



# STUDENT ENGAGEMENT & INCLUSION POLICY

Produced in consultation with the school community  
to be read in conjunction with  
Student Engagement and Inclusion Guidance

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### Introduction

The college policy embeds student attendance and behaviour support within a whole school approach to student engagement. Student engagement has three interrelated components; behavioural, emotional and cognitive.

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## Focus

The Student Engagement & Inclusion Policy focuses on the following:

- Wellbeing and engagement of all students.
- Shared expectations on the rights and responsibilities of the whole school community.
- Prevention and early involvement to prevent negative behaviour and for attendance concerns.

## Aims

The Student Engagement Policy is a whole school approach that

- Promotes a positive school culture.
- Increases student wellbeing and learning
- Creates a safe environment for all
- Creates an environment where positive behaviour and learning are expected.

## School Profile statement

Mount Waverley Secondary College is an inclusive school. We affirm values which promote and foster the dignity of the individual and positive relationships. We are deeply committed to improving the school and community environment and are involved in social justice issues at a state, national and global level. Positive student, parent/ carer and staff relationships are highly valued. The college emphasises the importance of 'Community, Choice and Engagement'.

The college has a number of important values. These are;



The values and principles are;

**Integrity** – consistency between words and actions, honesty and trust.

**Learning** – Learning is a lifelong skill. Teaching and learning is at the centre of everything we do; catering for all styles of learning and offering a breadth of choice.

**Excellence** – Strive to be the best you can be, both individually and as a team. Participating and engaging with our community.

**Accountability** – Be accountable for your actions and your words; resolve your differences in a constructive and peaceful way. Contribute to your community, society and to civic life.

**Respect** – Show consideration and care for other people, property and self.

**Nurturing** – care and compassion for yourself and for others.

The college is a high demand school and achieves excellent outcomes for students. There are approximately 1800 students located on two campuses. The college is located in the eastern suburbs of Melbourne. The purpose of the college is to provide high quality 21<sup>st</sup> century education that develops each student's potential to shape their future and allows each to contribute in a positive way to their community and society.

The college is a focused and purposeful community working together in a respectful, positive and supportive manner where everyone feels valued, safe, heard and understood.

Learning and teaching is characterised by high quality teaching practice and excellent curriculum programs. The college is noted for its consistent academic success and for the dedication of its staff.

The Mount Waverley Secondary College student and family population profile is reflected in the following data;

- The Student Family Occupation Index is in the mid-high range
- The percentage of students with English as a Second Language is mid-high
- Attendance rates across the college are high and range from (2014 figures) from 95 to 98% at Year 12.

The student code of conduct is based on the college values as outlined above. We offer students a comprehensive curriculum with choice particularly from Year 10 onwards. The college values of 'I Learn' are underpinned by our principles of 'community, choice and engagement'. Students are challenged in the work that they complete and the college achieves excellent VCE results. The college also offers an extensive careers and transition programs across the both campuses. Students in Year 7 & 8 are involved in career planning, Year 9 participate in a Pathways Coaching Program, all Year 10 undertake a VCE subject selection process, Year 11 student attend the Careers Expo and Year 12 students are involved in the Tertiary Information Service sessions at Monash University. Students across the college develop career action plans which they build upon during their time at the college. An extensive camps and activities program is also offered to students across the college. Programs include the Year 7 and 8 camps. A Year 9 'Xplore Program', a choice of camps in Year 10, a Year 11 camp and a Year 12 retreat and 'Head Start' program in early term one.

In addition the college has a wide range of extra curricula activities including instrumental music, regular productions, academic enhancement in Years 7 to 9, acceleration into VCE subjects, sport and student leadership opportunities. In addition students are able to access programs such as World Challenge and student trips and exchanges tour sister schools in Japan and Germany. Students in Years 7 to 9 can also participate in the 'YEP' (Year End Program) in late term four.

The college is always examining ways to further improve our programs and curriculum offerings. A focus for the next few years is on further developing formative and summative assessment, differentiated assessment tasks and classroom activities and the college is developing and implementing an explicit instructional model based on our '1/3, 1/3, 1/3' Model. This model is used extensively on the junior campus and allows a lesson to be delivered around approximately a third of the time on teacher instruction, a third on group activities and a third on independent work. Students at the college achieve excellent results and much of this comes from the high expectations of both the staff and the parents and the local community in general.

Students have high aspirations and are supported by the college to achieve the best they can. The vast majority of students move into tertiary study – most access university. Much of our work is also focused on improving relationships between students, between staff and students and on enhancing student voice within the college.

The key focus of the new strategic plan includes quality teaching and curriculum that engages and motivates students, improving student – teacher relationships and student voice within the college, high expectations and a safe and supportive environment for students and staff.

Our Attitudes to School survey indicates that students feel safe and are connected to the college and their peers. Work is being done on trying to improve and reinforce relationships between teachers and students. Our attendance rates are also very high which also reflects student connectedness to the college.

## **Whole-school prevention statement**

### **Vision**

At Mount Waverley Secondary College we believe schools must provide opportunities for the development of the skills and capacities young people need to lead creative, satisfying and productive lives. We believe that every member of the college community has a right to fully participate in the educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with dignity and respect. Bullying, harassment, exclusive and discriminatory behaviour are not tolerated. High expectations are set and these are clearly outlined in the college Student Code of Conduct.

The college's core purpose is to provide high quality 21<sup>st</sup> century education that develops each student's potential to shape their future and contribute positively to their community. Our vision is to develop the ideal school and teaching environment. Our vision is to be the college of choice for students, parents and staff and to provide choice for students within the curriculum and to engage with the local community and beyond.

We strive to achieve this through developing and establishing the ideal school environment and the ideal teaching environment. This includes ensuring;

- A focussed and purposeful learning community.
- Ensuring all stakeholders are working together in a respectful, positive and supportive manner
- That all members of the community feel safe, valued, heard and understood
- The delivery of high quality teaching practice and curriculum programs
- High expectations and a belief that everyone can achieve success

### **College Culture**

Our college culture is to encourage in each student an enthusiasm for learning through effective and engaging teaching and learning practices. The college promotes productive, cooperative and non-discriminatory relationships within the school community.

Our pedagogy will be further enhanced through the development and implementation of an explicit instructional model. Staff work together in teams to develop and enhance the curriculum for our students. High expectations are set for both students and staff. Our motto of 'community, choice and engagement' is embedded in the curriculum and extra curricula programs on offer to students.

### **Prevention Programs**

#### **Transforming Learning**

Students are encouraged to take initiative and strive to achieve their best. The junior campus programs and structure builds on a model of a '1/3, 1/3, 1/3'. Students are exposed to a mixture of teacher instruction, collaborative work and independent learning. The curriculum program in Year 10 provides students with choice and a flexibility that allows them to explore pathways and future study and career options.

In 2015 a college wide an Explicit Instructional Model incorporating current the junior campus practices and current research and best practice has been developed. This model will be trialled in 2015 and introduced in stages during 2016.

### **Inclusion, Wellbeing & Transitions**

The college is divided into three subschools (Years 7&8, Years 9&10 and Years 11&12). The subschools provide significant support to students and parents with a focus on allowing students to experience success in their studies. All subschools and students are supported by an experienced wellbeing team including the Head of Student Services, Home Group and Mentor teachers, a chaplain on both campuses and student welfare co-ordinators at each subschool. Both campuses have a registered nurse in Sick Bay. In addition the college also has an Integration and Individual Needs Coordinator who works with students and their families. Some students have an Individual Learning Plan and may complete modified work when it supports the student's learning. Any plans are developed in conjunction with parents/ carers and staff. The college also provides students with Health Support Plans and Absence Learning Plans when the need arises.

The student management teams and wellbeing teams develop programs to enhance curriculum and programs. Examples include; cross age tutoring, Maths Homework Club, 'Guardian Angels', breakfast program, guest speakers, cybersafety presentations and information, Year 8 mentoring and focus groups.

The Head of Student Services oversees a team that supports students, parents/carers and staff. Services provided and facilitated include; educational assessments, counselling, access to a school chaplain, support for students and families and referrals to specialist assistance and support services.

Mount Waverley Secondary College has successful student transition and pathways programs. The Year 7 transition program is comprehensive; it includes sessions on orientation day and a specialist two day program at the beginning of the school year where the students complete a range of activities with their home group and classroom teachers. This is followed up with a Year 7 Parent Information Evening and a Year 7 Camp. Year 8 students are also involved in a program that allows them to work with their peers in a range of different activities. They also attend a camp which allows them to develop relationships across the year level. Year 8 students are involved in a transition program on the senior campus at the end of Year 8 to allow them to develop relationships with students and staff at the senior college.

The college also provides an extensive pathways and careers program. Information evenings are held for each year level. All Year 9 students are involved in a Pathways Coaching Program. Students work individually with teachers (coaches) on goal setting, interests and careers investigation. This process occurs between terms two and four and parents are also involved in this process. It ensures that all students have researched and investigated possible careers choices and the types of subjects they can access in Year 10.

Students in Year 10 participate in the Work Experience Program and also receive individual support through the subschool and careers team. Subject selection coaching and support is also provided to students through the subject selection interviews. Students and parents work closely with the staff to ensure students have chosen subjects that allow them to gain access to their preferred courses and careers path.

Students in Year 11 and 12 have access to a range of careers activities and information. Individually students are able to meet with the Careers Team for advice. In addition students in Year 11 attend the VCE Careers Expo. Students in Year 12 receive career support through their mentoring groups,

individually with careers staff and they attend sessions at both Deakin University and Monash University. The vast majority of our students go on to a tertiary course at university or TAFE. The college values and celebrates the achievements of all of our students and a high priority is ensuring that all students have access to a wide range of future pathways including university, TAFE, apprenticeships, traineeships and training.

The college is further developing a college wide instructional model which will ensure a consistency between class rooms. Improving and further developing positive relationships between students and staff is a high priority within the current strategic plan. A renewed focus on student leadership and student voice has already seen an increase in the number of students involved in leadership and committees particularly in Year 8 to 12. Student leaders have been involved in programs outside the college and linked in to community organisations. Year 11 student leaders have also developed surveys to gain feedback from both staff and students about the classroom climate and teacher & student relationships.

### **Literacy support**

Mount Waverley Secondary College has a program in place at Years 7 to 9 to support and assist students who may require more intensive support. Our Year 7 students literacy needs are carefully assessed through a range of tests and targeted intervention programs including Individual Learning Plans and classroom support. The needs of our EAL and indigenous students are met through a range of programs. Separate EAL classes throughout the college allow teachers to target the curriculum and classroom to the needs of students. Extra support is also given to VCE EAL classes. EAL students are also provided with extra assistance outside the classroom. The junior campus library is open and a homework club also operates on the junior campus and students receive extra help from students in Years 10 and 11. The senior campus library is available for students to work in at recess, lunchtime and after school.

### **Attendance**

Mount Waverley believes that regular attendance at school is the key to student success, positive outcomes and engagement. The college has an expectation that all students attend school unless there is an illness and/or other serious circumstances. Attendance rates for the college are high across Years 7 to 12 and there are clear attendance requirements for all students. Attendance is closely monitored through the Attendance Officer and the subschool and the student services teams. Absences are followed up with parents/ carers. The attendance requirements are 90% attendance for Years 7 to 10 and 95% attendance for VCE students.

The college has an Attendance Policy which can be found on the college web site.

### **Professional Learning**

Teacher professional learning is given high priority at the college. Staff are able to access external professional development and once a term the college organises a Professional Learning Week where staff are able to be involved in a range of workshops facilitated by external providers and also staff members. The focus is on learning that leads to improved teaching and learning within the classrooms at the college.

### **Building Leadership Capacity**

There is an extensive leadership program for students across the college. Students have the opportunity to engage in a meaningful way with the college through a range of leadership groups and Year 12 College Captains are members of School Council.

Students operate in a range of leadership teams in Years 8, 9, 10, 11 & 12. These teams are open to all students within the college and their purpose centres on improving relationships within the college,

student voice and a range of activities that link in with and support the local community. The student leadership teams are overseen by a team of staff and lead by the Student Leadership Leader.

Mt Waverley Secondary College also promotes distributive leadership by allowing staff to be mentored and coached within the college and through external leadership programs. Opportunities are provided for staff to take on the challenge of a leadership position. Career development is a priority for the college.

Staff have been encouraged to develop leadership capacity within the classroom, in their positions of responsibility and by actively participating in the various teams and committees that lead our college community. All teaching staff, as part of the performance and development process, are required to reflect upon their teaching and work with their colleagues through teams and faculty meetings to develop their pedagogy. In the current strategic plan there is a focus on encouraging and expanding the number of classroom visits and peer observations.

## **Rights and Responsibilities**

### **Guiding principles**

A Mount Waverley Secondary College every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. The college operates under the following values, rights and responsibilities.

1. Everyone has the responsibility to respect self and others
2. Teachers have the right to teach and students have the right to learn in an orderly and cooperative environment.
3. Everyone has the responsibility to act with honesty, integrity and trust.

Mount Waverley Secondary College staff or any person undertaking child-connected work will not undertake any form of corporal punishment as a method of student discipline / student behavioural management (or for any other rationale). Mount Waverley Secondary College in line with DET requirements and morality explicitly prohibits such.

### **Equal Opportunity**

The Equal Opportunity Act 2010 and Sex Discrimination Act Amendment 2013 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).

### **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.

- 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
- The right not to be discriminated against on the basis of race, gender, religion, sexuality or some other reason

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

All DET 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.

In addition the college is part of the DET 'Safe Schools Coalition' which is a coalition which focuses on ensuring a safe and inclusive school for students, families and teachers.

### **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 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.

Students at Mount Waverley Secondary College are provided with support from the Integration and Learning Needs Coordinator in conjunction with the Student Services Team, the subschool teams and the classroom teacher. Students may be provided with an Individual Learning Plan and/ or modified curriculum if this will support the student. Programs such as 'TAFE Taster' courses can be accessed by students and there is support and advice from the Careers Team as well to ensure that all students are able to pathway to a course or gainful employment.

## **Bullying and harassment**

Mount Waverley Secondary College - Bullying Prevention Policy, as endorsed by School Council.

### **Our rights & values**

These are the values and rights the college believes are important for the personal development of each individual student, and for each member of the college community.

1. Respect for self and others
2. Responsibilities, concern and care for others and the learning environment
3. Honesty, integrity and trust

### **Guiding Principles**

1. Students have a right to learn and staff have a right to teach in a safe, secure and stable environment. Bullying, harassment or discrimination of any kind is unacceptable
2. An environment free of bullying is everyone's responsibility
3. All reports of bullying will be taken seriously and dealt with thoroughly and appropriately
4. Targets of bullying will be supported

5. Individuals responsible for bullying will be assisted and supported to alter their unacceptable behaviour
6. The college community will display their commitment to each other in a consistent, supportive and caring manner.

### **Definition**

Bullying occurs when a person or group causes pain, hurt, embarrassment or discomfort to someone and does so repeatedly. Bullying involves an abuse of power, it can be planned and organised or it may be unintentional.

Bullying can take a number of forms including; physical bullying, verbal bullying, exclusion or through gestures. It can also involve cyber bullying, extortion and sexual and racial harassment. *Bullying at school is everyone's problem and not a personal predicament.*

Mount Waverley Secondary College is an accredited eSmart school. For further details consult [www.esmartschools.org.au](http://www.esmartschools.org.au) On enrolment all students at Mount Waverley Secondary College are required to sign an agreement committing to responsible digital citizenship.

The college will work towards;

- Providing a safe and secure environment for all members of the school community
- Providing and sustaining an environment which fosters respect for self and others, responsibility, concern, care for others, honesty, integrity and trust
- Providing programs that focus on developing personal and social skills and problem solving and conflict resolution skills
- Providing student wellbeing programs to develop connectedness to the college community
- Deal with complaints and provide support and counselling for victims and bullies
- Providing staff with ongoing professional development

Staff at the college will be;

- Positive role models
- Provide curriculum and manage classrooms to ensure a co-operative learning environment
- Try to remove opportunities for bullying
- Be observant of possible bullying behaviour
- Take immediate and appropriate action which is consistent with the policy

Students who feel bullied should try to take a range of actions including; confront the bully if safe to do so, walk away and report the incident, talk to friends and parent/ carer.

Students who witness bullying should; refuse to take part, if safe to do so take action, inform a member of staff about what is happening.

Parent can assist by; watching for indications of possible bullying, encourage them to report the incident, keep written records of bullying, not encourage retaliation and be willing to work with the college and support any action or plan adopted.

The college will deal with bullying in a range of ways including; student interviews, parent/ carer meetings, student services involvement and in more severe cases sanctions and a management plan may be used.

## 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.

Mount Waverley Secondary College's values are based on the Australian Government's nine values, for Australian schools, which are:

- **Care and Compassion**  
Care for self and others
- **Integrity**  
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
- **Doing Your Best**  
Seek to accomplish something worthy and admirable, try hard and pursue excellence
- **Respect** Treat others with consideration and regard, respect another person's point of view
- **Fair Go**  
Pursue and protect the common good where all people are treated fairly for a just society
- **Responsibility**  
Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
- **Freedom**  
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
- **Understanding, Tolerance and Inclusion**  
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others
- **Honesty and Trustworthiness**  
Be honest, sincere and seek the truth

College expectations include:

- Inclusive teaching practices
- Accessible educational provision for all students
- Parent/carers partnerships and liaison

- Community partnerships which engage families and the community in ways that support student achievement and success
- Provision of appropriate student services
- Development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

### Codes of Conduct

All Codes of Conduct contained in this document acknowledge and follow the Racial and Religious Tolerance Act 2001, which supports racial and religious tolerance and prohibits vilification on the grounds of race or religion.

### Student Code of Conduct

The aim of the Mount Waverley Secondary College Code of Conduct is the development of self-discipline based on the following principles:

1. Everyone has the responsibility to respect self and others.
2. Teachers have the right to teach and students have a right to learn in an orderly and co-operative environment
3. Everyone has the responsibility to act with honesty, integrity and trust

### Rights and Responsibilities of Students

The rights and responsibilities of students include:

<b>Rights:</b>	<b>Responsibilities:</b>
<ul style="list-style-type: none"> <li>• The right to a positive learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• The responsibility to be punctual, fully equipped, cooperative and prepared to follow instructions and complete set tasks to ensure that lessons proceed without interruption.</li> </ul>
<ul style="list-style-type: none"> <li>• The right to be secure and to be treated with respect, politeness and understanding, and to feel emotionally secure.</li> </ul>	<ul style="list-style-type: none"> <li>• The responsibility to treat others with respect, politeness and understanding.</li> <li>• This means students must not engage in any forms of bullying whether it be physical, verbal or cyber bullying.</li> <li>• Bullying will not be tolerated at any level.</li> </ul>
<ul style="list-style-type: none"> <li>• The right to be treated fairly and equally irrespective of individual differences.</li> </ul>	<ul style="list-style-type: none"> <li>• The responsibility to treat others fairly and equally irrespective of individual differences.</li> </ul>
<ul style="list-style-type: none"> <li>• The right to be physically and cyber safe in the school environment.</li> </ul>	<ul style="list-style-type: none"> <li>• The responsibility to behave in a way that will not threaten or endanger oneself or others.</li> </ul>
<ul style="list-style-type: none"> <li>• The right for one's personal school approved belongings to be safe.</li> </ul>	<ul style="list-style-type: none"> <li>• The responsibility not to steal, damage or destroy the property of others; to hand in any items which are found; and to follow any rules which are designed to protect people's belongings.</li> </ul>
<ul style="list-style-type: none"> <li>• The right to spend time at school in pleasant, clean and well-maintained buildings and grounds.</li> </ul>	<ul style="list-style-type: none"> <li>• The responsibility to care for the school environment by keeping grounds and buildings neat and clean, and to correctly dispose of litter.</li> </ul>
<ul style="list-style-type: none"> <li>• The right to expect the community to support, respect and have pride in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The responsibility to behave and dress in a way that the community will respect the school.</li> </ul>

Mount Waverley Secondary College has a 'College Code of Conduct' the following information is based on this. The policy can be found on the college intranet and web site.

The code of conduct centres on the values (I LEARN), rights and responsibilities of

- Integrity
- Learning
- Excellence
- Accountability
- Respect
- Nurturing

### **Actions and Consequences**

Actions and There are a range of behaviours that are not condoned and there are consequences for students who breach the code of conduct.

Graded sanctions apply and can include one or more of the following;

<b>Level</b>	<b>Possible consequences</b>
<b>One</b> Involves the classroom/home group teacher/mentor and student	Discussion between student and teacher Discussion between student & home Group teacher, mentor and/or co-ordinator Student moved within the classroom Withdrawal of classroom privileges Notification to parents via planner – detention
<b>Two</b> This will involve the YLC and/or student leader	Counselling Community service duty Detention (may include Saturday detention) Exclusion from class Parent/carer contact and/or student support meeting Conference with classroom teacher Monitoring of student and reporting back on behaviour Temporary or permanent placement in another class
<b>Three</b> This will involve the Student Leader, Head of School or campus/College Principal	Parent/carer contact and student support meeting Suspension (in accordance with the guidelines) Expulsion (in accordance with the guidelines)

Underpinning this is an expectation that all students will;

- Behave in a responsible manner, obey staff directions, and allow other students to learn without interference
- Respect personal property of other people and the school environment
- Comply with all school policies including the student code of conduct and the sexual harassment policy
- Wear correct school uniform to and from, as well as at school
- Be punctual, be prepared for all classes and to complete homework

### **Parents' Code of Conduct**

Mount Waverley Secondary College values a strong and constructive parent and community connection. To assist in maintaining a strong and vibrant Learning Community the college has in place a Student Code of Conduct, a Staff Code of Conduct and a Parent Code of Conduct. (see the college web site for a copy of these School Council endorsed policies)

The college expects that parents, visitors and members of the community, will:

- Display respectful, courteous and responsible behaviour in all interactions with students, staff and other community members.
- Support procedures and make appointments where there is a concern which needs to be discussed.
- Support the implementation of the Student Code of Conduct by:
  - Following attendance and punctuality procedures
  - Supporting the college home study policies
  - Support the Uniform Policy
  - Support college expectations of student behaviour to the college.
  - Observe confidentiality when participating in college programs.
  - Support staff in their educational expectations of children by: providing the college with any information that will assist their child's education
  - Providing the college with any relevant information which will assist their child's education.
  - Attend parent teacher conference and information sessions.
  - Read college newsletters and information notices.

### **Staff Code of Conduct**

There is also a Staff Code of Conduct which all college staff are required to abide by. It sets out the professional responsibilities, obligations and rights of the staff.

### **Diversity in the school community**

Mount Waverley Secondary College 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.

### **Dignity and Respect Statement**

Mount Waverley Secondary College is committed to providing safe and supportive work environments, where diversity is valued and everyone is treated with respect, fairness and dignity. Discrimination, sexual and other forms of harassment, bullying, violence and threatening behaviour are unacceptable.

The college will act to ensure that the safety, security, health and wellbeing of all employees, students, parents and visitors is protected by way of current policies including:

- Student Code of Conduct
- Teachers' Code of Practice
- Parents Code of Conduct
- Visitors Policy

- Staff Wellbeing Policy
- Equal Opportunity Policy
- Sexual Harassment Policy
- Staff and Student Bullying Policies
- Duty of Care
- eSmart and ICT Policy
- First Aid Policy and Procedures for Staff
- Anaphylaxis Management Policy
- Occupational Health and Safety
- Return to Work Policy
- Manual Handling Policy
- Asbestos Management Policy

in addition to other college policies.

## **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, consistent, fair and democratic classrooms and school environment
- 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 and provide avenues for student voice and input
- Providing physical environments conducive to positive behaviours and effective engagement in learning

Appropriate behaviour will be recognised in celebration assemblies, student reports, college newsletter and college magazine articles, scholarship opportunities, leadership opportunities and Presentation Night.

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response (refer to the Student Code of Conduct).

Broader support strategies will include:

- Involving and supporting the parents/carers,
- Involving the student services team, SWC, managed individual pathways or careers coordinators
- 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 learning, behaviour, attendance or health plans
- Providing broader educational programs, for example, work experience, 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 the DET guidelines published in Ministerial Order 625 – Procedures for Suspension and Expulsion which sets out grounds and processes involved in student suspensions and expulsions.



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. This withdrawal will be authorised by the Head of School or relevant Subschool Leader.
- Detention - teachers may require a student to finish school work 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 or lunchtime may be used for this work. Teachers may detain a student for up to fifteen minutes at the end of the day without parental notification.

Where students are required to undertake an official after school detention of forty-five minutes, parents/carers will be informed at least twenty-four hours 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 college may choose to negotiate alternative disciplinary measures with parents/carers.

- Convening of a support group (See Student Engagement and Inclusion Guidance).

## References

Student Engagement and Inclusion Guidance	<a href="http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx">http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx</a>
School Accountability and Improvement Framework	<a href="https://www.eduweb.vic.gov.au/edulibrary/public/account/operate/saif2011/aifguidelines3.pdf">https://www.eduweb.vic.gov.au/edulibrary/public/account/operate/saif2011/aifguidelines3.pdf</a>
Disability Standards for Education	<a href="http://education.gov.au/disability-standards-education">http://education.gov.au/disability-standards-education</a>
Building Respectful and Safe Schools: A resource for school communities	<a href="https://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/respectfulsafe.pdf">https://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/respectfulsafe.pdf</a>
Charter of Human Rights	<a href="http://www.education.vic.gov.au/hrweb/workm/Pages/Human_Rights.aspx">http://www.education.vic.gov.au/hrweb/workm/Pages/Human_Rights.aspx</a>
Equal Opportunity Act 2010	<a href="http://www.humanrightscommission.vic.gov.au/index.php/the-law/equal-opportunity-act">http://www.humanrightscommission.vic.gov.au/index.php/the-law/equal-opportunity-act</a>
Sex Discrimination Act Amendment 2013	<a href="http://www.humanrights.gov.au/new-protection">http://www.humanrights.gov.au/new-protection</a>
Education and Training Reform Act 2006	<a href="http://www.education.vic.gov.au/about/department/legislation/pages/act2006.aspx">http://www.education.vic.gov.au/about/department/legislation/pages/act2006.aspx</a>
VIT Teacher Code of Conduct	<a href="http://www.vit.vic.edu.au/conduct/victorian-teaching-profession-code-of-conduct/Pages/default.aspx">http://www.vit.vic.edu.au/conduct/victorian-teaching-profession-code-of-conduct/Pages/default.aspx</a>
Ministerial Order 625	<a href="http://www.education.vic.gov.au/Documents/school/principals/participation/minorder625.PDF">http://www.education.vic.gov.au/Documents/school/principals/participation/minorder625.PDF</a>
eSmart	<a href="http://esmart.gov.au/principals">http://esmart.gov.au/principals</a>