

Student Engagement Policy

Melville Senior High Schools' vision statement emphasises the importance of '*Achieving excellence today and building bright futures for tomorrow*'. We provide a distinctive, comprehensive education with strong academic and vocational pathways assisted by effective pastoral care programs, where all students are enabled to become confident, innovative and successful learners and are supported in the process of defining themselves as they prepare to meet the challenges of the future.

Melville SHS is a friendly and safe school which embraces a supportive and caring pastoral care system, recognising close attention to the needs, welfare and progress of its students. This forms the foundation of a safe learning environment. Establishing positive relationships between staff and students is paramount if a sense of pride and commitment to learning is to be developed and maintained. Successful relationships foster positive self-concepts and attitudes that lead to successful outcomes for students.

The school's Student Engagement Policy embodies the school's vision statement. It represents a whole school approach towards providing the opportunity for students to become confident, innovative and successful learners while enjoying a world-class educational experience. The Policy aims to create a safe, supportive and engaging learning environment in which all students can learn without disruption while being responsible for their behaviour.

OUR SCHOOL VALUES

In addition to giving all students the opportunity to become confident, innovative and successful learners, at Melville SHS we value:

RESPECT

Be kind, courteous and actively listen to others. Show regard for the well-being of self, others and the environment. Be reflective and seek feedback. Act in accordance with the DoE Code of Conduct and Melville SHS Workplace norms.

LEARNING

We all can learn and achieve success. Be active, positive and persistent learning to maximise your success. Embrace life-long learning as the key to our development and future. Learning is maximised when teachers, students and parents/carers work together.

EXCELLENCE

Believe in yourself and your capacity to succeed. Strive to achieve your personal and collective best. Maintain high expectations for effort and endeavour. Celebrate success and continually strive for improvement.

RELATIONSHIPS

Treat others the way you like to be treated. Show compassion and empathy. Engage in positive verbal and non-verbal communication. Work together to achieve common goals.

INCLUSIVITY

Respect and appreciate cultural diversity. Accept and celebrate individual differences. Be inclusive to promote connection and belonging. Cater to individual needs to support well-being and achievement.

CODE OF CONDUCT

Each student at Melville Senior High School has rights and responsibilities to uphold, just as in society. However, as with society, linked to these rights are clear responsibilities. It is through each of us meeting our responsibilities as a member of the Melville SHS Community that we will indeed deliver world-class education in a safe, supportive and friendly environment.

Our Responsibilities	Our Rights
We all have the responsibility to: <ul style="list-style-type: none">• Treat other people with courtesy and respect• Cooperate and work to the best of our ability and not disrupt the learning of others• Keep the school, and its grounds clean and respect other people's work and possessions• Behave in a manner that will bring credit to the school	We all have the right to: <ul style="list-style-type: none">• Be treated courteously and respectfully• Learn without being disrupted by others• Work in a clean and safe environment• Feel pride in ourselves and our school

- Members of the school community have a responsibility to:
- Be punctual, prepared and well-presented in class
- Display respect and courtesy
- Work responsibly and diligently on all activities
- Respect personal possessions and school property and
- Maintain a neat and orderly school environment.
- Show pride in ourselves and the school in our conduct and appearance.

SCHOOL RULES

These rules are derived from the School Code of Conduct. They are intended to identify major behavioural expectations. They reflect the endorsed position of the school's community and have been endorsed by the School Board.

Student Compliance

Students must follow all lawful instructions from the school staff.

School Uniform

Students are required to wear Melville SHS uniform at all times. Only items purchased from the Uniform Shop and embroidered school logo are permitted.

Designated Student Access Areas

- Students are only permitted in classrooms during class time or with a teacher present.
- Students are not permitted on the first floor or the stairwells during recess and lunch.
- Students are required to stay within their designated year-level areas during recess and lunch unless engaged in physical activity on the basketball/handball courts or oval (refer to school diary).
- Food and drinks are not to be taken into any classroom or on the oval

Lateness to Class

Students will attend all classes on time and not leave class early.

Students out of Class During Lessons

Students are not generally permitted to be out of class without direct teacher supervision. However, if they are released for the toilet (for example) they are required to carry a note from their teacher in their diary.

Students Leaving School Grounds

Students may only leave school grounds during the school day via the Student Services office with both school and parent/caregiver/guardian permission.

Oval Access

Students are permitted on the school oval, basketball and handball courts during recess and lunch for sporting activities only. Students may sit on the edge of the oval closest to the school buildings to eat. However, no food is to be consumed on the school oval. Students are not permitted to sit on the north-western (near the beach volleyball courts) or southern side of the oval during these breaks.

Prohibited Substances

Prohibited substances are not permitted on school grounds. This includes alcohol, tobacco, illegal drugs, prescription drugs intended for misuse, any item that could be used as a weapon, aerosol cans, indelible marker pens, chewing gum and any other substances that may be used for illicit purposes.

Bullying and Fighting

Students are not to engage in any behaviour that may bring emotional, psychological or physical harm to another person. Melville SHS has a zero-tolerance approach in dealing with threats, any acts of violence and ongoing bullying behaviour.

PARENTS' ROLES AND RESPONSIBILITIES

Parents/caregivers have a right to feel welcome and involved with their children's education and to know that their child is in a safe and nurturing learning environment.

Parents/caregivers should:

- Be treated with courtesy and respect at all times
- Be able to access appropriate education for their children
- Be able to access information about their child's academic, social and emotional education and progress
- Be involved in the school decision-making process
- Be heard in an appropriate forum concerning decisions affecting their child
- Parents/caregivers have a responsibility to communicate with and support the school in a manner that is respectful and courteous.

Parents/caregivers should:

- Treat staff, other parents and students with courtesy and respect
- Assist their child in maintaining regular attendance of 90% or above
- Be supportive of their child's schooling
- Provide all necessary materials to enable learning
- Be available to discuss issues concerning their child's learning, well-being and behaviour.

STUDENT ENGAGEMENT FLOW CHART - CLASSROOMS

Positive Classroom Management and School Environment (Teachers)	
Establish together a clear set of rules that outlines expected positive behaviour (reinforce consistently and fairly)	Provide appropriate, engaging and relevant lessons aligned to the curriculum
Establish mutual respect and high expectations	Create a cohesive, safe and accountable class environment
Practice winning over and building positive relationships at every opportunity	Recognise and reward positive behaviours eg. Letters of Commendation, phone calls, emails, merit points.
Practice "Invisible Discipline", using a range of low key strategies to prevent and respond to misbehaviours, resolve conflict and promote positive behaviours	Increase student accountability and ensure all work is completed and submitted via communication with parents e.g. Letter, phone call, email, Connect

Behaviour observed. Is this classroom based?

Yes

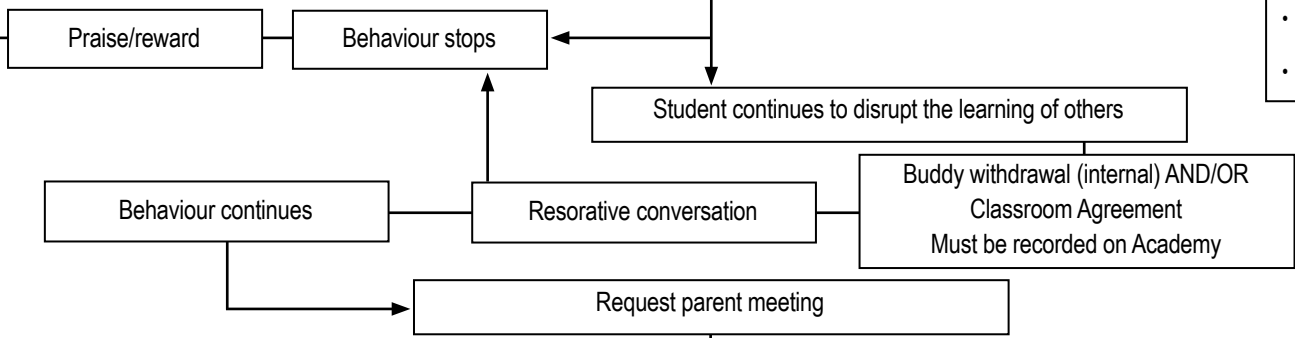
No

Stage 1. Minor Conflicts (Teachers)

Teacher must enter misbehaviour/Action into Academy and send to LOC

Square off and choice	Whole class seating plan
Shift seats	Private discussion of issue
Informal contract	Individual learning area detention
Isolation out of class (5 minutes cool down)	Liasie with HOLA/TIC
Confiscation (item enveloped and sent to Student Services Manager immediatley)	Parent communication

- Serious Incidents:
- Substance abuse
 - Physical violence
 - Abusive behaviour
 - Theft



Stage 2. Frequent Conflicts (Refer to HOLA's / TIC's)

Teacher must contact parent and enter Misbehaviour/Action into Academy

HOLA must oversee a written agreement + communicate with Student Services Manager via email	Block withdrawal class (work provided)
Parent contact via phone call, email or meeting	Consultation with year coordinator
Mediation with teacher/student	Behaviour monitoring sheet Year 7 -10 (through YC)
Individual learning area detention (work provided)	Consultation with Student Services Managers



Stage 3. Repeated or Unresolved Conflicts

Refer to Manager Student Services MS or SS, HOLA must enter Misbehaviour/Action in Academy

Case Management (refer to case management processes)	Parent contact / case conference
Suspension	Individual behaviour, management plan
Formal contract	Interagency support and consultation

Stage 4. Refer to Deputy Principal for Shared Case Management

Student Services communicate actions / responses back to the Teacher / HOLA/TIC following a referral

ALL STAFF – PROCEDURES FOR PARENT/CAREGIVER CONTACT

Staff are encouraged to maximise their contact with parents/caregivers. All contact should be timely and not immediately before reporting periods. It is important that students' efforts are recognised and acknowledged and parents/caregivers are informed of their child's progress. Following school policy, this must include Connect but may also be via Letters of Commendation and Concern, phone, email, diary entries, and scheduling parent/caregiver interviews are just some means of improving staff/parent/caregivers relationships.

Staff must contact parents/caregivers when a child's disruptive behaviour adversely affects the learning of that child or others in the classroom. Staff are reminded to call on other school personnel (HOLA, Student Services Managers, Year Coordinators) to assist with interviews and parent/caregiver contact. Student Services personnel have considerable formal and informal contact with parents/caregivers and are available to advise and assist the teacher. All parent contact will be recorded on Academy.

SUPPORT STAFF – STUDENT SERVICES STRUCTURE

Position	Role Description	Year Groups
Deputy Principal	Strategic oversight, high-level case management	All year groups
Middle School Manager	Behaviour management, support for students at educational risk, moderate and high-level case management	7,8,9
Senior School Manager	Behaviour management, support for students at educational risk, moderate and high-level case management	10,11,12
Year Coordinator	Positive pastoral care, social/emotional support, rewards, recognition, and incentives. Initial contact for parents and teachers	One per year group
School Psychologist	High level psychological support, referrals and liaising with external agencies	All year groups
Community Health Nurse	Health promotion, intervention and case management of complex medical conditions	All year groups
Chaplain	Pastoral care, individual check-ins, facilitating group wellbeing initiatives	All year groups
Aboriginal & Islander Education Officer (AIEO)	Support and pastoral care for Aboriginal and Torres Strait Islander students	All year groups
Learning Support Coordinator	Academic support for students with diagnosed or imputed learning difficulties	All year groups

Parents seeking support for their child should initially contact the relevant Year Coordinator, who will outline the assistance available and refer the student to the most appropriate staff member or discuss support options involving external agencies.

REVIEW DATE: 8 August 2024

HISTORY OF CHANGES

Effective Date	Last update date	Policy Version no.	Portfolio Responsible for Review	Notes
29 Nov 2022	29 Nov 2022	1.0	Deputy Principal Student Services	
8 August 2023	8 August 2023	2.0	Deputy Principal Student Services	Update in response to new 'Student Behaviour in Public Schools' policy