore Blue V neck Yr 7-9 or navy 10-12

Shirt – sky blue long/short sleeves, open neck.

Skivvy – sky blue, may be worn with or without shirt.  
Pantyhose – College regulation, navy blue or black  
Shoes – black leather regulation lace-up or T-Bar shoes.  
Socks –white  
Hair ribbon – plain College blue or plain white.

#### **BOYS – WINTER**

Trousers – College grey regulation.  
Shirt – sky blue long/short sleeves, open neck. To be tucked into trousers at all times.  
Pullover – Thomas Moore Blue, V neck Yr 7-9 or navy 10-12  
Skivvy – sky blue, may be worn with or without shirt.  
Socks – Grey.  
Shoes – only black polishable leather  
  
Blue raincoat to be worn outside only, and over the pullover

#### **SPORT – BOYS AND GIRLS**

Royal blue shorts with college logo.  
College top with logo. White socks. Runners.  
COLLEGE TRACKSUIT navy blue with college logo.

#### **ADDITIONAL ITEMS FOR OUT OF CLASS (I.E. NOT TO BE WORN IN CLASS)**

**RAIN COAT** navy with College logo  
**SCARF** plain navy coloured scarf.  
**GLOVES** plain navy coloured gloves.  
**HAT** plain navy blue hat.

**All students are required to carry an official East Doncaster Secondary College school bag, which is a compulsory part of the uniform.**

ALL ARTICLES ARE TO BE MARKED CLEARLY WITH THE OWNER'S NAME.

JEWELLERY IS NOT TO BE WORN Only two plain metal ear-rings (stud or sleeper) may be worn.

Nail polish – clear colourless only. **NO facial piercings are permitted**

NO MAKE-UP OR UNSUITABLE HAIR STYLES. HAIR COLOUR TO BE NATURAL.

Details of school uniform requirements are included in the Student Diary.

#### **Jewellery and Hair Colour**

The only jewellery permitted to be worn by students is up to two plain metal ear-rings (stud or sleeper). **No facial piercings are permitted.** Nail polish will be clear and colourless. Make up should not be worn, and hair colours should be natural.

**All students are to wear their full school uniform including footwear at, to and from school.**

#### **Uniform Passes**

Students without the correct school uniform must report to their Sub School office for a Uniform pass between 8.30am and 8.50am. A note explaining the reason for being out of uniform should be presented.

Teachers will submit the names of students out of uniform without a uniform pass to the Level Coordinator. These students should report to their coordinator at the next break and may be required to spend time on assigned duties after school.

## CASUAL DRESS DAYS

The College will allow 'Casual Dress Days' for the express purpose of collecting donations for specific charities and to be used as contributions towards improving student facilities and amenities.

The following criteria and conditions will apply:

- One casual dress day per term only
- Donations raised will be allocated to organisations and charities decided by the SRC; typically one day will raise funds for State Schools' Relief Fund.
- The cost per student at school in casual dress will be \$2
- Planning and organisation of the days will be the responsibility of the SRC
- Dates decided upon must have the approval of the Principal

### Casual Dress Day – Dress Code

On casual dress days, the College has certain expectations about dress so that school programs are not disrupted. The following examples are provided as a guide to students when selecting clothing for Casual Dress Day:

- Clothing must be worn in such a manner so as not to reveal undergarments and/or an excessive amount of bare skin.
- Skirts, dresses, and shorts must be of an acceptable length.
- Footwear must be appropriate to the activities undertaken during class time. E.g. covered shoes in science laboratories and in technology classes, sports shoes for Physical Education and Sport classes.
- Jewellery/body piercing (for example: spiked jewellery, chokers, rings, bracelets) requirements are the same as other school days. Teachers may ask students to remove such items.
- Hats, baseball caps or beanies are to be taken off during specific lessons or at request of teachers.
- Exceptions for medical reasons may be considered by Heads of School.

The Principals and Heads of Sub Schools reserve the right to disapprove any items not addressed in the list but which are deemed obscene, sexually suggestive, a danger to health and safety or promotes the use of illegal substances. Where there are breaches of these guidelines, parent contact will be made in these circumstances.

## DETENTION

Staff should work through the college student well-being protocols to address issues with students. However, if teachers give detentions to students they should adhere to the guidelines given in the DET Student Code of Conduct (pages 10-11). In summary, these are:

- Teachers may require a student to finish schoolwork that has not been completed in the regular classroom, or to undertake additional or new work or duties at a reasonable time and place.
- No more than half the time allocated of any recess break may be used for this work.

- The time should not exceed 30 minutes.
- Parents are to be informed at least a day before the detention if it is to be held after school hours (Approval for after school detentions must be sought from Sub-school Coordinators).
- Where family circumstances are such that the completion of after-school work would create undue hardship, e.g. where students regularly supervise younger siblings in the absence of parents, schools may choose to negotiate alternative disciplinary measures with parents. Schools are permitted to detain students, but are encouraged to take into account family circumstances and negotiate with parents as appropriate.

## FIRST AID

In the case of illness or accident occurring at the school a student will be attended to initially in the sick bay and parents will then be notified if it is thought that further care is necessary.

School Council employs a sick-bay attendant from 8.30 a.m. to 3.30 p.m. each school day to attend to all student illnesses and accidents. We are fortunate to have **Rose Howarth**, a qualified nurse, as our Sick Bay attendant. It is expected that on her recommendation parents will collect a sick or injured child from sick bay. We recommend in the case of an emergency that all students have Ambulance Insurance. **It is essential for parents to ensure emergency telephone contact details are correct at all times. Please note that the nurse will not dispense non-prescription medicines (eg pain relief).**

## LOCKERS

Each student is issued with a locker at the start of each year. It is important that our students keep their lockers tidy and graffiti free.

Each student should have a combination lock. The code should be kept confidential to ensure security of a student's belongings. It is an explicit expectation that all lockers should be locked when not in use. Students who are consistently unable to meet this expectation may have the privilege of using a school locker revoked.

Students are only permitted to be at lockers during the following times:

- between 8.30am and 8.50am
- at recess, between 10.35am and 10.40am and then between 10.50am and 11.00am
- between 12.40pm and 12.50pm
- between 1.25pm and 1.35pm
- between 3.15 pm and 3.30pm

Students must not be at their lockers during class time or between Periods 1 &2, Periods 3 & 4 and Periods 5 & 6.

Teachers will not allow students to leave classes to go to their lockers during class time.

### **School Bags**

Every student must use an official school uniform bag with the school emblem. These bags should never be decorated with labels or stickers.

For security reasons, bags should be kept in lockers throughout the school day. They are not to be left in corridors, outside or under school buildings, in the Library foyer or on top of or beside lockers. They must not be carried around the school or taken to any class. The only exception to this rule is if students are attending a physical education class.

Bags must not be taken into the school grounds at recess or lunch.

## VALUABLES

Valuables and large sums of money should not be brought to school.

If there are special reasons for this to occur, it is expected that students take the items to the General Office, their Level Co-ordinator or the Assistant Principals for safekeeping as soon as they arrive at school.

### Lost Property

A lost property cupboard is located in the Sick Bay area. Unclaimed goods are subject to periodic sale or forwarded to welfare agencies. Everyone is expected to hand in lost property, whether it is named or not. Due respect for private and public property is considered to include a willingness to help in the apprehension of anyone who is responsible for damage or theft of property. As a precaution against damage or loss, students are encouraged to have all their property, including books, bags and clothing, clearly and permanently marked. Lockers should be locked. All available precautions should be taken to ensure the safety of bicycles with appropriate locks. As far as possible, students should avoid bringing large sums of money and expensive articles to the College.

## SCHOOL CANTEEN

Our school canteen is conducted by Janna's Catering which follows the "healthy school food service" practices. The canteen promotes foods that are consistent with the *Dietary Guidelines for Children and Adolescents in Australia*:

<https://www.nhmrc.gov.au/guidelines-publications/n1>

The canteen is open for "breakfast" from 8.30am. Lunch orders can be made before school. Students may visit the canteen to purchase snacks, drinks or a meal at recess and lunchtime.

To ensure orderly conduct in the canteen a teacher supervises the queues and the behaviour of students inside the canteen.

## COMMUNICATION OF LEARNING EXPECTATIONS & SCHOOL ACTIVITIES

Success in school is achieved best when there is a partnership between teachers, students and their parents. Our practice is to have regular communication on progress to parents via Compass.

Each student should maintain accurate records of tasks and timelines in their diary so parents can readily see what is expected of them. Parents are encouraged to regularly check their student's diary and Compass Learning Tasks so they can support the learning process. Students must ensure the diary is not used for other purposes.

News Feeds outlining school activities, notifications and reminders to individuals and groups of students is made available via the Compass Home Page.

**Visual Display Monitors positioned strategically around the school will display important reminders to students.**

A fortnightly Newsletter is published on the school's website. The Newsletter is usually full of descriptions of school activities, reminders to families, includes a calendar of upcoming events and highlights student and staff achievements. The school's website is [www.edsc.vic.edu.au](http://www.edsc.vic.edu.au)

## SCHOOL COUNCIL AND PARENT ORGANISATIONS

The College Council is responsible for the organisation and operation of the College within the framework of overall DET guidelines, for education policies, financial management, employment and future plans for the College. Council meets each month. Members are elected from parents, staff and community.

The structure of the College Council is as follows:

Executive Officer/Principal	1
DET members	4
Parents (non DET employees)	6
Co-opted – up to 2 community members and 2 College Captains	4
<b>TOTAL</b>	<b>15</b>

### East Doncaster Secondary College Parents and Friends Association

The Association aims to foster harmony between parents/guardians, teachers and students, create a forum for parent views and support the College Council with funds for various projects. A warm welcome is extended to all parents/guardians who join this active group. The Parents and Friends Association meets the third Monday of the month.

## HOMEWORK/HOMESTUDY POLICY

Homework and Home Study extend and reinforce classroom learning. This should be vital to every student's daily routine. Students who succeed in schooling have developed regular home study habits.

### Parents can assist their children by

- Providing a place to study at home,
- Taking an interest in their child's learning tasks,
- Discussing what is expected and keeping an eye on the timelines,
- Encouraging home study even when homework is not set.

### Suggested time for Homework/Home Study:

Years 7 to 9	Between 1 and 1.5 hours per day
Year 10	About 1.5 hours per day
Year 11	Between 2 and 3 hours per day
Year 12	Between 3 and 4 hours per day

### What Activities does 'Homework and Home Study' include?

- Set exercises and activities
- Completion of unfinished class work
- Research, e.g. for assignments by visiting a library or using the internet
- Writing, e.g. an essay on a topic, a laboratory report, a journal entry, a project or set of problems
- Reading, e.g. class novel, newspaper, magazine, wide reading of a book

- Observation, e.g. watching a particular TV program related to the learning, going to a play, a music concert, theatre or a sporting event
- Skills practice, glossary of terms or subject summaries prepared, learning vocabulary and spelling
- Practising use of a language or a musical instrument

### **Holiday Homework**

#### **Middle School:**

**Year 7:** Students should not receive holiday homework (The exception would be the reading of a novel for English).

**Year 8 & 9:** Students should not be set new work for completion over the holidays. They may be asked to complete overdue tasks. The reading of a novel for English is appropriate.

\*It is also reasonable for Year 9 students to be asked to undertake revision. (This should not exceed 1 hour per subject for the holiday period.)

**Senior School:** It is appropriate for senior students to undertake holiday homework, although they should not be asked to undertake a task that they have never done.

Suitable tasks may include:

- Review and Revision questions
- Practice exam style questions
- Pre-reading
- Note taking
- Practice SACs
- Completion of overdue work
- Ongoing folio work

## ASSESSMENT AND REPORTING

The college has revised the assessment and reporting process for 2014 and beyond. Teachers will complete six reporting cycles in the following format:

Year levels	Weeks in the year					
12	7	14	20	26	33	NA
10-11	7	14	20	26	33	39
7-9	7	14	20	26	33	39

These reports will focus on student progression and will reflect the following outcomes:

- Student achievement level
- Student attitude and effort
- Self-determined student goal
- Expected achievement level for all students

The reports are completed using the Compass system and can accessed by students and parents via the 'Compass' portal.



## REPORT WRITING/PARENT TEACHER INTERVIEWS

Reports are the formal communication to parents regarding the educational progress of their son(s)/daughter(s).

Great care needs to be exercised in determining the learning tasks that will be used for the assessment of students.

Similarly, during the parent/teacher interview all comments need to be carefully considered to obtain the most productive outcomes.

### PARENT/STUDENT/TEACHER INTERVIEW SESSIONS

#### 1. UNDERLYING AIM

- (i) To establish an effective working relationship based on trust, respect, honesty and care.
- (ii) To develop the idea that both teachers and parents are aiming for common goals.
- (iii) Reporting/and sharing of information.
- (iv) Problem solving.

#### 2. ASSUMPTIONS

- (i) Parents have the right to information about the progress of their sons/daughters.
- (ii) Teachers have the duty to inform parents about their student's progress.

#### 3. INTERVIEW MAY FOCUS ON EITHER:

- (i) reporting progress
- (ii) improvement in student performance/behaviour/problem solving

#### 4. INTERVIEW TIMES

- (i) All interviews must be booked via the COMPASS portal.
- (ii) Interviews should last no longer than five minutes.
- (iii) A further appointment may be necessary to explore other avenues of resolving issues.

## CAREERS AND PATHWAY EDUCATION

Students are made aware of career and further education pathways through participating in careers and work education activities.

These include:

- Year 9 Careers and Pathway Programs
- Year 10 Careers and Work Education Program with work experience placement
- Years 11 and 12 Study Skills programs/Mentor Program
- Visits to tertiary institutions
- Guest speakers who address students on a variety of career and work education issues
- Encouraging students to attend tertiary open days and career expos.

Students meet with the Student Pathways Coordinator and the VET, VCAL and Work Experience Coordinator to discuss options for their future through College programs and prior to VCE subject selection. Year 11 students requesting change to their VCE subjects are encouraged to discuss proposed changes with the Student Pathways Coordinator.

The Careers Resource Centre has a comprehensive range of up-to-date resources and software. Students are able to use the centre at lunchtime/after school, and to arrange appointments for careers counselling.

Year 12 students are assisted with their tertiary study selections and VTAC processes. Requests for special career information may be made with the Student Pathways and Work Education Coordinators. Parents/guardians will be informed of Careers and Work Education information at parent/student/teacher conferences and via the School Newsletter.

Parents/guardians are welcome to make an appointment to discuss careers and student pathways.

## CAMPS, INTERSTATE AND INTERNATIONAL TOURS

School camps and tours are an integral part of the curriculum. Notification is given in advance by letter which indicates the venue/destination, departure and arrival times, purpose, accompanying teachers, costs and other relevant details. Parents/guardians must meet the costs involved for their child's camp or tour. Should there be any financial difficulty please contact the Camp or Tour organiser or our Student Well-being Coordinator through the General Office. All such applications are treated in the strictest confidence.

Typically there are the following annual Camps/tours:

Year 7	Orientation Camp to Anglesea
Year 8	Bush and Adventure Camp at Forest Edge, Neerim East
Year 9	City Experience
Year 11	A selection of Snow Ski Camp, Central Australia, Sydney and Tasmania Tour
Music students	Mid-year Instrumental Music Camp

On a biennial basis the school conducts language and cultural tours to Italy and China, and a Science NASA Space Camp tour to USA.

## OUT OF BOUNDS AND RESTRICTED AREAS – SAFETY AND SECURITY

Students should carefully note that for safety reasons you are not permitted in the following restricted areas:

- Along the fence lines on Dryden and George Streets
- In the Technology Courtyard or driveway
- Western and Southern Banks of the Oval
- On the Northern side of the Hall (adjacent to George Street)
- In any staff car parks
- On the steps and entrance on the Northern side of the Administration Building

The following areas have restrictions at recess and lunchtime as a result of limited space:

- Only Years 7, 8 and 9 students may access the garden and recreation area in the Middle School Courtyard.
- Only Year 12 students may use The John Landy Centre, except for Year 11 students on designated days and if other students are visiting coordinators in the Senior School office.

### **Student access to Staff Rooms**

Whilst our teachers readily make themselves available to support students in their learning or to help with other school activities, to maintain security and be respectful of our teachers' right to privacy, students should not enter a staff room or staff office space. No student is to enter a staff room or office area without supervision by a teacher.

## **STUDENT LEADERSHIP**

At East Doncaster Secondary College all students are encouraged to develop their leadership skills. Across the school there are a range of learning experiences and targeted leadership programs designed to build responsibility, team work, perseverance, initiative, empathy and optimism. The College values 'student voice' as a significant medium through which students can explore and engage with their own learning, gain more control over the content, and develop higher-order thinking skills. Our student leaders make a positive difference to our culture and encourage active involvement in school and enrichment activities.

At East Doncaster Secondary College we have developed a structure of distributed Student Leadership. There are in excess of 100 positions of responsibility available for students to aspire to. Their duties range from active involvement in the planning and delivery of school activities, public speaking at school events, and encouraging the involvement of other students to achieve the best possible outcomes.

At Year 12 level there are a number of significant leadership responsibilities, including School Captains and Vice Captains, and International Student Captains. The College also has a Middle School Leadership team consisting of Year 9 Middle School Captains and Vice Captains, which allows more students to have a voice and at the same time build on their leadership potential.

The Student Representative Council (SRC), consisting of students from Years 7-12, meets weekly to raise issues of student concern. The SRC also organises, leads and budgets for student-led school and charity events throughout the year.

The role of a House Captain at Year 12 and 9 is to encourage all students to participate in House activities. They work in teams to help organise the School House Competition and enthusiastically lead their house in House Athletics, House Swimming and other extra- curricular events.

Two Class Captains are students elected in each Home-group from Years 7 - 9 by their classmates to represent their interests and concerns. Class Captains demonstrate leadership to other students and help to promote positive relationships in the classroom. Through an open discourse with staff, the Home-group Captains provide a better insight into how the students are engaging with one another and with their learning.

The College also has a Peer Support Program enabling Year 9 students to utilise their leadership abilities by acting as mentors to incoming Year 7 students, supporting their learning and involvement at the school.

There are also a range of student leadership opportunities across areas of student interest. There is a Library Monitor program offering roles to students in the Library, and specialised Student Captains lead student groups in Music, Performing Arts, Social Justice, Environment and Debating.

Student leaders are supported in their roles by a committed team of staff, and are provided with many training and mentoring opportunities throughout the year to build on their confidence and skills as the young leaders of tomorrow. In 2016 **Sakuna Mc Arthur and Tom Novak** are the Student Leadership Coordinators.

## STUDENT ENGAGEMENT POLICY

### 1. School Profile Statement

At East Doncaster Secondary College we have a strong tradition of academic excellence and we aim to promote and sustain a reflective learning culture. We want students to experience a sense of achievement and growth in their academic, personal, social and emotional development. We have high expectations of our students' commitment to being mutually supportive and striving for success as learners. We are proudly multicultural with a student population from 43 nationalities including a number of International Students; 33% of our students speak a language other than English at home. Our parents and students have high expectations of learning performance. A student's life at school is full of opportunities, being rich and varied with wide range of co-curricular activities particularly in sport, music, debating, lunchtime clubs, school productions, student leadership, and access to academic competitions as well as camps and international experiences for the educational and personal development of students. Our students are vibrant, energetic, and talented young people. There are many student leadership opportunities and we aim to continue to increase student access to decision-making and self-determination as learners. We provide Health and Personal Development, Sport, Music and Drama as compulsory studies across Years 7 to 9, have introduced VCAL as a pathway option and provide access to a wide range of VET studies in senior school to maximise the opportunities of success for all students.

We endeavour to create a "Culture of Curiosity" with goals of ensuring learning improvement for every student – every student, every period, every day. Our school's purpose is to develop passionate learners who are critical thinkers with the confidence and capability to engage in the global community.

The core values that underpin the culture of our school as we embrace the challenges of 21<sup>st</sup> century learning are: Care and Compassion, Curiosity, Excellence, Fairness, Resilience, Respect and Teamwork

We aim to sustain a learning culture that provides every student with a sense of achievement and the capacity to be their best in academic, personal, social and emotional development.

### 2. Whole School Prevention Statement

The whole school community has shared responsibility to support the emotional, social and educational wellbeing of students. The emphasis is on primary prevention and early intervention and on providing a strong teaching and learning program as the most effective means of enhancing the resilience of young people so that their learning opportunities are maximized.

There is a comprehensive curriculum program which incorporates VCE and allows access to a range of VET studies as well as a VCAL program. The college offers an advanced learning program, ALPHA, in Years 7-9 and accelerated VCE studies at Years 10 and 11 to provide for the needs of high achieving students. Literacy and numeracy support are provided through the Corrective reading and maths Quick Start programs. In addition, extensive individual subject choice and careers counselling ensures that the college provides appropriate and engaging pathways for all students.

A wide range of curricula and co-curricular programs engage and provide for students at all levels. The teaching of Health and Personal Development which focuses on student wellbeing is compulsory from Years 7-9. The whole college sporting program involves all students from Years 7-12 and promotes healthy activity and the development of team work and a sense of community. There is an extensive student leadership program, school camps at Years 7, 8 and 11; City Experience at Year 9 and Work Experience at Year 10.

A strong College-wide student wellbeing focus is led by a team consisting of principal class members, Student Wellbeing Coordinators, the college nurse and Heads of School. The College has 2 sub-schools, Middle (Years 7 – 9) and Senior (Years 10 – 12), which cater for the needs of all students and reinforce college values and expectations. The sub-schools form the basis of a well-defined student management structure which includes Year Level Coordinators and Home Group teachers.

In accordance with Engaging Schools are Effective Schools: Student Engagement Policy and Guidelines, the College has established processes and protocols to promote an emotionally safe learning environment and to build resilience in students.



- **Primary Prevention** - activities undertaken at the 'whole school' level and in all classes to develop resilience and to promote connectedness through a sense of belonging and wellbeing.
- **Early Intervention**- the development of policies, processes and programs to strengthen coping skills and reduce risk factors. Strategies could include meetings with teacher, parent or Home Group Teacher and/or the provision of school based support and counselling.
- **Intervention** - designed to provide expertise in support and treatment by Student Wellbeing Team and Support Services to meet the specific needs of these students.
- **Restoring Wellbeing**- through ongoing monitoring and support. Appropriate support will be provided to students, their families and members of the College community affected by the situation.

For further details please refer to the following DEECD links:

Engaging Schools are Effective Schools - Student Engagement Policy Guidelines

<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf>

Building Respectful and Safe Schools

<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/respectfulsafe.pdf>

### 3. Shared Expectations

It is our aim to have a common understanding of the school community's shared expectations of student engagement, attendance and behaviour. Our detailed policy is available on the college website [www.edsc.vic.edu.au](http://www.edsc.vic.edu.au) and includes rights, responsibilities, school actions and consequences.

*The policy aims to:*

- ensure a cohesive and harmonious environment
- maximise students' opportunities to strive for excellence
- encourage the personal growth of individuals
- ensure that individuals are valued and treated with respect
- foster self-discipline and respect for the needs and rights of others

- develop a spirit of cooperation, teamwork and pride in the college
- encourage each student to become a positive, motivated, healthy and resilient individual
- encourage each student to become a caring member of the college and wider community.

*Students will be encouraged to adopt a code of behaviour consistent with:*

- respect for the cultural and social diversity within the college community
- the development of self-discipline and self-esteem
- the principles of fairness, courtesy, honesty and cooperation
- respect for the rights of others to learn without interference
- respect for the welfare of others

*Therefore, for our safety, security and comfort, students are reminded :*

- not to kick footballs and soccer balls in the courtyards
- not to ride bicycles or skateboards on school grounds
- to use bins for litter
- smoking is not permitted at any time, including travelling from and to school
- to ensure there are no distractions to student learning; our students know that mobile phones and iPods are not to be used at any time during class unless directed by a teacher as part of the learning program
- chewing gum is not acceptable

#### 4. Rights and Responsibilities

##### **Rights and Responsibilities of Students**

<b>Rights</b>	<b>Responsibilities</b>
<p>Students have a right to:</p> <ul style="list-style-type: none"> <li>• work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition</li> <li>• participate fully in the school's educational program</li> <li>• be treated with respect and acceptance by all members of the school community</li> <li>• be able to express their views and to participate in decision making about their educational environment</li> </ul>	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> <li>• participate fully in the school's educational program and to attend regularly.</li> <li>• display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.</li> <li>• demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students.</li> <li>• With encouragement and support, take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.</li> <li>• show pride in their physical environment and assisting to develop and maintain a clean and attractive school</li> <li>• support and encourage other students to</li> </ul>

	do their best and to celebrate their achievements
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### Rights and Responsibilities of Parents/Carers

Rights	Responsibilities
Parents/carers have a right to: <ul style="list-style-type: none"> <li>• expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged</li> <li>• receive regular feedback on student progress</li> <li>• communicate any concerns or issues to the school and to have these addressed in a timely fashion</li> <li>• be fully informed about programs and policies that affect their children's education</li> </ul>	Parents/carers have a responsibility to: <ul style="list-style-type: none"> <li>• promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.</li> <li>• ensure their child's regular attendance</li> <li>• engage in regular and constructive communication with school staff regarding their child's learning.</li> <li>• support the school in maintaining a safe and respectful learning environment for all students</li> <li>• provide the school with any information that is required to support their child's learning</li> <li>• engage with and be an active member of the school community and encourage their children to do the same</li> <li>• be informed about and support the school in implementing the uniform policy</li> </ul>

### Rights and Responsibilities of Teachers

Rights	Responsibilities
Teachers have a right to <ul style="list-style-type: none"> <li>• expect that they will be able to teach in an orderly and cooperative environment</li> <li>• be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student</li> <li>• be supported by colleagues to develop curriculum and pedagogy which engages students and assist them to learn</li> </ul>	Teachers have a responsibility to <ul style="list-style-type: none"> <li>• fairly, reasonably and consistently, implement the engagement policy</li> <li>• model appropriate behaviours when interacting with all members of the school community</li> <li>• work in collaborative and innovative professional teams to develop and use a range of teaching strategies and resources to engage students in effective learning</li> <li>• build strong relationships with students, parents and professional colleagues</li> <li>• know how students learn and how to teach them effectively.</li> <li>• know the content they teach.</li> <li>• Know their students and use a variety of data and feedback to provide a teaching and learning program that addresses the needs of each student</li> <li>• plan and assess for effective learning.</li> </ul>

	<ul style="list-style-type: none"> <li>• create and maintain safe and challenging learning environments</li> <li>• provide regular feedback on learning outcomes to students and parents</li> <li>• enable student to connect to the wider community and to apply their learning</li> </ul>
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For further details please refer to the following DEECD links:

Engaging Schools are Effective Schools - Student Engagement Policy Guidelines

<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf>

Building Respectful and Safe Schools

<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/respectfulsafe.pdf>

## 5. School Values

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success. At East Doncaster Secondary College we value:

### Curiosity

- love of learning
- trying new things
- developing an awareness of our global community

### Care and Compassion

- concern for the welfare of others

### Excellence

- in academic results, sport, the arts and personal development
- always doing your best and supporting and celebrating others to do the same
- the continuous improvement in the teaching and learning program

### Fairness

- providing opportunities for everyone to participate
- consistency of approach
- respect for individual differences

### Resilience

- persistence
- courage to give and accept advice for improvement
- positively adapting to change

### Respect

- rights of all members of the community to work and learn to achieve their full potential in an environment which is free from harassment
- care of the physical environment and the property of others
- acceptance of individual differences and the cultural diversity of all members of the school community
- self respect

### Teamwork

- the encouragement of collaboration and cooperation
- support given to all members of the college community and the emphasis on providing a safe, secure environment where the welfare and personal development of students is strongly emphasised
- the strong partnership between parents, teachers and students to support the education of our students
- the development of self-discipline and pursuit of improvement in all aspects of student performance



## 6. School Actions and Consequences

### A. Restorative Practices

The school is committed to the use of restorative practices with students. Restorative Practices focus on education, accountability and meaningful change of behaviour rather than a traditional model of punishment of wrongdoers. Classroom teachers have a responsibility to use restorative practices when establishing a productive, respectful working environment in their classrooms. Restorative practices involve the development and enhancement of relationships and teaching conflict resolution and other problem solving skills. They involve classroom management practices that are participatory and focused on problem solving.

These practices

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness
- promote awareness of others, responsibility and empathy
- involve direct and voluntary participation of those affected by misconduct in its resolution
- promote relationship management rather than behaviour management
- separate the deed from the doer
- are systematic, not situational
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied

**Restorative Practices** as outlined below:

**Small Group Conference** – usually confined to a small group of students or an individual student who have been involved in an incident of harm. Typically a small group conference will be used by a teacher or Year Level Coordinator to deal with low level misconduct or incidents of bullying

**Classroom Conference** – involves a whole class to address issues concerning learning practices or behaviour such as bullying or classroom disruption which has affected student wellbeing and teaching and learning in the classroom.

**Community Conference** – usually in the wake of a serious incident of harm the school will bring together the wrongdoer, student being bullied or harmed, parents and appropriate school personnel. The conference will be conducted by a trained restorative practices teacher. An agreement will be reached whereby all participants can understand the incident, and feel that there has been a resolution and that relationships have been repaired

For further details of restorative practices refer to the DEECD link:

Building Respectful and Safe Schools

<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/respectfulsafe.pdf>

### B. Bullying and harassment

East Doncaster Secondary College strives to provide a safe and friendly environment for students and staff and encourages care, courtesy and respect for others. All members of the College community have the right to work and study in an environment which is free from bullying and harassment. They have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

**Definitions:**

**Harassment** is behaviour intended to annoy, disturb, threaten or upset another person. Harassment and bullying may involve similar behaviours as both usually involve a person or group of people who have, or are perceived to have, more power deliberately upsetting someone on more than one occasion. Harassment may also occur because of perceived differences such as culture, ethnicity, gender, sexual orientation or religion.

**Bullying** is when someone, or a group of people, deliberately upset or hurt another person or damage their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying due to age, size, status or other reasons.

Bullying may occur because of perceived differences such as culture, ethnicity, gender, sexual orientation, ability or disability, religion, body size and physical appearance, age or economic status. Bullying may be motivated by jealousy, distrust, fear, misunderstanding or lack of knowledge. It can continue over time, is often hidden from adults and will probably continue if no action is taken.

There are four broad types of bullying:

- **Direct physical bullying:** includes hitting, kicking, tripping, pinching and pushing or damaging property.
- **Direct verbal bullying:** includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.
- **Indirect bullying:** is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:
  - lying and spreading rumours
  - playing nasty jokes to embarrass and humiliate
  - mimicking
  - encouraging others to socially exclude someone
  - damaging someone's social reputation or social acceptance.

**Cyberbullying:** is direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces. It may involve text or images (photos, drawings).

Being involved in online spaces – either at home or at school - requires students to behave responsibly. This includes:

- the language you use and the things you say
- how you treat others
- respecting people's property (e.g. copyright)
- visiting appropriate places.

Behaving safely online means:

- protecting your own privacy and personal information
- selecting appropriate spaces to work and contribute
- protecting the privacy of others (this can be sharing personal information or images)
- being proactive in letting someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.

**Harassment** is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

**Subtle: (The most common)**

They include:

- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Persistent comments about a person's private life or family.
- Physical contact e.g. purposely brushing up against another's body.
- Offensive name calling.

**Explicit: (obvious)**

They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing. .
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.

Extreme forms of sexual harassment will lead to criminal prosecution.

The effects of harassment or bullying include:

- poor health – anxiety, depression
- lower self esteem
- reduced study performance, missed classes, social withdrawal
- reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to an appropriate person. However, if your friend is harassing another person, let them know that their behaviour is unacceptable.

Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully

If you are being harassed or bullied you should:

- Tell the person you don't like what they are doing and you want them to stop.
- Discuss the matter with a student leader or a teacher/coordinator/Principal that you feel comfortable with.

Your concerns will be taken seriously. All complaints will be treated confidentially.

For further details please refer to the following DEECD links:

Building Respectful and Safe Schools

<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/respectfulsafe.pdf>

DEECD "Learning on Line" policy advice

<http://www.education.vic.gov.au/learningonline>

**C. Promoting positive behaviours, engagement and regular attendance**

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations

- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator, managed individual pathways or careers coordinators
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.

#### **D. Promoting cyber safety and preventing cyberbullying**

The school will implement strategies to assist students to use internet and digital technologies effectively to enhance their learning and to develop behaviours which will assist them to deal with incidents of cyberbullying or other unacceptable behaviour.

The school plays an active role in promoting the safe use of digital technologies through the Health and Personal development curriculum in Years 7-9, professional development for staff, visiting speakers and students and parent forums. Year 10-12 student workshops to promote cyber safety are conducted annually.

For further details on strategies for dealing with cyber safety refer to:

“Learning on Line” policy advice

<http://www.education.vic.gov.au/learningonline>

Australian Communications and Media Authority

<http://www.cybersmart.gov.au>

#### **E. Discipline procedures**

The school will use the restorative practices model to deal with issues of student misconduct unless the behaviour is extreme or presents an immediate danger to students or teachers.

However, if the behaviour persists or the student is unwilling to participate in the restorative

practices process, other discipline measures may be used as appropriate.

- Detention - teachers may require a student to finish school work that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for recess or lunchtime may be used for this work.

Where students are required to undertake school work after school, the time should not exceed forty-five minutes.

Parents/carers will be informed at least the day before any after school detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.

- student placed on a behaviour/homework card
- referral to Coordinators, Student Wellbeing Coordinator, Assistant Principal, Principal, Student Services

Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines)

Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time.

This will be done only after others measures are exhausted and with prior consultation with a year level coordinator or an assistant principal.

Where appropriate, parents/carers should be informed of such withdrawals.

Corporal Punishment is prohibited at East Doncaster Secondary College in accordance with DEECD policy.

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in "Effective Schools are Engaging Schools Student Engagement Policy Guidelines".

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Consequences which may be used prior to suspension include:

- restorative conferences
- student is reminded of the rule
- verbal reprimand
- verbal or written apology is required
- student carries out specified task
- withdrawal of privileges

References:

Building Respectful and Safe Schools: A Resource for School Communities

<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/respectfulsafe.pdf>

DEECD Learning on Line

<http://www.education.vic.gov.au/learningonline>

Engaging Schools are Effective Schools - Student Engagement Policy Guidelines

<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf>

Guidelines for Managing Cultural and Linguistic Diversity

<http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/lem/guidelinesforschools.pdf>

Charter of Human Rights

[http://www.austlii.edu.au/au/legis/vic/consol\\_act/cohrara2006433/](http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/)

## MOBILE PHONES & IPODS

To ensure there are no distractions to student learning our students know that mobile phones are not to be used at any time during class.

Students may use their mobiles at recess and lunchtimes. However, it should be noted that to minimize the opportunity for any form of cyber bullying, **the use of mobile phones or any other mobile device as a camera is not permitted**. Photography of others without their permission is a breach of privacy.

It is acceptable for students to use iPads and mobile phones for learning as well as relaxation at recess and lunchtimes but they should not be used during class time unless under the direction of a teacher as part of the learning program.

The following consequences for breach of school rules relating to mobile phones and iPods are:

- **If a student disrupts the class by using a phone/iPod, teachers will ask them to put it away.**
- **If this persists to another occasion, teachers will give the student a detention.**
- **If this behaviour still persists, the teacher should advise the coordinators who will confiscate the device and contact parents. The device will be returned to the student at the end of the day.**
- **Any further breaches of the rule will result in coordinators confiscating the device and contacting parents to set up a conference.**

**If there is a need for contact with students by parents during the day, calls should be made to the school office on 9842 2244. Students may see their level coordinators in instances of urgent contact to family members.**

Depending on the circumstance, the behaviour of students using mobile phones or iPods may be examples of "failing to comply with a reasonable and clearly communicated instruction of a teacher", "consistently interfere with the wellbeing, safety or educational opportunities of any other student" or "threaten or constitute a danger to the health, safety or wellbeing of any person".

There is a genuine opportunity for students to make a choice to support us in providing a positive, learning environment or being disruptive.

We trust that students and their parents will recognise that we are **endeavouring**, in good faith, to maintain a learning environment that is most conducive to success whilst maintaining safety and security for staff and students.

## ICT ACCEPTABLE USER POLICY

**Part A– The agreement to be signed by the student and parent.** See part C for support information.

### **When using the internet, I agree to:**

- behave according to my school’s Code of Conduct
- protect my privacy rights and those of other students by not giving out personal details including full names, telephone numbers, addresses and images
- use appropriate language when talking to and working with others online and never participate in hate mail or acts of harassment
- use the internet at school for educational purposes and use the equipment properly
- use social networking sites for educational purposes and only as directed by teachers
- not deliberately enter or remain in any site that has obscene language or offensive content (e.g. racist material or violent images)
- abide by copyright procedures when using content on websites (ask permission to use images, text, audio and video and cite references where necessary)
- think about how I use content posted on the internet and not simply copy and paste information from websites
- not interfere with network security, the data of another user or attempt to log into the network with a user name or password of another student or teacher
- not reveal my password to anyone except the system administrator or classroom teachers
- not bring or download unauthorised programs, including games, to the school or run them on school computers
- talk to my teacher or another adult if:
  - I need help online
  - I feel that the welfare of other students at the school is being threatened
  - I come across sites which are not suitable for our school
  - Someone writes something I don’t like, or makes me and my friends feel uncomfortable or asks me to provide information that I know is private.

When I use my mobile phone, iPod or other mobile device I agree to:

- use it for learning purposes as directed by my teacher
- act responsibly and not use the device to find, create or send information that might be harmful, inappropriate or hurtful to me or anyone else.

To this end, when using my mobile device as a phone, I will:

- keep my phone on silent– except as specified by a teacher for learning purposes
- protect the privacy of others and never post private information about another person using SMS messages.

When using my mobile device as a camera I will:

- only take photos and record sound or video when it is part of a class or lesson
- seek permission from individuals involved before taking photos, recording sound or videoing them (including teachers)
- seek written permission from individuals involved before publishing or sending photos, recorded sound or video to anyone else or to any online space
- respect others when I talk to and work with them online and never write or participate in online bullying
- seek teacher permission before uploading any content to websites (e.g. blogs)

This Acceptable Use Policy for Mobile Devices also applies to students during school excursions, camps and extra-curricular activities.

I acknowledge and agree to follow these rules. I understand that my access to the internet and mobile technology at school will be renegotiated if I do not act responsibly.

**I have read the Internet and Mobile Phone - Acceptable Use Agreement carefully and understand the significance of the conditions and agree to abide by these conditions. I understand that any breach of these conditions will result in internet and mobile phone access privileges being suspended or revoked.**

**Student Name**

**Year Level**

**Form**

**Student Signature**

**Parent Signature**

**Date**

**School**            **East Doncaster Secondary College**

**This Agreement page is to be returned to the College, via the student, before a Student's Network User Account will be allocated. Agreements must be returned to the Library on the advertised day for the appropriate Year Level's account distribution. If this date has passed the Agreement goes to the eLearning and Innovations Coordinator directly at an appropriate time.**

If as a parent or student you have any concerns about this agreement or internet safety in general, contact either the school or Net Alert Australia's internet safety advisory body on 1800 880 176 or visit <http://www.netalert.gov.au/>

### **Part B –The schools' support for responsible and ethical use of technology**

**East Doncaster Secondary College** uses the internet as a teaching and learning tool. We see the internet as a valuable resource, but acknowledge it must be used responsibly.

Your child has been asked to agree to use the internet responsibly at school. Parents should be aware that the nature of the internet means that full protection from inappropriate content can never be guaranteed.

**At East Doncaster Secondary College we:**

- provide a filtered service
- provide access to Connect ([www.education.vic.gov.au/secondary/](http://www.education.vic.gov.au/secondary/)), a search engine that can be used to control student access to websites that have been teacher recommended and reviewed
- provide supervision and direction in internet activities
- have a school intranet which is accessed by school community members and is only accessible by password
- have an Information Literacy program



- have a cyber safe and ethical behaviours program which provides information about digital rights and privacy information
- work towards setting tasks that ask students open questions, so they can't copy and paste all answers from the Internet
- reinforce the importance of safe and respectful use of the internet in all curriculum areas
- provide support to parents to understand this agreement (e.g. language support)
- may allow student access to social networking sites for educational purpose – this will be under teacher direction with clear protocols established

The posting and sharing of information online (or in any other way) requires consent. This consent must be fully informed, freely given, current and specific in how the information will be presented and who it will be presented to. East Doncaster Secondary College will require signed authority for any work, images or information posted online.

We also recommend that you read and follow the 'Bridging the gap between home and school' information to help you understand how your child may be using the internet at home or sometime in the future.

### **Part C - Advice for Parents**

Please keep this as a resource to use at home

#### **About the agreement**

**East Doncaster Secondary College** believes the teaching of cyber safe and ethical online behaviour is essential in the lives of students and is best taught in partnership between home and school.

21<sup>st</sup> Century students spend increasing amounts of time online learning and socialising. These online communities need cybercitizens who do the right thing by themselves and others online, particularly when no one is watching.

Safe and ethical behaviour online is explicitly taught at our school and support at home is requested (**Cyber Safety Program**).

It is important to note that some online activities are illegal and as such will be reported to police. This includes harassment of others and publishing of inappropriate images.

#### **Bridging the gap between home and school**

At school the internet is mostly used to support teaching and learning. At home, however, it is often used differently. Not only is it a study resource for students, but it is increasingly being used as a social space to meet and chat.

If you have the internet at home, encourage your child to show you what they are doing online.

At home we recommend you:

- find out how your child uses the internet and who else is involved in any online activities
- have the computer with internet access in a shared place in the house – not your child's bedroom
- ask questions when your child shows you what they are doing, such as:
  - How does it work and how do you set it up?

- Who else is sharing this space or game? (Do you know them or did you ‘meet’ them online?)
- Can you see any risks or dangers in the activity - what would you say to warn/inform a younger child?
- What are you doing to protect yourself or your friends from these potential dangers?
- When would you inform an adult about an incident that has happened online that concerns you? (Discuss why your child might keep it to themselves.)

Statistics show that students will not approach an adult for help because:

- they might get the blame for any incident
- they don’t think adults “get” their online stuff
- they might put at risk their own access to technology by either:
  - admitting to a mistake or
  - highlighting a situation that might lead a parent to ban their access.

### **Protecting personal privacy rights and those of other students**

Students like to publish information about themselves and their friends in spaces like Myspace, Facebook and blogs, but in doing so they can make themselves more vulnerable to being approached, groomed or bullied online. To avoid this we recommend they:

- Don’t use their own name, but develop an online name and use avatars.
- Don’t share personal details including images of themselves or their friends online
- ‘Password protect’ any spaces or accounts they have.
- Don’t allow anyone they don’t know to join their chat or collaborative space.
- Are reminded that any image or comment they put on the internet is now public (anyone can see, change or use it) so no full names should appear in reference to individuals in any image, movie or sound recording
- ALWAYS make the space private so that they can control who sees their space and can communicate with them.

### **Using the internet in line with school’s student code of conduct:**

#### **Using appropriate language when talking to and working with others online and never write or participate in hate mail.**

Being online can make students feel that they are anonymous and sometimes students may say things online that they would never say to someone’s face. Often very few adults visit this online environment. The web space or online chat environment that they use in leisure time might also have explicit language and they may feel they have to be part of it. Students need to be reminded that their behaviour online must fall in line with the school’s code of conduct.

#### **Using equipment and resources properly for educational purposes as directed by teachers**

It is important to realise that there is a time for fun and a time for work even on the internet. Students may often see the internet as “free” but just looking at a page on the internet incurs a download cost. By just taking care with the equipment, and thinking carefully about printing and downloading from the internet students can save time, money and the environment.

#### **Using social networking sites for educational purposes and only as directed by teachers**

Web2 tools and social networking spaces allow students to be contributors to the web and allow them to work collaboratively online with other students. Creating or contributing to blogs, wikis, digital stories and podcasts can all be legitimate educational activities which allow students to publish, share and inform others and be active contributors to the web.

The task, online space and responsibilities should be clearly outlined by the school and reinforced throughout the task.

The educational purpose should be clearly understood by the student and the online space defined by the school. When publishing, students should be aware that they are posting to the web and should follow safe practices which protect both their privacy and other members of the school community and post/create in an appropriate way for the school project.

#### **Keeping away from rude or offensive sites.**

In school settings, internet service providers set up filters to block out a lot of inappropriate content, but these filters are not always foolproof. Students, who deliberately seek out inappropriate content or use technology that bypasses filters, will have their internet access reviewed and their parents will be immediately informed.

#### **Following copyright procedures**

All music, information, images and games on the internet are owned by someone. A term called copyright is a legal one and has laws to enforce it.

By downloading a freebie you can risk bringing a virus or spyware to the computer or system. These can destroy a computer system or provide hackers with details such as passwords and bank accounts. Remember if an offer is too good to be true, the chances are it is.

#### **Evaluating and using content on the internet carefully**

Not everything on the internet is true, accurate or unbiased. The school is working to teach information literacy skills, which enable students to locate, evaluate, and use information effectively on the internet.

Copying and pasting information can help organise arguments, ideas, and information, but it is important that your child uses their own thoughts and language to express what they have learnt.

#### **Not interfering with network security, the data of another user or attempt to log into the network with a user name or password of another student**

Computer facilities are for the use of all students so due care should be taken at all times when using these resources. **Students are responsible for everything done using their accounts, and everything in their home directory.** To this end students need to keep their password secret and not gain access to other students' login details.

#### **Seeking teacher assistance**

The internet has some flashy and tricky ways to lead users into some websites they never meant to visit. It is easy for us all to get distracted. We want students to ask for help in locating the information they need, and clarifying the task they have been set. Unfocused clicking through websites can lead to inappropriate content.

We also want the whole school community to keep their internet environment as safe as possible so we ask your child if they see a site they think should be blocked to turn off their screen and let a teacher know.

Open communication between parents, teachers and students is the best way to keep students safe.

**Use of mobile phone and other mobile technology**

Mobile phones and technologies are a seamless part of our lives. The school is asking to have some say in how these technologies are used to ensure that there is the capacity for learning in a classroom. A classroom could have more than 25 mobile phones in it at any time. Student learning and concentration could well be hampered by texting and ringing.

**The recording of both images and sounds can breach other student's rights under the privacy act.**

Sometimes students feel embarrassed telling their peers that they don't want their image or voice recorded. The use of such images can be instantly transmitted by SMS and/or posted online.

**The privacy act says that the posting and sharing information online or in any other way requires consent.** This consent must be fully informed, freely given, current and specific in how the information will be presented and who it will be presented to. **Schools are required to obtain signed authority for any work, images or information posted online.**

**All citizens need to respect the rights of others to privacy and students are no exception.**

If you have any concerns about this agreement or Internet Safety in general. Contact either the school or Net Alert Australia's Internet safety advisory body on 1800 880 176.or visit <http://www.netalert.gov.au/>

## EVACUATION – SAFETY OF STUDENTS & STAFF IS PARAMOUNT

**How will you know about it?** Generally there will be a **loudspeaker message**. A few emergency pips will sound to get your attention and a message will be given, followed by prolonged emergency pips.

**OR**

If the loudspeakers are not operating, then a **messenger** will come to your room.

### **What should you do?**

- **Students are to assemble in classrooms** ready to evacuate and **await instructions**.
- **Teachers will make sure doors and windows are closed**.
- **Leave all books and belongings (except valuables and iPads/notebooks)** in the classroom and exit through nearest external door if possible, **closing classroom door behind you**.
- **Move as a class in an orderly manner**, without running, to the evacuation assembly area (usually on the covered basketball courts or School Oval).
- **Keep away from buildings and do not go to lockers or toilets**.
- The **route to the assembly area will be at the discretion of the class teacher**, avoiding congested areas where possible. **Move away from the danger zone at all times**. If the shortest route moves you close to the danger zone, you will be directed via a different route.

In the event of less than a complete evacuation, all other Staff and students will stay in their classroom until further notice.

### **Assembly Area**

- The evacuation assembly area will be on the two **covered Basketball courts** on the south side of the school buildings near the oval.
- All staff will report to the path area immediately north of the courts and be checked off before continuing with supervisory duties.
- **Years 7 to 9 Home Groups** will assemble in home group order from 7A on the western side (closest to Westfield Shoppingtown) on the North court (closest to the school buildings).
- **Years 10 to 12 Home Groups** will assemble in home group order from 10A on the western side (closest to Westfield Shoppingtown) on the Southern court (further from the school buildings).
- Students will stand in straight lines in **ALPHABETICAL SURNAME ORDER** until the roll has been marked by a teacher and will then be asked to sit until all students are accounted for.

### **Lock Down**

In the event of an emergency whereby it is appropriate for students and staff to remain isolated from danger, a **SCHOOL LOCKDOWN** will be called over the public address system or by messenger to classrooms. In this instance students are to immediately be attentive to their class teacher who will direct them to sit on the floor of the classroom, below window height.

Staff and students are to remain in this position until informed that it is safe to resume activities or evacuate to another site.