

HIGHVIEW COLLEGE STUDENT SUPPORT POLICY

Responsible – Board

(Ratified every two years)



Developed by	DP Pastoral Care, Jenny Wardrop	2012
Updated by	Director of Pastoral Care, Marion Martin	2015 / 2016 / 2017
Updated by	Principal, Melinda Scash	2019
Ratified by	Highview College Board	18 February 2020
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Rationale

The Highview College Behaviour Management Policy, as an integral part of our overall commitment to ecumenism and Student Wellbeing, is focused on the personal growth of each individual student; helping him/her to grow and develop responsibility to promote a caring and safe school culture.

Caring about our students means that a major part of the behaviour management process will be helping them to learn from their mistakes. They will be given time to reflect on their behaviour and work out ways of behaving differently, and to experience the logical consequences of inappropriate behaviour. At the same time, the discipline system assists teachers in maintaining a non-disruptive learning environment where all students have opportunities to engage fully in their learning.

This approach to behaviour management is based on our philosophy which promotes respect and care for each person. Each student is consequently to be treated fairly and justly and we encourage students to treat staff members in a similar manner. The over-arching aim of behaviour management within our Student Wellbeing system is to keep the Highview College values in mind (Growth, Respect, Aspiration, Compassion, Excellence).

It is the respectful manner in which consequences are given and the discussion surrounding future behaviour that are most important in the management of behavioural issues and in determining appropriate consequences. It is the responsibility of each teacher to create and to sustain positive learning environments in his/her learning space. Teachers may achieve this through different strategies which are designed to suit specific classes, cohorts and learning experiences.

Note: under no circumstances is corporal punishment or sarcasm permitted, at any time or for any reason.

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APPENDIX A – BEHAVIOUR MANAGEMENT

Aims

- To promote a culture in which every child has the right to and receives uninterrupted learning
- To ensure that classrooms are to be places of positive encouragement – high student self-esteem – no put downs
- To recognise that the teacher is ultimately responsible for safety and learning in his/her classroom
- To ensure that these policies and associated procedures are implemented in a consistent and fair manner by all teachers
- To encourage students to develop and take responsibility for their own learning

Documentation and Communication

A copy of this policy is to be found on the Highview College website.

Students and/or parents who feel that consequences have not been procedurally fair have the right to approach the Head of Year.

Parents who feel that consequences have not been procedurally fair should consult the Complaints and Grievance Policy (to be found on the Highview College website).

New staff members receive a Staff Handbook and indicate that they have read the College policies as part of their induction.

Staff members undertake professional development by attending Student Wellbeing staff meetings on a regular basis, where the management of behavioural issues are discussed, and strategies are reviewed.

Behaviour management cases are documented as follows:

- Positive affirmations and concerns are recorded by the class teacher on SEQTA
- Behaviour issues referred to the Head of Year or the Principal are also recorded by that leader on SEQTA
- Suspensions are recorded on SEQTA by the Head of Year

Stages of Behaviour Management:

Note: It is the respectful manner in which consequences are given and the discussion surrounding future behaviour that are most important in the management of behavioural issues and in determining consequences.

Shared Expectations of Highview Students

Students will be respected at Highview College. Their parents will also be treated with respect. If students ever feel that this is not true, they are invited to immediately contact their DELTA Mentor, the Head of Year or another trusted adult.

At Highview College, we strive to maintain respectful relationships at all times. Keeping this in mind, we have school-wide classroom practices which are designed to promote an environment within which respect is accepted, embraced and extended.

When students enter classrooms at Highview, it is usual to:

- Remove hats
- Enter in an orderly manner
- Stand in their place quietly and exchange greetings with you
- Stand whenever an adult visitor enters the room (unless the visitor indicates otherwise)
- Sit quietly after being invited to do so

During class lessons at Highview, it is usual for students to:

- Raise their hand and wait for acknowledgement from you if they need to ask a question or wish to contribute
- Maintain appropriate noise levels
- Listen quietly while others are addressing the class
- Address all staff respectfully

When leaving classes at Highview, it is usual for students to:

- Replace any furniture that has been moved from its usual position, and place chairs under tables (or safely on top of them at the end of the day)
- Pick up all litter from the floor
- Stand and leave only when directed to do so by the teacher
- Leave in an orderly fashion

It is also usual for students to:

- Bring and use required equipment for each class
- Look after school furniture and equipment at all times (students are not to adjust College equipment or fittings without a specific request from the teacher)
- Bring only water in a plastic bottle into the classroom

Every teacher's responsibility

Anticipate the likelihood that students will make mistakes; by definition they are learners. It is the responsibility of each teacher to create and to sustain positive learning environments in their learning space. Teachers may achieve this with different strategies, designed to suit specific classes, cohorts and learning experiences.

Classroom Strategies for Teachers

- Establish clear expectations in introductory classes
- Recognise positive behaviours

- Implement consistent expectations
- Create an environment appropriate for optimal learning (perhaps - seating plans, visual cues, daylight, music, group work, quiet work, etc)
- Know your students well
- Meet with students at lunchtime to complete work or to discuss issues
- Give calm verbal reminders about inappropriate behaviour
- Talk to any misbehaving student alone at the end of class
- Hold lunchtime 'classes' to complete work (Compulsory Academic Study Time = CAST)

Investigating Negative Behaviours

- Concerns about a student's behaviour should be raised firstly with the DELTA Mentor to determine whether there are circumstances which might explain undesirable behaviours
- Persistent inappropriate behaviour should be brought to the attention of the Head of Year
- **Please note** - Detentions are not scheduled at Highview College. Concerns about a student's progress should be discussed firstly with the student and, if necessary, also with his/her parents. Staff may need to supervise students to complete work under timed conditions if they have missed deadlines or during lunch to discuss a student's progress/behaviour
- Senior students may be required to attend additional sessions to meet VCE requirements

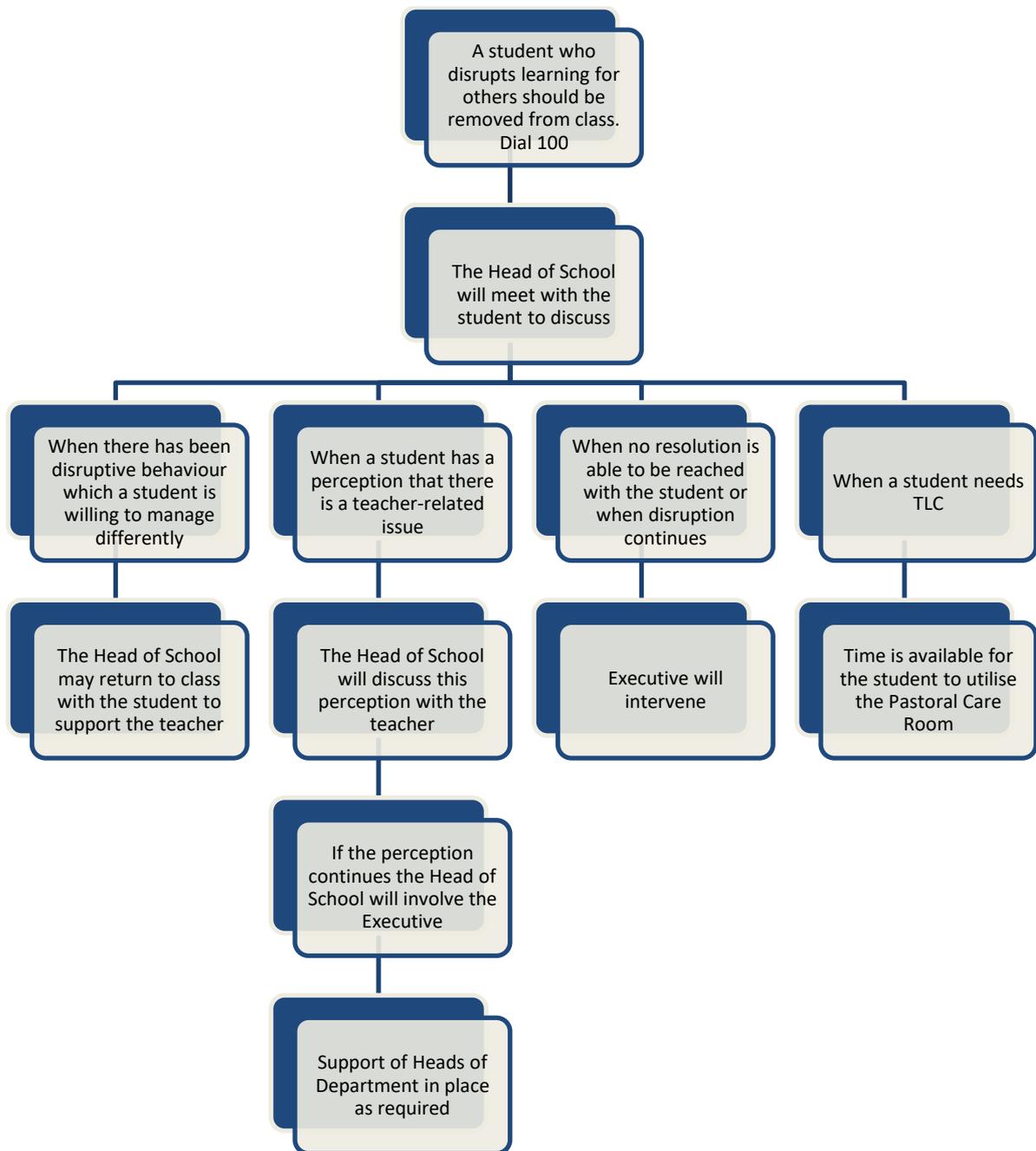
Intervention in Support of Learning

Teachers do not tolerate interruptions to productive learning in the classroom. In the event that a student, after classroom strategies have been employed, continues disrupting the learning environment, teachers will phone Reception (Dial 100) to request assistance. A Head of Year or a member of Executive will come to the classroom to ensure that teaching can continue. In the following meeting with the student the reason for the disruption will be determined and appropriate intervention will result. The teacher and the support person should both file-note the incident. Teachers should check the notes and meet with the student prior to the next class.

Removal for Unproductive Classroom Behaviours

When a student's behaviour is disruptive to others or disrespectful of staff the student will be removed from the class. This is a serious consequence. When this is necessary the teacher should phone Reception from the classroom phone (Dial 100) and request that a Head of School attend. If the Head of School deems that the student is not ready to return to class productively, the student may be excluded from classes for the remainder of the day. In this instance the student will be located outside the Principal's Office. Repeated offences resulting in Removal are serious and may lead to suspension.

Flow Chart for Intervention



Pastoral Care Room

The Pastoral Care Room is located between the Registrar's Office and the Head of Year 8 Office. When a student is in need of care, a Head of Year may invite them to spend time in the Pastoral Care Room.

Further Interventions for Support

Any further interventions such as the development of a Support Card will take place in consultation with the relevant Head of Year, parents and the student. In some instances, a student may be supplied with a Support Card which will alert teachers (when the student shows them the card) that they need time away from the classroom. Whenever a student is

provided with this card teachers will be advised in advance. The student still requires the permission of the teacher before leaving the room. When that permission is granted, the teacher will advise Reception and a member of the Student Wellbeing Team will collect and support the student.

Behaviour / Organisational / Wellbeing Support Cards

- These are aids for students who are trying to improve their strategies of resilience, self-direction, control and application
- A student may be placed on a Support Card by a Head of Year
- This may be done after recommendations from classroom teachers and following involvement with the DELTA Mentor
- A Support Card will be carried by the student to all classes
- The DELTA Mentor will contact parents to discuss the purpose of the Support Card
- Heads of Year will inform all relevant staff when a student has a Support Card
- At the top of the Card are listed three or four positive behaviours which are desirable for the student to achieve
- The Support Card must be signed by the class teacher every lesson (and by yard duty teachers at lunchtimes when appropriate)
- Teachers should acknowledge when desired behaviours have been demonstrated in that lesson

At the end of each week, Support Cards are checked by the relevant Head of Year who will discuss progress with the student, contact the student's parents with an update, and record the outcome in a SEQTA file note.

Mental Health Intervention

For the safety of all students, in cases where a student shares self-harming behaviours or talks to peers about suicide ideation, parents will be contacted and students will be excluded from attending school while a mental health plan is established with a doctor/psychologist.

Discussion & Disclosure

We encourage all students and staff to report dangerous and potentially harmful behaviour by any student. Our commitment to ensuring a safe environment for every student includes reducing use of and access to prohibited substances. Banned items include but are not limited to: all weapons (and anything which could be used as a weapon), illegal substances, and legal drugs if not appropriate for the user (including medication made out to someone else, cigarettes, vapes, alcohol, etc). It also includes items specifically designated as not permitted on-site, including for example: aerosol sprays and chewing gum (of any kind).

Students who are reported (or suspected) to have prohibited items, will be invited to have a discussion with a Head of Year or Senior member of staff and asked to disclose and surrender those items.

Searching & Seizing Banned Items

The Principal or Head of Year may undertake a search of student lockers and bags for prohibited items following a discussion and disclosure meeting with relevant students. They may also require students to empty their pockets. Guilt is never assumed by staff and students are encouraged to recognise this action as demonstrating our commitment to the safety of all students. Parents are advised whenever anything prohibited is seized.

Bags will routinely be checked before all camps.

Suspension

Suspension may result from behaviours which demonstrate a lack of self-respect or respect for others. For example, if a student:

- sustains unkind behaviours, usually following a warning
- persists in disrupting learning environments
- endangers or threatens to harm others or themselves
- threatens to damage or damages buildings or equipment
- engages in illegal activity
- displays single instances of unacceptable behaviour

The Principal is always consulted before a student is suspended. For an external suspension the student will be removed from the school community for a designated period of time, the standard being three days, depending on the severity of the concern.

Parents will be contacted by telephone as soon as possible to inform them of this decision and a request will be made that the student be collected from school.

Expulsion

Expulsion is rare. Highview College may cancel the enrolment of any student when a student's (or a parent's) actions warrant such a consequence. This may be for repeat student offences, for an individual student action of a serious nature (i.e. violence), or when the trust relationship with a parent has irreparably deteriorated. The Principal, in consultation with the Board Chair, determines when an expulsion is appropriate.



APPENDIX B – BULLYING AND HARASSMENT

Rationale

Highview College is committed to the provision of a safe, nurturing environment for all members of the school community. Consequently, bullying or harassment in any form, whether by staff or students, will not be tolerated.

Aims

- To provide a safe environment for all students and staff
- To provide a 'positive and inclusive' environment for all
- To put in place procedures to eliminate bullying/ harassment
- To support students who are involved in bullying/harassment situations

Definition

- Harassment is any behaviour which hurts, upsets or distresses another person
- Bullying is any repeated form of harassment

Forms of Harassment

- **Physical**
such as pushing or hitting someone, or damaging another person's belongings.
- **Verbal**
saying or writing things that upset or hurt others, calling names, making fun of others, spreading untrue or humiliating stories, or threatening other people.
- **Electronic**
cyber-bullying, phone, text messages for harassment purposes.
- **Gesturing**
making rude or threatening signs, pulling offensive faces.
- **Extortion**
making someone give money, food, toys or things they own out of fear or bullying.
- **Exclusion**
deliberately ignoring someone, or preventing them from being part of the group.
- **Sexist**
behaviour that tries to make students behave in a certain way because of their gender, gender identity or sexual preference.
- **Sexual**
behaviour that is deliberately and offensively sexual, unwelcome and repeated, which is embarrassing, humiliating, hurtful or intrusive.

Implementation

Staff Prevention

- Through promoting our Christian values (GRACE)

- Through the DELTA Program, Year Level Assemblies and the Health Program

Staff Follow up

- Staff are to report any incident they become aware of via SEQTA Note 'Student Wellbeing' and copy the appropriate Head of Year, as soon as possible
- Support will be offered to the victim
- Students found to be involved in bullying/harassment will be disciplined as per the Behaviour Management Guidelines

Student Responsibilities

If you are being harassed, there are positive steps you can take:

- Communicate to let the person know that what they are doing is making you upset and uncomfortable
- Stand up for yourself. Tell the person harassing you to stop
- Seek the support of your friends, or an older buddy
- Talk about your problem with an adult; parent, family friend, teacher or counsellor
- Report acts of harassment against you to one of your teachers, or DELTA Mentor, or Head of Year. Your concerns will then be followed up
- If you report harassment, be very clear and truthful, because it is a serious thing to accuse someone of harassing you. It is helpful to make a report immediately or to keep a written account of what has happened
- Be active in limiting the amount of harassment that occurs in the school by seeking to be positive and encouraging to others, and by standing up against harassment

APPENDIX C - YEAR 6 TRANSITION

Rationale

Highview College is committed to providing a means whereby students in Year 6 may experience the life of a Highview student, start to build relationships with the school community, teaching staff and other students and ease into the important transition period from primary school to secondary school.

Aims

- To provide students with interesting and stimulating activities
- To provide a positive and safe environment for their first secondary school experience
- For Year 6 students and their parents/guardians to be confident that they have made the correct choice of school
- To provide an opportunity for Year 6 students to practise using a timetable, moving between classrooms and meeting a variety of teaching staff

Implementation

- During Term 2 students will attend an 'Experience Day' filled with a variety of interesting activities displaying subjects offered at the Year 7 level
- Late in Term 4 students who are enrolled for Year 7 in the following year will attend an 'Orientation Day' focusing on meeting new students and staff members as they become familiar with the school buildings and practise the use of timetables and the method of transport to and from school
- Before the commencement of their first year of Secondary schooling, they also attend 'Head Start Day' when they can set up their lockers and prepare for the start of Year 7

Process

- The Experience Day will be held on a typical school day with Years 9-12 in attendance and Year 6 students replacing Year 7 students. Students will follow a timetable that has been arranged especially for 'Experience Day'
- The December 'Orientation Day' will be held on a day when other students have finished. The school will try to provide exciting and stimulating activities in a range of subject areas and at break times. All teaching staff available on the day will be rostered on to help with these activities in an attempt for students to meet as many staff members as possible
- The 'Head Start Day' will include a time for parents to meet with the Principal and learn about SEQTA.



APPENDIX D – SUPPORTING STUDENTS ‘AT RISK’

Rationale

Highview College staff are to provide the best possible learning environment for their students. This includes catering for those young people whose emotional distress may lead to less than expected educational achievement. This will vary from mild distress, which may occur for a short period of time in a significant number of young people, to distress which may lead to the young person engaging in risk-taking actions/behaviours.

Aims

- To assist staff to notice a young person in distress
- To create a caring community
- To provide a safe, nurturing environment that facilitates optimal learning for our students

Behaviour Indicators of Distress (Students at Risk):

The decision to refer a young person is based on the overall severity of the symptoms and intuition about the degree of risk, rather than the number of symptoms. These may include:

- Unexpected deterioration of academic performance
- Ideas and themes of depression, death and suicide
- Change in mood
- Grief about a significant loss
- Withdrawal from relationships
- Physical symptoms with emotional cause
- High-risk behaviours

Specific Roles

Principal / Heads of Year

The Principal has a ‘designated person’ to act on her behalf: the relevant Head of Year. The overall management responsibility lies with the Head of Year, who reports directly to the Principal.

Heads of Year

- Complete Mental health First Aid Certification
- Identify the level of risk/initial assessment of students
- Liaise with DELTA Mentors
- Recommend appropriate external professional support e.g. Psychologist, Psychiatrist, health agency, Counsellors

- Co-ordinate and communicate within the school and with the family
- Provide ongoing support to students 'at risk', as appropriate
- Manage follow-up support and monitoring for 'at risk' students returning to school
- When necessary, protect other students from 'at risk' students
- Keep a log of support offered via SEQTA (These notes may be locked if sensitive in nature)

Staff

- Provide assistance in recognising and reporting 'emotional distress' and 'at risk' symptoms in students
- Immediately refer 'at risk' students to the Head of Year
- Provide ongoing support and assistance to students/families as part of the management
- Make a note via SEQTA of changes within students and tag the relevant Head of Year

External Health Professionals

- Recommend specialist intervention and support to students 'at risk'
- Co-ordinate management plan/ongoing intervention for high-risk students
- The Head of Year establishes links/networks with experienced health professionals

Parents and Family

- Parents and family are integral to the school management plan, so it is important the school liaises closely with the family, via the Head of Year and/or the appropriate DELTA Mentor

Confidentiality

- Confidentiality issues arise when the trust relationship between the student and school personnel comes into conflict with the need to ensure the safety of the student and/or others. Ideally, every effort should be made to encourage the young person to share their concerns with others, however decisions must be made in terms of the best interest of the young person, e.g. individual rights/privacy vs immediate risk/safety.
- This is where a relationship of trust needs to exist between staff members and those who have the confidential information in the school. Staff are to act on advice or instruction from the Head of Year and/or Principal – even if they are unable to be supplied with the full details.

Within the School

The following people will either need to be informed, or will consider they need to be informed. The Head of Year has the role of deciding who needs to be informed at what level. These may include:

- Principal

- Chaplain
- Senior Executive
- Other Heads of Year
- DELTA Mentor
- Subject teachers
- Friends of student 'at risk'

Outside School

- Family
- External specialists

While it is recognised that most staff have a desire to be informed, and assist, the sensitivity of the situation, and recognition of confidentiality and respect for those most vulnerable in the situation (the student) – may mean that not all staff will be briefed, and/or that briefing information will be minimal. Co-operation from staff, even if not given confidential personal information and/or involved, is critical. All concerns and information are to be directed to the Head of Year. The main concern is the wellbeing of the student.

(Adapted from Michael Carr-Gregg's website)

Recognition of Young People at Risk

Common signs of distress that staff may notice and which should lead to referral to the Head of School for clarification and identification of risk:

- Unexpected deterioration of academic performance
- Unusual failure to complete assignments, apathetic in class, has recently received a very much lower than expected grade, extremely disappointed at being rejected for a course or demonstrates abrupt changes in attendance, such as increased absences, tardiness, or truancy.
- Ideas and themes of depression, death and suicide
- Reading selections, written essays, conversation, and artwork contain themes of depression, death and suicide. Statements or suggestions that she/he would not be missed if she/he was gone. Appears to collect and discuss information on suicide methods. Begins giving away prized possessions (possibly with some elevation in mood) and has demonstrated previous direct or indirect suicide threats or attempts.
- Change in mood
- Withdrawal, sudden tearfulness, and remarks, which indicate profound unhappiness, despair, hopelessness, helplessness. Anger at self, increased irritability, moodiness and aggressiveness. Lack of interest in surroundings and activities and marked emotional instability. New involvement in high risk activities.
- Grief about a significant loss

- Stress due to the recent disintegration of the family or has had a recent death or suicide in the family or has lost a friend through death or suicide or a break up with a boyfriend/girlfriend.
- Withdrawal from relationships
- Change in relationships with friends and classmates. Loses interest in extra-curricular activities and may drop out of sports and other clubs. Begins to spend long periods of time alone
- Seek assessment/support from services recommended by the school



APPENDIX E - STUDENT SELF-HARM PREVENTION

Rationale

Self-harm is a behaviour in which people deliberately inflict harm upon their bodies. It commonly involves scratching, cutting, or burning themselves, most often with the use of an implement. Young people who self-harm usually do so because of some difficulty they have or are facing. This may include anxiety, depression or stress, bullying, relationship or friendship break-ups, family breakdown, physical, sexual or mental abuse, or many other difficulties that people face in their everyday lives.

Many people cope with problems in ways that are risky or harmful to themselves. They may do this to numb or distract themselves from problems, thoughts or feelings they cannot bear to face. Self-harm may be viewed by some as a way of coping.

Aims

Highview College is committed to the provision of care and support for the young people who are involved in self-harm, for raising awareness about self-harm and prevention strategies, and for establishing programs which will improve mental health and wellbeing.

Implementation

The Heads of School have the overall responsibility for implementing strategies and processes for ensuring a safe and supportive environment for students involved in or at risk of self-harm.

The Heads of School, in conjunction with the Principal, will:

- Deal with pupils who self-harm in a caring and supportive manner
- Inform parents immediately we find out about an incident of self-harm
- Provide short and long term support based on individual needs of the student
- Help students improve their own mental health and wellbeing
- Support staff members who come into contact with people who self-harm
- Implement strategies to prevent self-harm from spreading within the school which may include the self-harming student being sent home until they have mental health support
- Create clear guidelines for staff in regards to who needs to be informed and when do parents and outside agencies need contacting
- Raise awareness about self-harm for students, staff and parents

Definition and Risk Factors

What is Self Harm?

Self-harm is any deliberate, non-suicidal behaviour that inflicts physical harm on someone's own body and is aimed at relieving emotional distress. It can include cutting, scratching, burning, banging and bruising, overdosing (without suicidal intent) and deliberate bone-breaking/spraining.

While self-harm and suicide are separate, they both involve those who are in emotional distress. It is vital that all emotional distress is taken seriously to minimise the chance of self-harm, and suicide.

Risk factors associated with self-harm include:

- Mental health disorders including depression and eating disorders
- Drug/alcohol abuse, and other risk taking behaviour
- Recent trauma e.g. death of relative, parental divorce
- Negative thought patterns, and low self-esteem
- Bullying
- Abuse: sexual, physical and emotional
- Sudden changes in behaviour and academic performance

Roles and Responsibilities

Executive is responsible to:

- Ensure that the Heads of School receive appropriate training and stay up-to-date with current advice in relation to self-harm behaviours and triggers
- Provide support for Heads of School managing distressing situations. This may include: discussions with other staff, the School Chaplain, accessing external counselling or support services and ensuring appropriate confidentiality requirements are met

Heads of Year are responsible to:

- Notify the Principal of any incident of self-harm undertaken at the College.
- Discuss with the Principal the need and to make contact and liaise with the School Chaplain, social workers, educational psychologists and relevant Government departments
- Ensure all staff are aware of this policy (including their responsibilities) and support them in being compliant
- Decide whether self-harm education should be in the curriculum, and how it should be addressed
- Keep records on SEQTA of self-harm incidents and concerns
- Review and provide, where appropriate, provisions for students who self-harm, such as long-sleeved uniforms and PE uniforms, and time out of lessons when under intense stress
- Make contact with local services and inform the parent/carer and student about appropriate help and support which is available for those who self-harm
- Following an incident of self-harm, and in consultation with the Principal, organise counselling sessions if needed for affected students and staff

- Contact parents/carers at the appropriate time(s), while involving the student in this process
- Monitor the student's progress following an incident of self-harm
- Send a student home during a period of self-harm to avoid an escalation of the self-harming behaviour
- Know when to seek help to deal with their feelings and distress

All staff and teachers are responsible to:

- Calmly listen to students in emotional distress in a non-judgemental manner
- Reporting self-harm to the appropriate Head of School as soon as possible
- Not making promises (e.g. assuring confidentiality) that can't be kept, while reassuring the student of the importance of letting the appropriate people know of their problem so that they can provide help and support
- Guiding students towards good physical and mental health and wellbeing
- Promoting problem solving techniques and non-harmful ways to deal with emotional distress
- Helping students become more aware of places to seek help and support
- Providing accurate information about self-harm
- Increasing their own understanding of self-harm and mental health disorders
- Being aware of health and safety issues such as first aid and cleaning up if a self-harm incident takes place at the school
- Being aware of their legal responsibilities in regards to when they can help, and when they cannot

Students are responsible to:

- Dress open wounds/injuries appropriately so that they are not visible
- Wear clothing that covers wounds/injuries
- Talk to their Head of Year, DELTA Mentor, School Chaplain or another staff member if they are in emotional distress and/or self-harming
- Alert a teacher or Head of Year if they suspect a fellow student of being suicidal or at risk of self-harm and being aware that at times confidentiality must be broken to ensure the safety of others

Parents will be encouraged to:

- Endorse the school's approach to self-harm education
- Work in partnership with the school
- Seek assessment/support from services recommended by the school

SUPPORT AGENCIES

www.reachout.com.au

www.beyondblue.com

www.somazone.com.au

www.headspace.org.au

www.centrelink.gov.au

www.youthcentral.vic.gov.au

Kids Helpline 1800 55 1800

Lifeline 13 11 14

Maryborough Youth Connection Worker Counselling Health Advice 5461 0333

Ambulance, Fire or Police 000 or mobile 112

Maryborough Hospital 5461 0333

Maryborough Police Station 5460 3300

Crimestoppers 1800 333 000

Drug and Alcohol Counselling 1800 888 236

Poisons Information Centre 13 11 26

Nurse on Call 24/7 1300 606 024



APPENDIX F – LGBTIQA+ SUPPORT

Highview College does not discriminate against Lesbian, Gay, Bisexual, Trans and gender diverse, Intersex, Queer, Asexual or questioning (LGBTIQA+) students.

Summary

- It is unlawful under state and federal laws to discriminate against a person on the grounds of their sexual orientation, gender identity or intersex status.
- Highview College will take reasonable steps to eliminate discrimination on the basis of sex, gender and sexuality.
- Highview College will ensure that our policies, practices and activities are inclusive and take positive action to eliminate discrimination or harassment of students or staff on the basis of their sex, gender or sexuality.
- Highview College will work with students affirming their gender identity to prepare and implement a student support plan.

Details

Schools must take reasonable steps to eliminate discrimination on the basis of sex, gender and sexuality. Highview College will support LGBTIQA+ students by:

- providing a positive, supportive and respectful environment
- respecting privacy and confidentiality in relation to all students and staff
- supporting students who want to affirm or transition gender identity at school
- challenging all forms of homophobia and transphobia to prevent discrimination and bullying
- giving proper consideration to the impact of any requirement to participate in school activities according to gender identity or an assumption of heterosexuality (for example, school formals, sports activities, camps)
- inviting the young person and a family representative/carer (where appropriate) to be part of the formulation of a school management plan

Legal considerations

It is unlawful under state and federal laws to discriminate against a person on the grounds of their sexual orientation, gender identity or intersex status.

Anti-discrimination laws:

- require schools to take reasonable and proportionate measures to eliminate discrimination on the basis of sexual orientation, gender identity or intersex status, including by taking positive steps to promote an inclusive school environment for students and staff
- prohibit direct and indirect discrimination on the basis of sexual orientation, gender identity or intersex status

Direct discrimination occurs when a person treats a person with a protected attribute (such as a gender identity, intersex status or sexual orientation) unfavourably because of that attribute. Direct discrimination may occur if the school denies or limits any access to any benefit provided by the school or subjects the student to any other detriment. For example, excluding a transgender student from using the toilet that matches their gender because of the sex they were assigned at birth, may limit or deny that student's access to the benefit.

Indirect discrimination occurs where a requirement, condition or practice is applied to all students equally but its application is likely to have the effect of disadvantaging students with a protected attribute (such as gender identity, intersex status or sexual orientation), and it is not reasonable. For example, it might be indirect discrimination for a school to apply a uniform policy with only 'male' and 'female' options to all students equally without regard to a student's gender identity. The result of that policy might be a student with a non-binary identity would be required to wear the uniform of their sex assigned at birth rather than their gender identity, and the requirement to do so is unreasonable.

Definitions

Lesbian

A woman who is romantically and/or sexually attracted to other women.

Gay

A person who is romantically and/or sexually attracted to people of the same sex and/or gender as themselves. This term is often used to describe men who are attracted to other men, but some women and gender diverse people may describe themselves as gay.

Bisexual

A person who is romantically and/or sexually attracted to people of their own gender and other genders.

Transgender

A person whose gender does not exclusively align with their sex assignment at birth.

Gender diversity

Gender diversity refers to a range of gender expressions and identities. This term includes those who may identify as transgender, gender diverse, gender-fluid, or who otherwise feel that their gender identity does not align with the sex assigned to them at birth and/or society's expectations of gender.

Intersex

Intersex means the status of having physical, hormonal or genetic features that are:

- neither wholly female nor wholly male, or
- a combination of female and male, or

- neither female nor male

Being intersex is about biological variations, not about a person's gender identity. People with intersex variations share the same range of sexual orientation and gender identities as people with no intersex variations.

Queer

An umbrella term for diverse genders and sexualities.

Questioning

A person who is still exploring or questioning their gender identity or sexual orientation, or doesn't want to be locked into a label.

Gender identity

Gender identity is defined in legislation as meaning the gender-related identity, appearance, mannerisms or other gender-related characteristics of a person (whether by way of medical intervention or not) with or without regard to the person's assigned sex at birth.

Gender transition/affirmation

Gender transition/affirmation refers to the process whereby a transgender or gender diverse person socially and/or medically affirms their gender identity. There is no single moment of gender affirmation; it is an ongoing and individual process which may or may not involve medical support.

Sexual diversity

Sexual diversity refers to a diverse range of different sexualities, identities, and romantic or sexual attractions. This term includes those who may identify as same sex attracted, lesbian, gay, bisexual, queer and questioning or who may use other terms.

Sexual orientation

Sexual orientation is defined in legislation as meaning a person's sexual orientation towards:

- persons of the same sex or
- persons of a different sex or
- persons of the same sex and persons of a different sex

RELATED LEGISLATION

Victorian Equal Opportunity Act 2010 (Vic)

Sex Discrimination Act 1984 (Cth)

SUPPORTING TRANSGENDER AND TRANSITIONING STUDENTS

Student Support Plans

Highview College will work with students affirming their gender identity to prepare and implement a student support plan.

The plan will be developed in consultation with the student and their parents or carers (if appropriate), and will be reviewed periodically to ensure that it reflects the needs of the student at the different stages of their transition, and at the different stages of their education.

It is important that the student is at the centre of creating their own support plan, and consulted in all decision making. In preparing the plan, Highview College consider the following:

- catering to the students' affirmed gender identity
- that the support plan reflects this policy
- adopting a commonsense approach
- developing the support plan over staggered sessions to allow time for trialling and opportunities for adjustments to occur
- the best timing to undertake a gender affirmation process, such as term break
- maintaining appropriate privacy and confidentiality — consider the privacy of the student, and only share information to those who have an appropriate reason to know. In consultation with the student and family (where appropriate), determine whether key staff members, such as the physical education teacher, need to be advised in order to effectively support or teach the student. Make a list of the names of staff members who know of the circumstances of the student being supported.
- using the student's preferred pronouns – if you do not know, just ask them. Using the wrong pronouns and names can be distressing to the student. The most commonly used gender-neutral pronoun is 'they/them/theirs'
- the use of toilets, showers and change rooms that meet the needs of the student. This should be based on the student's gender identity and whichever facilities they will feel most comfortable using.
- the appropriate uniform that reflects the gender identity of the student and meets the school's dress or uniform code.
- Including in the Support Plan a summary of what information staff members and other students need to know to best support the student.
- make plans to address potential community concerns, ensuring students' right to privacy is maintained.
- providing support to staff through professional learning
- providing staff briefings on the arrangements for the student (where appropriate)
- updating school policies to include support for transgender and gender diverse students and responses to transphobic bullying
- consider scheduling regular Student Support Groups to support, guide and monitor the student's progress

- Note: a letter from a gender identity specialist may be requested by the school to support them in developing the plan. This letter is not a conditional requirement for the school in providing support to the student, but it may help to ensure that schools can adequately discharge their duty of care to a student by planning appropriately. Gender identity specialists are available through Royal Children's Hospital and Monash Medical Centre.

School Sport

- Highview College will not exclude students from school sport based on gender identity
- However, for competitive sports it is lawful to 'restrict participation to either males or females if the restriction is reasonable having regard to the strength, stamina or physique requirements of the activity'

When should family members/guardians be involved?

- When/if the parents reach out to the school, resources should be provided to them
- Care must be taken to only disclose information to the parents that has been consented to by the student

What if the parents are not supportive?

- The school should prioritise the child's wellbeing over the parents' wishes
- It might be appropriate for a psychologist to meet separately with the child and the parents
- Sometimes the parents and/or carers need more time to process the changes, and need the right support



APPENDIX G – OUT OF HOME CARE

Rationale

Highview College is committed to the provision of targeted support for the young people who are in out-of-home care. Young people in this situation are likely to need additional assistance to gain access to educational opportunities, experience positive school engagement and improve academic performance if they are to realise their full potential.

Aims

Highview College aims to provide increased levels of support and responsiveness to the educational needs of young people in out-of-home care in order to improve their educational progress and achievement. Young people in out-of-home care must have the best possible care, where all aspects of their development are addressed and their best interests are at the centre of every action and decision. A strong out-of-home care system in which young people are at the centre must include a range of supports to meet their diverse needs including recognition of the important role of education. Students may need assistance to find suitable accommodation.

Facts about Out-of-Home Care

Children and young people in out-of-home care have been subject to protective intervention by Child Protection and are subject to a range of Children's Court Orders. They live in a range of alternative care arrangements away from their parents, including living with relatives or friends (kinship care), living with non-relative families (home-based care, sometimes known as foster care) and living in residential care units with rostered care staff (residential care). Some children or young people may live in out-of-home care for only a few days or weeks while others may be in care for many years.

Children and young people in out-of-home care are a diverse group who share the common experience of being exposed to significant abuse and trauma which has resulted in them being removed from the care of their parents. The State takes on the responsibility usually undertaken by a parent for these children and young people. Children and young people in out-of-home care have a right to be protected, cared for and educated in a way that maximises their life opportunities.

Key Requirements of the Partnering Agreement followed by Independent Schools

- Case managers should advise the school that the young person resides in out-of-home care
- Schools should record the young person's out-of-home care living arrangements in their student information record keeping system
- Schools should establish a Student Support Group for each young person in out-of-home care and case managers must participate in this group

- Schools should lead the development of an Individual Learning Plan for each young person in out-of-home care, including input from the case manager
- Schools and case managers should facilitate referrals for assessments and services to support the learning and wellbeing of the young person

IMPLEMENTATION & SPECIFIC RESPONSIBILITIES

The Principal is responsible to:

- ensure that this policy is implemented and that court orders are followed

The Registrar is responsible to:

- Enrol a child or young person without delay. Any delay of more than one day must be endorsed by the DEECD Regional Director
- Ensure that accurate information regarding out-of-home care status is recorded in the school's student information record-keeping system
- Advise the out-of-home carer of their eligibility for any relevant allowances or Government benefits (eg. Education Maintenance Allowance)
- Liaise with the young person's previous school or early childhood education service to ensure the transfer of relevant information, including the Individual Learning Plan or Transition Learning and Development Statement
- Pass on this information to the Principal and the relevant Head of School

Heads of School are responsible to:

- Implement strategies and processes to provide a safe and supportive environment for students in out-of-home care
- Establish a Student Support Group in the first week of the young person's enrolment
- Support the young person to stay at the school or maintain a connection with their school if a change must occur
- Provide appropriate information to the new school regarding the young person's learning and support needs to ensure a smooth transition when the student leaves the school
- Track and monitor the attendance and achievement of the student
- Assist the student to find suitable accommodation, with the help of the School founding churches, School Chaplain and through external providers in the local Youth Service Providers network
- Allocate a teacher or staff member as a learning mentor
- Allow contact time between the School Chaplain and students in out-of-home care
- Refer the student and/or their carer to education related health and wellbeing services when needed

- Provide an educational needs assessment for a student who has resided in out-of-home care for a period of three months or longer to identify their individual learning needs
- Ensure that an Individual Learning Plan is created
- Treat information used to plan and support educational needs sensitively and confidently and to comply with the Information Privacy Act 2000 and the Health Records Act 2001. (Information sharing guidelines are available at: http://www.cyf.vic.gov.au/_data/assets/pdf_file/0006/41568/ig_education.pdf)



APPENDIX H – MATURE MINORS

Summary

The purpose of this is to provide guidance on when and how to assess a student as being mature enough to make their own decision about a particular issue.

Where a student under the age of 18 asks to make a decision instead of their parent or carer, principals or others working with students in schools can decide that the student is capable of making their own decision i.e. that they are a mature minor for the purpose of making a particular decision.

To be considered a mature minor, principals or others working with students must be satisfied that the student has sufficient maturity, understanding and intelligence to understand the nature and effect of their particular decision.

A student can be considered capable of making some decisions but not others.

Details

The Department recognises that parents and carers play an invaluable role in supporting a child's learning and wellbeing through being actively informed and involved from the early years through adolescence. Notwithstanding this, for a variety of reasons students under the age of 18 years sometimes ask to make decisions on their own behalf without the involvement of their parents or carers. For example, engaging with a health practitioner or allied health professional or going on an excursion.

The law recognises that as children become older and more mature, they are more capable of making their own decisions about a wide range of issues including decisions about their education, healthcare and wellbeing. The law recognises that a young person may reach this stage before they are 18 years old, but there is no specific age when a young person may be sufficiently mature and capable of making their own decision. These young people are referred to as 'mature minors'.

When responding to a request from a student to make a decision on their own behalf, principals or other professionals working with students in schools must make an assessment as to whether a child has sufficient maturity, understanding and intelligence to understand the nature and effect of a particular decision. In making this decision, a principal or other professional can take into account:

- knowledge of and conversations with the student
- the student's age, level of maturity for their age and their understanding of the issues and consequences of their proposed decision

- the student's living arrangements and independence (for example, if they are not living with their parents)
- the student's previous academic results/school reports
- the views of members of the leadership team, relevant teaching staff, school welfare staff, Student Support Services (SSS) staff or any external health professionals treating or working with the student.
- whether or not another professional working with the student has decided that that student is capable of making other decisions for themselves
- whether, and if not why, the student will inform their parents/carers before or after making the decision
- whether it is in the student's best interest to make the decision with or without parent/carer consent

A principal or other professional working with a student may decide that a student is a mature minor for some decisions but not for others. For example, a principal may decide that a student is a mature minor for the purpose of consenting to a referral for a Student Support Plan, but this does not necessarily mean that the principal would automatically decide that the student is capable of making all decisions relating to their education or welfare.

When deciding whether a student should be considered to be a mature minor for a particular decision at school, principals and staff must also consider the human rights of any relevant parties (for example the student's rights and their parents/carers' rights) as set out in the Charter of Human Rights and Responsibilities Act 2006 (Vic) (Charter) and must act compatibly with the Charter. For more information refer to: [Charter of Human Rights](#).

The Department's Legal Division can also provide advice for schools to assist them in deciding whether a student is a mature minor, as needed, at legal.services@education.vic.gov.au or (03) 9637 3146.

This policy does not apply to students aged 18 or over. Adult students can make all decisions that parents or carers can make. Refer to: [Decision Making Responsibilities for Students](#) for guidance on decision-making for adult students.

Students living independently

Students sometimes do not live in the day-to-day care of their parents. There are a range of reasons why this occurs. Sometimes this is because the student no longer wishes to abide by their parents' rules. This also occurs in situations of neglect, emotional abuse, family violence or where a parent is drug or alcohol affected.

When a student is living independently, the student may ask that the school decide:

- that they are a mature minor for all or some aspects of their education and welfare

- that another adult carer who they are living with can make decisions about them instead of their parents

Principals must make an assessment as to whether a child has sufficient maturity, understanding and intelligence to understand the nature and effect of these decisions, taking into account the considerations set out above, after speaking to the student, relevant members of the school's leadership team and other professionals supporting the student in the school. Students who live independently will not always be mature minors for all or some education or welfare decisions, but their living independently is a relevant factor for consideration in deciding whether they are a mature minor.

In all circumstances when a student starts living away from their parents and notifies their school that they request to be considered a mature minor for any or all school-related decisions, the principal should first try to obtain confirmation from the parents or other responsible adults that the student is no longer living at home.

If the school confirms that the student lives independently and decides that a student is a mature minor for all schooling decisions, the school can then deal directly with the student for all decisions about schooling matters. This includes, for example, the student signing their own excursion consent forms.

If the school confirms that the student lives independently and the student is not assessed as being a mature minor for a particular decision or all schooling decisions, refer to: [Decision Making Responsibilities for Students](#) for guidance on understanding who the suitable adult is to make decisions about the student. If there is no adult carer acting protectively for the student and able to make decisions for the student, the school should report their concerns to the Department of Health and Human Services Child Protection or potentially Child FIRST.

School reports and general educational progress

Sometimes students ask the school to stop sharing their personal information with their parents. If the school deems the student to be a mature minor for this decision, or the student is living independently, the school should agree to this request other than with respect to general information about the student's educational progress and school reports. Schools must continue to keep parents informed about the student's general educational progress and provide them with school reports, unless the principal considers that doing so would adversely impact on the educational, social or emotional wellbeing of the child. Such circumstances might include:

- concerns for the student's safety, welfare or wellbeing due to allegations of family violence, emotional abuse or sexual abuse
- entrenched/protracted parental conflict having an adverse impact on the student and their education outcomes

- the student is estranged from the parent and the parent is not involved in supporting their child's education

Related policies

[Decision Making Responsibilities for Students](#)

Relevant legislation

[Charter of Human Rights and Responsibilities Act 2006 \(Vic\)](#)

[Health Records Act 2001 \(Vic\)](#)

[Privacy and Data Protection Act 2014 \(Vic\)](#)



APPENDIX I – MOBILE DEVICE POLICY

Rationale

The widespread ownership of mobile phones and portable electronic devices among students requires that school administrators, teachers, students, and parents take steps to ensure that such mobile devices are used responsibly at school. This Student Mobile Phone & Smart Device Policy ('Device Policy') is designed to ensure that potential issues involving mobile phones and other mobile devices can be clearly identified and addressed, ensuring the benefits that mobile phones provide (such as increased safety) can continue to be enjoyed by our students.

Highview College accepts that parents give their children mobile phones and other devices for a range of reasons.

Highview College has established this Device Policy to provide teachers, students and parents with guidelines and instructions for expectations in regard to mobile phones and other devices during school hours. The Device Policy also applies to students during school excursions, camps and extra-curricular activities.

Note: This policy does not apply to laptop computers provided by Highview College, but does apply to all mobile phones and smart devices including any portable interactive electronic gadget such as, but not limited to, smart watches, iPods and tablets.

Aims

- To provide guidelines for mobile devices
- To maintain a cyber-safety culture which is in keeping with the values of the College
- To provide a positive and inclusive environment for all
- To implement procedures to eliminate the inappropriate use of technology

Implementation

Responsibilities – Parents

- Parents/Guardians should read and understand the 'Student Mobile Phone & Smart Device Policy' before permitting their son/daughter to bring their mobile devices to school
- Parents are reminded that in cases of emergency, Highview Reception should be the first point of contact

Responsibilities – Students

- It is the responsibility of students who bring mobile phones or smart devices to school to understand and abide by this Policy
- Highview College accepts no responsibility for replacing lost, stolen or damaged mobile phones or other devices

- Students are required to use a password or PIN to ensure that no unauthorised calls can be made (e.g. by other people if lost or stolen)
- Students are reminded to protect their phone number by giving it only to close friends and family
- Never use mobile phones in formal gatherings, meetings, around visitors, at Reception or in waiting areas
- Mobile devices are not to be used at all during the school day in changing rooms or toilets or used in any situation that may cause embarrassment or discomfort to fellow students, staff or visitors to the school
- Students must surrender their phone/device if directed to do so by any member of staff
- **Students who wish to communicate with parents/guardians or anyone else during school hours must do so through Highview College Reception**
- Students must abide by this Device Policy and the instruction of teachers regarding the use of devices while on excursions, camps and extra-curricular activities.

Students in Years 7 - 10

- Must never use a personal mobile phone or smart device during School hours
 - Years 7&8 8.30am-3.18pm
 - Years 9&10 8.45-3.18pm
- Place devices on silent and lock their device in a locked locker on School Days
- Phones/devices which are seen during the school day will be confiscated
- Smart Watches are not permitted

Students in Years 11 & 12

- Senior students should restrict use of the mobile phone use to before or after school and during recess and lunch breaks and only in common rooms.
- Senior students should not use any device to make calls, send text messages, access the internet, take photos or use other applications during any lesson time or while engaged in other school activities such as assembly or sport, without the express permission of the supervising teacher.
- Smart watches must not be worn to school

Consequences for inappropriate use

1. Students who do not adhere to this Policy may be directed to hand over their device. The mobile device will be kept at Reception for the remainder of the day and the student's parent or guardian informed
2. Subsequent infringements will result in parents being required to collect the mobile device
3. Repeated infringements may result in more extended periods of delayed return



APPENDIX J – BUS TRAVEL

Rationale

Due to our geographic location many of our students travel to school by bus. We view matters of student safety and behavior very seriously. The types of bus transport include Government Contract Buses, local bus, public V-Line Buses and Highview Charter buses.

Aims

- To keep students safe while waiting for the bus, especially at the end of the school day
- To make sure that students board the buses, particularly after school, in a safe and orderly manner
- To ensure students travelling to and from school do so safely
- To ensure that any bus discipline issues are dealt with immediately

Implementation

The Maryborough Bus Co-ordinator is located at Maryborough Education Centre (MEC). The role of this person includes issues relating to discipline on buses and other matters in relation to the Government Contract Buses. Bus routes, bus timetables and designated bus stops are designed by the Department of Transport in Melbourne. All bus incidents for these buses are reported to the MEC Co-ordinator, by either phone or email.

At Highview College it is the Heads of Year who act as the Bus Co-ordinator and deal directly with Highview student discipline issues. The Heads of Year are also responsible for all matters relating to the Castlemaine, Newstead, Maldon, Clunes and St Arnaud buses.

Copies of bus lists are kept in the main office – for student contact purposes.

Parents of students on contract buses are required to obtain permission from the Bus Co-ordinator at MEC if they want their child to travel on a different bus from normal. Permission is granted at Highview College for the Castlemaine, Newstead, Maldon and St Arnaud buses. Students should bring a note to Reception and a bus pass will be issued.

Any town student wanting to travel on a contract bus must also get permission from the relevant Bus Co-ordinator to do so.

A written note from parents must be forwarded to the co-ordinator two days prior to travel to gain permission. Highview College office will forward this permission to the student.

Process

- Senior students will act as Bus Captains on all buses, encouraging younger students to maintain positive behaviour and will report any misbehaviour of Highview College students to the Head of School
- All bus travelers must abide by the Conditions of Travel. A copy of these conditions is given to each bus traveler at the start of each year. Refer to Appendix 1

Consequences when the Conditions of Travel are not followed:

- Students choosing to misbehave on the bus are considered to be a danger to all bus travellers

- Students may be reported to a Head of Year by other students or parents, the bus driver, or the MEC Co-ordinator
- Once poor bus behaviour is confirmed, the student is issued with a warning. In severe cases they may be suspended from bus use for a period of time by the Head of Year or the MEC Bus Co-ordinator
- Suspension is usually 3-5 days in the first instance, but may be longer for serious or subsequent breaches
- In such cases, students are still expected to attend classes

Additional information

Contact numbers

Organisation	Phone Number	Hours
MEC	03 5461 7900	Reception is open until 5.00pm
Highview	03 5459 1000	Reception is open until 4.00pm
Maffescioni Buses	03 5461 2838 0428 395 262	Business Hours After hours

CONDITIONS OF TRAVEL

These conditions apply to all Highview College students on all bus travel

Students will

- Wait quietly at the bus stop
- Wait only in the designated area
- Wait for the bus to come to a complete halt
- Remain in the designated area until the most senior student/s on the bus leads them towards the bus
- Board and leave the bus in an orderly manner
- Behave safely at all times, whilst at the bus stop and when travelling on the bus
- Accept that the driver is in charge and obey his/her instructions
- If directed by the driver, occupy a designated seat
- Sit properly on a seat
- Wear a seat belt where these fitted
- Respect bus property and the property of others
- Remove bags from their backs before entering or exiting the bus
- Place bags under the seat or in the storage areas provided
- Show bus passes or tickets to the driver when requested
- Wait for a bus to leave before crossing the road

Students will not

- Physically or verbally harass other passengers or the driver
- Distract the driver from his/her duties
- Create unnecessary noise
- Move out of their seat while the bus is in motion
- Extend any part of their bodies out of the windows

- Throw any objects either inside or out of the bus
- Eat or drink while on the bus without permission of the driver
- Carry illegal, oversized or dangerous objects
- Obstruct the aisle, door or emergency exits
- Alter, deface, misuse or fraudulently obtain a bus pass
- Give, lend or transfer bus tickets to another student
- Stand on or put feet on bus seats
- Damage or graffiti bus property or the property of others
- Walk in front of a bus after alighting

Responsibilities of parents/guardians

- Parents/guardians are responsible for transporting their children to and from bus stops and their safety at the bus stop while waiting for the bus
- Supervision is not provided at roadside stops. Parents/guardians are responsible for their children prior to the arrival of the bus in the morning and upon disembarking the afternoon service
- Parents should drop students off and wait for students at a roadside bus stop on the same side of the road as the bus to avoid accidents. Never allow students to cross in front of a bus.
- Transport their child/ren to school if they are suspended from using the buses for a period of time.



APPENDIX K – STUDENT DRIVERS

Rationale

The College is aware that a number of senior students intend to drive to school either occasionally or on a regular basis.

While most young drivers are careful, safety conscious and considerate when driving, it is important to recognise that in their first year, drivers are three times more likely to be killed or injured than more experienced road users.

The College has a Duty of Care to enhance student safety.

Aims

This policy is designed to:

- Minimise risk
- Educate students on the inherent risk in the first three months of licenced driving
- Raise awareness that this risk is increased when travelling with peers
- Protecting probationary drivers by minimising higher risk situations
- Motivating probationary drivers to drive more safely and within the law

Relevant Documentation

Graduated Licensing System (GLS)

[HTTPS://WWW.VICROADS.VIC.GOV.AU/SAFETY-AND-ROAD-RULES/DRIVER-SAFETY/YOUNG-AND-NEW-DRIVERS/VICTORIAS-GRADUATED-LICENSING-SYSTEM#:~:TEXT=VICTORIA'S%20GRADUATED%20LICENSING%20SYSTEM%20PROVIDES,DRIVE%20SAFELY%20IN%20EVERYDAY%20TRAFFIC](https://www.vicroads.vic.gov.au/safety-and-road-rules/driver-safety/young-and-new-drivers/victorias-graduated-licensing-system#:~:text=VICTORIA'S%20GRADUATED%20LICENSING%20SYSTEM%20PROVIDES,DRIVE%20SAFELY%20IN%20EVERYDAY%20TRAFFIC)

Implementation

1. All drivers are required to adhere to all road rules and drive in a safe and responsible manner.
2. Students are only to use their car for travelling to and from school. Student drivers are not permitted to drive from the school grounds during the day.
3. The car make, model and registration being driven by a student must be recorded with the school.
4. Students are encouraged to park along Brougham St and are asked not park in areas designated for staff.
5. Students are not permitted to carry other students as passengers to and from school without the written permission of their parent/guardian and the passenger's parent/guardian. No more than one peer-aged passenger (aged 16-22 years)

should travel with the driver. Peers do not include siblings. This condition does not apply when a fully licensed driver is sitting in the front passenger seat.

6. Student drivers, a their parent/guardian and, if relevant, the parent/guardian of any passenger, must sign the 'Parent Permission' and 'Student Agreement' form.

The following steps are to be followed

1. Parent/Guardian sign form giving their child permission to drive to school
2. Any passengers the driver's parent/guardian approves to travel with the driver, including siblings, will be identified on the form
3. The parent/guardian of each of the passengers listed on the form (other than siblings) must also provide permission before this will be permitted by the College
4. Students sign a hard copy form, agreeing to the terms discussed within the policy



STUDENT DRIVER AGREEMENT FORM

Any student who holds a valid Victorian licence who intends to drive to school must comply with the Highview College Student Driving Policy and is required to complete the Student Agreement Form.

Note - This form must be updated whenever details change.

Name of Licensed Driver _____

License Number _____

Car 1 Make /Model /Colour _____

Car 1 Registration _____

Car 2 Make /Model /Colour _____

Car 2 Registration _____

Student Agreement

I agree to adhere to the Highview College Student Driving to School Policy, the road rules and vehicle road-worthy standards.

Signature of Student _____ Date _____



PERMISSION FOR STUDENT DRIVER TO TRANSPORT PASSENGERS

Dear Parents/Guardians,

The Highview College Student Driver Policy aligns with the Graduated Licensing System (GLS), **and** restricts newly licensed drivers to no more than one peer passenger (aged 16-22 years – does not apply to siblings).

I give permission for my son/daughter, who I confirm is a licenced driver, to transport the following siblings and Highview College students to and/or from Highview College.

Name of Licensed Driver _____

Sibling 1 _____

Sibling 2 _____

Sibling 3 _____

Approved Passenger 1 _____

Approved Passenger 2 _____

Approved Passenger 3 _____

Approved Passenger 4 _____

Approved Passenger 5 _____

Note – only one peer-aged ‘passenger’ may be transported at a time and only with the permission of that passenger’s parent/guardian

Name of Driver’s Parent/Guardian _____

Signature of Driver’s Parent/Guardian _____ Date _____



PERMISSION FOR STUDENT TO TRAVEL AS A PASSENGER WITH A NOMINATED STUDENT DRIVER

Dear Parents/Guardians,

The Highview College Student Driver Policy aligns with the Graduated Licensing System (GLS), **and** restricts newly licensed drivers to no more than one peer passenger (aged 16-22 years).

I give permission for my child to travel in a car driven by the following student to and/or from Highview College.

Name of Licensed Driver _____

Name of Passenger _____

Name of Passenger's Parent/Guardian _____

Signature of Passenger's Parent/Guardian _____ Date_____

**(Please complete a separate form for each driver you approve to transport your child.
This will be kept on file with the driver's details)**

APPENDIX L – YEAR 12 END OF YEAR

Rationale

The achievements of our Year 12 students are appropriately recognised and celebrated in a variety of ways.

Aims

- To enable our VCE students to leave our school on a happy and positive note
- Through the Year 12 final assembly allow the students to farewell their friends, teachers and College
- To provide formal occasions to recognise and celebrate the Year 12 cohort

Implementation

- Handover Ceremony – Term 4 (when new school leaders are announced)
- Year 12 Assembly – Last day of Year 12 classes (after lunch)
- Graduation Dinner with staff and immediate family members – on the evening of the last day of Year 12 classes.
- Photograph of the graduating class in the local newspaper

The Final Assembly

The final Year 12 assembly will be organised and run by Year 12 students. An outline of the content and any visual material must be shown to the Head of Senior School, at least one week prior to the event.

Acceptable activities will include ‘thank you’ comments to Year 12 teachers and/ or the staff in general, a review of funny moments from the year, and a ‘good-bye’ speech to fellow students. Comments made or implied about staff and fellow students need to be tasteful (not crude) and avoid any kind of ridiculing or put downs. Any mess created as a result of the assembly must be cleaned up after the event, and no liquids are to be used as part of the event. The assembly is held in St Augustine’s Church.

Lunch with Staff

On the last day of Year 12 classes, students and teachers share a lunch provided by Highview College. Students and staff may choose to share some funny stories. This is an informal occasion.

The Graduation Dinner

The Graduation Dinner, a formal evening, is to be organised by the Head of Senior School. The event will be open to Year 12 students, current staff (and staff who have left during the year), the College Board Chair, and immediate family members of the Year 12 students.

The meal is followed by a formal presentation. Students will be formally introduced and presented with a small memento from the College to acknowledge their time at the school. School Captains will make a speech on behalf of the cohort.

In line with school policy, no alcohol is to be consumed by any student or staff member during school functions, whether or not they are 18.

Year 12 Last Day

There is no 'muck up' day at Highview College. Students must still adhere to College rules. Behaviour considered anti-social, thoughtless, destructive or irresponsible has no place at Highview. Obviously, any inappropriate behaviour will carry consequences. Year 12 students who do not conduct themselves appropriately may not be able to attend the Graduation Dinner or sit their final exams at Highview College.

APPENDIX L - YARD DUTY REQUIREMENTS OF STAFF

YARD DUTY AREAS

- 1. Middle School Green
- 2. Junior School Yellow
- 3. Playing Fields Pink
- 4. Senior School Orange



STAFF DUTY SCHEDULING

General Teacher Allocation

Teachers are usually allocated 75 minutes of yard duty in a typical full time role, (3X25 minutes duties). The Director of Administration will take care to place these so that each teacher still has a reasonable break periods. If you have any concerns about your schedule please contact the Director of Administration.

Physical Education Teachers

Physical Education staff do not undertake Yard Duty. Instead, they loan equipment to students during breaks, open the gym and run House competition weeks (equivalent to 75 minutes per week each). PE staff will display a timetable advising students of the Gym activities available each term.

Visual & Performing Art Teachers

Art staff also do not undertake Yard Duty. Instead, they open rooms in the Arts Precinct during breaks for student use (equivalent to 75 minutes per week each). Art Staff will display a timetable advising students of the Visual & Performing Art activities available each term.

Technology Teachers

Technology staff also do not undertake Yard Duty. Instead, they open the workshops in the Technology Precinct during breaks for student use (equivalent to 75 minutes per week each). Technology Staff will display a timetable advising students when the Technology Workshops are open.

Aides

Aides complete before school Bus Duties as additional paid responsibilities in term time. They also undertake two duties per day as part of their paid employment. The Learning Support Team also manage Tea Coffee on Parent Teacher Evenings, The Awards Evening and major functions.

Duty Requirements

Individual staff will find their scheduled Yard Duty on their timetable. Staff are obliged to be punctual when undertaking Yard Duty and to ensure that they are actively 'on duty' for the full time allocated.

Staff are required to collect and sign out the relevant two-way radio and a medical kit immediately at the beginning of their duty. These are located on the bench at the back of the Main Office for Areas 1, 2 and 3 and in the Technology Office for Area 4.

They are required to sign in when they return it at the end of their duty. Signing in and out is not required at the halfway point of lunchtime, instead the second half teacher goes directly to their area to relieve the first half teacher.

YARD DUTY REQUIREMENTS

General Guidelines

This is an important professional responsibility. Staff members undertake student supervision to protect students from reasonably foreseeable risks of injury including hazards that are known or could have been foreseen and prevented.

All Teachers on Yard Duty Supervision should:

Wear a yellow high-vis vest

Carry first aid kit and high-risk student medical information

- Sign in and out
- Stay on the move
- Ask students to pick up litter
- Check 'Out of Bounds' areas
- Check toilet areas
- Move students off to class at the end of breaks
- Be vigilant (no talking on mobile phones, using your laptop, sitting with students, reading etc)
- Be prompt to relieve staff at second half lunch duty



Radios

Radios are tuned to **Channel 39**

- All staff on Yard Duty Before School, at Recess, during Lunchtime and After School Bus Duty are to use the College '2-Way Radios'
 - The radios for Areas 1, 2 & 3 are kept at the back of Reception
 - The radio for Area 4 will be kept in the Technology Office
- Staff on duty can communicate with other duty staff or Reception staff when needed.
- Student injuries or behaviour concerns can be radioed through to Reception.
- Radios should only be used if necessary.
- Staff on duty should collect the labelled radio and medical kit at the beginning of their duty and return it at the end
- Staff on duty should sign the sheet as they take it out and sign it back in on return
- Staff on duty during the first half of lunch are to pick up their labelled area radio from the appropriate spot at the commencement of their duty. It is then to be handed over to the staff member on duty during the second half, who is to return it at the end of lunch
- If the second staff member on duty does not arrive mid-way through lunch, the first person should contact Reception

YARD DUTY ORGANISATION AND EXPECTATIONS

Wear a yellow high-vis vest, carry the radio and medical kit and student medical information

BEFORE SCHOOL	
Junior / Middle	<ul style="list-style-type: none"> • Open Junior Corridor and Brigidine toilets • Supervise the Junior Corridor, Quadrangle, Oval and CIA
Senior / Front	<ul style="list-style-type: none"> • Open the Year 12 corridor and Year 11 Common room • Supervise the front of school, front crossing area and Senior area
RECESS/LUNCH	
Area 1 Middle School	<ul style="list-style-type: none"> • Ensure no students are in the upstairs area • Keep stairways clear • Move through the CIA and Science corridor (M15) • Check area outside the Biology Lab • No students sitting on front Kars Street fence • No balls in the areas in front of the College on Kars Street • Check M1 - Year 10 Common Room
Area 2 Junior School	<ul style="list-style-type: none"> • The Quad is a mainly passive area, only down-ball and four square permitted (no football / rugby / soccer balls) • No food or running in Junior corridor • Check Brigidine toilets
Area 3 Playing Fields	<ul style="list-style-type: none"> • Patrol oval area, Basketball courts, Cricket Nets and in front of the Technology building • Ensure 'games' are played safely – No tackling
Area 4 Senior School	<ul style="list-style-type: none"> • Patrol Technology building corridor and Year 12 Common Room • Patrol Year 11 locker area and Year 11 Common Room • Check Down Ball Courts outside M1 • Check the Art Precinct • Check Art Precinct toilets

EXTREME WEATHER SUPERVISION PROGRAM

When storms, smoke or extreme wind events occur, emergency action will be taken and all students will be directed inside. Every member of staff On Duty must immediately take action as follows:

RECESS / LUNCH	
<p style="text-align: center;">Area 1 Middle School</p>	<ul style="list-style-type: none"> • Staff on Area 1 Yard Duty to supervise Middle School students • Art staff On Duty in the Arts Precinct to assist in Middle School • Direct all students inside • No students upstairs • Open Rooms 12&13 for Years 10 and supervise behaviour
<p style="text-align: center;">Area 2 Junior School</p>	<ul style="list-style-type: none"> • Staff on Area 2 Yard Duty to supervise Brigidine Wing • PE staff On Duty in the Gym to assist in Junior School • Direct all students inside • Direct Year 8 students to Rooms 6&7 (open operable wall) • Supervise behaviour
<p style="text-align: center;">Area 3 Playing Fields</p>	<ul style="list-style-type: none"> • Staff on Area 3 Yard Duty to supervise Brigidine Wing • Direct all students inside • Direct Year 7 students to Rooms 2&3 (open operable wall) • Supervise behaviour
<p style="text-align: center;">Area 4 Senior School</p>	<ul style="list-style-type: none"> • Direct all Year 10 students from M1 into Rooms 12&13 • Open Rooms 33 & 34 for students in Years 11 & 12 • Supervise behaviour • Seniors may also use Common Rooms • Staff on Area 4 Yard Duty to supervise in Senior School • Technology staff on Duty in workshops to assist in Senior School

Heads of School will also assist in their areas.

In extended extreme events staff will be advised through emergency alerts of the action to be taken.

BUS DUTY SUPERVISION

Wear a yellow high-vis vest, carry radio and medical kit with student medical information.

BEFORE SCHOOL	
Area Bus 1 Kars Street Crossing Maree Gordon	<ul style="list-style-type: none"> • Put out crossing flags • Welcome students to the day • Supervise students safely using the crossing on Kars Street in front of the school
AFTER SCHOOL	
Area Bus 1 Kars Street Crossing Executive	<ul style="list-style-type: none"> • Check uniforms. • Supervise students safely using the crossing on Kars Street in front of the school • Wish students well as they leave • Keep the footpath clear for pedestrians
Area Bus 2 Burns Lane Bus Glen Fithall	<ul style="list-style-type: none"> • Check uniforms. Record names of any student not correctly attired. Inform Head of Year • Keep the footpath clear for pedestrians • Ensure students line up appropriately when bus arrives • Do not open gates until the bus has completely stopped • Ensure that students take their time and allow others to enter the bus without harassment • Remain until the last child has been collected
Area Bus 3 St Augustine's Bus duty Maree Gordon	<ul style="list-style-type: none"> • Check uniforms. Record names of any student not correctly attired and inform the Head of Year • Ensure students line up appropriately when each bus arrives • Avert any dangerous behaviours • Keep the footpath clear for pedestrians • Remain until the last child has been collected • Bring in crossing flags