

# MELBOURNE HIGH SCHOOL

## STUDENT WELLBEING AND ENGAGEMENT POLICY

### Help for non-English speakers

If you need help to understand the information in this policy, please contact the school on 98260711 or at [mhs@mhs.vic.edu.au](mailto:mhs@mhs.vic.edu.au).

### PURPOSE

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

(a) o

Melbourne High School 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, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

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

Melbourne High School traces its history back to 1854 and the establishment of the National Model School. In 1905, the school became the Continuation School, the first State secondary school in Victoria. It is a state-wide provider of broad, academic education for boys in Years 9 to 12. It is an academic, select entry school. Admission to the School is by examination with a small discretionary factor.

The school grounds include four main buildings. The Twenties building includes classrooms, staff rooms and a multi-purpose hall. The Nineties building includes the school gym, pool, music department and classrooms. The Round building comprises of classrooms, staff offices and the Facilities Manager's office and storage of school supplies. The Arts Building consists of specialty arts studios, including a darkroom and theatre performance space.

Additionally, the school has sporting grounds including an oval, basketball court, two netball/tennis courts, a hockey field (with attached stands and kiosk)

MHS also has an outdoor education facility located in Millgrove that includes a dormitory, kitchen, ropes course and ovals.

In 2022, The School had 1372 students, with approximately 340 students in each year level. Students are drawn from a wide cultural and socio-economic background and from across the greater metropolitan and inner country areas. The Student Family Occupation (SFO) category was 0.1732

The staffing profile MHS includes a Principal, three Assistant Principals, eight Leading Teachers and five Learning Specialists, 107 Teaching Staff (EFP) and 16.6 Educational Support Staff.

Melbourne High School provides a broad, stimulating, diverse and challenging education w 8.163 09 0ong ( S)4.5 iotaf



- teachers at Melbourne High S

- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- we support learning and wellbeing outcomes of students from refugee background through working with EAL schools, social workers, case managers and community as needed.
- 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](#) as well as providing for individual adjustments as required
- 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 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 undertake training in a trauma-informed approach

o Re-



- suspension
- expulsion

**Melbourne High School Guidelines for Consequences of Student Inappropriate Behaviour:**

Levels	Examples of inappropriate behaviour	Range of Consequences
Level 5  <b>Criminal activity / repeated breach</b>	Serious criminal offence Offenses involving illicit drugs Serious / repeated damage of property, resources or equipment <b>Theft</b> Serious wilful interference with school network Smoking or vaping, or alcohol related activity Violent actions resulting in physical or emotional trauma Sexual assault Repeated harassment or bullying	Principal and Assistant Principal*



<b>Level 1</b>	Failing to charge device overnight without a valid excuse	<b>Classroom Teacher or Staff Member*</b>
<b>Negligence</b>	Failing to bring electronic device to class	Recess or lunchtime interview
	Inappropriate use of electronic device	Short detention
	Single instance of negligent use of resources, facilities or equipment	Verbal or written apology
	Listening to music in class without permission	Move seat in classroom
	Eating in classrooms or corridors	Liaise with Form Teacher
	Noncompliance with school uniform policy	Loss of access to electronic device for the remainder of class time
	Noncompliance with school mobile phone policy	Verbal correction or reprimand
	Failing to follow instructions of staff member	*Incident to be documented on
	Arriving late to class	Compass by classroom teacher or
	Inappropriate language use	staff member

- 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 including the development of policies
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

## 8. Evaluation

Melbourne High School will collect data each year to understand the level of mental distress amongst 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:

- Annual wellbeing screening of each year level
- Clinical records data
- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Melbourne High School 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 school's website
- Included in staff induction processes
- Included in transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers and students
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school 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](#)
- [LGBTIQ 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 Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy
- Complaints Policy

## POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2022
Consultation	Wellbeing Team – 17/05/22 SLCs – 24/05/22, 30/05/22 SRC – 5/06/22 Principal - 14/06/22 School Council 21/06/22 School Council 19/07/22
Approved by	Principal
Next scheduled review date	July 2024