FEATHERBROOK COLLEGE

STUDENT ENGAGEMENT POLICY

Rationale:
A high quality Student Engagement Policy that reflects the school community’s aspirations and the unique local context of the school is critical to developing a positive school culture and supporting a school council’s strategic aims. A positive school culture that is fair and respectful to all is a fundamental element in promoting student engagement. Quality learner-centred teaching and learning programs engage students, enabling them to learn and develop healthy attitudes to themselves and their learning.

Students who attend school regularly have the greatest opportunities to learn and to develop a positive attitude and growth mindset to learning. Student engagement is a key factor in promoting student attendance and desire to be at school to learn. The use of corporal punishment is prohibited in our school and is in contradiction to the school’s ethos and aims to positively engage all students.

This policy sets out the school’s position on student engagement, student attendance and student behaviour. It also draws on the school’s Child Safe Policy and Code of Conduct that supports a school’s culture where children are safe and feel safe.

1. Definition:
Student engagement can be defined as three interrelated components:
   1.1. **Behavioural engagement** refers to students’ participation in education, including the academic, social and extracurricular activities of the school.
   1.2. **Emotional engagement** encompasses students’ emotional reactions in the classroom and in the school and measures a student’s sense of belonging or connectedness to the school.
   1.3. **Cognitive engagement** relates to each student’s investment in learning and their intrinsic motivation and self-regulation.

2. Aims:
   2.1. To engage all students in learning.
   2.2. To meet the developmental needs of all students.
   2.3. To foster a positive school culture based on healthy relationships between all members of the school community.
   2.4. To provide students with a safe learning environment, where the risk of harm is minimised and students feel physically and emotionally secure.
   2.5. To foster high standards of behaviour based on respect, cooperation, mutual responsibility and self-discipline.
   2.6. To have each student attend school every day, except in cases of illness or other exceptional circumstances.
   2.7. To provide support for individuals who are at risk of disengaging, not attending or developing inappropriate behaviours.
   2.8. To provide support for students who are adversely affected by the inappropriate behaviour of other students.
3. **Strategies to promote positive student engagement and attendance:**
   3.1. Uphold the right of every child to receive an education.
   3.2. Monitor and follow up on absences in compliance with Department of Education and Training (DET) procedures.
   3.3. Intervene early to identify and respond to student needs for social, emotional, and learning support.
   3.4. Where resources allow, provide specialist support to assist teachers to meet the social, emotional and learning needs of students at risk.
   3.5. Recognise and respond to students’ needs through the Program for Students with Disabilities (PSD), language support programs and other DET initiatives.
   3.6. Provide all staff, including pre-service and casual relief teachers and volunteers professional learning and support regarding student wellbeing issues.
   3.7. Provide opportunities for students to participate in developing a positive school culture (e.g. student led assemblies, student leadership, buddy programs).
   3.8. Provide opportunities for families and the wider community to participate in school activities (e.g. School Council and sub-committee meetings, classroom helpers, camps and excursions).
   3.9. Communicate the school’s expectations and support parents/carers to:
      3.9.1. Ensure that their children attend school as required by law.
      3.9.2. Advise the school as soon as possible when their child is late or absent.
      3.9.3. Ensure that student enrolment details are correct.
      3.9.4. Provide all relevant information to the school.
      3.9.5. Attend parent-teacher meetings and participate in student-led conferences.
      3.9.6. Read and respond to school communications in a timely manner.
      3.9.7. Seek advice from the school if desiring to remove children for extended periods (e.g. holidays).
   3.10. Develop positive relationships between teachers and students that promote engagement, wellbeing and learning.
   3.11. Engage with the development of Student Individual Learning Plans for relevant students.
   3.12. Deliver teaching and learning and extra-curricular activities and services that are inclusive and responsive to student needs, and that reflect the diversity of the school community.
   3.13. Use evidence-based and flexible pedagogical styles to cater for different learners and to engage all students in meaningful learning experiences.
   3.14. Teach and assess students using current pedagogical knowledge aimed at challenging and extending student learning.
   3.15. Promote pro-social behaviours using a range of resources, being informed by the School Wide Positive Behaviour Framework and accompanying resources.
   3.16. Communicate concerns about student wellbeing to parents/carers in a timely manner.
   3.17. Adhere to the ‘stepped’ behaviour management processes (Appendix 4).

4. **Strategies to promote positive student behaviour:**
   4.1. Promote a respectful and inclusive school community culture.
   4.2. Communicate high expectations (regarding student behaviour) to students and their families.
4.3. Use the Student Engagement Policy as a basis for negotiating class-based shared expectations with students at the commencement of each school year and revisit this regularly throughout the year.

4.4. Through professional learning, build staff capacity to promote positive student behaviours (including specific behaviour management strategies and teaching interpersonal and social skills) promote a team approach to behaviour management.

4.5. Provide support for students with behavioural issues (e.g. student-support groups).


4.7. Work with parents/carers to promote understanding about how they can support positive student behaviours.

5. Other school policies and relevant legislation:

This policy should be read in conjunction with other relevant school policies. The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. The Charter affirms that all people are born free and equal in dignity and rights. While the Charter demands equality for all, it also emphasizes the value of difference. The Charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider them when making decisions and delivering services.

In addition to the Charter, the following legislation needs to be considered when determining rights and responsibilities of all members of our school community.

5.1. Equal Opportunity Act 2010 (Vic)


5.3. Education and Training Reform Act 2006

5.4. Information Privacy Act 2000 and Health Records Act 2001

5.5. Children, Youth and Families Act 2005 (includes Mandatory Reporting Legislation)

All school policies and key documents need to be considered in relation to the Student Engagement Policy.

This policy is to be read in conjunction with Appendix 1 – 8.

Resources:

- Student Engagement Policy Guidelines

Evaluation:

This policy will be reviewed as part of the school’s three-year review cycle.

- Review Date: 2017
Appendix 1

SCHOOL PROFILE STATEMENT
As a new school in Point Cook in term 1, 2017 it is with both excitement and future thinking that the school begins its journey. Building a new school community is a privileged opportunity for staff and ‘founding’ families to build an engaging and excellent learning environment for the students. The new Featherbrook College will complement the adjacent community services hub including: Featherbrook Community Centre, Pre-school, Maternal and Health Care and Featherbrook sports oval.

Point’s Cook’s history is informed by its indigenous heritage, by the RAAF presence and by the wonderful richness of local families and those who have come from further afield, to call this beautiful part of Victoria, home. The beginning of our school in 2017 will mark a point in time where together we will proudly build on the history of Point Cook. Featherbrook College will be aspiring to be a highly respected school known for actively promoting the importance of 4 key Educational Principles: Learners and Learning, Diversity, Community and Well Being.

A Contemporary Education
The school will offer a progressive approach to educating students from Prep – Year 9 for the 21st Century. The school leadership team and education staff will be purposeful in providing optimal learning experiences for each and every student and as such, will provide all children with learning that is personalised, evidence-based and technologically rich. Our students will enjoy and be engaged in a broad and differentiated curriculum promoting creativity, resilience and a growth mindset drawing on their sense of curiosity. Visual Arts, Performing Arts, Music Camps, Excursions plus Sports and Physical Education will provide students with diverse learning opportunities. The strengths, talents and learning styles of each student will be harnessed and celebrated. As a State Government school, our teachers will draw from the best available education resources, knowledge and expertise from across the education system, and University partnerships to inform our programs, ensuring provision of education programs that are seamless from Prep right through to Year 9.

Curriculum
Featherbrook College will deliver the mandated Victorian Curriculum and learning will take place in an environment that is conducive to preparing children for a rapidly changing world that demands technological (ICT) capacity and knowledge, heightened interpersonal skills, critical thinking and problem solving skills, plus strong literacy and numeracy skills. Our students will learn and excel in flexible, purposely built learning spaces that will support and inform responsive and innovative learning and teaching. Our programs will be enriched through our partnership with the YMCA eg student leadership and camping programs, while CERES will inform our learning programs as we seek to become a 5 star sustainability school, supporting our students to become socially and environmentally literate, aware and responsible. The learning spaces will allow students to engage through collaborative structures and groupings. Teachers will teach in collaborative learning communities to provide personalised learning and options for each student. The relationships developed between teachers and
teachers, teachers and students; and students and students will ensure optimal learning and achievement. These relationships will be intentionally planned for, developed and nurtured.

Professionalism, instructional capacity and accountability of our teachers will be foundational to the education our students receive. Teacher quality is crucial for optimal student achievement and so our energies will be strategically directed towards coaching and capacity building of our teaching staff. High expectations of our students will underpin the rich challenges and learning opportunities provided for all students as they are supported to achieve and thrive. The following will be enablers of Point Cook South P – 9 School’s education provision:

- Collaboration and knowledge sharing
- High expectations for self and others
- Respect, inclusiveness and trust
- Safe and secure learning environment.

Students will be supported to actively observe these, enabling them to develop holistically, to become active and contributing citizens of the future. The school will seek to develop pride in our students as we embark on building a reputation of excellence and inclusion.

The school's Student Leadership model at Featherbrook College will provide students with leadership skill development where ‘leadership of self’ will be the premise on which student leadership will be based. Our students will relish the opportunity to contribute to decisions, take on responsibility and have a voice in the school community.

**Community Facilities**

Featherbrook College has been designed with the local community in mind and will be a meeting place for local families and residents to enjoy community, arts, sports and recreation programs. The new school will offer many community facilities and services, including:

- An expanded gymnasium, built to Netball Victoria standards
- A large multi-purpose Community Hub for use by the school during school hours and for use by the YMCA after hours to deliver Out of School Hours Care and other community programs
- 2 outdoor hard courts
- Additional conference and interview rooms for local community use.

The school will deliver a responsive and personalised learning experience for all children where children will be ‘educated locally for a global future’.
Appendix 2

RIGHTS AND RESPONSIBILITIES OF STUDENTS, STAFF AND PARENTS/CARERS

All members of the Featherbrook College community have a **right** to:

- fully participate in an environment free of discriminatory behavior – including racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, cyber-bullying, vilification, violence, intimidation, abuse and exclusion.
- be treated with respect and dignity.
- feel valued, safe and supported in an environment that encourages freedom of thought and expression.

All members of the Featherbrook College community have a **responsibility** to:

- acknowledge their obligations under the *Equal Opportunity Act 2010 (Vic)* and the *Charter of Human Rights and Responsibilities Act 2006* and communicate these obligations to all members of the school community.
- actively participate in and contribute to a learning environment that supports the learning of self and others.
- ensure their actions and views do not have a negative impact on the health and wellbeing of other members of the school community.

### Students

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>To learn in a secure, inclusive and positive environment.</td>
<td>To come to school every day (except in exceptional circumstances).</td>
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<tr>
<td>To be valued and treated with respect, fairness and courtesy by all members of the school community.</td>
<td>To behave respectfully and appropriately at all times.</td>
</tr>
<tr>
<td>To be supported in challenging situations.</td>
<td>To respect, value and learn from the differences of others.</td>
</tr>
<tr>
<td>To be free of harassment and bullying, including cyber bullying.</td>
<td>To provide support to others and seek help when needed.</td>
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<tr>
<td>To be encouraged to be a good role model for other children</td>
<td>To report bullying or other inappropriate behaviours to a teacher.</td>
</tr>
<tr>
<td>To be and feel safe</td>
<td>To respect school and other people’s property.</td>
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<td></td>
<td>To comply with all school policies including the <strong>Child Safe Policy</strong>.</td>
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### Staff

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>To work in a safe and secure environment.</td>
<td>To build positive relationships with students, parents/carers as the basis for engagement and learning and fairly implement the Student Engagement Policy.</td>
</tr>
<tr>
<td>To be treated with respect, fairness and courtesy by all members of the school community.</td>
<td>To have high expectations for all students.</td>
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<tr>
<td>To be supported in challenging situations.</td>
<td>To engage in constructive communication with students, staff and parents/carers regarding the learning of individuals.</td>
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<td>To be free of harassment and bullying, including cyber bullying.</td>
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</table>
- To provide an inclusive, engaging and differentiated curriculum.
- To treat all members of the school community with respect, fairness and dignity.
- To ensure the **Child Safe Policy and Code of Conduct** are adhered to.

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<thead>
<tr>
<th>Parents/Carers</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Rights</td>
<td>Responsibilities</td>
</tr>
<tr>
<td>• To expect that their child/ren will learn in a <strong>safe</strong> and positive environment.</td>
<td>• To ensure students attend school every day (except in exceptional circumstances).</td>
</tr>
<tr>
<td>• To be treated with respect, fairness and courtesy by all members of the school community.</td>
<td>• To promote and model respectful communication and healthy relationships.</td>
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<tr>
<td>• To be free of harassment and bullying, including cyber bullying.</td>
<td>• Support the school in maintaining a safe and respectful learning environment.</td>
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<tr>
<td>• To expect a positive and supportive approach to their child’s learning.</td>
<td>• To communicate with the school about student lateness and absence.</td>
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<tr>
<td>• To be contacted by the school when the wellbeing of their child/ren is an issue.</td>
<td>• To participate in student support group meetings and follow up where necessary at home.</td>
</tr>
<tr>
<td>• To ensure students attend school every day (except in exceptional circumstances).</td>
<td>• To be familiar with the Student Engagement Policy.</td>
</tr>
<tr>
<td>• To promote and model respectful communication and healthy relationships.</td>
<td>• To ensure the <strong>Child Safe Policy and Code of Conduct</strong> are adhered to.</td>
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<tr>
<td>• Support the school in maintaining a safe and respectful learning environment.</td>
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Appendix 3

BEHAVIOURAL CONSEQUENCES

At Featherbrook College we support a positive approach to behaviour and foster a school climate within which personal responsibility and self-discipline can develop. The use of corporal punishment is prohibited in our school.

STUDENT BEHAVIOUR EXPECTATIONS Students are expected to:

- Play and learn cooperatively
- Treat and speak to others with respect and courtesy
- Resolve problems and disagreements calmly, sensibly and fairly
- Move and play safely inside and outside the school grounds
- Comply with all school policies
- Take care of the school environment and school property.

Consequences at Featherbrook College for inappropriate or unacceptable behaviours include:

- The student is given a reminder (verbal or non-verbal) about acceptable behaviour
- The teacher explains the situation to the student, drawing his/her attention to the agreed class Code of Conduct
- The issue is discussed with the student and he/she is asked to reflect on his/her behaviour (sometimes in written form)
- The student is asked to make up missed learning in his/her own time e.g. at home. (No more than half the time allocated for any recess may be used for this purpose)
- The student may be asked to move temporarily to another year level or to the care of a PLT Lead or Principal Class Officer (respectively).
- The student may be asked to provide a verbal or written statement or apology
- The student may be asked to complete a form of community service
- The student and his/her family may be asked to repair or pay for damage to property or equipment
- The teacher reflects on behavioural issues or needs and plans to teach appropriate social skills explicitly
- The teacher arranges for the student’s behaviour to be discussed with others, including the child’s parents/carers. A behavioural plan is formulated at this meeting
- The teacher arranges for the involvement of other parties e.g. other involved students, Principal, Assistant Principal
- Parents/carers are to be informed at least 24 hours prior to an after-school detention, if the period is in excess of fifteen minutes
- The teacher completes a student incident form for serious incidents
- Suspension procedures (if disruptive or dangerous behaviour continues)
- Expulsion considered and may be implemented.

Inappropriate behavior is responded to through a staged response that has a preventative and early intervention strategies, such as:

Teachers will:

- Build rapport with students and create positive and nurturing learning environments
- Develop quality curriculum teaching programs
• Make explicit behavioural expectations of students
• Teach relevant social skills, including protective behaviours

These include teaching specific social-skills such as:
• Being more resilient
• Anger-management
• Making appropriate choices
• Friendship/relationship building skills
• Protective behaviours
• Sexuality Education
• Promoting character strengths

Broader support strategies include:
• involving and supporting the parents/ carers
• involving the student wellbeing coordinator and possibly the school nurse
• mentoring and/or counselling
• convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
• developing individualised flexible learning, behaviour or attendance plans
• involving community support agencies.
Appendix 4

BEHAVIOUR MANAGEMENT PROCESS

The following Behaviour Management process will be followed. Depending on the severity of the behaviour, the process may commence at any of the following six stages. In some cases, the process may be sequential.

1. Discussion of the inappropriate behaviour with supervising teacher and students involved. The reason for the behaviour being inappropriate will be identified, apologies made and a warning given.

2. Behaviour may result in the student being moved to another learning space. Length of time determined by teacher based on age and the issue.

3. Meeting and discussion with class teacher and/or level leader. Behaviour is recorded and may result in removal from class or detention (yard duty, lunch time or after school).

4. Meeting with Co-ordinator/Assistant Principal and parents to arrange appropriate consequence and support e.g. Mediation, Counselling, Behaviour Management Conduct Card, In-school Suspension. Behaviour will be recorded, and management will include a Behaviour Management Card or Behaviour Contract (formal monitoring of behaviour).
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<td>5.</td>
<td>Assistant Principal informs student and parents of suspension. Meeting prior to return to school to outline expectations for the future.</td>
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</table>
| 6. | Extreme inappropriate behaviour will result in immediate suspension, and possible involvement of relevant external authorities.  
   If, after repeated suspensions within DET guidelines, behavioural problems of a serious nature continue, the Principal and Assistant Principal will meet with student and parents leading to alternative schooling arrangements. |
Appendix 5

EXCLUSION PROCEDURES: SUSPENSION AND EXPULSION

At Featherbrook College parents/carers are involved in exclusion procedures.

SUSPENSION – General Information

Suspension is a serious disciplinary measure and should only be used when other measures have not produced a satisfactory response.

Suspension should be used for the shortest time necessary. The maximum period of time a student can be suspended consecutively is five school days. ‘School days’, as referred to in this document, does not include weekends, public holidays or school holidays. A student cannot be suspended for more than fifteen school days in a school year, unless approval is sought from the Regional Director. However, a student may be suspended for a further period (not exceeding five school days) pending the Principal’s decision whether to expel a student.

For further information:
- School Policy & Advisory Guidelines: Suspensions

EXPULSION – General Information

The school Principal has the authority to permanently exclude a student from his or her school according to the DET’s procedures. This power cannot be delegated to any other person at the school level.

Permanent expulsion from a school is the most extreme sanction open to a Principal. Except in the most unusual and extreme circumstances, it will only be used after all other relevant forms of behaviour management outlined in the engagement guidelines have been exhausted.

For further information:
- School Policy & Advisory Guidelines: Expulsions
Appendix 6
ATTENDANCE PROCEDURES

Process map for following up absences
## Appendix 7

### STAGED RESPONSE CHECKLIST

#### Stage 1: Prevention and early intervention – Creating a positive and safe school culture

<table>
<thead>
<tr>
<th>Suggested strategies</th>
<th>School actions</th>
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<tbody>
<tr>
<td>Define and teach school-wide expectations for all.</td>
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<tr>
<td>Establish relevant school-wide prevention programs: School Wide Positive Behaviour Framework implemented</td>
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<tr>
<td>Establish consistent school-wide processes to identify students at risk of disengagement from learning.</td>
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<tr>
<td>Establish consistent school-wide processes and programs for early intervention.</td>
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#### Stage 2: Intervention: a targeted response for individual students

<table>
<thead>
<tr>
<th>Suggested strategies</th>
<th>School actions</th>
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<tbody>
<tr>
<td>Establish an understanding of the life circumstances of the student and how they feel.</td>
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<td>Establish data collection strategies.</td>
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<td>Develop the plan for improvement based on data and review regularly.</td>
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<tr>
<td>Explicitly teach and/or build preferred behaviours.</td>
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<tr>
<td>Determine strategies for monitoring and measuring student progress.</td>
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<tr>
<td>Establish inclusive and consistent classroom strategies.</td>
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<tr>
<td>Establish out-of-class support strategies.</td>
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<tr>
<td>Establish a student support group.</td>
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</table>
Appendix 8

STUDENT SUPPORT GROUP GUIDELINES

- A Student Support Group meeting may be held to exchange information and facilitate strategies to address social, emotional, academic and/or behavioural concerns.

- These meetings are to be held at a time suitable both to the school and to the parents/carers.

- The procedures for such meetings will vary depending on the needs of individuals and schools, but they promote positive behaviours through a staged response.

- As well as teachers, parents/carers and the student, the meeting could involve the Principal or nominee and any support staff who have been involved with the student and/or the student’s family or who have particular relevant expertise or a person requested by the parents/carers.

- The Principal or Assistant Principal must ensure suitable language interpretation facilities are made available, if relevant.

- A brief written statement including a list of participants and agreed outcomes should be maintained to assist future problem-solving processes at the school.

- The statement should be verified by the parents/carers and/or student and remain confidential.