Mordialloc College staff and students share and proudly demonstrate our agreed values of 
Personal Best, Integrity, Respect and Responsibility.

Student Engagement Guidelines
School Policy 2013
1. SCHOOL PROFILE

**Purpose**
The purpose of student learning at Mordialloc College is to challenge our 21st century students to become partners in our learning community by providing them with meaningful, individualised, quality programs that create successful, independent and confident world class learners. Our vision is to “inspire tomorrow’s leaders”.

Mordialloc College will strive to create learners who are resilient, connected, motivated, cooperative and respectful of self and others in a safe and happy environment which fosters emotional intelligence and maximises their potential in tomorrow’s world.

Mordialloc College students will feel safe and supported as they progress on their individual learning journey experiencing a wide range of opportunities and pathways.

**Environmental Context**
Mordialloc College is located immediately adjacent to the eastern beaches of Port Phillip Bay and enjoys excellent bus and rail access to neighbouring municipalities, the Mornington Peninsula and City of Melbourne. The College draws students from a wide geographic area, both as a consequence of this accessibility and its high reputation in the community for student endeavour and achievement. Mordialloc College has been an integral part of the local community since its establishment in 1924 and is committed to maximising learning opportunities for all students with Quality Learning Principles forming the basis for future direction and improvement.

Mordialloc College is located in an extremely well served and thus competitive secondary schooling environment. Easily accessible schools in the immediate area include three neighbouring secondary colleges, a girls’ state secondary college, a multi campus state secondary with a large Year 11 and 12 campus, independent secondary schools and two Catholic secondary schools.

Mordialloc College has a diverse range of families from mixed social demographics and many ethnic origins. The enrolment for the College has been stable at 600 for the past three years.

Mordialloc College is at the forefront of educational innovation with highly successful programs operating at the Year 7, 8 and 9 levels. Year 7 and 8 students at Mordialloc College spend the majority of their time in highly resourced, flexible learning spaces providing specialised learning areas for structural lessons, independent work and collaborative group work. Students are challenged to think about and demonstrate how, why and what they are learning as well as understanding the value of planning and organising their learning to achieve their best. The Year 9 Program at Mordialloc College is designed to continue student engagement and motivation to learn. One term is spent undertaking the *Mordialloc Experience* (MEX). All key curriculum areas are covered as students undertake a variety of onsite and offsite activities. In the senior school the College has been proactive in the allocation of resources supporting student pathways and transitions. This includes the development of a Senior Study Forum, a mentoring program and a fully equipped careers office staffed by a full time Pathways Coordinator.

The majority of senior students undertake a traditional VCE course and the College has been able to consistently run a wide variety of VCE subjects ranging from Unit 3 & 4 Specialist Maths to Unit 3 & 4 French and Unit 3 & 4 Drama. With the assistance of the College Pathways Coordinator, students have access to a wide range of VET courses offered at neighbouring learning institutions. An onsite VCAL program is offered as an alternative pathway to VCE. VCAL focuses on hands on learning and life and employability skills.

Staffing at the College includes teachers in their first five years of teaching combined with a wealth of expertise from our more experienced teachers. Most teachers have a mentoring responsibility for a group of students within the school, overseeing their attendance, progress and wellbeing, as well as supporting them with course and career choices.

Mordialloc College staff and students share and proudly demonstrate our agreed values of Personal Best, Integrity, Respect and Responsibility.
2. WHOLE SCHOOL PREVENTION STATEMENT
At Mordialloc College staff and students share and proudly demonstrate our agreed values:

**Personal Best** - Work to the best of our ability. Pursue excellence, try hard and constantly seek to improve.

**Integrity** - Be true to yourself by doing what is right. Be honest and trustworthy.

**Respect** - Treat everyone with equal consideration. Be accepting of others and their differences.

**Responsibility** - Be accountable for your actions. Contribute positively to the school and wider community.

Mordialloc College aims to increase real retention rates, reflecting connectedness to school through a sense of belonging and safety. We wish to maintain high attendance and low suspension rates of all students in the school.

The improvement strategies and actions we have in place to achieve these targets are:

- **My Mentor program**
  This pastoral care program provides teachers and students with opportunities to develop significant relationships, aimed at increasing student engagement and encouraging success. Students use quality learning practices to build upon their self-assessment skills and develop a reflective learning portfolio, culminating in a student-led parent conference to share their learning journey. In doing so they develop a deep understanding of their learning styles, needs and goals and how to build and maintain positive relationships.

- **Restorative Justice Philosophy**
  Mordialloc College places a high value on the development and maintenance of positive, healthy and respectful relationships and a supportive school environment. The restorative philosophy is embedded in the school’s approach to relationship building. These practices include the use of circle work in groups, restorative conversations to repair harm and classroom conferences.

- **Codes of Cooperation**
  At the beginning of each new class, all students and the teacher work together to negotiate an appropriate set of procedures and ideals specific to that class. Throughout this process all students have a chance to contribute their ideas and be part of the construction of this important document. The code is used by teachers and class members to reflect on behavioural and participation concerns and empowers everyone in the class to make positive change.

- **Attendance/Late policy**
  Student attendance is monitored carefully so that early intervention is possible for students at risk. We have a 90% attendance requirement for students in Years 10-12 to maintain adequate knowledge and skills acquisition. Late processes are followed consistently so that students understand consequences and staff feel supported in their actions.

- **VCE Supportive Friends**
  This is a peer support program undertaken by a team of VCE students. It recognises that when students have a problem they are more likely to share it with a friend than an adult. The aim of the training is for students to implement strategies to provide support for their peers by developing their listening and problem solving skills.

- **Individual Learning Plans (ILPs)**
  For students who are experiencing difficulty with progress and/or attendance in their classes, we have ILPs in place to support improvement in their learning. These plans consist of learning and behavioural goals set by the student and their YLC to work toward, over a set period of time. ILPs are reviewed and parents are informed of their student’s progress.
• **Homework Clubs/Study Session**
  Weekly study and catch-up sessions are scheduled for students in all year levels. Years 7 to 9 facilitate homework clubs in their respective learning centres and Years 10-12 have the opportunity to attend a Senior Study Session in the Forum. Teachers may recommend students to attend the Senior Study Session if they are behind in class work and/or homework. Staff are present at these times to assist students with their learning.

• **Health Workshops**
  In collaboration with community health agencies and staff members, the Secondary School Nurse implements a wide range of health promoting workshops including areas of sexual health, drugs and alcohol, bullying and stress management. These programs provide students with important knowledge, skills and resources to independently make informed health-related choices and decisions.

• **Mordialloc Experience (MEX)**
  This fully resourced program has been designed for Year 9 students with a pedagogical focus of engaging students in their learning journey through community-based activities and personal development strategies. Students cycle through the MEX for one term, which incorporates community placements at local schools and community agencies, city site experience, a local community investigation and preparation for work and life choices.

• **Year 7 and 8 Learning Centres**
  With a focus on embedding quality learning practices in our students, the Learning Centres create an opportunity for the students to become independent life-long learners through flexible learning spaces and versatile curriculum in line with VELS. Students receive essential pastoral support that develops positive relationships with their family guide and peers, aiding in a healthy transition from the primary school setting.

• **Transition Programs**
  We recognise the need for support for students progressing from one year level to the next and have in place orientation programs and information evenings to scaffold this transition. Students from feeder primary schools participate in a whole-day orientation program where they become familiar with the learning processes and family guides. Parents of new Year 7 students are also invited to partake in the activities on Orientation Day. At each year level there is an appropriate orientation program to support their transition to their new year level, including a rigorous Head Start program for students embarking on VCE studies. We also have a ‘Big Brother Big Sister’ program linking year 7’s to year 10’s to support student connections to the school community.

### 3. RIGHTS AND RESPONSIBILITIES

Mordialloc College is a school that encourages all students to reach their full potential physically, emotionally, intellectually and socially by providing them with challenging educational experiences within a safe, respectful and positive learning environment. We believe in respecting the rights of the individual and have developed specific policies to address issues that impact upon the rights of community members.

All educational policies and procedures within the College reflect the four basic principles of freedom, respect, equality and dignity for all members of the College Community as set out by the Charter of Human Rights and Responsibilities Act 2006.

Our Codes of Cooperation and Restorative Justice model ensures that the following are adhered to:

- The right not to be discriminated against
- Respect for and promotion of human rights
- The right to freedom of thought, conscience, religion and belief
- The right to privacy and reputation

In line with the DEECD’s *Safe Schools Are Effective Schools* policy we have developed a Bullying Policy. This incorporates an understanding of the various types of bullying, including:

---

*Mordialloc College staff and students share and proudly demonstrate our agreed values of Personal Best, Integrity, Respect and Responsibility.*
• Physical – hitting, punching, kicking, tripping, spitting etc.
• Psychological – spreading rumours, stalking, dirty looks, hiding or damaging possessions
• Verbal – name calling, put downs, threats
• Social – excluding, alienating, ignoring, ostracising

Cyber bullying is a form of bullying that is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS.

With the increased prevalence of cyber bullying in the broader community, staff at Mordialloc College have undergone professional development to equip them with skills to recognise, respond to and prevent the potential incidence of this type of bullying in our school.

School community members who experience or witness bullying should report this issue to the school to ensure this behaviour does not continue.

Support is given to all parties involved in any incidence of bullying aimed at encouraging supportive relationships, developing resilience, conflict resolution, and school attendance. To ensure that bullying is addressed and responded to appropriately we have clear referral procedures in place and provide those affected with school based counselling and restorative practices to repair the harm.

Mordialloc College acknowledges the rights to equality of all students as stated in the Equal Opportunity Act 1995 including that it is unlawful to discriminate against members of the College Community based on age, impairment, marital status, parental status or status as carer, physical features, pregnancy, race, religious belief or activity, and sexual orientation.

We recognise that the Disability Standards for Education 2005 have explicit obligations for school and the rights of students under the Disability Discrimination Act 1992. These standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation. We have physical structures and specific learning programs in place for students with a disability to access, including staff who manage the Program for Students with Disabilities. Their role is to manage educational support staff and provide professional development and support for teachers of students with disabilities. Teaching staff at Mordialloc College recognise the importance of the need to tailor programs to the learning needs of all students.

Different groups within our school community have specific rights and responsibilities. A summary of these can be found below:

**Rights and Responsibilities of Students**

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To access a wide and varied program that develops their potential as independent lifelong learners</td>
<td>• Be involved in the development and implementation of whole class-developed Code of Cooperation</td>
</tr>
<tr>
<td>• To access a versatile educational program that meets their individual needs, including individual pathways</td>
<td>• Willingness to explore career / educational opportunities</td>
</tr>
<tr>
<td>• To participate in their education without the fear of harassment, intimidation or bullying from other members of the school community</td>
<td>• Develop their potential as learners at every opportunity</td>
</tr>
<tr>
<td></td>
<td>• Lead by positive example</td>
</tr>
<tr>
<td></td>
<td>• Show empathy and respect for their peers and school community members</td>
</tr>
<tr>
<td></td>
<td>• Be supportive of school rules and policies</td>
</tr>
<tr>
<td></td>
<td>• Be punctual to all classes and attend regularly</td>
</tr>
<tr>
<td></td>
<td>• Participate to their full potential in all aspects of their educational program</td>
</tr>
</tbody>
</table>
### Rights and Responsibilities of Staff

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To work in a safe environment that is compliant with all relevant OH&amp;S standards</td>
<td>• Use appropriate assessment tools to establish student’s current learning standard</td>
</tr>
<tr>
<td>• To be informed of students with special learning needs in order to provide a supportive and engaging program.</td>
<td>• Negotiate tasks to cater for individual learning styles and abilities</td>
</tr>
<tr>
<td>• To teach in a orderly and cooperative learning environment</td>
<td>• Implement use of restorative justice principles in teaching practice</td>
</tr>
<tr>
<td>• To have access to adequate teaching resources</td>
<td>• Develop positive learning relationships with all students – know how individuals learn and how to teach them effectively</td>
</tr>
</tbody>
</table>

### Rights and Responsibilities of Parents and Carers

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To feel confident that the College is providing a safe and nurturing learning environment</td>
<td>• To take an active interest in their child’s education and model positive behaviours</td>
</tr>
<tr>
<td>• That their child will be provided with a rigorous, engaging educational program that is valued in the broader community</td>
<td>• To ensure their child regularly attends school and notify the College when their child is absent</td>
</tr>
<tr>
<td>• Receive regular progress reports regarding their child’s education</td>
<td>• Engage in regular and constructive discussion with school staff regarding their child’s learning</td>
</tr>
<tr>
<td></td>
<td>• Attend student-led conferences and / or Parent Teacher interviews with their child to engage in discussions about the child’s learning journey</td>
</tr>
<tr>
<td></td>
<td>• Support College policies and processes including appropriate behaviours and efforts by the school to provide a safe environment</td>
</tr>
<tr>
<td></td>
<td>• Support their child to be fully equipped for all classes and ensure they have an appropriate space to complete homework</td>
</tr>
</tbody>
</table>

Mordialloc College staff and students share and proudly demonstrate our agreed values of **Personal Best, Integrity, Respect and Responsibility.**
4. SHARED EXPECTATIONS
Mordialloc College has developed shared expectations aligned with our College Values to ensure that the learning, safety and rights of all members of the College Community are respected. The expectations are intended to be positive in that they set out what are accepted and appropriate behaviours for our College Community. Our shared expectations are intended to support individual students and families who come to our community from a diversity of backgrounds, communities and experiences.

Values are shared beliefs about how we work together. They influence our choices and provide a framework to guide our intentions, actions and decisions in the workplace and in the communities in which we operate. Our four core values will be evident in how we work together, how we aim high, how we treat one another, how we look after one another, how we welcome newcomers into our community and how we support one another when things get tough.

PERSONAL BEST
- Take pride in completing every task to the best of my ability
- Prepare appropriately for every task, lesson, activity
- Contribute effectively in a team
- Set goals for improvement, seek to improve on my last effort
- Respond positively and proactively to feedback, especially when things don’t go well

INTEGRITY
- Be trustworthy, act honestly, ethically and morally
- Welcome new people to our school
- Help people when they are in trouble
- Own up if you do something wrong
- Recognise the achievements of others in the community

RESPECT
- Treat others with consideration, value everyone’s self-worth in the community
- Be able to get along with other people, work together
- Accept diversity, include others
- Show self-respect through positive attitude, outlook, actions and appearance
- Ensure that all contributions to discussions are listened to and accorded respect

RESPONSIBILITY
- Be on time for every class, meeting, activity and have the correct materials to undertake each activity
- Submit homework and assessments on time
- Be personally accountable for my actions
- Take care of the school property and environment
- Contribute positively to the learning environment in class

Expectations – Staff Engagement
The College Leadership team will:
- Ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation
- Facilitate the development of the Staff Code of Cooperation
- Collaborate with the Mordialloc College Community to develop policies and procedures consistent with its values and aspirations and within the Department’s guidelines
- Have a visible presence among the College Community and be an inspiration to staff and students
- Work collaboratively with staff to support them in seeking professional development opportunities
Teachers will:
- Engage students by involving them in the negotiating, planning and development of innovative curriculum using quality learning practices
- Develop flexible pedagogy to engage different learning styles and to challenge and extend student learning
- Develop positive and meaningful relationships with students that promote engagement, wellbeing and learning
- Operate under the belief that all students can learn and take this responsibility as the basis of their daily practice
- Regularly share their diverse pedagogical expertise with all members of the College Community to ensure that students experience as broad a range of styles and perspectives as possible and to develop a rich pool of expertise which will be of benefit to all students

**Attendance**
In compliance with Departmental procedures College staff will:
- Promote regular attendance of all students
- Monitor and follow up on absences

**Behaviour**
Mordialloc College will support and promote positive behaviours by developing and implementing shared behavioural expectations with the School Community and by delivering whole-school responses to behavioural issues.

The College leadership team will:
- Lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business
- Monitor the profile of behavioural issues at the school and the effectiveness of implemented strategies
- Provide meaningful support to staff in their implementation of College policies and procedures and be available for consultation on various behavioural issues
- Provide appropriate professional development opportunities for all staff to build their capacity to promote positive behaviours

Teachers at Mordialloc College will:
- Use the Student Engagement Policy as a basis for negotiating a class-based set of shared expectations with students
- Model life skills such as punctuality to classes, a positive attitude, organisation, manners and respectful language
- Employ behaviour management strategies that focus on supporting positive behaviours such as implementation of Restorative Practices
- Build a collegiate atmosphere with other staff members to share strategies and support each other to reflect on one’s own behaviour management approach

*Mordialloc College staff and students share and proudly demonstrate our agreed values of Personal Best, Integrity, Respect and Responsibility.*
Expectations – Student

Engagement
All students are expected to:

- Be proactive in their learning with regard to planning, goal setting and reflection
- Respect, value and learn from the contributions of all members of the College Community
- Participate in all aspects of their educational programs

Attendance
All students are expected to:

- Come to school every day that the school is in operation, attend all scheduled classes and remain for the full day
- Provide an explanation from their parents/carers to their Year Level Coordinator if they have a valid reason for being absent
- Arrive at each class on time with the correct equipment and be ready to learn

Behaviour
Students are expected to:

- Show respect for other people and their property, including school facilities
- Participate responsibly in Restorative Conversations
- Cooperate positively with staff
- Not be in possession of or interact with prohibited substances or dangerous goods
- Understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable
- Be considerate and supportive of others
- Show a positive attitude to their learning
- Abide by school rules and codes of cooperation

Expectations – Parents/Carers

Engagement
Parents/Carers are expected to:

- Support the school’s efforts to educate young people about diversity and change by promoting an understanding of these issues in the home
- Actively participate in supporting their child’s learning by building a positive relationship with all members of the College Community, including attendance at student-led conferences, parent/teacher interviews, College celebrations and responding to communications in a timely manner

Attendance
Parents/carers are expected to:

- Ensure enrolment details, including emergency contact details, for their children are correct
- Ensure that their child attends school regularly and provide explanations for any absences

Behaviour
Parents/carers are expected to:

- understand Mordialloc College’s behavioural expectations and work with them to promote a consistent approach that supports their child’s learning, engagement and endeavour, both in and out of school
- be respectful of the fact that the school is both a learning environment and a workplace
5. SCHOOL ACTIONS AND AGREED 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
- providing physical environments conducive to positive behaviours and effective engagement in learning using quality principles and processes and Restorative Justice practices
- ensuring student participation in the development of positive classroom and whole school expectations including Codes of Cooperation
- developing Individual Learning Plans where appropriate for individual students
- consistently acknowledging all students as members of a shared learning community
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making, such as SRC, student leaders, and the My Mentor program

Restorative Justice
The philosophy behind this model is to acknowledge that when a person does harm to another person they also harm themselves and the whole community. Restorative Justice in a school setting views inappropriate behaviour as harm to relationships within the school community rather than school rule-breaking. This means the harm done to people and relationships needs to be explored and the harm needs to be repaired (Thorsborne and Cameron 2000).

A restorative approach involves a shift from behaviour management to relationship management as can be seen in the table below.

<table>
<thead>
<tr>
<th>Old – Traditional -</th>
<th>New – Restorative -</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is to blame?</td>
<td>Tell me what happened</td>
</tr>
<tr>
<td>What rule has been broken?</td>
<td>What harm has been done?</td>
</tr>
<tr>
<td>What is the punishment?</td>
<td>How do we make it right?</td>
</tr>
</tbody>
</table>

At Mordialloc College, when relationships are damaged a Restorative approach is used to repair the harm done to all parties concerned. A conversation facilitated by the class teacher, YLC or Wellbeing Coordinator will be structured using the following prompts:
- Tell me what happened
- What were you thinking/feeling?
- Who has been affected and how?
- What can be done to repair the harm?

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response that is underpinned by the Restorative philosophy, including:
- understanding the student’s background and needs
- ensuring clear and shared understandings of expectations by both students and teachers with reference to College policies and Codes of Cooperation
- the consistent use of Restorative chats and classroom conferences
- scaffolding the student’s learning program

Broader support strategies will include:
- involving and supporting the parents/carers
- involving the Student Wellbeing Coordinator, Pathways/Careers Coordinator/School Chaplain
- the provision of study sessions after school facilitated by groups of teachers to support learning
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component

*Mordialloc College staff and students share and proudly demonstrate our agreed values of Personal Best, Integrity, Respect and Responsibility.*
of the staged response for students facing difficulty with engagement, attendance or behaviour:
- developing Individualised Learning Plans (ILPs)
- providing broader educational programs, for example My Mentor, Careers Week, work experience, community placements as part of the Mordialloc Experience program, Advance outdoor education, school camps, annual Art Show and School Production
- involving community support agencies including Family Life, Kingston Youth Services, Central Bayside Community Health Services, Youth Connect
- providing support meetings for students at risk with the Pathways Coordinator to discuss and negotiate alternative pathways for the student, including the possibility of TAFE and/or appropriate workplace options
- providing regular professional learning sessions throughout the year to support staff to use Restorative practices and implement relational learning strategies in classrooms

** Discipline procedures – suspension and expulsion **

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DEECD guidelines published in **Effective Schools are Engaging Schools Student Engagement Policy Guidelines** that were developed in response to Ministerial Order No. 184. Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.

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

Consequences which may be used prior to suspension include:
- Withdrawal of privileges, including attendance at excursions and other College activities
- Withdrawal from class if a student’s behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. That student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period of time
- Where appropriate, parents/carers should be informed of such withdrawals
- Detention - teachers may require a student to finish 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 may be used for this work
- Where students are required to undertake school work after school, the time should not exceed forty-five minutes
- The principal should ensure that parents/carers are informed at least the day before the detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers
- Convening of a support group (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required)