



STAGE THREE ENGAGEMENT IMPROVEMENT AGREEMENT
TEACHER | STUDENT | LEARNING AREA LEADER | PARENT

This agreement is made between:

Student: _____ Year: _____
 Teacher: _____ Date: _____
 Learning Area Leader: _____ LA: _____
 Parent/s: _____

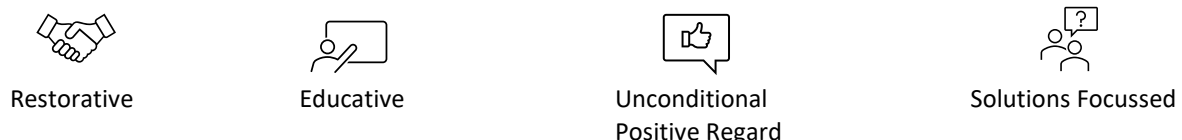
We all agree that, despite several conversations and best efforts to resolve the conflict occurring in class, there remain concerns which limit our ability to work together in accordance with our ROAR Values and Expectations and Byford Secondary College's Code of Conduct.

	All the Time	In Our Classroom	On the College Grounds
We are RESPECTFUL by...	<ul style="list-style-type: none"> Using positive language appropriate for the time and place. Following the instructions of all staff. 	<ul style="list-style-type: none"> Supporting the rights of others to learn. Respecting and listening to teaching staff. 	<ul style="list-style-type: none"> Safely and carefully moving around the College. Maintaining the need for personal space. Using facilities appropriately.
We are ORGANISED by...	<ul style="list-style-type: none"> Being on time. Being "Organised and Ready" to learn. Wearing correct uniform. 	<ul style="list-style-type: none"> Bringing our device ready for learning. Completing and submitting all tasks by their due date. 	<ul style="list-style-type: none"> Using bathroom facilities during lunch breaks. Knowing and following your timetable.
We are ASPIRATIONAL by...	<ul style="list-style-type: none"> Being resilient. Celebrating the positive contributions and achievements of self and others. Setting goals and working towards them. Demonstrating teamwork. 	<ul style="list-style-type: none"> Seeking and applying feedback to support learning. Doing our personal best. Applying a growth mindset. Being caring and considerate. 	<ul style="list-style-type: none"> Taking opportunities to support each other. Being helpful and welcoming. Actively participating in College activities.
We are RESPONSIBLE by...	<ul style="list-style-type: none"> Asking for help. Taking ownership for our own behaviour and act as a positive representative of our community. Being cybersafe. Following all rules and laws. 	<ul style="list-style-type: none"> Using learning resources appropriately. Actively using Connect and Compass. Being actively involved in all learning opportunities. 	<ul style="list-style-type: none"> Seeking assistance from staff and reporting any issues. Keeping our College safe and clean. Complying with the Off and Away All Day policy.

Discuss Together: After a discussion, decide on the two behaviours which are the focus of this agreement. Review the Stage One and Two Agreement to determine if these behaviours have changed (increased or decreased intensity or frequency, or are new concerns) and discuss these changes.

Using the language from the ROAR Values and Expectations Matrix and the BSC Code of Conduct, state the two behaviours which are causing the most concern in the classroom and are the focus for this discussion.

• _____



• _____

Discuss Together: *The **impacts** of these behaviours on student, teacher, peers, school, home.*

Discuss Together: *Why it is in our best interests to **resolve** this.*

Discuss Together: *Explore with the student and parent possible reasons for these behaviours. Record thoughts & comments.*

Why do the student and parent think this is happening? *Consider triggers, ability to access classwork, thoughts and feelings in the classroom, subject area, level of support, home and school environment, history of teachers and subject, diagnosis, changes in circumstances etc.*

Intervention Review | Lead by Learning Area Leader

What were our solutions that we have attempted previously?

What measures were successful and why?

What measures unsuccessful and why?

Discuss Together: *Generate proactive solutions and positive responses when the behaviour occurs.*

Student: What the student agrees to do so that the Engagement Plan can be successful:


Restorative


Educative


Unconditional
Positive Regard


Solutions Focused

Teacher: What the teacher agrees to do so that the Engagement Plan can be successful:

Student: Discuss with the student what other resources are available to support the agreement.

What can Learning Area Leader / School do to support this solution?

Parents

What can I do to support this solution? Consider long and short-term rewards, support with classwork, external interventions etc.

Student:

How would I like the improvement to be recognised? Consider ROAR Points, phone contact home, letter of commendation, Associate Principal Commendation etc.

Improvement Review: Discuss next steps of the agreement, successful review or next stage.

We agree that we will review this agreement on:

1. _____ (2 weeks after today – or as agreed before 2 weeks)
2. _____ (1 month after today – improvement expected)

Teacher name and signature

Student name and signature

Learning Area Leader name and signature

Parent/s name and signature



Restorative



Educative



Unconditional
Positive Regard



Solutions Focussed

Byford Secondary College STUDENT CODE OF CONDUCT

At Byford Secondary College, our moral purpose is to work together to provide effective learning experiences where we all grow, and students are prepared for a successful life beyond school. Our college is committed to ensuring a respectful learning environment that is safe, positive and supportive for all students. The Byford Secondary College Student Code of Conduct applies to all students and outlines the conduct expected of them whilst at school, engaging in school related activities or representing the College. The Byford Secondary College Student Code of Conduct should be read in conjunction with college policies, School Education Regulations (2000), and the School Education Act (1999). Whilst at school, engaging in school related activities or representing Byford Secondary College, students will be:

RESPECTFUL by:

- using appropriate language when interacting with staff and students.
- following the instructions of all staff.
- treating others with kindness and fairness irrespective of difference.
- using all facilities and equipment appropriately.
- not stealing, or interfering with, any other person's property.
- supporting the rights of others to learn.

ORGANISED by:

- wearing correct Byford Secondary College uniform.
- knowing and following their timetable.
- attending all classes on time and remaining in class.
- being adequately equipped for all lessons.

RESPONSIBLE for:

- taking ownership of their own behaviour and acting as a positive representative of our community.
- being actively involved in all learning, every lesson, every day.
- abiding by all Byford Secondary College policies.
- keeping our college safe by not participating in violence or harassment of any kind, whether it be verbal or physical (including physical assault, filming and/or distributing footage of any violence or harassment, pseudo fighting, negative bystander behaviours, intimidating behaviours, and encouraging conflict).
- seeking assistance from staff and reporting any issues.
- remaining on college grounds all day; students who must leave school before 3:10pm will sign out through the Absentee Office with parent/caregiver permission.
- keeping all personal devices off and away all day, unless instructed otherwise by a teacher.
- keeping bicycles and scooters securely locked in allocated storage areas.
- remaining 'in bounds' at all times by not entering car parks, staff offices, gardens, unattended classrooms or any out of bounds areas as identified on the Lunch Duty Map.
- ensuring that Byford Secondary College is free from the following prohibited items:
 - Prohibited/illegal substances (including drugs, alcohol, vapes, cigarettes)
 - Any item, as determined by staff, that could threaten personal safety of staff and students (including weapons, multi-tools, lighters, laser pointers).
 - Any item, as determined by staff, that could disrupt the good order of the College.
 - Aerosol cans
 - Permanent markers and correction fluid
 - Energy drinks, soft drinks, slushies



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Positive Regard



Solutions Focused

Consequences for breaching the Code of Conduct will depend on the severity and frequency of the violation. Possible consequences include: yard duty, behaviour contracts and plans, learning area withdrawal, lesson participation reports, detentions, parent conferences, suspension or exclusion.

DRAFT



Restorative



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Positive Regard



Solutions Focused