

**Melba Copland  
Secondary School  
Support for Students**

**A Guide for  
Parents and Carers  
High School Campus**

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# School Contacts

Principal

Kerrie Heath

Deputy Principal

Jesse Sidhu  
Lee Pietrukowski  
Tabatha Kellett

Business Manager

Leon Sanft

Finance Officer

Tracey White

Executive Assistant

Wendy Mattress

Enrolment Officer

Sandra Halgren

Student Wellbeing Executives 7/8/9

Ellie Marks & Tom Bluck

Student Wellbeing Executive 11/12

Yasmin Noonan

Targeted Support Executive

Matthew Colbran

Primary Transition Officer

Ben Zywczak

International Private Student Coordinator

Shao-Hua Que

Youth Worker

Frankie Droulias

Wellbeing Support Officer

Sharon Beresford

School Psychologist

Katrina Reese

School Youth Health Nurse

Laura Jermyn

Indigenous Education Officer

Kylie Gordon-Wilkins

Canteen Manager

## Year Co-ordinators:

Year 7

Samantha Endall

Year 8

Gary Martin

Year 9

Ashley Jones & Luke Parker

Year 10

Loidee Santos

Year 11

Zoe Rothfield

Year 12

Kyle Mitchell

# Frequently Asked Questions

*Navigating secondary school can feel daunting! At Melba Copland there are no wrong doors. You can explain what you need to any staff member and they will find the right person for you to speak with. If you feel your need is urgent, please make that clear in your contact. In most circumstances we will get back to you quite quickly but please be aware that our commitment for normal communications is to reply within 24-48 working hours where possible.*

## **My child seems to be struggling to make friends and connect with the school. Who should I talk to? What can be done?**

Please email your child's MC & Pastoral Care Teacher in the first instance. If you are unsure who their Pastoral Care Teacher is, you can phone the front office and they will look it up for you.

The Pastoral Care Teacher can then discuss this with the Year Coordinator, who can bring it for further discussion at our regular Wellbeing meetings where teachers and wellbeing staff collaborate to find support solutions. They may identify that there are a few students who need extra support to make friendship connections and determine a strategy for this. This may include establishing some lunchtime activities, developing some small wellbeing activity groups, or other options.

## **My child has reported they feel bullied or harassed. Who should I contact? What will be done?**

Please email your child's MC & Pastoral Care Teacher in the first instance. If you are unsure who their Pastoral Care Teacher is, you can phone the front office and they will look it up for you.

The Student Wellbeing team will then work directly with your child to determine what has been happening from their perspective. We follow a restorative process approach which encourages students to appreciate the consequences of their actions for others and make amends where their actions have harmed others. It requires students to be accountable for their actions and promotes respect for all involved.

We may also provide support to develop the confidence and skills to become empowered to be able to respond to problems or report to staff when feeling concerned. Parents and carers will be contacted to inform them that the school has addressed the situation and will continue to monitor.

## **My child is feeling unsafe, but they don't want to report it or for me to report it. What should I do?**

You must let us know what is happening for your child. Often students believe that there will be repercussions if they 'tell'. We work very hard to mitigate against this happening and have found that the restorative process we use leads to huge improvements and very positive outcomes.

We cannot help if we don't know something is wrong! We have multiple ways that you can let us know that your child does not feel safe. We strongly encourage you to contact the Pastoral Care Teacher, Year Coordinator, Student Wellbeing Team or just ring the Front Office and they will put you through to the most appropriate person.

Our email address: [mcss.studentsservice@ed.act.edu.au](mailto:mcss.studentsservice@ed.act.edu.au) is also checked daily.

**I am concerned about my child's academic progress. Who should I contact? What are the options?**

If your concerns are related to a particular subject area, then please contact the classroom teacher for that subject. The Faculty Executive is another contact if you feel it is necessary. If your concerns are more general, then please contact your child's Year Coordinator.

The options are fully based on the needs of the individual child. It may be as simple as the classroom teacher implementing additional supports such as further differentiation or scaffolding of the class tasks. It may be a more complex and long-term solution that involves looking at more holistic supports including individualised learning plans, targeted academic interventions, case management meetings or referrals for additional support.

**My child is sick or away with my permission. What do I need to do?**

Please email - [mcss.studentservice@ed.act.edu.au](mailto:mcss.studentservice@ed.act.edu.au) or contact the school on 6142 0333.

**I need to contact a teacher but am still unsure of their email address or which teachers my child has! What should I do?**

Please just contact the front office on 6142 0333. Our staff can access the timetables and give you the names and email contact details of our child's teacher or teachers.

**My child has arrived late at school. What do I need to do?**

Please come into the Student Services and sign your child in or if you have provided them with a note explaining their lateness (example: medical appointment note, etc).

If your child arrives at school without you or a reason for being late, they go to class and must have their name attendance adjusted by the class teacher, but this will be an unexplained absence. After 10:00 am students sign in at the Student Services. Students arriving late will be given a late slip which is to be given to their teacher when entering the classroom. If your child forgets to sign in, notify their teacher, or signs in very late you will still receive an absence alert SMS twice a day altering the parent or carer of any variation to student attendance records.

**My child has an appointment during the day, or I am collecting them early. What do I need to do?**

You can email [mcss.studentservices@ed.act.edu.au](mailto:mcss.studentservices@ed.act.edu.au) or phone 6142 0333 to advise the school. Please provide your child with a note that they can give their classroom teacher to release them at the correct time. Your child will need to be signed out at the front office or Student Services, and then signed back in if returning the same day.

**I have emailed my child's teacher. How long should I expect to wait to hear back from them?**

If your matter is urgent, please phone the front office and explain the matter so they can work to get a response as quickly as possible. If it is a non-urgent matter, we all try to respond as soon as we can but you can expect a response within two-three working days. If you have not heard back within this time frame, please contact the front office, or forward a copy of your original email to the Executive Teacher of the faculty.

**I am concerned about something which is happening in a class or have concerns about the conduct of one of my child's teachers. What should I do?**

If you feel you are unable to contact the classroom teacher about the matter, then please contact the Executive Teacher of the faculty and they will discuss your concerns with you.

**I am unsure of what the school's policy is for electronic devices and I am concerned about my child's electronic device use. What should I do?**

ACT Education and Melba Copland have committed to embedding the use of electronic devices at school to support their learning in this digital age. As we prepare students for life in the 21st Century we must equip them with the skills in our everyday lives.

MCSS adopts a "Responsible Use" approach to the use of Chromebooks, mobile phones and other electronic devices at school and to enhance learning.

- The misuse of these devices at any time in the school day can breach an individual's right to feel safe at school and may result in severe consequences at a school, and community and legal levels which can involve police investigations.
- Students and families must be aware that no liability will be accepted by the school in the event of the loss, theft or damage of any device as like all personal property it is the responsibility of the student and family to consider and implement care, protection and any insurance coverage they feel may be needed.
- Like all valuable property, students always need to either carry them securely on their person or hire and use the school locker system.

In short, electronic devices are not to be seen, heard, or used during class time unless explicit instruction from the teacher is provided. If a teacher requests a student to have their phone away and the student does not comply, then the phone will be removed from the student. If this is a continuing issue, we will not return the phone to the student and will ask that a parent collect the phone from the front office and possibly meet with the student and parent to discuss and determine a positive solution moving forward.

The Office of the eSafety Commissioner and the Australian Federal Police 'Think U Know' program has websites with the following resources to help families support their child or young person to develop their understanding of issues that can impact them online and to develop help-seeking behaviours if things go wrong.

- Office of the eSafety Commissioner: [eSafety Parent Resources](#)
- Fact sheet: [Hard to have conversation](#)
- Free live [Webinars for parents and carers | eSafety Commissioner](#)
- Fact sheet: [Resources | ThinkUKnow](#)

**My child has told me that some students receive different consequences for what seems to be the same negative behaviours. Is this fair?**

We utilise an individualised and restorative approach to supporting students to make positive choices at MCSS. Most often, students are unaware of the details of any incident (despite thinking that they do know all the ins and outs!) and very often, the information

students hear is not a full representation of any incident. Our policy is that we DO NOT share the 'consequences' for other students with the school community. Paramount to us is that we do what we can to have a safe and supportive school community and we seek to understand the behaviour and put strategies in place so students can learn from what has happened and be equipped to make better choices in the future. Not every child has the same learning needs and therefore, not every child will receive the same interventions.

If you have concerns about our behaviour support approaches, please feel free to contact the front office. They will take an overview of your concerns and bring it to the Student Wellbeing Team who will determine which staff member is most appropriate to discuss your concerns and arrange for contact.

## Frequently used email addresses:

Most email addresses are as follows:

[Firstname.surname@ed.act.edu.au](mailto:Firstname.surname@ed.act.edu.au) (e.g. [tom.jones@ed.act.edu.au](mailto:tom.jones@ed.act.edu.au))

Other email addresses you may use include:

To notify the school when payments are made electronically - – [mcss.bursar@ed.act.edu.au](mailto:mcss.bursar@ed.act.edu.au) (not necessary when parents use Quickweb)

To ask a question or have email forwarded on to a staff member - [firstname.surname@ed.act.edu.au](mailto:firstname.surname@ed.act.edu.au) or [school.information@mcss.act.edu.au](mailto:school.information@mcss.act.edu.au)

To advise the school that your child is away - [mcss.studentservices@ed.act.edu.au](mailto:mcss.studentservices@ed.act.edu.au)

[mcss.studentservices@ed.act.edu.au](mailto:mcss.studentservices@ed.act.edu.au) **this address is so that students, parents/carers can email with concerns at any time. It is monitored each weekday of school term.**

# Supporting Student Learning at Melba Copland Secondary School

## Our Philosophy and Approach

Melba Copland strives to meet the needs of our students by implementing leading practices based on evidence and research. A multi-tiered system of supports that we call our Response to Intervention Model or just RTI, is an approach for redesigning and establishing teaching and learning environments that are effective and supportive for all students, families, and educators.

Our approach involves an education process that matches research/evidence-based instructional and intervention strategies. It supports student needs in an informed, ongoing approach for planning, implementing, and evaluating the effectiveness of instruction, curricular supports, and interventions. We also use this to focus on and provide high-quality instruction and interventions to students who may be struggling with learning.

Our RTI has three important parts:

1. A multi-tiered system of curriculum, teaching practices, assessment, social and community engagement strategies and interventions.
2. Using a collaborative and shared problem-solving approach for decision making at each tier, and
3. Using data and evidence to inform practices at each tier.

We work to ensure resources are allocated in accordance with students' needs. The RTI model is usually shown as a pyramid demonstrating that the majority of students require Tier 1 support with only a very small proportion ever requiring Tier 3 interventions

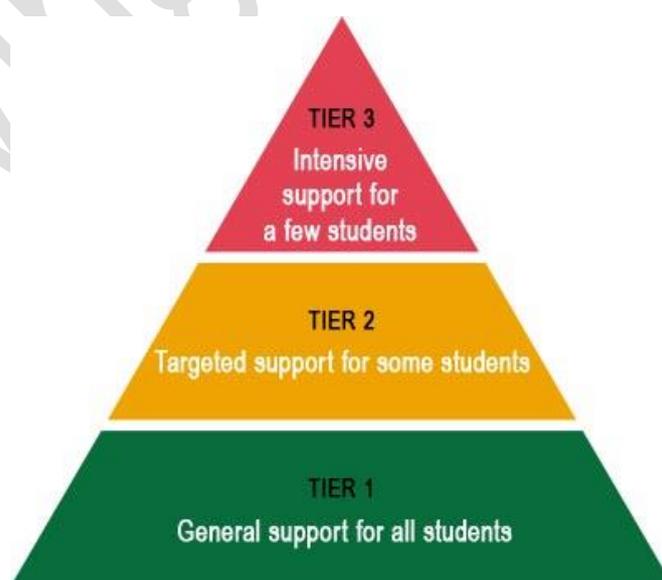


Figure 1 <https://www.monash.edu/education/teachspace/articles/five-ways-to-use-positive-behaviour-support-strategies-in-your-classroom>

**Tier 1 is the foundation.** We refer to this as the **UNIVERSAL LEVEL**. This is the school and classroom environment, practices and supports that all students receive in the classroom and in the school.

At Tier 1, teachers differentiate their approaches by proactively planning and implementing a variety of instructional methods matched to varying student skill needs within the classroom. As a school we offer a wide range of extra curricula, enrichment and elective options for our students and support them to engage and find their personal passions, and a responsive pastoral care program. We also work to have clear and well understood expectations for behaviour and learning and the processes in place to support this.

At Melba Copland we focus on implementing Quality Teaching and Learning and we are committed to improving our own teaching practices through developing our knowledge and skills in Formative Assessment (knowing what our students know before, during and after the learning) and Differentiation (responding to what our students know and adjusting our practice to support them to grow in their learning).

**Tier 2 involves additional interventions** that are provided with an increased level of intensity in addition to the universal strategies instruction for students who show some risk of not meeting grade level standards or who require additional social, learning or emotional supports.

We refer to this as the **TARGETED LEVEL**. Tier 2 interventions usually involve **small group programs** and activities which allow for high levels of personalised learning and give support for specific skill building. These may change based on the needs of students but at Melba Copland targeted interventions may include, but are not limited to:

- Specialised literacy/numeracy support classes
- Specialised academic skills programs
- Specialised social/emotional learning programs
- Gifted and talented extension programs

**Tier 3 involves providing interventions for those students with the highest level of need** and who require a holistic and case-management approach. We refer to this as the **INTENSIVE LEVEL**.

Such interventions are tailored specifically to meet the needs of each student. Students receiving intensive interventions have a case manager who will provide evidence-based strategies and guidance for other staff across the school, manage parent/carer communications and provide high level academic/social support.

Students may move fluidly among the tiers as a result of their response to instruction and interventions. A student can move from Tier 1 to Tier 2 and back to Tier 1 within a relatively short period of time.

## **How do we use the RTI Model at Melba Copland?**

We aim to ensure that students receive the types and levels of interventions needed in a timely manner. We do this through:

Our Staff – working to ensure our staff have the supports they need to deliver high quality teaching and learning in every classroom every day.

This includes:

- Clear strategic and operational plans
- Clear expectations of practice
- Support through coaching and professional learning to improve practice
- Support of a collaborative, respectful and professional culture of high expectations and ongoing learning

Our Policies and Processes (in accordance with Safe Schools Framework, Gifted and Talented, Disability Education policies)

- School wide level agreement system (blue, orange, red cards)
- Individual case management - ILPs, PBSPs, absconding plans, wellbeing referrals
- Interagency referral – Menslink, PCYC and Capital Region Community Services
- Targeted programs

Our Students

- Social and Emotional Learning program delivered through Pastoral Care and Enrichment
- Student programs – Youth Worker, Wellbeing and sporting programs
- Student Leadership and Voice – Student Voice Forum, College Leadership group and Captains

Our Families and Community

- Engagement in case management - ILPs, PBSPs and Wellbeing
- Family engagement - events, celebrations, P&C and Board Representation
- Community engagement - referrals, shared programs, presentations

Our Shared Values and Beliefs

- Connect
- Learn
- Thrive

**If you believe your child requires additional targeted support, please email your child's Pastoral Care Teacher or Year Coordinator.**

# Pastoral Care Program

Our pastoral care program and is designed to give each student and their family a teacher who is there to support them in their time at the school. This teacher can be the contact for families and students (their first port of call) to discuss attendance, academic and social issues and any other issues that may arise.

## Overview of Pastoral Care Sessions

PC sessions are designed to specifically meet the needs of students as they progress through their secondary school education. The program explores various themes and focuses on the development of students in all spaces - as a learner, a person, a community member, and a contributor to society. Students at each year level have opportunities to address topics not generally covered in class. These lessons are scheduled multiple times a term within the timetable and are run by your child's Pastoral Care teacher.

**Pastoral Care themes** - Each year students will explore units of work related to their stage of development and needs of the year group. Topics may include Mental Health, Cyber Bullying, Seek Help, Careers and pathways and Personal Projects.

**Protective Behaviours** – Students explore ways to minimize harm towards themselves and others. This includes education about advocacy for safe practices around substances, social gatherings, and use of technology.

**Wellbeing** – Students explore topics to do with personal wellbeing and taking care of themselves and others. This includes looking at lifestyle choices, positive psychology, resilience, and relationships.

**Pathways** – Students look at their transition into and out of secondary school. This includes setting personal goals, exploring subject choices and study options, Work Experience, looking at plans (including career aspirations) and completing a Student Pathways Plan. At Melba Copland students also can experience College specific and Gift and Talented classes to extend and prepare the student for future learning either TAFE or University.

## PC Teacher Role

PC groups are developed in Year 7 and remain together (ideally with their teacher). The group undertake learning together in pastoral care sessions and attend year and whole school assemblies together.

We encourage parents/carers and Pastoral Care teachers to make email contact early in the year/following enrolment so that a communication can be established. This teacher will get to know the children in their group and become a point of familiar contact with parents and carers.

# Student Wellbeing Support

As outlined in the RTI model, Melba Copland has a range of expertise and programs in place to support students to achieve wellbeing and engagement at school. This includes teaching and other expert staff who work individually or in small groups to support students with particular needs or interests. The school prides itself on a student-centred approach so programs are developed over the course of each year based on the current needs of the students rather than 'fitting' students into pre-existing programs.

This team includes executive staff, school psychologists, a school nurse, youth workers, wellbeing support officer, year coordinators; and works with the broader staff to support all students. Pastoral Care and classroom teachers, year coordinators and executive staff refer students through to the most appropriate student support team member. If you feel your child would benefit from additional support, please email your child's Pastoral Care Teacher (Year 7) or Year Coordinator (Years 8-12 in the first instance).

## Year coordinators

Year Coordinators take on a leadership role and support Pastoral Care Teachers and students within their year cohort. They support the attendance, academic progress and social development of students within their year group.

Year 7	Samantha Endall
Year 8	Gary Martin
Year 9	Luke Parker & Ashley Jones
Year 10	Loidee Santos
Year 11	Zoe Rothfield
Year 12	Kyle Mitchell

## Student Services Executives:

Our Student Services Executives lead a team to promote positive school culture by supporting staff working with whole school, year groups and small groups to facilitate a positive school climate and wellbeing. They develop policies and processes to allow clear expectations of behaviour and engagement across the school and lead a range of other expert staff to deliver programs and initiatives. They also work directly with students who require case management. If you have concerns about the wellbeing or engagement of your child, please speak with the Pastoral Care Teacher in the first instance or the Year Coordinator if you feel escalation is needed. The Year Coordinator's work closely with the Student Services Executives and will refer students to them if further support is needed.

Student Wellbeing Executive 7/8/9

Student Wellbeing Executive 10/11/12

Ellie Marks & Tom Bluck

Yasmin Noonan

## **Additional Wellbeing Staff**

### **School Psychologist**

Our School Psychologist works three days per week and facilitates referrals to outside agencies, works with students who require support with mental health and/or students who require appraisals for support. They also work with families and staff to support students with mental health needs.

### **Youth Support Workers**

Our Youth Support Workers advocate on an individual or group basis, offering practical and emotional support and helping them to develop skills to make positive changes in their lives. They **plan and facilitate programs** to address particular issues young people face, including building self-esteem, confidence, respect, life skills, and communication.

### **Wellbeing Support Officer**

Our Wellbeing Support Officer facilitates social, emotional and wellbeing programs and supports community activities both individual and group. They provide pastoral care and mentoring for students and families and support better educational and wellbeing outcomes.

### **School Youth Health Nurse (SYHN)**

Are specialised adolescent health Registered Nurses that are in ACT Public Secondary Schools. They are often the first independent contact young people will have with a health professional. Young people can access the SYHN through self-referral or through teacher or parent/guardian referral.

SYHN provide individual consultation aiming to motivate young people to make healthy life choices as they transition to adulthood. SYHNs have a focus on early intervention, and when concerns are identified they work with families, schools, and referral services to provide the necessary supports for the young person.

SYHN are also available to run small health promoting groups, support school staff to teach the health curriculum, and participate in school-based health promotion.

**Indigenous Education Officer (IEO)** who connects students, parents, carers, community members through cultural events and provides a sense of belonging. The IEO is a pivotal role that assists and guides the school in collaboration with a Cultural Integrity team. This team approach enables Melba Copland to share Aboriginal and Torres Strait Islander culture across subject areas and embeds a holistic approach.

**Transition and Career Officers (TaCO's)** assist student transitions into and out of the college sector and work to improve student career development outcomes. TaCO's teach and lead career education programs in school, and implement quality workplace learning programs.

**Safe and Supportive Schools Contact Officers (SASSCO's)** is the trusted person/s to whom students and teachers can bring concerns about bullying, racist, sexist, and discriminatory behaviours which they have experienced or observed in the school.

### **Principal and Deputy Principals**

Our Principal and Deputy Principals work collaboratively to lead all teams across the school to ensure create an environment in which our students can thrive.

Principal	Kerrie Heath
Deputy Principal	Lee Pietrukowski, Tabatha Kellett & Jesse Sidhu

### **Classroom Teachers**

Your child will have several classroom teachers whom they will see each day. Our teachers seek to develop engaging lessons and to differentiate and scaffold learning so that each child can engage effectively in their learning. The names of your child's teachers can be found on their timetable. If you have a query or comment about your child's learning in a particular learning area, please email the teacher directly.

### **Faculty Executives**

Faculty Executives lead the teachers and support staff in their area including overseeing the development of curriculum and assessment, staff development and student learning. If you are unable to contact your child's teacher or need additional assistance regarding your child's learning in a faculty area, please email the appropriate faculty executive.

### **HIGH SCHOOL CAMPUS**

English/SOSE/Languages	David Dunn
Science/Maths	Liz Sage
Health, PE & Technology	Ash Chandra
Arts	Joni Wood
Professional Practice	Stella Scheele
Targeted Support	Matthew Colbran
Student Wellbeing	Ellie Marks and Tom Bluck

### **COLLEGE CAMPUS**

HPE, VET, Technology	Adriano Di Crescenzo
Student Wellbeing	Yasmin Noonan
Maths/Science and Hospitality	Alice Wann
Humanities/Arts	Lisette Robey
Targeted Support	Barbara Drummond

# Our Restorative Approach

Melba Copland provides a positive and inclusive educational environment rich in quality teaching and learning. Quality teaching requires quality pedagogy, quality curriculum, and quality assessment. Melba Copland uses a restorative approach which encourages students to appreciate the consequences of their actions for others and make amends where their actions have harmed others. It requires students to be accountable for their actions and promotes respect for all involved. Behaviour management procedures at Melba Copland are a partnership between students, teachers, parents/carers and the community based on a mutual regard for our school values of Rights, Respect, and Responsibility. The purpose of this document is to describe the philosophy of student management as well as the processes and procedures which all staff are expected to use. Although every classroom works slightly differently according to the philosophy, perspective and personality of the individual teacher, we aspire to have consistency in classroom management expectations across the school. A consistent approach to classroom management enables a positive and supportive culture amongst staff and students within the school.

## **Proactive is Always Better than Reactive**

We work to implement strategies to avoid undesirable or inappropriate behaviour rather than to spend time addressing the behaviour once it has happened. The following are some ways in which we work to support students to learn at Melba Copland.

**Essential Skills:** The 10 Essential Skills form the foundation of teaching expectations for staff, which are embedded across the school. These 'skills' are the base upon which effective classroom management is built and our staff regularly update their knowledge of these skills through professional learning opportunities.

**Engaging Lessons, Engaging Curriculum:** We work to develop learning opportunities which help our students to feel engaged, want to go to lessons on time, come prepared, meet the identified expectations and contribute positively to all aspects of their learning experience.

**Relationships:** A student's academic and social success is supported when there is a healthy relationship between school, family and the community. Building effective relationships can be challenging at times but the more effort it requires the more rewarding it becomes. We encourage our families to let us know if there are issues outside of school which may be impacting on our students and to work in partnership for every child. We have the most success in supporting young people when families communicate openly and quickly if issues arise.

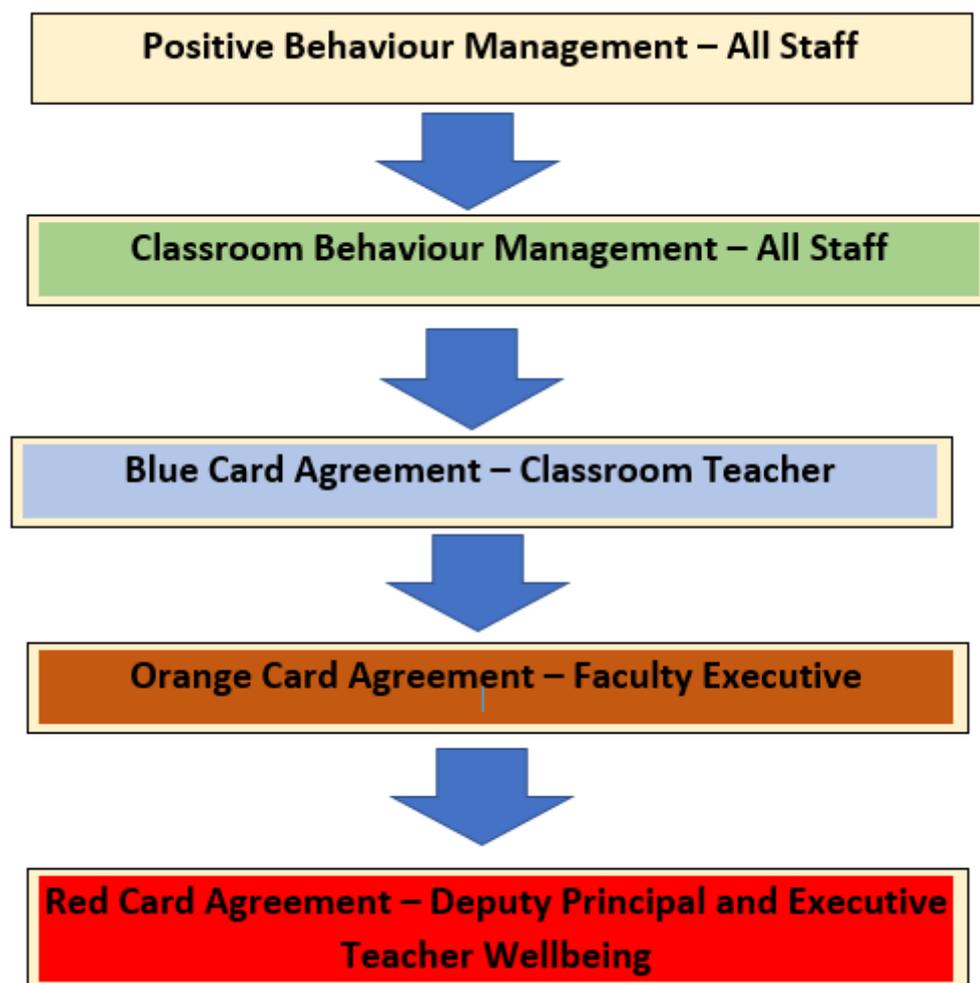
**No One is a Blank Slate:** We all come to school with past experiences, ideas and expectations which shape who we are and how we behave. The impact of domestic, school, friendship or peer related issues for students cannot be underestimated and may not always be apparent. While these dilemmas are usually beyond our control, we aim to be sensitive and respectful to the concerns of students because we believe that learning occurs best when the learner is emotionally open to learning.

# Our Structured Approach to Supporting Positive Behaviours

We believe that behaviour is a component of learning for our young people and that sometimes they make mistakes. Our aim is to help them to learn from these mistakes, take responsibility for their behaviour and find ways to avoid negative behaviours into the future.

We utilise a structured approach to monitoring student behaviour when necessary. This allows us to put clear, structured supports in place that are appropriate to the needs of each student and appropriate to the behaviours being displayed. We are always committed to ensuring our school is a safe community for learning and violence and abuse are unacceptable at Melba Copland.

## Behaviour Management Guide Overview



# Incident Reports

An incident report completed by a student means an incident or unacceptable behaviour has occurred. Every incident report needs to be followed up and recorded to ensure that staff and students feel supported in dealing with incidents. Students can access incident reports in Student Services or may be asked to fill one in by a staff member.

If the incident occurs in the classroom, it is the responsibility of the classroom teacher to follow up with the support of the faculty SLC. If the incident occurs on the playground then it is the responsibility of the playground supervisor to follow up. If the behaviour is of a serious nature, then the Executives of Student Wellbeing will follow up.

Living Document

## Student Incident Report Form

### Melba Copland Secondary School

Student Name:			Year:
Date:	Day:	Time:	Period:
Incident reported to:			
Location: Bottom gates			
Witnesses:			
Type of Incident:			
<input type="checkbox"/> Physical abuse	<input type="checkbox"/> Bullying	<input type="checkbox"/> Smoking	
<input type="checkbox"/> Verbal abuse	<input type="checkbox"/> Sexual harassment	<input type="checkbox"/> Damage to property	
<input type="checkbox"/> Intimidating behaviour	<input type="checkbox"/> Racial harassment	<input type="checkbox"/> Non-compliance	
<input type="checkbox"/> Teasing	<input type="checkbox"/> Theft	<input type="checkbox"/> Other	
Describe the Incident: (State the facts and quote words used)			
Signature:			Date:

# Playground Guidelines

During break times, staff actively supervise the area that they have been allocated. This involves ensuring that students are in bounds and that they are adhering to the guidelines below.

Students are not permitted to leave the school during break times.

## During break times:

- Students **must not** move into 'out-of-bounds' areas.
- All students are to be in the following areas:  
Break 1: Canteen, Breezeway, Court, Top Quad, and Oval.  
Break 2: Canteen, Breezeway, Court, Top Quad, Library, gym and Oval.
- The Oval is to be used only for sports.

# Shared Expectations and Policies

These shared expectations and policies and procedures will continue to evolve and improve. Others may be added over time.

They include:

- Parent-Carer –Staff Communications
- Uniform
- Truancy
- Mobile Phone and Electronic Device Flowchart
- Bullying and Harassment

# Parent/Carer-School Staff Communications: Our Shared Commitment to Working Together

At Melba Copland we seek to work in partnership with parents and carers to support every child to have the best possible learning outcomes.

We consult regularly with our families regarding future directions and current issues and work closely with our School Board on many key issues. We regularly have rich conversations in our Board meetings which feed directly into our school-based decision making so we encourage you to attend whenever you can.

We are very fortunate to have such an engaged and supportive parent/carers community and encourage you to email our team with your queries and feedback. Our team regularly goes well outside of expectations to provide a rich, inclusive learning environment for our students, many spending multiple weekends and evenings away from their families to ensure our students can access incredible opportunities. We are therefore particularly delighted when parents and carers email to say thank you or to notice something positive that our staff have done and strongly encourage you to do so.

At times parents and carers can feel concerned or anxious about the learning, safety or wellbeing of their child. Again, we encourage you to contact us so that we can work together to find a resolution. You should expect respectful and timely communications from our staff about all matters. For non-urgent matters we aim to respond within three working days. If the matter is urgent, we ask that you let our front office know so they can put you in touch with the right person to help. As part of our 'No Wrong Door' philosophy, if a staff member cannot help you, you can expect that they will find the person who can. If you believe that this has not happened, please contact a staff member you know well or the Deputy Principal or the Principal.

Similarly, I require that all communications to my staff will also be respectful. At times we can all feel emotional, angry or upset about something that has, or we believe has happened and this can lead to individuals writing emails or making phone calls which are threatening, intimidating or otherwise inappropriate. If my staff receives such communications, I have asked that they do not reply (or continue the conversation). All staff are entitled to feel safe in their workplace and to be treated as professionals and I will support them in this matter.

We will do all we can to work together to resolve any matters and clarify any issues. We will always take your concerns seriously and work hard to follow the appropriate processes to investigate and find solutions to issues. We accept that any member of our community can make an error and we will seek to rectify that where possible. We always find the best outcomes when we work with a shared belief that we can achieve this together and with a shared respect.

Again, I am grateful to have such a supportive community with whom we can work to find the very best outcomes for our children.

# School Uniform Guidelines @ MCSS

## Dress Standards and Uniforms Information and Procedures

### Introduction

At Melba Copland Secondary School (MCSS) students in years 7-10 are expected to wear the school uniform. MCSS's uniform and dress standards meet the requirements of the Education Directorate's *Dress Standards and Uniforms in Canberra Public Schools 2016 Policy*. Our uniform was designed with our school community including students, staff and families and was endorsed by the School Board.

### Rationale

Our school uniform is a visual representation of the standards expected of students and plays an important role in promoting a positive image of our school. Our uniform aims to support all students to participate fully in school life and help create a sense of identity and a school culture in which every student experiences a sense of belonging. Our school's uniform ensures all students are easily recognisable as belonging to our school and are dressed safely and appropriately for school activities.

Our school uniform represents our *Melba Copland* community, and this document was developed to align with health and safety considerations, anti-discrimination and human rights legislation which protects the rights of students to participate in education safely, actively and equally.

The wearing of school uniforms can also assist to:

- promote a sense of inclusiveness and equal opportunity;
- make school clothing more affordable for families by eliminating the risk of peer pressure to wear transiently fashionable and expensive clothes.

### Implementing school uniform requirements

Students attending *Melba Copland* are expected to wear school uniform while travelling to school, at school and attending official school activities.

### The School Uniform

We want all students to access the full range of activities at our school and feel comfortable whilst they do so. Our uniform options promote equity and freedom of choice for all students by categorising options by clothing type rather than gender. This empowers all young people, including those who express their identity in diverse ways; to choose from options which meet the uniform standards, without enforcing gendered items that may cause discomfort, anxiety or distress.

Our school offers both a formal style uniform option and a relaxed style uniform.

Students representing the school in sports teams and excursions are expected to be in correct uniform and dress code to participate in these activities (unless otherwise notified by the school).

Students can choose from the variety of items listed below:

- Navy and or Black Pants
- Navy and or Black Shorts
- MCSS shirts
- MCSS Jumpers and or Jacket
- Uniform Skirts
- Uniform Dress
- Hats

Please note that denim is not a part of the MCSS uniform and shorts should be mid-thigh minimum length.

We take pride in our school and our students, so please ensure all items students wear are tidy and in good repair. Items and suppliers have been chosen to ensure affordability, quality and comfort.

### **Physical Education (PE) Uniform**

All students are strongly recommended to change for PE lessons and activities.

- White and or navy polo shirt with MCSS logo,
- Navy and or black shorts/tracksuit pants
- Appropriate sports shoes

### **Health, Wellbeing and Safety**

- **Jewellery-** To avoid injury, studs or small sleepers are the only ear rings that are acceptable.
- **Footwear-** Students are required to wear appropriate footwear designed to securely enclose the foot. Sneakers are recommended as they are durable and meet Workplace Health and Safety requirements and allow students to actively participate in school activities. Thongs, ugg boots, ballet flats, sandals and other similar footwear are not appropriate for the school environment.
- **Sun Safety-** In accordance with the ACT Cancer Society policy, MCSS encourages students to be Sun Smart and wear hats during break times and Physical Education practical activities. The Cancer Council recommends broad-brim (cricket style), legionnaire and, bucket-style hats. Hats are recommended for outside activities from August-May each year.
- **Dressing for the weather** -To maintain health and wellbeing, students are asked to dress appropriately for the weather conditions. A variety of options are available to suit Canberra's climate.

### **Special consideration and exemptions**

Students who require modification or adjustments to the school uniform due to, health, wellbeing, disability, cultural and/or religious beliefs; are encouraged to meet with the Principal or Deputy Principals to discuss how we can support you.

Special Tops may be approved for representative groups such as the Band, Dance, Leadership groups, school sporting teams and year 10 tops. These tops are approved through the Principal or Deputy Principals and may be worn in place of other school shirts and tops.

### **When a student isn't in uniform**

The school community has a role to play in encouraging the wearing of our school's uniform. We ask parents and carers to support this procedure and ensure students are appropriately dressed to

participate in school activities. Students will be asked for a note of explanation from parents/ carers if they arrive at school not in uniform.

If students do not meet uniform expectations the following actions may arise:

- Students will be provided an option from the clothing pool or student services to wear;
- Students may not be able to participate in extra-curricular or school activities which are additional to the regular educational program, e.g. excursions, incursions, sports days. Students will not be prevented from participating in curriculum activities, except where necessary for safety reasons. In this instance alternative educational activities will be provided.
- The student's access to areas of the school such as the playground may be restricted; For example, if a student doesn't have a hat they may be required to only play in shaded areas.
- Students who are consistently out of uniform will be required to attend a meeting with the Deputy Principal and Student Wellbeing teams to discuss a solution that meets the expectations of the school community. The student's parents or carers will be invited to attend the meeting.
- A process of conflict resolution or mediation will be implemented if a student persistently wears inappropriate dress after discussions have been held with parents or carers.

### **Purchasing School Uniforms**

The MCSS school uniform can be purchased from the following clothing outlets:

Macdonalds Children's Wear – Macquarie

<https://www.lowes.com.au/schools-online/melba-copland>

Workin' Gear School" – 5/51 Kembla St Fyshwick

<http://workingearschools.com.au/product-category/public-schools/public-secondary-schools/melba-copland/>

For families experiencing financial hardship, our school offers assistance with uniforms. Please speak with your child's Pastoral Care teacher / Year Coordinator for more information.

### **Monitoring, Evaluation and Review**

The Principal is responsible for the development of this procedure and to ensure positive reinforcement of the procedure occurs through regular reminders, for example via the school's Facebook page, newsletters, information nights and other communication channels.

Any concerns about the application of this procedure or the procedure itself, should be raised with:

- the school Deputy Principal in the first instance;
- the Directorate's Liaison Unit on (02) 6205 5429;
- online at [http://www.education.act.gov.au/contact\\_us](http://www.education.act.gov.au/contact_us);

### **Related documents**

- [Dress Standards and Uniforms in Canberra Public Schools Policy and Procedure](#)
- [Dress Standards and Uniforms fact sheet for parents and carers](#)
- [Sun UV Protection Policy](#)
- [Offering Students Equitable Uniform Options](#)

### **Related Legislation**

[Discrimination Act 1991](#)

[Disability Discrimination Act 1992](#)

[Racial Discrimination Act 1975](#)

[Human Rights Act 2004](#)

[Work Health and Safety Act 2011](#)

### **The role of parents/carers**

We ask our parent/carer community to support the school uniform policy. We believe that parents, carers and students need to ensure that they have the correct clothing, and that it is clean and in good repair.

Second-hand uniforms are available through Front Office and support is available for families that require financial assistance with meeting school uniform requirements.

## Attendance, Truancy & Lates

### High School Campus

In reference to the ACT Public School Student Attendance and Roll Marking Procedures:

- Section 10 of the Act requires all children living in the ACT to be enrolled and attend school and/or an approved education course and/or be registered for Home Education from the age of six until the child completes year 12 or turns 17, whichever happens first.

**It is required that all students at Melba Copland in years 7 to 10:**

- Attends all their classes.
- Not leave their class until the teacher has dismissed them.
- Remain on school grounds and in bounds at recess and lunch.
- All students leaving school grounds must have consent (note signed by parent / carer) and have signed out at the Student Wellbeing Office or Front Office.
- If a student is unwell, they will be admitted to sick bay and a parent/carer will be notified before a student leaves the school grounds.

### Truancy and Lates Policy

1. At the beginning of each lesson the classroom teacher will mark their roll on Sentral (or to complete a paper roll if Sentral/school Wi Fi is not working). If a paper roll is completed it must be sent to the Student Wellbeing Office asap for correct attendance records.
2. Teachers have to mark the roll each lesson.
3. Each morning Student Wellbeing office records the time students arrive at school after 10.00 am. This list is then presented to the Year Coordinators who maintain a record of students who have signed in without parental / carer approval. Students will be notified by the Pastoral care teacher/year coordinator after the third late without parental / carer approval, plus a phone call or email to the parents / carers. Year teams will be making weekly calls to the parents / carers.
4. If a student did not have a reason for missing an entire lesson, teachers contact the parents / carers to inform them that their student truanted or was not present for the lesson or a part of the lesson.
5. This information will then be entered onto Sentral.
6. If unable to contact parents / carers via phone, there is a letter that will be sent out via email.

7. Year coordinators will monitor their year cohort's attendance and arrange meetings with the parents / carers of any student of concern to determine how the school can best suit the needs of the student.

### Attendance Policy

It is required that all students at MCSS in years 7-10:

1. Attend class from 8.48 am each morning.
2. Each morning teachers record the time students arrive at school after 10.00 am. If a student is late (after 10.00am), they are required to report to the Student Wellbeing Office to sign in and receive a Late Note. This note is to be shown to the teacher.
3. A student is required to have a signed note from a parent / carer explaining why they are late to school.
4. If parents / carers are using Sentral, they should receive notification or an email if their child is not present in class. These notifications occur in the morning and in the afternoon.
5. Year teams will ring home if a student is absent from school after three consecutive absences. Parents / carers to be notified weekly by the Year teams, if a student is consistently coming late to school.
6. If a student is away from school for 7 unexplained absences the Wellbeing team will send a Warning letter home asking for parents / carers to explain their students' absences.
7. If a parent or carer fails to contact the school after the first warning letter. The Wellbeing team will send a second warning letter requesting the parent and carer to make a meeting with the Deputy Principal or Principal.
8. After the second warning letter if no contact or explanation has been provided to the school a Network Support Engagement Team (NSET) referral will be made by the Wellbeing team.

## Electronic Devices @ MCSS

### Code of Conduct for the use of Chromebooks, Mobile Phones and Electronic Devices at MCSS

Students bringing their own device to school or using an ACT Government supplied Chromebook need to adhere to the ICT Responsibility Agreement form. Accessing the school's wireless network as a tool to enhance the learning experience in class is permitted for strictly educational purposes and with the teacher's permission. All other times, phones or electronic devices (including headphones) should be invisible in class.

With classroom teacher approval, students will use these devices, accessing the internet and online learning platforms (**Google Apps for Education**) to develop skills and collaborate with each other. Students will have constant access to a broad range of course content, both in and out of the classroom, interacting with a suite of ICT based learning tools beyond the constraints of the traditional classroom.

Chromebooks, Mobile Phones and BYOD can be brought to MCSS as personal choice and used responsibly before school, during recess and lunch breaks, and after school.

#### **Please note**

- If a student is given permission by the classroom teacher to use their mobile phone (or other electronic device) for a particular purpose, e.g, as a calculator or to take a photo of the teacher's notes, the mobile phone can only be used for that specific purpose.
- Students may need to contact parents / carers in emergencies or to confirm or change a collection time after school. This should not be done during class time.
- Parents / Carers are asked not to call or message students on mobile phones during class time. Messages that need to get to a student during class time should be directed to the Student Wellbeing Office and a message will be taken to the student.
- It is important that students display courtesy, consideration and respect for others, whenever, they are using a mobile phone or electronic device. Misuse may result in severe consequences.
- Mobile phones are not to be used or switched on inside toilets and change rooms.
- It is the students' responsibility to ensure that their phones and other devices are always stored in a safe and secure place. Students are not to lend their phones or other electronic devices to others.

Mobile phones are not permitted in national or school testing sessions under any circumstances.

Consequences will be provided to those students who decline to adhere to these procedures.

### **Connectivity and Network**

All ACT Public Schools benefit from one of the highest speed education networks in Australia called 'SchoolsNET'. Schools are all connected to secure gigabit fibre broadband that is filtered and managed by ACT Government.

Students are provided secure SchoolsNET login credentials that enable them to log in to any school computer in any ACT Public School. Students can also access the secure wireless network in any of our ACT Public Schools with the same SchoolsNET username and password and on their own device of choice. Connectivity is simple, fast, safe, secure. This includes filtered internet on any device connected to the network, whether it be a school computer or a student's personal electronic device (PED) connected to the WiFi (ACT Education Directorate).

### **Responsibilities**

*As stated in the IT agreement*, it is the responsibility of every student and staff member to ensure that our ICT resources are never used to abuse, vilify, defame, harass, degrade or discriminate against others.

Therefore, access to the MCSS ICT network is a privilege not a right. All users are required to adhere to the BYOD and Computer Use Agreement form. Non-compliance may result in the removal of privileges for a period of time.

Students must keep their passwords protected and not divulge their password to a third party.

Devices must be brought to school fully charged and labelled for identification.

Any phone internet connection must be switched off if possible, to allow device priority for the school's wireless network - enhancing the speed and service required for classroom use of the internet.

### **Acceptable Use**

Students shall not create, transmit, retransmit or participate in the circulation of content on their devices that attempts to undermine, hack or bypass any hardware and software security mechanisms that have been implemented by the Department of Education.

Students must not copy, transmit or retransmit any material that is protected by copyright, without prior permission from the copyright owner.

Students must not take photos or make video or audio recordings of any individual or group without the express written permission of each individual (including parent/carer consent for minors) being recorded and the permission of an appropriate staff member.

Students shall comply with departmental and school policies concerning the use of BYODs at school and while connected to the Department's network.

As the student device is intended as a personal learning tool, the school has considered a variety of alternatives to ensure equitable access to continued learning opportunities for all students.

### **Technical Support**

#### **Network Connection**

Students who are having technical issues connecting their device can visit the library or Front office for IT support.

Password can be reset by teachers and information handouts are available in the MCSS Library.

#### **Charging**

It is the responsibility of the student to bring their device to school fully charged. The school does not have extra charging cords to accommodate students if the battery runs out during the day.

#### **Acer Chromebook Spin 11: Warranty and Repairs**

These devices are covered by a manufacturer's warranty for 1 year through ACER. Any defects or damage that occurs in the **normal use** of the device will be covered during the warranty, free of charge.

Any issues must be reported to the school as soon as possible and schools may ask for evidence about what happened.

Damage due to negligence or malicious behaviour is not covered by the manufacturer's warranty.

#### **Other devices (privately owned)**

Parents / Carers and students are responsible for the maintenance, repair and protection of these devices.

### **Device Protection**

Students and parents/carers are obligated to inform the school of any damage, theft or loss of a device in a timely manner. The school ICT team will consult with parents on the correct action for replacement or repair.

Protection and insurance for the chosen device should be considered. This should be physical protections of the actual device, in the form of protective casings and include education and awareness of care and handling, and insurance for the item. Families are advised to determine which type of protection and / or insurance is appropriate for their situation. Melba Copland Secondary School will take care to ensure that devices are used appropriately at school but cannot be held responsible for damage, breakage or theft due to student behaviour.

## Fact Sheets (Most Schools have links like this and a Cyber bullying message)

[Chromebook Fact Sheet](#)

[Chromebook Care and Responsibilities](#)

[Chargers and Electrical Safety](#)

[Cyber Safety](#)

[Maintaining a Safe Environment](#)

[Posture and Movement](#)

### Report Cyberbullying



<https://kidsline.com.au/teens/issues/bullying>

If you would like further information or advice, you can contact the school via email ([school.information@mcsc.act.edu.au](mailto:school.information@mcsc.act.edu.au)) or call on 6142 0333.

## Anti-Bullying @ MCSS

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have long-term effects on those involved including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying (ACT Government Education Directorate 2018, s9.1).

### Covert Bullying

Covert bullying is a set of non-physical bullying behaviours that are more subtle or easier to hide than other forms of bullying. Covert bullying behaviours may include threats to an individual's reputation and/or safety, threatening gestures, manipulation, spreading rumours or repeatedly ostracising others. These bullying behaviours aim to inflict harm by reducing a person's connection to peers (ACT Government Education Directorate 2016a, p. 2).

Covert bullying includes but is not limited to:

- Spreading or encouraging rumours
- Excluding others from groups
- Denial of resources, for example preventing access to playground area, toilets, canteen lines, equipment
- Labelling

### Physical Bullying

Physical bullying is repetitive, unwanted, physical contact or threats of unwanted physical contact with a person, group of people or their property (ACT Government Education Directorate 2016a, p. 2). Physical bullying includes but is not limited to:

- Invasion of personal space, such as standing over or too close to another person
- Unwanted physical contact
- Hitting, kicking, pinching, pushing or tripping.
- Threats
- Interference with belongings, for example taking hats, bags, etc.
- Urging others to join in with bullying behaviour
- Irritating or annoying

### Verbal Bullying

Verbal bullying is repetitive spoken or written comments directed at a person or group of people. Verbal bullying can include (but is not limited to) using put-downs, name-calling and insulting language (ACT Government Education Directorate 2016a, p. 2).

### Cyber Bullying

Cyber bullying occurs through social media and/or telecommunications platforms (ACT Government Education Directorate 2016b, p. 12). It takes place when someone engages in offensive, menacing or harassing behaviour through the use of technology. It can happen to people at any age, anytime, and often anonymously (ACORN n.d.). Cyber bullying includes but is not limited to:

- posting hurtful messages, images or videos online
- repeatedly sending unwanted messages online
- sending abusive texts and emails

- excluding or intimidating others online
- creating fake social networking profiles or websites that are hurtful
- nasty online gossip and chat, and
- any other form of digital communication which is discriminatory, intimidating, intended to cause hurt or make someone fear for their safety.

Sexual, racial, homophobic and transphobic bullying have designated policies.

The examples above are not an exhaustive list. Some of the examples could be consider more than one type of bullying.

### Education About Bullying

All students learn about bullying and how to deal with it through curriculum programs, peer support, school assemblies, year meetings and by staff modelling of appropriate behaviour. Students are provided with information and ongoing support to:

- Define and recognise bullying.
- Understand that bullying is about one person wanting power over another.
- Understand that bullying in any form is unacceptable.
- Define acceptable/unacceptable behaviour.
- Seek help for issues relating to the school's Anti-Bullying Policy and Procedure.
- Understand that bullying is serious and will be dealt with accordingly.
- Understand that all bullying issues are documented.

### Anti-Bullying Contacts

At Melba Copland all staff are a point of contact for students who need to report bullying. Staff will:

- Listen to the student and help them to complete an incident report.
- Gather witness statements if appropriate.
- Record all relevant information on Sentral.
- Notify parents/carers of all parties that an incident is being investigated.
- Where possible, the classroom teacher should address incidents using MCSS behavioural management processes with the support of the Executive teacher of the area. Consult with the Student Wellbeing team during this process.
- Keep all information confidential.
- The Student Wellbeing team will notify the SASSCO team if necessary to resolve the incident.

All staff are trained in recognising bullying, relevant policy and legislation, and school procedures.

When a complaint is made the alleged respondent:

- Is informed of the complaint by the Student Wellbeing team.
- Is given an opportunity to explain what happened in a calm and confidential environment.
- Is given an opportunity to solve the problem.
- Is provided with an educational session with a SASSCO.
- Will be informed of the legal implications of their continuing behaviour.

### Consequences for Bullying

All incidents of bullying behaviour will be recorded. The consequences for bullying depend upon the type and severity of the harassment, along with previous history of incidents. All incidents

will be dealt with in line with MCSS policies and practices. Consequences may include (but are not limited to):

- Parents/carers notified
- Restorative meeting
- Mediation
- Restriction of playground access
- Community service
- Participation in Pastoral Care programs
- Education session with SASSCO
- Behavioural-management card system
- Alternative learning environment
- Suspension
- Re-entry and parent/carer meetings

Living Document

## Bullying/Harassment Flow Chart

The most important thing is that when a student reports bullying to a teacher or a teacher witnesses bullying - they must act. Either running a restorative conversation, putting in a consequence or seeking support from the Year Coordinator.

If the harassment is of a racial or sexual nature, then the Safe and Supportive Schools Contact Officer (SASSCO) may be involved.

