



2024 HANDBOOK

Information for students and families





Welcome to SMYL Community College

Kaya Wanjoo!

On behalf of all our team, we welcome you to SMYL Community College, where we hope you feel supported and safe to resume reengaging in your education. We are excited to have you join us in this part of your educational journey, and I commend you for taking the brave step towards achieving your career and life goals in attending school.

At SMYL Community College, we value you as an individual in every aspect of your learning journey. Through our CARE (Curriculum and Reengagement School) model, we offer individualised holistic education programs that empower you with tools and strategies for social, emotional, and academic growth. With one core class teacher for all subjects and small teacher-to-student ratios, we ensure personalised attention to understand your learning style. Our classroom environments prioritise personal safety and accommodate neurodiverse students, allowing flexibility for students to work at their own pace and opportunities for brain breaks. You'll learn to manage tasks independently, meet daily expectations, and steadily progress towards your future goals.

We pride ourselves on being a highly expert staff, who will support you in achieving your personal goals and be your cheer squad and coaches along this journey.

We look forward to getting to know you and again, welcome to the SMYL Community.

We wish you every success.

Kind regards

Melissa Meloni
Principal

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General Contacts

Contact SMYL Community College on (08) 9550 9400

General College email: college@smyl.com.au

College Website: www.smylcollege.wa.edu.au

Our office hours are **8:00 am to 4:00 pm**, Monday to Friday(excluding School and Public Holidays).

Our Campuses

Beale Campus

21 Beale Way
Rockingham Ph:
6215 0812

Students in Years 9-12 at Beale Campus in Rockingham thrive in a diverse, project-based program tailored to support those with moderate to complex challenges. These challenges may include internalised behaviours such as anxiety, depression, low self-esteem, or difficulties with emotional regulation.

In Years 9 & 10 students engage in high interest project-based learning, developing their numeracy and literacy skills. Students earn a Certificate I in Leadership, and have access to sports, elective subjects, and recreational activities. In Years 11&12, students pursuing vocational pathways transition to Crompton Road Campus, while others can complete Foundation WACE courses onsite with small class sizes and additional educational support. WACE students also have the opportunity to enrol in The Learning Centre (TLC), Murdoch University alternative entrance program.

Medina Campus

18 Seabrook Way
Ph: 6499 2228

Medina Campus offers a dynamic, project-based program tailored for Year 9-10 students with complex to moderate internalised challenges in a supportive all-female site. With a focus on integrated numeracy and literacy, students also earn a Certificate I in Leadership and participate in sports, elective subjects, and recreational activities. Students pursuing a vocational pathway in Year 11& 12 will transition to Crompton Rd Campus; however, students who would like to complete WACE courses, can complete Foundation courses at Beale/Tesla sites. WACE students benefit from small class sizes and low staff to student ratios. WACE students also have the opportunity to enrol in The Learning Centre (TLC), Murdoch University alternative entrance program.

Crompton Campus

3 Crompton
Road
Rockingham
Ph: 9529 1552

Crompton Rd Campus is our vocational training centre for Year 11 & 12 students who are focused on a pathway into a trade qualification. Students will complete a CGEA Certificate in Adult Education specific to their literacy/numeracy needs and a Certificate II qualification in one area of study available such as Building & Construction, Automotive, Retail, Salon Assistant, Horticulture and Agriculture. These full qualifications provide a

direct pathway into further training at TAFE, apprenticeships, or entry into the workforce. Students also have opportunities for Authority Developed Workplace Learning (ADWPL), School-Based Traineeships (SBTs), and Aboriginal School-Based Traineeships (ASBTs).

**Fremantle
Campus**

56 Marine
Terrace
Fremantle
Ph: 6215 0312

Our Fremantle Campus, centrally located, offers a dynamic educational program for students with moderate internalised challenges in Years 9-12. Alongside project-based learning, Year 9&10 students earn a Certificate I in Workplace Skills and have access to sports, recreation, and electives. Transitioning to Year 11&12, students pursue vocational pathways or Foundation WACE courses. Additionally, our students may be eligible to enrol in, The Learning Centre (TLC), Murdoch University alternative entrance program.

Students in Year 9-10 also have the unique opportunity to completing elective (Introductory) programs at our Hamilton Hill Training Centre in the local area.

**Mandurah
Campus**

1 Davey St
Mandurah
Ph: 6186 0540

Our Mandurah Campus, centrally situated, offers a comprehensive educational program for students in Years 9-12. Alongside diverse project-based learning, students engage in vocational training within on-site workshops as part of their elective program. With a focus on supporting students with moderate internalised presentations, the campus provides opportunities for project-based learning in Years 9&10 and offers Certificate 1 in Leadership. Additionally, students enjoy access to sports, recreation, and elective classes. In Years 11& 12, students can choose from a range of vocational pathway options or pursue Foundation WACE courses. Some may also have the opportunity to enrol in The Learning Centre (TLC), Murdoch University alternative entrance program.

Tesla Campus

32 Tesla Road
Rockingham
Ph: 9550 9430

Tesla Campus offers a dynamic, project-based program tailored for Year 9-10 students with complex to moderate internalised challenges in a supportive all-female site. With a focus on integrated numeracy and literacy, students also earn a Certificate I in Workplace Skills and participate in sports, elective subjects, and recreational activities. Students pursuing a vocational pathway in Year 11& 12 will transition to Crompton Rd Campus; however, students who would like to complete WACE courses, can complete Foundation courses at Beale/Tesla sites. WACE students benefit from small class sizes and low staff to student ratios. WACE students also have the opportunity to enrol in The Learning Centre (TLC), Murdoch University alternative entrance program.

About Us

SMYL Community College (the College) is a referral only 'Curriculum and Re-engagement in Education' (CARE) School that caters specifically for students who have disengaged from main-stream education. The College offers a full-time alternative education programme under the School Education Act 1999 (WA) for students in Years 9 to 12.

At SMYL we identify, acknowledge and seek to understand each student's particular barriers to education. We make significant adjustments to teaching and learning, and provide a range of support services to meet students' needs. We follow a case management model in which every member of staff works in a team to find the right learning pathway for every student and support them in their efforts.

As a CARE school the College provides a programme of study meeting the needs of individual students delivered through an Individual Education Plan. The measure of our success is the progress we make to empower students to engage in learning and participate in the workplace and the wider community.

Educational Philosophy

The College is an alternative educational provider that:

- provides hope and opportunity for young people who are or have been at educational risk
- provides a secure, safe and supportive environment
- offers individualised educational pathways focusing on project - based learning approaches, and
- empowers young people by giving them the skills, knowledge and self-belief to be able to make a positive contribution to the community, such as through gaining employment or engaging in further education.

As part of achieving an inclusive and safe learning community we ask our students to accept our College Values and adopt them as guidelines for their interaction with all members of the College community.



College Values

In collaboration with students, staff and the Positive Behaviour in Schools (PBS) Team, the College has developed the CARES values of:

Community
Achievement
Respect
Empowerment and
Safety.

When students enrol at SMYL Community College they agree to:

1. Be a positive part of the **community**
2. Strive to **achieve** their personal best
3. Show **respect** to people and the College environment
4. **Empower** others and accept support when offered, and
5. Display **safe** and legal behaviour at all times.

The aim of the Values is to ensure there is a consistent approach to behaviour procedures on all campuses and that all students at SMYL CC have an opportunity to further the development of their own values and belief system in a positive, supportive and encouraging environment.

These values have been used in the development of the Student Code of Conduct and are the cornerstone of our whole College approach to behaviour support.



Student Code of Conduct

Value	Behaviour Expectations
Community	<p>I make choices to appreciate the differences in others and contribute positively to the College community.</p> <p><i>This means I:</i></p> <ul style="list-style-type: none"> • support staff and students in engaging and learning • am an active participant in my educational pathway • contribute towards making a safe and comfortable environment • appreciate all contributions by supporting every member of the community, respecting their diversity
Achievement	<p>I strive to be my best, take responsibility for my learning and achieve to my highest ability.</p> <p><i>This means I:</i></p> <ul style="list-style-type: none"> • attend College and my assigned classes • aim to remain at school for the school day • join all aspects of the program appropriately • ask for support when I need it • engage with learning activities • understand that activities will be varied in nature • connect with my teachers and trainers, to strive for the best personal outcomes
Respect	<p>I treat the people, places and things at SMYL Community College with care and respect.</p> <p><i>This means I:</i></p> <ul style="list-style-type: none"> • come to school on time - ready to learn • remain in the class or training room and behave appropriately • follow all reasonable instructions • treat others as I wish to be treated • speak in a calm and polite manner • address concerns in a restorative fashion (with support where needed)
Empowerment	<p>I set clear goals and make positive life choices.</p> <p><i>This means I:</i></p> <ul style="list-style-type: none"> • allow others to learn at all times • behave in a manner that allows teachers and trainers to instruct and conduct classroom activities • actively encourage peers in their endeavours • avoid all forms of bullying and harassment • seek to communicate in a positive manner
Safety	<p>I make choices to ensure my physical and emotional safety as well as the safety of others. I speak to trusted adults when I feel unsafe.</p> <p><i>This means I:</i></p> <ul style="list-style-type: none"> • discuss any concerns with a responsible adult • use all resources in the manner in which they are intended • make choices that ensure the physical and emotional wellbeing of others are always considered • report unsafe situations at school as soon as I notice them • understand my responsibility using electronics during school hours and in the broader community

Student Name: _____ Student Signature: _____ Date: _____

I _____ (parent name and signature) agree to support the code of conduct when enrolling my child. I acknowledge that enrolling in a CARE school requires that my child must attend school regularly, which is legally required under the Schools Education Act (1999) and that a Participation Officer from the Department of Education will be notified upon extended absence.



SMYL Community College welcomes comments and feedback from students, parents/carers and staff.

All concerns and complaints are taken seriously. Most issues can be resolved easily by discussing them with the relevant people. However, if the matter is not resolved, members of the College community are encouraged to contact a staff member, Campus Coordinator or the Principal, to raise the matter.

The College is committed to providing a child friendly complaints process, which is child focused and upholds the rights of young people.

SMYL is able to accept the expression of a concern / complaint in any form, e.g., in person, by telephone, in writing (in any form) and anonymously.

Do you have a Problem, a Complaint or a Suggestion?

Every student in the College has the right to speak up about how they feel about something that is affecting them. Everyone has the right to tell someone if they feel worried, afraid and/or if they do not feel safe. The College will take what you have to say seriously and wants to help.

How do I make a complaint?

By talking about it – or by writing it down if you find that easier. You can do it by yourself, with a friend, as part of a group, or through your parents or another adult that you trust and or feel safe with.

Who can I talk to?

To anyone on staff, to anyone in the College that you feel safe and comfortable with or you can talk to a family member that you trust and feel safe with.

Does it matter what the issue is?

No, it can be a big problem or a small one. Talking things over can often help to find solutions.

What will happen next?

If possible, the staff member will deal with it in person. If not, he or she will explain who it needs to go to and why. We will ask you how you would like us to keep you updated on what is happening with your concern or complaint and we will support you in managing whatever is troubling you.

Do others have to know?

The teacher or the person you talk to will not talk to anyone else about your issue unless they have to for your safety and wellbeing. If this is the case, we will discuss this with you.

Even if you find the issue hurtful or embarrassing, we encourage you to talk to us as we want to make sure you feel safe and happy at our College.

Our Curriculum

The College offers a holistic curriculum catering for the academic, psychological, and vocational needs of the students. Elements of the Western Australian Curriculum, project-based learning and community engagement programs are offered to students in Years 9 and 10. These are designed to engage students and help them prepare for Years 11 and 12. A variety of certificate courses are offered to students in Years 10, 11 and 12. General or Foundation WACE Courses are also offered to Year 11 and 12 students as they work towards receiving a Western Australian Statement of Student Achievement (WASSA) and their Western Australian Certificate of Education (WACE).

We are committed to providing every student with the support and resources they need to succeed, regardless of any challenges they may face. Small class sizes, dedicated staff and well-equipped classrooms and workshops cater to a wide variety of learning needs and styles. Student Engagement Officers, complimentary courses and the provision of meals help create a supportive environment that prioritises both education and well-being.

Accredited curriculum is delivered through an Individual Education Plan (IEP) allowing students to progress at their own pace.

IEPs are carefully crafted to address each student's unique needs, goals and abilities. ensuring they receive the necessary accommodations, services, and instructional strategies to reach their full potential.

All students in Year 9 - 10 complete:

- English
- Mathematics
- Health and Physical Education including Protective Behaviours Education
- Careers Education

Other options may be possible depending on the campus they are attending.

Additional courses for Year 10 include:

- Certificate I in Leadership
- Certificate I in Workplace Skills
- Bushrangers (Endorsed program)
- First Aid
- Keys for Life
- Authority Developed Workplace Learning (ADWPL)
- Authority Developed Community Services (ADCS)

Year 11 & 12 subjects include (options dependent on the campus.)

- English (Foundation/ General/)
- Mathematics (Foundation/General/CGEA Initial/Intro/Cert I/Cert II)
- Health and Physical Education (Foundation)
- Protective Behaviours Education
- Career and Enterprise (Foundation/CGEA)
- Authority Developed Workplace Learning (ADWPL)
- Certificate courses in Automotive Servicing, Hair/Beauty, CGEA, Community Services, Construction, Hairdressing, Horticulture, Hospitality, Retail, First Aid.



Depending on their chosen pathway, students will also have the opportunity for:

- School Based Traineeships (SBT) and Authority Developed Workplace Learning (ADWPL)
- Endorsed Programs- Keys for Life, Authority Developed Community Services (ADCS), Bushrangers, First Aid

Our ultimate goal is to equip students with an outstanding education and the confidence to pursue their chosen path, whether it involves further education or entering the workforce. By offering a curriculum tailored to personal interests within a caring and supportive environment, SMYL students will depart the College feeling knowledgeable, confident about their abilities, and empowered individuals.



A- Z of College Practices

Administering Medication

If your child requires prescribed medication to be taken during school hours, an Administration of Medication Request Form will need to be completed. Written notification must be received from your doctor stating the medical condition and the prescribed dosage for your child. The medication must be clearly labelled with student's name; it is kept at their campus reception where it will be administered under supervision and a register kept.

Staff members will not administer panadol, aspirin or other pain relievers without it being supplied through the process above, as a prescribed medication. Ventolin and EPI-Pens may be self-administered by the student as required, with parents/caregivers informing the College of the medical condition in writing.

Assessments for Literacy and Numeracy Support

At the start of their enrolment and at key points through the year all our students are required to participate in online literacy and numeracy diagnostic testing using the Basic Keys Skills Builder (BKSB) assessment tool. This tool gives us specific information in relation to gaps in the core areas of literacy and numeracy and assists in the creation and updating of the Individual Education Plans, that are required for all our students. The information from the BKSB assessment informs the support provided by teachers and trainers in tracking student progress and supports highly targeted interventions. Students will participate in ongoing classroom assessments and practical Vocational Education and Training assessments. We report on subjects and courses at the end of each Semester.

Absences

Absences for part of, all day, or for several days, must be supported with a written explanation, SMS, or via a phone call from the parent/caregiver.

Unexplained absences will generate an SMS to a designated parent mobile phone. Parents/guardians are strongly urged to contact their child's campus administration before 9.00 am when they are aware their child will be absent. Student Engagement Officers and campus staff will make contact and offer support where required.

As we are a re-engagement school, we closely monitor any patterns in student absence and aim to work closely with parents and guardians to have a consistent approach to encouraging all students to attend regularly.

Behaviour Management

All students at the College have the right to learn and staff have the right to teach in a safe, supportive and inclusive learning environment that promotes the health, safety and well-being of students and staff. Our environment should be free from disruptions, abuse, threats, or violence. All students who are enrolled are expected to abide by our Student Code of Conduct. Whilst we understand that our students may have difficulty from time to time with some aspects of how to behave or interact appropriately in our community, we ask that students, with the support of a staff member, be willing to reflect on these occasions in order to restore relationships with individuals and the school community.

In extreme cases of inappropriate behaviour or continual misbehaviour the student will be immediately sent home. Termination of enrolment may be the outcome, if deemed appropriate after full investigation. For any student suspended, a re-entry meeting is required at which the student, accompanied by their parents/caregiver is requested to undertake a restorative process and review their application of the College Values. Following consultation between the Principal and the Campus Coordinator, students may be asked to create a formalised behaviour agreement.

SMYL Community College reserves the right to send students home and to terminate enrolment for students who refuse to follow reasonable instructions, pose a safety risk to themselves, staff and/or other students or engage in any other behaviour that the Principal believes is of a serious enough nature to exclude the student from the College with/without prior warning. This policy is discussed with students and caregivers on enrolment.

SMYL CC explicitly forbids the use of any form of child abuse, corporal punishment or other degrading punishment.



Bullying

Bullying refers to deliberate and repeated acts which intimidate others (i.e., threaten, frighten, coerce, etc.), or which are likely to disturb the sense of security and well-being of members of our community. The College expects students to respect College employees (and volunteers) and fellow students. If a student is feeling unsafe or a parent/ caregiver feels any student is unsafe, please contact the Campus Coordinator or trusted staff member immediately. Parents/ caregivers and students may request to see the College's policy regarding prevention and management of bullying at any time.

Bus Services

These services are provided free of charge to the students. College buses are available to pick students up each morning and drop them off each afternoon from some campuses. This should be discussed at enrolment.

With regards to general bus use for College activities, all students will travel in College vehicles in order to attend off-site activities. There are no costs associated with general bus use. However, students must abide by the directions given by the College staff and driver including:

- No smoking, drinking or consuming food products on the buses
- Keeping all their body parts inside the vehicle
- Not call, spit or yell out of the window, and
- Not throw or propel any object inside or outside the vehicle.

Case Management

SMYL practices a case management model that requires staff, including teachers and trainers, to work as part of a collaborative and multi-disciplinary team whose objective is to engage at-risk students in learning. The College has a team of Student Engagement Officers (Youth Workers) and psychologists who keep up-to-date with relevant information relating to each student's identified barriers to education. This is so that a detailed and strategic Individual Education Plan can be developed, monitored and amended, informing the specific delivery of education by teachers and trainers. Each campus conducts case management meetings to regularly discuss student progress and support or adjustments required.

Child Protection

SMYL is committed to ensuring a respectful learning environment that is safe, positive and supportive for all students and as such implements the National Child Safe Organisation Principles through its Child Safe Organisation (CSO) Framework. This underpins all of its policies, procedures, practices and strategies to ensure the provision of an environment where children feel respected, valued, supported and safe from harm. The College expects all school community members including staff, volunteers, students, visitors and contractors to share this commitment and operate within this framework.

College Hours

All students should be at the College by 8.30 am where they can have a light breakfast and/or catch up with their peers. Classes commence at 9:00 am and finish at 2.30 pm Monday to Thursday and 12:30 pm Friday.

Court Orders / Change of Guardian Details

If the guardianship changes for your child (court order or parent order), a copy must be supplied to the College. This is especially important if the child moves into a care agency, or with the Department for Child Protection and Family Services. The College cannot accept verbal agreements concerning residence or contact details of children.

Confidentiality and Privacy

The College is required to collect personal details in relation to the student's identification, contact details, previous education and anything that may affect the young person's education. When students enrol in a vocational education and training (VET) course or certificate we are required to collect additional data.

We believe that students' privacy should be respected, and personal information treated confidentially. However, there may be times when details of the young person's information/circumstances may need to be conveyed to some staff and the Campus Coordinator e.g., in order to support the student or keep them safe. When enrolling at the College you agree for us to share relevant information which helps us to support our students to the highest possible standard.

Complaints and Concerns Procedure

The College is committed to encouraging feedback from the School community, including students, parents/ caregivers and external agencies and responding to concerns and issues about management and education. A full copy of the College's Complaints Handling Policy is available on the College website. A copy may also be requested from the main office. In keeping with our Child Safe Organisation (CSO) Framework, the College recognises that empowering students to understand their rights, report their problems and effectively support them to address the issue is critical and as such has created a child friendly complaints process. Complaint forms are available on our website and from College Administration. The College employs the rules of procedural fairness when dealing with all concerns or complaints and recognises that every student in the College has the right to speak up about how they feel about something that is affecting them, the right to tell someone if they feel worried, afraid and/or if they do not feel safe. The College will take what they have to say seriously and wants to help.

Drugs and Illegal/Dangerous Items or Substances

The College may undertake random bag searches as reasonably necessary to ensure the safety of all students, maintain order or prevent property damage on each campus.

Smoking / Vaping: In accordance with WA Government Regulations, the College is a smoke/vape-free zone for students, staff, and visitors at all times. No smoking (including vaping) is allowed by any person (students, staff or visitors) on the premises, in the grounds, in the car parks or in any College vehicles or private vehicles carrying students for College purposes.

We expect everyone to show respect for the health and wellbeing of others and the good of the environment.

Alcohol and other Drugs: The College has a zero-tolerance policy towards student use, possession, sale and distribution of alcohol, tobacco and illicit drugs and related instruments whilst attending school or at school-related activities.

Where College personnel become aware that illicit drug use possession /sale/distribution by students is occurring or is likely to take place, there is a clear 'Duty of Care' to pass on this information via the defined school channels as outlined in the College Drug's policy. The College is legally required to contact the Police.

Weapons: Students are not to be in the possession of weapons on a college site or at any school activity. A student who is aware of a weapon being on a school site or at a school activity is obliged to communicate this information to a staff member. A weapon on site may be considered a severe breach of the behaviour policy. If the weapon is deemed to be prohibited or controlled the Police will be contacted.

Food Items

The College promotes healthy eating and aims to provide an educational environment that supports a healthy lifestyle.

Breakfast items are available between 8.15 am and 8.35 am. Campuses with staffed kitchens offer home cooked food, healthy recess and lunch items. At all other campuses, students are encouraged to participate in the making and serving of food to develop their life skills. High sugar soft drinks and energy drinks are not allowed on the campuses. Students are encouraged to drink water and bring their own bottles to refill during the day.

**Note, some campuses are nut free spaces.*



Illness or Injury at School

Students who become ill or who suffer an accident while at the College have access to members of staff qualified in first aid. Where medical attention is required, every effort will be made to contact a parent/ caregiver, or the emergency medical contact person listed on the student's enrolment form. If this is not possible, or in case of emergency, the College will take whatever steps are necessary to ensure the student's wellbeing.

Where students feel ill (in a situation that is not deemed as an emergency) and need to go home, they must report to their campus administration and staff will contact parents. Students must follow this process and not make phone calls or arrangements for themselves in order for College staff to maintain their duty of care. Students who are already showing symptoms of sickness or illness should be kept at home for the day.

Immunisation

An Australian Immunisation Register (AIR) is required at enrolment.

Legal requirements - Immunisation status: This is the status of having been immunised against (or having acquired immunity by infection from) all or specified vaccine preventable notifiable infectious diseases, or not. Each student's immunisation status is as recorded on his or her current immunisation history statement. From 1 January 2019, an immunisation history statement must be provided to the College by each new student's parent/caregiver. The statement must be current – that is, no older than two months before being sighted by the College. The statement can be obtained from the Australian Immunisation Register. The Register staff will require the student's consent to release the statement if the student is over 14. The enrolment register must record that the new student's immunisation status is either 'up-to-date' or 'not up-to-date'. The requirement to record immunisation status does not apply to students who were already enrolled at the school on 1 January 2019.

Infectious Diseases

The following ailments require a period of exclusion from school unless a doctor is prepared to issue a medical certificate indicating that the child is free from infection and well enough to return to normal school activities.

ILLNESS	RE-ADMISSION
Coronavirus (COVID-19)	Self-isolate at home if experiencing flu or cold-like symptoms – do not return to school until you are no longer showing symptoms- minimum of 5 days after testing positive.
Chicken Pox	When sufficiently recovered (Usually once all sores have healed and redness fades.)
Conjunctivitis	Once effective treatment has been commenced.
Diphtheria	Medical certificate only
Viral Hepatitis	Medical certificate only
Impetigo (School Sores)	Must be under treatment inc. use of occlusive dressings.
Influenza	See Coronavirus above.
Measles	Seven days from onset

Mumps	On medical certificate of recovery
Headlice -Pediculosis (Nits)	Once treated (see following)
Ringworm	Once all signs have subsided.
Rubella (German Measles)	Medical certificate
Scabies	Once effective treatment has been instituted.
Whooping Cough	Medical certificate only

Late to School / Leaving Early

Students arriving late must sign-in at their campus front desk. The College has legal responsibility for the safety and wellbeing of all students (this is called "duty of care"). Staff are responsible for ensuring that students are under proper supervision during class time and break times. It is unacceptable to leave the College grounds at any time during the school day without written parent/caregiver permission or where parents/caregivers have phoned and informed campus Administration.

Medical Information and Emergency Contacts

The College requires current medical details and contact numbers at all times. If these change during the year, please notify the **Office via Ph: (08) 9550 9181 or email: college@smyl.com.au**

Change of details forms are periodically sent out and it is greatly appreciated if they are returned with any alterations in a timely fashion.

Mobile Phones & Other Electronic Devices

To minimise bullying, harassment and disruption to learning, students' personal mobile phones, iPads/tablets **are not permitted to be used** at the College. If a device is brought to the College, it must be stored securely until the end of the day. A device will only be allowed to be accessed during the school day for the following reasons:

- it is necessary as a noted support regarding a student's mental health condition
- a student requires it due to a medical condition, of which the College has been previously notified about in writing
- written parental/caregiver permission has been received by the College and the Campus Coordinator and/or campus psychologist agrees.

Nationally Consistent Collection of Data on Students with a Disability (NCCD)

All schools are required to collect information about the numbers of students that they provide adjustments to under the Disability Discrimination Act (1992) and Disability Standards of Education (2005). From 2018, this data is used as the basis for national funding.

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) involves the collection of:

- the number of students receiving adjustments to enable them to participate in education on the same basis as other students
- the level of adjustment provided to students
- student's type of disability, if known.

Under the model the definition of disability is broad and includes learning difficulties, health and mental health conditions. The student does not need to have a formal diagnosis. However, teachers/trainers, with the professional support of the student support services team, are required to make **professional judgements** about the functional impact of the student's disability on their education and requires the College to actively address their needs.

If you have any questions about the data collection, please contact the College.

Further information can be found at:

<http://www.education.gov.au/nationally-consistent-collection-data-school-students-disability>

Note that all student data is anonymous for the purposes of NCCD.

Positive Behaviour Support (PBS), Berry Street Education Model, (BSEM) & Therapeutic Crisis Intervention in Schools (TCI-s)

The College's student management strategy incorporates Positive Behaviour Interventions and Support (PBIS or PBS) with Therapeutic Crisis Intervention for Schools (TCIS). This is supported by the Berry Street Education Model (BSEM) trauma-informed wellbeing strategies for teaching, learning and student engagement.

Positive Behaviour Interventions and Support is a framework for creating safe and respectful learning environments in schools, while improving the social-emotional outcomes for students. It is a proactive approach that relies on evidence-based practices, including developing clear behavioural expectations based on core values, teaching these expectations, acknowledging appropriate behaviour, consistently correcting inappropriate behaviour and using data to systematically review any patterns in recorded issues.

TCIS is core trauma-informed training for all our staff at SMYL Community College. Staff are regularly trained to follow college guidelines in supporting students in returning to baseline behaviour levels and supporting a learning environment that will enable them to develop the skills to achieve progress in areas of academic achievement, social skills and emotional regulation. Through this approach, students can learn constructive and adaptive ways to deal with frustration, failure, anger, rejection, hurt and depression when they see staff manage crises constructively.

The Berry Street Education Model (BSEM) integrates trauma-informed wellbeing strategies into teaching, learning, and student engagement. The emphasis is on helping students overcome learning barriers and support their physical, mental, and emotional wellbeing. Practices such as predictable routines, community circles, and brain breaks are employed to create environments that facilitate co-regulation between students and staff for effective learning management.

By applying the principles of PBS, TCIS and BSEM, we create safe and nurturing environments for students that promote growth, development and self-regulation. Students and staff benefit from:

- increased respectful and positive behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- increased adoption of evidence-based instructional practices
- a predictable learning environment with improved perceptions of safety, and
- increased attendance

Protective Behaviours Education

SMYL Community College has adopted the Keeping Safe Child Protection Curriculum (KS:CPC) which has specific lessons designed for each age group. This is a respectful relationships and child safety curriculum that teaches all children and young people they have the right to be safe and they can help themselves to be safe by talking to people

they trust.

The KS:CPC is divided into four Focus Areas:

- The right to be safe (feelings, being safe, warning signs, risk taking and emergencies)
- Relationships (rights and responsibilities, identity and relationships, power in relationships, trust and networks)
- Recognising and reporting abuse (privacy and the body, recognising abuse, secrets)
- Protective strategies (strategies for keeping safe, persistence)

All teachers and education assistants undertake professional learning in the Keeping Safe curriculum.

Reports

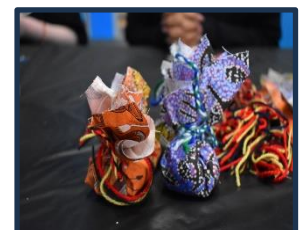
A report will be sent home at the end of each semester (at the end of terms 2 and 4). Parents/ caregivers are welcome to make an appointment with the appropriate teacher at any time throughout the year to discuss their child's progress.

Smart Riders

Students can obtain Smart rider applications from reception at each site. Students can choose to have a photo on their card. There is a cost of \$2.00 per card.

Student Drivers

Students should not drive to school. Students should use public transport to come to school or at campuses where there is no public transport, we provide a shuttle bus service. Any student driving to school will not be allowed to park on school property.



Suspensions & Exclusions

Being a Curriculum and Re-engagement in Education (CARE) School, the College will take all reasonable steps to engage and keep engaged all referred students.

However, if a student refuses to follow directions they will be asked to participate in a restorative process which may result in them being sent home in the company of a parent/caregiver.

Also, if a student commits an act of violence, threatens violence, bullies others, breaks the law or engages in any other behaviour that the Principal believes is of a serious enough nature, they may be suspended or have their enrolment terminated.

Suspensions can be for, but not limited to:

- an act of violence against others
- threats of violence against others
- bullying
- deliberately damaging or destroying property
- possession of weapons or drugs, or
- being under the influence of alcohol or other drugs.

Exclusions can be for, but not limited to:

- behaving in a way that poses a danger, whether actual, perceived or threatened, to the health, safety, or wellbeing of any person
- causing significant damage to, or destruction of, property
- committing, or attempting to commit, or knowingly involved in the theft of property
- possessing, using, selling, or deliberately assisting another person to possess, use or sell illicit substances or weapons

- failing comply with any clear and reasonable instruction of a staff member who is responding to/monitoring a situation that poses a danger, whether actual, perceived or threatened, to the health, safety, or wellbeing of any person
- habitually behaving in such a manner that jeopardises the rights, safety and wellbeing of other students and staff and compromises the purpose and educational effectiveness of the College
- engaging in any other behaviour that the Principal believes is of a serious enough nature to exclude the student from the College.

Term Dates

Term dates are published on the College's website
www.smylcollege.wa.edu.au

Uniform/ Dress

Clean, neat and 'school/workplace appropriate' jeans/pants/shorts or skirts can be worn at the College.

Shoes or sandals with straps must be worn for OHS (occupational health and safety) reasons. Off-site activities may require a specific dress code be followed. Students will be advised of these prior to the activity. Closed in shoes must be worn in any kitchen or workshop area. Staff have the right to prohibit students from taking part in learning activities unless safely dressed.

Visitors

All visitors must report to the main reception on arrival. No students will be permitted to leave the school grounds with a visitor unless parent/ caregiver permission has been given to staff or to the Principal.

Wellbeing Support

The focus of the College is on the individual student and how best to engage them in learning. Our whole team strives to provide a professional focus to the College's efforts to keep students engaged and provides behavioural and mental health interventions. If you want to talk to someone, please contact your child's Teacher or Student Engagement Officer at their campus.

SMYL "CARES"



COMMUNITY

As a Curriculum and Re-engagement in Education (CARE) school, SMYL Community College works with a case management system, to ensure students receive the care and support they require based on their individual needs, to allow for connection within our community



ACHIEVEMENT

SMYL Community College works directly with students on Individual Pathway Plans, connecting them to tailored learning opportunities. Personalised success is supported through the development of goals, the creation of Individual Education Plans and the provision of engaging curriculum.



RESPECT

Staff and students at SMYL Community College respect diversity and take responsibility in the creation of an inclusive working and educational environment. We also show respect to the environment, the spaces in which we work and the Traditional Custodians of the land on which we meet.



EMPOWERMENT

Within a trauma-informed practice, SMYL Community College staff and students are encouraged to step forward on their path with kindness and bravery. We support each other to try new things and learn.



SAFETY

SMYL Community College prioritises the physical and emotional safety of all members of our community, through active supports and holistic approaches.