

Student Engagement & Wellbeing Policy



1. School profile statement

Pakenham Secondary College is a Year 7-12 College located within the Cardinia Shire on Melbourne's South East fringe. Its history as the main State Secondary School servicing a rural area has been overshadowed by the expansion of the city boundaries and the College now serves a much larger and more diverse community within a designated urban growth corridor.

The College is committed to providing all students with learning opportunities designed to develop socially responsible citizens and build pathways to their futures

The school community has become increasingly diverse with students from a variety of ethnic and racial backgrounds joining the historically white anglo saxon school population. Related to this demographic change has been an increase in the SFO to a relatively high 0.60. This has posed increasing challenges around curriculum delivery and is compounded by the large number of students entering the college with achievement levels significantly below the expected level.

The curriculum across Years 7 to 9 is based around a core plus elective model with students in Year 10 having the opportunity to access a VET or VCE subject. Senior students are able to access VCAL, a variety of VET courses, School Based Apprenticeships along with a traditional VCE. The school is committed to supporting students in achieving at least one qualification upon the completion of their secondary education.

Pakenham Secondary College is committed to providing students with learning opportunities designed to develop socially responsible citizens and build pathways to their futures. A values statement has been developed through extensive consultation with all sectors of the school community and is referred to by the acronym "SOAR". "SOAR" is widely publicised and used as the foundation for policies and procedures. In developing this statement it has been accepted that student wellbeing is the responsibility of all members of the school community and that social and emotional wellbeing is the basis of effective student learning and positive behaviour.

S O A R

Social and personal responsibility

This means everyone is accountable for their own actions and share responsibility for the development of a positive learning environment.

Opportunities for all

This means that all members of the school community are provided with a variety of learning opportunities to further develop themselves and participate in the decision making process of the school.

Achieving personal best

This means there is an expectation that all members of the school community commit to a culture of excellence.

Respect and relationships

This means that the school recognises the importance of productive relationships, with all members of the school community showing respect for themselves, others and the environment.

2. Rights and responsibilities

Guiding principles

At Pakenham Secondary College 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. All policies and procedures are developed within the guidelines of the following government policies.

- The *Equal Opportunity Act 2010* (Vic) which prohibits discrimination on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation.
- The *Sex Discrimination Act 1984* (Commonwealth). Affirms that every individual is equal before and under the law, and has the right to the equal protection and equal benefit of the law, without discrimination on the ground of sex, sexual orientation, gender identity, intersex status, marital or relationship status, pregnancy or potential pregnancy, breastfeeding or family responsibilities:
- The *Charter of Human Rights and Responsibilities Act 2006* (Vic), which 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. Charter decisions in schools include decisions around enrolment, attendance, responding to behaviour concerns (including preventing the escalation of behaviours), the making of adjustments for students with disabilities, preventing and responding to bullying, use of restrictive practices including restraint, and decisions to suspend or expel a student. Rights protected by the Charter include the protection of families and children (including promoting the best interests of the child), the right to equality, and cultural and religious rights.
- The Disability Standards for Education 2005, which clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992* (Cth). The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.
- The *Education and Training Reform Act 2006* (Vic), which states that all Victorians, irrespective of the education and training institution they attend, where they live or their social or economic status, should have access to a high quality education that—
 - (i) realises their learning potential and maximises their education and training achievement;
 - (ii) promotes enthusiasm for lifelong learning;
 - (iii) allows parents to take an active part in their child's education and training.

Bullying and Harassment.

Pakenham Secondary College does not tolerate any form of bullying or harassment and has developed specific policies and practices to combat this behaviour.

For the purpose of these policies and practices the following definitions have been adopted. It is recognised that any of these behaviours can be expressed in explicit or more subtle forms that are described in the College Code of Conduct policy.

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.

Cyber bullying is a form of bullying which is carried out through an internet service such as email, chat rooms, online discussion groups, social media or networking, instant messaging or web pages. Cyber bullying can also include bullying through mobile phone technologies such as SMS and may involve text or images.

Examples of cyber bullying behaviour are: teasing or being made fun of; spreading rumours online; sending unwanted messages; defamation. Cyber bullying can be anonymous and people can be bullied online by groups of people and extend to members of an online community such as Facebook.

It is important the school provides a safe and respectful environment for all students and staff and encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • work in a secure environment without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition • participate fully in the school's educational program 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • Participate fully in the school's educational program and to attend regularly. • To display positive behaviours demonstrating respect for themselves, their peers, their teachers and all other members of the school community. • Demonstrate respect for the rights of others, including the right to learn, • Contribute to an engaging educational experience for themselves and other students. • Take greater responsibility for their own learning and participation as members of the whole school community as they progress through the school. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.

Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<p>Parents/carers have a right to:</p> <ul style="list-style-type: none"> • expect that their children will be educated in a safe and secure environment in which care, courtesy and respect for the rights of others are encouraged 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> • Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours. • Ensure their child's regular attendance • Engage in regular and constructive communication with school staff regarding their child's learning. • Support the school in maintaining a safe and respectful learning environment for all students.

Rights and Responsibilities of Teachers

Rights	Responsibilities
<p>Teachers have a right to</p> <ul style="list-style-type: none"> • teach in an orderly and cooperative environment • be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student 	<p>Teachers have a responsibility to</p> <ul style="list-style-type: none"> • Implement the student management guidelines consistently and fairly. • Know how students learn and how to teach them effectively. • Know the content they teach. • Know their students. • Plan and assess for effective learning. • Create and maintain safe and challenging learning environments. • Use a range of teaching strategies and resources to engage students in effective learning.

The following chart outlines the practical application of the SOAR principles in defining a common set of expectations, rights, and obligations:

<p><u>Social and Personal Responsibility.</u> Everyone is accountable for their own actions and share responsibility for the development of a positive learning environment.</p>	<p>STUDENTS</p> <ul style="list-style-type: none"> • Are aware of the conditions that allow all students to learn and teachers to teach; misbehaviour is not accepted and consequences are applied to students who interrupt learning. • Arrive to class on time and bring all the required equipment. • Take pride in the classroom learning environment, setting rules for safety and safe, supported learning. <p>TEACHERS</p> <ul style="list-style-type: none"> • Arrive to class on time and bring all the required resources. • Take pride in the classroom learning environment, setting rules for safe and supported learning. • are aware of the conditions that allow all students to learn and teachers to teach; misbehaviour is not accepted and consequences are applied to students who interrupt learning <p>IN THE YARD</p> <ul style="list-style-type: none"> • Students have access to all areas of the yard at recess and should be able to move around without fear of being harassed or intimidated. • Teachers attend yard duty promptly and speak to students who do not follow the college rules and report outsiders or yard duty concerns to the office. • Students should not speak to outsiders on or near school property
<p><u>Opportunities for all.</u> All members of the school community are provided with a variety of learning opportunities to further develop themselves and participate in the decision making process of the school.</p>	<p>STUDENTS</p> <ul style="list-style-type: none"> • Students attempt all class work and ask for teacher assistance when required. • Not interfere with the learning of others <p>TEACHERS</p> <ul style="list-style-type: none"> • Teachers vary their delivery method of the curriculum to allow students to learn in different ways. • Teachers cater for different learning capabilities of students. • Teachers learn about their students and refer any welfare needs to the appropriate support personnel in the college (team leader, educator, SWC etc)
<p><u>Achieving personal best</u> There is an expectation that all members of the school community commit to a culture of excellence.</p>	<p>STUDENTS</p> <ul style="list-style-type: none"> • Each lesson is valued as essential learning time . • Students on time to class and attending 100% of classes. <p>TEACHERS</p> <ul style="list-style-type: none"> • Each lesson is valued as essential learning time . • Teachers provide work that is challenging and set at the appropriate level of education. • Set High Expectations and celebrate achievements, • Teachers should focus on maximum use of class time. •
<p><u>Respect and relationships</u> The school recognises the importance of productive relationships, with all members of the school community showing respect for themselves, others and the environment.</p>	<p>STUDENTS</p> <ul style="list-style-type: none"> • Students should treat all college members respectfully and without bias. • Students should build positive relationships with teachers to assist the learning opportunities for all students <p>TEACHERS</p> <ul style="list-style-type: none"> • Teachers should treat all college members respectfully and without bias. • Teachers should build positive relationships with students and families to assist the learning opportunities for all students <p>IN THE YARD</p> <ul style="list-style-type: none"> • NO bullying, NO harassment, NO put downs. • Teachers talk to the students in their Yard Duty area – continually moving around the area and create conversations with groups of students or individuals

3 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
- 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, 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 will include:

- involving and supporting the parents/carers,
- involving the student wellbeing coordinator or pathways team.
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is seen as an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- Involving community support agencies.

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, Pakenham Secondary College will follow the procedures listed in the DEECD guidelines including the flowcharts and pro formas for suspension and expulsion procedures in line with Ministerial Order 625.

A student will 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:

Behaviour Management Plan.

Students may be monitored by their team leader in a specific class or throughout the week.

After Class Detention

The student will remain after class to discuss expected classroom behaviours for learning with the classroom teacher.

After School Detentions.

The student will complete classwork in a supervised setting – up to 45 minutes and parents notified at least 24 hours prior to the detention.

Internal Suspensions

The student will be removed from afternoon classes and attend a supervised private study session until 4.15pm

The following guidelines are used as a reference for all members of the school community in relation to specific matters:

Smoking	Students are not permitted to smoke on school grounds, while in uniform or during school based activities.	Student will be given a 1 day external suspension based on failure to comply with College expectations: <u>Failing to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person.</u> Subsequent occurrences incur additional suspension days.
Swearing	Teachers should give students the opportunity to find more appropriate words to use in conversation.	Students should always use appropriate language when communicating with staff and students at the College. Deliberate or repeated swearing at a teacher <u>could</u> be considered as threatening behaviour and will result in consequences being given.
Mobile Phone/MP3	Students should not use their mobile phones or MP3 players during class or educational activities unless directed by the teacher for educational purposes.	Teachers will follow the Classroom Management plan. Ask the student to put the phone on the teachers table and return at the end of the lesson. 1. Repeated – Student informed of the need for uninterrupted class time. Parent notified. 2. Behaviour contract and/or monitoring. Parent Notified. 3. Lunch or after school detention – Parent notified and requested to support the college guidelines for appropriate use of the item. Internal Suspension: <u>Failing to follow College guidelines for learning.</u>
Bullying	Students are required to treat everyone with respect. Put down comments, name calling and deliberate isolation should be treated as Bullying	Teachers will follow the Classroom Management plan. Ensure the 'victim' feels safe and understands they should report any further incidents. Report the incident to the Team Leader 1. The students are interviewed and strategies put in place to ensure all students are safe. Consequences may be issued based on the severity of the incident. Repeated incidents need to be addressed based on the outline in "Responding to students who Bully" a DEECD publication 2008. (eduweb)
Classroom/Yard Misbehaviour	Students are required to follow classroom rules and school code of conduct guidelines that allow all students to learn in a safe and supportive environment.	Teachers will follow the Classroom Management plan. Class Teachers are required to follow up any misbehaviour and clarify the required behaviour in the classroom or school yard. 1. Interview the student and/or parent 2. Afterschool detention (or removal from a class). Parents notified. Behaviour contract. 3. Internal (½ day) suspension. Parent notified. 4. Parent Interview to discuss possible suspension from school.
Violence / Threatening Behaviour	Students are not permitted to threaten or use physical violence toward another student or teacher.	Teachers will follow the Classroom Management plan. Move the student to an area where all students feel safe, call for assistance. 1. Educator to interview the student and gain statements from witnesses. Parents should be notified and invited to attend the interview. (consult a Principal Class member)
Failing to follow instructions.	Students should follow teacher instructions to ensure all students have access to a safe learning environment.	Teachers will follow the Classroom Management plan. 1. Interview, student and/or parent notified of the college expectations and consequences of repeated incidents. 2. Afterschool detention (or removal from a class). Parents notified. Behaviour contract. 3. Internal (½ day) suspension. Parent notified. 4. Parent Interview to discuss possible suspension from school.