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**DANDENONG HIGH SCHOOL**

**SCHOOL ENGAGEMENT POLICY**

**SCHOOL PROFILE**

Established in 1919, Dandenong High School is one of the oldest, largest and most culturally diverse Secondary Schools in the state. Located in the South East of Melbourne, Dandenong High School is a co-educational school from Years 7 to 12 with an enrolment of approximately 2000 students. The school is highly multicultural with 77 nationalities and 83 different language groups represented and have a team of 200 teaching and 55 non-teaching staff.

Dandenong High School has an enrolment of 2000 students with approximately 330 at each Year level. In order to ensure students develop a deep sense of belonging and connectedness to the school, teachers and fellow students, we have created a highly unique vertically structured House model. Within each House, which is a state-of-the art designed Learning Centre, there are 300 students, 50 from each Year level from Year 7 through to Year 12, 25 teaching staff from across all Domains and teaching areas, a House Leadership Team of three and an Attendance Officer. In Years 7-10, students learn primarily in the purposefully designed and ICT rich learning spaces within the House for their core learning, moving to specialist learning spaces when required. Students have the opportunity to develop meaningful relationships with the teams of teachers within the House. Parents can communicate regularly with the House Leadership Team and the vertical structure encourages peer tutoring and mentoring across Years 7-12.

**VISION**

The vision for Dandenong High School is one in which all students are empowered and achieve success. As an outstanding educational setting, we will exemplify excellence and high expectations in all aspects of our learning community. We will ensure that the diverse needs, achievements and strengths of every individual are recognised, nurtured and celebrated. We foster a supportive environment, building on the strengths within our unique community. Our key focus will be the development of independent, reflective, responsible and inquiring young people. Our students will be multi-skilled; ICT enabled and will embody a genuine passion for lifelong learning.

**VALUES AND SHARED EXPECTATIONS**

**Curiosity** – instilling a love of learning and a sense of wonder within all members of the learning community
**Respect** – developing an understanding that all individuals are unique and can make valuable contributions to the community
**Compassion and Empathy** – fostering respectful and supportive partnerships between students, parents, teachers and the wider community on their learning journey
**Excellence** – empowering all students to achieve and celebrate their personal best within a culture of high expectations
**Perseverance** – building a sense of determination and optimism when faced with challenges in learning and life
**Inclusiveness** – promoting a sense of belonging through collaboration and mutual respect based on the principles of integrity, honesty and trust

**PURPOSE**

In a technologically advanced and increasingly complex global community, Dandenong High School will provide all students with the skills, knowledge and wisdom to be successful learners, confident individuals and informed citizens. The provision of an innovative, inclusive and inspiring curriculum will enable Dandenong High School to inclusively support the great diversity of individual needs. Learning will be meaningful, ICT rich and integrated across all aspects of our students’ lives.

**COMMUNITY**

We are a learning community that embodies a genuine sense of tolerance and the celebration of diversity. Dandenong High School is a richly multicultural educational setting which promotes collaboration, acceptance, respect and individuality. We are fundamentally linked to the local, wider and global community and actively prepare our students to contribute to each as informed, empowered and empathetic citizens.

**STUDENTS**

Our students are the core of Dandenong High School. They are recognised for their individual, active and authentic student voice and are encouraged to become involved in all aspects of the school community. Our students value and demonstrate respect for one another and the learning environment; acceptance and tolerance of diversity; the safety and wellbeing of all school members; and the opportunity for all to learn.

**STAFF**

Our staff is committed to the provision and continual development of an outstanding teaching and learning culture at Dandenong High School. Our staff values the importance of nurturing and respectful relationships with students, within teaching teams and throughout the learning community. They are highly professional in all aspects of their role; are passionate about providing students with a meaningful and inspiring education; and willingly embrace a culture of high expectations, achievement and lifelong learning.

**ENVIRONMENT**

Our school combines physical, pedagogical and emotional elements to provide an inspiring, fun and stimulating learning environment. Students feel encouraged to take risks with their learning and to inquire deeply through an environment which is supportive, nurturing and safe. The state-of–the art, beautiful and sustainable design of the Houses at Dandenong High School enables rich and meaningful learning experiences.

**ORGANISATION**

We organise our school based on the knowledge of how students learn, through the development of a collaborative learning community incorporating the use of ICT to engage and empower students. Students are supported in their individualised learning pathway through the nurturing and inclusive House system and through a curriculum which allows for an integrated learning approach.

**SCHOOL ENGAGEMENT**

At Dandenong High School we believe that Student Engagement will be most effective when it focuses 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

• actively engaging with parents, guardians and carers

• implementing preventative and early intervention approaches

• responding to individual students

• linking to the local community.

**School Curriculum**

The curriculum at Dandenong High School is aimed at engaging all students and to challenge them to achieve their full potential. In the Junior Years (7, 8 and 9) students study a wide range of subjects and electives. They are expected to develop key skills, key knowledge and key understandings as they progress through each year level.

We have made a decision to align the Year 10 learning program with Senior Studies. Students at Dandenong High School will therefore undertake a three-year Senior Studies program, which will provide our Year 10 students with an opportunity to undertake a wide variety of Year 10 subjects that provide greater depth in learning and targeted preparation for VCE. Furthermore, students will be able to access Unit 1 and 2 VCE subjects and VET Training Programs at the DREAM Centre at Chisholm TAFE. The Year 10 Program will ensure our students are able to make informed pathway choices, supported through a personalised Careers Counselling process, which will empower all students to achieve ultimate success.

As they move through the school into Year 10 they begin to personalise their pathway and subject choices. Further refinement takes place at Years 11 and 12 with the options of VCE, VCAL and VET available to suit their vocational needs.

In the Senior Years the focus is on both academic achievement through the completion of the VCE or VCAL (including VET) and guiding students to choose appropriate pathways to support their future once they leave school. At Dandenong High School students achieve success by attending all classes, being punctual, completing all required work, being self-motivated, committing to a homework schedule and developing a career pathway.

**Technology**

Technology is seen as a key resource to enhance, enrich and enable the learning. The use of technology will be purposeful and targeted to support student learning. The integration of ICT tools into the curriculum is not aimed to replace books with a laptop, but to create new powerful learning experiences.

The introduction of the 1-1 program at Dandenong High School in 2012 provided the impetus for the development of a whole school strategy to ensure the effective embedding of technology within teaching and learning.

A diverse range of technology is now enriching the learning experiences of the students at Dandenong High School. Interactive Whiteboards, audio visual devices, mobile technology such as Tablets and student based devices contribute towards a technology rich environment.
Along with the current leasing program is available to all students, the school is also supports a Bring-Your-Own-Device program.

We believe that technology prepares students for the future

* Allows students to access their learning online; anywhere, anytime
* Put’s a world of resources and information at their finger tips
* Students can connect and collaborate with students and experts around the world
* Gives students real world skills and increases student engagement.

**House System**

At Dandenong High School the school is broken into 7 Houses which are two storey buildings consisting of a House Leadership team (Assistant Principal/Assistant House Leader/House Coordinator/House Support Officer). There is also 25 teaching staff and 300 students (50 from each year level) based in each House. Student who enter a House in Year 7 remain in that House until Year 12. This enables each student to receive the necessary individual support that they require and to build strong connections from within their year level group and across age groups as well as with the staff members attached to each House.

**Learning Tutor**

Every students at Dandenong High School undertakes a Learning Tutor program for the whole year which is aimed at supporting each student to find out about themselves and learners and to empower students to take ownership over their learning and to be able to set learning goals in line with this. Students are also supported in their Pathways development in this program. Strong connections are made between the students and the staff members in this program which further enables the school the support the wellbeing, engagement and pathway design for every student.

**Compass**

At Dandenong High School we are committed to the development and use of tools to improve student progress and achievement and communication between students, staff and parents. Compass is used to provide real time information on student learning, engagement and wellbeing, assessment and reporting and attendance.

**Student Wellbeing Team**

The Wellbeing Team at Dandenong High School consists of 4 full-time staff employed by the School to provide emotional, mental and physical support services to the school community. Each of the team members is highly qualified through formal qualifications and experience to deliver the service to the school community.

The Wellbeing Team provide support through direct counselling services offered to students and staff of the school. The support can address a variety of issues that young people face, such as relationships with peers, advocacy with teachers and House Leadership and personal and mental health issues. Students can self-refer by visiting the Well Being Office to make an appointment with one of the staff. Parents can make referrals by contacting a member of the Wellbeing Team and requesting that their child be seen by a Wellbeing staff member. To provide an efficient referral process, members of the Wellbeing Team have a liaison role with particular Houses.

The Wellbeing Team has a Program Co-ordinator who facilitates a number of programs for students. These include Girls World, MAT program, Supportive Friends and the Year 11 Leadership Program. The Program Co-ordinator also liaises with other Leadership staff to facilitate programs for specific curriculum Domains that are delivered in classes.

The School has an Adolescent Health Nurse who is available on Thursday and Friday each week. The Nurse provides health promotion and counselling. She is also involved in the delivery of curriculum in the Health Domain.

The Department of Education also provides Psychologists to the School. Access to the psychological service is administered through the Wellbeing Team. The Psychologists are available on 3 days of the week. Parental consent is required to access this service for students who are under 16 years of age.
The team has strong connections with the community and can provide referral to community agencies that provide specialised support.

**Transition**

Transition at Dandenong High School involves the effective induction and preparation of students to enable readiness for the year ahead, in addition to providing continual, targeted and personalised support to ensure each student achieves success. The transition process is one of fundamental importance for our students as it ensures they are fully supported through their entire learning journey at Dandenong High School.

A culture of effective transition embodies a language focused on individualised success, support and encouragement; and a range of processes, practices and programs that ensure students are extended and challenged in their learning or provided with targeted support to assist them in achieving established standards.

## Grade 6 – Year 7 Transition Program

At Dandenong High School, it is our primary focus to ensure that our students feel safe, secure and happy in the House environment and surrounds. Hence, a Transition Program has been organised to provide students with a physically and emotionally safe environment whereby students develop a sense of connectedness and belonging to the Dandenong High School community.

**RIGHTS AND RESPONSIBILITIES**

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| **Students Rights** | **Students Responsibilities** |
| * Work in a secure environment without intimidation, bullying or harassment where they are able to fully develop their talents, interests and pathway
* Participate fully in the school’s educational program
 | * Participate fully in the school’s educational program
* Attend regularly
* Demonstrate respect for other members of the school community
* Demonstrate respect for the right of others to learn
* Contribute to their educational program
* Take responsibility for your own learning and growth by setting goals and managing resources to achieve these goals
* Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
* Ask for help/ask questions
* Value school resources and property
* Support classmates and teachers
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| **Parents/Carers Rights** | **Parents/Carers Responsibilities** |
| * Expect that their children will be educated in a secure environment in which care is shown and courtesy and respect for the rights of others in supported
 | * Promote positive educational outcomes for their children by taking an active interest and role in their child’s educational progress and by modelling positive behaviours
* Ensure that their child regularly attends school
* Engage in regular and constructive communication with school staff regarding their child’s learning
* Support the school to maintain a safe and respectful learning environment for school community members
* Cooperate with the requests from the school
* Communicate with the school the needs of their child
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| **Teachers Rights** | **Teachers Responsibilities** |
| * Be able to teach in an orderly and cooperative environment
* Be informed as best possible about matters that will affect the teaching and learning for their students
 | * Consistently and fairly implement the school engagement policy
* Know how students learn and how to teach them effectively
* Know the content they teach
* Plan and assess for effective learning
* Create and maintain a safe and challenging learning environment
* Use a range of teaching strategies and resources to engage students in effective learning
* Make sure every student has equal opportunity to participate
* Listen to students and value their input
* Provide a wide range of resources to engage students
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**Bullying/Cyber-Bullying**

Dandenong High School aims to provide a safe, respectful and positive learning environment for all members of the school community. We work to promote a culture that provides the safest possible environment and if an individual is bullied we provide appropriate support to any member of the school community. Any bullying behaviour is unacceptable.

All members of the school community have responsibility to support and promote the prevention of bullying. They also have the right to be involved in ongoing collaboration to develop strategies to support the bullying prevention plan.

**Definition of Bullying**

Bullying is when individual, or a group of people, repeatedly behaves in a way to intentionally upset, intimidate, hurt another person, damage their property, reputation or social acceptance. There is an imbalance of power in incidents with the bully or bullies having more power at the time, due to age, size, status or other reasons.

* **Direct physical bullying:** any unwanted physical contact including hitting, kicking, tripping, pinching and

pushing and damaging property

* **Direct verbal bullying:** includes name calling, insults, teasing, intimidation, homophobic or racist remarks,

 or other forms of verbal abuse

* **Indirect bullying:** is designed to harm someone’s social reputation and/or cause humiliation

Indirect bullying includes:

* lying and spreading rumours
* playing nasty jokes to embarrass and humiliate
* mimicking
* encouraging others to socially exclude someone
* actions that damage another individual’s social reputation or social acceptance
* Is direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone or other digital media, setting up a defamatory personal website or deliberately excluding someone from social networking spaces

**Cyber Bullying/*Cyber safety is everybody’s responsibility.***

The wireless capacity of 1-to-1 devices will enable students to access the Internet for information and research and to connect with their peers for communication and collaboration. With this increased capacity to connect comes an increased need for students to understand the ethical and legal (including privacy and copyright) considerations for safe and responsible behaviour online.

Teachers are strongly encouraged to familiarise themselves with the resources available at this site [www.education.vic.gov.au/cycbersafety](http://www.education.vic.gov.au/cycbersafety) and to highlight safe and responsible use of the Internet as a regular part of their learning and teaching program.

**Responsible use of Technology**

Teacher’s need to ensure that students are using technology is a responsible manner. Teacher’s should be aware of the student responsibilities and report any concerns to their house leadership teams.

Student Responsibilities

1. Mobile technology and Internet is only to be used for educational purposes and as directed by the teacher.
2. Students will be respectful in how they communicate online and never participate in online bullying this includes forwarding messages and supporting others in harmful, inappropriate or hurtful online behaviour.
3. Students must report any unsafe, inappropriate or hurtful online behaviour they observe.
4. Students must abide copyright procedures when using content on websites (ask permission to use images, text, audio and video and cite references where necessary).
5. In order to protect their privacy and the privacy of others, students will not give out any personal details, including full names, telephone numbers, addresses, email addresses or images.
6. Not interfere with network security, the data of another user or attempt to log into the network with a user name or password of another student.
7. Students will not reveal their password to anyone except the system administrator or the teacher.
8. Unauthorised programs, including games, will not be installed or downloaded.
9. Students will only utilise the school provided Internet and not bring portable Internet modems to schools.
10. Students will only take photos and record sound or video when it is part of an approved lesson and only when they have received permission from those involved (including teachers).
11. Students will only upload images, videos or recorded sound of other Dandenong High School staff and students to the school based intranet and **not** the internet or social networking websites including MySpace, Facebook and YouTube.
12. Any photo or recording of sound or video must be done so respectfully and never used in an inappropriate manner.
13. All mobile technology must be handled with care.
14. The use of mobile technology is a privilege, not a right. The privilege can be revoked.

**Rights & Responsibilities**

Members of the school community have a right to:

* Feel safe, secure and respected at school
* Feel certain that there will be an appropriate response to their concerns
* Be provided with appropriate support

Members of the school community have a responsibility to:

* Refrain from engaging in bullying behaviours
* Report bullying of self and/or others
* Assist in implementing the school’s anti-bullying plan

**School Responsibilities**

* Provide access to the Bullying Prevention Policy and Student Engagement Policy to all members of the school community via school intranet, website and hard copies
* Involve staff, parents and external support agencies in developing and revising consistent procedures across the school for responding to and documenting bullying
* Clarify roles of staff including Principal class, members of House Leadership Teams and Welfare Officers
* Program specific activities in classes, across year levels and for the whole school community which promote values associated with preventing and responding to bullying
* Develop and implement prevention strategies
* Provide support and guidance to targets of bullying
* Provide intervention and support with individuals who bully others
* Respond to complaints or suggestions about procedures for specific handling of matters according to DET complaints procedures
* Communicate with parents regarding issues of bullying

**Teacher Responsibilities**

* Model appropriate attitudes and behaviour
* Encourage the teaching of tolerance, respect and valuing of difference and diversity through Domains
* Listen to and respond to reports of bullying. Provide support and refer to as needed
* Implement the Student Code of Practice and Bullying Prevention Policies
* Ensure that they respond to all incidents reported to them and that incidents are reported or referred when applicable

**Parent Responsibilities**

* Support the values of tolerance and respect in the home
* Encourage children to exercise these values in all contexts including at school
* Report bullying and encourage child to do same
* Provide support and encourage child to seek help
* Work with the school to resolve bullying issues

**Student Responsibilities**

* Show respect for all members of the school community
* Speak out against bullying and report it when they see it
* Report bullying if they experience it
* Support students who are bullied
* Support the school to assist, with bullying prevention suggestions

**CLASSROOM EXPECTATIONS**

Dandenong High School actively creates a culture that exemplifies excellence and high expectations in all aspects of our learning community. Staff are responsible for and committed to improving student behaviour so as to maximise student learning outcomes. To enable a united and consistent approach with all members of the learning community, the creation of a clear and explicit classroom management plan was created. The purpose of this policy is to clearly outline the expectations of a classroom and the correct procedure when dealing with behavioural management issues.

It is the role of the House Leadership Team to support the classroom teachers so as to ensure effective teaching where minimum disruption occurs. However, the hierarchy of discipline begins with each teacher, who is responsible for taking effective action for classroom management issues, including lateness to class, failing to bring the correct materials, not completing tasks or homework and refusal to follow instructions. In order for meaningful learning to occur, a relationship based on respect, trust and understanding must develop between the teacher and the student. Students respond better to, and demonstrate a significant improvement if they believe the consequences of their lack of work or misbehaviour has been handled by the classroom teacher instead of a third party. This shows that the classroom teacher is the person in charge and shows to the student that they have the ability and authority to take control of the situation.

Teachers may include strategies such as positive incentives and rewards, moving or isolating a student, devising a seating plan and communicating with Parents through a written note in the student’s diary or lunchtime or after school Detention.

**Classroom Non-negotiables:**

* Students do not enter the classroom until instructed to do so by the classroom teacher
* Teachers will lock classrooms at the end of every class
* Students are not permitted to leave any classroom without the written permission of the classroom teacher. Any student leaving the classroom will have a signed and dated explanation in their student diary which they must carry with them

**Consequences of inappropriate behaviour in class:**

There is a hierarchy of consequences and a sequence of steps to follow in order to provide a supportive engaging learning environment where students have the opportunity to achieve their full potential. The response from teachers to inappropriate behaviour should move from a least intrusive intervention to most intrusive intervention and should be appropriate to the behaviour.

**Managing behaviour in the classroom**

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| **Warning** | This should involve a clear communication to students that their behaviour is inappropriate and that it is not in line with agreed upon classroom behaviour |
| **Isolation within the classroom** | This may involve a partial or complete separation from all other students and involves moving a misbehaving student/s so that they are apart from others and still under teacher supervision. This will not involve exclusion from class activities. |
| **Teacher controlled consequence** | The teacher will impose an appropriate and reasonable consequence with the aim of reinforcing acceptable behaviour. For example a student may need to demonstrate acceptable behaviour before they can complete a particular activity. |
| **Withdrawal of privileges** | Withdrawal from a class if a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of the teacher to teach a class. The student may be temporarily isolated from regular classroom activities or in severe cases required to leave the classroom for a specified period of time. The student would be supervised in another classroom by another teacher and parents informed of this withdrawal. |
| **Teacher Detention** | Teachers will run their own detention sessions for students who display disruptive behaviour. Parents will be informed through the student diary that their child has been given detention and these sessions will take place either at lunchtime or after school. If they occur during lunchtime staff must ensure that students have an appropriate amount of time to be able to each their lunch. |
| **Referral to House Leadership Team** | When a student displays a consistent pattern of disruptive behaviour they may be removed from class and sent to a member of the House Leadership Team. The student’s parents will be informed of this action and the House Leadership team will allocate appropriate consequences. |
| **Suspension and Expulsion** | When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DET guidelines published in **Effective Schools Student Engagement Policy Guidelines.** Appendices 12 to 18 in the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures. A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the students’ behaviour.**Suspension/Expulsion**Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement Policy have been met.Suspension and expulsion can only be approved by the Principal and our school will follow the processes for applying these disciplinary measures as set out in our Engagement Policy.Information on grounds and processes for suspension and expulsion that our school will follow are available at: <http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx> |
|  | **Ongoing breaches of the classroom expectations may necessitate after-school detentions, interviews with parents, student well-being support, House Leaders or Associate Principal intervention. Serious or continued breaches may necessitate suspension.** |

**PERSONAL PROPERTY**

All members of the school community have a right to feel that their property is safe at all times. We all have a responsibility to respect all property belonging to the school, other individuals and the school neighbours. Students have a responsibility to report any theft or damage of school property to their House Leadership Team. Students have the responsibility to respect each other’s use of active and passive areas and to keep these areas free of litter and dispose of rubbish in the available bins.

Students should not bring valuable items to school and mobile phones should be out of sight and switched off in accordance with the school mobile phone policy. Skateboards and Rollerblades are prohibited and must not be brought to school. Personal items should be clearly marked and any bicycles that are brought to school must be placed in the bicycle enclosure located at the front of the Dandenong campus. Helmets must be worn at all times when riding to and from school.

**UNIFORM**

All students must ensure that they are recognisable as Dandenong High School students. Students have a responsibility to wear the correct uniform travelling to and from school and during the school day. This uniform is identified in the student diary.

If a student comes to school out of uniform they must bring a note from home explaining why they are out of uniform and present this to their House Leadership team before the school day begins to be issued with a uniform pass. This pass may be used for up to 3 days unless special arrangement have been made and in this time any uniform issues must be rectified.

If a note is not supplied from home then at the discretion of the House Leadership Team a uniform pass will be issued.

**Consequences:**

* If a student arrives in class out of uniform the classroom teacher should ask the student for the appropriate pass
* If the student does not have a pass this information should be passed on to this student’s House Leadership Team. The student is not to be sent back to the House for a pass at this time.
* Failure to collect a uniform pass before school will result in an initial warning. Repeated offences will result in after school detention
* Students who arrive late to school must collect a Uniform Pass from the House Office when they sign in for being late to school
* Repeated unacceptable reasons for not wearing the correct uniform will result in an after school detention

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| **Item** | **Consequence** | **Offence** |
| No Tie/ Tie in pocket | * Lunchtime detention
* Afterschool detention
* Afterschool detention and Parent contacted
 | 1st2nd3rd + subsequent |
| Female student wearing socks on the outside of tights | * Remove immediately
* Lunchtime detention
* Afterschool detention
* Afterschool detention and Parent contacted
 | 1st2nd3rd4th + subsequent |
| T-shirt – visible under school shirt | * Remove immediately
* Lunchtime detention and confiscated for 1 week
* Afterschool detention and confiscated for 1 week
* Afterschool detention and Parent contacted
 | 1st2nd3rd4th |
| Incorrect pants/ incorrect shoes | * Ring home immediately
* 1 weeks grace to purchase new item
* Send home or ask Parents to bring shoes/pants to school
 | 1st and subsequent offence |
| Incorrect Jacket/Jumper/Hat | * Remove immediately hold for 1 day
* Remove and hold for 1 week
* Afterschool detention and Parent contacted
 | 1st2nd3rd and subsequent |
| Jewellery & make-up (excessive) | * Remove immediately and hold for the day
* Remove and hold for a week.
* Afterschool detention and Parent contacted
 | 1st2nd3rd and subsequent |
| Facial Hair (not shaving) | * Any male student will be sent home if they come to school with obvious facial hair. They will be expected to return to school clean-shaven.
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**BUILDING AND GROUNDS**

Some of our spaces in the school are either restricted, of a specialist nature or multi-level therefore safety and care must be taken when moving around in these environments

* Students are not permitted inside school buildings before school begins at 8.45am, during recess and lunchtime unless approved by the House Leadership Team or appropriate staff member
* On days of extreme weather conditions (rain, cold or excessive heat) special arrangements will be made for students to access their House. An announcement will be made on the day to confirm this.
* Students are not to consume food or drink inside school buildings except on approved occasions
* Students should leave room clean and tidy at the end of each lesson with the furniture arranged accordingly
* Students are not to bring bags and hats to class and these are to be kept in their lockers unless permission has been given by a member of the House Leadership Team
* Students are not permitted to enter staff offices, staff social areas or staff toilet facilities
* Students are not permitted at their lockers during class time

All members of the school community have a right to equal access of active and passive use areas of the school.

* Ball games are not permitted in passive areas including the main campus
* Balls are only to be kicked on the sports areas of the school over at the Melaleuca site
* Bicycles, Skateboards and Roller Blades must not be ridden on the school grounds
* No student may leave the school grounds under any circumstances during the school day unless they are a senior student and have no timetabled classes

In order to protect our school environment the following materials are prohibited:

* Permanent markers
* Chewing gum
* Spray paint
* Skateboards and roller blades
* Liquid paper

**Consequences:**

* Students who do not follow these instructions may be given yard duty, detention or restricted from using particular areas of the grounds for a specified time
* Students who continue to fail to comply with these instructions in the school grounds will be suspended

Dandenong High School operates on a system of community duty where students in Years 7-9 are required to do community duty during the school year.

Students will be informed at least a day before by their House Leadership team and may come to school in free dress for the day. They will perform a number of duties aimed to assist with the organisation of the school. They will also undertake various tasks aimed at improving the school environment in the yard and in their House.

**ATTENDANCE**

Students need to have continual sequential learning to ensure that knowledge and skills are being developed as they progress through each year level of the school. If students are absent for long periods of time this can severely affect their learning.

Students are required to attend each timetabled day of school unless they have a reasonable and valid reason to be absent from school. Parents/Guardians are responsible to account for any absences to their House Administration Officer. Students have a responsibility to be punctual and adequately prepared for classes and bring the appropriate equipment to each class including their school diary.

* All students must attend all timetabled classes
* Class rolls are marked each lesson by the classroom teacher via Compass which is out electronic roll marking system
* If a student is absent form class contact will be made to a parent/guardian by our House Administration Officer
* House Leadership Teams will follow up any unexplained absences
* Any absence must be explained to the satisfaction of the school or it can be deemed as unapproved
* If a student is absent for an extended period due to illness a medical certificate is required. The school will endeavour to send home work to be completed and support the student when they return to school
* If parents know of an extended absence they must contact their child’s House Leadership Team beforehand to ensure that the student’s progress can be monitored and supported.
* Independent students not living with parents or guardians are also required to provide notes and/or medical certificates
* Students must bring a note from home on the day they return from an absence. If a doctor has been consulted then a medical certificate should be returned. This medical certificate must be handed to the House Administration Officer
* Students who are late to school during period 1 are not allowed into class without a late pass. If a student arrives without the appropriate late pass they should be sent back to their House to collect a late pass
* A student is deemed late if they arrive after the teacher and the period has commenced. The following consequences should apply when this occurs:
* Verbal warning and/or make up the time
* Make up the time organised by the class teacher (stay in or accompany teacher on duty to some other area)
* If consistent lateness then the House Leadership team will be informed

**Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the school under any circumstances.**

**References:**

**The *Equal Opportunity Act 2010 (Vic)***which prohibits discrimination on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation-http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm

***The Charter of Human Rights and Responsibilities Act 2006 (Vic),***which requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services-

***The Disability Standards of Education 2005,***which clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992 (Cth).* The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

***The Education and Training Reform Act 2006 (Vic),***which states that all Victorians, irrespective of the education and training institution they attend, where they live or their social or economic status, should have access to high quality education that-

* Realises their learning potential and maximises their education and training achievement
* Promotes enthusiasm for lifelong learning
* Allows parents to take an active part in their child’s education and training
* <http://www.education.vic.gov.au/about/directions/reviewleg.htm>

**Evaluation: This policy will be reviewed annually.**

**School Council Endorsement Date: 16th August 2016**