STUDENT WELLBEING AND ENGAGEMENT POLICY

Help for non-English speakers

If you need help to understand the information in this policy please contact the College Office on 9561 5811

Purpose

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

    (a)   our commitment to providing a safe and supportive learning environment for students

    (b)   expectations for positive student behaviour

    (c)   support available to students and families

    (d)   our school's policies and procedures for responding to inappropriate student behaviour.

Wheelers Hill Secondary College provides a strong foundation for student learning with student engagement and wellbeing as a whole-school priority.

Student wellbeing is everyone's responsibility - social and emotional wellbeing underpin effective student learning and positive behaviour. Wheelers Hill SC recognises that we are preparing young people for their adult lives. United Nations Educational, Scientific and Cultural Organisation's International Commission identifies learning to know, learning to do, learning to live together, and learning to be as the pillars of learning for the 21st century.

Wheelers Hill SC focuses on the development of student social competencies by embedding such learning opportunities into our pedagogy, curriculum, behaviour management systems, expectations and structures.

A positive school culture ensures that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. Wheelers Hill SC is engaging and inclusive, recognising and responding to the diverse needs of their students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.

Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

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

Young people will encounter some difficulty, including learning difficulty, during their school life and will be supported by strategies to address such challenges. Risks for students may involve individual, social, emotional or physical factors, and may be related to family or community factors. The College has in place processes to identify and intervene early when an individual student is at risk of disengaging from learning or from school. Our teachers have a responsibility to respond when students experience difficulty with their schooling.

Teachers at Wheelers Hill SC are supported by a planned, sequential and detailed whole-school approach to student support and by professional learning to assist with implementation. Our teachers need to 'believe they can make a difference and have a commitment to do so ... as well as a belief in the capacity of all students to make progress, given sufficient time and support'. (Hill & Crevola, 1998, pp. 133–57).

The Wheelers Hill Secondary College Student Engagement Policy will focus on:
• creating a positive school culture that is fair and respectful
• building 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 parents/carers
• implementing preventative and early intervention approaches
• responding to individual students
• linking to the local community.

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

CONTENTS
1. School Profile Statement
2. Whole-school Prevention Statement
3. Rights and Responsibilities
4. Shared Expectations
5. School Actions and Consequences

NB: A copy is provided to parent/carers and students on enrolment. Extracts are also found in the student planner.

POLICY
School Profile Statement
Wheelers Hill Secondary College is located in the City of Monash in the eastern suburbs of Melbourne and was established in 1980. Each Year Level cohort has been formed from approximately 30 primary schools upon secondary college entry, with students coming from a wide range of geographic areas to attend the College. Student families are from a broad range of socio-economic backgrounds and comprise 42 different nationalities.

Our College Motto is 'Be The Best That You Can Be'.
Our Vision: As a school that values respect, excellence and creativity, Wheelers Hill Secondary College strives to develop students capable of being global citizens ready to embrace the future. We encourage members of our College Community to be 'the best that they can be' in all of their endeavours.

Our Values:
Respect: WHSC promotes respectful, inclusive and positive relationships. Our students and staff act with integrity and value diversity.
Excellence: WHSC provides opportunities to demonstrate excellence in all areas of learning and teaching by adopting a focused and committed approach to acquiring key skills and knowledge.
Creativity: WHSC has developed a creative approach to learning and teaching. Our students and staff are encouraged to seek innovative solutions to problems.

There are 4 key areas that are important to our College
- Academic excellence
- Sport
- The Arts

-   Leadership and Our Community

Education

College programs have been developed to provide the best possible learning opportunities for all students. As students' progress through the College they develop skills that lead to strong results at VCE, equip students for further study and enable them to take a productive place in the community. There is a strong academic focus and we have high expectations around student learning.

Every year level has access to a broad range of core studies and an extensive elective program is available at Years 9 to 12, with students recommended to advanced studies in their areas of expertise.

Built on academic research, we provide our own Extension and Enrichment Program at Year 7 and 8. We provide additional resources to support students in developing, building and extending their skills, particularly in English and Mathematics. The College has also implemented a school wide approach to literacy with a specific focus on vocabulary practice with further work in this area to be developed throughout the year.

Student development is enriched at Wheelers Hill Secondary College through a breadth of programs. Specific additional programs at each Year Level further address development through this learning journey.

In Year 8 students are involved in our Personal Best Program which promotes independent learning and allows students to enhance their connectedness to the College through the development of their own interests. Community Connections at year 9 allows students to focus on personal development, career opportunities and involvement in community. In year 10 Futures allows students to explore an array of career and personal pathways through experiential learning.

Study Skills at Year 11 and Year 12 provide an emphasis on the development of skills which will enable students to improve their academic outcomes and enhance their connectedness with their peers and teachers.

Our Performing Arts Program to provide further opportunities to our students in this important area of learning.

Together with an extensive camps and tours program, activities such as debating, instrumental music, performing arts and sports provide opportunities for students to develop particular skills outside the mainstream classroom.

The College has a strong pastoral care program supported by a Student Wellbeing Coordinator, home groups and sub-school teams at each year level. This complements the strong academic tradition of the College. A clear emphasis on the development and nurturing of leadership skills is a focus of Wheelers Hill Secondary College and programs and structures are in place to enable this.

We have a broad range of staff with extensive experience, skills and knowledge. They provide excellent teaching and learning experiences for our students and they are positive about their own professional growth. The Leadership team prioritises student learning, engagement and wellbeing and focusses clearly on planning and implementing the College strategic direction.

Technology

The College provides a very rich environment for the use of electronic learning devices. In 2022 students from years 7 to 12 bring their own designated laptop to school and many texts are digital. We will continue to provide resources to ensure our classrooms across the school have currency with ever-developing technology. This incorporates hardware, software and networking needs.

ICT provides the opportunity to engage and stimulate learning and build activities appropriate to individual student needs. The interactive nature of the equipment enables real time learning and opportunities for student direct participation in a more open-ended learning process. WHSC supports teachers as they adopt appropriate pedagogies for the digital environment

The College actively uses Compass and students, parents, teaching and administration staff liaise efficiently and effectively. This is a powerful tool which underpins effective communication by sharing resources, communicating

attendance, promoting student work, ensuring classroom materials are available and ensuring currency of documentation.

Environment

The College has excellent facilities that fully support student learning. Our learning spaces include
- A modern library facility to support learning and research which is the central hub of the College
- A STEM centre with fully equipped computer laboratories with leading edge equipment and software.
- A modern Science Centre catering for the four major science strands of Biology, Chemistry, Psychology and Physics
- Food Technology Centre with modern kitchens
- Arts, Wood and Metals/Plastics Technology areas
- A well-equipped theatrette
- A VCE Study Centre
- A fully equipped gymnasium

These, along with excellent classrooms, administration and staff work areas create a pleasant working environment for staff and students alike. The College grounds undergo continuous development and improvement.

Local community groups make good use of our facilities after hours using classrooms, the gymnasium and the college grounds for sporting and academic activities.

Parental Involvement

This centres around participation in College Council and its sub-committees, voluntary assistance at sporting carnivals and second-hand uniform sales

1. **Whole-school prevention statement**

Purpose

The Wheelers Hill Secondary College Community is committed to:

- Providing a safe and welcoming learning environment where every individual is valued
- Encouraging and supporting all students to achieve their personal best and continue as life – long learners
- Promoting student confidence and self-belief to assist them in reaching their full potential

Values

Key values that underpin our community include:

Respect: WHSC promotes respectful, inclusive and positive relationships. Our students and staff act with integrity and value diversity.

Excellence: WHSC provides opportunities to demonstrate excellence in all areas of learning and teaching by adopting a focused and committed approach to building key skills and knowledge

Creativity: WHSC has developed a creative approach to learning and teaching. Our students and staff are encouraged to seek innovative solutions to problems.

The school governing authority will:

(a)   develop strategies to embed a culture of child safety at the school;

(b)   allocate roles and responsibilities for achieving the strategies;

(c)   inform the school community about the strategies, and allocated roles and responsibilities;

(d)   put the strategies into practice, and inform the school community about these practices; and

(e)   periodically review the effectiveness of the strategies put into practice and, if considered appropriate, revise those strategies."

As per the Ministerial Order no. 870 with reference to Meeting the Requirements of the Child Safe Standards - Ministerial Order No. 870

College Strategic Plan Précis 2019 - 2022

Summary of Key Directions

• Improving student outcomes and learning growth for all students, particularly by engaging all students and providing challenge to extend all learners at their point of need
• Improving the school's policies, procedures and practices relating to developing a high level of student agency in their learning
• Improving staff capacity to utilise assessment data to better inform differentiation in teaching and learning practice
• Strengthening the capacity of mid-level leaders
• Improving the levels of collaboration and connectedness of all staff across the school.

Goal 1

Maximise student learning and achievement outcomes.
FISO high-impact improvement initiatives for this goal (in order of priority)

1. Building practice excellence (BPE)
2. Curriculum planning and assessment (CPA)

Goal 1 rationale:
An analysis of the school's NAPLAN and school-based benchmarking data identified areas for improvement. Numeracy and literacy were therefore recognised as areas requiring focus particularly in the areas of reading and writing.
An analysis of the school's VCE data identified that both the study mean score for VCE and also the percentage of scores could be improved. The panel agreed that VCE was as an area requiring focus for the next SSP.

Goal 2

Empower students to actively engage in their learning.
FISO high-impact improvement initiatives for this goal (in order of priority).

1. Empowering students and building school pride (ES)
2. Building practice excellence (BPE)

Goal 2 rationale:
An analysis of survey responses from students and staff indicated areas for improvement. The panel agreed that a focus on empowering students to be more actively engaged in their learning should be a focus for the next SSP.

Goal 3

Improve student outcomes relating to differentiated teaching and learning.
FISO high-impact improvement initiatives for this goal (in order of priority).

1. Building leadership teams. (BLT)

Goal 3 rationale

Discussion with staff, validated the staff survey data, that indicated that levels of confidence of teachers and leaders to support high-level differentiated teaching and learning programs needed more attention.

The panel agreed that a focus on building teaching and leadership capacity for staff would assist to address the issue of differentiated teaching and learning and improve outcomes evident at VCE in the next SSP.

Our priorities for the next SSP (2019 - 22) will be recorded in each of our Annual Implementation Plans (AIPs) and our priorities will be linked to the Goals as shown above.

In addition to a range of engaging curriculum programs, the following programs, events and activities seek to promote students' behavioural, emotional and cognitive engagement throughout the school and make manifest our philosophy.

Advance Program

Anonymous Bullying Survey

Art & Technology Exhibition and competitions

Camps (Year 7 Transition; Student Leadership)

Career Action Plans

Central Australia Camp/Tour

Competitions (Subject Based)

Chess Club and Competitions

Community Connections

Debating Competitions

Driver Education Program

Excursions

Extension & Enrichment – English

Extension & Enrichment – Mathematics

French Tour

G'Day USA Tour

Getting it Right Program – Year 7

Homework Club

Indonesia Tour

Information Evenings

Instrumental Music Program

Intra and Interschool Sport Programs (including State and Interstate Competition)

Peer Support Program

Personal Best Program – Year 8

Year Level Socials, Senior Formal

Presentation Evening

Robocup Competitions

School Musical and Dramatic Productions

Student Academic Recognition and Awards (including subject awards and 200, 250, 300 & 400 Clubs)

Student Leadership Programs

Student Representative Council

Student Wellbeing Programs and Presentations

VCE Study Camp

Transition Programs Year 7 – 8, 8 – 9, 9 – 10, 10 – 11, 11 - 12

VET Programs

Work Experience

World Challenge Program

The College has a strong pastoral care program supported by our Student Wellbeing Coordinators, Home Groups and Sub-School Teams overseen by the Principal Class. The Pastoral Program complements the strong academic focus of the College. Programs such as Instrumental Music, Performing Arts and Sporting programs create opportunities for students to develop particular skills beyond the classroom. A particular emphasis is placed on developing and encouraging leadership skills and programs and structures are in place to enable this. College programs have been developed to provide the best possible learning opportunities for *all* students. Through these programs students develop the skills that lead to strong results at VCE and allow them to confidently take their place in the community.

We consistently seek to develop educational programs in a spirit of learning and improvement to better meet student needs and enhance educational outcomes.

Details of current curriculum programs can be found on the College website
http://www.whsc.vic.edu.au/ .

Rights and Responsibilities

This policy acknowledges and is consistent with the:

1. ***Racial and Religious Tolerance Act 2001***, which supports racial and religious tolerance and prohibits vilification on the ground of race or religion
   https://www.humanrightscommission.vic.gov.au/the-law/racial-and-religious-tolerance-act

2. ***Equal Opportunity Act 1995 (Victoria),*** which enshrines the concepts of fair and equal treatment and the protection of the rights of individuals
   http://www.education.vic.gov.au/hrweb/divequity/Pages/default_eeo.aspx
   https://www.humanrightscommission.vic.gov.au/discrimination/places-of-discrimination/education

3. ***Charter of Human Rights and Responsibilities Act 2006*** which requires schools to act compatibly with human rights and consider human rights when making decisions and delivering services
   https://www.education.vic.gov.au/hrweb/workm/Pages/Human_Rights.aspx
   http://www.humanrightscommission.vic.gov.au/index.php/the-charter/

4. ***Disability Discrimination Act 1992,*** which seeks to ensure that persons are not discriminated against on the basis of disability. The *Disability Standards for Education 2005* clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation. An education provider must make 'reasonable adjustments' to accommodate a student with disability
   https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/legislation.aspx
   https://www.education.gov.au/disability-standards-education-2005

5. *Laws relating to digital citizenship.* Digital citizenship refers to the norms of behaviour expected of all digital users. The following areas of law may be applicable in matters relating to inappropriate digital behaviours: privacy legislation; intellectual property rights, especially copyright infringement; defamation; and matters relating to criminal law, including harassment and offensive behaviour.

6. *Wheelers Hill Secondary College - Statement of Commitment to Child Safety.* Please see Appendix B.

7. *Wheelers Hill Secondary College – Child Safety Code of Conduct.* Please see Appendix C.

Rights

Students have the right to learn.
Teachers have the right to teach.
Parent/Carers have the right to expect that their children will be educated to their potential.

These fundamental rights exist in an environment where the following rights are upheld:

- The right to feel physically and psychologically safe at school

- The right to be valued and treated fairly – with respect and dignity

- The right to learn and teach in a safe, orderly and co-operative environment free from harassment and bullying, including cyber bullying

- The right to have access to an engaging and inclusive curriculum that acknowledges student diversity

- The right to personal expression with regard to the rights, needs and expectations of others including the broader school community

Responsibilities

Students will:

- Participate fully in the school's educational program and attend regularly

- Show respect, tolerance and consideration for the rights and needs of others

- Accept responsibility for their own learning and actions

- Respect the property of other school community members

- Respect and care for the college environment, facilities and equipment

- Be familiar with the Student Engagement Policy and follow its guidelines

Teachers will:

- Conduct themselves within the guidelines of the VIT Code of Ethics and Code of Conduct
  https://www.vit.vic.edu.au/__data/assets/pdf_file/0018/35604/Code-of-Conduct-2016.pdf

(Refer to *Shared Expectations for Teachers* section for more details)

- Show tolerance and consideration for the rights and needs of others

- Care for and respect the college environment, facilities and equipment

- Be familiar with the Student Engagement Policy and consistently seek to implement it

Parents/Carers will:
- Be familiar with and support the school in the implementation of the Student Engagement Policy

- Promote positive educational outcomes for their children by taking an active interest in their educational progress and by modelling positive behaviours

- Communicate in a timely manner with teachers, principals and support staff about matters that relate to their child's education and wellbeing at school

Shared Expectations

We expect students will:

Participate fully in the school's educational program and attend regularly
- Students will follow our Teaching and Learning Model
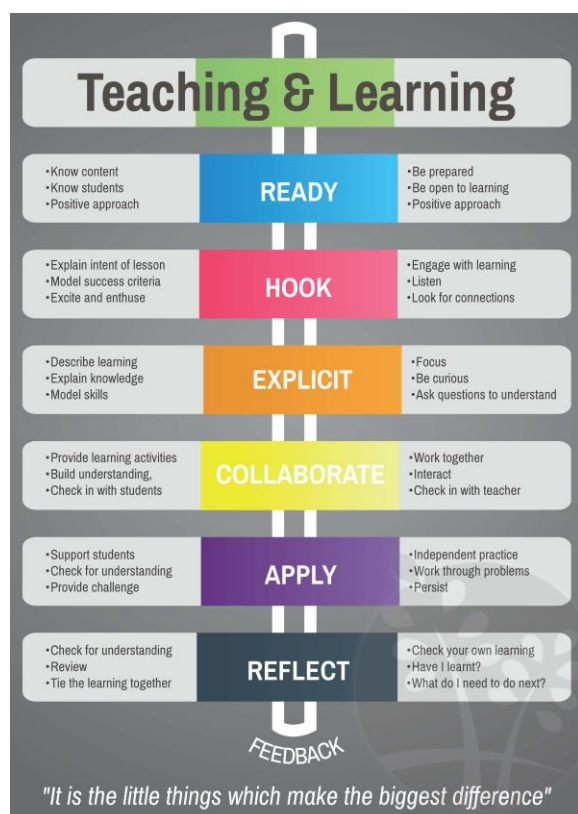
Learn in a safe, orderly and co-operative environment free from harassment and bullying, including cyber bullying.
Please refer to Appendix A: WHSC Policy Against Harassment and Bullying Policy 2012 for more information.

- Behave in a safe and cooperative manner in school buildings and grounds.
  Example: Abstain from smoking or use of other dangerous or illegal substances. Use phones, iPods and electronic devices only as prescribed in the student planner.
  NOTE: Electronic devices, including phones, are brought to school at the owner's risk.
  The College is not responsible for theft, loss or damage to these items.
  Likely consequence:
  Smoking: name recorded; parent/carers notified; repeat offences will result in the student's participation in a Quit (or similar) program, and the school's discipline procedures will be invoked. Dangerous materials will be confiscated: some items will only be returned to a parent/carer. Breach of rules re mobile phones, iPods, headphones etc. will result in confiscation of the item: First offence – till the end of the school day; second offence – parent/carer required to collect item from the General Office. NOTE: No responsibility can be taken for items not collected after three months. Use, possession or supply of illegal drugs will result in counselling support.

- Respect the privacy of others
  Example: Avoid taking photographs without permission, accessing computer files or damaging the reputation of other students and/or teachers.
  Likely consequence:
  Warning, and apology where appropriate. Making things right, referral to the YLC or Sub School Leader Parents notified. Loss of computer/Internet access. The nature of the misuse may lead to detention. YLC, Sub-School Leader, Principal and parents/carers may be involved. Police involvement where law is contravened.

- Keep within College boundaries.
  Example: Stay within the boundaries shown on the map in the Student Planner; stay clear of areas set aside for particular year levels/groups and out of bounds areas.
  Likely consequence:
  Warning, parent/carer contact, detention.

- Avoid contact with outsiders.
  Example: Talking to or being with those talking to ex-students, strangers or unauthorised visitors to the College. (Authorised visitors have been introduced to the office and display a Visitor's Pass).
  Likely consequence:
  Students will be asked to move away from outsiders. The usual disciplinary consequences will apply if such a request is refused. Police may be called.

- Keep other students safe.
  Example: Act in a way that protects others, avoid fights or disturbances, inform college staff of possible danger; use public transport safely; act appropriately and considerately between home and school; obey road rules; wear a helmet if you ride a bike to school. Play games and sports considering the safety of others.
  Likely consequence:
  Depending on the nature of the breach, a range of sanctions ranging from warning, apology, and restitution, to detention, and police involvement.

- Work and behave in a manner consistent with OHS legislation
  Example: Wear correct footwear and protective clothing and equipment in specialist classes such as materials technology, PE and Science.
  Likely consequence:
  Exclusion from the relevant activity. Legal implications exist for deliberate failure to comply with OHS requirements.

- Demonstrate leadership by encouraging others to do the right thing
  Example: Remind friends to be safe, considerate and cooperative. Quietly and confidentially advise a teacher, YLC or SWC if you know of someone who is being bullied.

Likely consequence:

A safer, more considerate and cooperative community. Other community members will appreciate your efforts.

Show tolerance and consideration for the rights and needs of others

- Be considerate, inclusive and supportive of others. Do not tease or mock other students.
  Do not harass, exclude, humiliate or physically mistreat others.
  Example: No verbal harassment, teasing or bullying, no fighting or violent behaviour. No cyber bullying whatsoever. Please refer to Appendix A: WHSC Policy Against Harassment and Bullying Policy for more information.
  Likely consequence:
  There are a range of consequences depending on the nature and extent of the harassment. Physical fighting will likely result in consequences, even if retaliatory, as will repeated or severe bullying. Bullies may have their movement restricted to protect others.

- Be free to express their opinions unless they are perceived to be racist, defamatory or sexist, or threaten the harmony of the college or otherwise contravene relevant legislation.
  Example: Express dissenting views on an issue in a class discussion.
  Likely consequence:
  If the view expressed infringes on the rights of others - warning, counselling, apology and referral to the YLC or Sub-School Leader. Parents may be notified with possible further student consequences.

Accept responsibility for their own learning and actions

Students will follow our Teaching and Learning Model
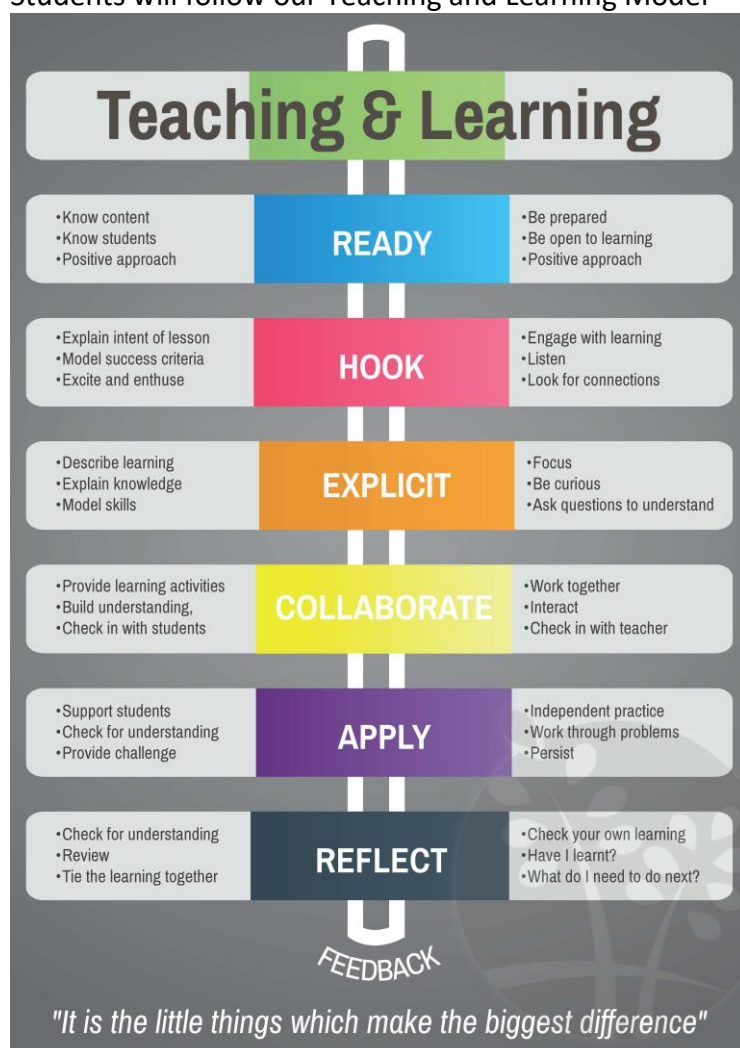
Respect and take care of school property and equipment and the property of other students and staff

- Look after their own property and use their locker.
  Example: Leave valuables at home where possible. Keep bags in their locker, name all books and clothing, and avoid storing money or valuables in their locker. **Never** leave valuables in bags out of lockers. Keep locker keys, combinations and passwords private and secure. Note: The College takes no responsibility for valuables brought to school including mobile phones.
  Likely consequence:
  Loss of items not secured and associated emotional and financial distress.

- Respect others' property.
  Example: Do not take (steal) others' personal items, padlock combinations; avoid use of others' property, use lockers sensibly, do not deface or graffiti, do not interfere with other students' bags or belongings.
  Likely consequence:
  Theft: compensation, withdrawal of privileges, police called if necessary. If police are involved parent/carers must be contacted. Littering or graffiti: clean up wider area. Vandalism: compensation, community service, referral to YLC, Sub School Leader, Assistant Principal (AP) and parents/carers where appropriate

- Care for the school environment.
  Example: Avoid eating, drinking or chewing gum in any classroom or corridor; Use rubbish bins for all litter; play ball games only on sports fields or courts. Advise teacher if damage is noticed or anything is unsafe.
  Likely consequence:
  Littering or graffiti: clean up wider area. Vandalism: compensation, community service, referral to YLC, Sub School Leader, Assistant Principal (AP) and parents/carers where appropriate. Apology to those affected. Police notification where relevant.

- Use computers appropriately.
  Example: Avoid breaching the school's Acceptable Use Agreement.
  https://www.whsc.vic.edu.au/uploaded_files/media/acceptableuseagreement.pdf
  Never access files belonging to other students or teachers. Leave computer games at home.
  Likely consequence:
  Warning, and apology where appropriate. Making things right or helping with the network, referral to the YLC or Sub School Leader Parents notified. Loss of computer/Internet access. The nature of the misuse may lead to consequences. YLC, Sub-School Leader, Principal and parents/carers may be involved. Police involvement where law is contravened.

- Follow the College Dress Code.
  Example: Wear correct uniform and seek a uniform pass when out of uniform. Adhere to the expectations regarding piercings and jewellery. Wear PE uniform. Observe safety requirements that apply in certain classes (e.g. Science, PE and Technology Studies); wear safe footwear.
  Likely consequence:
  Student asked to comply with dress code. Student may be provided with alternative clothing to assist with compliance. For continued deliberate non-compliance, with the Dress Code the usual range of disciplinary and wellbeing protocols will apply. Students who may need financial support to comply with the Dress Code will be referred to the SWC for assistance.

We expect parents/carers will

- Be familiar with and support the school in the implementation of the Student Engagement Policy

- Do their best to ensure students have adequate sleep and nutrition for the school day

- Encourage regular daily attendance at school. Where possible, avoid extended time away from school

- Help to organise students so that they arrive punctually at school

- Provide* and expect students to wear school uniform and adhere to the dress code

- Provide explanatory notes for absence, lateness or when a student is out of uniform

- Interact respectfully with teachers, principals, support staff and school community members including other parents/carers and students

- Support the school in a maintaining a safe and respectful learning environment for all

- Communicate regularly with teachers, principals and support staff. For example, attending parent teacher conferences, attending student support groups (SSGs) and parent meetings, using student planners, email and phone calls to maintain contact

- Ensure contact details are accurate and up to date

- Take an interest in their child's school life and assist with schoolwork where possible

- Monitor their child's home internet usage to minimise cyber bullying and to ensure their safety online**

- Note the invitation to pay the Voluntary Contributions Charge

- Meet elective and excursion costs if undertaken to do so

- Consider participation in the wider life of the school through the College Council, its sub committees and school community event

*Parents/carers needing financial assistance to meet uniform costs can contact the Student Wellbeing Coordinator and refer to http://www.education.vic.gov.au/childhood/parents/support/Pages/default.aspx

**Parents/carers concerned about cyber bullying may find guidance at the links in the schools Policy Against Harassment and Bullying, refer to Appendix A attached.

We expect Teachers, Principals, and Support staff will:

Work within the Victorian Institute of Teaching Code of Ethics and Code of Practice
https://www.vit.vic.edu.au/__data/assets/pdf_file/0018/35604/Code-of-Conduct-2016.pdf

The Victorian Institute of Teaching Code of Ethics

As teachers, we use our expert knowledge to provide experiences that inspire and facilitate student learning. We are a significant force in developing a knowledgeable, creative, productive and democratic society. The values that underpin our profession are integrity, respect and responsibility. We hold a unique position of trust and influence, which we recognise in our relationships with students, parents (caregivers and guardians), colleagues and the community.

We demonstrate our **integrity** by:
- acting in the best interest of students
- maintaining a professional relationship with students, parents, colleagues and the community
- behaving in ways that respect and advance the profession.

We demonstrate our **respect** by:
- acting with care and compassion
- treating students fairly and impartially
- holding our colleagues in high regard
- acknowledging parents as partners in the education of their children.

We demonstrate our **responsibility** by:
- providing quality teaching
- maintaining and developing our professional practice
- working cooperatively with colleagues in the best interest of our students.

We further expect that Wheelers Hill SC teachers, principals and support staff will:

- **apply the school's preferred practices in classroom management and student wellbeing** (Our aim is to be united in our behaviour management processes at the classroom and duty of care (beyond the classroom) level. (Reference**:** Rogers 1995: Behaviour Management: A Whole-School Approach)**.** These preferred practices are also detailed in the staff handbook**.**
- implement courses and programs consistent with school and DET policies and priorities
- be active participants in the life of our school community beyond the classroom.
- communicate regularly with parents and guardians. For example, attending parent teacher interviews, attending student support groups (SSGs) and parent meetings, using student planners, email and phone calls to maintain contact.

School Actions and Consequences

Wheelers Hill Secondary College acknowledges its preference for a staged response to behavioural and student management issues. We move, where possible, from a least to more intrusive approach. We also seek, where possible, to link the consequence to the behaviour, or action (Rogers 2008). Where possible, we seek to employ restorative practices for breaches of the Engagement Policy.
However, we also recognise that there are *logical consequences for particular actions* and that students benefit from learning to understand this. We seek to apply consequences and sanctions fairly and consistently.

We emphasise prevention and early intervention to promote positive behaviours and minimise negative behaviours. We consistently seek to encourage, affirm and reward students for meeting *high* expectations.

Possible interventions and consequences for breaches of the Student Engagement Policy are detailed below. The list is not exhaustive, and the College reserves the right to adapt its response depending on the nature of the incident or behaviour, the wellbeing of the student(s) involved, and the impact on the safety and the rights of other students, employees and community members.
- Discussion
- Counselling
- Warning

- Restitution - *the return of something to its rightful owner*
- Reparation – making amends - *compensation for a wrong or something that is done to achieve this*
- Reconciliation - *the ending of conflict or renewing of a friendly relationship between disputing people or groups* (this usually involves apology)
- Participation in restorative justice processes or activities
- Removal of privileges (including participation in co-curricular programs, events, excursion and camps trips, tours, network privileges etc.)
- Seating Plans or required seating arrangements
- Detention – lunchtime
- Detention – after school
- Institute a SSG – Student Support Group (see below)
- Individual Learning Plan
- Individual Behaviour Management Plan
- Daily Behaviour Monitoring Card/report.
- Referral to community support agencies or external professionals (e.g., for counselling or assessment)
- Participation in a non-school or community educational training course or program
- Restriction of movement around the school
- Removal from class
- Criminal matters are referred to the Police – whether they occur at or beyond the school
- Internal suspension
- External Suspension
- Expulsion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:
- *https://www2.education.vic.gov.au/pal/suspensions/policy*
- *https://www2.education.vic.gov.au/pal/expulsions/policy*
- *https://www2.education.vic.gov.au/pal/restraint-seclusion/policy*

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

The Principal of WHSC is responsible for ensuring all suspensions and expulsions are recorded on CASES21."

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

The SSG or Student Support Group

The SSG consists of

- School principal (or delegate)
- Student (where appropriate)
- Student's main classroom teacher, the form/home-room teacher/aide or the Year Level Coordinator
- Parents/carers (a parent may communicate via phone where unable to attend in person)
- Professionals who have been supporting the student or their family, for example the Student Wellbeing Coordinator, Psychologist, Social Worker, Youth Worker etc.

The SSG aims to:

- Develop an understanding of the child or young person
- Utilise data collection and monitoring systems that will inform decision making
- Identify the child or young person's learning, social, emotional, behavioural and environmental needs, and the support or resources the student requires for improvement
- Involve key specialist learning and wellbeing support staff, for example the literacy coach, student Wellbeing Coordinator and/or school psychologist
- Develop an Individual Learning Plan and/or Individual Behaviour Management Plan with the student's classroom teacher and ensure support to implement the plan
- Support referrals to community support agencies for specialist interventions delivered in partnership with the student support group school strategies

The SSG also meets to consider suspension or expulsion.

Parents, students and teachers are also expected to familiarise themselves with specific school rules as detailed in the Student Planner and on the College website http://www.whsc.vic.edu.au/

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:
- *https://www2.education.vic.gov.au/pal/suspensions/policy*
- *https://www2.education.vic.gov.au/pal/expulsions/policy*
- *https://www2.education.vic.gov.au/pal/restraint-seclusion/policy*

Links

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	https://www.education.vic.gov.au/school/teachers/behaviour/engagement/Pages/what-is-engagement.aspx
Disability Standards for Education	https://www.education.gov.au/disability-standards-education-2005 https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/legislation.aspx
WHSC Harassment and Bullying Policy	Appendix A: Attached to this document
Safe Schools	http://www.education.vic.gov.au/school/principals/participation/Pages/wholeschoolengage.aspx
Charter of Human Rights and Responsibilities Act 2006	http://www.humanrightscommission.vic.gov.au/index.php/the-charter/ https://www.education.vic.gov.au/hrweb/workm/Pages/Human_Rights.aspx
Equal Opportunity Act	https://www.humanrightscommission.vic.gov.au/discrimination/places-of-discrimination/education http://www.education.vic.gov.au/hrweb/divequity/Pages/default_eeo.aspx
Education and Training Reform Act 2006	https://www.education.vic.gov.au/about/department/legislation/Pages/act2006.aspx

VIT Teacher Code of Conduct	https://www.vit.vic.edu.au/__data/assets/pdf_file/0018/35604/Code-of-Conduct-2016.pdf

Glossary of terms

AP   Assistant Principal

DET   Department of Education and Training

ESL   English as a Second Language (eligibility requirements exist)

PSD   Program for Students with Disabilities

SFO   School Family Occupation index – a DET measure of socio-economic status determined solely by parent occupation listed on enrolment form as 'Parent A'

SSG   Student Support Group

SSL   Sub School Leader (Head of Middle School or Senior School)

SWC   Student Wellbeing Coordinator

WHSC   Wheelers Hill Secondary College

COMMUNICATION

This policy will be communicated to our school community in the following ways
- Available publicly on our school's website
- Inclusion in College Enrolment Packages
- Made available in hard copy from School Administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:
- Suspension process
- Expulsions - Decision

FURTHER INFORMATION AND RESOURCES
The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:
- Attendance
- Student Engagement
- Child Safe Standards
- Supporting Students in Out-of-Home Care
- Students with Disability
- LGBTIQ Student Support
- Behaviour - Students
- Suspensions
- Expulsions
- Restraint and Seclusion

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

- Child Safety Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2022
Consultation	College Council
Approved by	Principal: Fern Brisbane (Acting)
Next scheduled review date	June 2024

Appendix A

Policy Against Bullying and Harassment

Wheelers Hill Secondary College through its Student Engagement Policy aims to promote a safe and harmonious environment where students, teachers and parents work cooperatively to ensure the College's educational goals are met. The SEP is based on respect for the rights and dignity of others. Students are expected to behave courteously and to refrain from harassing others, observing conduct and language appropriate to a school setting and consistent with the expectations of the wider community. The SEP aims to create a positive, non-discriminatory environment where relationships between school community members are respectful of the rights of others.

Wheelers Hill Secondary College believes:

- All members of the school community have a right to feel safe and comfortable at school.
- All members of the school community have a responsibility to ensure their own behaviour does not result in someone else feeling embarrassed, frightened, hurt, anxious or uncomfortable – bullying and harassment need not be intentional.
- All members of the school community who know that bullying is occurring have a responsibility to try to stop it or to report it.
- Discrimination will not be tolerated. This includes comments about gender, sexuality, race, marital status, religious beliefs, family background, political beliefs, physical or mental disability or impairment or the status or condition of being a parent or childless.
- No one is to interfere with the educational opportunities of any other person.
- No bullying or harassment is acceptable. No incident is too trivial to warrant complaint.
- Perpetrators of harassment or bullying may require support, education or sanction to change their behaviour.

Wheelers Hill Secondary College aims to:

- Provide a safe, secure and harassment free environment
- Build a community of tolerance and respect
- Ensure that bullying or harassment is not ignored

- Create an environment where all members of the school community act to curb bullying or harassment when it occurs
- Empower students and staff to respond effectively to deal with any issues of harassment

Implementation

Education
The school will provide:

- Relevant professional learning for staff
- Curriculum programs and initiatives in dealing with harassment and bullying e.g., co-operative and assertive behaviours; communication; conflict resolution; building tolerance and respect.
- A *Confidential Bullying Survey* conducted at least annually
- Peer Support and Mediation Programs
- Restorative Practices to assist students to develop skills for resolving conflict and dealing with bullying behaviour.
- Other program interventions as appropriate

Wellbeing

- Identify 'at risk' students and create support opportunities for students being bullied or harassed.
- Identify perpetrators of bullying and take commensurate action
- Individual counselling for both parties by: Student Wellbeing Coordinator, Year Level Coordinator, Student Manager, Guidance Officer (SSSO) and/or Principal class as deemed appropriate

Discipline

- Breaches of this policy are considered breaches of the Student Engagement Policy
- Breaches of the policy will be dealt with by a member of the Student Development Team, who will decide on appropriate consequences and actions consistent with the SEP and principles of restorative justice
- Corporal punishment is prohibited by law and will not be used in any circumstance at WHSC

Record Keeping

- *Written or electronic records are to be kept on each harassment issue reported and the follow up action taken.*

What is bullying?

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.

Bullying is not merely in the *intention* (e.g., just mucking around) but also in the *perception* of the behaviour.

Bullying or harassment may involve students, staff or other members of the College community.

Types of bullying

There are four broad types of bullying:
- Direct <u>physical bullying</u> includes hitting, kicking, tripping, pinching and pushing or damaging property.
- Direct <u>verbal bullying</u> includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.
- <u>Indirect bullying</u> 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 jokes to embarrass and humiliate
    - mimicking
    - encouraging others to socially exclude someone
    - damaging someone's social reputation or social acceptance.
- <u>Cyber-bullying</u>: 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.

What bullying is *not*

Many distressing behaviours are not examples of bullying even though they are unpleasant and often require teacher intervention and management.
- Mutual conflict: involves an argument or disagreement between people but not an imbalance of power. Both parties are upset and usually both want a resolution. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.
- Single-episode acts: of nastiness or physical aggression are not the same as bullying. If someone is verbally abused or pushed on one occasion they are not being bullied. Nastiness or physical aggression that is directed towards many different people is not the same as bullying. However, this does not mean that single episodes of nastiness or physical aggression should be ignored or condoned as these are unacceptable behaviours.

Harassment

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.

Sexual harassment is unlawful behaviour under the *Commonwealth Sex Discrimination Act 1984* and the Victorian *Equal Opportunity Act 2010*. It occurs when a person engages in any unwelcome or unreciprocated conduct of a sexual nature (written or verbal), in circumstances which could reasonably be expected to cause offence, humiliation or intimidation.

Harassment may include:

- name calling
- put downs
- 'knocking' students on their level of achievement (low or high)
- spreading rumours
- graffiti about a person
- negative references to a person's appearance or personality
- unwanted verbal comments
- threatening remarks or noises
- negative comments about a person's private life
- negative comments about a person's family structure or situation
- negative comments about a person's private hobbies and/or interests

Cyber bullying or harassment may include**:**

- sending offensive content
- making offensive inferences
- spreading rumours
- teasing
- sending unwanted messages, including photos and/or videos
- releasing or communicating the personal details of others
- organised exclusion (known as 'blocking')
- defaming others using email, blogs, websites, chat rooms, instant messaging, SMS or any other form of electronic communication

Physical Harassment may include:

- threatening behaviour
- unfair exclusion
- fighting and wrestling
- using dangerous weapons
- spitting
- pulling and damaging clothing
- throwing objects, including water
- unwanted touching
- damaging or interfering with others' property

- deliberately blocking access to or exit from an area

- intimidation by deliberately invading the personal space of another

- unwanted invasion of personal space

- Extortion Bullying -Use of threat or power to obtain favour or goods.

- Gesture Bullying - Use of non-verbal signals to cause intimidation or fear.

- Bumping

Sexual Harassment - Subtle sexual harassment may include:

- offensive jokes, questions, name calling or suggestive comments about a person's private life, mannerisms, sexual morality, sexual preferences or appearance

- unwanted, persistent 'come-ons' or invitations

- unwanted physical contact (such as purposely brushing against another's body)

- unwanted attention (such as looking up girls' dresses, 'dacking', lifting girls' dresses and wedgies')

- ogling, whistling, offensive staring or leering

- belittling comments based on sex-role stereotyping

Note: sexual harassment does not refer to occasional compliments or courtesies

Explicit sexual harassment may include:

- sexual gestures which cause embarrassment, discomfort or offence

- verbal, written or illustrative material which causes embarrassment, discomfort or offence

- deliberate, unwelcome physical contact (such as patting, pinching, fondling, embracing, touching)

- exposure

- demanding or offering sexual favours or rewards

- repeated requests to go out with someone, especially after prior refusal

- unwanted, persistent 'come-ons' or invitations

Criminal sexual harassment may involve:

- indecent exposure

- sexual assault, attempted or actual rape

- sending offensive letters or making offensive inferences in other forms of communication – e.g., SMS, websites, email, sexting etc.

- *Criminal harassment will be reported to the police immediately.*

Racial and Religious Harassment may involve*:*

- offensive jokes, questions, name calling or suggestive comments about a person's private life, mannerisms, sexual morality, sexual preferences or appearance

What should a student do if he/she is harassed or witnesses harassment?

Talk to a member of the school community who the student feels comfortable with:
    Home Group Teacher / Class Teacher
    Year Level Coordinator / Sub-School Leader
    Student Wellbeing Coordinator or Counsellor
    Assistant Principal / Principal
    Talk to a parent or guardian

What can parents do?

- Watch for signs of distress in your child.

- Advise your child to tell a staff member about any incident. Encourage their child to report and deal with the problem themselves as this empowers them to deal with the problem without parental involvement.

- Inform the College if bullying is suspected and continuing, even if your own child is not directly affected.

- Assist your child to develop positive strategies and encourage them not to retaliate

- Monitor your child's online activity and profile.

- Do not directly approach any other students who they believe may be involved in bullying their child or the parents of other students. This may make the situation worse.

- Communicate to your child that parental involvement may be deemed necessary by the College to fully address the problem

- Work with the College to solve the problem. The College takes our responsibilities in relation to bullying seriously and will have more success when parents work with the college to establish a plan for dealing with the current situation and future bullying incidents

- Attend interviews at the College if your child is involved in a bullying incident as a victim or perpetrator

Effects of bullying and harassment

Some signs that a child is being bullied may include:

- An unwillingness or refusal to go to school

- Feeling ill in the mornings

- Doing poorly in their schoolwork

- Becoming withdrawn, starting to stammer, lacking confidence

- Suffering sleep difficulties, feeling ill in the mornings

- Desire to avoid social contact

- Disrupted relationships with family and friends

- Asking for money or starting to steal (to pay the bully)

- Having unexplained bruises, cuts, scratches or damaged clothes or property

- Becoming aggressive and unreasonable

- Refusing to talk about what's wrong

Useful resources and links

- Kid's Help Line website (http://www.kidshelpline.com.au/) This site provides information about the Kids' Help Line free 24-hour telephone and online counselling service. Other useful information can also be accessed through this site, including strategies to help children and parents deal with bullying.
- Beyond Blue website (http://www.beyondblue.org.au/) This site provides contact details and professional advice for people who feel as though they may be suffering from depression.
- Free net filter http://www1.k9webprotection.com/ Allows parents to block websites, filter unwanted content or limit internet time.
- The Reachout Foundation's site (http://www.reachout.com.au/) An excellent site which provides advice about a range of youth related issues including bullying.
- Evelyn Field's site (http://www.bullying.com.au/) This site contains valuable information for parents, teachers and students.
- Kidsmart (http://www.kidsmart.org.uk/) Award winning website providing practical advice about internet safety. Specific sections for students, teachers and parents are included on this site.
- Enhancing online safety for children (https://www.esafety.gov.au/). The Office of the Children's eSafety Commissioner leads online safety education for the Australian Government and protects Australian children when they experience cyberbullying by administering a complaints scheme.
- Bullying – No Way! (http://www.bullyingnoway.com.au/) Useful information and fun resources for young people and adults can be found on this site.
- Friendly Schools and Families website (http://www.friendlyschools.com.au/) A site containing valuable information with sections for young people, parents and teachers.

Appendix B

Wheelers Hill Secondary College - Statement of Commitment to Child Safety.

Statement of Commitment to Child Safety at Wheelers Hill Secondary College

2017

Wheelers Hill Secondary College is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Wheelers Hill Secondary College has zero tolerance for child abuse.

Wheelers Hill Secondary College is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Wheelers Hill Secondary College has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

"In its planning, decision-making and operations Wheelers Hill Secondary College will

1. Take a preventative, proactive and participatory approach to child safety;
2. Value and empower children to participate in decisions which affect their lives;
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children
4. Respect diversity in cultures and child rearing practices while keeping child safety paramount;

5. Provide written guidance on appropriate conduct and behaviour towards children;

6. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;

7. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues;

8. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;

9. Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and

10. Value the input of and communicate regularly with families and carers."

Appendix C

Wheelers Hill Secondary College – Child Safety Code of Conduct.

Wheelers Hill Secondary College
Child Safety - Code of Conduct

Wheelers Hill Secondary College is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, Department policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.

The Principal and school leaders of Wheelers Hill Secondary College will support implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools and other learning environments. The Principal and school leaders of Wheelers Hill Secondary College will also provide information and support to enable the Code of Conduct to operate effectively.

All staff, contractors, volunteers and any other member of the school community involved in child-related work are required to comply with the Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.

Acceptable behaviours

As staff, volunteers, contractors, and any other member of the school community involved in child-related work individually, we are responsible for supporting and promoting the safety of children by:

- upholding the school's statement of commitment to child safety at all times [Include <and adhering to the school's child safe policy> when the school has a policy in place]

- treating students and families in the school community with respect both within the school environment and outside the school environment as part of normal social and community activities.

- listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child

- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students

- promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds

- promoting the safety, participation and empowerment of students with a disability

- reporting any allegations of child abuse or other child safety concerns to the school's leadership [Include <or child safety officer's> if school has assigned someone to this role]

- understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse.

- if child abuse is suspected, ensuring as quickly as possible that the student(s) are safe and protected from harm.

Unacceptable behaviours

As staff, volunteers, contractors, and any other member of the school community involved in child-related work we must not:

- ignore or disregard any concerns, suspicions or disclosures of child abuse

- develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts)

- exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context

- ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate

- discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting

- treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity.

- communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting, etc.) except where that communication is reasonable in all the circumstances, related to schoolwork or extra-curricular activities or where there is a safety concern or other urgent matter

- photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes[1]

- in the school environment or at other school events where students are present, consume alcohol contrary to school policy or take illicit drugs under any circumstances.

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2022

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[1] SPAG: http://www.education.vic.gov.au/school/principals/spag/safety/pages/photoandfilm.aspx . The policy says the school should get consent before taking and publishing photos of a student. This applies every time a photo is taken. The same policy applies for excursions and school activities.

Consultation	College Council
Approved by	College Council, Principal: Fern Brisbane (Acting)
Next scheduled review date	June 2024