



2026 HANDBOOK

Information for students and families





Welcome to SMYL Community College

Kaya Wanjoo – Welcome!

On behalf of our team, we warmly welcome you to SMYL Community College. We are excited to have you join us on this part of your educational journey and commend you for taking this brave step towards achieving your career and life goals.

At SMYL, we value each student as an individual. Through our CARE (Curriculum and Re-engagement in Education) model, we provide personalised and holistic education programs that support social, emotional, and academic growth. With small class sizes and one core teacher across subjects, students receive the individual attention needed to discover their learning style, build confidence, and progress at their own pace.

Our classrooms are safe, supportive, and flexible learning spaces where students are encouraged to take ownership of their learning. We believe in building resilience, helping students to overcome barriers, and guiding them to achieve their potential. While challenges may arise, our focus is on supporting students to remain engaged and move forward, rather than opting out.

Our staff are here not only as teachers, but also as mentors and coaches, your cheer squad every step of the way. This handbook has been created to support you and your family during your time with us. It explains how the College operates, what you can expect, and the responsibilities we each share in creating a safe, respectful, and engaging learning environment. We encourage you to read it carefully and use it as a guide throughout your journey at SMYL.

We look forward to getting to know you and working with you as you re-engage in your education. Welcome to SMYL Community College, we wish you every success.

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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).

General Contacts

Campuses Overview

SMYL Community College operates a network of campuses across Perth, each offering flexible programs tailored to student needs. Guided by our CARE model, all campuses share a focus on re-engagement while adapting delivery and supports to suit their cohorts.

Some specialise in trade-focused training with hands-on pathways into apprenticeships and employment. Others provide all-female environments that foster safety and confidence. Certain campuses place a stronger emphasis on wellbeing, supporting students with higher levels of sensitivity, anxiety, or complex needs.

Across all campuses, students complete the same core curriculum, with each site offering additional programs and supports unique to its student community. The following campus profiles highlight these differences.

Beale Campus

21 Beale Way
Rockingham Ph:
6186 0455

Beale Campus caters for students in Years 9–12 with a strong focus on re-engagement, confidence-building, and wellbeing. Many students present with additional learning or wellbeing needs, including higher levels of anxiety or neurodiverse learning profiles, and benefit from small classes with high staff-to-student support. In Years 9–10, students engage in project-based learning to build literacy and numeracy, while senior students complete the core curriculum (English, Mathematics, and a Certificate II) through either WACE Foundation/General or CGEA pathways. Some may also transition to Crompton Road for trade-focused training or apply to The Learning Centre (TLC), Murdoch University's alternative entry program.

Medina Campus

18 Seabrook Way
Ph: 6186 0540

Medina Campus is an all-female site that provides a safe, supportive environment with a strong focus on wellbeing and personal development. Students benefit from small classes and tailored support to meet their individual needs. In Years 9–10, students engage in project-based learning that integrates literacy and numeracy, complete a Certificate I in Leadership, and participate in sports, electives, and recreational activities. In Years 11–12, students complete the core curriculum through WACE Foundation/General or CGEA pathways. Some transition to Crompton Road for vocational training, while others remain on site. Eligible students may also apply

to The Learning Centre (TLC), Murdoch University's alternative entry program.

Crompton Campus

3 Crompton Road
Rockingham
Ph: 9529 1552

Crompton Road is SMYL's trade and vocational training hub for Year 11–12 students pursuing industry pathways. Senior students complete the core curriculum through WACE Foundation/General or CGEA, alongside Certificate II qualifications in areas such as Building and Construction, Automotive, Retail, Salon Assistant, or Horticulture. These qualifications provide direct pathways into TAFE, apprenticeships, and employment. Students also benefit from workplace learning opportunities, including Authority Developed Workplace Learning (ADWPL), School-Based Traineeships (SBTs), and Aboriginal School-Based Traineeships (ASBTs).

Fremantle Campus

39 Adelaide St
Fremantle
Ph: 6215 0312

Fremantle Campus provides a highly supportive program for students in Years 9–12, particularly catering for those with higher levels of anxiety or complex support needs. The campus offers small classes, strong wellbeing support, and a safe environment for re-engagement. In Years 9 and 10, students engage in project-based learning, complete a Certificate I in Workplace Skills, and take part in sports, recreation, and electives. In Years 11 and 12, students complete the core curriculum through WACE Foundation/General or CGEA pathways, with tailored support in a smaller setting. Students may also access vocational training and introductory electives through the nearby Hamilton Hill Training Centre. Eligible students can apply to The Learning Centre (TLC), Murdoch University's alternative entry program.

Mandurah Campus

1 Davey St
Mandurah
Ph: 6186 0543

Mandurah Campus provides a comprehensive program for Years 9–12 in a supportive and flexible environment, balancing re-engagement, academic learning, and vocational opportunities. In Years 9 and 10, students engage in project-based learning, complete a Certificate I in Leadership, and participate in sports, electives, and recreation. In Years 11 and 12, students complete the core curriculum through WACE Foundation/General or CGEA pathways. A key feature of Mandurah is its well-equipped on-site vocational workshops, where students complete Certificate II qualifications in areas such as Construction, Hospitality, Automotive, Hair and Beauty, Retail, and Community Services. These hands-on learning opportunities provide direct pathways into further training, apprenticeships, or employment. Eligible students may also apply to The Learning Centre (TLC), Murdoch University's alternative entry program.

Tesla Campus

32 Tesla Road
Rockingham
Ph: 9550 9430

Tesla Campus caters for Years 9–10 students in a small setting, where students benefit from structured routines and engaging, hands-on learning. The program emphasises re-engagement, confidence-building, and practical skills through project-based learning that integrates literacy and numeracy. Students also complete a Certificate I in Workplace Skills and participate in sports, electives, and recreational activities. Tesla provides a supportive stepping stone into senior pathways, with many students transitioning to Crompton Road for trade-focused training or other SMYL campuses for continued academic or vocational progression.

Enrolment and Eligibility

As a CARE school, SMYL Community College enrolls students in Years 9–12 who are identified as being at educational risk and who require additional support to engage successfully in their schooling. Referrals can only be made by local government schools and approved agencies. Enrolments are subject to availability, and waiting lists may apply at certain campuses.

As part of the enrolment process, parents/caregivers and students meet with College staff to discuss the student's needs, goals, and the supports available. This ensures the College is the right fit and that an Individual Education Plan (IEP) can be developed to guide learning and wellbeing.

Immunisation and Records

At the point of enrolment, the College requires:

- **A current Australian Immunisation Register (AIR) Immunisation History Statement**, dated within the last two months. If a student is 14 years or older, they must provide their own consent for the record to be released.
- **Current medical information**, including details of any health conditions and emergency contacts.
- **Any other supporting documents requested**, to ensure the College can provide appropriate educational and wellbeing support.

Commitment to College Expectations

By enrolling at the College, students and families agree to support and follow the College's Policies, Values, and Code of Conduct. This includes students upholding the Student Code of Conduct and parents/caregivers upholding the Parent/Carer Code of Conduct. These expectations reflect the College's **CARE values**, ensuring that respect, safety, and responsibility are reinforced both at home and at school.

As a Child Safe School, the College requires all community members to contribute to an environment where students feel respected, supported, and safe from harm.

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 program 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 program 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 or training.

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	I make choices to appreciate the differences in others and contribute positively to the College community. <i>This means I:</i> • 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, and their diversity
Achievement	I strive to be my best, take responsibility for my learning and achieve to my highest ability. <i>This means I:</i> • 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	I treat the people, places and things at SMYL Community College with care and respect. <i>This means I:</i> • 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) • use technology and AI respectfully, never to harm, embarrass, or deceive others
Empowerment	I set clear goals and make positive life choices. <i>This means I:</i> • 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 endeavors • avoid all forms of bullying and harassment • seek to communicate in a positive manner
Safety	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. <i>This means I:</i> • 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 • make safe choices when using technology, social media, and AI

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.

Parent/Carer Code of Conduct

SMYL Community College is dedicated to engaging, educating, and empowering young people who are at educational risk. We believe every student has the potential to grow, achieve their goals, and contribute positively to their community. Parents and carers are vital partners in this journey.

This Code of Conduct outlines the expectations of parents and carers, guided by the College's **CARES values**: Community, Achievement, Respect, Empowerment, and Safety.

Value	Parents and carers will:
Community	- Foster a sense of belonging and inclusivity within the College community - Actively participate in College events and activities where possible - Celebrate the diversity of the College community and promote acceptance
Achievement	- Encourage and support their child's academic, social, and personal development - Promote the importance of regular attendance and punctuality, scheduling holidays, appointments, and work outside of College hours - Communicate absences promptly and work with staff on re-engagement strategies - Attend IEP reviews, case conferences, or other meetings where possible to support their child's progress - Recognise and celebrate their child's achievements and the achievements of others - Collaborate with teachers and staff in setting realistic goals and supporting pathways to further training, education, or employment
Respect	- Treat all staff, students, and families with dignity and courtesy - Listen respectfully to different perspectives and resolve concerns constructively - Use appropriate communication channels when raising concerns or complaints - Respect the privacy and confidentiality of other students and families, including online
Empowerment	- Support their child to take responsibility for learning, behaviour, and decision-making - Encourage their child to follow the College Student Code of Conduct - Reinforce messages of resilience, persistence, and positive decision-making - Support College programs and initiatives that empower young people to succeed
Safety	- Support the College's commitment to being a child-safe environment - Refrain from approaching or disciplining other students; all concerns should be directed to staff - Comply with all relevant College policies and procedures, including those relating to health, wellbeing, and communications - Support the College's drug-free environment (including tobacco, vaping, alcohol, and illegal substances) at all College sites and events - Promote safe and responsible use of technology, social media, and AI, guiding children to protect their privacy, use tools appropriately, and avoid harmful or deceptive content - Understand that parents/carers and students may be held responsible for the cost of intentional damage or destruction of College property - Support positive interactions among students, parents, and staff and understand that unreasonable behaviour will not be tolerated including: - Violence, threats, intimidation, or possession of weapons - Rude, aggressive, or threatening behaviour (in person, by phone, or online) - Discriminatory or derogatory comments - Inappropriate use of social media or public forums to target the College, staff, or students

Breaches of the Parent Code

If a breach of this Code occurs, the College will contact the parent/carers to discuss the matter and outline steps to support positive engagement.

Serious or repeated breaches may result in further action, including:

- Direction to restrict communications with members of staff
- Exclusion from specified activities or entry to college grounds
- Termination of the enrolment of the child of that parent, in the rare event of the partnership between the parent and the College breaking down, and/or
- Involving government authorities as required. Any such action will be at the discretion of the Principal.



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

SMYL Community College offers a holistic curriculum that caters for the academic, social, and vocational needs of our students. Programs are designed to strengthen literacy, numeracy, and workplace skills, while also building the resilience, confidence, and social-emotional capabilities needed for life beyond school.

Our goal is for every student to graduate with meaningful qualifications and the confidence to take their next steps, whether through further education, apprenticeships, training, employment, or alternative university entry.

The curriculum is fully accredited by the School Curriculum and Standards Authority (SCSA) and includes nationally recognised Vocational Education and Training (VET) qualifications. This ensures student achievements are portable, industry-endorsed, and contribute directly towards future opportunities.

Individualised Learning and Support

All students have an Individual Education Plan (IEP) tailored to their needs, strengths, and goals. IEPs are developed collaboratively with students, families, and staff to ensure the right supports and adjustments are in place.

Small class sizes, dedicated Teachers and Trainers, Education Assistants, Student Engagement Officers, and wellbeing supports provide a wraparound model of care. This helps students remain engaged, supported, and ready to learn in both academic and vocational contexts.

Literacy, Numeracy and Core Skills

Strong literacy and numeracy skills are essential for every student. At SMYL, these foundation skills are built into all learning and supported with targeted programs where extra help is needed.

A key tool in this process is the **Basic Keys Skills Builder (bksb)**. All students complete bksb diagnostics at enrolment and at key points during the year. This is not a test, there is no pass or fail. Instead, it provides a clear picture of each student's starting point, highlighting both strengths and areas for improvement. This allows teachers to tailor support, track progress over time, and provide the right interventions when needed. The results also help shape each student's IEP.

For students who are required to sit the Online Literacy and Numeracy Assessment (OLNA), the College provides preparation and practice opportunities so they feel confident and supported. Additional small-group and one-on-one programs are also available to help address specific gaps and build confidence.

Alongside literacy and numeracy, digital literacy is embedded across the curriculum. This ensures all students graduate with the technology skills they need for further study, employment, training and everyday life.

Years 9 and 10

Learning in Years 9 and 10 is structured through project-based learning, elements of the Western Australian Curriculum, and community engagement programs. The focus is on building confidence, literacy, numeracy, and life skills, preparing students for senior pathways. All students complete:

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

Additional courses in Year 10 may include:

- Certificate I in Leadership
- Certificate I in Workplace Skills
- Endorsed Programs

Electives are also offered, which may include sport, recreation, arts, and other high-interest subjects depending on the campus.

Senior Pathways – Years 11 and 12

In the senior years, students may complete their education through:

- Western Australian Certificate of Education (WACE) – Foundation and General courses
- Certificate in General Education for Adults (CGEA) – Introductory through Certificate II levels

Both pathways incorporate nationally recognised Vocational Education and Training (VET) qualifications. SMYL does not offer ATAR courses; instead, we focus on personalised pathways into further training, apprenticeships, alternative university entry (e.g. The Learning Centre at Murdoch University), or direct employment.

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

- English (Foundation/ General or CGEA Intro/Cert I/Cert II)
- Mathematics (Foundation/General or CGEA Intro/Cert I/Cert II)
- Health, Physical & Outdoor Education

(Foundation)

- Protective Behaviours Education
- Career and Enterprise (Foundation)
- Endorsed Programs
- VET Certificate courses in Automotive Servicing, Hair/Beauty, Community Services, Construction, Hairdressing, Horticulture, Hospitality, Retail.
- Electives which may include sport, recreation, arts, and other high-interest subjects depending on the campus.

Workplace Learning and Endorsed Programs

Workplace learning is central to the SMYL model. It allows students to gain practical experience, develop professional skills and build industry connections. Opportunities include:

- School Based Traineeships (SBTs)
- Aboriginal School Based Traineeships (ASBTs)

In addition, students in Years 10 to 12 can participate in endorsed programs that build life skills and contribute towards WACE credit. These may include:

- Authority Developed Workplace Learning (ADWPL)
- Authority Developed Community Services (ADCS)
- Bushrangers
- Keys for Life

For further detail on the curriculum and the Year 11 and 12 Subject Selection Handbook, please visit our website:

<https://www.smylcollege.wa.edu.au/curriculum>



Assessment and Reporting

At SMYL Community College, assessment is used as a tool to support learning, not as a barrier. Our focus is on helping each student identify their strengths, build confidence, and make steady progress toward their goals. Assessment is aligned to the curriculum being studied, whether through the Western Australian Curriculum, WACE Foundation/General courses, Certificates in General Education for Adults (CGEA), or Vocational Education and Training (VET) qualifications.

Principles of Assessment

All assessment at SMYL follows the principles of the School Curriculum and Standards Authority (SCSA). This means assessment is fair, transparent, and educative. It is designed to build on student strengths, provide clear information about progress, and guide the next steps in learning. Assessment is respectful of student diversity, directly linked to curriculum outcomes, and contributes to school improvement through ongoing reflection and review.

Assessment in Practice

Assessment may include:

- In-class tasks, projects, and practical demonstrations
- Evidence gathered from workplace or community-based learning
- Participation in endorsed programs (e.g. Keys for Life, Bushrangers)
- Formal tasks where required for external accreditation (e.g. WACE or VET competencies)

Where adjustments are needed and allowed, teachers adapt assessment tasks to suit individual learning needs, as outlined in the student's Individual Education Plan (IEP).

VET Assessment

Vocational Education and Training (VET) courses are competency-based. Students are assessed

on whether they can consistently demonstrate required skills and knowledge, rather than being given grades. Results are reported as Competent or Not Yet Competent. Evidence may include practical demonstrations, projects, workplace learning, or written/oral tasks. If a student is not yet competent, they are given feedback and additional opportunities to show their skills. This approach ensures students are not compared with others but supported to achieve nationally recognised qualifications that can be used across Australia.

Reporting

Families are kept informed of student progress through:

- Ongoing feedback in class and regular communication with teachers, trainers or Student Engagement Officers
- Written reports twice a year (end of Semester 1 and Semester 2), outlining progress against curriculum outcomes, IEP goals, and engagement
- Case conferences and IEP reviews held at least twice a year with students, families, and staff

Families are also encouraged to contact staff at any time if they would like to discuss progress between formal reporting points.

Appeals and Reviews

If a student or parent/carer has concerns about an assessment decision, they are encouraged to raise it through the following process:

1. Discuss the concern with the classroom teacher.
2. If not resolved, raise the matter with the Campus Coordinator.
3. If still unresolved, the Principal will conduct a formal review and make the final decision.



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. All medication must be clearly labelled with the student's name and will be stored securely at campus reception. It will be administered under supervision and recorded in the College medication register.

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.

Attendance and Absences

Regular attendance is essential to student engagement and success. Attendance at school is also a **legal requirement under the School Education Act 1999 (WA)**.

Parents/caregivers must notify the College of all absences via SMS, phone call, or written note. Where possible, contact should be made before 9.00 am.

- Unexplained absences will trigger an SMS to the designated parent/ caregiver contact.
- For medical absences, a medical certificate is required after three consecutive days
- Leave Requests: Holidays or other planned absences during term time are discouraged. Any request for leave of more than two days must be made in writing to the Principal and will only be approved in exceptional circumstances.
- The College works with families to support student attendance and address barriers, but ongoing or frequent absences will be followed up in line with the College's Attendance and Engagement procedures.

Behaviour Management

At SMYL Community College, all students have the right to learn and all staff have the right to teach in a safe, respectful, and supportive environment. Our Positive Behaviour Support (PBS) framework underpins this by teaching, modelling, and reinforcing expected behaviours.

The College has a **zero-tolerance policy for violence of any kind**. Any incident of physical aggression, threats, intimidation, or other unsafe behaviour will be treated seriously, with an immediate response to protect the safety of students and staff.

Responses may include withdrawal from class, being sent home, suspension, or exclusion. A re-entry meeting with parents/caregivers is required following suspension, where the student participates in a restorative process and reflects on their application of the College values.

Where behaviour is ongoing or of a serious nature, the Principal may terminate enrolment.

SMYL Community College explicitly forbids the use of child abuse, corporal punishment, or any other degrading or harmful discipline practices under any circumstances.

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:

- Remaining seated with seatbelts fastened where fitted
- Not smoking, vaping, eating or drinking on the bus
- Keeping all their body parts inside the vehicle
- Refraining from shouting, spitting, or calling out of windows
- Not throwing or propelling objects inside or outside the vehicle

Failure to follow these expectations may result in loss of bus privileges.



Case Management

SMYL Community College uses a case management model to provide wraparound support for every student. Teachers, Trainers, Student Engagement Officers (Youth Workers), and Psychologists work as a multi-disciplinary team to address both learning and wellbeing needs.

Each campus holds regular case management meetings to review student progress, share insights, and adjust supports as needed. Individual Education Plans (IEPs) form part of this process and are updated through these meetings.

Child Protection

SMYL Community College is a child safe school. We are committed to providing a safe, respectful, and supportive environment where all students are valued and protected from harm. Our practices are guided by the National Child Safe Organisation Principles and the College's Child Safe Organisation (CSO) Framework.

All members of the school community, staff, volunteers, students, visitors, and contractors, are expected to uphold this commitment.

Any concerns about a student's safety or wellbeing must be reported immediately to a trusted staff member, Campus Coordinator, or the Principal. As mandatory reporters, staff are legally required to take action if they believe a student may be at risk. The College responds to all concerns promptly, respectfully, and in line with its Child Protection Policy.

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.

Communication

SMYL values strong partnerships with families and encourages open communication between home and school. The College uses phone, email, SMS, newsletters, and meetings to share information with parents and caregivers. Specific details on absences, late arrivals, illness, reporting, and other matters are included in this A-Z guide.

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

SMYL Community College collects personal and health information to support student learning, wellbeing, and safety, and to meet legal obligations such as government reporting and vocational training requirements.

Information is treated as confidential and shared only with staff or approved agencies who need it to provide educational or wellbeing support. Sensitive information is managed on a "need to know" basis. While consent is sought wherever possible, staff are legally required to share information if a student may be at risk of harm, in line with mandatory reporting obligations.

Students and parents/caregivers have the right to access and request corrections to personal information. All records are stored securely in line with the Privacy Act 1988 (Cth) and Australian Privacy Principles. For full details, please see the College's Privacy Policy.

Complaints and Concerns

SMYL Community College values feedback and is committed to addressing concerns fairly and respectfully. Most issues can be resolved by speaking directly with the relevant staff member. If needed, matters can be referred to the Campus Coordinator or the Principal.

Complaints can be made in person, by phone, email, or in writing. All complaints are handled confidentially and in line with the principles of procedural fairness.

A full Complaints Handling Policy is available on the College website or from Campus Admin.

Note: A child-friendly version of the complaints process is included at the front of this handbook.

Drugs, Alcohol, Smoking, Vaping and Illegal/ Dangerous Items

The College is committed to providing a safe and healthy environment for all students, staff, and visitors. To protect the wellbeing of our community, the following apply:

Drugs, Alcohol, Smoking and Vaping

The College has a zero-tolerance policy for the use, possession, sale, or distribution of alcohol, tobacco, vapes, illicit drugs, and related equipment while attending school or participating in school activities. In line with WA Government regulations, all campuses, grounds, car parks, vehicles, and private vehicles carrying students for College purposes are smoke-free and vape-free zones for students, staff, and visitors at all times.

Where College personnel become aware of illicit drug use, possession, sale, or distribution, this will be reported through College channels and the Police will be notified as required by law.

Bag checks

To maintain safety and wellbeing, the College may conduct bag checks where reasonably necessary to prevent harm, ensure order, or protect property.

Weapons and Dangerous Items

Students must not bring weapons or dangerous items onto any College site or activity. Any student who becomes aware of a weapon on site must report this immediately to a staff member. Possession of a weapon is a serious breach of the Behaviour Management Policy. If the item is deemed prohibited or controlled, the Police will be contacted.

Emergency Contacts & Medical Information

The College must have up-to-date emergency contact details and current medical information for every student. This ensures we can respond quickly and appropriately if a health or safety issue arises.

Parents/caregivers must notify the College promptly of any changes by **phoning (08) 9550 9400** or **email: college@smyl.com.au**

Change of details forms are periodically sent home and should be returned promptly with any updates.

Food Items

The College promotes healthy eating and provides an environment that supports positive lifestyle choices.

Breakfast is available between 8.15 am and 8.35 am each day. At campuses with staffed kitchens, students have access to home-cooked meals and healthy recess and lunch options. At other campuses, students are encouraged to be involved in preparing and serving food as part of developing their life skills. High-sugar soft drinks and energy drinks are not permitted on campus. Students are encouraged to drink water and bring a refillable bottle for use throughout 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

Parents/caregivers are required to provide a current Immunisation History Statement from the Australian Immunisation Register (AIR) at enrolment. This can be obtained through myGov, the Medicare app, your GP, or by calling the AIR. Please note, if a student is 14 years or older, they must give consent before their immunisation record can be released.



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 who arrive late must sign in at their campus front desk. The College has a legal duty of care for all students, which means staff must know where students are at all times to ensure proper supervision.

Students are not permitted to leave the College grounds during the school day without written permission from a parent/caregiver or a phone call to campus administration.

Mobile Phones & Other Digital Devices

To minimise bullying, harassment, and disruption to learning, students are not permitted to use personal devices such as mobile phones, smartwatches, or tablets during the school day. Devices brought to

school must be stored securely until the end of the day.

Exceptions may be made if:

- a device is required as part of a documented mental health support plan
- a student requires it due to a medical condition previously notified in writing
- written parental/caregiver permission has been provided and the Campus Coordinator and/or College Psychologist has approved its use

If a device is used without permission, it may be confiscated and stored until the end of the day. In some cases, parents/caregivers may be asked to collect it. Ongoing breaches will be addressed through the College behaviour processes.

The College accepts no responsibility for personal devices that are lost, stolen, or damaged while on school premises or during school activities

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

Each year, all Australian schools take part in the NCCD. This is a national process that collects information about the supports and adjustments provided to students with a disability. Under this model, disability is defined broadly and includes learning difficulties, health, and mental health conditions. Students do not need a formal diagnosis to be included.

The information collected helps ensure schools are meeting their obligations under the law and is also used as the basis for national funding. All data is recorded in a confidential way and does not identify individual students.

If you have questions about the NCCD, please contact the College. Further information is available at www.education.gov.au/nationally-consistent-collection-data-school-students-disability.

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 term 1 and 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 takes all reasonable steps to engage and keep engaged all referred students. The College has a no-tolerance policy towards violence, weapons, drugs, and bullying. While restorative practices are our first response, behaviours that threaten the safety or wellbeing of students and staff may result in immediate suspension or exclusion.

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. 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 nature, they may be suspended or have their enrolment terminated.

Suspensions may occur for, but are not limited to, behaviours such as:

- acts of violence against others
- threats of violence against others
- bullying
- serious misuse of technology or artificial intelligence, including creating or sharing harmful, false, or inappropriate material
- deliberately damaging or destroying property
- possession of weapons or drugs
- being under the influence of alcohol or other drugs.

Exclusions may occur for, but are not limited to, behaviours such as:

- actions that pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person
- significant damage to, or destruction of, property

- committing, attempting to commit, or being knowingly involved in the theft of property
- possession, use, sale, or deliberate assistance of another person to possess, use or sell illicit substances or weapons
- failing to comply with a reasonable instruction from staff responding to a dangerous situation
- habitual behaviour that jeopardises the rights, safety, or wellbeing of others and undermines the educational effectiveness of the College
- deliberate misuse of technology or artificial intelligence to create, share, or promote harmful, false, or illegal material (including sexualised or violent content)
- any other behaviour that the Principal considers serious enough to warrant exclusion.

Term Dates

Term dates and key College events can be found published on the College's website [School Calendar | SMYL College](#)

Uniform/ Dress code

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.

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.