



MONTMORENCY SECONDARY COLLEGE

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the General Office on 9422 1500.

PURPOSE

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

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

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

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

SCOPE

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

CONTENTS

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

POLICY

1. COLLEGE PROFILE

Montmorency Secondary College is a large, co-educational Year 7 to 12 College situated approximately 20 kilometres north-east of the Melbourne CBD. Our current enrolment of more than 1130 students is accommodated in a single campus bordered by park reserves and the Plenty River. The school motto is 'Pride in Achievement'. Our core values are Courage, Friendship, Achievement, Trust, Happiness and Teamwork. Our Purpose Statement 'encourages students and staff to achieve their personal best in an environment that promotes excellence and responsibility and recognizes individual differences'.

The College is set in an attractive park-like environment. Our amenities include a 420-seat auditorium, a modern twin court basketball stadium/sports complex, a Year 12 Study Centre, a well-resourced Library, high-quality Food and Materials Technology Centre and fully networked ICT facilities throughout. We also have a gymnasium and share neighbouring sports ovals and an athletics track with the local community. A major \$14 million redevelopment and refurbishment of existing buildings and grounds was completed in 2019. An on-going commitment to quality teaching and learning has seen our VCE results consistently improving on past years.

In 2022, in conjunction with the Etham Wildcats Basketball Club, the College built a \$16 million major new Sporting Complex, expanding the current stadium into a five court complex with substantial public seating, change rooms and meeting facilities.

The school opened in 1969 and student enrolments grew in time to stabilize at around 900 for several decades. After a decline in the early 2000s, the College underwent a focused transformation and grew in excess of 1079 students. Following an enrolment cap and designated boundary, introduced by the Department of Education and Training in 2018, enrolments have remained steady in excess of 1130.

2. COLLEGE VISION AND VALUES

Montmorency Secondary College aims to be a dynamic, responsive learning community; dedicated to ensuring everyone has the best possible opportunity to achieve their intellectual, social and physical potential. The school focuses on forging a learning partnership of teachers and students; with thinking strategies and intelligent behaviours forming integral parts of the curriculum design, delivery and assessment. We will actively work to produce engaging and challenging programs that provide meaningful and satisfying outcomes.

Our core values will be reflected in the professional and personal behaviour of members of the school community. We are a learning community committed to continuous improvement with a proactive and compassionate approach to change. We believe education works best when in active partnership with parents and the wider community. We value this partnership, recognising the diversity and strength this brings to supporting mutually beneficial initiatives that provide meaningfully for our students' education.

Collegial interaction and support is encouraged and valued through clear communication and professional reflection. We seek a balance of visionary leadership and strategic management, creating a shared responsibility for the growth and success of the school's goals through mentoring, coaching, relevant skills development, personal growth and

empowerment. Broad-based participation, accountability and involvement is actively supported & encouraged.

Montmorency Secondary College is committed to developing 'Best Practice' in the design and delivery of a quality Educational environment, where safety, personal development and welfare are paramount for all stakeholders. We believe in the value and empowerment of life long learning, seeking to model the same by making every effort to be current with new learning technologies and methodologies.

Our core purpose is to encourage and promote success and excellence in our students; to create a sense of culture and community; one that fosters the best in all.

College Values

COURAGE: being able to face difficulty and uncertainty without being overcome by fear or being deflected from a chosen course of action

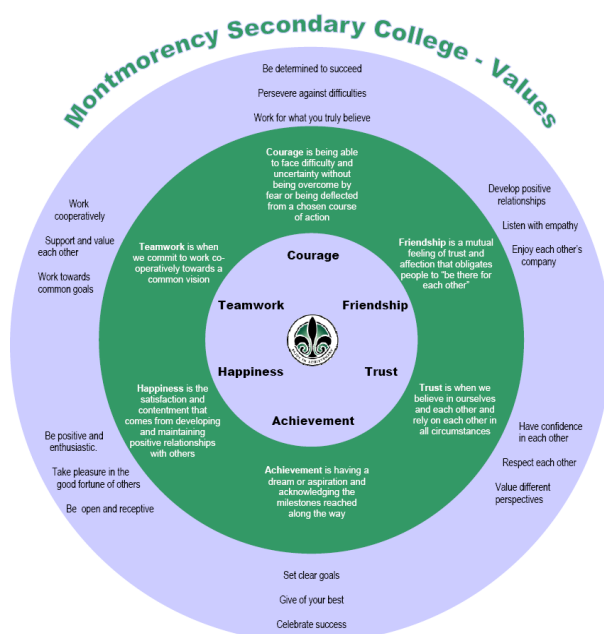
FRIENDSHIP: a mutual feeling of trust and affection that obligates people to "be there for each other"

ACHIEVEMENT: having a dream or aspiration and acknowledging the milestones reached along the way

TRUST: we believe in ourselves and each other and rely on each other in all circumstances

HAPPINESS: the satisfaction and contentment that comes from developing and maintaining positive relationships with others

TEAMWORK: being committed to work co-operatively towards a common vision



3. WELLBEING AND ENGAGEMENT STRATEGIES

Montmorency Secondary College has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We pride ourselves in our ability to maintain strong student centred relationships that focus on teaching and learning and wellbeing. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

Universal Strategies

Whole school strategies to promote positive behaviour and inclusion include:

- high and consistent expectations of all staff, students and parents and carers
- prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- delivering a broad curriculum including VET programs, VCE and VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Montmorency Secondary College use a Framework for Improving Student Outcomes (FISO) instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidence-based, high yield teaching practices are incorporated into all lessons
- teachers at Montmorency Secondary College adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our College's Statement of Values and School Philosophy is incorporated into our curriculum and promoted to students, staff and parents so that are values are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Year Level Leader, Assistant Principal and Principal whenever they have any questions or concerns
- create opportunities for cross-age connections amongst students through school plays, athletics, music programs and peer support program

- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, Year Level Leaders and Co-ordinators, Home Group Teacher/Mentor, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning.
- we engage in school-wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Safe Schools
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs (peer support programs)
- measures are in place to empower our College community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted Strategies

More specific strategies, designed to address particular concerns include:

- each year group has a Year Level Leader and Year Level Coordinators, a Home Group teacher/Mentor and an Educational Support officer responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in all of our school programs in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- our English as a second language students and all cultural and linguistically diverse students are supported to feel safe and included in our school
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on LGBTIQ Student Support. We follow the PR guidelines/program and have a student-led Queer Straight Alliance program
- all students in Out-of-Home Care are supported in accordance with the Department's policy on Supporting Students in Out-of-Home Care including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on Students with Disability, such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff will apply a trauma-informed approach to working with students who have experienced trauma

- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: International Student Program
- all students from Year 7-12 will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Montmorency Secondary College assists students to plan their Year 10 work experience, supported by their Career Action Plan.

Individual Strategies

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

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

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

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

4. IDENTIFYING STUDENTS IN NEED OF SUPPORT

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

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

5. STUDENTS RIGHTS AND RESPONSIBILITIES

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

Students have the right to:

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

Students have the responsibility to:

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

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher, their Home Group Teacher/Mentor, the Student Welfare Coordinator, their Level Co-Ordinator or a member of the Principal Team. Further information about raising a complaint or concern is available in our Complaints Policy.

6. STUDENT BEHAVIOURAL EXPECTATIONS AND MANAGEMENT

Behavioural expectations of students are grounded in our College's Statement of Values.

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

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

Our College considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

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

Disciplinary measures that may be applied include:

- responding thoughtfully in a 'staged response'
- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal to a teacher-supervised Time Out area
- withdrawal of privileges
- referral to the Year Level Coordinator
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

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

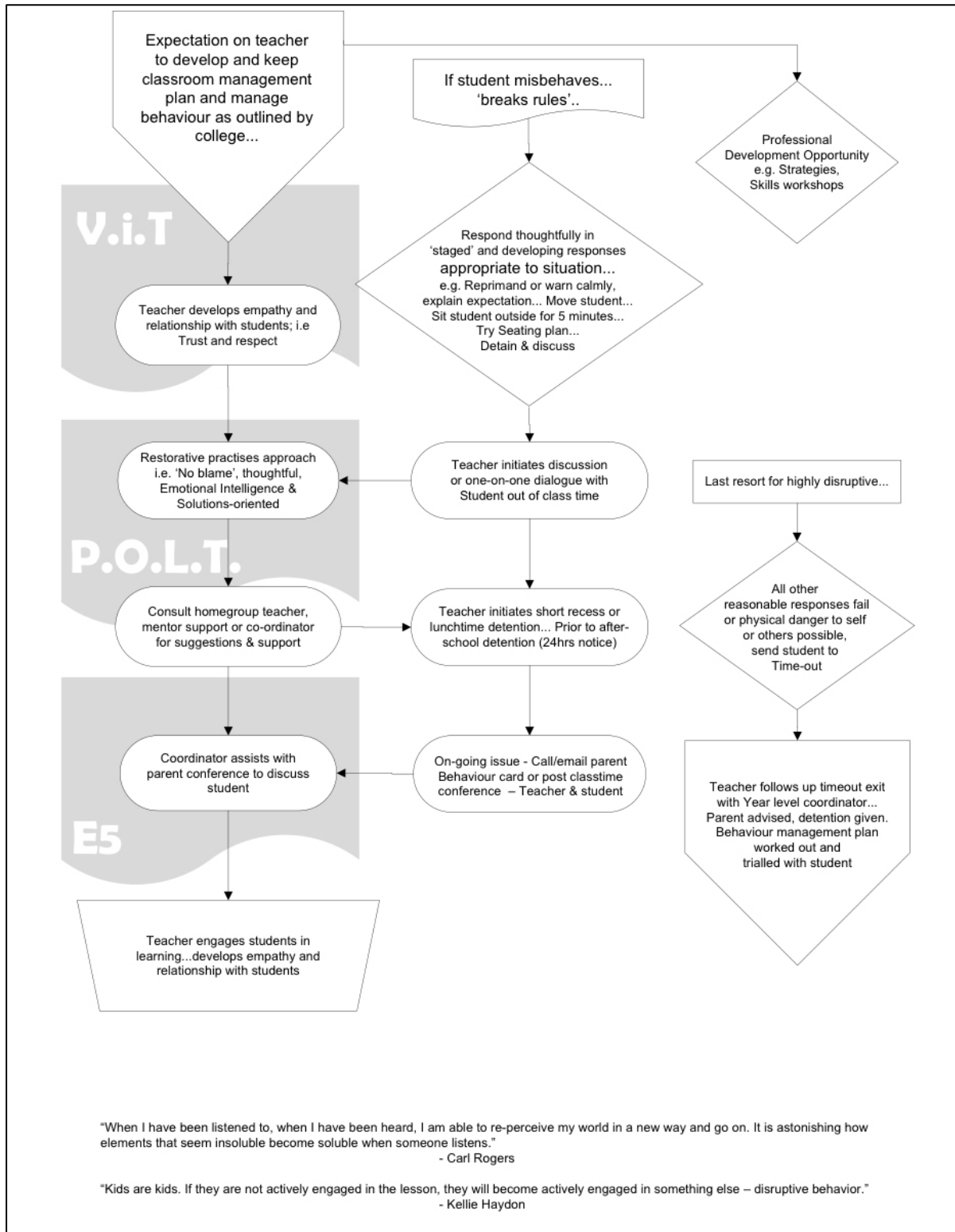
- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

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

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

MONTMORENCY SECONDARY COLLEGE CLASSROOM MANAGEMENT PROCESSES



7. ENGAGING WITH FAMILIES

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

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

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

8. EVALUATION

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

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

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

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

COMMUNICATION

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

- Available publicly on our College website
- Included in staff induction processes
- Included in student diaries so that it is easily accessible to parents, carers and students
- Made available in hard copy from school administration upon request

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

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

FURTHER INFORMATION AND RESOURCES


The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQA+ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	April 2025
Consultation	School Council, Students – April 2025
Approved by	 Frances Ibbott Principal 30/04/2025
Next scheduled review date	April 2027