

Montmorency Secondary College

**Student Engagement
&
Well-Being Policy**

**Produced in Consultation
With the College Community**

**To be read in conjunction with
*Effective Schools are Engaging Schools –
Student Engagement Policy Guidelines***

February, 2010

Amended November 2014

**Principal: Victoria Baxter
School Council President: Colin Baker**

(Ratified by School Council on 16/6/10)

Table of contents

Introduction	3
1 School profile statement	4
2 Whole-school prevention statement	5
3 Future Improvement Strategies	9
4 Rights and responsibilities	12
5 Shared expectations	22
6 School actions and consequences	23
7 References	25

Introduction

Definition:

Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

Behavioural engagement refers to students' participation in education, including the academic, social and extracurricular activities of the school.

Emotional engagement encompasses students' emotional reactions in the classroom and in the school and measures a students' sense of belonging or connectedness to the school.

Cognitive engagement relates to a students' investment in learning and their intrinsic motivation and self-regulation.

Rationale

The Department of Education and Early Childhood Development (DEECD) is committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian schools. These students can only reach their full educational potential when they are happy, healthy and safe, and when there is a positive school culture that is fair and respectful to engage and support their learning.

Purpose

The purpose of this policy is to relate to and be consistent with the DEECD document, *'Effective Schools are Engaging Schools: Student Engagement Policy Guidelines'*, in areas such as the encouragement of educational achievement and excellence, prevention of absences and inappropriate behaviour:

Key Focuses:

- To foster a healthy school culture in which high levels of achievement take place within a positive social environment through engagement
- To provide students with a safe learning environment where the risk of harm is minimised and students feel physically and emotionally secure
- To provide support mechanisms, based on procedural fairness, in individual circumstances when a student begins to disengage from their learning, when regular attendance is not consistent or positive behaviours are not demonstrated
- To maximise student learning opportunities and performance through engagement
- To provide genuine opportunities for student/parent participation and student/parent voice
- To build a school environment based on positive behaviours and values
- To provide prevention (cognitive, behavioural and emotional) and intervention strategies, based on procedural fairness, for all students at risk

1 School Profile Statement

Montmorency Secondary College is a single campus Year 7 to Year 12 school situated 20 kilometres north east of Melbourne.

The College is set in a parklike environment with attractive gardens, two large courtyards, and extensive recreational areas around the perimeter of the main buildings. The College shares sporting facilities, including ovals and an athletics track, with the local community. The College enjoys very good facilities including a gymnasium, three tennis courts, four computer laboratories, nine computer pods, a 420-seat auditorium, and a refurbished Food Technology Centre and Library. All classrooms are heated, and the portable complex and computer laboratories are air-conditioned. The majority of permanent classrooms were upgraded in 2006. Our portable complex has recently been moved and upgraded, in readiness for the construction of a new basketball stadium on the northern boundary of our College site.

Montmorency Secondary College has an educational philosophy that challenges individual students to develop their full personal and academic potential, as expressed in the school motto “Pride in achievement”.

The College Strategic Plan (2007 – 2010) states our purpose as “Montmorency Secondary College encourages members of the school community to achieve their personal best in an environment that promotes excellence and responsibility and recognises individual differences”. The College Values we live by are Courage, Friendship, Achievement, Trust, Happiness and Teamwork.

All programs and the organization of the school – the Sub-Schools, Transition Program, Home Group and Pastoral Care program are underpinned and guided by this purpose statement. The school population in 2008 was approximately 920 students and 68 teachers. Almost 95% of the students at Montmorency Secondary College were born in Australia. Approximately 3% of our students come from a home where the main language spoken at home is not English.

2010 is Montmorency’s year of school review where the College assesses its achievements against the goals stated in the 2007-2010 Strategic Plan and the achievement milestones of the Annual Implementation Plan. This internal assessment is externally and independently scrutinised and verified and the future Strategic Plan (2011-2014) will be planned, developed and implemented by the end of the year. It is extremely opportune that the implementation of this “Student Engagement and Well-being Policy’ coincides with the College review process. With a year to review, refine and analyse its successes and where room for improvement can be affected, this policy will form an integral component of the Student Engagement section of our new Strategic Plan.

2 Whole-school Prevention Statement

In terms of overall student engagement our student connectedness to school data continues the slight decline pattern of the previous two years.

However, if we look closely at the individual year levels there are anomalies. Our Year 9 figures from our “Attitudes to School Data” were quite low, masking the general improvement across other levels. It is worth noting that the college implemented its new Year 9 SWISH (Success With Inspiration, Skill and Hard Work) program in 2008 because of the poor response by the same cohort of students when they were in Year 8 the previous year. The “Attitudes to School” survey is held early in Term Two every year and we did have a number of administrative teething programs with SWISH. These may have impacted on student’s perceptions at the time. An internal survey of the program towards the end of the year was far more positive. In 2009 SWISH underwent some minor modifications, however, in 2010 SWISH has been significantly modified including a very detailed course outline and activities and a camp that very much emphasises student-centred, project based learning.

The College has a full time Student Wellbeing Coordinator who works in conjunction with the sub-schools to identify and respond to student needs for social and emotional support.

The College continues to evaluate its programs and make changes that were both appropriate and responsive to student input and needs based on data analysis, student attitude responses and the changing educational context.

We have continued to refine our electronic roll marking system but our processes still need to be more consistent to further improve and track student absence and in particular, those students identified ‘at risk’ through unsatisfactory or sporadic attendance.

The Sub-school coordination team structure, pastoral care program, home group support and effective student welfare provision continue to enhance a high level of student morale and well being in the school environment. This undergoes constant review and refinement and a continuing strengthening of the Sub-school Co-ordination Teams.

Key improvement strategies and significant activities to reduce student absence and improve student engagement and well being have included:

- Alpha (beginning of year), Omega Plus and Summer School (end of year) programs further enhanced and developed. These programs include special focus on student goals and relationships, and the Alpha program remains a pivotal component of the successful Year 7 transition process
- As an integral part of the Omega program, the Year 9 City Experience, which alternates with the Year 9 Camp in December (2008-2009), continues to be highly effective in engaging students in meaningful educational programs particularly now in the revised SWISH program both activities are conducted during the year (2010) as an integral component of the new program.

- A compulsory Summer School Program introduced in 2008, reviewed and refined in 2009, has become an important component of the College educational program to address the needs of underperforming students at Year 7, 8 and 9 was also successfully trialled in this structure, targeting disengaged students. The rest of the cohort of Years 7, 8 and 9 commence a 'head start' program for the following year of study.
- At Year 9 in 2008 a new program called SWISH was introduced and now operates in 2010 as was a new approach to Mathematics teaching with a system of rotating teachers. We expect to see the full effects of these developing programs this year with further modifications after review will be implemented.
- In 2008 the Student Leadership Program was enhanced by the appointment of a new Leading Teacher for Student Leadership and Engagement who has introduced a more inclusive structure of student leaders. There is now greater emphasis on student led whole school assemblies and events as well as a greater 'student voice' in important school forums. This program was expanded and enhanced in 2009, including a highly successful Rock Eisteddfod and continues in 2010 as an extremely successful program.
- Co-curricular programs, camps and tours continue to be well-supported and popular with students. As well as the annual Year 7 and Year 9 camps, highlights in 2007/2008 included the Borneo Sustainable Rainforest Tour, the KSKK Japanese exchange program and our annual Music Program camp. Other programs include bi-annual tours to Noumea for the French language students and the Space Camp to USA. Students are encouraged to participate in the Homework and Science Clubs and be part of the Debating, Chess and Sporting programs. All these programs have grown, been enhanced and expanded in 2009-2010. The Year 9 revised camp and the Borneo Rainforest tour are just two of the enrichment activities made available to students.

Senior School (Years 10 – 12)

- The College has developed a range of targeted strategies to encourage students to set challenging and positive goals. These strategies include the provision of teaching programs that develop goal congruence and career planning such as the Year 9 Careers and Work Experience Preparation Program and the Year 10 Decisions Program. Students at Year 11 and 12 are involved in a more individualised program that is tailored to their specific needs and involves the use of programs that encourage individual and consultative reflection, as well as access to forums that inform and empower students in their individualised decision making and goal setting for possible future pathways. This is currently effectively operating in 2010 and with further review and refinement beyond.
- These programs enable students to develop appropriate pathways through the middle and senior years of school into further education, training and employment.

We also develop student transition processes and links with the community at the Senior School through our continued involvement with Careers and VET Cluster Networks, Banyule Nillumbik LLEN and the Northern Region MIPs and transition initiatives.

Senior School programs continue to include VCE and VCAL programs involving TAFE, Career Expo's and Transition Programs such as the Year 12 Transition Day and the

Tertiary Information Event and a tour of our local university, La Trobe. We also run Careers Workshops in own internal programs such as the Alpha & Omega Programs.

The Post Compulsory Pathways Coordinator or the Transition Officer contacts all exiting students. The great majority of students and parents contacted reported satisfaction with the pathway chosen by their student and felt they had been prepared well by the school for their chosen pathway.

VCE students are involved in relevant transition programs are that are undertaken in conjunction with University, TAFE and Apprenticeship and Job Network Providers.

During 2009, and again this year is intended, students were encouraged to take up special higher education programs that were available to Montmorency Secondary College students. The University of Melbourne selected two of our higher achieving students for the Kwong Lee Dow Young Scholars Program and who subsequently took up places at the university (2009). We continue to promote all our eligible students to this and other scholarship programs in 2010 and beyond.

Middle School (Years 7 – 9)

2009-10 school focuses included:

- To further develop and refine the student transition processes and links with primary feeder schools and the wider College community.
- The building of strong relationships and maximising engagement is a continued emphasis within the sub school in all aspects of its organisational and student management policies, protocols and overall philosophy.

The College continues to offer comprehensive, coherent programs to support students in their transition from Primary to Secondary schooling. They have also contributed to Year 7 and 8 students feeling supported and very much an integral part of the Middle School. These continuing and evolving strategies and processes include:

- The development of a Thinking Orientated approach to teaching and learning at Year 7. Establishment of a Year 7 team of teachers that were all involved in curriculum development.
- The continuation of a Literacy initiative at the College, centred upon the visiting Literacy Coach and her work with the staff as a whole, specific year levels, and individual teachers
- Establishment and continuation of programs that focus on student transition and increase the collaboration between primary and secondary teachers.
- The development of the Thinking Carnival which enables collaborative work between the secondary school students and students within our feeder primary schools.

Year 7 enrolments have declined in the past two years due to a number of contributing factors. Aggressive marketing from other schools, declining pool of the Year 6 cohort in the immediate vicinity and other community perceptions that need to be actively targeted and addressed. This is a major component of the marketing plan the College commissioned late in 2008 and is currently strategically acting upon the recommendations contained therein. These include:

- One of the recommendations implemented was the establishment of a Year 7 scholarship program in 2009 in the areas of Academic Excellence, Leadership, Sport Achievement, Community Involvement and Special Aptitude. Fifteen (15)

students gained scholarships and are attending here in 2010. The program will continue and expand to Year 9 in subsequent years.

- A program to bus cohorts of primary students into the College for 'taster' programs in Wood and Metal Technology, Food Technology, Science and other areas requiring specialist equipment and expertise.
- A stronger emphasis across the College on wearing the correct College uniform with a sense of pride in the College and the values it stands for. Year 12 students are now required to wear uniform with a 'signature' VCE jumper to act as examples as leaders of the College.

3 Future Improvement Strategies

Staff at the College worked diligently for the students and school community of Montmorency Secondary College in 2008-2009 and made significant progress towards many of the goals that were set for the year. Our core business is improving student outcomes and significant attention was again focussed on the factors most likely to have an impact on this. Student connectedness, teacher professional development, student attendance, literacy & numeracy skilling and developing quality facilities were the key components of our school improvement strategy, and they will continue to be so this year. 2010 is our year of school review, external assessment and the collaborative forging of our next College Strategic Plan (2011-2014).

We will continue to encourage student connectedness to the college by evaluating and improving existing programs that are pivotal to the building of positive student/teacher relationships. The start-of-year Alpha program has this as a main focus. It also has clear links to Student Led Conferences via student goal setting activities and it will continue to be developed and refined in 2010. This year all programs will undergo rigorous review and analysis before being incorporated in the Strategic Plan (2011-2014).

The new end of year program trialled in 2008 was continued after evaluation in 2009 and will now be run again after more modification in 2010. The Year 7 – 9 Omega Plus/Summer School program ensures that students had a meaningful educational experience right up to the conclusion of the year by commencing the following year's program in the last few weeks of Term Four. This gives them a head start to their following year's studies and maintains a degree of academic rigour until the final week of Term 4.

The 2008-2010 *Attitudes to School* survey indicated that there was still significant opportunity for improvement in relation to how students rate several categories including, student morale, student distress and stimulating learning. In 2009 this was especially apparent at the Year 9 level and particularly with our female students. The Year 9 SWISH Program that commenced in 2008 and continued in Year 9 has undergone significant modification for 2010 as previously mentioned. It will continue to be refined following extensive evaluation and we are confident that we will continuously improve the program mix to better engage and support our students at that level, targeting individualised, negotiated learning programs.

Student numbers have dropped in the last two years and, as a college, we are working very hard to identify and address areas that we can improve on. We have engaged the services of an external consultant to assist us in our self-reflection with a view to ensuring that we remain the school of choice in our local area because our community values the level of care and the high quality curriculum programs that we offer.

Our Student Attendance data clearly demonstrates that we had a positive impact overall with this improvement focus in 2008-2010. We continue to educate our students and school community on the critical importance of attending school by highlighting the issue at student assemblies, parent interviews, information evenings, and by including articles in mail outs and newsletters. Improving our attendance monitoring processes will also continue to be a key component of our attendance improvement strategy. 2009 saw the employment of two part-time Secondary Teacher Assistants to work with the Middle and

Senior schools respectively, particularly in relation to attendance monitoring and follow-up. Their employment continues in 2010 and is of immense benefit in the effective functioning of the Sub-schools.

We are focused assiduously on continuously improving our student literacy outcomes with the appointment of a Leading Teacher to head the Literacy team of the College. At the commencement of 2009, she has been working closely with our Regional Literacy Coach to develop a coherent, all-encompassing literacy program that empowers all students and staff to recognise the critical link between enhanced literacy skills and improved learning outcomes across all subjects. High quality professional development opportunities for all staff continue to be a priority, both in frequency and quality of content.

Numeracy development is also of critical importance for the College and its students. The appointment of a Leading Teacher to head the Numeracy team, commencing in 2009, has facilitated ongoing teacher professional development, awareness raising and a team-based approach to ensuring consistency and quality of delivery in the numeracy area. The involvement of the Numeracy Leader in the Nillumbik Numeracy Network Team has extended the College's connections with many Primary Schools in the Nillumbik network.

Improved VCE results are the focus of the current Strategic Plan (2007-2010) and there is still opportunity for improvement in this area, despite our results improving marginally. A 2009 Action Plan has been developed and key personnel from across the College formed a team to take responsibility for implementing it and evaluating our improvement strategies. The College was looking for continued improvement in our Mean Study Score and the % Study Scores at or above 40 in 2009 and the VCE Study Score improved 3% points. This result is a benchmark for consolidation and improvement in 2010.

Students and teachers need an appropriate environment to work in and we put significant effort into upgrading our facilities in 2008, and continued into 2009, with the opening of our new Year 12 Study Centre and Common Room, a completely refurbished Canteen and a refurbished portable complex relocated to near the Auditorium. The portables have been shifted to allow for construction of the Montmorency Community Sports Stadium, a two-court basketball stadium. Building will commence in the second half of 2010 and be completed early in 2011. All of these facilities enhance the learning environment for our students and add value to the physical resources of the College.

The College has a talented student cohort, a hard-working, professional staff and a supportive school community. We also have access to quality resources. This is a sound base from which to continue to improve student-learning outcomes. More importantly the will is there to do so. All staff are committed to continuous improvement, and there is a belief that many of the programs that we have trialled and implemented will bring long-lasting benefits to our school community.

During the Year 2010, the College intends to adopt the philosophy of Restorative Justice and to inculcate the use of restorative practices into the resolution of conflict issues in the realm of behaviour management. The concept will be introduced at the commencement of 2010 in a whole staff workshop. Following this, Sub-school Leaders and Co-ordinators will undergo further professional development and targeted training.

A self-selected professional learning team will set some S.M.A.R.T (Specific, Measurable, Achievable, Relevant, Timely) goals regarding the establishment of restorative practice as an expectation to be used, when appropriate, in teacher/student management plans and in all their approaches to conflict resolution in the College.

4 Rights and Responsibilities

3.1 Guiding Principles

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment will NOT be used at Montmorency Secondary College under any circumstances.

3.2 Equal Opportunity

The *Equal Opportunity Act 1995* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

- age
- breastfeeding
- gender identity
- impairment
- industrial activity
- lawful sexual activity
- marital status
- parental status or status as carer
- physical features
- political belief or activity
- pregnancy
- race
- religious belief or activity
- sex
- sexual orientation
- personal association (with a person who is identified by reference to any of the above attributes).

3.3 The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference.

The charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

These rights include:

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights.

All DEECD employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter, and
- Respect and promote human rights

Part of the monitoring of Human Rights will be to complete the Charter Compliance Checklist on the School Compliance web site.

3.4 Students with Disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination (DDA) Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- The nature of the student's disability
- His or her preferred adjustment
- Any adjustments that have been provided previously
- Any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

3.5 Bullying and Harassment

Rationale:

Montmorency Secondary College is committed to providing a safe and caring learning environment where bullying is not accepted. All school community members have the right to expect respect from one another; all students have the right to learn in a safe environment; all school staff have the right to work in a safe, respectful workplace.

Definition:

A person is bullied when one or more other people expose them regularly and over time to negative or harmful actions. Bullies are people who deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. This can include inappropriate, hurtful or unwanted physical, verbal, visual or sexual actions and inappropriate use of technologies or the Internet (cyber-bullying). Bullying is a clear form of harassment.

There are several types of bullying:

- **Physical** (hitting, kicking, shoving, pinching)
- **Verbal & Visual** (name-calling, teasing, graffiti or passing offensive notes)
- **Psychological** (standover tactics, gestures, staring)
- **Social** (social exclusion, rumours, putdowns)
- **Sexual** (uninvited physical, verbal or nonverbal sexual conduct)
- **Technological** (inappropriate use of personal electronic devices such as mobile phones, cameras, or video recorders)
- **Cyber** (offensive emails, SMS or inappropriate use of chat rooms, MSN, Facebook, etc.)

Aims:

- To promote a safe school environment that proactively works to develop respect & cooperation.
- To educate the school community in relation bullying, and the fact that it is unacceptable.
- For everyone in the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff, whether as observer or victim.
- To ensure that all reported incidents of bullying are followed up appropriately and that ongoing support is given to both victims and perpetrators.
- To seek parental and peer-group support and co-operation to maintain a safe school environment.

Implementation:

- Parents, teachers, students and the community will regularly be made aware of the school's no tolerance position on bullying. An explanatory pamphlet that defines bullying, its effects, and provides strategies for assistance and support will be developed and widely published.
- Teachers will be regularly reminded of their duty of care regarding protection of students and staff from all forms of bullying.

A. Proactive Prevention:

- The school community will be made aware of the school's no tolerance approach to bullying (including cyber-bullying), its characteristics, its effects on victims and the school's programs and responses via:
 - An explanatory pamphlet that is mailed to all families
 - Publication of this policy in newsletters and on the school website.
 - At the start of each year, all classroom teachers will discuss and clarify with students the school's no tolerance position on bullying, including cyber-bullying.
- Students will have access to curriculum programs and extra-curricula activities that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.
- The school will promote public recognition and reward for positive behaviour.
- A bullying survey will be administered and acted upon twice annually.
- Staff will be provided with access to professional development relating to identifying and dealing with bullying and harassment, including proven counter measures.
- The college will provide a designated safe and quiet place for students at recess and lunchtime.
- All students will be provided with individual and confidential computer and network logins and passwords. Processes will be put in place to ensure tracking of student activity on the school's computer equipment and network.

B. Early Intervention:

- The college will reinforce positive behaviours based on our school values.
- The college will actively promote a culture of awareness, early intervention and reporting by students and staff of bullying incidents involving themselves or others, as soon as an issue arises.
- Parents will be encouraged to contact the school as soon as they become aware of a problem.
- There will be regular monitoring of student traffic on school's computer networks to identify potential problems.

C. Support Structures:

- Once identified, each bully, victim and any witnesses will be interviewed by the investigating teacher and all incidents or allegations of bullying will be fully documented and considered.
- Level Coordinators and Sub-school Leaders will be informed of all cases of bullying.
- Students and staff identified by others as bullies will be informed of allegations.
- Parents of both victims and perpetrators will be contacted in all cases where bullying has been determined to have taken place.
- Both bullies and victims will be offered counselling and support. This may include support from the Student Wellbeing Coordinator (SWC).
- Level Coordinators will put in place ongoing support that includes regular check-ins with both the victim and the bully until the issue is deemed resolved.
- Depending on the outcomes of the above, a Level Coordinator may call a classroom teacher meeting or email specific staff to make them aware of instances of bullying and to request that they take additional preventative measures in their classrooms.
- If student bullying persists, parents will be contacted and consequences implemented consistent with the school's Student Code of Conduct.
- In addition to the above, cyber-bullies may be denied access to the school's network and computers for a period of time. There may also be a loss of privilege to bring a mobile phone or other device to school for any student who bullies via SMS or by misusing an electronic device.

D. Consequences:

- Consequences for students will be individually determined but may involve:
 - The requirement of a verbal or written apology.
 - Withdrawal of privileges (e.g. denial of access to personal electronic devices).
 - Coordinator's and/or Principal's detention.
 - Exclusion from class or the schoolyard.
 - Counselling from Level Coordinator, SWC or appropriate agency.
 - Ongoing monitoring of identified bullies and their victims.
 - School suspension and in extreme cases expulsion.
- Consequences for staff will be individually determined but may involve:
 - The requirement of a verbal or written apology.
 - Counselling.
 - A period of monitoring
 - Creation of a formal support group
 - Formal disciplinary action.

RIGHTS AND RESPONSIBILITIES

EVERYONE'S RIGHTS	STUDENTS HAVE A RESPONSIBILITY	THE PRINCIPAL & STAFF HAVE A RESPONSIBILITY	PARENTS & GUARDIANS HAVE A RESPONSIBILITY
<p>1. Each person has the right to feel and be safe</p>	<ul style="list-style-type: none"> • To act in a safe and sensible manner with consideration for others. This includes not setting up fights or arguments between others • To follow safety rules • To immediately report unsafe actions or situations • To behave in a sensible and safe manner on the way to and from school 	<ul style="list-style-type: none"> • To give clear instructions about appropriate safety procedures • To be aware of and observe Occupational Health & Safety Guidelines • To act in a safe manner and with consideration for others • To immediately respond to and/or report unsafe actions or situations 	<ul style="list-style-type: none"> • To support the school's policies and practice • To report any known unsafe actions or situations immediately they are aware of them • To notify the school of health problems which could affect other members of the school community • To provide for the general well-being of their children
<p>2. Each person has the right to equal opportunity.</p>	<ul style="list-style-type: none"> • To treat others with respect and equality regardless of: <ul style="list-style-type: none"> • age • impairment • lawful sexual activity • marital status • physical features • political belief • pregnancy • race • religious belief • gender • status as a parent or carer • personal association • gender identification • sexual orientation 	<ul style="list-style-type: none"> • To treat others with respect and equality regardless of: <ul style="list-style-type: none"> • age • impairment • lawful sexual activity • marital status • physical features • political belief • pregnancy • race • religious belief • gender • status as a parent or carer • personal association • gender identification • sexual orientation 	<ul style="list-style-type: none"> • To treat others with respect and equality regardless of: <ul style="list-style-type: none"> • age • impairment • lawful sexual activity • marital status • physical features • political belief • pregnancy • race • religious belief • gender • status as a parent or carer • personal association • gender identification • sexual orientation

EVERYONE'S RIGHTS	STUDENTS HAVE A RESPONSIBILITY	THE PRINCIPAL & STAFF HAVE A RESPONSIBILITY	PARENTS & GUARDIANS HAVE A RESPONSIBILITY
<p>3. Each person has a right to be accepted and treated with respect, courtesy and procedural fairness</p>	<ul style="list-style-type: none"> • To treat others with respect and courtesy • To work cooperatively with others • To listen respectfully and thoughtfully to the opinions of others • To behave in a way which allows others to learn • To be accountable for their behaviour 	<ul style="list-style-type: none"> • To treat others with respect and courtesy • To work cooperatively with others • To listen and learn from others • To explore and express relevant and thoughtful ideas and opinions • To be accountable for their professional practice • To follow classroom management plans which are fair and consistent and apply discipline in a way that is proportionate to the behaviour and upholds procedural fairness. 	<ul style="list-style-type: none"> • To treat others with respect and courtesy • To support students and the school in providing a quality education • To support actions which are taken in accordance with the school's Welfare and Discipline Policy • To sign notices and ensure they are returned to the school the following day • To contact the school when concerns arise • To provide notes explaining all student absences, lateness, being out of uniform etc • To maintain various communications with the school: <ul style="list-style-type: none"> • address and phone number changes • parent teacher interviews • relevant meetings • weekly Newsletter

EVERYONE'S RIGHTS	STUDENTS HAVE A RESPONSIBILITY	THE PRINCIPAL & STAFF HAVE A RESPONSIBILITY	PARENTS & GUARDIANS HAVE A RESPONSIBILITY
<p>4. Each person has the right to achieve their best, experience success and receive praise for achievement</p>	<ul style="list-style-type: none"> • To be prepared for classes (appropriate materials, books – especially the Student Study Planner) • To be punctual • To attend all classes and activities • To complete set work to the best of their ability • To complete all homework • To strive to achieve their best by working consistently with effort • To take up the opportunities provided by the school • To encourage and support others to achieve • To accept praise. • To acknowledge and praise others 	<ul style="list-style-type: none"> • To help students to develop their interests and abilities with effective, flexible and supportive teaching practice and meaningful work • To work to the best of their ability • To be punctual and prepared for class (planning, corrections, materials etc) • To set homework and keep clear, accurate records of student work • To inform parents of their child's academic and social progress • To inform parents of disciplinary measures taken where this Code of Conduct is breached • To keep up-to-date with professional issues and practices and use Professional Development effectively • To provide educational programs and services which cater for individual differences • To continually strive to improve professional practice and to assist other staff • To create opportunities for the members of the school community to achieve and be successful • To encourage and support effort and achievement of students and colleagues • To foster an atmosphere in which achievement is valued and rewarded • To acknowledge and praise others 	<ul style="list-style-type: none"> • To encourage their children to complete homework • To check Student Study Planners on a daily basis and ensure their children are using them effectively • To make the school aware of any difficulties or problems which may affect student development and learning • To foster positive attitudes towards education and achievement. • To provide encouragement for their children to achieve their best • To acknowledge and praise their children's efforts and successes • To attend functions which involve or recognise their children's contributions to the school when possible • To acknowledge and praise efforts made by the members of the whole school community

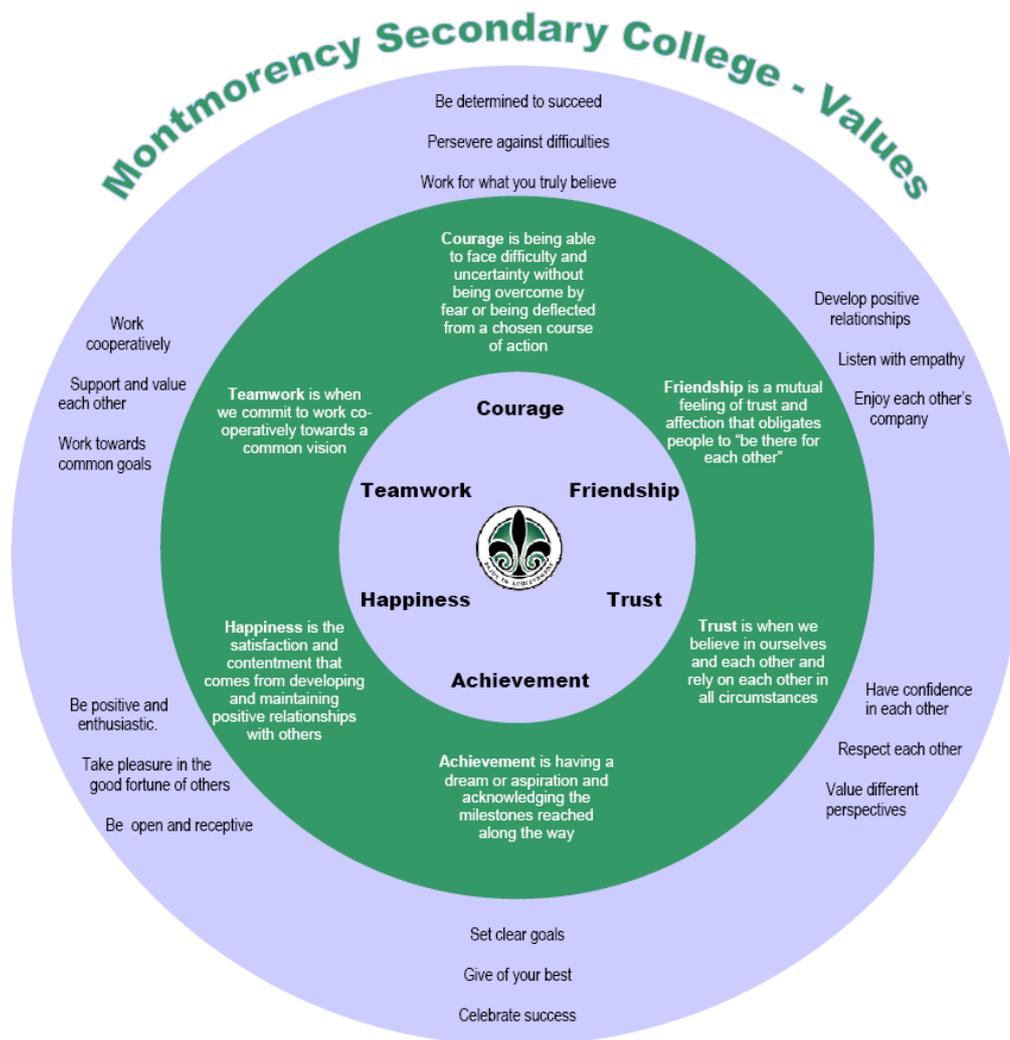
EVERYONE'S RIGHTS	STUDENTS HAVE A RESPONSIBILITY	THE PRINCIPAL & STAFF HAVE A RESPONSIBILITY	PARENTS & GUARDIANS HAVE A RESPONSIBILITY
<p>5. Each person has the right to participate in the life of the school, including relevant decision-making processes</p>	<ul style="list-style-type: none"> • To choose to participate in the school's decision-making processes • To participate in various extra-curricular activities both in and out of school hours • To let their parents know what's going on at school • To take all notices, newsletters etc., home to their parents 	<ul style="list-style-type: none"> • To participate in the school's decision-making processes and foster student, parent and community participation • To participate in and implement extra curricular activities • To implement and monitor the school's Uniform Policy • To contribute to information flows between the school, the parents and the community • To participate in Parent/Teacher interviews 	<ul style="list-style-type: none"> • To be informed about and participate in the school's decision-making processes • To support and when relevant participate in the school's extra curricular programs • To maintain close contact with the school • To ensure their children observe the Uniform Policy • To read and respond where appropriate to the school newsletter on a regular basis
<p>6. Each person has the right to have all personal and community property respected and not interfered with by others.</p>	<ul style="list-style-type: none"> • To maintain the uniform in a clean and tidy state • To care for all personal and community property • To have all personal property clearly named • Not to use property inappropriately • To keep books and lockers in good order 	<ul style="list-style-type: none"> • To promote responsible attitudes and behaviour towards property • To care for all personal and community property 	<ul style="list-style-type: none"> • To support the school's policies and practices • To ensure that all student property is clearly named and that students do not bring inappropriate property to school • To promote responsible attitudes and behaviour towards personal and community property

EVERYONE'S RIGHTS	STUDENTS HAVE A RESPONSIBILITY	THE PRINCIPAL & STAFF HAVE A RESPONSIBILITY	PARENTS & GUARDIANS HAVE A RESPONSIBILITY
<p>7. Each person has the right to a clean, tidy and attractive school</p>	<ul style="list-style-type: none"> • To use bins and dispose of rubbish properly • To care for equipment, facilities and the environment • To participate in maintaining a clean and tidy school • To avoid unhygienic habits eg. Spitting 	<ul style="list-style-type: none"> • To encourage the use of bins and facilities for handling of litter • To provide encouragement and awareness programs so students value and respect the school environment. 	<ul style="list-style-type: none"> • To promote care and concern for school equipment, facilities and environment • To encourage pride in the school

5 Shared expectations

Schools – principals, teachers and school staff

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.



Diversity in the school community

The school aims to address diversity by:

- maintaining a highly skilled, motivated and energetic workforce who are better able to meet the needs of a diverse school community
- attracting highly skilled and diverse staff making the school a preferred employer
- increasing the range of knowledge, skills and experiences available in the workforce
- enhancing the capacity for effective decision-making due to the greater diversity of perspectives and inputs
- creating more effective work teams due to increased participation levels and an increased capacity to solve problems.

6 School actions and consequences

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response that is based on the principles of procedural fairness, including:

- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student's learning program.

Broader support strategies may include:

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator, managed individual pathways or careers coordinators
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in **Effective Schools are Engaging Schools - Student Engagement Policy Guidelines**. Appendices 12 to 18 of the guidelines provide flowcharts and pro-formas for use in suspension and expulsion procedures.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges.

- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time. Where appropriate, parents/carers should be informed of such withdrawals.
- Detention - teachers may require a student to finish schoolwork that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work. Where students are required to undertake schoolwork after school, the time should not exceed forty-five minutes.
- The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.
- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

7 References

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eoo/eoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf