



MELTON
SECONDARY
COLLEGE

STUDENT WELLBEING AND ENGAGEMENT POLICY



MELTON SECONDARY COLLEGE
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College Profile

Melton Secondary College (MSC) is a co-educational government secondary school for students in Years 7 to 12. Built in 1974 the college infrastructure has grown to accommodate increased enrolments in the past 10 years and to cater for subject specialisms. The college structure comprises two sub-schools. Each sub-school is led by a Sub-School Principal, three Heads of Year and Team Leaders who support high expectations for student learning and high impact classroom practice.

MSC is the governing and administrative base for the Melton Flexible Learning Option (MFLO) which functions to support student re-engagement in school education from Years 7-10. The program has a physical site located in Kurunjang which caters for approximately 40 students and a virtual program which caters for approximately 60 students.

Enrolments have steadily increased in the past five years with the enrolment currently sitting at 1300 students. The Student Family Occupation (SFO) index is 0.66, there is an even balance of boys and girls and 40% of students are from culturally and linguistically diverse (CALD) backgrounds with students from African and Pacifica countries forming the largest cultural groups.

Vision

Melton Secondary College is a school where every student can flourish, achieve excellence in their learning and progress confidently towards a bright future. This is captured in our Vision: *A flourishing learning community achieving high levels of academic growth and bright futures for every student.*

The college STARR Values: *Success, Team Work, Ambition, Respect and Responsibility* guide students to develop as self-aware and kind young people who are inclusive of others, use their time at school well by applying consistent effort and bringing excitement to their learning about the world around them.

Membership of the college community brings rights and responsibilities. The college has a diverse student population and believes that every member of our community has the right to be treated with respect and be provided with equal opportunity regardless of gender, cultural background or ability. Conversely, every member has a responsibility to act in ways that build inclusion and protect this right.

Melton Secondary College is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making. We know that children cannot flourish and thrive in unsafe environments. Students ability to learn depends not only on the quality of their text books and teachers, but on the level of comfort and safety they feel at school and the strength of their relationships with adults and peers.

Our Student Wellbeing and Engagement practices will be inclusive of the needs of all children, particularly Aboriginal and Torres Strait Island backgrounds, students in Out of Home Care and LGBTIQ students, students with disabilities and children who are vulnerable.

Our staff recognise that student engagement and wellbeing are interconnected. We use a model of teaching which places students at the centre of learning. This begins with knowing each student well. Teachers use this knowledge to design lessons and curriculum that engage their students in learning essential skills and knowledge and help students to develop social and emotional intelligence to build positive relationships.

All students have at least one adult at school they can connect with and who will support them. This will usually be their STARR Connect teacher who meets with students daily and is the first point of contact for engagement, wellbeing and learning matters. Students build confidence when they are able to voice their views, when they have the opportunity to exercise and develop leadership and when they can see their efforts are valued and have an impact. Our Student Voice, Leadership and Agency program provides students with regular opportunities to be an active part of their college and their own learning. Helping students to build positive peer relationships with one another is an important part of maintaining a positive learning environment.

Finally, where school, home and community values are aligned, a strong partnership is created that provides support for students to meet the challenges of learning. The partnership with parents and carers is fundamental to the best outcomes for our students and rests on mutual respect and responsibility and a shared commitment to student wellbeing, engagement and learning.

It takes all members of our community working together to create success for every student and make our vision a reality. The *Student Engagement and Wellbeing Policy* is a guide for how this happens at Melton Secondary College so we can all play our part in providing a learning environment which supports our students to flourish and excel.

STARR Values

At Melton Secondary College we work to demonstrate the college STARR Values in all aspects of college life and as members of the wider community. The College Values and Expectations are on display in every classroom and throughout the college as a reminder of this commitment.

OUR COLLEGE STARR VALUES

OUR COLLEGE VISION
A flourishing learning community achieving high levels of academic growth and bright futures for every student



-  **SUCCESS**
We create bright futures when we achieve growth in our learning
-  **TEAMWORK**
We act and learn best when we work together
-  **AMBITION**
We achieve high levels of academic growth when set challenging learning goals and have high aspirations
-  **RESPECT**
We respect ourselves, others and our community when we **THINK** about what we say and do
-  **RESPONSIBILITY**
We accept responsibility for our actions and the consequences that follow

Student Engagement and Wellbeing

Student engagement and wellbeing are key factors in students experiencing academic success and achieving their future aspirations and pathways. At MSC, we support the development of the whole child and working with students and families to ensure that the following factors are in place for our students:

- **Engagement in learning** – includes active attendance, participation and engagement in learning, having functional skills to participate meaningfully in all aspects of one's life; being competent as a learner and problem-solver; and having a sense of meaning.
- **Social and emotional wellbeing** – includes positive mental health / absence of mental health problems; self-awareness; emotional intelligence; self-regulation; resilience; interpreting the world positively; pro-social values and behaviour.
- **Supportive relationships** – includes having positive family bonds and friendship, ability to rely on a trusted adult, experiencing a sense of belonging, and engagement / involvement in age-appropriate learning and activity.
- **Physical health** – includes physical health / absence of health problems; oral health; nutrition and weight; physical fitness; and self-management including sleeping.
- **Safety and material wellbeing** – includes sense of safety at home and school, being safe from injury and harm, having access to daily essentials and adequate and stable housing.

Behaviour Expectations

The College communicates clear expectations about student behaviour through the Expectations Matrix. This matrix is displayed in all classrooms and common areas of the College.

The guiding beliefs of our approach are:

- Every student can flourish and excel in their learning guided by our STARR Value.
- Strong, secure relationships are based on unconditional positive regard and safe and inclusive practices.
- Student empowerment and voice builds engagement, wellbeing and learning.
- Strong connection to family, community and culture supports student learning.
- Staff self-awareness, growth and leadership will drive the College Vision.

Students are supported to learn and model the behaviours identified in the Expectations Matrix in the classroom, yard and community.








MELTON SECONDARY COLLEGE EXPECTATIONS MATRIX

www.meltonsc.vic.edu.au

Within our community

Inside our classroom

Outside our classroom

	Within our community	Inside our classroom	Outside our classroom
 SUCCESS We will	<ul style="list-style-type: none"> Represent the college values outside of school Share our successes from school at home and in the community Apply our college values and expectations while attending assemblies and school events 	<ul style="list-style-type: none"> Work hard and take pride in our learning Meet all deadlines and complete tasks by the due date Take the opportunity to learn during every minute of class time Read for at least 20 minutes every day 	<ul style="list-style-type: none"> Participate in extra-curricular activities
 TEAMWORK We will	<ul style="list-style-type: none"> Model positive and active participation Engage in positive interactions with people from all backgrounds Help others to be safe and included Walk safely 	<ul style="list-style-type: none"> Collaborate with others to increase our learning Act in a safe manner 	<ul style="list-style-type: none"> Encourage and assist others to be punctual Use all shared areas fairly and considerately
 AMBITION We will	<ul style="list-style-type: none"> Seek out a variety of career opportunities and extra-curricular activities Extend our involvement in the community to build partnerships 	<ul style="list-style-type: none"> Have high aspirations and expectations for ourselves and others Set challenging learning goals and strive to meet them Apply a 'growth mindset' to challenging tasks Take every opportunity to develop new skills and knowledge 	<ul style="list-style-type: none"> Attend Homework Club and Study Hall when necessary to achieve learning goals Attend every class and be on time
 RESPECT We will	<ul style="list-style-type: none"> T.H.I.N.K before we act and speak Represent the college with pride both in and out of uniform Maintain respectful relationships and conversations with all members of our school community 	<ul style="list-style-type: none"> Keep our hands to ourselves. Listen to others, track/follow the speaker and wait for my turn to speak 	<ul style="list-style-type: none"> Accept other peoples' personal space Follow our 'hands off' policy Consume food and drink in appropriate areas Be respectful of the environment
 RESPONSIBILITY We will	<ul style="list-style-type: none"> Take pride in how we present ourselves and represent the school Wear full school uniform Take care of people's property and report any damage 	<ul style="list-style-type: none"> Listen to instructions and follow them accordingly Be organised and ready to learn in every class 	<ul style="list-style-type: none"> Move directly at the first bell and follow the entry and exit procedures in a quiet and orderly manner Use the school toilets and drink taps during break times

Student Attendance

Students learn best when they attend school regularly and promptly and that persistent absence is a barrier to effective learning. The Victorian Government's 'Everyday Counts' initiative promotes research evidence that regular school attendance is a significant factor in both school completion and employment success.

Every student is expected to attend all scheduled classes and school activities, and to attend punctually. The College expects that all students attend 100% of scheduled classes, assemblies and compulsory school activities, unless there are valid reasons for not doing so.

Uniform

The College Uniform Policy was developed by the School Council with input from students, parents and staff. It identifies students as belonging to the school community, is integral in creating a positive school culture and is a key part of the College's *Student Engagement and Wellbeing Policy*.

The purpose of the Uniform Policy is to ensure that students dress in a manner that complies with health and safety requirements, is comfortable for all weather conditions and appropriate for sports. The policy also supports appropriate attire for informal or incidental physical activity. The Uniform Policy sets a consistent standard of dress, thus promoting inclusion and well-being while promoting the College identity in the broader community. Please refer to the College Uniform Policy for further details.

http://www.meltonsc.vic.edu.au/assets/uploads/2020/12/Uniform_Policy_2020.pdf

Bullying Prevention

The College commits to upholding the right of every student to feel safe from bullying at school. It is responsible for taking reasonable and proactive measures to prevent bullying and harassment. While all young people should be free of bullying behaviour, some groups of young people are more vulnerable than others including students with disabilities; racial or minority groups; autism; same sex attracted; and students in out of home care.

Bullying in any form is unacceptable. Bullying that is carried out through an internet service, such as email, chat room, discussion group or instant messaging or through mobile phone technologies such as short messaging service (SMS) is cyber bullying. Cyber bullying will not be tolerated at any level, and consequences exist for students who choose to bully others.

Whole school approaches to address and stop bullying behaviours form part of the College School Wide Positive Behaviours Support (SWPBS) system and are detailed in the College Bullying Prevention Policy.

<http://www.meltonsc.vic.edu.au/assets/uploads/2021/03/Bullying-Prevention-Policy-2021.pdf>

Mobile Phones

Melton Secondary College supports the safe and appropriate use of personal mobile devices including mobile phones where students have a compelling reason to bring them to school. We recognise that students live in a technology-rich world where mobile phones are an important communication tool. We also provide the opportunity for students to enjoy an environment where they feel safe and able to learn without distractions.

Research has found that the unregulated presence of mobile phones at school can undermine students' capacity to think, learn, remember, pay attention, socialise and regulate emotion. Mobile phones can also be open to misuse with potential to cause significant harm. For this reason mobile phones are regarded as potentially "harmful items" and their use at Melton Secondary College is restricted.

Earphones or speakers (wired or wireless) are accessories which provide users with the capacity to both receive and transmit audio data and enable the user to connect discretely to personal mobile devices. The use of earphones can also prevent students from engaging in face to face social interactions.

Summary of expectations regarding Mobile Phones

Students who choose to bring mobile phones and personal mobile devices to school must have them switched off and securely stored in their lockers during school hours.

- Students leaving the school during school hours may not use their personal mobile device while on school grounds.
- Should parents, or carers wish to communicate with their child during school hours, they must do so by contacting the school office on 9743 3322.
- Students who choose to bring 'smart watches' to school may wear this device, but must disable cellular network connections during school hours and make the device visible to staff if requested.
- Accessories are only permitted for use when under direct supervision of a teacher and connected to a school approved device in the Library, Senior Study Area or other area approved by the Principal.
- Exceptions to this policy may only be granted by the Principal and must be officially documented.

http://www.meltonsc.vic.edu.au/assets/uploads/2020/12/Mobile_Phone_Policy_v3.2_Final.pdf

Student 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 school's STARR Values highlight 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 a responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate the STARR Values 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, or a member of the school leadership team.

To protect these rights:

Students will:

- Demonstrate a commitment to the College values of *Success, Teamwork, Ambition, Respect* and *Responsibility* towards themselves, their peers, their teachers and members of the school community.
- Work to adopt a 'growth mindset' approach by seeing challenges as opportunities to improve their skills and knowledge.
- Seek feedback to clarify any misconceptions in their learning; plan their learning time to meet deadlines; and catch up on work that they miss.
- Build the learning of others by modelling the STARR Values in every lesson, helping the teacher to teach and other students to learn.
- Arrive to class prepared to maximise learning in every lesson.
- Follow the mobile phone policy and show respect and responsibility in your use of social media and online resources.
- Represent the College with pride at school/in the community, displaying the school values at all times (e.g. when wearing the College uniform).

Parents/carers will

- Support their child/children to align their behaviour with the *Student Engagement and Wellbeing Policy*, the STARR Values Expectations and support their child/children in their learning.

- Notify the College of any major issues or changes that may impact their child's engagement, wellbeing and learning at school, use the Compass Parent Portal and communicate with College staff where needed.
- Support their child's education by participating in community events (including Parent/Teacher/Student Conferences, Awards Nights and Course Selection Evenings), remaining fully informed about their child's education and contributing to the development of the College in a positive and constructive manner.
- Support their children in the efficient and effective completion of homework tasks and take regular interest in their child's learning and school work.
- Ensure that their child has a full set of College uniform and wears it at all times whilst attending the college, on the way to and from school and during all college activities.

Staff will:

- Form authentic and positive relationships with their students by modelling the STARR Values and our SWPBS beliefs and expectations.
- Implement the College *Student Engagement and Wellbeing Policy* and the School Wide Positive Behaviour Support approach (SWPBS).
- Show awareness of the rights and responsibilities of students, parent/carers and staff and engage in ongoing professional learning.
- Provide high quality effective classroom practice and deliver an engaging curriculum that is based on our values and beliefs.
- Encourage the development of positive relationships with their students and assist them in becoming active learners both inside and outside the classroom.
- Ensure professional and supervisory duty of care for their students.
- Engage in professional and respectful collaborative relationships with students, parents and other staff.
- Communicate successes and concerns to parents/carers about their child in liaison with the relevant Sub School Team Leader or Manager.
- As a STARR Connect teacher, be the first point of contact for matters relating to student learning, wellbeing and engagement and maintain timely communication between the college and home.

College Leaders will:

- Lead the development of a whole school approach to student engagement and wellbeing so that staff, students and parents meet the expectations outlined in the Melton Secondary College *Student Engagement Policy*.
- Model our beliefs, high quality practice in the implementation of *Student Engagement and Wellbeing Policy*.
- Lead teams to create a stimulating and secure learning environment and a culture of high expectations for all learners.
- Enact a high level of accountability for the engagement, wellbeing and learning of our students.
- Lead the management and resolution of high level critical incidents that require coordination of response, and/or communication with the Department (DET).

Sub School Teams will:

- Implement a whole school approach to student engagement and wellbeing so that staff, students and parent/carers understand and follow the *Student Engagement and Wellbeing Policy*.
- Coordinate the management and resolution of critical incidents and serious breaches of student Behaviour Expectations.
- Coordinate the management of Individual Education Plans, Behaviour Support Plans and other strategies to support student engagement and wellbeing.
- Support the resolution of differences or conflict which impede learning and engagement through values-aligned interventions (mediation, circle time or restorative justice approaches).
- Assist all staff to be aware of individual student learning, engagement and wellbeing needs.
- Provide guidance that promotes professional growth and development in the use of high impact engagement and wellbeing strategies.
- Provide secondary support for STARR Connect teachers in their role as first point of contact for student engagement, wellbeing and learning.
- Monitor and maintain timely communication with families about interventions implemented for students.

Discipline

In the event of a student/s breaching the expectations, the College applies a staged response approach consistent with the Department's *Student Engagement and Inclusion Guidelines* and appropriate to the context of the behaviour. The primary aim of the response will be teaching positive behaviours, repairing any damage to relationships and restoring a safe environment for all students.

We believe that behavior is learned and therefore can be taught. Students are taught pro-social behaviours using the same instructional concepts used to facilitate academic learning and given direct instruction, practice, encouragement, and correction as needed. Just as with academic learning, when behavior problems are complex or chronic, specialized interventions or intensive teaching arrangements may be necessary

The college will apply consequences for behaviour that breaches the Rights and Responsibilities and Behaviour Expectations.

- Facilitate the restoration of positive relationships between all parties involved in conflict.
- Are appropriate in terms of severity.
- Are consistent in application (mindful of special circumstances).
- Address any harm done.
- Provide an opportunity for those involved to learn from the conflict and grow as social people.

The primary responsibility for student wellbeing and engagement within the classroom rests with the individual classroom teacher. Each teacher implements a classroom version of the agreed Student Engagement and Wellbeing Policy in the form of a classroom or social contract where positive behaviours are identified and acknowledged and inappropriate behaviour is identified and corrected. Students who disrupt the learning of others in the classroom will be supported with strategies that aim to modify the behaviour and avoid any further conflict or disruption.

Depending upon the nature of the incident, the College will engage with parents and partner with them to implement the intervention.

The effective promotion of positive student behaviour relies on a commitment by students, staff and parents/carers to recognise the teachers' right to teach and students right to learn in a safe environment and without distractions.

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 school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- 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 of privileges
- referral to the Team Leader
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

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

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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

In accordance with the Education and Training Reform Act 2006, Corporal punishment is not to be administered to any student at Melton Secondary College.

Engagement Strategies & Interventions

Tiered Intervention

The College uses a tiered approach to ensure that all students are supported to access the curriculum, make progress with their learning and are supported in developing positive health and wellbeing.

At the Universal Tier, the College Curriculum delivers high expectations, culturally inclusive accessible and engaging content, positive relationships and assessment and teaching practices for all students.

All students at the College experience the educational program through a sub-school. From years 7 to 9, students engage in their studies in the Junior Sub-School and from years 10 to 12, in the Senior Sub-School. Classroom teachers and support staff provide a universal tier of curriculum, instruction, communication and support for every student.

Student mental and physical wellbeing is supported through the Physical Education, Health and Sport curriculum as part of the core curriculum. An extensive extra-curriculum program is offered to all students and provides a wide range of sports, instrumental music, clubs and other activities before, during and after school. School holiday programs are also provided through our community partners.

Where more support is needed for the academic, social or wellbeing development of groups or cohorts of students, the Sub-School Team Manager, Team Leaders, the Inclusion and Engagement teams provide the second Targeted Tier of intervention.

The Individual Tier provides support for students who are vulnerable or at serious risk of disengagement, and is activated by our Sub-school and/or Wellbeing teams. These teams will work in collaboration with parents/carers to create an Individual Education Plan to outline the strategies which will be used to meet an individual student's needs. At this level, a referral may be made to external agencies, programs or services.

Universal Tier

The following strategies are used to promote positive wellbeing and engagement across the whole college:

- Prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing.
- Incorporate the STARR Values into our curriculum and promote these to students, staff and parents so that they are shared and celebrated as the foundation of our school community.
- Acknowledge positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents.
- Provide opportunities for students to develop leadership, student voice and agency in their learning. Provide opportunities for students to contribute to and provide feedback on decisions about school operations through the Student Representative Council and School Council. Students are also encouraged to speak with their teachers, Team Leaders, Assistant Principal and Principal whenever they have any questions or concerns.
- Welcome all parents/carers and be responsive to them as partners in learning.
- Deliver 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.
- Use the LEARN instructional model to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons.
- Use 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.
- Engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Bully Stoppers
 - Safe Schools
- Provide every student with a STARR Connect Teacher who is the first point of contact for student learning, wellbeing and engagement matters and to deliver the STARR Connect Program to build positive relationships, self-regulation, critical thinking and inquiry.
- Provide an 'open door' where all students are welcome to self-refer to the Student Wellbeing Councillors, School Nurse, Team Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind.
- Employ carefully planned transition programs to support students moving into different stages of their schooling.
- Use school data such as Attitudes to School Survey, parent survey data, student management data and school level assessment data to evaluate and be responsive to the impact of school programs.
- Monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level.

Targeted Tier

Targeted interventions provide more specific strategies, designed to address particular concerns in certain age groups or friendship circles. These include:

- Providing a Team Leader responsible for their year, who will monitor the health and wellbeing of students in their year, and coordinate support for students who may need additional assistance.
- Assist students in Year 10 and above to develop a Career Action Plan, with targeted goals and support to plan for their future. Assist students to plan their Year 10 work experience, as part of their Career Action Plan.
- Connect all Koorie students with a Koorie Engagement Support Officer.
- Provide all students in Out of Home Care with a Learning Mentor, an Individual Learning Plan and refer to Student Support Services for an Educational Needs Assessment.
- Undertake health promotion and social skills development programs in response to needs identified by student wellbeing data, classroom teachers or other school staff each year.
- Apply a trauma-informed approach to working with students who have experienced trauma.

Individual Tier

Individual interventions provide specific strategies which may be considered and applied on a case by case basis.

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 Education Plan and/or a Behaviour Support 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 school 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 running regular [*Student Support Groups*](#) meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

Student Wellbeing Team

At the tier two and three level, student wellbeing is supported by the Student Wellbeing Team. This team comprises School Counsellors, sub-school Engagement and Wellbeing Officers and a health promotion nurse and is led by the Senior Mental Health Practitioner. The Wellbeing Team use preventative approaches, early intervention and direct support and response strategies. They are to provide one-off and short-term therapeutic support and can support students and parent/carers to seek referrals to outside agencies and professional services for ongoing interventions.

A Student Engagement and Wellbeing Officer works with each Sub-School to provide targeted programs and interventions that meet the needs of specific cohorts of students.

Advice for parents/carers about how you can support your child's wellbeing can be found at the Department of Education website: [Looking after your Child's Wellbeing](#).

College Wellbeing Team referral process

Students may be referred to the Wellbeing Team by:

- Melton Secondary College staff
- Parents or Guardians
- External Workers or Agencies
- Students (self-referral)

Once a student has been referred to the Wellbeing Team the following steps will be taken:

1. The student will meet with a Wellbeing Team member to complete Intake. The aim of Intake is to gather a detailed history and assess the current level of need.
2. Information from the referral and intake will then be brought back to a weekly allocation meeting where the referral will be discussed and allocated appropriately.
3. Allocation options could include (but is not limited to):
 - One on one support
 - Small group program
 - Referral to external agencies and supports
 - Referral to Melton Secondary College Careers Team
4. Communication with parents/carers is maintained taking into account the interests of the student and parent/carer.

Community Engagement Programs

Melton Secondary College seeks out opportunities to engage our parents/carers, to celebrate the diversity of our families and strengthen connections with the broader community. Our Community Liaison Officers and mentors provide support for all students through a range of engagement programs for students and their families and a particular focus on the needs of emerging culturally diverse communities.

Program for Students with Disabilities

Students who have a diagnosed disability or learning difficulty are supported through the Learning Support Program which comprises an Inclusion Leader, Learning Support Coordinator and a team of Learning Support Aides (LSA). [Student Support Groups](#) (SSG) coordinate the development of Individual Education Plans (IEP) for each student to ensure access to the curriculum and challenging goals support student progress through appropriate support or adjustments. Further information at the Department of Education and Training [Program for Students with Disabilities](#).

Identifying students in need of support

Melton Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. STARR Connect and classroom teachers monitor and support student learning, engagement and wellbeing each lesson through observation and regular assessment processes. Where it is determined that a student may benefit from additional individual support, the teacher will refer the matter to the Sub-School Team to determine the appropriate intervention.

Melton Secondary 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 staff, family or peers

Rewards and Recognition

STARR Awards

The recognition and rewarding of positive behaviours is a key part of the College SWPBS approach and a critical part of the teaching and learning cycle.

The STARR Award system operates as a tiered approach. Classroom teachers, support staff and students are encouraged to provide positive feedback on a daily basis through the assignment of STARR Awards which are posted onto Compass. STARR Awards are presented to students at Year Level assemblies and at the College Awards Night.

Melton Money and the STARR Awards Shop provide opportunities for students to work towards and earn items of interest through consistent and ongoing positive behaviour.

Letters of Recognition

Students who receive 90% and above on an assessment task will be recognised with a letter from the Sub-School Principal.

Mid-Year Success Awards

Students who achieve 80% and above on all of their assessments in a single subject, will receive an award at the Mid-Year Awards Night.

End of Year Awards

Assessment tasks results across the year will be used to identify the top ten performing students in each year level, so that they can be awarded at the End of Year awards evening.

STARR awards will also be presented to two students at each year level who have accrued the highest number of STARR awards throughout the year.

Engaging with families

Melton 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 and to be aware of and respect the cultural diversity of our families.

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, supported by our Communicating with School Staff policy.
- 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.

Evaluation

Melton Secondary College will collect data each year to understand the frequency and types of wellbeing and engagement 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
- CASES21
- SOCS

Further information and resources

All Melton secondary College Policies listed below can be accessed on the College website.

<http://www.meltonsc.vic.edu.au/our-college/policies-reports/>

DET *Student Engagement and Inclusion Guidelines*

- Child Safe
- College Promotions Policy
- Homework Policy

- Bullying Prevention Policy
- College Uniform Policy
- Attendance Policy
- Mobile Phone Policy
- Staff Communications Policy

Review cycle

Date Reviewed	April 2021
Author	Director of Curriculum and Engagement
Approval required	No
Consultation required	Yes
School Council approved	NA
School Council noted	May 2021
Mandatory	Yes
VQRA	Yes
Responsible for Review	Director of Curriculum and Engagement
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