



Roma Mitchell
Secondary College

Roma Mitchell Secondary College

2025 School Policies

Please read the following school policies and fill in the Acknowledgement of Policies and consent to local excursions. Please return signed with your enrolment forms.



Government of South Australia
Department for Education



Special Campus | Middle Campus | Senior Campus | Girls' Campus

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Briens Rd, Gepps Cross South Australia 5094

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SCHOOL POLICIES

SCHOOL CONTEXT

Roma Mitchell Secondary College is a multi-campus school comprising of a special education, girls only, middle years and senior years campuses. The College has approximately 1800 students from 72 culturally diverse backgrounds. The College is committed to providing relevant and individualised learning programs aligned with both the expectations of the IB MYP/Diploma and the Australian Curriculum to allow all students the opportunity for academic success. Our Values and Mission reflect a commitment to global understandings, international mindedness and intercultural understandings to create a culturally rich learning environment.

SCHOOL VISION

Our vision is for our students to have the capacity to engage productively with our changing world, enabling them to shape a better future locally and globally.

MISSION STATEMENT

Our school will provide enriching, diverse educational and extracurricular programs which will support our students to reach their full potential enabling them to contribute to their communities in meaningful and positive ways.

PHILOSOPHY

The purpose of assessment at Roma Mitchell Secondary College is to both support and encourage students to improve their learning and support teachers to improve their teaching. Emphasis is placed on gathering and analysing information and providing timely feedback to students on their performance. Effective assessment should allow students to demonstrate their ability to apply knowledge to real world situations, promote deep understanding of subject content, be relevant to students' lives, develop critical and creative thinking skills and assess not only the products but also the process of learning.



CODE OF CONDUCT POLICY

PURPOSE

Our school must be a safe, caring and orderly learning environment in which the rights of all students to learn and the rights of all teachers to teach must be supported. Schools provide a social context in which students need to be supported while being taught how to accept responsibility for their own behaviour. We will work together to create a learning community which is safe, inclusive, promotes learning and is free from harassment and bullying.

This policy has been ratified by the Governing Council.

A Code of Conduct will be developed in consultation with our school community. This will be based on mutual respect and explicit behaviours that maximise learning opportunities. All members of our school community will be inducted in relevant aspects of our Code of Conduct. The following interim Code of Conduct will include aspects relating to staff, students and parents/carers.

Staff will be expected to –

- Prepare content, methodologies (including ICT's) and intended learning outcomes for each lesson.
- Arrive on time for each lesson.
- Communicate and treat all other people with courtesy and respect. (Code of Ethics, SA Public Sector)
- Use available data to develop the understanding of students' learning strengths and weaknesses. This will inform teachers' planning of appropriate strategies to improve learning for both individual students and the cohort
- Discuss the school Code of Conduct with all of their students. Appropriate behaviours and consequences for inappropriate behaviours will be explained.
- To revisit previous learning at the beginning of each lesson and explain the structure, learning goals and expected behaviours.
- Implement the completion of work policy (including automatic email reminder about incomplete or overdue work).
- Communicate with individual students about any behavioural issues.
- Discuss the issue with parents, if inappropriate behaviour continues, teachers will record this and communicate this information to other relevant parties.
- If behaviour persists, the teacher, their line manager, the student and parent will work together to resolve the issue.
- (Enlist the support of the line manager to work with the students and family to resolve issues of persistent inappropriate behaviours.)

Students will be expected to –

- Follow the established code of conduct in class, school yard and wider school community. This includes recess, lunch, on buses, travelling to and from school and on excursions and camps.
- Wear full school uniform at all times including to and from school. This includes PE uniform to be worn during PE lesson only.
- All bags, phones, iPods, and electronic equipment, are to be kept in lockers at all times (use of these can be negotiated by the teacher for learning purposes).
- Attend all lessons on time with appropriate materials and work from previous lessons.
- Listen and contribute to teacher, class and group discussion.
- Complete homework and submit completed assignments by set dates.
- Respect the learning environment; students' right to learn and teachers' right to teach.
- Seek teacher permission if you need to move out of your seat.



- Communicate respectfully and treat teachers and other students with respect.
- Follow staff directions and behave in a safe manner.
- Follow the school's Grievance Procedures, which includes waiting until the end of a lesson to talk to a teacher about why a course of action has been followed.

Parents will be expected to –

- Work with staff and students to maximise learning opportunities for students.
- Support the school's Code of Conduct and other policies, including the Attendance Policy, Uniform Policy and Completion of Work Policy.
- Communicate with the school in any matters relating to students' physical, social, emotional and educational welfare.
- Alert the school to any absences or lateness of students
- Maintain updated personal and emergency contact details.



BULLYING & HARASSMENT POLICY

INCLUDING CYBER BULLYING & HARASSMENT POLICY

PURPOSE

Roma Mitchell Secondary College rejects all forms of bullying. No student, member of staff, parent, caregiver or community member should experience bullying within the learning or working environment of this school.

We commit to being a safe, inclusive, supportive and respectful learning and working environment for all members of the school community.

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons.

Cyber bullying refers to bullying through information and communication technologies. Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long term effects on those involved including bystanders.

Conflict or fights between equals or single incidents are not defined as bullying.

When Aboriginal and Torres Strait Islander students are involved, school staff are strongly encouraged to consult with members of the Aboriginal Education team for support and advocacy.

Bullying behaviour can be –

- Verbal eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats
- Physical eg hitting, punching, kicking, scratching, tripping, spitting
- Social eg ignoring, excluding, ostracising, alienating, making inappropriate gestures
- Psychological eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones

Schools exist in a society where incidents of bullying behaviour may occur. Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all staff, students, parents, caregivers and members of the wider school community.

All members of the school community contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.



Staff have a responsibility to –

- Respect and support students
- Model and promote appropriate behaviour
- Support students to become resilient and embrace student wellbeing as central to their roles and responsibilities
- Support students to develop an understanding of bullying and its impact on individuals and the broader community through the delivery of the Child Protection Curriculum and relevant classroom pedagogy
- Communicate the school policy to students, including definitions and repercussions of bullying Identify signs of bullying
- Respond in a timely manner to incidents of bullying

Students have a responsibility to –

- Behave appropriately, respecting individual differences and diversity
- Behave as responsible digital citizens, interacting with others online in a positive and respectful manner, and ensuring that comments, images, videos and other material shared online respects the privacy and reputation of all
- Have a clear understanding of the different forms of bullying; psychological, cyber and physical
- Behave as responsible bystanders by making it clear to the bully that his/her behaviour is unacceptable, supporting the target of bullying and reporting the incident to the school
- Report incidents of bullying.

Parents and Caregivers have a responsibility to –

- Support their children to become responsible citizens and to develop responsible online behaviour
- Assist their children in understanding bullying behaviour
- Support their children in developing positive responses to incidents of bullying
- Support their children to become resilient, confident to report bullying and overcome challenges they face
- Report incidents of school related bullying behaviour to the school
- Work collaboratively with the school to resolve incidents of bullying when they occur.

All members of the school community have a responsibility to –

- Model and promote positive relationships that respect and accept individual differences and diversity within the school community
- Work collaboratively with the school to resolve incidents of bullying when they occur.

Responding to bullying and harassment –

- The student may deal with the bullying or harassment by asking the perpetrator to stop and then not reporting it.
- The student may seek confidential advice from a support person (teacher/counsellor, parent/ carer, or friend).
- The student may report the incident(s) of bullying or harassment.

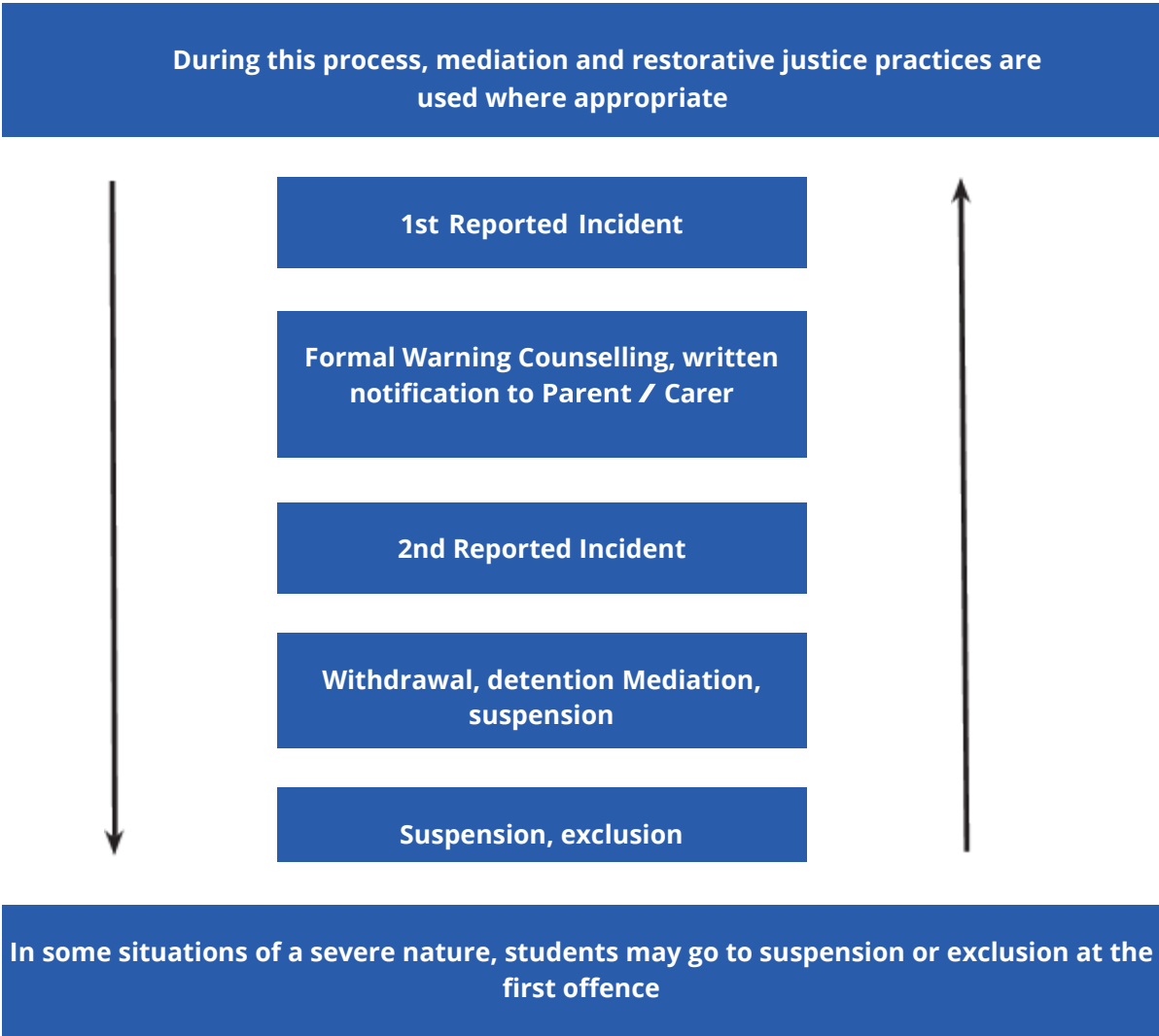


GUIDELINES FOR STUDENTS

What to do when you are being bullied or harassed

- | | |
|---|--|
| 1 Tell the person who is offending you to stop | 2 If the person does not stop, move away |
| 3 If the bullying/harassment continues, tell the nearest member of staff | 4 Tell a trusted member of staff, team leader or counsellor |

ACTIONS



Incident reported to staff member
(Teacher, Counsellor, Yungkurrinthe Marni Program worker)

Harassment form completed by student (themselves) and information provided is reviewed by staff member to check for level of detail

Staff member investigates by talking to perpetrator and keeps records of this conversation

Outline of Bullying & Harassment Policy described the perpetrator.
FORMAL WARNING LETTER signed by Head of Campus and sent home. Copy goes both into students' files.
Recorded in Daymap Behaviour Records in both victim and perpetrator's files. Mediation and Restorative Justice practices employed.

If bullying **continues** or a separate event involving same perpetrator

Student is referred to Year Level Leader who may seek advice or refer to Head of Campus. Investigation occurs and as a result suspension may follow. Normal Student Behaviour Management processes are enacted including information dispersal and Daymap Behaviour Records. Mediation and Restorative Justice practices employed

Harassment form completed by student (themselves) and information provided is reviewed by staff member to check for level of detail

Staff member investigates by talking to perpetrator and keeps records of this conversation

If bullying **stops** no further action taken



POSITIVE SCHOOL CULTURE POLICY

PURPOSE

Roma Mitchell Secondary College's behaviour support policy guides:

- the behaviour we expect of children and young people
- how staff, parents and carers will support positive behaviour
- the safe inclusion of children and young people.

ABOUT BEHAVIOURS

Children and young people's behaviours fall along a continuum. This means behaviour can range from safe to unsafe.

Range of behaviours

- Positive, inclusive and respectful behaviours.
- Developmentally appropriate boundary testing. This behaviour can interrupt learning but can be redirected.
- Behaviours that cause concern due to their severity, frequency and duration. This behaviour significantly interrupts learning and needs consistent guidance and support.
- Complex and unsafe behaviour which can place children, their peers and others in danger.

All along the continuum, the policy and practice approach is proactive, consistent, responsive and tailored to the child or young person's needs.

HOW WE IMPLEMENT THE DEPARTMENT'S POLICY

We will support the safe inclusion of children and young people in learning with these actions.

PROMOTE

We will promote, model and support productive and positive behaviour.

- Promote a school wide positive behaviour approach. We will work on this with our Governing Council, staff, children and young people, parents and carers.
- Display positive behavioural expectations. Share these with children, young people, parents and carers in the newsletter and on the website.

TEACH

We will explicitly teach positive behaviour and expectations about behaviour.

- Create predictable structures and routines in the learning environment using Berry Street Education Model principles and Whole School Positive Behaviour for Learning framework. This guides staff, children and young people in how to positively participate in learning.
- Teach and model Resilience, Kindness, Responsibility, Courage and Curiosity.

INTERVENE

We will intervene to prevent, reduce or redirect behaviours of concern. We will use methods that are the least exclusionary possible.

- Staff use proactive strategies to co-regulate children and young people to prevent behavior errors.
- Withdrawal spaces are provided for children and young people to use as needed. These spaces are supervised by an educator. The educator supports children and young people to feel safe and calm and return to their learning environment when they are ready.



WORK WITH OTHERS

We will work with children, their families, professionals and other key adults to understand the environmental, social and family context of a child or young person's behaviour. We will draw on these people to support positive behaviour change.

- Value children and young people's perspectives. Incorporate student agency when developing behaviour supports.
- Engage children, young people and families to understand possible reasons for behaviour.
- Use case management approaches to coordinate, assess, plan, monitor and review behaviour interventions.

RESPOND

We will respond to behaviour visibly and fairly. Responses will help grow confidence and trust.

- Support those who raise behaviour concerns to understand the school process of responding to the concern. Do this without disclosing personal information of the parties involved.
- Investigate concerns about behavioural incidents. Understand the nature of the incident and the experience of the incident by those involved.
- Apply accepted and evidence-based behaviour responses according to the Behaviour Support Procedure and tailor to children or young people's circumstances.
- Document planned behaviour support responses in Student Development Plans, Safety and Risk Management Plans, and Safety and Support Plans and other appropriate support documents.

REPAIR AND RESTORE RELATIONSHIPS

We will repair and restore relationships harmed by behaviours of concern.

- Children and young people who have acted inappropriately recognise the impact of their actions. They have the chance to apologise and express remorse. They have the chance to repair and restore relationships when appropriate, safe and consented to by all parties.
- Implement restorative conversations approaches.

CREATE SAFETY AND WELLBEING

We will create safety and wellbeing for people involved in behaviour incidents.

- Provide strategies to reduce the risk of harm to children, young people and staff following behavioural incidents.
- Use suspension as a last resort strategy if immediate safety is required.
- Refer children, young people, staff and others who have been harmed by unsafe behaviours to counselling or other support.
- Engage department supports when responding to serious incidents. For example the Social Work Incident Support Service.



BEHAVIOURS OF CONCERN

Behaviours of concern:

- are challenging, complex or unsafe behaviours
- are more serious, happen more often or last a long time
- significantly interrupt learning for the child or others
- could put the child or others in danger
- need consistent guidance and support.

Behaviours that disrupt learning or safety will always receive a response that considers:

- the needs of the child or young person with behaviours of concern
- other people's rights to learning and safety.

HOW WE RESPOND TO BEHAVIOURS OF CONCERN

At Roma Mitchell Secondary College we use specific responses to behaviours of concern.

EDUCATOR RESPONSES

- Provide quality differentiated teaching practice. This is a way to meet each child and young person's learning styles and needs. For example, the teacher plans ahead to clearly teach values and safe and inclusive behaviours.
- Create plans that support positive behaviour change. Partner with parents, carers and others to do this.
- Explicitly teach self-regulation skills. Support students by providing time and space for students to self-regulate with appropriate support and supervision using positive education strategies so that students are ready to learn.
- Interrupt behaviour errors. Name and describe the behaviour to help students understand what they are doing that is problematic. Redirect students to the positive behaviours. Support students to develop and practice the skills required to maintain the preferred behaviour.
- Offer students choices that allow them to stay regulated and participate.
- Use consequences related to the level of the behavior error as shown on the Behavior Support Procedure.

LEADER RESPONSES

- Monitor behaviour. Act on any reports about behaviour of concern. This includes incidents that happen out of hours or off-site that impact relationships at Roma Mitchell Secondary College.
- Consider the use of suspension and exclusion from school to support safety. This is after we consider all other options to reduce danger.
- Report criminal offences to the police.
- Support teachers to effectively implement the Behavior Support Procedure
- Provide leadership and / or external assistance to facilitate restorative processes (including reconnect meetings) where staff and students directly involved require impartial assistance to resolve the issues.
- Support teachers to implement positive education strategies.

DEPARTMENT LEVEL RESPONSES

- Negotiate other learning options away from school to make sure the school community is safe. This is after we consider other options to reduce danger.
- Support staff and local leadership in how they respond to a child or young person.



RESPONSIBILITIES

CHILDREN AND YOUNG PEOPLE

- Treat others with kindness, respect and inclusiveness.
- Make sure their actions are safe, respectful and inclusive. This includes verbal, physical and online actions.
- Seek help from adults to intervene when they see behaviours of concern in person or online.
- Report behaviours of concern by communicating with a trusted adult/teacher within the school community.
- Support their friends and peers to seek help from trusted adult/teachers. Do this if their friends are experiencing behaviours of concern.
- Support their friends to behave in safe, respectful and inclusive ways. Do this if their friends are engaging in behaviours of concern.

PARENT AND CARER

- Report any child or young person's concerning or unsafe behaviour to any staff member or Student Services on 81614600
- If an incident happens, work collaboratively with us to resolve concerns.
- Follow the complaint resolution process to deal with concerns. A copy of the complaint resolution process is on our website or in our front office.
- Show and encourage safe, respectful and inclusive relationships with other members of the school community.
- Know about our behaviour support policy and procedure.
- Do not approach other children or parents about behaviours of concern. Report this to us for follow up.
- Understand that, because of confidentiality, we cannot share information about other children.



STUDENT USE OF MOBILE PHONES AND PERSONAL DEVICES

Scope

This school policy is implemented in line with the Department for Education's [Student use of mobile phones and personal devices policy](#), which applies to all government schools. This document provides direction to students, staff, and families about managing personal devices that students choose to bring to school.

For the purposes of this policy, **personal devices** include mobile phones, smart watches and other digital devices that are capable of sending or receiving messages or calls and/or able to connect to the internet, and personal laptops or iPads that are not owned by the school and have not been brought to school by the student under a separate Bring Your Own Device (BYOD) agreement.

Rationale

With the widespread and increasing ownership of mobile phones and other devices among students it is critical that schools, in partnership with families, provide clear guidance for students to become informed, safe, respectful, and responsible digital citizens.

It is the Department for Education's position that access to personal devices during school hours must be managed so that students can be fully present in their learning and in their interactions with their teachers and peers.

The aim of this policy is to help promote:

- safe environments with reduced negative impacts of inappropriate use of devices at school, such as cyberbullying, exposure to harmful content, and critical incidents that involve mobile phones
- classroom environments where teachers can teach, and students can learn, free from distractions caused by personal use of devices
- use of breaks as quality time away from screens, encouraging physical activity and play and meaningful face-to-face connections with peers.

Personal devices at school

Students are permitted to bring personal devices to school:

- as a measure to ensure their safety while travelling to and from school
- so that parents and part-time employers can contact them outside of school hours
- so they can be contacted about a person under their own care, where applicable
- to be used during school hours in line with an exemption that has been approved by the school under this policy.

While students are at school, or attending school activities, they must comply with any reasonable directions given by school staff in line with this policy regarding their personal devices.

The Department for Education's policy requires all students at all department schools to **keep personal devices 'off and away' between the start and end of each school day, and while they are attending school activities off-site, such as camps and excursions.**

Students will not be able to access their personal devices at any time during school hours, unless they have received an approved [exemption](#) from the school to use the device for a specific, agreed reason. This means both physical access and remote access (e.g. connecting with the personal device via hotspot or using paired headphones).



Storage of personal devices at school

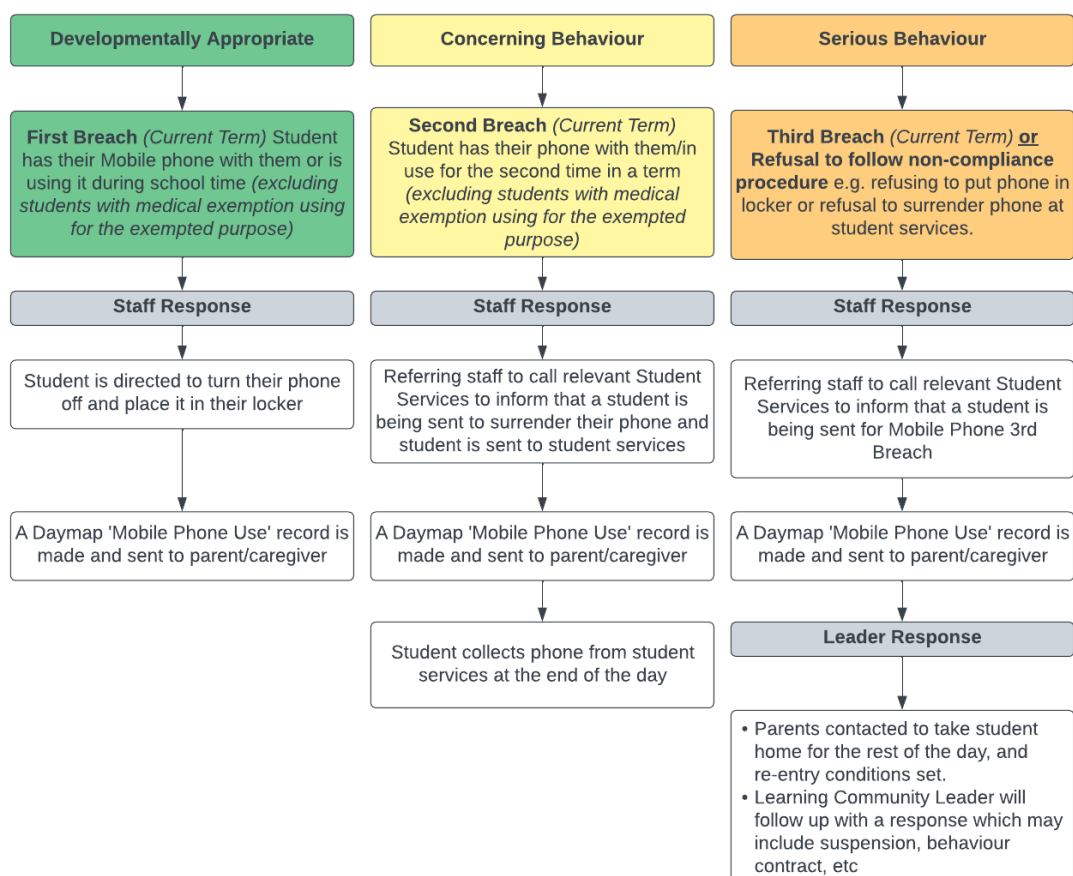
Students who bring their devices to school are expected to store them off and away in their personal locker for the duration of the school day; 8:45am-3:15pm Monday, Tuesday, Thursday, Friday and 8:45am-2:20pm on Wednesday. Phones must be off and away in lockers before a student enters morning Yungkurinthe Marni.

- Wearable technology that fits the definition of this policy, such as smartwatches, must be switched to 'Flight Mode' for the duration of the school day.
- Lockers must be locked using the school supplied combination padlock.
- Mobile phones and personal devices that have been confiscated during the school day will be stored in a locked cupboard at the relevant Student Services.

Responses to non-compliance

Where students use a personal device at school without an approved exemption, or use it inappropriately, a response will be provided in line with the school's behaviour support policy.

At Roma Mitchell Secondary College we utilise a Positive Behaviour Support Procedure to respond to off-task or non-compliant behaviour.



Where a student's misuse of personal devices is serious, it may be necessary for the school to consider responses in line with the Department for Education's suspension, exclusion and expulsion of students' procedure, or to contact South Australia Police if the behaviour is suspected to be illegal.



Exemptions

Exceptional circumstances

Individual students may have extenuating reasons for needing access to their personal device during school hours, such as where:

- the device is used to monitor or help manage a health condition
- the device is a negotiated adjustment to a learning program for a student with disability or learning difficulties
- the device is used for translation by a student with English as an additional language
- the student has extenuating personal circumstances that require them to have more ready access to their personal device, such as being a parent themselves or a primary carer to a younger sibling or unwell family member.

Please contact the school if you need to request an exemption due to exceptional circumstances. These requests will be considered by the principal (or delegate) on a case-by-case basis. If approved, the exemption will be recorded in the student's file or health care/learning plan as appropriate.

Temporary exemptions for other agreed purposes

The following temporary exemptions may be made available to students at the discretion of individual teachers. All exemptions are subject to the device being used appropriately and only for the purpose specifically permitted by the teacher. Personal devices must be 'off and away' immediately after the exempted activity has concluded, and not brought to future lessons/activities without explicit teacher permission.

- Class teachers may give permission for students (on an individual or whole-class basis) to use personal devices in the classroom for a specified learning activity. The learning activity must be approved by the relevant Curriculum Leader and specified in the relevant LAP and/or unit plan. Teachers must keep a record of exemptions given on Daymap as a class note.
- Students may be permitted to bring personal devices on a camp or excursion for learning purposes (where specified in the relevant unit plan and/or LAP) and/or to facilitate contact with their families at specified and supervised times. Expectations regarding student use of devices on the camp or excursion will be detailed in parent consent information.

Roles and responsibilities

Principal

Make sure:

- The school's policy has been endorsed or ratified by governing council and is clearly communicated and accessible to all students, staff, and families
- there is a process for regular review of the school's local policy
- secure storage is provided for student personal devices that are handed in to school staff and individual lockers or locks that the school provides for students to store their belongings are appropriately secure
- processes are in place for monitoring internet and school network use by all members of the school community.
- Enforce the policy and responses to instances of non-compliance.



- Consider requests for exemptions from the policy from parents or independent students due to exceptional circumstances on a case-by-case basis. Make sure that approved exemptions in this category are documented and that relevant staff, including temporary relief teachers, are informed about students with an exemption.
- Model appropriate use of mobile phones and support school staff to do the same. Support families to understand the importance of promoting safe, responsible, and respectful use of mobile phones to their children.
- Report and respond to incidents of inappropriate or illegal use of personal devices in line with department policy and procedures and any legal requirements.

School staff

- Deliver learning opportunities and maintain a safe and productive learning environment. Take steps to minimise distractions from the non-educational use of personal devices in the learning environment.
- Respond to instances of non-compliance in line with the school's policy.
- Report and respond to incidents of inappropriate use of personal devices in line with department policy and procedures and any legal requirements.
- Ensure students who are given permission to access their personal device use it appropriately and only for the specified purpose, and store their personal devices away after the exempted activity has concluded.
- Consider and approve, at discretion, temporary exemptions in line with the conditions outlined in this policy.
- Make sure that any student personal devices handed in for their care are stored in a secure location and are returned to the student (or their parent) by the end of the same school day.
- Model appropriate use of mobile phones and support families to understand the importance of promoting safe, responsible, and respectful use of mobile phones to their children. Use mobile phones for work-related/emergency purposes only when students are under their care.

Students

- Comply with the requirements of this policy and follow all reasonable directions from the principal and school staff.
- Switch all personal devices off, or into flight mode, on arrival at school each day and store it away as specified in this policy.
- If permitted to use a mobile phone or personal device in line with an exemption under this policy, do so in a safe, responsible, and respectful way and support peers to do the same.
- Communicate respectfully with others and do not use a mobile phone or other personal device to bully, harass, or threaten another person.
- Respect others' rights to privacy and do not take photos, film, or audio records of other people without their knowledge or permission.
- Notify a school staff member as soon as possible if feeling unwell or experiencing any other issues at school. Use the school's sign-out processes in all cases where requiring early collection from school.

Parents

- Support the school's implementation of this policy, including the consequences for non-compliance.
- Encourage their child not to bring a personal device to school unless necessary. Understand that the department does not provide insurance for accidental loss or damage to personal property that is brought onto school grounds (however, claims may be met under the department's public liability insurance where



the loss or damage can be attributed to a negligent act or omission on the part of the school – the school will contact the department for advice if this may be the case).

- Use the school's formal communication channels in all instances to communicate with the school or to make contact with their child during school hours (including where a student requires early collection from school). Encourage their child to always report to a school staff member in the first instance if they become unwell or experience an issue at school.
- Recognise the important role they play in supporting their child to use their mobile phone (or other personal device) in a safe, responsible, and respectful way

Supporting links

- Department for Education <https://www.education.sa.gov.au/policies/pdf/student-use-of-mobile-phones-and-personal-devices-policy.pdf>
- Code of Conduct <https://rmsc.sa.edu.au/wp-content/uploads/CODE-OF-CONDUCT-RMSC.pdf>
- Anti-bullying and Harassment Policy <https://rmsc.sa.edu.au/wp-content/uploads/BULLYING-HARASSMENT-1.pdf>
- Learning Technology Policy <https://rmsc.sa.edu.au/wp-content/uploads/LEARNING-TECHNOLOGY-POLICY-1.pdf>

Communication and review

This document has been created based on the framework provided to all school by the Department of Education. Additional consultation has been carried out with all students through the Roma Mitchell Secondary College Student Representative Council, consultation with RMSC staff, discussion with leadership and parents via the school Governing Council. Review of this policy will involve additional consultation with students, staff and parents at that time.

This policy can be accessed on the school's Intranet and website.

Questions, concerns, and further information

This policy has been implemented by the school in line with the Department for Education's 'Student use of mobile phones and personal devices policy'. You can find more information about this policy, and links to further resources for parents about personal devices and online safety, on the department's website: [Mobile phones and personal devices at school \(education.sa.gov.au\)](https://www.education.sa.gov.au/mobile-phones-and-personal-devices-at-school).

If you have any questions or concerns about the department's policy, you can contact the department at:

Email: education.customers@sa.gov.au or submit an [online feedback form](#)

Phone: Free call: 1800 088 158

Please contact the school directly to discuss the possibility of an exemption if your child has exceptional circumstances as outlined in this policy.



UNIFORM POLICY

PURPOSE

All students wear full school uniform. It promotes pride in presentation, supports equity principles and allows staff to provide care to students who are immediately recognisable as Roma Mitchell Secondary College students. This decision has been ratified by the Governing Council.

PREFACE

Roma Mitchell Secondary College uniforms are provided by Uniform Management Services (UMS). While the contract with UMS provides a convenient and value-for-money outcome to the school community, parents do have the option to purchase non logo uniform items from any other supplier, providing that the uniform items are exactly the same as the items identified within the school's uniform policy.

All members of the school community work in partnership to support students in the wearing of the school uniform.

A student shall wear the full and correct uniform when on school grounds, travelling to and from the school and at all school organised activities such as graduation ceremonies, unless informed otherwise by the staff member(s) responsible for the activity.

A student shall wear the school sports uniform only when engaged in sporting activity. The sports uniform shall not be worn to and from school, even when a student has a sports class as the first or last lesson of the day.




Accommodations made in variation to the uniform can be considered as part of a documented One Child One Plan, Negotiated Education Plan (NEP) or Health Care Plan. These cases will be considered on an individual basis. Contact the Head of Campus if necessary to discuss.

Parents and Caregivers are encouraged to contact the School Business Manager or Head of Campus if provision of uniform causes financial hardship.

For cultural and medical exemptions that apply to any part of the uniform please refer to the section within the policy titled "Exemptions To Aspects Of The Uniform Policy".

SCHOOL COLOURS

The School colours are navy, grey and white.

Co-Education Campus	Red	
Girls' Education Campus	Purple	
Special Education Campus	Blue	



ALL CAMPUS UNIFORM

Item	Terms 1 to 4
Skirt	Navy with vertical stripes (length below the knee)
Dress	Short & long sleeve. Navy with vertical stripes and campus colour trim Red trim Co-ed and Purple for Girls'. Length below the knee.
Shorts 2 styles	Charcoal grey (length at the knee or below)
Pants 2 styles	Charcoal grey
Shirts	White shirt or long or short sleeve with logo and campus colour
Jumper	Navy with campus stripe and logo
Year 12 Jumper	Specialised Jacket or Rugby top
Cardigan	Navy with campus stripe and logo
Puffer Jacket	Navy with logo
Blazer	Navy with grey trim and logo

SPECIAL CAMPUS ADDITIONS

Item	Terms 1 to 4
Windcheater	Navy with logo (Special Campus ONLY)
Polo Top	Navy with campus colour piping and logo (Special Campus ONLY)

PHYSICAL EDUCATION AND DANCE UNIFORM

Item	Terms 1 to 4
Sports Polo	Navy with white piping short or long sleeve with logo
Sports Shorts	Navy with white piping and logo
Sports Jacket	Navy with white piping and logo (optional)
Sports Track Pants	Navy with white piping and logo (optional)
Leggings	Navy legging with RMSC Logo



ALL STUDENTS AND ACCESSORIES

Accessories	Terms 1 to 4
Socks	Navy knee high or mid-calf (worn only with dress and skirt)
Socks	Charcoal grey mid-calf (worn only with shorts and pants)
Tights	Navy (worn only with dress and skirt)
Backpack	Navy with logo
Neck scarf	Navy or white with logo (optional)
Tie	School colours stripes (optional)
Hat	Navy cap or bucket hat with printed logo (optional)
Belt	Black (optional)
Not supplied by UMS*	
Shoes*	Formal black leather or leather look with laces
Head Scarf*	Plain white or navy
Hair Accessories*	Plain white or navy (optional)

SPORTS ACADEMY

Year 7-12 students enrolled in the Sports Academy will be required to purchase a specialist sport uniform. Details about these uniform requirements are available from the Assistant Principal, Sports Academy.

SENIOR STUDENTS – YEAR 12 JACKET OR RUGBY TOP

Year 12 students are permitted to wear the Year 12 jacket or rugby top which has been approved by the Governing Council.

JEWELLERY, MAKE UP AND BODY ART

Discrete jewellery that ensures the personal safety of our students is acceptable. The school understands that jewellery of cultural significance or sentimental value are important to some students and these can be worn under the school uniform, providing they are not visible at any time.

Medic Alert jewellery is exempted. Watches are an acceptable addition to the school uniform.

Hair dyed an unnatural colour is discouraged as we are preparing students for professional expectations.

MISCELLANEOUS

Additional clothing items worn under the uniform must not be visible.

Pants, shorts, skirts and shirts are not to be rolled up and socks are not to be rolled down.



PROTECTIVE CLOTHING

We provide a safe learning environment. We value safety guidelines specified by the Department for Education, Department of Industry and the Work, Health and Safety Act. Guidelines regarding clothing, footwear and eye protection are explained to students attending practical courses.

RMSC acknowledges that excessive exposure to the sun can cause irreparable and potentially life-threatening damage to the skin, eyes and other bodily tissues. For this reason, RMSC has included a hat in the school uniform and sports uniform.

Students are encouraged to wear the school uniform hat when outdoors and when participating in outdoor sports for PE and school sport. Sunscreen will be made available to students by their Health and Physical Education (HPE) teacher and students are encouraged to wear it throughout the year.

Within buildings, headwear is to be removed unless required to be worn for cultural or religious reasons.

REQUEST FOR CHANGES TO THE SCHOOL UNIFORM

Any request to change the school uniform, including the way in which it is worn by students, must be made in writing to the Principal of RMSC or the Chairperson of the Uniform Committee, or by tabling proposed changes at a meeting of the Uniform Committee. Students are encouraged to make the request to change the school uniform via their student representative on the Uniform Committee. This does not include souvenir items that are developed to celebrate special events such as the Year 12 Graduation.

The request will be discussed by the Uniform Committee and if justified, consultation will be undertaken by the Uniform Committee with all parties affected by the change, such as, students, parents, staff of the school and external authorities or bodies as required. Once the consultation process is complete the Uniform Committee will advise the Governing Council of its deliberations.

EXEMPTIONS TO ASPECTS OF THE UNIFORM POLICY

The Principal may exempt a student from aspects of the uniform policy upon receipt of Uniform Policy Exemption Application from the parent or caregiver. The Principal will give due consideration to the request for an exemption. In making the decision, the Principal will have due regard for issues of culture and ethnicity, religion, financial hardship, genuine medical circumstances and/or any other additional circumstances that the Governing Council may determine from time to time.

If the decision is not to grant an exemption, the parent will be advised in writing of the decision. If the parent remains dissatisfied with the decision, they should seek clarification from the Principal.

EXEMPTIONS TO WEARING THE SCHOOL UNIFORM

EVENTS

Students participating in Sports Day are permitted to wear:

- a sun safe house colour T-Shirt or Polo Top that has short or long sleeves
- the PE or Specialist Sport sports shorts or track pants
- white or house colour sports socks and sports shoes
- house coloured accessories



House colours are Red (Lee), Green (Florey), Yellow (Nicholls). Students will be advised which house they belong to soon after joining the school.

An acceptable standard of dress applies to Sports Day and relevant school events eg harmony day (that is, bare mid-riffs, singlets, short shorts or revealing clothing is unacceptable).

NON-COMPLIANCE WITH THE ROMA MITCHELL SECONDARY COLLEGE UNIFORM POLICY

Non-compliance with the RMSC Uniform Policy will be dealt with by the Principal or their nominee, and will involve strategies such as positive reinforcement, advice on responsible behaviour, provision of temporary clothing, private dialogue with the student and the parent(s) involved, and verbal or written warning(s).



ATTENDANCE POLICY

SCHOOL ATTENDANCE AND THE LAW

Attendance at school is compulsory. The Education and Children's Services Act 2019 states that all children must attend school from 6 until they turn 17. This could be in a school or an approved learning program.

Parents or legal guardians (carers) can be prosecuted if they do not make sure their child goes to school. This can mean being fined or getting a criminal conviction.

THE DEPARTMENT'S ATTENDANCE POLICY

The South Australian Department for Education's [Attendance Policy](#) guides the responsibilities of the whole school community to make sure that children and young people attend school. This includes school staff, parents, carers and students.

Schools work with their community to develop positive attendance habits. This starts from the earliest years. They do this when they provide a safe, inclusive and culturally respectful environment. They use effective and consistent local practices to monitor and manage absences.

STUDENTS AT RISK FROM MISSING SCHOOL

Students can be away from school for many reasons. Schools use categories to identify children and young people at risk. We make sure that appropriate follow up and support is provided.

- **Habitual non-attendance:** a student has 5 to 9 days absent in a term for any reason.
- **Chronic non-attendance:** a student has 10 or more days absent in a term for any reason.

HOW WE IMPLEMENT THE DEPARTMENT'S ATTENDANCE POLICY

At Roma Mitchell Secondary College our attendance practices align with the department's attendance policy.

We support student attendance when we:

- promote the importance of education from the earliest years of life and throughout school
- assess patterns of non-attendance and develop ways to address this
- actively engage and include all children, young people and their families
- provide support to address the barriers to attendance, learning and wellbeing
- monitor attendance to make sure progress is documented and supports are in place
- evaluate the need for further or ongoing support and referral for additional support.

We use data to create our attendance improvement plans. This is in partnership with our community. Our plan includes the actions we will take to make sure all students can attend school.

ROMA MITCHELL SECONDARY COLLEGE'S ATTENDANCE EXPECTATIONS

School starts at 8.45 am each day and finishes at 3.15 pm.

Sometimes it's different:

- Wednesday Afternoon 2.20pm dismissal

A parent or carer must provide an explanation if their child is late or has to leave early. This explanation must be provided to Student Services prior to signing out.



ATTENDANCE RESPONSIBILITIES

Everyone has a role to make sure students attend school all day, every day.

STUDENTS

- Attend school every day the school is open unless they are ill or have an approved exemption.
- Arrive at school and to all lessons and activities on time.
- Participate positively in all learning activities.
- Report to student services if they arrive late or leave early. A parent or carer may be contacted.

Note: a student's age and circumstances affect the level of responsibility.

PARENTS AND CARERS

- Make sure their child attends school every day the school is open, unless they are ill or have an approved exemption.
- Be responsible for their child's travel to and from school.
- Make sure their child arrives at school on time, between 8.30 am and 8.45 am.
- Provide their child's school with up-to-date contact details.
- Provide the school with a reason if their child is absent, late or leaving early. The same day if possible.
- Provide a medical certificate or written explanation if their child is ill for 3 or more days in a row.
- Make appointments outside of school hours if possible. For example dentists or National Disability Insurance Scheme (NDIS) providers.
- Monitor their child's attendance and classwork through Daymap and in communication with the Yungkurinthe Marni teacher. Help their child to meet deadlines and catch up if needed.

TEACHERS AND LEADERSHIP TEAM

- Make sure all parents and carers are aware of attendance expectations, policies and procedures.
- Accurately record each absence, late arrival or early departure with the appropriate code.
- Contact parents or carers if there is no explanation for an absence, or a pattern of absences.
- Document contact with parents and carers about absences, including attempts to contact.
- Request a medical certificate from parents or carers if needed.
- Consult with the local Student Support Services if needed. For example Social Work, Truancy.
- Make notifications about chronic non-attendance (via the Child Abuse Report Line – [CARL](#)) guided by Responding to Abuse and Neglect – Education and Care ([RAN](#)) training and the [Mandatory Reporting Guide](#).
- An automated text message is sent to the parent or carer on the day their child is absent, through Daymap. A notification to parents will occur when students arrive late.
- Work in partnership with parents and carers to actively engage their child so that they are ready to learn.

AUTHORISATION OF EXEMPTIONS

In some circumstances, the principal has authority to approve an exemption from school. This can be for up to 1 month. It can also be for up to 12 months for a family holiday.

Before asking for an exemption, families should talk to a site leader. Students must attend school until an exemption is approved.

Our school requires an exemption for absences more than 3 school days in a row. This does not include illness. Parents or carers must apply in writing. The principal will advise them in writing of their decision. A copy is kept in the student record folder. Forms are available from Student Services in each campus.

Exemptions of more than 1 month (excluding holidays) must be approved by the department's central office.

Note: Exemptions are counted as student absences from school.

