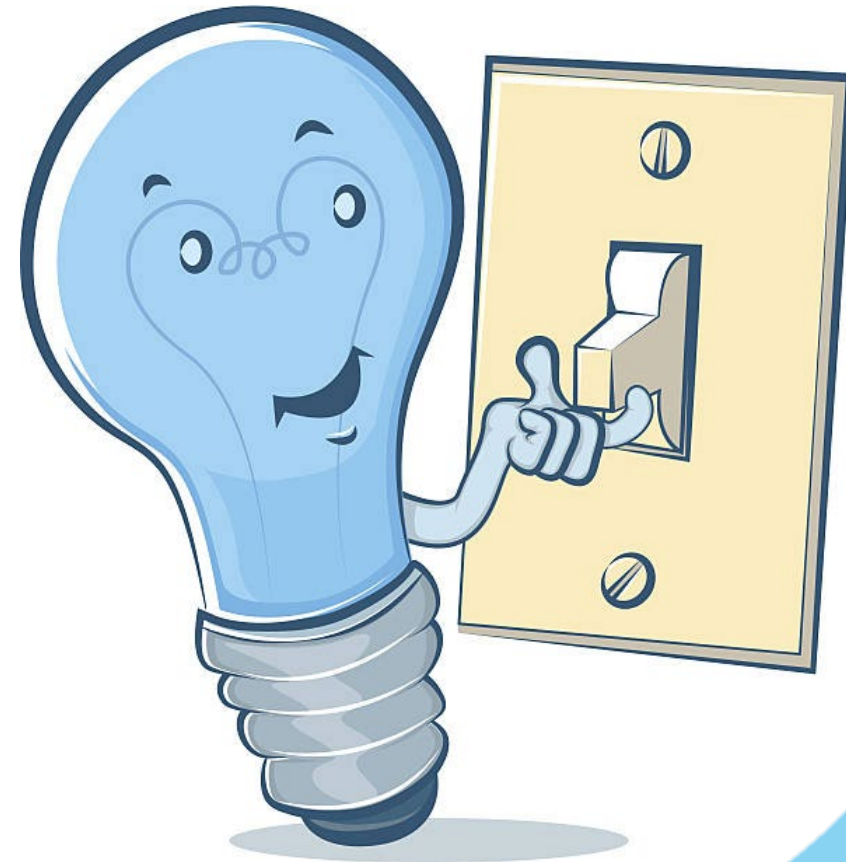


Flicking the “Switch” on Tailored Learning – *Warts and All*



MITCHAM GIRLS
HIGH SCHOOL



**EQUITABLE
EXCELLENCE**
TUNING IN



We acknowledge the Kurna people as the original custodians of this land and the land on which Mitcham Girls High School is located.

We foster the spiritual connection First Nation people have to country and pay our respects to Elders past and present.

We would also like to acknowledge the country we meet on has deep connections with the traditional owners and has great meaning for those that work lived and played on this land.



When, why and how Switch started

Our assumptions

What Switch looks like

The bigger picture

Wins

Struggles

Learnings

Advice (food for thought?)

2026

Wonderings



MITCHAM GIRLS
HIGH SCHOOL



PRINCIPAL
ADVISORY
WE'RE NOT EXPERTS

How Switch Started



Desk Bombing

/dɛsk bɒmɪŋ/

noun

refers to the practice of dropping by a colleague's desk unannounced to engage in conversation or ask questions, whether work-related or casual

ALP Pilot

- Non-FLO FLO (before TL funding)
- 11x Year 9 students
- Literacy
- Numeracy
- EARL (Emotional Agility, Resilience and Leadership)
- One elective
- Pastoral Care Group

Funding

- Leaders in the classroom (MS AP & WB Leader)



A close-up photograph of a hand holding a pencil, poised to write on a lined notebook. The hand is positioned in the upper right quadrant, with the pencil tip pointing towards the center. The notebook has blue horizontal lines and a red margin line. The background is a warm, golden-brown color.

Meet high expectations

Feel successful

Build positive habits and skills for now and their future

Building trust

Human Flourishing - Valerie Hannon



withdrawal negative tension blaming
suspensions poor grades outbursts
daydreaming conflicts truancy
disengagement disrupting learning

HYPERAROUSAL
“STUCK ON”

Anxious

Emotional Overwhelm

Disorganised

Highly irritable

Hypervigilance Panic

Tension, shaking

Racing thoughts

Fast movement/speech

Anger / rage

Impulsive

People pleasing

HYPOAROUSAL
“STUCK OFF”

No energy

Shut down

Hopelessness

Poor Digestion

Can't think clearly

Passive

Withdraw/isolate self

Numbness

Dissociation

Emptiness

HYPERAROUSAL
“STUCK ON”

Anxious	Hypervigilance	Panic	Anger / rage
Emotional Overwhelm	Tension, shaking		Impulsive
Disorganised	Racing thoughts		People pleasing
Highly irritable	Fast movement/speech		

OPTIMUM AROUSAL

Present	Feeling safe	Learning	
Grounded	Flexible	Connected	
Awareness of boundaries			
Ability to emotionally regulate		Feeling open & curious	

HYPOAROUSAL
“STUCK OFF”

No energy	Can't think clearly	Numbness	
Shut down	Passive	Dissociation	
Hopelessness	Withdraw/isolate self	Emptiness	
Poor Digestion			

How!

Micheal Fullan

“Ready, Fire, Aim”



2023 - Term 4

Pilot ALP

11x Year 9 students

- Literacy
- Numeracy
- EARL
- Pastoral Care
- 1x elective



2024

15x Yr 9s

- Numeracy
- Literacy
- Food Tech
- HPE

16 x Yr 10s

- Essential Maths
- Essential English
- HPE
- Design & Tech



2025

17x Yr 9s

- English
- Maths
- STEM
- Technology
- Visual Art
- Switch Special
- Mainstream
pastoral care

- Essential Maths
- Essential English
- Psychology
- Productions
- EIF
- Switch Special
- Switch pastoral
care
- Music/art (optional)

12x Yr 11s

- Essential English
- AIF





staff matter

Connection

Regulation skills

Belief

Care

Curious

Respectful assertiveness

What We
Believed

(and got wrong)



Building trust comes first

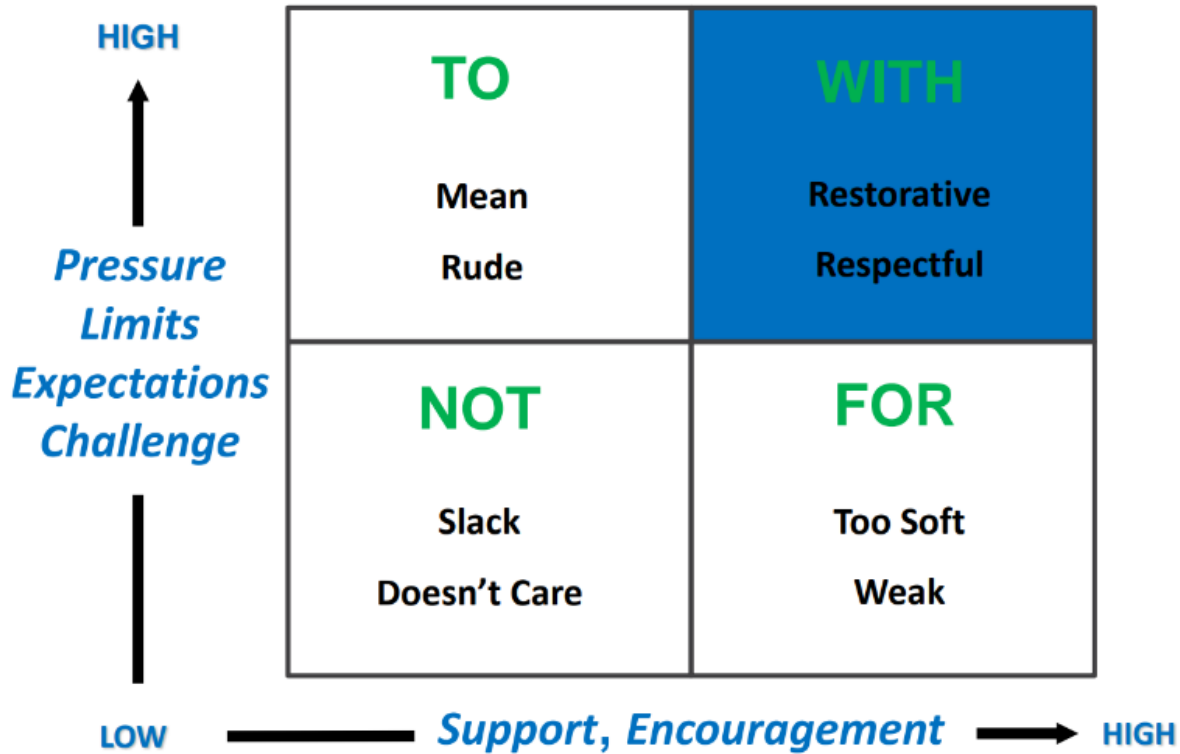
Explicitly teach skills

Role modelling is a secret weapon





Practice Domains



We must assume that they are making the best choices they can.

72% have experienced 1 ACE

3 in 10 (29%) of young people report high psychological distress

1 in 4 (23.5%) report loneliness all or most of the time

Clinically assessed mental disorders in young people has risen by 50% in seven years

(ABS, 2023; McGorry, Coghill, & Berk, 2023)





Learner Identity

Learning that is 'just right'

Student Voice

What Does Switch Look Like?

Predictability & consistency

High expectations & supports

Self-regulation strategies

The pace is slowed

Low tech

What Does Switch Look Like?

Relationships

Consistency

Meta-cognition

Calm responses to behaviours

Interrupt poor habits

Individualised timetables

Switch specific assessment & reporting

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 am	STEM - S	Elective - MS	Maths - S	Visual Arts - S	Psychology - S
9:45 am / 10:15 am	Switch Special - S	LEAP - MS	LEAP - MS	LEAP - MS	Elective - MS
10:45 am	RECESS				
11:05 am	Technologies - S	Switch Special - S	English - S	STEM - S	Maths - S
12:35pm	LUNCH				
1:15 pm	Visual Arts - S	English - S	Visual Arts - S	Technologies - S	Switch Special - S
2:15 pm	Elective - MS	Maths - S	end of day		
3:15 pm	end of day				

Year 9

S = Switch class

MS = mainstream

Elective = optional

LEAP = pastoral care

10s	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 am	late start	Elective	Essential Maths - S	Productions - S	Psychology - S
9:45 am / 10:15 am	Essential English - S		Essential English - S		LEAP - MS
10:45 am	RECESS				
11:05 am	HPE - S	Essential English - S	Psychology - S	EIF - S	Essential Maths - S
12:35 pm	LUNCH				
1:15 pm	Productions - S	Psychology - S	Productions - S	HPE - S	EIF - S
2:15 pm	Elective	Essential Maths - S	end of day		
3:15 pm	end of day	end of day			

Year 10

S = Switch class

MS = mainstream

Elective = optional

LEAP = pastoral care

11s	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 am				AIF - S	
9:45 am / 10:15 am		LEAP - S	LEAP - S	LEAP - S	
10:45 am	RECESS				
11:05 am	Essential English - S				
12:35pm	LUNCH				
1:15 pm	AIF - S		AIF - S	Essential English - S	
2:15 pm					Essential English - S
3:15 pm					

Child Studies Design & Tech Maths Methods Physics Specialist Maths

Year 11

S = Switch class

MS = mainstream

Elective = optional

LEAP = pastoral care

08 DRAMA		
Teacher:	Attendance at lesson: 73%	C
Is brave & takes risks: Sometimes	Is an active learner: Sometimes	
Is respectful: Usually	Uses device for learning: Usually	

08 ENGLISH		
Teacher:	Attendance at lesson: 81%	C
Is brave & takes risks: Sometimes	Is an active learner: Sometimes	
Is respectful: Consistently	Uses device for learning: Usually	

08 HEALTH & PHYSICAL EDUCATION		
Teacher:	Attendance at lesson: 87%	B
Is brave & takes risks: Consistently	Is an active learner: Usually	
Is respectful: Usually	Uses device for learning: Usually	

08 HISTORY		
Teacher:	Attendance at lesson: 67%	C
Is brave & takes risks: Sometimes	Is an active learner: Consistently	
Is respectful: Consistently	Uses device for learning: Consistently	

08 ITALIAN		
Teacher:	Attendance at lesson: 85%	D
Is brave & takes risks: Sometimes	Is an active learner: Rarely	
Is respectful: Usually	Uses device for learning: Sometimes	



Mainstream report

10 ENGLISH ESSENTIALS (Switch) -

█ has demonstrated some progress this semester and is beginning to develop as a valued member of the class. More consistent participation will support their understanding and contribute to improved outcomes in English.

10 MATHEMATICS ESSENTIALS (Switch)

█ has worked hard towards her maths goals this semester and has achieved 10 SACE numeracy credits for her efforts. She has been a good influence on peers, and I look forward to seeing her continue her growth and success in Semester 2.

10 PSYCHOLOGY (Switch) -

Over the course of the semester, █ has shown commendable improvement both personally and academically. Her persistence and willingness to seek support when needed contribute to their ongoing success. █ is on track to obtaining 10 SACE credits for Psychology this year.



Switch report

10 HPE (Switch) -	
Examine influences on and consequences of their emotional responses in learning, social and work- related contexts	Developing
Establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes	Developing
Examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships	Beginning Stages
Participate in physical activities that promote health and social outcomes to design and evaluate participation strategies for themselves and others	Developing

10 PRODUCTIONS (Switch) -	
Speculate on creative options to modify ideas when circumstances change	Beginning Stages
Predict possibilities, and identify and test consequences when seeking solutions and putting ideas into action	Beginning Stages
Identify, plan and justify transference of knowledge to new contexts	Beginning Stages
Use logical and abstract thinking to analyse and synthesise complex information to inform a course of action	Beginning Stages



10 MUSIC		C
Teacher:	Attendance at lesson: 86%	
Is brave & takes risks: Sometimes	Is an active learner: Usually	
Is respectful: Consistently	Uses device for learning: Usually	

Student Reflection

This semester, I studied English, Health and Physical Education, Maths, Music, Productions, Psychology, and Switch Youth Worker Special with Leana and Heather. I enjoyed excursions to the Adelaide Central Markets, Adelaide Fringe Festival, and Year 10 Careers Expo. I'm proud of my progress in Physical Education. Maths and Psychology were challenging, but I'm focusing on improving my gym skills. Thank you, [redacted], for your support.

Switch report



The Bigger Picture



An iceberg floating in the ocean, with its tip above water and a much larger base submerged. The iceberg is covered in snow and ice. The background is a clear blue sky with a few clouds. The water is a deep blue. The iceberg's shape is roughly triangular, with the tip pointing upwards. The submerged part is much larger and wider, representing the hidden part of the iceberg. The text labels are placed on the iceberg, with some above the water and some below. The labels are arranged in a roughly triangular pattern, mirroring the shape of the iceberg's tip.

defiance

outbursts

lateness

irritability

mood swings

truancy

pacing

withdrawal

poor grades

yelling

unsafe sexual practices

unsafe online behaviours

daydreaming

disengaged

substance abuse

attention-seeking

challenging authority

An iceberg floating in the ocean, with a small tip above the water and a much larger, jagged mass submerged below. The image is used as a metaphor for behavioral symptoms, with the visible tip representing the obvious and the submerged part representing the hidden or underlying issues. The text labels are arranged in a pyramid shape on the visible tip of the iceberg.

defiance

outbursts

lateness

irritability

mood swings

truancy

pacing

withdrawal

poor grades

yelling

unsafe sexual practices

unsafe online behaviours

daydreaming

disengaged

substance abuse

attention-seeking

challenging authority

An iceberg floating in the ocean, with the tip above water and a much larger base submerged. The image is used as a metaphor for behavioral issues, with the visible tip representing observable symptoms and the submerged part representing underlying causes.

defiance

outbursts

lateness

irritability

mood swings

truancy

pacing

withdrawal

poor grades

yelling

unsafe sexual practices

unsafe online behaviours

daydreaming

disengaged

substance abuse

attention-seeking

challenging authority

naughty

they don't care

bad parenting



trauma: past traumatic events, ptsd, generational

abuse (physical, emotional, sexual)

grief and loss: death of a loved one, parental separation or divorce

academic pressure, peer pressure, family expectations

household dysfunction (e.g., domestic violence, substance abuse in the home)

neglect

unmet emotional needs: lack of affection, validation, and support

difficulty forming healthy relationships due to early attachment disruptions

mental health issues: anxiety, depression, bipolar disorder

insecurity and low self-esteem: feeling unworthy, lack of confidence

fear and anxiety: fear of failure, fear of abandonment, generalized anxiety

identity issues: struggling with self-identity, sexual orientation, or gender identity



ACEs

Adverse

**Childhood
Experiences**

Exhibit challenges with self-regulation, focus, and social skills.

Struggle with trust and authority figures.

Require trauma informed practices to feel safe and supported.



Systems, structures, processes, behaviours and culture

What's our role?

What does empowerment look like?

What do we need to let go of?

What skills & dispositions?

More equitable? More Excellent?



RESPONSIBLE BEHAVIOUR FRAMEWORK

BELONG

GROW

ACHIEVE

LEARNING AREAS	BELONG	GROW	ACHIEVE
YARD	<ul style="list-style-type: none"> Use respectful and inclusive language and actions Contribute to a safe learning environment Respect equipment and resources Arrive on time and are prepared 	<ul style="list-style-type: none"> Participate and engage with learning Develop independence and initiative Seek support and feedback Use our time effectively 	<ul style="list-style-type: none"> Celebrate successes Strive for continual improvement Are persistent and resilient Take risks and use mistakes as learning opportunities
CHANGE ROOMS & BATHROOMS	<ul style="list-style-type: none"> Engage in safe, kind and inclusive conversations and activities Report inappropriate behaviours Use facilities with respect and as intended 	<ul style="list-style-type: none"> Use the correct bins for rubbish Remove ourselves from negative situations 	<ul style="list-style-type: none"> Keep the yard tidy and free of rubbish Stay within the designated areas during break times
ONLINE	<ul style="list-style-type: none"> Use as intended Have one person in cubicles at a time Leave cubicles and sinks clean and tidy 	<ul style="list-style-type: none"> Wait for friends outside away from doorways Report inappropriate behaviours/vandalism 	<ul style="list-style-type: none"> Practise good hygiene Maximise learning time with quick trips to the bathrooms
CANTEEN	<ul style="list-style-type: none"> Respect our privacy and that of others Are responsible for what is shared and used Engage in safe, kind and inclusive conversations and activities 	<ul style="list-style-type: none"> Are aware of digital footprints Use the internet and AI ethically Learn online rights and responsibilities and report inappropriate behaviours, posts, sites etc 	<ul style="list-style-type: none"> Make sure devices are ready to use Use devices for learning Back up work
COMMUNITY	<ul style="list-style-type: none"> Move through the line swiftly and respectfully Store bags in the designated area 	<ul style="list-style-type: none"> Speak politely and show gratitude to staff and student volunteers Use patience during busy times 	<ul style="list-style-type: none"> Engage in polite conversation with staff to create a sense of community Only enter if purchasing
STUDENT SERVICES	<ul style="list-style-type: none"> Engage with community members respectfully When in uniform, wear it correctly and uphold school values 	<ul style="list-style-type: none"> Own our actions, apologise and accept consequences if mistakes are made 	<ul style="list-style-type: none"> Acknowledge, support and celebrate those making contributions to our school and wider community
ASSEMBLY	<ul style="list-style-type: none"> Wait patiently at front desk Say hello and thank you 	<ul style="list-style-type: none"> Be honest about concerns and challenges Wait for friends outside (away from doorways) 	<ul style="list-style-type: none"> Be respectful of ourselves and others using the space
CORRIDORS	<ul style="list-style-type: none"> Listen respectfully Be inclusive of all presenters 	<ul style="list-style-type: none"> Be curious Be open-minded 	<ul style="list-style-type: none"> Celebrate others' success Hold our clapping until the last recipient has their certificate
	<ul style="list-style-type: none"> Move quietly and respectfully 	<ul style="list-style-type: none"> Use respectful language 	<ul style="list-style-type: none"> Walk on the left side

Equity starts here: World leading girls' education, empowering all to achieve.

Together we belong, we grow, we achieve; inspired for our futures.

RESPONDING TO BEHAVIOURS THAT DISRUPT LEARNING

	Behaviours Might Include	Response Options		
		Tier 1 →→	Tier 2 →→	Tier 3
Low Level Behaviours that Disrupt Learning and Teaching	<ul style="list-style-type: none"> Using minimal effort to complete tasks Unprepared for lesson Sometimes using device (including headphones & AirPods) in class without permission Sometimes eating/drinking in class Sometimes arriving late Sometimes not following classroom routines/procedures Calling out in class/interrupting the teacher or peers Make up/hair brushing Talking while it is the speakers' turn 	<ul style="list-style-type: none"> Reinforcing/promoting positive behaviours Reminder of expected behaviour (RBF) Redirecting One on one conversation Seat swap School Service Study Support Contact home Buddy Class Either/Or strategy Document on Daymap and send to LEL 	<ul style="list-style-type: none"> Contact home Parent/caregiver meeting School Service Support from LEL Restorative Practices 	<ul style="list-style-type: none"> Round table meeting to develop behaviour plan plan Modified program
Concerning Behaviours	<ul style="list-style-type: none"> Persistent refusal to follow instructions Regularly leaving the class without permission Missing from class/supervision Verbal rudeness (sarcasm, dismissiveness, swearing at someone) 	<ul style="list-style-type: none"> Triage to STAR Document on Daymap Contact home School service 	<ul style="list-style-type: none"> Contact home Parent/caregiver meeting School Service Support from LEL Restorative conversation Lesson checks 	<ul style="list-style-type: none"> Round table meeting to develop behaviour plan Modified program SEE procedures (incl. Restorative Practices)
Serious Behaviours	<ul style="list-style-type: none"> Physical aggression Verbal threats Deliberate destruction of property Swearing directly at staff Leaving school Ongoing refusal to follow behaviour expectations despite multiple intervention Illegal behaviours 	<ul style="list-style-type: none"> Triage to STAR Document on Daymap 	<ul style="list-style-type: none"> Deescalate Remove student from the situation Gather information and speak to Exec 	<ul style="list-style-type: none"> Round table meeting to develop behaviour plan Modified program SEE procedures (incl. Restorative Practices)

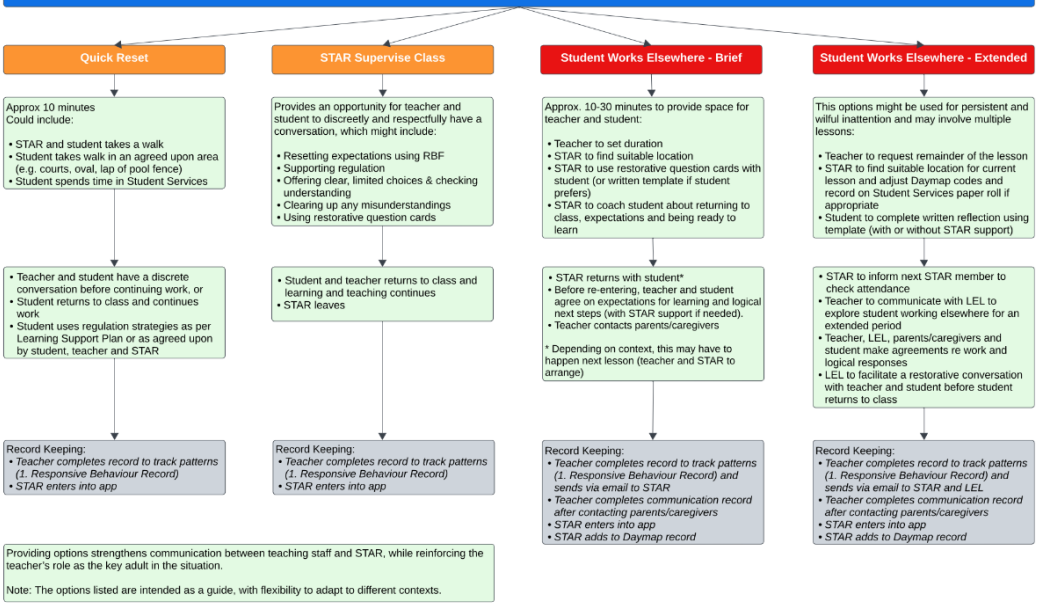
Trauma Informed Practices PD - Connected Self Restorative Practices (leaders only so far)

Responsible behaviour Framework

Responses to low level behaviours

STAR model (based on Restorative Practices)

STAR Options



Note: The options listed are intended as a guide, with flexibility to adapt to different contexts.

Switch:

Aligned

with

MGHS

Strategic

Directions



Switch:

Underpinned by our vision statement:

Equity Starts Here. World Leading Girls Education, Empowering all to Achieve.

And our Values Statement:

Together we belong, we grow, we achieve; inspired for our futures

Budgeting



Student numbers

Supplementary grant

Tier 2 funding

Per capita funding

ASETO cost

Phones for Case Managers

Onsite
Offsite
Hybrid

HR – oversight
with a leader

Curriculum
resources

External Case
Management

Social justice
(metro cards,
uniform etc)

Excursions

HR – Youth
Workers +
supervision
costs

Ancillary
staffing –
learning
support

External
program costs

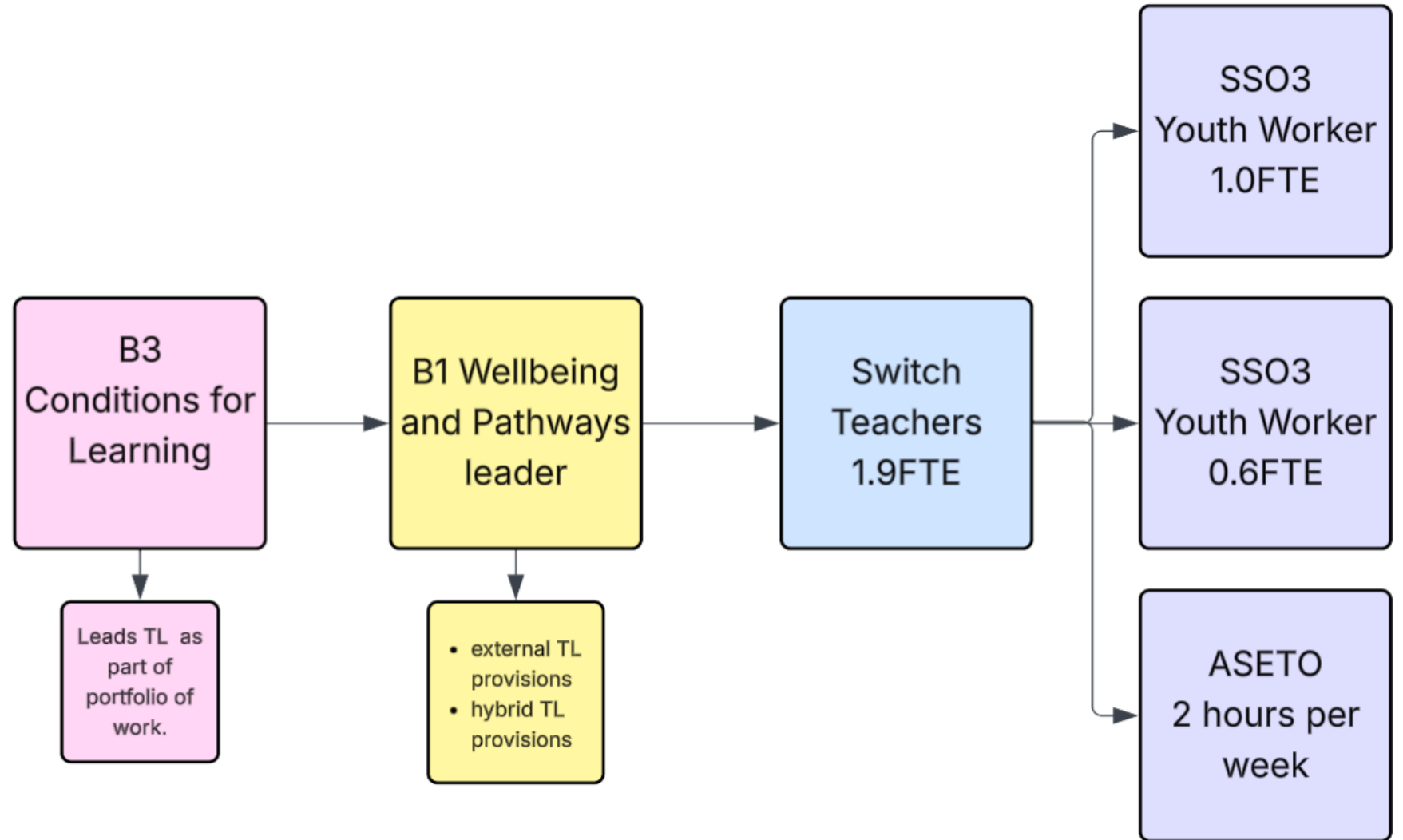
FIPs and
Stackable VET

Ancillary
staffing -
administration

Teaching staff

Staff release
and PL

Where did we land re HR?



The Wins

Among the cracks and the hard ground, the green shoots pushed through.



The Wins

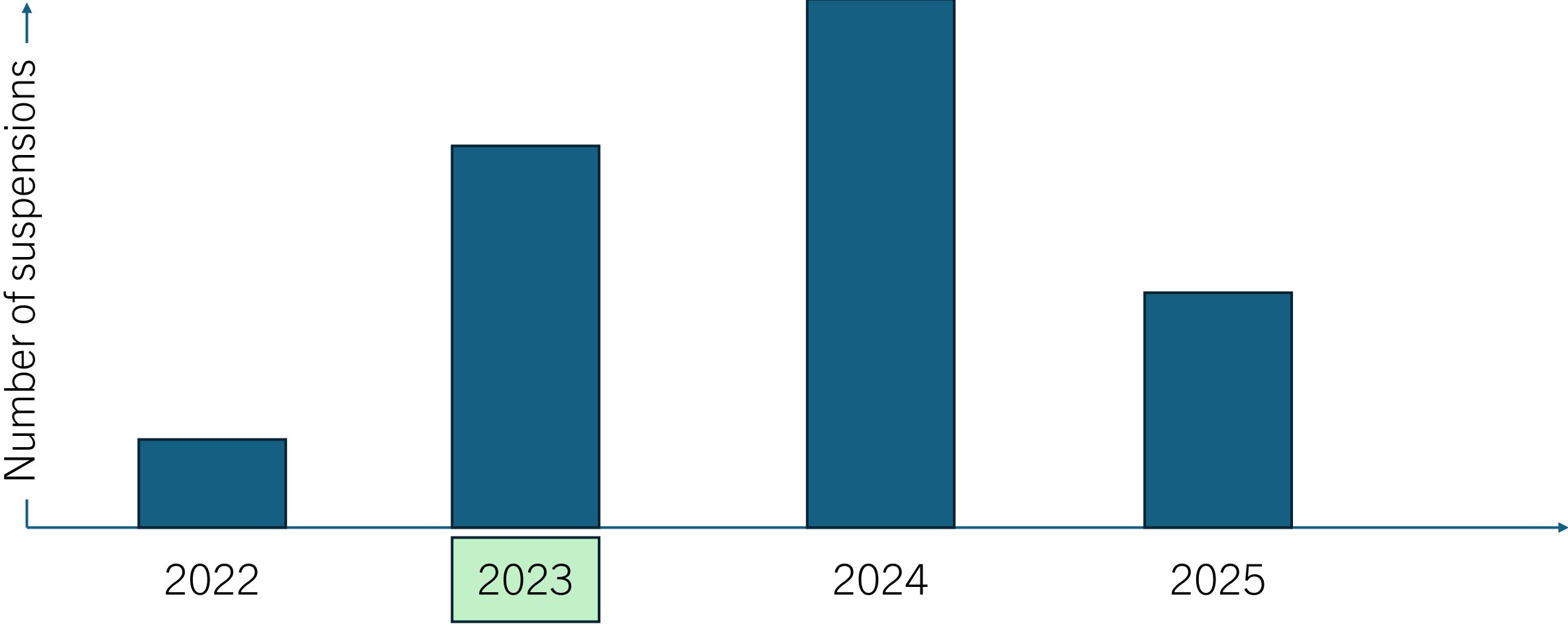
96% engaged in education

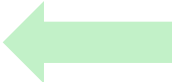




Building trust, confidence, regulation skills

Increased attendance



Switch Suspension Data: 2022 -'25



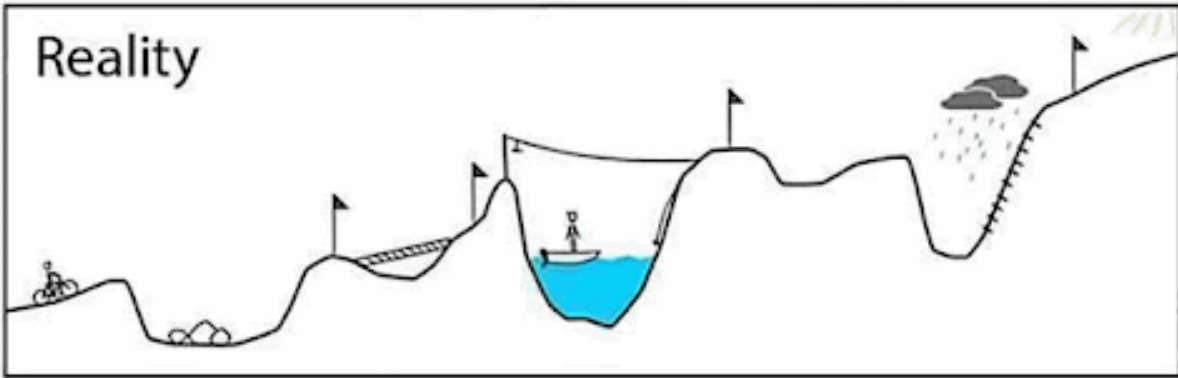
	MAINSTREAM		SWITCH	
	'23	'25	'25	
important adult in school	45%	52%	81%	
connectedness to school	53%	62%	60%	
emotional engagement with teachers	57%	66%	42%	
happiness	38%	42%	11%	
optimism	25%	31%	7%	
emotional regulation		highest*		
wellbeing literacy		highest*		
feelings about the future		highest*		
feelings about your body		highest*		

*Since 2021 WEC

Your plan



Reality

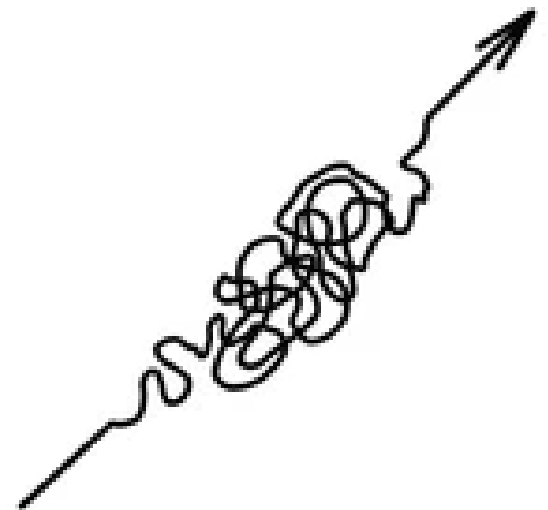


SUCCESS

SUCCESS



**WHAT PEOPLE THINK
IT LOOKS LIKE**



**WHAT IT REALLY
LOOKS LIKE**

Childcare Course
Barely misses a day
→ SACE
Part-time Job
Feeling good
Ostracised from Peers
Exclusion
Family Complexities
Suspensions
Operation Flinders
Alcohol
Uniform
ADHD Diagnosis
Truancy
Illicit Drug Use
Complete Disengagement
Late, always
Negative Learning Identity



The Struggles



Stigma & misconceptions

Emotional toll

Visibility of behaviours VS achievements

Boundaries & dependency

You can't please everyone

What We've Learned



Predictability & relationships

Safety looks different for every student

Explicitly teach desired skills/behaviours

Restorative Practices work (*but take time*)

Can't rush trust

A strong team culture is a must

Pace matters

Regulation strategies might need to be explicit



Advice From Our Journey



Middle Years matter - get it right

Keep referring to a change model

We are not allied health professionals

Where We're headed, 2026

A place where every student can flourish.

Personalised programs

Combos of Switch, mainstream electives and off-site offerings

Co-designed transdisciplinary model within Switch subjects

Embedding a dispositional lens across Literacy & Numeracy

What Really Matters To Us

Predictability

Unwavering positive regard
with high accountability

Team culture

Curiosity without free passes

We're here to belong, grow and achieve



Thank You!

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