



Explore. Dream. Discover.

YEAR 7


PARENT WELCOME HANDBOOK







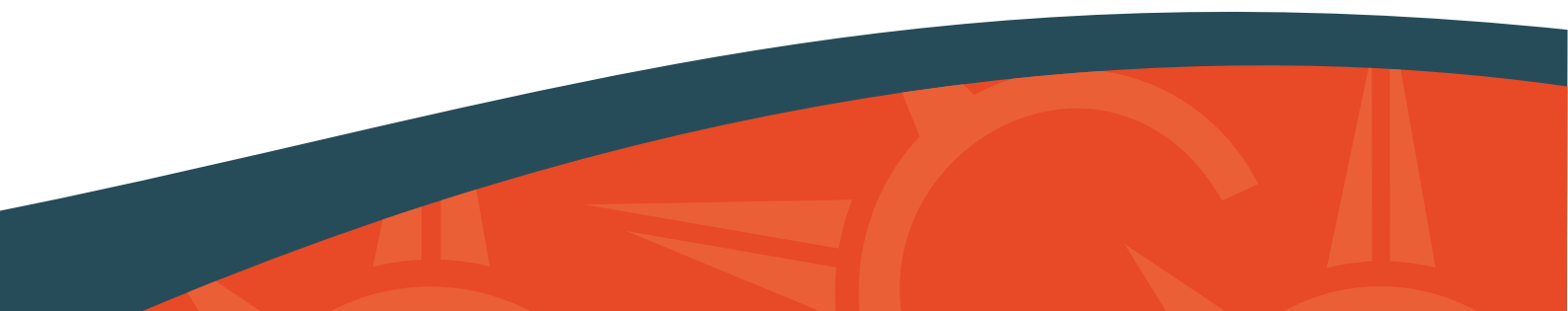
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Rationale

This handbook is intended to provide an overview of the College's culture, policies and key contacts to support student transition to the College. Coodanup College recognises moving from primary to secondary school is a significant event in every child's educational journey. We take a proactive approach to Teaching and Learning, as well as, pastoral care for students to make the transition a positive experience for all. We recognise all students have strengths and offer an array of programs and supports to unlock every individual's potential. Further information regarding these key strategies is outlined throughout the document.





A Whole School Approach

DRIVING A CULTURE OF CONSISTENCY WITH HIGH EXPECTATIONS

Our mission is to provide an environment where staff are consistent in their approach to behaviour, and where all students understand what is expected of them.

Coodanup College have introduced a behaviour management system where high standards are expected, and where there is consistency across the school community. A framework for College values and behaviour expectations was developed by staff, students and community members and is summarised in the Positive Behaviour Support Matrix below. The College community set high expectations and share accountability for the implementation of this matrix.

This matrix forms the College Code of Conduct. Every student is explicitly taught the College wide behaviour expectations and given opportunities to practice the skills. We believe early education prepares students to succeed at the College. Our expectation is that all students are familiar with and follow the behaviour expectations outlined in the PBS Matrix and staff model these behaviours.

POSITIVE BEHAVIOUR SUPPORT MATRIX

	WE WILL LEARN	WE WILL BE SAFE	WE WILL BE FAIR	WE WILL BE PROUD
ALWAYS	<ul style="list-style-type: none">Follow fair and reasonable instructionsManage conflict responsiblyUse appropriate language and behaviourBe kind, considerate and appreciative of othersUse technology and resources appropriately			
LEARNING TIME	<ul style="list-style-type: none">Bring all necessary equipmentBe on timeFully participate in the learning experience	<ul style="list-style-type: none">Stay in classUse equipment safelyMove around considerately	<ul style="list-style-type: none">Put our hand up to speakAsk to borrow from othersActively listen to othersLet others learn	<ul style="list-style-type: none">Wear our uniformLeave our classroom tidyKeep our work neat and tidyAcknowledge your success and that of others
BREAKTIME	<ul style="list-style-type: none">Encourage positive activitiesUse our mannersReport bullyingParticipate in positive activities	<ul style="list-style-type: none">Stay within College boundariesPlay safely	<ul style="list-style-type: none">Wait patiently in queuesTake turns with recreational equipmentInclude others	<ul style="list-style-type: none">Maintain all equipment and resourcesPut litter in the binsTake care of the College environment
OFF SITE SCHOOL ACTIVITIES	<ul style="list-style-type: none">Return permission slips completed and on timeActively listenActively participate	<ul style="list-style-type: none">Work cooperativelyStay togetherAdhere to time schedulesWait for instructions	<ul style="list-style-type: none">Follow the site rulesBe courteous to members of the public and facilitatorsLet others do their jobs	<ul style="list-style-type: none">Leave a good impressionRepresent our College confidently
BEFORE & AFTER SCHOOL	<ul style="list-style-type: none">Eat a healthy dietCome to College on timeStudy and complete set tasksRead for learning	<ul style="list-style-type: none">Leave bikes/scooters in assigned areasFollow road rulesWait calmly for the busMake responsible choices	<ul style="list-style-type: none">Be kind on social mediaUse manners on the busUse manners at the shops	<ul style="list-style-type: none">Be law abiding citizensPromote our College positively



Our Expectations Of Staff

The role of the teacher is to build positive relationships with students, to facilitate high quality lessons and maintain consistent behaviour expectations. Our teachers are expected to explicitly teach the College behaviour expectations, to use specialist skills learnt from Classroom Management Strategies (CMS) to respond to students who are unable to meet our behaviour expectations, and to seek support from a Year Coordinator or Leadership Team if issues are ongoing. The role of Leadership Team Member is to support teachers to establish high classroom expectations, to use evidence based strategies and to build positive relationships with students.

POSITIVE BEHAVIOUR IS CELEBRATED AND REWARDED

Our aim is that positive behaviour is acknowledged and publicly celebrated to build a high-performance culture.



Coodanup College has a school wide encouragement system with a focus on student centred incentives and consistency.

The College is passionate about information technology and selected PBIS, an award-winning online tool, for student rewards. Students can interact with their PBIS account and can access their account online.

The PBIS shop is shaped by student requests for rewards. Students who demonstrate behaviours outlined in the PBS Matrix will earn points to purchase an array of rewards. There is a clear focus for rewarding students, with a fortnightly 'PBS focus' for extra points.

Our staff promote the system with enthusiasm and regularly look for opportunities to reward positive behaviour. In addition to our rewards system, we systematically award students who demonstrate positive behaviour and achievement in assemblies and ceremonies. Students can achieve a subject award, pastoral care award or Principal's award.

There is a strong emphasis on students celebrating each other's successes and we actively teach students how to acknowledge the success of their peers. We believe this develops a high-performance culture and positive school climate.

Ultimately, our goal is to motivate students to identify and exhibit the behaviours demonstrated by high performing students.

CREATING SAFE AND ORDERLY CLASSROOMS WHERE LEARNING TAKES PLACE

Our aim is for all College environments to be conducive to learning, and for all students to remain in class.

We understand that at any given time, there will be students who are facing extreme stressors and these pressures can manifest into disruptions in the classroom. Coodanup College provides specialist training to our staff on how to prevent and respond to issues in the class. Our teachers regularly refer to the PBS Matrix, and employ strategies from CMS to support students to achieve desirable behaviour.

Despite these efforts, there are times where a student may not be able to achieve what is desired. In these circumstances, a teacher may elect to remove a student from the lesson by referring to the 'On-Call Student Removal System'. This process is whereby a Leadership Team Member removes a student from class, and escorts the student to an

appropriate alternative area. In many situations, a student who is withdrawn from their class is moved to another appropriate classroom for the remainder of the lesson.

This information is recorded on the Student Information System (SIS) and a weekly report of student removals is distributed to Year Coordinators and the Leadership Team.

Our College believes in a 'fresh start' for all students, and therefore, after the lesson has ended it is likely the student will re-enter their timetable. Students who demonstrate ongoing difficulties (evidenced by repeat removals from class) or who refuse to attend detention will be managed through the College's detention process.

COMMUNICATION BETWEEN HOME AND THE COLLEGE IS VITAL

Parent Partnerships

Coodanup College believes strong partnerships with parents and the community leads to better outcomes for students. Research has found that 'effective schools have high levels of parental and community involvement' and more engaged students.

Furthermore, frequent and high-quality interactions between staff and parents are strongly correlated with an improvement in learning, attendance and

behaviour. Therefore, regular contact between teachers and the home is vital to our student's success. Our teachers regularly engage with parents through conferences, classroom visits, phone conversations, emails and text messages.

Our expectation is parents actively engage with the school community, communicate respectfully with staff and support the educational activities of their child.

Agency Partnerships

As part of our commitment to providing the best student support, we regularly enlist external agencies to contribute to planning, implementation and review of students at educational risk. We partner with agencies including but not limited to, the Child and Adolescent Mental Health Service (CAMHS), Multi-Systemic Therapy (MST), Autism Association of Western Australia, Rocky Bay

Disability Services, GP Down South, Choyces, Street Net Youth Service, Helping Minds, Headspace, B.kids, Reconnect and Young Carers WA.

Our belief is that focused and open dialogue with key stakeholders leads to the best outcomes for students at the College. For more information, please contact our Student Services Team at the College.



Developing College Pride

FACTION SYSTEM

The faction system creates a positive school culture. Students develop school pride by participating in activities and celebrating success. Upon enrolling at Coodanup College, each student is allocated into one of four factions. All students have the opportunity to compete in different activities in a supportive environment. Students are encouraged to wear their faction shirt and compete in sporting games throughout the year.



STUDENT LEADERS

Student leaders are positive role models within the College and the wider community who initiate activities to build a positive culture.

Every single young person in our school now has the opportunity to become a student leader and represent our school with dignity and pride.

Student leaders are selected from each year group, based on their leadership qualities and will attend meetings to develop ideas to interact and build relationships within the community.

Leaders act as ambassadors of the College and assist with events to make a positive difference in their own and other people's lives.

Student leaders participate in school activities where they are the first to welcome our school community and other stakeholders to our school, providing a good impression of what our College is all about. They show respect, initiative and good manners.

Our student leaders will contribute to our school community and have the courage to be an upstanding citizen, demonstrate initiative, develop strength of character, earn the esteem of others, inspire others as a role model in our school and have their voice heard.

Students are challenged and expected to work collaboratively to inspire and motivate others in promoting a school culture of pride and belonging.

Student leadership provides students with a fantastic opportunity to develop their communication, teamwork, leadership, and other key employability skills to make them future ready for their next steps whilst owning their learning experience at Coodanup College.

We believe that all students have the capacity to lead within our school culture and we aim to develop individuals to explore, dream and discover throughout their school lives.



FIND OUT MORE: Contact Bush Ranger Unit Leader at the College on **9581 0900**
www.dpaw.wa.gov.au/get-involved/schools-programs

BUSH RANGERS WA

Young Western Australians giving back to the environment and community.

What is the Bush Rangers WA program?

Bush Rangers WA is a voluntary program for young Western Australians with an interest in our natural environment. It is part of the broader Cadets WA program, which aims to give all secondary-school aged youth the opportunity to take part in personal development training that provides practical life skills, and develops leadership, teamwork and initiative skills.

Who can join?

Bush Ranger WA units are based at secondary schools and any student Year 7 or above can join a unit. Units meet regularly at school to undertake training, plan and then carry out projects.

What will I do as a Bush Ranger Cadet?

As a Bush Ranger you will:

- Contribute to nature conservation through hands-on projects
- Develop first aid, bushcraft, survival and navigation skills

- Learn about managing national parks, state forests and other special places
- Help save threatened plant and animal species and their habitats
- Develop personal and leadership skills
- Go on camps where you do all these things and more.

How will the Bush Ranger program help the community?

Bush Rangers work with people in their area through a variety of local conservation projects. These could include:

- Establishing a native garden at your school to replace an area of unused lawn
- Helping to construct and/or maintain a walk trail in a local or national park
- Assisting in wildlife recovery
- Adopting an area of local bushland, mapping its vegetation and monitoring its use by birds and other animals.



Award Winning Programs

Our purpose is for all students to be inspired and take healthy risks with their education.

Our motivation is that too many young people are not fully engaged in their education. Our award-winning programs target young people who are at-risk of disengagement from the school system. These young people may be at risk academically, emotionally or behaviourally.

There is a broad spectrum for at-risk youth spanning from the gifted and talented (GAT) to students with learning difficulties. We believe engagement occurs when students have positive relationships with staff, when they see the relevance of their learning, can

access the information taught, and when they are passionate about the content.

Therefore, in all programs, we have an assigned staff member with advanced skills in building relationships, implementing individualised strategies and monitoring student outcomes.

This model for student centred learning has led to ongoing success for the program, and has been recognised both internally within the Education Department of Western Australia and externally by non-for-profit organisations in the community.



CLONTARF ACADEMY

The Clontarf Academy exists to improve education, discipline, life skills, self-esteem and employment prospects of young Aboriginal men and by doing so, equip them to participate meaningfully in society.

Academy members are not selected on sporting ability, although many of those attracted to the Academy have some aptitude for sport. To remain in the Academy members must consistently endeavour to:

- Attend school regularly
- Apply themselves to the study of appropriate courses
- Embrace the requirements for behaviour and self-discipline.

Academy activities are planned within the focus areas of education, leadership, employment, healthy lifestyles and sport. Upon completing their Year 12 schooling, graduates are assisted to find employment or further education with Clontarf Employment Officers.



STAR FOUNDATION

Stars Foundation provides a full-time mentoring program at the school, which supports Indigenous girls and young women to attend and remain engaged at school, complete Year 12, and move into full-time work or further study.

Since Stars was established in 2015, the program has achieved consistently outstanding outcomes, with more than 90 per cent of senior students completing Year 12 each year.

Stars provides a culturally safe, nurturing environment in a dedicated 'Stars Room' within the school, which means that the First Nations girls and young women in the program can access the support they need, when and where they need it.

Stars offers personal development activities and experiences in many different areas, including academic support, personal health and wellbeing, music, drama and dance, art, cooking and nutrition, and exercise and sport. Students also take part in community, cultural and volunteering activities to build their life-skills and confidence and further develop their links to culture and community.

Stars has a strong focus on transitions from school into work or further study. Since 2015, each year more than 80 per cent of graduates have successfully moved into employment, training or tertiary study.



CLAN

The Centre for Literacy and Numeracy (CLAN) is an innovative program that runs on a primary school model for Mathematics, English, Science, HASS (Humanities and Social Science) and Health.

Students in our CLAN program benefit from an intensive Literacy and Numeracy program run by experienced staff. Regular diagnostic testing takes place and when students achieve their educational goals, they transition into mainstream education.

CLAN provides the opportunity and environment for students who wish to experience academic success, and has been proven to increase engagement, confidence and learning outcomes. Students in CLAN also benefit from the MultiLit program, which is one on one explicit teaching instruction for reading.



Specialised Learning Program **Autism**

Coodanup College has a Specialised Learning Program – Autism (SLP-A), to support students with Autism Spectrum Disorder to achieve their academic goals.

This state-wide initiative is an evidence-based program which reflects academic research and is supported by the School of Special Education Needs – Disability (Autism Education Services). Students eligible for this program have the academic potential to participate and achieve success in mainstream schooling and beyond, although are at risk of underachieving or disengaging due to barriers with communication and/or social competency, preventing full access to the curriculum or reaching their potential.

The SLP-A focuses on the achievement of positive academic, behavioural, social, and emotional outcomes for each student to maximise independence and provide a transition to further education and ultimately employment. Data will be collected on all students to monitor progress and

to set targets. Each student's individual program is based on their unique goals, strengths and needs, and encourages the development of interests to complement their High School experience.

A key feature of the program is to successfully transition students out of the program into mainstream teaching, whilst still providing ongoing support if this is appropriate. Parent/guardian communication is paramount within the program and the expectation is that parents/guardians will work closely with staff to maximise a student's progress.

A key feature of the SLP-A is the 'homeroom', which is an accessible, comfortable, supportive, and safe place for students to access learning opportunities during class and break times. The homeroom is equipped with IT equipment, a down time area and a safe place to study or self-regulate if required.

Students in the program will be encouraged to invite friends to the homeroom during breaks to socialise.

Students with Resourced Disabilities **Matching Support To Need**



Coodanup College is an inclusive school and provides intensive support for individuals who require extra help as a result of a disability.

Such disabilities may include conditions such as Autism Spectrum Disorder, Intellectual Disability or diagnosed Mental Health Disorder. Additional transition is provided to these individuals, and documented planning occurs prior to the individual commencing school. Our Learning Support Coordinator is often the Case Manager for students with disabilities, and is the first point of contact for staff, students and families.

In some cases, an allocation may be provided from the Department of Education WA for students with disabilities. This assists the College to address the learning and behavioural needs for students with diagnosed disabilities. These supports may occur at a whole school, group or individual level.

We maintain high expectations of positive student behaviour, and this includes our students with disabilities. Where there are behavioural concerns, it is common for the School Psychologist, Program Coordinator Special Education Needs and/or the relevant School of Special Educational Needs Consultant to assist the College in making educational adjustments and support plans. This is often facilitated within a case conference with all key stakeholders including the family and external agencies.

Other key strategies that are targeted to supporting our resourced students, is the availability of the ZEN DEN. This strategy provides students with a calming environment to conduct their studies. There are trained staff who specialise in student support strategies, who can assist students to regulate their emotions and to achieve their goals.

VINO

Assistance Dogs Australia - Educational Support Dogs

Commencing high school can be a nervous time for students. At Coodanup College we have adopted a therapy dog program providing social and emotional support to students. VINO is an 'Educational Support Dog' and has been fully trained and accredited through Assistance Dogs Australia.

Research has shown that therapy dogs can reduce stress in physiological ways by reducing the stress chemical cortisol in the brain and triggering the release of oxytocin, which plays a positive role in social bonding (trust in humans). Research also suggests using therapy dogs to reduce the effects of traumatic events including depression, post-traumatic stress disorder and anxiety. This phenomenon, known as the 'Animal-Human Bond', describes a mutually beneficial and dynamic relationship between people and animals.

The presence of our Educational Support Dog can also be linked to:

- Improvements in school attendance
- Increase in student confidence
- Increase in student motivation
- Increase in student participation
- A sense of connection in difficult situations
- Increase in pro-social skills.

Perhaps most importantly, VINO can help to teach our students mindfulness. He has the ability to listen and engage without judgement ensuring that our students feel valued with a sense of belonging.

This ability to focus on the present moment is possibly one of the greatest psychological benefits of interacting with a dog.



College Policies

ASSESSMENT POLICY

College Assessment Policy for Year 7, 8 and 9

Student Expectations Students will:

- Fully participate in the learning experience
- Study and complete set tasks described in the course and assessment outlines
- Adhere to time schedules, ensuring that extra time requests are discussed with the teacher before the due date.

Staff Expectations Staff will:

- Develop teaching/learning programs that link to the Western Australian Curriculum
- At the commencement of the course, provide students with a course outline and an assessment schedule which clearly states dates of all planned assessment tasks including tests, essays, investigations, projects and exams

- Ensure that all assessments comply with the six Principles of Assessment as described in the Western Australian Curriculum and Assessment Outline
- Maintain accurate records of student achievement and assessment
- Adhere to College and external time frames for assessment and reporting
- Inform students and parents/guardians of academic progress as appropriate, this may include informal contact
- Notify parents/guardians if a student is at risk of not achieving a satisfactory grade for a course
- Work with students and parents to ensure a satisfactory grade.

Parent Expectations Parents will:

- Supply students with the opportunity, materials, time and place to complete set homework, study and assessment items
- Provide a written explanation to the teacher when extra time is being requested
- Contact the teacher if there are concerns regarding achievement, progress, classwork or assessments.



ATTENDANCE

Evidence shows that students who maintain attendance above 90% have the best chance of achieving grades which reflect their ability. It is a legal requirement for all students in Western Australia to attend school regularly. Coodanup College is committed to best supporting student learning by ensuring all students attend class regularly.

Student Expectations Students will:

- Come to College on time
- Be on time to lessons
- Stay in class
- Stay within College boundaries throughout the school day
- Seek assistance from the Year Coordinator during break time if they have a problem that will affect their ability to be in class.

Staff Expectations

Staff will ensure Duty of Care over students by:

- Being at class when students arrive for the lesson
- Only allowing students to leave class with a student pass
- Completing attendance records
- Contacting parents of students with irregular attendance
- Discussing factors that may be contributing to known truancy with students and assist with resolving any issues.

Parent Expectations Parents will:

- Ensure students attend the College regularly
- Contact the College to explain any absence
- Contact their child's Home Room Mentor or Year Coordinator to discuss any issues affecting their child's ability to attend the College regularly.

ENVIRONMENT

Coodanup College is committed to maintaining an attractive, stimulating and functional environment which is free of damage and litter and is a pleasant and desirable place to work and learn.

Student Expectations Students will:

- Play safely
- Leave bikes/scooters in assigned areas using a suitable lock
- Wait calmly for the bus
- Wait patiently in queues
- Leave their classroom tidy
- Put litter in the bins
- Take care of the College environment
- Use technology and resources appropriately.

A No Tolerance Approach will be taken for students who:

- Participate in wilful damage to the College or other people's property
- Participate in graffiti.

Staff Expectations Staff will:

- Be role models for students
- Request student groups to clean up their sitting areas in the yard
- Have processes in place to monitor use and storage of College equipment
- Report any damage to the administration office
- Ensure students clean up classrooms before leaving the room at the completion of the lesson.

Parent Expectations Parents will:

- Support the Colleges' No Tolerance approach to wilful damage and graffiti
- Be invoiced for any wilful damage to College property their child has caused
- Provide a suitable lock for bikes/scooters.

PARTICIPATION IN LEARNING

At Coodanup College our priority is quality Teaching and Learning. We believe that learning is essential for productive and successful lives. Staff and students are encouraged to actively participate in learning and ensure there is no disruption to the learning of others.

Student Expectations

 Students will:

- Bring all necessary equipment
- Fully participate in the learning experience
- Follow fair and reasonable instructions
- Actively listen
- Study and complete set tasks
- Read for learning
- Put their hands up to speak
- Let others learn
- Keep their work neat and tidy
- Encourage positive activities
- Manage conflict responsibly
- Acknowledge their success and that of others.

Staff Expectations

 Staff will:

- Provide students with a course outline and assessment schedule
- Provide meaningful, relevant and challenging learning experiences that cater for student needs
- Explicitly teach and model the clear behaviour expectations in the Positive Behaviour Support Matrix
- Communicate with parents on their child's progress and behaviour
- Support student learning
- Manage conflict responsibly.

Parent Expectations

 Parents will:

- Ensure students bring all necessary equipment for learning to the College each day
- Encourage and support students to complete all homework
- Communicate with teachers on their child's progress
- Manage conflict responsibly.

POSITIVE BEHAVIOUR SUPPORT

Coodanup College is a 'Positive Behaviour Support' (PBS) school. All of our processes and procedures are designed to encourage students to meet our school wide expectations. Our College views student behaviour in educational terms, and actively rewards and acknowledges positive student behaviour.

Student Expectations

 Students will:

- Promote the College value 'We will learn' and respect the right of others to learn
- Ensure they meet the responsibilities of the College value 'We will be safe' by taking care of themselves and others
- Uphold the College value 'We will be fair' by treating others as they would like to be treated themselves
- Demonstrate the College value 'We will be proud' by wearing the College uniform with pride and displaying exemplary behaviour at all times.

Staff Expectations

 Staff will:

- Model the College values - We will learn, We will be safe, We will be fair, We will be proud
- Explicitly teach the College values to students
- Use classroom management strategies (CMS) and direct students to the PBS Matrix expectations when correcting student behaviour
- Reward students demonstrating the College values through the PBIS system
- Celebrate student success.



Parent Expectations

Parents will:

- Encourage students to meet the College values - We will learn, We will be safe, We will be fair, We will be proud
- Work as partners with the College to support students to modify and improve behaviour that is not meeting the College values
- Communicate positively with the College when there are concerns with behaviour.

TECHNOLOGY

Student Expectations

Students will:

- Follow the Department of Education Student Mobile Phones in Public Schools Policy
- Use mobile devices for educational purposes only when instructed by the teacher (Years 11 & 12 only), otherwise mobile devices* should be off and away, all day as per the policy
- Hand mobile device to teacher immediately if instructed: to be stored in the administration office for collection as per the policy
- Make responsible choices, using the internet to research appropriate sites related to learning only
- Only use their own log-in account and keep their personal password secure
- Be law abiding citizens and adhere to copyright laws and downloads
- Be kind and considerate of others on social media.

** Mobile device include:*

Phone, ear buds, music player or smart watch

Staff Expectations

Staff will ensure Duty of Care over students by:

- Upholding the technology policy and the Department of Education Student Mobile Phones in Public Schools Policy
- Removal of mobile devices and handing into the administration office, if used outside educational purposes without permission

- Monitoring student internet usage
- Contacting parents when they know a student has used technology inappropriately.

Parent Expectations

Parents will:

- Support the College in upholding the Department of Education Student Mobile Phones in Public Schools Policy
- Complete the Consent Section of the Enrolment Form
- Accept responsibility for any theft/loss or damage to mobile devices
- Collect a mobile device from the administration office should it be confiscated
- Work collaboratively with the College to keep devices at home if they are causing concern in the College
- Inform the College of any negative social interaction that occurs beyond the College operating hours, that may impact the positive running of the College.





Anti-Bullying Policy

HOW DOES COODANUP COLLEGE DISCOURAGE BULLYING?

Our mission is to provide an environment where staff are consistent in their approach to behaviour, and where all students understand what is expected of them.

Coodanup College is committed to fostering a positive learning environment where students and staff feel safe and individual differences are respected. Coodanup College has a responsibility to provide a learning environment that promotes dignity and safety of students, as well as reduce all forms of bullying, harassment and aggression.

Our expectation is that students manage conflict responsibly, are kind, considerate and appreciative of others, and report bullying to staff.

Coodanup College does not tolerate bullying, violence, discrimination or harassment. Everyone at Coodanup College has a responsibility to help prevent these behaviours from occurring.

Research, both in Australia and overseas, supports the following strategies to prevent and reduce bullying at Coodanup College:

- A whole-school approach that utilises a multi-faceted approach to bullying prevention
- An increased awareness of bullying in our College community through:
 - Bullying prevention sessions with students during transition
 - Year group and whole school assemblies
 - Use of the Wave of Bullying resource in educational sessions and during individual incidents.
- A whole-school detailed policy that addresses bullying
- Effective classroom management, classroom rules and a positive College environment that promotes safety, as outlined in the Positive Behaviour Support section of the College Website

- Effective methods of behaviour management that are non-hostile and non-punitive, including use of Restorative Justice Practices.

WHAT IS BULLYING?

Bullying is “repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm” It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying, however these conflicts still need to be addressed and resolved.

Behaviours that do not constitute bullying include:

- Mutual arguments and disagreements (where there is no power imbalance)
- Not liking someone or a single act of social rejection
- One-off acts of meanness or spite
- Isolated incidents of aggression, intimidation or violence.

ROLES STUDENTS MAY PLAY IN BULLYING

Students may take on different roles in different circumstances. The range of roles students take in bullying may be:

- As the target of bullying
- The student engaging in bullying behaviour
- As a bystander – someone who sees or knows about someone being bullied.

Bystanders can play a number of roles:

- Students who assist the students who are bullying and actively joining in

- Students who encourage and give silent approval to the students who are bullying
- Students who watch the bullying (or hear about it) but are passive and do nothing
- Students who defend or support the student who is being bullied by intervening, getting teacher support or comforting them.

Bystanders play an important role in bullying. The 'Coodanup College Way' is for bystanders to get teacher support and look after young people impacted by bullying.

WHAT TO DO IF YOU ARE BEING BULLIED OR KNOW BULLYING IS TAKING PLACE

As soon as possible, get teacher support so they can help address the problem. Remember, it is always okay to talk about bullying. The Year Coordinator

and Student Services Team are able to support with bullying situations and help students deal with bullying and harassment.

- Talk to someone at home about what is happening
- Make a commitment to treating everyone with respect and dignity
- If you are a bystander in a bullying situation, offer support to the person who is being bullied and encourage them to seek help
- If the bullying is occurring online or via text messages, ensure records of the bullying are kept and talk to a teacher or guardian immediately
- If students do not feel comfortable speaking to parents, staff or peers, the Kids Helpline can be contacted on **1800 55 1800** to provide further support and guidance.



**TAKE A
STAND
TOGETHER**

BULLYING BEHAVIOURS

Emerging Escalating

- | | |
|---------------------------------|----------------------------------|
| • Eye rolling | • Gossiping |
| • Glaring
"dirty looks" | • Spreading rumours |
| • Purposely
excluding others | • Teasing and
name calling |
| • Gestures | • Hacking someone's social media |
| | • Sending mean texts or DM's |

Harassing Extreme

- | | |
|---|---|
| • Intimidation | • Threats |
| • Being mean or rude | • Damaging or stealing
others property |
| • Chipping or
shaping up | • Stalking or following
someone |
| • Publicly embarrassing
someone | • Violence
or mobbing |
| • Filming someone
without permission | |

College Uniform

AIM

A College uniform reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the College community and assists in developing pride in representing their College. Issues of equality, health and safety, are factors that contribute to the establishment of the uniform.

At Coodanup College we aim to develop a strong sense of belonging and College pride. Our dress requirements help us to:

- Foster and enhance the public image of the College
- Assist in building College and team spirit
- Ensure students are safely dressed for specific College activities
- Enable teachers to quickly identify our own students from others
- Encourage equity among students
- Prepare students for work as many work places have dress and safety codes.

POLICY

All schools have dress requirements for students which are developed and approved by their School Board. The range of uniform pieces are varied enough for students to individualise their look, cater for the WA climate and accommodate Coodanup College activities.

The Department's Dress Codes for Students Policy, states that all Public Schools are required to have a dress code and students are required to comply with the code, unless they have been granted an exemption. Exemptions and sanctions will be managed in accordance with the School Education Regulations 2000 and requirements in the Dress Codes for Students Procedures.

- The dress requirement applies at all times when attending College or College excursions

- Students wearing the uniform outside of the College are expected to behave in a manner that promotes a positive College image
- All uniform items can be purchased from Lowes, Mandurah Forum
- Students are required to change into their Physical Education (PE) uniform for all PE lessons and change back into their day uniform at the conclusion of the PE lessons
- Appropriate footwear must be worn by all students.

PERSONAL PRESENTATION

It is important that students take pride in themselves, the College and the community.

- Uniform items are to be neat and clean
- Uniform items are worn to size and design
- Undergarments should not be visible
- We encourage students to be sun smart.

DRESS REQUIREMENTS

All students are expected to meet dress requirements as indicated.

MANAGEMENT

All students, parents and teachers have a role to play in uniform management.

STUDENTS must be fully aware of the College dress requirements.

PARENTS are asked to support the College uniform policy and dress requirements by checking students at home and responding to College communications regarding uniform concerns.

STAFF all College staff share co-responsibility to encourage compliance with the College dress requirements.

Consequences for breaching the College uniform policy or dress standard.

- Where a student is out of uniform, they will be asked to report to Student Services to change or remove the non-uniform item or have a parent/guardian contacted to deliver the appropriate item
- Students out of uniform who refuse to change or remove items will be asked to discuss the issue with the College Principal or Deputy Principal
- Continued breaches of the College dress requirement or uniform policy may result in students being denied the opportunity to participate in College social events and/or extra curricular activities
- Non-compliance resulting in unacceptable behaviour will be managed through the College's behaviour management process
- Parents will be informed of breaches to the dress requirements and/or uniform policy.

SUPPORT AND ASSISTANCE

Parents who qualify can apply for the Secondary Assistance Scheme which includes a \$115 Clothing Allowance. Applications are available during Term 1 of each school year.

Exemptions can be negotiated with the Principal or the Principals' delegate on the following grounds.

- Unavailability of an item from suppliers
- Matters relating to the students health
- Matters relating to religious beliefs or cultural background
- Any other matter which, in the Principal's opinion is sufficient to exempt the student from complying with the requirement
- The College retains spare shirts which can be issued to students and returned at the end of the day
- Where a student cannot comply with the dress requirements, a note is required from the parent/guardian. A uniform pass will be issued for students to show classroom teachers.



Whole School Communication Strategy



FACEBOOK

The College Facebook will provide you with up to date information as it is released. It is for information only, so we encourage you to 'like' our page to receive the information at:
www.facebook.com/coodanupcollege



INSTAGRAM

The College Instagram page highlights the latest news from the school and is very visual for our audience. Please follow our page:
[Coodanup.college](https://www.instagram.com/coodanup.college)



ELECTRONIC SIGN

Our electronic sign at the front of the College will also advise you of special dates and important notices.



ELECTRONIC EMAILS

This delivers the Colleges' letters, invitations and reports straight to your email address. This email system stores all parent/carer email addresses, which then in turn gives us the ability to send letters straight to your email. Please ensure that your current email address is on file at the College.



WEBSITE

The College website is where you will find the Australian Curriculum, College programs, policies and procedures, uniform information etc. Please use the website for additional information that is pertinent to your child and yourself.
www.coodanup.wa.edu.au



SMS

We will still continue to use this service to advise you of urgent messages.



PARENT TEACHER ONLINE

PTO enables you to make an appointment with your child's teacher for parent interviews. It is a simple to use online system. You will be provided with instructions when the interviews go live.



KEEPING YOUR PERSONAL RECORDS UP TO DATE

It is important that you keep us informed of any email, phone or change of address details. If we cannot contact you, you will be missing out on vital information from the College. Please contact the Administration Office to advise your change of details.



"Twenty years from now you will be more disappointed
by the things that you didn't do than by the ones
you did do. So throw off the bowlines.

Sail away from the safe harbour.

Catch the trade winds in your sails.

Explore. Dream. Discover."

Mark Twain



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