Student Policy
Muhammadiyah Australia College

Endorsed:	21/09/2021
Endorsed by:	Board of Directors
Next Review:	September 2024

Table of Content

1   Preamble

This document is one of a suite of documents that describe the policy structure for Muhammadiyah Australia College. The suite of documents describe the policies and procedures for the College, and form the basis for the establishment of a standing committee of the College Board that provide advice on developments in the respective policy areas and advice on their implementation. The suite of documents include:

- Governance Policy, for policy and procedures that ensure the College maintains its obligations on matters of corporate governance, financial governance, and related external governance
- Human Resources Policy, for policy and procedures for properly managing College staff
- Curriculum Policy, for policy and procedures for maintaining the curriculum to be delivered by staff at the College
- Student Policy, for policy and procedures for enrolling students and ensuring the ongoing welfare of students enrolled at the College
- Infrastructure Policy, for policy and procedures for maintaining the infrastructure of the College including buildings, grounds and other facilities such as technological infrastructure.

The vision, mission, and values of the College and its democratic principles are more fully described in the Muhammadiyah Australia College Governance Policy. Terms used in the suite of documents, along with their definitions, are also described in the Governance Policy document.

2   College Philosophy

2.1   Our Vision

The vision of Muhammadiyah Australia College is to become a centre of excellence in which Islamic values and Australian education are integrated and delivered in a safe, supportive, inclusive and peaceful environment.

2.2   Our Mission

The mission of Muhammadiyah Australia College is to foster learning and spiritual development in an environment where students can realise their full potential as citizens so that they can meaningfully contribute to society. The College works towards developing students as global citizens with the capacity to engage in meaningful work, embrace and respect society's laws and norms, and to make a personal contribution to civil society.

2.3   Our Values

1. Faith (Eeman) – nurturing the correct practice of Islam according to Al Quran and Sunnah
2. Respect (Akhlaq) – promoting respectful and positive relationships

3. Excellence (Ihsan) – encouraging the pursuit of excellence in all aspects of life
4. Innovative (Tajdid) – learning from real life problems and seeking creative solutions
5. Entrepreneurship (Amal) – developing skills and confidence required in a competitive market, and
6. Enlightenment (Tanwir) – encouraging contribution by all for the betterment of the community.

2.4 Our Objectives

1. Provide quality, meaningful and relevant education to students in accordance with the Australian Curriculum content and standards
2. Provide education that emphasises the importance of place that includes recognition of the Traditional Owners of the land
3. Provide quality, meaningful and relevant Islamic education for students as part of the curriculum and extra-curricular activities.
4. Create a positive and safe learning culture and environment inside and outside of the College hours by engaging the broader community
5. Challenge students intellectually, spiritually, mentally and physically with extensive opportunities to help them achieve their full potential, and
6. Prepare students to become upstanding citizens who embody the values of Islam in fashion that contributes to the broader Australian community.

2.5 Our Motto

Accomplishment through Faith and Knowledge.

3 The purpose of Student Policy

The Student Policy addresses the management and welfare of students at the College. The policy and procedures described in this document work towards ensuring the welfare of students and to ensure that students, parents and teachers clearly understand their expectations and responsibility for ensuring student welfare.

4 The role of the Student Committee

Responsibility for the College's Student Policy rests with the College Board. The Board may establish a Student Committee or similar as a standing committee of the College Board. This committee provides advice to the College Board on student management and welfare issues, the committee also provides advice to the College Principal and College Staff on the management of students.

5 The role of the College Student Welfare Coordinator

The College Principal may delegate responsibility to a member of the teaching staff to the College Student Welfare Coordinator. Where this responsibility is delegated, the College Student Welfare Coordinator will work under the guidance of the College Principal and College Board to:

- Convene and Chair the College Student Committee

- Liaise with College Staff on matters related to student management and welfare
- Convene ad-hoc committees to address student management and welfare related matters
- Coordinate professional development of College Staff on matters related to student management and welfare
- Where required, and in consultation with the College Principal, manage a caseload of students with ongoing welfare or management issues.

6   Principles for student management and student welfare

The purpose of the College's Student Policy is to ensure the welfare of students enrolled at the College and addresses

- the college's commitment to zero tolerance for Child Abuse
- the duty of care the College owes to its students
- the safety and welfare of students
- the expectations of students
- the management of student enrolment, including school fees
- the responsibility and expectation of College Staff, particularly teaching staff, for the ongoing welfare and safety of students
- the College's expectations of parents, carers and guardians
- the communication of College's Student Policy and expectations
- the management of grievances by parents, students, teachers and others in the College Community
- the engagement of the College Community in behaviour management.
- the support offered to families to engage in their child's learning
- the active participation of students in improving their outcomes and facilitating school change.
- the social, emotional and educational support offered to vulnerable students and students at risk
- how the College responds to individual students who require additional assistance and support.

7   Meeting Child Safety Standards

The College Student Policy, Human Resources Policy, Curriculum Policy, and Infrastructure Policy are all integrated to ensure the College meets the Victorian Child Safety Standards and Ministerial Order 870.

The College Human Resource Policy ensures that all College Staff and College Volunteers, as well as visitors and contractors to the College, are registered through the Victorian Institute of Teaching or have valid Working With Children Safety Checks as required by the *Worker Screening Act 2020*. College recruitment and selection processes ensure that staff are screened and made aware of all the relevant policies related to child safety upon induction. Further, the Human Resource Policy includes processes that ensure that staff are regularly trained on key child safety initiatives including those related to mandatory reporting.

The induction and professional development procedures place an emphasis on stressing to College Staff their obligations to report directly to the Victorian Police, and the College Principal if appropriate, when they have a concern that a student is being physically, sexually, or psychologically abused or they are under any other form of duress.

The College actively promotes and monitors the behaviour of students and actively promotes a code of conduct for parents, guardians and carers as well as the code of conduct for College Staff (see 8.7, 9.4, 8.5.2). These behavioural expectations are in place to ensure that no one in the College Community or on the College Grounds causes physical or psychological injury to others. The College actively promotes and communicates its expectations around duty of care and emerging day-to-day issues through various communication channels (see 7).

The College Curriculum is inclusive and designed to ensure that the needs of all students are met and that students at risk are identified through enrolment processes, day-to-day teaching practices, and through reporting and assessment processes. The College core values and the College Curriculum also empower students to contribute.

The College Student Policy ensures that students are always appropriately supervised by appropriately registered and vetted staff during school time as well as during recess, lunchtime, and off-site excursions. All visitors and contractors to the College Grounds have their Working With Children Check status checked by the Office of Principal with their activity on the College Grounds monitored accordingly.

The College has a comprehensive policy and procedures that ensures a duty of care toward students with medical conditions that are temporary, ongoing, or life-threatening. The College's comprehensive appeal processes ensure fairness and inclusion from the student level to the College Board level.

The College has developed policies to address Child Safety Standards:

- Mandatory Reporting Policy
- Child Safe Standards Policy
- Duty of Care Policy
- Yard Duty and Supervision Policy
- First Aid Policy
- Medical Records and Medication Administration Policy
- Anaphylaxis Policy and Guidelines
- Asthma Policy and Guidelines
- Infectious Diseases Policy
- Covid Management Plan
- Curriculum Policy
- Visitors Policy

8   Communication with College Community

The College communicates its policies and procedures to the College Community through various channels. These channels are used to establish expectations, address issues emerging from the implementation of policies and procedures, and to announce updates and amendments to policies and procedures.

The College Community comprises the College Board, the College Principal, students, parents, teaching staff, support staff, and volunteers. Communication with the College Board is generally through Committees of the College Board and through the College Principal as described in the Governance Policy. The formal channels for communicating with College Staff and parents are described here.

8.1   Enrolment interview

Finalising a student's enrolment involves an interview between the College Principal (or delegate) and a parent, guardian or carer. The enrolment interview serves as a social introduction to the College and

provides an opportunity to identify and discuss medical conditions, disabilities, learning issues and developmental issues. For students considered to be at risk the enrolment interview signals the start of an Individualised Learning and Management Plan for that student.

8.2   College Parent Induction Seminar

Before the start of each school year the College Principal organises a College Parent Induction Seminar to which parents of newly enrolled students are expected to attend. The seminar is interactive and allows for questions to be posed to College Staff by parents. Topics addressed at the seminar include.

- The Mission, Vision, Values and objectives of the College
- The College Enrolment Agreement
    - emphasising the expectation of parents
- The College Student Engagement Agreement
    - emphasising the expectations of students
    - policy on bullying, cyberbullying, and harassment
- The College focus on positive behaviours
- The College procedures for student sanctions
    - withdrawal of privileges
    - withdrawal from class
    - detention
    - suspension
    - expulsion
- Various College policies and procedures
    - Student Management
    - Infrastructure Management
    - Occupational Health and Safety Management
    - Emergency Management
    - students at risk and Individual Learning and Management Plans
- The College Curriculum

8.3   Reporting to Parents

As described in the College Curriculum Policy, the College reports student progress to parents on four separate occasions during the school year; twice at the end of each semester and twice at mid-semester.

As described in the College Curriculum Policy, at each of the four reporting events the College reviews all student reports to identify students not previously identified as being at risk.

8.4   Student-free days

During the school year, the College Principal, in consultation with relevant staff, schedules four student-free days for each school year. The College Principal schedule's student-free days and makes the schedule

publicly available prior to commencement of each school year to ensure that parents, guardians and carers can arrange for appropriate supervision of their children for those days.

In the general course of business, it is expected that two student-free days will focus on curriculum development per year and that the remaining two days will focus on related issues such as

- student welfare and mandatory reporting
- student management
- professional development
- occupational health and safety

8.5   College Staff Meetings

The College Principal organises a meeting schedule for College Staff during the school year. In the ordinary course of business there will generally be two staff meetings per week of which one is a general staff meeting for professional development, and one based on an area of focus such as a year level or a curriculum area. However, the formulation of the College Staff meeting schedule is at the discretion of the College Principal who consults with relevant members of staff. Agenda items for College Staff Meetings include

- professional development on mandatory reporting
- training in occupational health and safety
- emergency procedures
- curriculum development
- assessment and reporting standards
- review of student outcome data
- student management
- general professional development

8.6   College Morning Staff Briefings

All College Staff are expected to attend a 10-minute briefing led by the College Principal (or delegate) each morning before formal classes begin to communicate matters of day-to-day importance including

- staff and student absences
- student welfare issues
- student discipline issues, including information regarding current or impending ○ student suspensions ○ student expulsions
- expected visitors to the school
- staff organisational matters, announcement of meetings etc.

8.7   Student Assemblies

The College Principal organises at least one student assembly for each term. The student assembly is used to

- celebrate achievement within the College Community, particularly by students
- inform students of changes to College policy and procedures
- inform students of any issues associated with student management
- alert student to upcoming events at the school including camps and excursions

- issue warnings to students as appropriate as appropriate

The College Principal has the discretion to call a student assembly at any time.

All members of the College Community who are on College Grounds are expected to attend student assemblies unless explicitly advised otherwise by the College Principal.

8.8   College Newsletter

The College Principal publishes a College Newsletter four times per year at the beginning of each term. The

College Newsletter is distributed in paper-based form and delivered to parents via the student. The College Newsletter is also distributed via email where parents, carers and guardians who have registered an email address. Items included in the College Newsletter

- upcoming events at the school including camps and excursions
- achievement highlights
- changes to College policy and procedures
- public warnings as appropriate

The College Newsletter is also made available via the College website.

8.9   College Fee Notice

The College Board determines the College Fee structure. Before the end of each school year, the College will publish and make available the College Fee structure (see 7.5) via

- written notice
- email to parents, guardians and carers
- publication on website

8.10 College Public Address System

The College Public Address System is used by the Office of Principal to communicate with the College Community that are on-site regarding matters of immediate importance to them. This includes:

- general College announcements
- safety warnings
- emergency warnings and instructions
- notification of visitors to the school

8.11 College Website

The College has a website (macollege.com.au) through which all public notices issued by the College will be made available, along the College's policies and procedures.

Items of interest and examples of student achievement will also be made available through the College Website. The College will respect the privacy of students and their families and seek permission before mentioning a student or using their image (see Appendix IV).

8.12 Ad-hoc meetings

The College Principal may call a meeting of College Staff at any out-of-class and within-school time to address issues of imminent importance.

8.13 Ad-hoc communications

The College Principal also organises ad-hoc communication where required. For example, the College Principal may need to communicate on an ad-hoc basis with parents not able to attend the College Parent Induction Seminar, such as when a student enrols in the school during the school year. Ad-hoc communications might also occur when new staff are recruited to the College.

9 College Student Engagement Policy

The purpose of the College Student Engagement Policy is to describe the expectations that the College has of students and the policy and procedures used by the College to meet those expectations

9.1 Core values

The core values of the College – Faith, Respect, Excellence, Innovation, Entrepreneurship and Enlightenment – underpin the College's Student Engagement Policy.

The Islamic faith, and the teachings of Al Quran and Sunnah, provide the holistic worldview through which students are managed and for ensuring their welfare. This overarching holistic Islamic worldview provides the basis for harmonising the rightful expectations of parents, guardians and carers towards their children, and the obligations placed on the College by various State and Commonwealth legislation for ensuring the safety, welfare and rights of students.

The College's core value of respect informs its Student Engagement Policy. This includes mutual respect among College Staff and students, and respect for the College grounds, its facilities and equipment, and its broader community and neighbours.

The Student Engagement Policy works towards ensuring that students and College Staff are safe and feel safe, supported and included in all aspects of College life. The policy fosters an environment that provides for the development of students' noble character so that they emerge as confident, honourable, and respected citizens in the community through a pursuit of excellence in academic, social and personal dimensions.

The College aims to foster the wellbeing of all members of the College Community through

- maximising access and inclusion in College life
- taking a holistic approach towards student learning outcomes that includes a focus on health, social life, and personal development
- practices that are sensitive to family environments and the needs of families

- focusing on reflexive and collaborative multidisciplinary practice informed by evidence ● a continued pursuit of excellence

9.2   Obligation for mutual respect

Every member of the College community has the right to participate in a learning environment that is safe, supportive and inclusive. To this end, the College respect the rights of students to be included regardless of race, religion, disability, sex, age, gender identity and sexual orientation. This includes making reasonable adjustments to accommodate students with disabilities and additional needs.

Students have reciprocal obligations and are expected to respect the participation of others in College life. Students are expected to actively promote the pursuit of excellence in others by making a positive contribution to College life to foster learning, and to avoid physically and psychologically harming others. Students have an obligation to respect the right of teachers to establish learning environments, and an obligation to respect the right of other students to participate in learning.

9.3   Engagement at College, Cohort and Individual level

The College's engagement practices operate at the level of the whole College Community, vulnerable cohorts of the College Community, and on individual students who might be at risk or have special needs.

The College fosters engagement at a school-wide level through off-site excursions and on-site incursions that complement the curriculum, as well as through camps, sporting programs and leadership courses. Routine engagement with parents, guardians and carers is also fostered through the College's student reporting processes (See Curriculum Policy, 5.3). The College also fosters engagement for distinct cohorts who may experience distinct social and personal development challenges due to their identities. The College also develops Individual Learning and Management Plans for students identified as being at risk and students who have special needs.

The College recognises that some students, as a group or as individuals, may need extra social, emotional or educational support to flourish at the College. The College has in place strategies to identify these students and provide them with the support they need.

The College works collaboratively with students and parents, guardians and carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

Universal strategies	Targeted strategies	Individual strategies
● The College delivers a broad curriculum including specialist classes of Science, Physical Education, Art and Languages.	● All students who are performing 12 months or more above/below the expected standard in English and Maths will be provided with an Individual Learning Plan.	Strategies to support attendance and engagement of individual students include:

• College Teaching Staff adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students. • The College develops behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families. • The College regularly acknowledges examples of positive behaviour and student achievement in classroom settings and formally in events such as assemblies and via communications to parents. • All students at the College can participate in a social and emotional learning curriculum framework. • All students at the College can contribute to and provide feedback on decisions about school operations both through the Student Representative Council and other more informal mechanisms.	• All students with a Koorie background will be provided with an Individual Learning Plan. • All students who are on the Program for Students with special needs will be provided with an Individual Learning Plan. • All students in Out of Home Care will be supported by the Primary Welfare Officer. • The College implements a social skill development framework in response to needs identified by classroom teachers or other school staff during the school year. • Relevant teaching staff apply a trauma-informed approach (using Calmer Classrooms: A • Guide to Working with Traumatised Children, and similar resources) to working with students who have experienced trauma, such as students from refugee backgrounds or who are in out-of-home-care.	• Meet with student and their parent/carer to talk about how best to help the student engage with school • Establish a Student Support Group. • Seek extra resources under the Program for Students with Disabilities for eligible students • Develop a Behaviour Support Plan and/or Individual Learning Plan. • Consider if any environmental changes need to be made, for example changing the classroom set up. • Refer to internal support services eg Primary Welfare Officer or Student Support Services • Refer to external support services including Child First, Local Government Youth Services, Mackillop Family Services, Child and Adolescent Mental Health Services.

9.4   Students at risk

The College identifies student at risk through

- the enrolment process
- a parent, guardian or carer reporting a change in a child's circumstance
- a review at the end of each term when reports are prepared for parents
- a teacher or other College Staff member identifying a student at risk

Whenever a student is identified as being at risk the College Principal will ensure that an Individual Learning and Management Plan is developed for that student and communicated to all staff (see 7.4, 7.5, 7.6 for communication channels). This is to ensure a consistent approach towards each student at risk across the College.

Whenever a student is identified at severe risk the College Principal will organise for a professional development session compulsory for all staff, and will communicate developments through the College Morning Staff Meetings, Student-free days, and College Staff Meetings (see 7.5, 7.6, 7.4).

The College Principal will initiate a review of all students at risk at the end of each school term, particularly to identify any student previously identified at risk who is no longer at risk and for whom an Individual Learning and Management Plan can cease.

9.5   Student Discipline

College Staff are responsible for maintaining a respectful and ordered environment while students are on College Grounds, are on a College activity away from College Grounds, and while travelling to or from the College including whilst travelling on the school bus.

The primary disciplinary focus of the College is to focus on positive behaviours and on mutual respect. However, the College also acknowledges that from time-to-time students will need to be sanctioned to maintain a safe and ordered environment and to foster moral development.

Other than in an emergency or crisis when students are expected to directly follow the orders of College Staff, the school disciplinary procedures primary focus is on reasoning and on a student's moral and personal development. However, from time-to-time school discipline may also involve the sanctioning of students.

9.5.1   Scope

The College Student Discipline procedures and sanctions only apply to student behaviours that occur

- on College Grounds
- outside of College Grounds but while on College activities
- whilst travelling to or from the College

Student behaviour that occurs outside of school hours or in other locations is not covered by these procedures.

9.5.2   Behavioural Expectation of Students

All students are expected to behave in a manner consistent with the College's core values and consistent with community expectations. Students are expected to respect themselves, respect others, and respect the College environment and behave in a manner that promotes their own pursuit of excellence and the pursuit of excellence in others. Further, consistent with the core values of innovation, entrepreneurship, and enlightenment, the College focuses on autonomous positive behaviour and not on behaviour defined by rules.

The College Principal and other College Staff may from time-to-time establish certain rules to facilitate the orderly conduct of College life. These rules, such as those related to talking, may vary between teachers. The College Principal and College Teaching Staff are responsible for setting rules and for ensuring the students are aware of them. College Staff are also responsible for addressing behaviours that violate the rules through counselling and the application of sanctions.

9.5.2.1   Positive behaviours

All students are expected to engage in classroom and other activities by:

- being prepared to engage in and take full advantage of the College program
- making every effort to do their very best

- being self-disciplined to ensure a cooperative learning environment
- engaging in collaboration and teamwork
- respectful communication
- trusting others
- regular attendance and be punctual for all timetabled classes
- being prepared to participate fully in lessons by bringing required books and equipment
- account for absences by providing signed notes from their parents, guardian or carers explaining an absences and lateness
- modelling the school's core values
- taking responsibility for their behaviour and its impact on others
- obeying all reasonable requests of staff.
- respecting the rights of others to learn.
- respecting the property of others.
- complying with the school's policies and working with teachers and parents in developing strategies.

The college will recognise and reward students who consistently demonstrate these behaviours.

9.5.2.2   Sanctioned behaviours

The following student behaviours can attract sanctions from Teaching Staff or the College Principal

- talking or disrupting other students in class
- students putting themselves or others at risk of harm
- throwing food, water, or other material
- violence, bullying and harassment towards other students or College Staff (see 8.10)
- cyberbullying of other students or College Staff (see 8.10.3)
- aggressive behaviour
- unsafe behaviours
- use of obscene language
- unauthorised absences from class
- Possessing or the taking of drugs, alcohol, or other illicit substances
- possessing or using weapons
- theft or school property or the property of others
- fighting
- failing to follow a teacher's instructions
- vandalising or applying graffiti
- failure to stay in designated school grounds
- cheating in exams and assessment activities
- persistent failure to attempt to complete homework
- deliberate misuse of school resources in classes such as science, art, and physical education
- misuse of lockers, and a failure to maintain a clean locker

9.5.3   Behavioural expectations, consideration of age

The College recognises that younger students require a different approach to behaviour when compared to more mature students. Younger students may require more patience when being socialised into the community's and College's behavioural expectations. Younger students may also require protection from

the boisterous and physical behaviour of older students. This is one consideration when College Staff are assigned to yard duty, for example (see 10.4).

More mature students may face more difficult home lives and psychological stresses that may affect their behaviour. The College approach to discipline is sensitive to these personal concerns and does not strictly apply a one rule for all policy.

9.5.4 Behavioural expectations, consideration of physical or psychological disability

The College recognises that some students with physical or psychological disabilities may find it more difficult to behave in a manner consistent with the College's general behavioural expectations. These factors will be considered in the application of sanctions such as withdrawal of privileges, detention, suspension and expulsion.

Where a student with a physical or psychological disability continually behaves in a manner that interferes with the rights of others, or risks harm to self or others, then the College will develop an Individual Learning and Management Plan for that student.

9.5.5 Behavioural management

The College core value of respect underpins the College's approach to behaviour of College students and behaviour across the College Community.

The College encourages all members of the College Community to work towards mutual understanding of each other's perspectives and toward mutual respect. The behavioural expectations (8.5.2) provide an overarching approach to students, with College Staff and College Teachers also having the capacity to develop rules of behaviour within this framework to

- meet the needs of individual students, such as those with a behavioural condition
- meet the needs of specific subject areas such as sport, science, technology
- meet the needs of specific on-site or off-site excursions
- ensure that emergency conditions and emerging risks are appropriately managed

The College values mutual respect across the College Community, and while College Staff has the authority to set the behavioural expectations across settings staff are also encouraged to consider the perspectives of students and to be responsive to concerns expressed by students to ensure fairness. There is an expectation that all questions and propositions put by students to College Staff in good faith be treated with respect and courtesy and be responded to. Where a student's proposition put in good faith is rejected by a College Staff member, that staff member is expected to provide a good reason that the student is generally expected to accept without further argument.

The College ensures fairness at a personal level through respect and has more formal procedures for addressing fairness for more serious complaints and grievances such as those related to decisions made by the College to sanction students (see 8.5.6.6, 12).

9.5.6 Sanctions

The College has graded sanctions as part of its student discipline policy to address the challenging behaviour of students that compromises the safe and orderly learning environment at the College.

9.5.6.1 Withdrawal of Privileges

The College may withdraw privileges from students for a limited-time. The reasons for the withdrawal of privileges will be clearly communicated to the student, as will the behaviour standards expected for the privileges to be reinstated. When withdrawing privileges, College Staff will consider if the withdrawal might increase the risk of a student becoming disengaged from learning or College life.

Privileges that may be withdrawn include

- participation in the College activities such as camps
- participation in College organised sports
- participation in College organised extra-curricular activities

9.5.6.2 Withdrawal from Class

When a student's behaviour interferes with the rights of other students to learn, or where a student's behaviour involves the possibility of harm to other students, that student may be temporarily removed from regular classroom activities or be required to leave the classroom for a specified time.

When a student is required to leave the classroom, the student's teacher and the College Principal will arrange for the student to be appropriately supervised and that their attendance is appropriately registered.

9.5.6.3 Detention

College detention provides an opportunity for reinforcing the importance of maintaining appropriate behaviour standards and provides an opportunity for College Staff to reason with students.

Detention may involve discussion with the student that reinforces the behavioural expectations and the reasons for those expectations, detention may also involve students being required to complete work that was not completed during regular class time.

Where a student is detained

- during recess, the time for detention will not exceed half of time allocated for recess
- during lunchtime, the time for detention will not exceed half of the time allocated for lunchtime
- after school, the time for detention will not exceed forty-five minutes

The College acknowledges that after school detention may create an undue hardship for some families, such as those related to transport arrangements, or where students may be required to supervise younger siblings. In these cases, the College will negotiate alternative disciplinary measures with the parent or carer.

9.5.6.4 Suspension

A student may be suspended from participation in instructional activities at the College for part day, full day, or multiple days in cases where a student seriously misbehaves. Grounds for suspending a student from the College includes:

- engaging in behaviour that poses danger to others that is actual, perceived or threatened
- causes damage or destruction to property
- commits, attempts to commit, or is knowingly involved in the theft of property
- possesses, uses, sells or assists others to possesses use or sell illicit substances or weapons
- failure to comply with a clear and reasonable instruction from a College Staff Member so as to pose a danger to the welfare of others
- consistently engaging in behaviour that vilifies, defames, degrades or humiliates others
- consistently behaving in an unproductive manner that interferes with the wellbeing, safety or educational opportunity of other students.

Only the College Principal has the authority to suspend a student and to issue a College Notice of Suspension (see Appendix I). When deciding to suspend a student, the College Principal needs to establish that the behaviour for which the student will be suspended has occurred. This will include considering the accounts of those that have witnessed the behaviour, including College Staff. The student will also have an opportunity to account for their behaviour and justify their behaviour if appropriate. Further, the College Principal considers reasons that may explain a student's behaviour including:

- a student's home environment
- a student's mental health
- the possibility of child abuse

When deciding to suspend a student, the College Principal will ensure due regard to

- the Charter of Human Rights and Responsibilities Act 2006
- anti-discrimination legislation
- if a student is in out-of-home care
- the Koorie status of the student
- any medical condition or disability the student might have

Alternatives to, and actions in addition to, suspending a student considered by the College Principal include

- referral to authorities
- referral to support services
- referral to medical services
- the development of a Individual Learning and Management Plan

Whenever the College Principal suspends a student, that student's parent, guardian, or carer will be provided with an opportunity to meet with the College Principal and relevant College Staff as soon as practically possible to provide an opportunity to review the suspension. Three copies of the College Notice of Suspension are made, one for the College Suspension and Expulsion Register, one for the student's file, and one for the parent, guardian or carer.

In the case where the College Principal reasonably suspects child abuse, the College Principal will report to Victorian Police.

9.5.6.5 Expulsion

The grounds and processes for permanently expelling a student from the College are generally the same as that for suspending a student. Expulsion is only considered by the College Principal where previous attempts to modify a student's behaviour through suspension and other means has failed, and where the student persists on an ongoing basis in behaviour that meet the grounds for suspension. The College Principal will establish processes for ensuring expulsion processes are fair and transparent and that the student is appropriately supported through the process. Processes for expulsion will include the involvement of parents, guardians and carers, and may include the involvement of authorities and support services.

Parents, guardians and carers are informed of an expulsion through formal letter and by a meeting with the College Principal if appropriate. There will be three copies for the letter of expulsion, one for the College Suspension and Expulsion Register, one for the student's file, and one for the parent, guardian or carer.

9.5.6.6 Register of Suspensions and Expulsions

The college notice of suspension or the letter of expulsion of a student is kept with that student's individual file. A central register of suspensions and expulsions that is maintained by the principal office (refer to Appendix XVI) is updated according to the details on the college notice of suspension or the letter of expulsion.

Confidentiality must be maintained at all times with regards to the suspension and expulsion of students. Access to the register of suspensions and expulsions is appropriately restricted to authorised users.

9.6 Expectation of parents

To support their child to excel and participate in College life, parents, guardians and carers are expected to:

- promote positive outcomes for their child by valuing the importance of education and liaising with the College on their child's progress and needs
- support their child in their preparedness for the school day and in the provision of a supportive home environment
- monitor their child's involvement and progress and communicate with the College when necessary
- remained informed and supportive of College programs and actively participate in school events and parent groups
- ensure that their child's enrolment details are correct
- ensure their child attends regularly
- advise the school as soon as possible when their child is absent
- account for all student absences by the provision of signed notes
- keep family holidays within scheduled school holidays wherever possible
- support their child's learning during absences and work with the school to reintegrate students after prolonged absences
- have high expectations of their child's behaviour and an understanding of the College's behavioural expectations
- communicate with the College regarding any changes in their child's circumstances, including medical conditions (see Appendix XI)
- cooperate with the College by assisting in the development and enforcement of strategies to address any identified individual needs.

9.7 Code for Conduct College Staff

To ensure the safety of all students and staff at the school, College Staff are expected to follow a code of conduct consistent with that from the Victorian Institute of Teaching.

College Staff, and College Teacher are expected to:

- to be the role model for students and other college communities for upholding the college values
- provide opportunities for all students to learn
- treat students with courtesy and dignity
- work within the limit of their expertise
- always be in a professional relationship with students, whether at an education setting where they are the teacher, acting in a College capacity, or not.
- not have a sexual relationship with students
- not use sexual innuendo or use inappropriate language when dealing with students
- not hold conversations of a personal nature without a valid educational context
- work in collaborative relationship with students, families and the broader community
- be collegial in their work with other College Staff
- promote the role of teachers as a valuable and noble profession
- always be aware of their legal requirements, particularly in relation to:
  - discrimination, harassment and vilification
  - negligence ○ mandatory reporting
  - privacy
  - occupational health and safety
  - teacher registration
- always act with integrity

This code of conduct is supported through the College Professional Development programs, and breaches of this code of conduct will be treated in accordance with Victorian legislation and in accordance with procedures for the Victorian Institute of Teaching.

9.8 Corporal Punishment

College Staff are prohibited from applying physical force to a student for control, correction or discipline, particularly when applied with the intention of causing some degree of pain or discomfort. This form of discipline is known as corporal punishment, physical punishment, smacking, spanking, belting, or hitting.

College Staff that apply corporal punishment will face disciplinary action by the College Principal including referral to the Victorian Institute of Teaching.

9.9 Restraint and seclusion

College Staff may need to physically restrain or seclude a student when a student's behaviour poses imminent threat of physical harm or danger to self or others. While these interventions are not generally

permitted, they may be applied when considered reasonable in the circumstances and where no less restrictive means of responding are available.

Restraints include chemical restraints in the form of medication used to control or subdue student behaviour and which are not used to treat an underlying physical or mental illness or other condition. Restraints also include mechanical restraints designed to prevent, restrict or subdue a student's movement and exclude devices prescribed by a professional such as orthopedically prescribed devices and splints.

Seclusion includes the solitary confinement of a student in a room or area from which their exit is prevented by a barrier, or when left alone in a room that has been evacuated of others.

Restraint and seclusion can result in trauma for both the student being restrained or secluded and the College Staff implementing it.

9.9.1   Principles for restraining and secluding students

- restraint and seclusion are only used in situations where there is an imminent threat to self or others
- restraint and seclusion are never to be used to control a student's behaviour or as a form of punishment
- every effort is made to prevent the use of restraint or seclusion, with underlying issues addressed as appropriate
- all students have the right to be treated with dignity
- restraints and seclusion should never be used in a way that restricts a student's breathing or harms a student in any other way
- when restraint or seclusion is used on a student, the student must be carefully and be continuously monitored to ensure that the student and other persons are safe
- all uses of restraint or seclusion must be recorded and reviewed, and parents, guardians or carers informed as soon as possible (See Appendix II - Restraint and Seclusion Report proforma)

9.10 Bullying and Harassment

Muhammadiyah Australia College is committed to providing a safe, supportive, inclusive and peaceful environment which enables positive relationships to be formed amongst all students and staff as reflection of our first two values of faith and respect. This is also to reflect that the college is committed to create a culture of child safety in accordance with our Child Safe Standard Policy and Ministerial Order 870.

The College takes active measures to minimise and eliminate bullying and harassment among the students and to minimise the physical and psychological harm caused by them. The College will not tolerate any forms of bullying and harassment.

Harassment *is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person*.

Bullying *is the ongoing and deliberate misuse of power in relationships through repeated physical or social behaviours intended to cause physical, social, or psychological harm*.

Bullying can happen in person or online, and can have immediate, medium-term and long-term effects on those involved including bystanders. Bullying may involve:

- direct physical bullying
  - hitting

- - kicking
  - tripping
  - pinching
  - pushing
- damaging property
- direct verbal bullying
  - name calling
  - insults
  - teasing
  - intimidation
- homophobic or racist remarks
- verbal abuse
- indirect bullying
  - action designed to harm someone's reputation
  - lying and spreading rumours
  - nasty jokes to embarrass and humiliate
- mimicking
- encouraging others to socially exclude someone
- damaging someone's reputation or social acceptance
- cyberbullying
  - direct verbal or indirect bullying using digital technologies via
    - mobile phones
    - defamatory websites
    - social media, twitter, Facebook etc
  - excluding someone from social networking spaces

The College also addresses other behaviours that are not bullying but which can cause discomfort to students. This includes conflicts or disagreements where there is power imbalance. Social rejection or dislike is not bullying unless it involves deliberate attempts to cause distress or exclusion. Many single-episode acts are not bullying.

9.10.1 Bullying and harassment prevention

The College addresses bullying and harassing behaviour by ensuring that:

- there is a shared understanding across the College Community of what constitutes bullying and harassing behaviour.
- students, parents, guardians, carers and College Staff have a clear understanding of their role and responsibilities to prevent bullying and harassing behaviour

9.10.1.1 Students

Students who are the victims of bullying and harassment, who witness them, or who become aware of them, are required to report such behaviour to College Staff as soon as possible.

9.10.1.2 College Staff

Whenever College Staff become aware of bullying and harassment among students they will:

- address the perpetrator with appropriate disciplinary procedures and with appropriate concern for the perpetrator's welfare and mental health. The college will provide counseling by internal or external resources to help the students to deal with the behaviours when appropriate.
- address the victim or victims of the bullying and harassment behaviour and take required action to ensure their safety and wellbeing, which may include
    - counselling by teacher or College Principal
    - psychological counselling
    - other medical intervention
- engage in processes of restorative justice between perpetrator and victim where appropriate
- determine the extent of the bullying behaviour and take further action if necessary, including:
    - further investigation, including into the welfare of the perpetrator
    - initiate further support for the victim or victims
    - raising the matter with other College Staff and the College Principal
    - initiating further disciplinary action against the perpetrator
    - involving parents, guardians and carers
- record the incident of bullying in the Accident and Incidents Register (Appendix IX).

9.10.2.3 Parents, Guardians and Carers

Parents, guardians and carers may become aware of their child's involvement in bullying and harassment as either a perpetrator or victim. Where their child is a perpetrator, parents, guardians and carers are expected to take active steps to prevent their child from bullying and harassing others, and to cooperate with efforts made by College Staff to prevent them. Where their child is a victim, parents, guardians and carers are expected to support their child through counselling, providing access to support services including medical services if required, and to contact the College Principal if the perpetrator of the bullying is a student at the College.

Parents, guardians and carers may also contact the College in cases where a perpetrator of bullying or harassment is not a member of the College Community and where the College may be able to provide psychological support to the victim.

9.10.3 Cyberbullying

Cyberbullying is bullying using digital technologies including mobile phones, email and social media. Cyberbullying includes:

- pranking – repeated hang ups, anonymous mocking or threatening phone calls
- image sharing, including unflattering private images
- sexually explicit image sharing
- direct or indirect verbal assault
- identity theft, or assuming someone's identity online and negatively representing them
- hate sites, the creation of website for excluding individuals or groups

While cyberbullying among students can happen outside of the scope of the College's discipline policy, the College has an ongoing role and responsibility to prevent cyberbullying during and outside school hours.

The expectation of College Staff, students and their parents, guardians and carers towards cyberbullying are similar for bullying. Students who are victims of, witness to, or become aware of, cyberbullying of other College students should inform College Staff. College Staff will then follow up with students and parents.

9.10.4 School procedures for responding to a student who bullies or harasses others

Stage 1

If the bullying or harassment incident is minor or first time occurrence, teachers may elect to use one or more anti-bullying practices:

- stopping the bullying/re-statement of rules and consequences
- restorative questioning
- think time detention
- private conference
- shared control discussion

If the student does not take control over his/her behaviour, an Incident Report Form should be completed and submitted to the student welfare coordinator or principal.

Stage 2

If the bullying or harassment continues, or in instances of severe bullying or harassing, a referral should be made to the Student Welfare Coordinator or Principal.

Here, the Student Welfare Coordinator may:

- meet with the student to develop a behaviour contract
- provide discussion/mentoring of different social and emotional learning competencies including structured learning activities
- conduct a restorative conference separately with the perpetrator and "target"

Stage 3

For students who have been identified with severe/repeated bullying or harassing behaviour that is resistant to change, an individual 'strength building' plan should be developed by the Student Welfare Coordinator in consultation with students, parents/carers and teachers. Individual strength-building plans and associated interventions help connect the student to positive people, programs and actions in the community, school and home as well as develop the student's inner social and emotional strengths.

Stage 4

Students whose severe/repeated bullying or harassing behaviour resists school efforts and represents a significant threat to the safety and wellbeing of others, should be referred to outside agencies for evaluation. Student Welfare Coordinators will need to be familiar with those community agencies and organisations that can offer more intensive services to the student and student's family.

The college may choose, if bullying or harassment persists or the initial incident is of such magnitude, that parents/carers will be contacted and consequences implemented consistent with the College's Student Policy. Furthermore, the principal may commence formal disciplinary action in line with the Policy at any stage in the process depending on contextual information relating to the severity of the bullying (including-cyber bullying) and harassment.

9.11 Protecting Students against Grooming

Protecting children and young people against sexual abuse is a community wide responsibility. Muhammadiyah Australia College has a moral and legal responsibility to ensure children and young people are safe in our care and to ensure that all forms of abusive behaviours towards children are prevented. A grooming offence is committed if the offender communicates by words or conduct with a child under the age of 16 years, or the child's carer or supervisor, and intends to commit a sexual offence involving the child. This policy informs the College of its responsibilities in relation to grooming, providing a definition for grooming and how it can occur. The specific behaviours and actions of an offender grooming a child/young person, and the impact it will have on these victims, need to be understood by college staff. This policy acknowledges the particular duty Muhammadiyah Australia College has towards children/young people in its care.

9.11.1 Principles

Grooming is a serious offence. Staff need to be informed of the criminal intent in grooming behaviours and be fully self-aware of their professional obligations and responsibilities.

- All children/young people have the right to a thorough and systematic education in personal safety, including safety in relationships.
- Abuse of children by persons in positions of trust or authority is a serious matter. All allegations must receive a response and be dealt with promptly.
- After a disclosure, any ongoing harm to the child/young person and the employee is minimised by:
  - adherence to agreed procedures,
  - provision of appropriate social and emotional support and pastoral care, and
  - appropriate confidentiality.
- The child/young person's ongoing safety and wellbeing should be the primary focus of decision making.

9.11.2 Definitions

For the purposes of this policy, the following definitions apply:

Child and Young Person: A child is legally defined as a person under the age of 16 years. A young person is any person who comes under or may come under the care, supervision or authority of the school.

Confidential: Being entrusted with private and restricted information that must be treated as such, both in written and verbal form.

Grooming: The term 'grooming' refers to actions deliberately undertaken with the aim of befriending and influencing a child, and, in some circumstances, members of the child/young person's family, for the purpose of sexual activity with the child/young person. These actions are designed to establish an emotional connection in order to lower the child/young person's inhibitions and gain access to the intended victim. In this respect, grooming involves psychological manipulation that is usually very subtle, drawn out,

calculated, controlling and premeditated' (Victorian Parliamentary Inquiry 2013). Grooming can also occur online.

Grooming Behaviours: There is no one set of actions or behaviours that are used to groom a child. Grooming behaviours include persuading a child/young person or group of children/young people that they have a special relationship, for example by:

- spending inappropriate special time with a child/young person o inappropriately giving gifts
- inappropriately showing special favours to one child/young person but not other children/young people
- Inappropriately allowing the child to over step the rules
- testing boundaries, for example, by undressing in front of the child/young person.

Grooming occurs both before the offence in order to access the child, and after the offence to maintain that access for future abuse and ensure the child's silence. Grooming also seeks the parent or carer's continued trust.

Duty of Care: Staff or volunteers working at Muhammadiyah Australia College have a duty of care to support and protect the children and young people with whom they are professionally involved. When staff members form a reasonable belief that a child or young person has been harmed or is at risk of harm, they are ethically bound to take action to protect the safety and wellbeing of that child or young person. For some staff members this obligation is legally mandated (*cf* DEECD and DHS 2010). Duty of care is breached if a person:

- does something that a reasonable person in that person's position would not do in a particular situation
- fails to do something that a reasonable person in that person's position would do in the circumstances
- acts or fails to act in a way that causes harm to someone to whom the person owes a duty of care
- fails to report when mandated.

Reasonable belief: A 'reasonable belief' is not the same as having proof. A 'reasonable belief' is formed if a reasonable person in the same position would have formed the belief on the same grounds. For example, a 'reasonable belief' might be formed when:

- a child states that they have been sexually abused
- a child states that they know someone who has been sexually abused (sometimes the child may be talking about themselves)
- someone who knows a child states that the child has been sexually abused
- professional observations of the child's behaviour or development leads a mandated professional to form a belief that the child has been sexually abused
- signs of sexual abuse leads to a belief that the child has been sexually abused.

9.11.3 Implementation

The successful implementation of this policy will include the following:

- Regularly communicating this policy to staff
- Educating children in personal safety and about grooming
- Educating school staff to identify possible grooming behaviours

- Taking action that is timely, respectful and coordinated when a staff member forms a belief that a child/young person is at risk of being harmed through grooming. The matter must be reported to the Police and the Principal. Victoria Police has primary responsibility for conducting investigations into the alleged matter.
- If a mandated staff member, reporting to DHS unless otherwise advised by the police
- Ensuring the child/young person and the child's/young person's family have access to appropriate services in order to reduce any long-term effects of the grooming abuse
- Documenting all allegations and retaining records in a secure area, ensuring their confidentiality.

9.11.4 Expected Outcomes

The college employees are informed of the criminal intent in grooming behaviours and expected to be self aware of their professional obligations and responsibilities.

- A thorough and systematic education in personal safety, including safety in relationships, will be provided for all children/young people.
- Approved professional learning in providing education in personal safety will be provided to all staff.
- All allegations of grooming will receive a prompt response and be clearly documented.

10   College Enrolment Policy

The policy and procedures related to the College Enrolment Policy ensure that the College enrols students in compliance with government regulations and to ensure that parents and students are aware of what is expected of them.

Refer to Enrolment Policy and Enrolment Pack for a complete College Policy and procedures on Student Enrolment

11   Duty of Care Policy

This policy assists Muhammadiyah Australia College's staff to understand how to meet their legal duty of care to students and to explain to our school community the non-delegable duty of care obligations.

Refer to the Duty of Care Policy for a complete College Policy on Duty of Care

12   Yard Duty and Student Supervision

The College Principal is responsible for ensuring that College Staff are appropriately deployed to supervise students during school time including before and after school. The College Principal is responsible for allocating Teaching Staff to class-time and for creating a supervision roster for before school, recesses, lunchtime, and after school. The College Principal is responsible for ensuring staff absences are covered.

Please refer to Yard Duty and Supervision Policy for a complete College Policy on Yard Duty and Student Supervision

13   College Medical Procedures

Please refer to the following policies for the College management of Medical procedures and guidelines:

- First Aid Policy
- Medical Records and Medication Administration Policy
- Anaphylaxis Policy and Guidelines
- Asthma Policy and Guidelines
- Infectious Diseases Policy
- Covid Management Plan

14   Disabilities

The College Enrolment Procedure identifies if a new student suffers from a disability and initiates procedures if this is the case. Similarly, the College parent code of conduct (9.4) obliges parents, guardians and carers to inform the College of a new disability.

Whenever a student is enrolled with a disability the College Principal will ensure that an Individual Learning and Management Plan is developed for that student and school-wide management policy developed and communicated to all staff to ensure that appropriate adjustments and accommodations are made. Where a policy is already in place for addressing a certain disability, the existing policy will be reviewed in light of the new circumstances.

The College Principal will liaise with the College Administration Committee responsible for school infrastructure to ensure that any structural modifications to building are made so that all disabled students can participate in College life to maximum extent considered reasonable.

Whenever a new disability is identified among College students the College Principal will organise for a professional development session compulsory for all staff, and will communicate developments through the College Morning Staff Meetings, Student-free days, and College Staff Meetings (see 7.5, 7.6, 7.4).

The College Principal will initiate a review of all policies related to disabilities at the end of each school year.

15   Grievance and Complaint Procedures

The College is committed to providing a safe and supporting environment for all members of the College Community including students, parents, guardians, carers and College Staff. The College recognises that some members of the College Community may from time-to-time have a grievance and wish to make a complaint against the College.

The College aims to address and resolve grievances in a timely fashion and in a manner that is satisfactory to all parties involved. The College approach to resolving complaints is to focus on

- building positive relationships between students, parents and staff.
- providing a safe and supportive learning environment.
- providing a safe working environment for all staff.

- resolving complaints fairly, efficiently, and promptly

Please refer to [Complaints Management Policy](#) for the College's management and procedures of complaints and grievances.

16   College Attendance Policy

The College Attendance Policy provides a quality assurance procedure to ensure that students are always supervised, accounted for, and cared for, during school hours. The policy also provides the means for managing student attendance so that the learning progression for all students remains satisfactory.

At Muhammadiyah Australia College we believe that attendance is a significant factor in students' success and learning achievement. Students need to attend school regularly in order to participate fully and gain maximum benefit from their school. Further to that, the Victorian Registration Standards (sch 4 cl 10) require that we must make provisions to:

- monitor the daily attendance of each student enrolled at the College; and
- identify any absences of a student from the College including classes; and
- follow up any unexplained absences of a student from the College or classes; and
- notify any parent or guardian regarding a student's unsatisfactory school or class attendance; and
- record information regarding a student's unsatisfactory attendance at school or classes on the student's file.

16.1   Attendance Register

Muhammadiyah Australia College keeps a register of the attendance of all students at the College in electronic form (Appendix XII). The register of attendance records the following information for each student:

- the twice daily attendance checks
- absences
- reason for absence
- documentation to substantiate the reason for absence.
- The register is retained indefinitely and copies of information in the register are stored off-site at regular intervals.

16.2 Roles and Responsibilities

16.2.1 Students

Each student is responsible for:

- Attending school every required day attending all timetabled classes/school events punctually.
- Showing an explanatory note or medical certificate to their homeroom teacher or Student Reception the day after an absence has occurred, unless parents/carers have notified the College in advance by SMS, email or telephone.
- Advising their classroom teacher in advance of any known possible reason for future absence. (e.g. medical procedure, sporting requirements, in-term holidays).
- Reporting to student reception when arriving late (after 9am). An email, SMS, or note from a parent/carer detailing the reason for late arrival, is required.

- Signing out if being collected by a parent/carer at the Student Reception.

16.2.2 Parents /Guardians/Carers

As the primary educators of students, parents/guardians/carers must:

- Take all reasonable steps to ensure the student attends school each day.
- Avoid making non-essential appointments during the school day.
- Keep the College updated regarding parent/carer contact details.
- Inform the College of a student's absence prior to 9.00am on the day of the absence.
- Notify the College by email or in writing if a student is to be collected earlier than the designated school finishing time. If a student needs to be collected unexpectedly during the day, the parent/carer needs to complete an 'Early Leave Pass' at General Reception before leaving with the student.
- Communicate with the classroom teacher if, for any reason, the student is reluctant to return to school.
- Avoid arranging family holidays during the school term if possible. Where unavoidable, and the absence is for 5 days or more, notification of the absence should be given at least 2 weeks prior to the classroom teacher. Negotiations with teachers may need to take place in order for work to be provided while away.

16.2.3 Teachers (Homeroom teachers and Specialist Teachers)

The homeroom teachers are the first point of contact for students at the beginning of the day. They are responsible for:

- recording student attendance at least twice daily
- communicating with parents/carers about unexplained, ongoing or excessive absences,
- contacting parent/carer if a student is absent for the 2nd day and contact has not been made by the parent to determine the reason for absence.
- ensuring all notes brought by students to explain absence are delivered to the office admin for recording purposes.
- noting the date(s) and reason of a student's proposed future absence and forwarding on to the office admin for recording.
- monitoring student absences and counsel students with ongoing attendance issues/concerns.
- liaising with parents/guardians/carers of students with ongoing attendance issues.
- alerting the sub-school leader or the College Principal if attendance becomes a concern.

Specialist teachers are responsible to record attendance for each class and report to the homeroom teacher, sub-school leaders or the Principal if there is any student missing from their class.

16.2.4 Sub-School Leaders/Principal

The College Principal is responsible for overseeing the student attendance at Muhammadiyah Australia College. The Principal may delegate this responsibility to the Sub-School Leaders or a vice principal who will:

- Work in collaboration with homeroom teachers to respond to chronic absenteeism or school refusal issues.
- Determine the cause(s) of absenteeism or school refusal and develop strategies to expedite the students return to school.
- Organise parent meetings to determine.
- Liaise with Wellbeing staff and engage with family.

16.3 Monitoring Attendance

16.3.1 Daily Attendance

Muhammadiyah Australia College has implemented the following systems and procedures in order to monitor the daily attendance of students and identify absences from school or class:

- Homeroom teachers take the class roll promptly at the commencement of the school day (8.50am). All absences are recorded using an electronic attendance register.
- The admin officer will generate a report by 10am and cross check against the absentee notifications that have been provided to the College for that day.
- For any unexplained absence, the office admin notifies the parents via SMS at 11:00am.
- The second attendance is taken at the commencement of period 5, any missing student is reported to the admin officer and the Sub-School Leaders.
- The Sub-School Leaders will verify the absence and contact the parent, keeping evidence on the student file.

16.3.2 Excursions, special events

Where a student is absent from class, or absent, such for reasons of participating in a music program or participating in an excursion, the College Staff member responsible for supervising students on that excursion:

- informs College Staff at a College morning Staff Briefing (see 5.6) on the day, as well as prior to the day if possible
- liaises with the Homeroom teacher to ensure that absence is appropriately recorded on the appropriate College Weekly Attendance Register
- maintains a separate attendance register for that excursion and special event, and file it in the staff member's personal records
- follows up with the Homeroom teacher any unexplained absences from the excursion, and amend the College Weekly Attendance Register accordingly.

17   College Digital and Media Policy

The College Digital and Media Policy ensures the use of technologies by College Staff and students is always appropriate and adheres to the college philosophy and values.

Please refer to our Digital Learning Policy for more detailed guidelines on digital technologies.

Appendix I: College Notice of Suspension

(3 Copies to – College Suspension Register, Student File, and to Parent, Guardian or Carer)

Name of Student Involved:

Where the decision to suspend results from an incident

Date of incident

Time of incident:

Location of incident:

Name of College Staff Members reporting incident:

Reason for Suspension

_____

_____

_____

_____

_____

_____

Start Suspension Date (inclusive):

End Suspension Date (inclusive):

Number of days suspended:

Date of Decision:

College Principal Signature:

Restraint and Seclusion Report proforma

Name of Student Involved:

Date of incident:

Time of incident:

Location of incident:

Name of College Staff Members involved:

Description of Incident:

Actions taken to address individual or system issues:

Actions take to address welfare of student:

Actions take to inform parent, guardian or carer:

Actions taken to address welfare of staff:

Further comments:

College Principal Signature:

Appendix III: College Enrolment Checklist

ENROLMENT CHECKLIST

(Office use only)

Things to accompany Enrolment Form:

□ Completed Enrolment Form

□ Registration Fee (enrolment form will not be processed unless payment is received) □ Birth Certificate

□ Passport Copy (for non-citizen and non-resident) & copy of current visa

□ Transfer Note/Previous School Reports

□ Immunisation certificate *(Prep - Year 5)*

Interview/ assessment

Date: /   /

Comments/ recommendations: Allocated class: _____

_____

_____

_____

_____

_____
_____

_____   _____

Principal   Registrar

Date: /   /   Date: /   /

If enrolment endorsed (otherwise strikethrough this section)

❑ Unique College Student Identifier assigned

❑ College Homegroup assigned

❑ Details entered on the College Enrolment Register

❑ Documents appropriately filed and recorded including

●   student at-risk information

●   details of any medical or other condition

●   a copy of Immunisation History Statement from the Australian Immunisation Register

●   a copy of record of any medicine a student required on an ongoing basis

Name of College Principal (or delegate):

Unique College Student Identifier:

Assigned Homegroup:

Signature:

Date:

Appendix IV: College Enrolment Register – Student Record

Enrolment Register – Student Record

Unique College Student Identifier	
Student name	
Student date of birth	
Student Address	
Student Year Level	
Date of Enrolment	
Date Enrolment Ceased	
Enrolment Status	
Permission to use Internet	❑ Yes ❑ No
Permission to display work on website	❑ Yes ❑ No
Participation in Annual Photo	❑ Yes ❑ No
Permission to use School Photo	❑ Yes ❑ No
Permission to use Images	❑ Yes ❑ No
Permission for Walking Excursions	❑ Yes ❑ No

	Primary Carer A	Primary Carer B
Surname		
Given Names		
Relationship		
Home address		
Telephone	Home: Work: Mobile:	Home: Work: Mobile:

First emergency - other than a primary carer	Name	
	Phone	
	Relation	
Second emergency - other than a primary carer	Name	
	Phone	
	Relation	

Appendix V: College Enrolment Register – School Summary

College Enrolment Register – School Summary

Year Level	Homegroup	Number of Students

Appendix VI: College Accident and Incident Register

College Accident and Incident Register

Incident Report	
Student Name	
Student Year Level	
Name of College Staff member providing treatment	
Description of response and treatment provided	
Date of accident or incident	
Location of accident Incident	
How accident or incident occurred	
Nature of injury or illness	
Names of any witnesses to incident	

Appendix VII: College Medication Register

Medicine Distribution Record			
Student Name			
Student Year Level			
Detailed parental instruction provided	❑ Yes ❑ No if no, College Staff cannot distribute		
Not first dose	❑ Yes ❑ No if yes, College Staff cannot distribute		
Name of medicine/s			
Dosage and frequency			
	Date	Time	College Staff Initial

Appendix VIII: College Medical Condition and Disability Register

College Medical Condition and Disability Register (Pro forma)

College Medical Condition and Disability Report	
Student Name	
Student Year Level	
Unique College Student Identifier	
Does the student suffer from Anaphylaxis	❑ Yes ❑ No
Does the student suffer a disability	❑ Yes ❑ No
List the medical conditions and disabilities the student suffers	
Does the condition ongoing require	❑ Yes ❑ No if yes, attach instructions
Does the condition require special treatment plan	❑ Yes ❑ No if yes, attach instructions
Does the disability require adjustments and accommodations	❑ Yes ❑ No if yes, attach instructions

Name of Student:

Full Name of Carer:

Signature:

Date:

Appendix IX: College Weekly Attendance Register (Pro forma)

Home Group:

Date, Week Beginning:

Student Name		Monday		Tuesday		Wednesday		Thursday		Friday	
Student a	a m										
	p m										
Student b	a m										
	p m										
Student c	a m										
	p m										
Student d	a m										
	p m										
Student e	a m										
	p m										
Student f	a m										
	p m										
Student g	a m										
	p m										

Student h	a m										
	p m										
Homegroup Teacher signature	a m										
	p m										

Key Left Column (Attendance)	Key Right Column (Absence Resolved)
✔ - present	✔ - present, no follow up
a – absent	NP – Note from parent checked and filed
SB – sick bay, first aid room	Ph – Phoned parent - resolved
Ex – Excursion	CP – Checked College Principal - resolved
CP – with College Principal	SH – Sent Home, parent informed
M – Music Program	M – Checked Music Teacher - resolved
O – Other	

Appendix X: College Term Attendance Summary Register

College Term Attendance Summary Register (Pro forma)

Home Group:

Term: Year:

Student Name		Week												
		1	2	3	4	5	6	7	8	9	10	11	12
Student a	a m													
	p m													
Student b	a m													
	p m													
Student c	a m													
	p m													
Student d	a m													
	p m													
Student e	a m													
	p m													

Appendix XI: EVIDENCE OF RISK ASSESSMENT FOR LOCAL AND DAY EXCURSIONS

Use this form to document the risk assessment completed for all local and day excursions. It must be easily accessible during the excursion, either in hard copy or electronically.

Excursion		Year level	
Location		Number of students	
Date/Times		Number of staff	
Teacher in charge			
Educational Objectives			

The following table provides evidence that risks relating to the following have been considered. This is not a comprehensive list of risks to be assessed. School staff will need to determine what additional considerations may be required based on the location/environment, people and activity.

	Risk	Y/N	Treatment details (if required)
Supervision	Do the supervision arrangements meet the minimum requirements as per the Excursions Guidelines – Supervision?		
	Has consideration been given to risks relating to supervision more broadly?		

Transport	Do the transport arrangements comply with: ● Excursions Guidelines – Transport ● Department transport policies ● school based transport policies (e.g. school bus)? (if applicable)		
	Has consideration been given to risks relating to transport? (e.g. travel sickness, bus breakdown, cancelled train, crossing busy roads etc.)		

Student behaviour	Does any particular student's behaviour pose a risk to either that student or to others?		*Treatment would typically include supervision, ensuring staff are aware of any triggers or particular risks, consulting with parents beforehand to seek their input into supporting student during excursion, ensuring staff know how to manage/support behaviour.*
	Has consideration been given to risks relating to student behaviour more broadly?		
	Has consideration been given to reputational risk to the school in the context of student behaviour?		
Health and wellbeing	Are there any students who have a disability or medical or health condition that need to be supported/managed during the excursion?		*Treatment would typically include ensuring relevant staff are aware of this condition and how to manage it, bringing appropriate equipment on the excursion (e.g. epipen, mobility aids), attaching*

	Are there any staff who have a disability or medical or health condition that need to be supported/managed during the excursion?		*anaphylaxis management plans or other student management plans as appropriate.*	
First Aid	Will a first aid kit be taken/available on this excursion?			
	Does the excursion have adequate staff with first aid qualifications appropriate to the activities being conducted?		Name of staff	Level of first aid training
Weather	Has consideration been given to risks associated with the weather? (this should include alternative arrangements, sun smart policy etc.)			
Communicati on	Has consideration been given to how the excursion group will communicate with the school in the event of an emergency?			
	Has appropriate equipment been sourced?			
Location	Has consideration been given to the risks associated with the location? (e.g. fire danger, high cliffs, water sources, city environment, crossing busy roads etc.)			

Consent	Has the school obtained informed consent from parents/carers and reminded them to ensure the school has updated health information? (for local excursions this should include notification of the excursion).		
External Providers	If an external provider has been engaged by the school to assist in the planning and/or conduct of the excursion, does the arrangement comply with the Excursions Guidelines – External Providers?		
	Has the school considered any terms and conditions in any agreements documenting this arrangement? Things to look out for are: ● waivers of liability and/or indemnities ● clear roles and responsibility with respect to risk management ● ensuring third parties have child safe policies or agree to follow the schools ● ensuring any financial elements are reasonable (e.g. in relation to cancellations and refunds, costs of services etc.) ● ascertaining that the external provider has adequate insurance coverage for the planned activity		

Emergency management	Has consideration been given to emergency management procedures?		
	Has the excursion been entered into the Student Activity Locator?		
	Has consideration been given to arrangements should the excursion need to be cancelled whilst the excursion is already in progress?		
Other risks	[INSERT ALL OTHER RISKS IDENTIFIED FOR THE SPECIFIC EXCURSION]		

Date completed		Signed	
Date/s reviewed		Signed	