

Student Engagement Policy

OBJECTIVE:

This policy is underpinned by the College values of respect, cooperation and independence and aims to guide Ashdale Secondary College staff and students in maintaining an atmosphere in the College whereby students are actively engaged in the curriculum and are provided with interesting ways to learn.

OUTCOMES:

1. A positive classroom and College environment for all members of the College community, where students feel cared for by College staff and in turn develop a sense of belonging and respect for the College and its staff. Teachers know their students well, build on their strengths and encourage them to persist with tasks until they succeed.
2. Student achievement across all learning areas, supported by future focused programs that utilise current best practice in teaching and learning.
3. Student wellbeing and the prevention of inappropriate behaviour enhanced through a focus on early intervention and prevention.

RATIONALE:

Ashdale Secondary College's Student Engagement Policy represents a whole College approach towards ensuring a safe, caring and productive learning environment. It is grounded on the belief that all students have both the ability and the right to learn.

Students are more likely to be engaged with their learning and behave well if they are in an environment where they feel respected and capable. The crux of successful behaviour support is acting to meet students' needs rather than simply reacting when they misbehave. Behaviour is learned, therefore, ASC staff will view behaviour in educational terms and have educational strategies to manage it. Staff will promote positivity, choice and reflection. Staff will help students who misbehave to:

- Learn more productive and responsible behaviour.
- Reflect on their behaviour and the consequences and assist in the development of strategies to change the behaviour.
- Analyse the situation in which it occurs and implement specific behaviour intervention strategies.
- Take action to enable them to find ways of belonging in more socially acceptable ways.
- Experience success in their learning progress at their level of development.

PRINCIPLES:

The following principles will guide ASC in the management of all student behaviour:

- Our duty to ensure the safety of students and staff drives the implementation of teachers' behaviour management processes
- The use of appropriate curriculum and learning programs will encourage engagement by students.
- Student behaviour is best managed in ways that promote restorative practices and are educative in nature.
- All decisions relating to the management of student behaviour and the implementation of policy are made according to the principles of procedural fairness.
- Student behaviour must not be viewed in isolation but as part of an interaction between the student, staff and the College community and environmental factors.
- School staff will demonstrate accountability for evidence based decision making, reporting and referral to appropriate support, and record keeping.

To set a plan in place for engaging students in being active, successful learners and citizens, the following core assertions guide our actions inside and outside the classroom. As members of the Ashdale Secondary College community we agree that:

- All ASC students are important people
- All ASC students are capable of learning and achieving the goals they set for themselves
- All ASC decisions are based on honest, consistent and considered communication between students, parents, teachers and the wider school community
- All members of the ASC community have an integral role in modelling and enacting positive relationships to promote a healthy school culture
- All ASC behaviour management processes ensure a balance between consequences and restorative justice strategies to effect positive and actual change
- ASC's ultimate aim is to ensure that the College's programs, policies and actions help to further develop the growth of young members of the community who are able to meet the emotional, physical and mental demands of life in a technologically advanced and socially complex society.

COLLEGE VALUES:

ASC will continue to uphold, promote and celebrate behaviour that reflects the College's established Positive Behaviour Support values of respect, cooperation and independence.

Through a consultation process involving all staff and students, these values have been defined as:

Respect: Thinking and acting in a way that values and expresses care about oneself, others and the environment.

Cooperation: Actively contributing and collaborating towards common goals.

Independence: Showing initiative and resilience both in familiar surroundings and when adjusting to new situations.

SCHOOLWIDE INSTRUCTIONAL FRAMEWORK:

To support the provision of a positive classroom environment where quality teaching and learning fosters achievement for all students across all learning areas, Ashdale Secondary College has implemented a schoolwide pedagogical framework, known as the LEARN and GROW instructional framework.

The LEARN & GROW instructional framework's structures and approaches to teaching and learning ensure a widespread use of successful teaching practices, and make best practice common practice.

The LEARN & GROW instructional framework also promotes Collective Teacher Efficacy. This refers to a shared belief amongst staff that through their collective action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged.

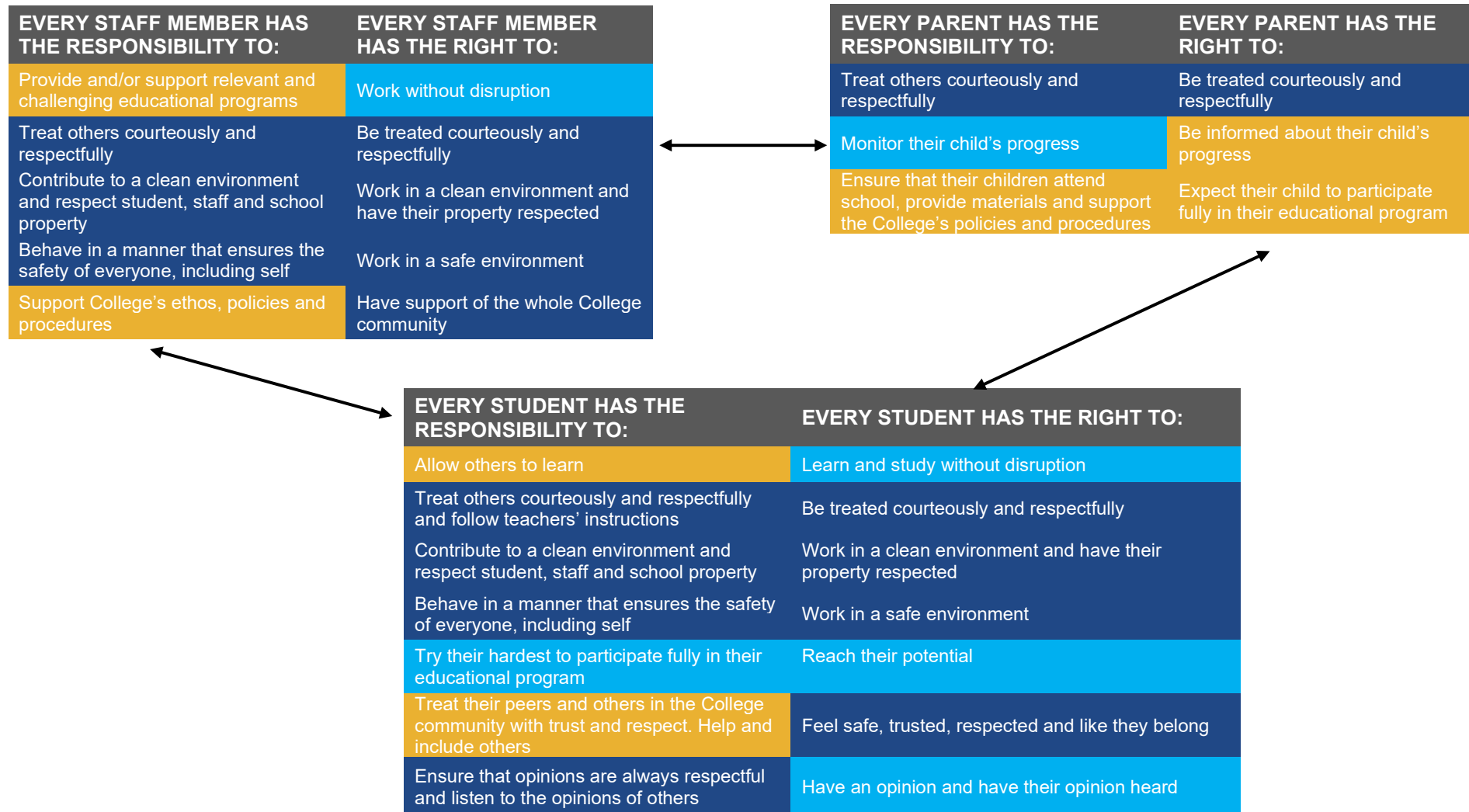
Educators with high efficacy show greater effort and persistence, a willingness to try new teaching approaches, set more challenging goals, and attend more closely to the needs of students who require extra assistance. In addition, when collective efficacy is present, staff are better equipped to foster positive behaviour in students and in raising students' expectations of themselves by convincing them that they can do well in school.

Appendix 1: The ASC Learn & Grow Instructional Framework

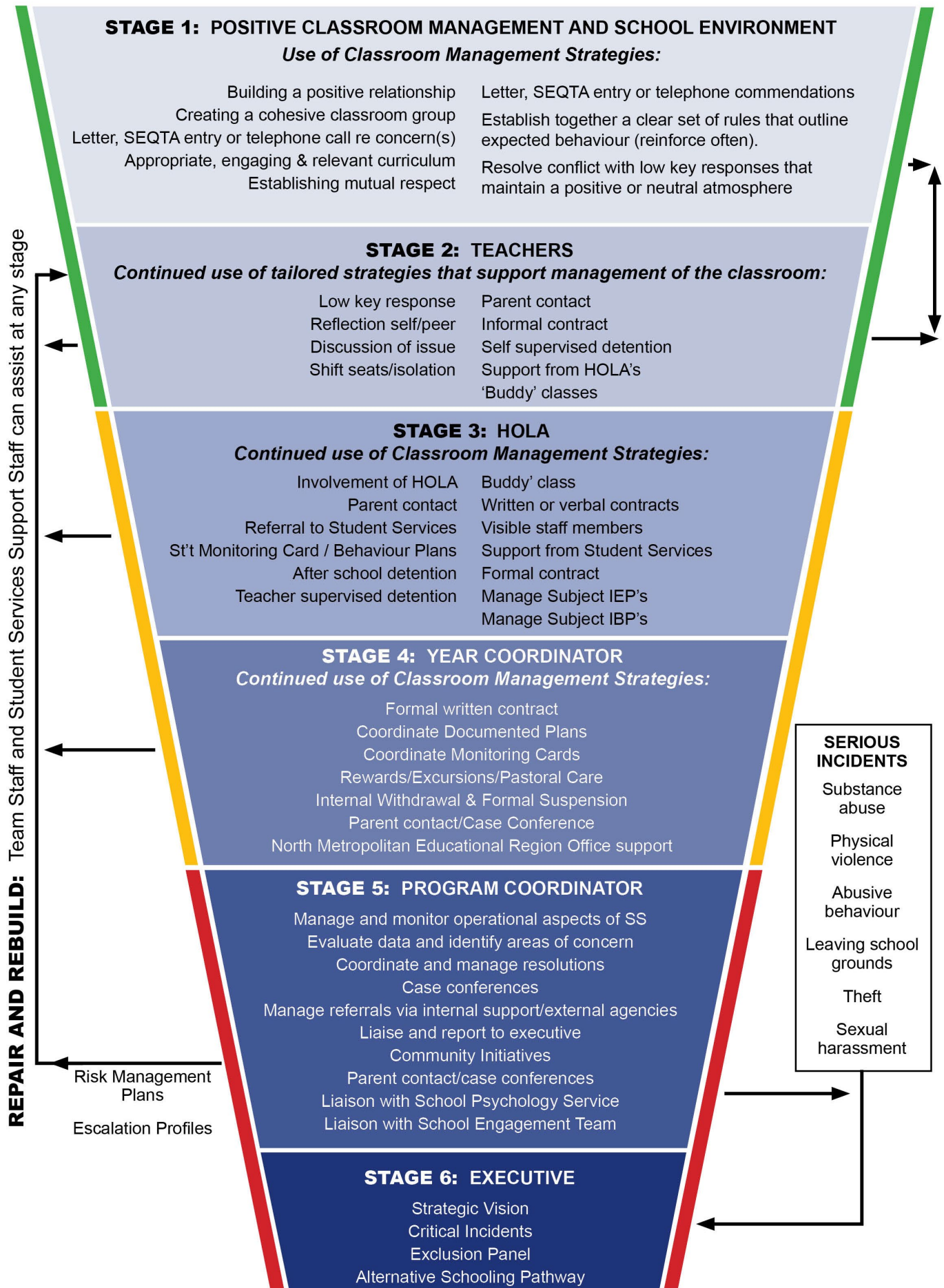
L	Learning Intentions	<ul style="list-style-type: none"> Establish Learning Goals / Aim of the lesson. Write them on the board or display on screen. Share lesson success criteria. By the end of the lesson you will be able to / will know / have done/ WALT WILF Share an example of success. A work sample, a piece of work.
E	Engage	<ul style="list-style-type: none"> The hook – Stimulate interest Use visuals, video clip Connect to real world / relevance / problem to solve
A	Activate learning I do We do You do	<ul style="list-style-type: none"> Activate prior knowledge • Review or connect to prior learning • Questioning techniques, brainstorm, identify keywords - Arts Glossaries, word walls • Involve external agencies through Incursions and Excursions Teacher input – explicit teaching • Scaffold and model • Question • Use wait time • Differentiated for ability • Check for understanding • Learning styles • Higher level questions • Adjustments made if needed Range of tasks • Cooperative learning , collaborative tasks • Experiment / hands on Use of ICT • Teacher will support / monitor while student works • Presentation to class • Self / peer assessment
R	Review	<ul style="list-style-type: none"> Reinforce key points Questioning of learning Online quiz / feedback Refer back to aims / objectives Share students' work
N	Next Steps	<ul style="list-style-type: none"> Evaluate student progress Provide feedback to students Self /peer assessment to inform gaps Inform teacher planning of next lesson Use of data to inform plan.
G	Greet	<ul style="list-style-type: none"> Welcome / welcome back Meet and greet Know your students Arrive appropriately Remove hats Earphones and mobile phones in bag. Put away food / drink Seating plan in place
R	Respect	<ul style="list-style-type: none"> Students follow teacher instructions No talking when others are talking Respect views of others Allow others opportunity to learn Respect the classroom Display appropriate body language Appropriate use of language.
O	On Task	<ul style="list-style-type: none"> Focused on work Clear understanding of task Complete task in timely manner Cooperate with others Communicate when appropriate Level of noise appropriate for activity
W	Work Hard	<ul style="list-style-type: none"> Aim high Attempt all tasks Set achievable and challenging targets Track your progress Act on feedback Bring / manage resources required.

Appendix 2: Code of Conduct

The following **responsibilities** and **rights** are reflective of the **values** of **RESPECT**, **COOPERATION** & **INDEPENDENCE** embedded within the school community:



Appendix 3: A Whole School Approach to Positive Behaviour – Roles and Responsibilities



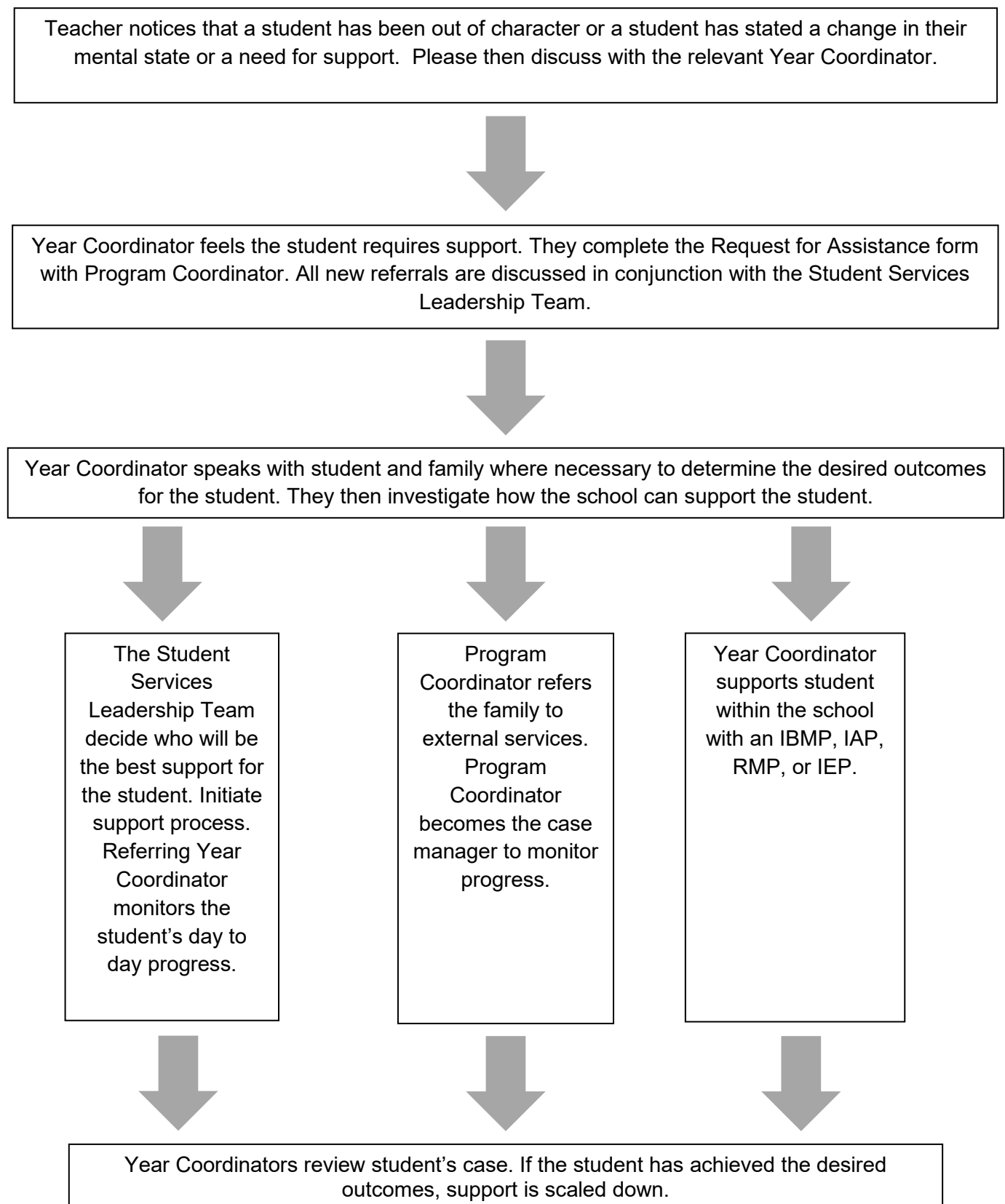
Appendix 4: Responding to aggression or violence between students

IMMEDIATE RESPONSES	ACTIONS BEFORE END OF SCHOOL DAY	RECOMMENDED WITHIN 24 HOURS
<ul style="list-style-type: none"> • Call for help/support • Consider risks of preventative action in the form of physical intervention – any physical intervention or contact must be reasonable considering the context of the situation • Executive Team to organise lockdown if appropriate • Take the victim to a safe area if necessary • Ensure all students involved (victim and aggressor) are safe and supported, apply first aid if necessary • Executive Team and Student Services determine appropriate consequences. • Contact the parent/caregiver of the victim and the alleged offender 	<ul style="list-style-type: none"> • Lodge an Online Incident Notification • Organise support person for the victim(s) • Provide support for staff and students who witnessed the incident • Contact CRO to request further assistance if required • Communicate with parents/caregivers of students who witnessed the incident • Arrange recovery time for staff if necessary 	<ul style="list-style-type: none"> • Inform the victim's parents of their right to report the assault to the police • Link with relevant support (e.g. counselling services, Employee Assistance Program for staff and/or school psychologist for students – victim and aggressor) • Brief appropriate staff
FOLLOW UP AND RECOVERY		
<ul style="list-style-type: none"> • Communicate with staff involved to support (e.g. Employee Assistance Program) and express appreciation • Develop a return to school plan with a focus on strategies to support the victim(s) • Consideration of further professional learning for staff on preventing and defusing aggressive situations • Follow-up strategies for staff and students who may also have been affected, encourage regular discussion to allow staff to deal with their feelings about the incident • Investigate the incident and review safety management to reduce risk in the future. 		

Appendix 5: Responding to aggression or violence between students

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Appendix 6: Steps for accessing support for students



Appendix 7: Suspension Guidelines & Process

SUSPENSION:

At Ashdale Secondary College we strive to provide the highest standard in pastoral care to all of our students. This includes supporting students with managing their behaviour and ensuring the College is a safe and supportive environment for all.

In the majority of cases, undesirable behaviour is resolved through positive teaching practices, effective classroom management, guided reflection and, where necessary, appropriate school-based sanctions. The College considers suspension to be a severe sanction that is reserved only for circumstances where on-site behaviour support methods are not deemed appropriate.

The Principal may suspend a student from a period of attendance at the College as noted in our Engagement Policy. Suspension of attendance may be for the whole or part of each day during the suspension period.

A suspension may be deemed necessary by the Principal when a student's behaviour causes significant disruption to themselves, other students or staff, and is for the purpose of providing an opportunity:

- for the student, other students and staff to calm and recover.
- for all to reflect on and learn from the incident, including where appropriate participating in restorative processes.
- for the College to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice on how better to support the student, and put in place any adjustments to plans, resources, staff or strategies that may be required.
- for the parents / care givers to meet with the College to discuss the student's behaviour.

When a student is suspended from attendance at Ashdale Secondary College the following process will be followed:

- Parents will be informed of their child's behaviour and notified of the College's intention to suspend.
- Parents may be asked to collect their child from school that day if deemed necessary.
- The suspended student will be required to attend a re-entry meeting with their parents on the morning they return to school (before release back into our duty of care).
- Parents, the suspended student and College staff will confirm further support if required such as a documented plan.

Guideline of examples of behaviours warranting suspension (not exhaustive):

- Involvement in physical fight including organising, encouraging and/or filming
- Vandalism / purposeful damage to school / others' property
- Abusive language directed towards students or staff
- Threats of physical violence towards students or staff
- Possession of illicit substances
- Refusal to engage with behaviour process

Process

1. Investigate incident / Speak with student(s) involved
2. Check student data (SEQTA history, plans, medical etc.)
3. Notify relevant Program Coordinator of incident and details
4. Program Coordinator to discuss intention to suspend with line manager (discuss grounds, duration etc.)
5. Seek suspension approval from Principal, or delegate
6. Confirm with student and parents that suspension will be processed
7. Work package is automatically referred to on suspension letter. To be accessed via Connect, regardless of length of suspension
8. Book re-entry meeting with parents and student
9. Record on SEQTA and notify attendance officers so they can clear attendance

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10. Record suspension on SIS
11. Print suspension letter and hand / mail to parents
12. A Stage 2 Loss of Good Standing is enforced for 5 weeks from the day of the suspension
13. Complete reentry meeting and implement support structure, such as Behaviour Management Plan, if required.