



1. Policy commitment

- 1.1 The basis for discipline at Flinders Christian Community College (**College**) is the correct meaning of the word - that is, to display the conduct of a disciple or apprentice copying and obeying his master. We seek to make Jesus Christ, the Lord revealed in Scripture, the model that is copied by students and staff alike. This means discipline is a matter of inward response, not outward control.
- 1.2 We trust that each student at the College will endeavour to uphold the aims of the College to "Grow in Love". With God's assistance we will help guide each young person toward self-discipline and a positive awareness of the effect of their behaviour on other people.
- 1.3 Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity. Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.

2. Scope

- 2.1 Students are expected to maintain high standards of courtesy, kindness, morality and honesty, and to strive to be of unquestionable character throughout their enrolment, whether at home, school or elsewhere.
- 2.2 Staff are involved in assisting the home in training young people up in Christian character. To achieve this goal it is not enough for teachers to simply teach or give directions. This training requires that consistent action be taken by parents / guardians to reinforce desirable character traits and to discourage unsatisfactory attitudes and behaviour.
- 2.3 This Policy sets the framework through which the College manages student discipline. The management of serious offences committed by students is outlined in the *Suspension and Expulsion Policy*.
- 2.4 Core Values and Key Behaviours are established within the College. Student conduct contrary to the Core Values and Behaviours is a breach of trust. Breaches of trust require restorative action which may include the imposition of a disciplinary consequence, in accordance with this Policy.
- 2.5 Appropriate supports may be implemented for students when the problems are perceived not to be of a disciplinary nature, for example:
 - (a) study skills programs for students who lack organisational skills
 - (b) counselling for students with personal difficulties that are impeding academic or social development.
- 2.6 This Policy is communicated to the College community via student handbooks, staff handbooks, Knowledgebase, and the College website.

3. Guiding principles

- 3.1 The use of any corporal punishment is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.
- 3.2 Students have a right to procedural fairness in dealings that involve their interests. This includes disciplinary decisions. The principles of procedural fairness include the right to:
 - (a) know what the rules are, and what behaviour is expected of students
 - (b) have decisions determined by a reasonable and unbiased person
 - (c) know the allegations that have been made, and to respond to them
 - (d) be heard before a decision is made
 - (e) have a decision reviewed (but not so as to delay an immediate punishment).
- 3.3 The College is committed to ensuring procedural fairness when disciplining our students.
- 3.4 The College seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include:
 - (a) clearly setting expectations with respect to student behaviour
 - (b) establishing specific teaching and learning programs
 - (c) communicating expectations with the wider College community
 - (d) acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards
 - (e) maintaining records with respect to student behaviour.

4. Standards of conduct

- 4.1 It is expected that each student will honestly endeavour to abide by all of the College regulations and the directions of teachers and staff, and show respect for those placed in positions of authority.
- 4.2 Students should be constantly aware of their actions and make every endeavour to bring credit on themselves, their parents / guardians and the College. Careful and considerate behaviour should be displayed by students when travelling to and from the College, during school and in their social life. All students are expected to keep their appearance neat and tidy, and to wear correct College uniform.
- 4.3 No student is permitted to smoke, drink alcohol or use drugs (or be in possession of cigarettes, alcohol or drugs) on College premises, or when wearing College uniform.
- 4.4 It is expected that students will, on all occasions, act with a sense of responsibility to the College. Should their private conduct bring the College into disrepute, they will be subject to College discipline.
- 4.5 There is a responsibility on each member of the College community to consider the rights and comfort of other members at all times. Our College standards demand care and honesty in regard

to other students' property, cleanliness and tidiness in the classrooms and around the grounds, and the kind of behaviour that does not inconvenience or injure other members of the College.

- 4.6 Students have the right to feel safe at school. The College will respond strongly to any form of bullying or harassment.
- 4.7 Examples of written rules that students are expected to follow are outlined in College policies including *Personal Electronic Devices Policy*, *Social Networking – Students Policy*, *Alcohol Policy*, *Drug Education and Support Policy*, *Harassment/Bullying Policy – Student*, *Uniform Policy* and *Sexual Harassment Policy for Staff & Students*.
- 4.8 Additional College rules and general behaviour expectations are outlined in this Policy at **Annexure 1**.
- 4.9 Committing a serious offence may be grounds for suspension or expulsion. Refer to the *Suspension and Expulsion Policy* for further detail.

5. Behaviour Management

Matthew 18:15-17 New International Version (NIV): ¹⁵ "If your brother or sister sins, go and point out their fault, just between the two of you. If they listen to you, you have won them over. ¹⁶ But if they will not listen, take one or two others along, so that 'every matter may be established by the testimony of two or three witnesses. ¹⁷ If they still refuse to listen tell it to the church; and if they refuse to listen even to the church, treat them as you would a pagan or a tax collector."

- 5.1 Behaviour is managed most appropriately in the first instance by students themselves realising that they are integral members of a community.
- 5.2 It is the College's policy that:
 - (a) breaches of trust (failure to act in accordance with College rules, expectations of behaviour, and Year Level Core Values and Behaviours) will be dealt with by the minimum necessary intervention
 - (b) students should be able to address breaches of trust by peers without fear.
- 5.3 A breach of trust, dealt with at any level of intervention, will require restorative action, and may require the acceptance of a disciplinary consequence by the student concerned. The most profound learning occurs when there is a healthy relationship between teacher and student. Restorative Practices assist teachers, students and parents to build, maintain and restore relationships. Restorative Practices help build capacity to enable students to self-regulate behaviour and contribute to the improvement of learning outcomes. By encouraging people to express their feelings, restorative practices build better relationships.
- 5.4 Parents/guardians and other stakeholders will be invited to participate in a Formal Conference when this is deemed necessary.
- 5.5 The staged responses to student behaviour management are outlined in **Annexure 2**

Initial intervention

- 5.6 There are a range of consequences that students will face if they breach College rules, taking into consideration the maturity and understanding of the student and the severity of the offence. These include:

- (a) warnings or reprimands
- (b) time outs
- (c) clean up duties
- (d) cancellation of privileges
- (e) withdrawal from College activities.

Detention & Intervention

- 5.7 Detentions are given sparingly and seek to change an individual's behaviour.
- 5.8 Types of detention, escalating in accordance with the offence committed, include:
- (a) Lunch time detentions – a student will be allowed to eat their lunch
 - (b) After school detentions – parents / guardians must be given at least one day's notice of an after school detention
 - (c) Saturday detentions – parents / guardians must be given at least three days' notice of a Saturday detention.

Behaviour Report Cards / Contractual Agreements

- 5.9 A student who warrants ongoing monitoring of behaviour may, at any time, be placed on a Behaviour Report Card / Contractual Agreement until such time their inappropriate behaviour is modified.
- 5.10 The criteria outlined on the Behaviour Report Card / Contractual Agreement will be decided by the Year Level Coordinator, with consideration to the student's age and developmental needs.
- 5.11 The Behaviour Report Card / Contractual Agreement will be developed in consultation with parents / guardians.
- 5.12 Desired behaviour / goals of the student must be clearly described. The Behaviour Report Card / Contractual Agreement outlines changes required to the learning environment to support the student to modify their behaviour.
- 5.13 Failure to act in accordance with the criteria established on the Behaviour Report Card / Contractual Agreement may result in more serious consequences being applied, including:
- (a) a Behaviour Card with probation
 - (b) suspension (refer to the *Suspension and Expulsion Policy*)
 - (c) expulsion (refer to the *Suspension and Expulsion Policy*).

Probation

- 5.14 All new students are on probation for the first semester of their enrolment and may have their enrolment revoked if they do not comply with the rules or uphold the ethos of the College. Any sanction for breaches may be applied at the discretion of the Campus Principal.

- 5.15 A student who gives grave cause for concern owing to poor behaviour or lack of effort in study, may be placed on probation for a specified period of time.
- 5.16 Probation will be imposed after consultation with the student's parents / guardians.
- 5.17 Students on probation must show significant improvement by the end of the probation period or they will be asked to show why their enrolment should not be discontinued.

Suspension and Expulsion

- 5.18 Refer to the *Suspension and Expulsion Policy*.

6. Review process

- 6.1 This policy will be regularly reviewed by the College at least every 3 years or when there have been changes in the relevant laws and regulations which may affect the content of this Policy.
- 6.2 If you would like to provide the College with any feedback or suggestions to improve this Policy, please contact the Campus Principal or Executive Principal.

7. Relevant legislative requirements and associated policies

- 7.1 This Policy must be read in conjunction with:
 - (a) the law of the Commonwealth and Victoria including but not limited to:
 - (i) *Education and Training Reform Act 2006*
 - (ii) *Education and Training Reform Regulations 2017*
 - (b) *"Suspension and Expulsion Policy"*
 - (c) *"Social Networking – Students Policy"*
 - (d) *"Alcohol Policy"*
 - (e) *"Drug Education and Support Policy"*
 - (f) *"Harassment/Bullying Policy – Student"*
 - (g) *"Sexual Harassment Policy for Staff & Students"*
 - (h) *"Personal Electronic Devices Policy"*
 - (i) *"Uniform Policy"*
 - (j) *FCCC Sub-School Handbooks*

Annexure 1 – College Rules and General Behaviour Expectations

College Rules

Flowing on from the Standards of Conduct, the following College Rules exist to ensure a safe, happy and respectful College environment.

1. There will be no physical contact between students which could cause injury or annoyance, e.g. fighting, pushing etc.
2. Physical displays of affection & inappropriate contact between boys and girls are not permitted.
3. The throwing or firing of stones, sticks, paper pellets or other missiles is not allowed.
4. Matches, lighters, laser light pens or torches, explosives, firearms or fireworks must not be brought into the College.
5. There must be no running or playing games on verandas, walkways, stairways or anywhere inside the buildings.
6. There must be no climbing on handrails, banisters, ledges or rooves in or on any building. Climbing in and out of windows is forbidden. There is to be no climbing on trees or any fence within the College grounds.
7. Every student has the responsibility for keeping the College clean. All rubbish must be placed in bins.
8. No food is to be taken into the Library or the classrooms. Chewing gum is not permitted at school.
9. Magazines, technological pets, portable music players of any kind and other such items not related to study must not be brought to school, excursions or camps. They will be confiscated and returned at the discretion of the Campus Principal.
10. Students must not interfere with / operate blinds unless directed by the teacher. Heaters are to be operated only by the teacher.
11. Steel rulers, knives, sharp instruments, permanent markers and correction fluids must not be brought into school. Correction pens and compasses may be brought only with permission.
12. There is to be no throwing of containers filled with water and / or drenching of school uniforms.
13. The kicking of balls is not permitted around buildings. Slam dunking or holding onto basketball rings is strictly prohibited.
14. Skateboards are not permitted to be brought to school under any circumstances.
15. Students must adhere to the College's *Personal Electronic Devices Policy*.

General Behavioural Expectations:

Be Responsible

- Be on time for assembly, lessons
- Return forms and notes

- Have required equipment available
- Have communication book/ diary signed and completed
- Be honest
- Leave other peoples' property alone
- Carry out directions given by those in authority
- Have only approved items at school.

Attend to Personal Presentation

- Wear correct uniform
- Keep desk tidy
- Not deface personal items
- Maintain personal cleanliness e.g. hair, fingernails, clothes and shoes
- Use satisfactory speech
- Not chew in class.

Behave on School Grounds

- Refrain from littering
- Be positive and constructive e.g. no rough play
- Only have approved items on school grounds

Annexure 2 – Staged Responses to Student Behaviour Management



FLINDERS CHRISTIAN COMMUNITY COLLEGE

BEHAVIOUR MANAGEMENT POLICY

We follow restorative principles to elevate student behaviour, empathy and cooperation.

AFFECTIVE STATEMENTS - We include feelings words and language to address low level yet high frequency behaviours.

Time investment - 1-3 seconds

AFFECTIVE INTERACTIONS - We quickly make 1 on 1 responses to poor behaviour choices from the past, through the present and into the future.

Time investment - 1-3 minutes

SMALL IMPROMPTU CONFERENCES - We use Restorative Questions to solve problems amongst and between groups.

Time investment - 9-10 minutes

LARGE GROUP - We run regular circles in class to check in, check out, prepare, respond and to deliver content of all kinds.

Time investment – Less than 15 minutes

FORMAL CONFERENCING – For the most serious, high impact behaviours and ongoing problems.

Time investment – 60 minute Conference and up to 2 days preparation

We support each other to elevate student behaviour and academic adjustments restoratively.

- Teachers look to address the behaviour by starting with Affective Statements before they escalate.
- Teachers are supported by Leadership to embed Restorative Language in Practice.
- From time to time, Teachers need to send students from the room with a view to later repairing the harm. When removed, all Students will be exposed to Affective Interactions facilitated by available School Leaders
- School Leaders look for ways to release Teachers to repair Student-Teacher relationship issues as a first response.
- We look for ways to include Parents in both the positive and negative behaviour patterns of their children.
- We use Restorative Conferences to return our Students from any internal or external suspension that might be required.
- We solve all problems Restoratively, through the lens of high expectation and high support.
- We are embedding the basic Restorative tenets of focussing on HARM and RELATIONSHIPS in response to all conflict and tension, including bullying behaviours.

RESTORATIVE QUESTIONS

FOR THOSE WHO HAVE DONE THE WRONG THING...

- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you need to do to make things right again?

FOR THOSE WHO HAVE BEEN HARMED...

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

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FLINDERS CHRISTIAN COMMUNITY COLLEGE

BEHAVIOUR MANAGEMENT POLICY

This Behaviour Management Policy used in the College aims to reflect our College Core Values whilst endeavouring to uphold the aims of the school to 'Grow in Love'. For full details of the College's expectations of behaviour and standards of conduct go to: www.flinders.vic.edu.au/our-college/college-expectations/

BEHAVIOUR MANAGEMENT PRINCIPLES

We expect our student to demonstrate the following basic principles:

- Respect all people: their rights, needs, individuality, property, and the environment
- Be accountable: own and accept consequences for poor actions
- Be community minded: seek to always build positive and right relationships

APPLICATION OF THE POLICY

This policy is not restricted to the classroom. It applies to student behaviour in all areas of school life – travelling to and from school, in the classroom, in the yard, on excursions and representing the College in whatever capacity.

We believe that our students should:

- Be positively reinforced when their responsibilities are realised
- Be sensitively, fairly and yet firmly guided when they fall short of College expectations
- See that unacceptable behaviour has consequences.

STEPS IN BEHAVIOUR MANAGEMENT

It is the classroom teacher's responsibility as an educational professional to continuously develop a personal set of effective and appropriate classroom management skills. These skills will be developed with the assistance and support of the Year Level Coordinator/Head of House and the Head of School.

- Establish a set of essential agreements and values about behaviour for the class or group the first time you are together.
- Always show respect to students and expect the same in return. Do not allow for ongoing rudeness or disrespect.
- Teachers should remain vigilant, be aware and move around the classroom.

If a student chooses to ignore school conduct expectations, teachers should:

- Step One:** Clarify Expectations
- Step Two:** Take Appropriate Action (See suggested responses)
- Step Three:** Apply More Serious Consequence (e.g. Lunchtime Intervention and/or Community Service)
- Step Four:** Behaviour Referral

**NB staff should use discretion and common sense in determining whether an incident is 'low level' or more serious*

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BEHAVIOUR MANAGEMENT POLICY

LEVELS & EXAMPLES OF BEHAVIOURAL CONCERNS

Low level issues (Informal) **(including, but not limited to)**

- Not upholding school values
- Disobeying school rules – uniform, appearance (e.g. makeup, jewellery, piercings, nail polish, hair, facial hair)
- Mobile phone use
- Not respecting others – (e.g. refusing to follow teacher instruction, disruption, rudeness, discourteous, swearing)
- Low level conflict with another student – (e.g. rough play, disrespectful language, teasing)
- Damaging personal/school property
- Littering
- Chewing gum
- Lack of attendance (including punctuality)
- Disorganised
- Being out of bounds

Low level adjustments (Informal) **(including, but not limited to)**

- Incomplete homework
- Not handing in assessments
- Performing below expected academic levels

RESPONSIBILITY & SUGGESTED RESPONSES

Teacher action

The teacher will discuss the problem with the student, and implement an appropriate discipline measure such as:

- Affective statements & interactions
- Clear classroom expectations & agreed consequences
- Send the student to a pre-arranged class (or Year Level Coordinator/Head of House)
- Phone home by teacher
- Varieties of supervised community service at lunch time (e.g. tidying classrooms, rubbish collection, cleaning shared spaces etc.)

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BEHAVIOUR MANAGEMENT POLICY

Medium level issues (including, but not limited to)

- Repeated low-level behaviours
- Using offensive language
- Bullying (including cyber-bullying)
- Inappropriate mobile phone use
- Medium level conflict with another student – (e.g. social isolation/exclusion, unwanted physical contact)
- Interfering with and/or damaging another people's property
- Misbehaving in public
- Off campus without permission
- Cheating

Medium level adjustments (including, but not limited to)

- Failing assessment tasks, SAC's
- Diagnosed learning disorder
- Individual Learning Plan (including modifications to delivery of curriculum, assessment and reporting)
- Currently supported by Education Support

RESPONSIBILITY & SUGGESTED RESPONSES

Teacher action with Home Group Teacher and Year Level Coordinator/House Mentor and Head of House

In all cases, regardless of whatever other action is taken by the classroom teacher, the above concerns and issues **must** be immediately referred to the appropriate Home Group Teacher and Year Level Coordinator/House Mentor(s) and Head(s) of House. The teacher is to complete a written report detailing the behaviour/s and actions taken to date. The teacher will continue to work with the Year Level Coordinator/Head(s) of House to discuss the breach and determine the appropriate course of action taken. This should include the following:

- Affective Interactions and Small Impromptu Conferences
- Time out from class
- Lunchtime 'behaviour intervention' supervised by the teacher or Year Level Coordinator/Head of House
- Phone call home and/or parent meeting (if required) to discuss support measures
- Withdrawal from school extracurricular opportunities, events and functions
- Community service (within the school) for an appropriate and fair time

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BEHAVIOUR MANAGEMENT POLICY

High level issues (Formal) (including, but not limited to)

- Repeated medium level behaviours
- Fighting/Physical violence
- Serious misconduct or illegal activities – (e.g. possession of a dangerous weapon)
- Any form of illegal substance use or possession (including smoking, alcohol & drugs)
- High level conflict with another student – (e.g. blatant harassment, abuse (verbal, physical, emotional, sexual), neglect/abandonment)
- Deliberate, persistent and intentional bullying (including cyber bullying)
- Use of digital and social media content with harmful intent
- Physical or verbal abuse of a teacher or adult (including insolence, defiance, malicious intent)
- Risk taking behaviour
- Vandalism of property
- Theft
- Truant off campus

High level adjustments (formal) (including, but not limited to)

- Trauma, Self-harm
- Learning needs (including disability (physical, emotional), serious injury)
- Individual Learning Plan (including modifications to delivery of curriculum, assessment and reporting)
- Significant Education Support and/or external support services involved

RESPONSIBILITY & SUGGESTED RESPONSES

Year Level Coordinator/Head(s) of House Action with Head of School

In all cases, regardless of whatever other action is taken by the classroom teacher, House Mentor(s) or Head(s) of House, the above concerns and issues **must** be referred to the Head of School. The Year Level Coordinator/Head(s) of House need to complete a written report detailing the behaviour/s and actions taken to date. The Year Level Coordinator/Head(s) of House will continue to work with the Head of School. The Head of School will consult with appropriate personnel to determine the appropriate course of action. This should include the following:

- Any medium level responses
- Formal conferencing with stakeholders
- Suspension or Exclusion

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Suspension:

Suspension may be served either 'internally', 'externally' or a combination of both.

The Head of School will consult with appropriate personnel in such cases where the behaviour problem requires suspension; parents will be informed verbally and in writing.

During the period of suspension, contact will be made by the Head of House. Students will be given every opportunity to keep up to date with their studies and remain in contact with their teachers via Moodle.

Depending on the reasons for suspension, a contract or probation period may be required. Expected specific behaviours as determined by the College and consequences for not observing such behaviours, will be clearly outlined and documented. Parents will be informed verbally and in writing.

Exclusion:

The Head of School will consult with the Campus Principal in such cases where the behaviour problem is such that exclusion is warranted. Parents will be invited to attend a meeting at the school with their son/daughter at which the high-level breach is put in detail and the decision to exclude the student from further enrolment at the College outlined.

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BEHAVIOUR MANAGEMENT POLICY

Directed Concerns

Pastoral

Home Group Teacher / House Mentor / Teacher

e.g. minor friendship concerns, worries, difficulties within school, social or spiritual growth concerns. Linking with extra-curricular or partnering with student leaders for support, classroom set-up and arrangement, morning devotions. Parent first point of contact.

Year Level Coordinator / Head of House

e.g. mentoring including student leadership, student wellbeing, medical, family, personal or pastoral matters. Persistent academic parent/teacher concerns, medium-level behavioural concerns. Ongoing support during homeroom sessions, house occasions, chapel & assembly, parent meetings

Head of School/ Wellbeing Team

e.g. student leadership, school improvement, high level personal and pastoral matters in consultation with wellbeing, high-level behavioural concerns. In-school arrangements, DHS and/or external support, ongoing counselling/mentoring, formal parent conferencing.

Deputy/ Principal

e.g. as referred by Head of School or the Wellbeing Team

Academic

Teacher / Home Group Teacher / House Mentor

e.g. concerns and questions about students missing due dates, incomplete assessments, concerns about meeting standards. Extended family holidays where a student's learning is impacted.

Head of Faculty / Year Level Coordinator / Head of House

e.g. concerns over quality of teaching or inconsistencies in coursework, teaching, assessment and/ or reporting. Concerns with teaching spaces. Leaders of learning, lesson observation. Initial academic parent and teacher concerns

VCE, VCAL or VET Coordinator (for Senior School)

e.g. concerns over quality of VCE or VCAL teaching or inconsistencies in coursework, teaching, assessment and/ or reporting. Leaders of learning, lesson observation. Subject change / pathways consultation, approval for absence and extension, Distance Ed, VET

Head of Teaching & Learning (HoTL) / Wellbeing Team

e.g. ongoing concerns regarding quality of teaching & learning as elevated by HOF, YLC, HOH or VCE/VCAL coordinator. Timetable changes. Individual Learning Plans and case conferences. Review of student participation in acceleration or support programs, subject selection queries

Head of School

e.g. managing performance of teaching, curriculum and student learning in consultation with HOF, HoTL and Wellbeing team. Classroom observations, support and resourcing teachers and student learning in consultation with HoTL.

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Policy Manager	Campus Principals	
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Approval Authority	Executive Principal	
Reviewed	Revised February 13, 2019	