

# Mickleham Secondary College

## Student Wellbeing and Engagement



### Help for non-English speakers

If you need help to understand the information in this policy please contact the main office

### Purpose

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Mickleham Secondary College is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

### Scope

This policy applies to all school activities, including camps and excursions.

### Contents

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

## Policy

### 1. School profile

Mickleham Secondary College opens in January 2023 and is located in Mickleham, approximately 39 kilometres north of Melbourne.

In its first year of operation, Mickleham Secondary College will be able to enrol up to 800 students. The school will open to Year 7 students only, and progress by year level thereafter. Once all stages are completed, the school will accommodate 1,200 students.

Mickleham Secondary College is located in a new residential estate on an expansive 20 hectare site, next door to the newly opened Merrifield Recreation Reserve. Our school is surrounded by an engaged, vibrant, supportive community. Mickleham Secondary College will develop close ties to the local community, with strong support from local organisations and community services.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

### 2. School values, philosophy and vision

Mickleham Secondary College's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of achievement, respect, community and honesty at every opportunity.

**Achievement** reflects the purpose of education in that, all students should be aiming to achieve their personal best. Recognising that our own achievement will look different to others. Achievement means that students maintain a focus on their learning, improving their skills and knowledge and achieving their personal best.

**Respect** means being respectful to ourselves and one another. We value individual differences. Maintaining a positive attitude and behaviour towards others also allows us to become role models.

**Community** is built through everyone working together to support one another. We value our school community and the wider community. We aim to build a sense of belonging, pride and positivity within our community.

**Honesty** is important to develop and ensure we are truthful, trustworthy and live with our values in mind. This involves being responsible and having integrity.

#### **Vision**

At Mickleham Secondary College our vision is to co-create an inclusive, supportive learning community where students strive to achieve their best.

#### **Mission**

Mickleham Secondary College's mission is to make a difference to each individual and provide them with the best opportunities for their future.

### 3. Wellbeing and engagement strategies

Mickleham Secondary College has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

#### Universal

- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, Parent Survey data, Student Management data and school level assessment data
- deliver a broad curriculum including VET programs, VCE and VPC to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Mickleham Secondary College adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's values of Achievement, Respect, Community and Honesty are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including form group meetings, Student Leadership meetings and Peer Support Groups. Students are also encouraged to speak with their wellbeing teachers or leadership team whenever they have any questions or concerns
- all students are welcome to self-refer to the Student Wellbeing Team, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as Respectful Relationships
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities).

#### Targeted

- each year group has a Year Group Leader/Coordinator, a senior teacher responsible for their year, who monitors the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our Action Plan
- Aboriginal Learning, Wellbeing and Safety for further information
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school by developing positive engagement and relationships with feeder primary schools and supporting strong transition programs. Engagement and relationships with families to provide a supported learning environment is key.
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#)
- all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#), including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma
- all students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Mickleham Secondary College assists students to plan their Year 10 work experience, supported by their Career Action Plan

### Individual

Mickleham Secondary College implements a range of strategies that support and promote individual engagement. These include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an [Individual Learning Plan](#) and/or a [Behaviour Support Plan](#)
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  - school-based wellbeing supports
  - [Student Support Services](#)
  - Appropriate external supports such as council based youth and family services, other allied health professionals, [headspace](#), child and adolescent mental health services, Orange Door or ChildFirst
  - Re-engagement programs such as [Navigator](#)

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Education Support Officers
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - with other complex needs that require ongoing support and monitoring.

#### **4. Identifying students in need of support**

Mickleham Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Mickleham Secondary College will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance and suspension data
- engagement with families
- self-referrals or referrals from peers.

#### **5. Student rights and responsibilities**

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values and School Philosophy highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

## **6. Student behavioural expectations and management**

Behavioural expectations of students are grounded in our school's Statement of Values and School Philosophy.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

At Mickleham Secondary College our approach to student and classroom management is based on the values of mutual respect, personal and collective responsibility and School Wide Positive Behaviour principles. We hope to encourage teachers and their classes to develop positive and productive relationships, in which issues may be identified and resolved collectively and in which individuals recognise their responsibilities.

When a student acts in breach of the behaviour standards of our school community, Mickleham Secondary College will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard and an opportunity for growth.

See **Appendix A** for Principles of Classroom Management Procedures

See **Appendix B** for School wide positive approach to encourage expected behaviours

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

The Principal of Mickleham Secondary College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

## **7. Engaging with families**

Mickleham Secondary College values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

## 8. Evaluation

Mickleham Secondary College will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS.

Mickleham Secondary College will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

## Communication

This policy will be communicated to our school community in the following ways:

- available publicly on our school's website
- included in staff induction processes
- included in transition and enrolment packs
- included as annual reference in school newsletter
- made available in hard copy from **General Office** upon request.

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

## Further information and resources

- The Department's Policy and Advisory Library (PAL):
  - [Attendance](#)
  - [Student Engagement](#)
  - [Child Safe Standards](#)
  - [Supporting Students in Out-of-Home Care](#)
  - [Students with Disability](#)
  - [LGBTIQ Student Support](#)
  - [Behaviour - Students](#)
  - [Suspensions](#)
  - [Expulsions](#)
  - [Restraint and Seclusion](#)
- Related Policies:
  - Child Safety Policy
  - Bullying Prevention Policy
  - Inclusion and Diversity Policy
  - Statement of Values and School Philosophy
  - Complaints Policy
  - Duty of Care Policy

---

Approval Date:	November 2022	Document Title:	Student Wellbeing and Engagement
Date for Review:	July 2023	Document Owner:	Lian Davies Principal
Previous Version:	November 2022	Document Editor:	Lian Davies Principal

---



## APPENDIX A

### Principles of Classroom Management Procedures

At Mickleham Secondary College our approach to student and classroom management is based on the values of mutual respect, personal and collective responsibility and School Wide Positive Behaviour principles. We hope to encourage teachers and their classes to develop positive and productive relationships, in which issues may be identified and resolved collectively and in which individuals recognise their responsibilities.

#### Have Agreed Behaviour Expectations

It may take time with each class, but if expectations of conduct are agreed on, poor behaviour can always be referred back to these and the effect on everyone else, promoting ownership and group responsibility. These behaviours should protect students' rights (e.g., the right to learn).

#### Be a Calm Adult

Situations in the classroom can be stressful. Acknowledge that you are not at the most rational when stressed and will not make decisions that promote the most effective results. Follow a standard system and be consistent.

#### Separate the Behaviour from the Individual

If an adolescent feels personally rejected by their teacher, they may not have the emotional maturity to avoid antagonism. All students will make mistakes that teachers may need to address. Try to ensure that the language used focuses on what is wrong or what has happened. Avoid the implication that the student is 'defective'. Issues should be about the behaviour, not the individual.

#### Keep the Student in their 'Adult'

Sometimes students may try to drag you into a 'discussion' which places you as the (responsible) adult and them as a child (no responsibility). This dynamic is unproductive and does not teach students to take responsibility for their actions. Calmly and consistently expect students to justify behaviour and issue appropriate consequences when required. The student will be forced to revert to an adult frame of mind.

#### Rewards Work Better than Punishment

Poor behaviour makes us angry and propagates a desire to punish. This is understandable, but less productive than rewarding effort (not the behaviour). Effort-Reward system e.g., when challenging students say something nice, promote better behaviour patterns and greater levels of responsibility than punitive measures. Effort-reward systems take time to devise and implement but save time throughout the year. They also save stress. It should, however, be the aim to reduce the need to reward-for-effort.

#### The Best 'Technique' is a Strong Relationship

A productive and cooperative classroom environment relies on positive relationships. Adolescents learn best from an adult whom they recognise as having positive feelings towards them. Recognising positive effort and minimising the attention paid to negative behaviours has an overall effect on the whole class and particularly on more challenging students. Learning about your students' personal lives builds goodwill which can, when required, be drawn upon. No-one outside your classroom can solve your student management issues – they can only draw on their own relationship with each student you send to them, which doesn't alter the situation for you.

## APPENDIX B

### School wide positive approach to encourage expected behaviours

#### OUT OF UNIFORM

- Each staff member to request uniform pass from student at the start of class.
- Staff to make initial request with student to confiscate item of non uniform. If student does not comply, staff not to enter into argument with student. Staff to log on Compass if student refuses to follow instruction. Student Coordinator to follow up at next available opportunity.
- Any out of uniform headwear to be removed and confiscated by teacher.
- Hoodies to be removed and confiscated.
- Students completely out of uniform to be sent home. If parents unable to pick up, student to be withdrawn for remainder of day.

<u>OCCASION</u>	<u>OPPORTUNITY FOR GROWTH</u>
-----------------	-------------------------------

1st	Present to General Office on arrival to school, uniform pass issued
2nd	Uniform pass issued, parents contacted by student coordinator or form teacher.
3rd	Uniform pass issued, parents contacted by student coordinator.
4th	Case managed to individual by student coordinator.

#### MOBILE PHONES

- Student given the opportunity to lock phones securely in locker/storage area at the beginning of the school day.
- Staff to make initial request with student to confiscate phone. If student does not comply, staff not to enter into argument with student. Staff to log on Compass if student refuses to follow instruction. Student coordinator to follow up at next available opportunity.
- Phone to be confiscated.
- Students refusing to follow instructions and hand phone over to be sent home. If parents unable to pick up, student to be withdrawn from class for remainder of day.

<u>OCCASION</u>	<u>OPPORTUNITY FOR GROWTH</u>
-----------------	-------------------------------

1st Parents to	Taken, stored in House lockers/storage area, and collected at the end of the day. be contacted by student coordinator
2nd occur	Taken and parents contacted to collect by student coordinator. Parent meeting to with coordinator to discuss school expectations.

#### STUDENT ATTENDS CLASS WITHOUT REQUIRED MATERIALS (WITHOUT REASONABLE EXCUSE)

<u>OCCASION</u>	<u>OPPORTUNITY FOR GROWTH</u>
-----------------	-------------------------------

1st (pens/paper)	Warning and parent notification by classroom teacher via Compass. Materials on loan from classroom teacher.
---------------------	--

2nd from arranged by	Parent notification arranged by classroom teacher. Materials (pens/paper) on loan teacher. Laptop loaned from Resource Centre if necessary. Parent meetings classroom teacher if required.
3rd from arranged by	Parent notification arranged by classroom teacher. Materials (pens/paper) on loan teacher. Laptop loaned from Resource Centre if available. Parent meetings classroom teacher if required.
4th	Case managed by student coordinator.

### STUDENTS LEAVING SCHOOL GROUNDS (without permission/authorisation)

<u>OCCASION</u>	<u>OPPORTUNITY FOR GROWTH</u>
-----------------	-------------------------------

1st notified.	Students escorted back to school grounds. Teacher to log on Compass. Parents notified.
2nd notified.	Students escorted back to school grounds. Teacher to log on Compass. Parents notified. Students to complete community service during lunch time.
3rd notified.	Students escorted back to school grounds. Teacher to log on Compass. Parents notified. Students to complete supervised community service after school.
4th	Parent meeting to discuss safety concerns and school expectations.

### PHYSICAL ALTERCATIONS/FIGHT

Suspension via Principal consultation.

- At any time a serious breach of school rules may result in a Behaviour Review Conference where expulsion will be considered.

### OPPORTUNITY FOR GROWTH

- Referral to Wellbeing Team for mediation and/or other alternative programs