

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.