

Key Contact List

LEADERSHIP TEAM

Principal R-12	Trevor Fletcher
Director of Secondary 7-12	Tanya Wilson
Assistant Principal 7-12	Penny Toy
Director of Primary R-6	Vikki McInnes
Assistant Principal R-6	Jo Garwood
Head of Campus	
Ashbourne R-6	David Hodges
Langhorne Creek R-6	Paul Jude
Milang R-6	Susannah Cook

STUDENT COUNSELLORS

Strathalbyn 7-12	Lisa Broadbent
Strathalbyn R-6	Annette Foster
Ashbourne, Langhorne Creek and Milang Campuses	Lyndall Codlin

ACEO

7-12 & R-6 Campus	Les Richey
R-6 Campus	Shaan Broadbent

YEAR LEVEL LEADERS 7-12

Year 7	Dan Green
Year 8	Emily Rodgers
Year 9	Stephen Rofe
Year 10	Vanessa Coker
Year 11	Alicia Prettejohn
Year 12	Penny Toy

The Eastern Fleurieu Management Policy is centred in care for the wellbeing of all students, staff and of the wider community. Our goal is to encompass the best of community values and expectations with a focus on student wellbeing and engagement. As an R-12 school, our policy acknowledges developmental differences and seeks to advance understanding. Restorative Practices are used to promote behaviour change.



Eastern Fleurieu School R-12

Strathalbyn 7-12 Campus	85362 455
Strathalbyn R-6 Campus	85362 344
Ashbourne Campus	85366 135
Milang Campus	85370 223
Langhorne Creek Campus	85373 145

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Behaviour Management



Eastern Fleurieu School
EXCELLENCE IN UNITY



These are our guidelines only - In every case the student's developmental level, learning needs/disability and wellbeing needs are taken into account. We also consider the student's previous behaviours. These considerations may mean that the consequence differs from that in these guidelines. All decisions made will be in line with DECD and school policy, and are made with the best interests of the school community at heart.

School Expectations

Student behaviour is seen in light of the complex nature of relationships that influence the daily lives of teachers, students and parents. This reveals responses have to be varied across a number of key areas.

This practice includes:

- Placing the student as the centre of the education process.
- Regarding respect is a core value that operates as a foundation to all social interactions within the school.
- Developing and maintaining strong communication links and partnerships between community, family and school.
- Embracing a health-promoting approach to creating a safe, supportive and caring environment.
- Embracing inclusivity and catering for the different potentials, needs, resources and circumstances of all students.
- Building links between strategic planning, classroom pedagogies and students' social and emotional needs to ensure the system is geared to quality learning and teaching.
- Working closely with teaching and allied staff and support agencies to enhance professional learning opportunities.
- Student wellbeing and the prevention of inappropriate behaviour being enhanced through a focus on early intervention and prevention.
- The use of appropriate curriculum and learning programs which encourage engagement by students.
- Students being managed in ways that promote restorative practices and are educative in nature.
- All decisions relating to the management of student behaviour and the implementation of policy are made according to the principles of procedural fairness.
- Teacher's behaviour management processes that acknowledge the duty to take reasonable care for the safety of staff and students.
- Student behaviour not being viewed in isolation but as part of an interaction between the student, staff and the school community.
- School staff demonstrating accountability for evidence based decision making, reporting and referral to appropriate support, and record keeping.

Consequences of Inappropriate Behaviour

When students choose not to follow expectations the following consequences will apply :-

Level One

Behaviours may include: no diary, no homework, talking instead of working, not prepared for lessons, late for class, littering, not wearing uniform, inappropriate use of technology in class.

Consequences are managed by class/subject teacher with support from Leaders or Year Level Leaders and may include: reminder, yard duty, Focus, note in diary, parent contact, confiscating of banned items with a commitment to return later.

Level Two

Behaviours may include: repetition of the above, refusal to follow instructions, harassment (first offence), dishonesty (first offence), truancy (first offence), insolence (first offence), minor damage to property (first offence)

Consequences are managed by class/subject teacher with support for Leaders or Year Level Coordinators and may include: Focus, lunchtime catch up, restorative conversations and parent contact

Level Three

Behaviours may include: repetition of the above, refusal to work or follow teacher instructions, ongoing violence toward others, vandalism, repeated unexplained absences, throwing of stones or other objects, deliberate damage to property, smoking on school grounds

Consequences are managed by Year Level Coordinators or Leaders, and may include: Parent contact, two Focus or lunchtime catch up, office timeout/restricted play internal or external suspension.

Level Four

Behaviours may include: repetition of the above, violence, harassment, bringing or using drugs, alcohol or other harmful substances, bringing or using a potentially dangerous weapon on school premises (this includes giving any of the above to other students)

Consequences may include: suspension, parent/carer conferences, case management with Behaviour Coach or exclusion. We work with SAPOL and Fleurieu Regional Office on these issues.

		MINIMUM	MAXIMUM
Alcohol	FIRST	Suspension	Suspension
	ONGOING	Suspension	Exclusion
Drugs/ Implements	FIRST	Police & Suspension	Police & Exclusion
	ONGOING		
Disorderly, Disruptive Conduct	FIRST	Conference with Student	Suspension
	ONGOING	Parent Involvement & Suspension	Exclusion
Theft	FIRST	Parent Involvement & Suspension	Police & Suspension
	ONGOING	Suspension	Police & Exclusion
Bullying, Harassment & Cyber Bullying	FIRST	Conference with Student	Suspension
	ONGOING	Suspension	Police & Exclusion
Vandalism	FIRST	Parent Involvement / Charge for Damage	Police & Suspension
	ONGOING	Suspension /Charge for Damage	Police & Exclusion
Assault/ Violence	FIRST	Suspension	Police & Exclusion
	ONGOING		
Smoking	FIRST	Parent Involvement	Suspension
	ONGOING	Suspension	Exclusion
Lateness & Truancy	FIRST	Warning/Parent Contact/Referral	Focus
	ONGOING	Focus/Parent Contact	Suspension
Vehicle Misuse	FIRST	Parent Contact & Student Conference	Police & Suspension or Exclusion
	ONGOING	Suspension	