

Student Engagement and Inclusion Policy

Cranbourne
Secondary College

Effective Schools are Engaging Schools: Student Engagement Policy Guidelines replace the Student Attendance Guidelines, 1997 and the Guidelines for Developing the Student Code of Conduct, 1994. Cranbourne Secondary College's Student Engagement Policy Guidelines articulate the schools shared expectations in the areas of student engagement, attendance and behaviour. The Statement has been reviewed and was updated in 2015.



Cranbourne Secondary College

WHILE WE LIVE WE GROW

STUDENT INCLUSION AND ENGAGEMENT POLICY

School Philosophy and Profile Statement

Our key purpose at the College is focus on getting the best from and for our students.

Our key Goals are to improve learning outcomes in English and Maths for all students from Years 7-12. This will be done though developing a powerful focus on teaching and learning based on the Cranbourne “Model of Good Teaching” and to develop effective structures in support of improved teacher capacity and effective and engaging programs.

We also strive to develop and promote more positive attitudes and behaviours and higher expectations across the whole College community in order to maximise student outcomes. In addition we seek to improve student attendance and punctuality across the College and particularly in Years 7 to 10.

We also aim to ensure a seamless Pathways and Transition program for all students focusing on consistency of learning for students from Years 6 to 7 and Years 7 to 10 and post compulsory options to further education and employment.

Our purpose is to provide:

- challenging and stimulating learning environments where students work independently and interdependently whilst taking responsibility for their learning;
- appropriate individual career pathways and the literacy and numeracy skills and attitudes necessary to live, work and participate positively in a technologically driven global community.

Our School Values are

- Pride
- Respect
- Integrity
- Commitment
- Enthusiasm

Cranbourne Secondary College serves a diverse community with a growing number of students from varying cultural backgrounds with the largest group being a large Pacific Islander group. The college has students from more than 38 different nationalities.

The total number of students at the college in the years leading up to 2015 has been in the range of 1300 with around 95 teaching staff and over 20 Education Support Staff. Schools Family Occupation profile is .6400, placing us in a high funding category for socio-economic background.

There are a growing number of students with English as a Second Language background. Over 100 students have English as a second language in their family background, though not all are eligible for funding. Approximately 20 funded students are in the integration program. The school community has a sizeable transient population, with 100 students leaving to go to other locations and over 100 students enrolling during the year.

The College strives to promote student engagement in learning and wellbeing at school, by providing a range of programs designed to support student's fitting into the school.

Attendance levels of students have varied in recent years. The school has a commitment to improving attendance levels. The school strives to have positive results in Connectedness to School and to support students in their motivation to learn.

Parent Perceptions of School are generally positive, with General Satisfaction, Student Safety, and Stimulating Learning being rated above the state secondary school average. Concern has been raised about the communication difficulties that exist in such a large secondary school. There has been an underlying concern in surveys from students, staff and parents that a number of students exist who disrupt the learning of the majority of students.

Literacy and Numeracy Levels of students are spread across a wide range. The NAPLAN results consistently show student progress at above the state wide growth rates.

The college has a mix of classes in the senior school of both VCAL and VCE. A wide range of VET subjects are available for both VCE and VCAL students on campus and through an arrangement with local providers.

Many young students encounter some difficulty, including learning difficulties, during their schooling at Cranbourne SC. As a result of this students need to be supported by targeted strategies to address such challenges. To achieve this, the school aims to identify and intervene early when an individual student is at risk of disengaging from learning or school. Risks for students may involve individual, social, emotional or physical factors, or may be related to family or community factors.

This implies that teachers need to have the capacity to effectively respond when students experience difficulty with their schooling. This requires teachers to be supported by a planned, sequential and detailed whole school approach to student support and by professional learning to assist with implementation. Teachers at Cranbourne SC need to believe they can make a difference and have a

commitment to do so. They also need to have a belief in the capacity of all students to make progress, given sufficient time and support.

The legal obligations for this responsibility are clearly legally outlined in the following relevant legislation:

- The *Equal Opportunity Act 2010* (Vic) which prohibits discrimination on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation.
- The *Charter of Human Rights and Responsibilities Act 2006* (Vic), which requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services. Charter decisions in schools include decisions around enrolment, attendance, responding to behaviour concerns (including preventing the escalation of behaviours), the making of adjustments for students with disabilities, preventing and responding to bullying, use of restrictive practices including restraint, and decisions to suspend or expel a student. Rights protected by the Charter include the protection of families and children (including promoting the best interests of the child), the right to equality, and cultural and religious rights.
- The Disability Standards for Education 2005, which clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992* (Cth). The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.
- The *Education and Training Reform Act 2006* (Vic), which states that all Victorians, irrespective of the education and training institution they attend, where they live or their social or economic status, should have access to a high quality education that—
 - (i) realises their learning potential and maximises their education and training achievement;
 - (ii) promotes enthusiasm for lifelong learning;
 - (iii) allows parents to take an active part in their child's education and training.

Whole-School Prevention Statement

The School employs a number of strategies to prevent and minimise student misbehaviour and promote positive student behaviour.

- Pastoral Care Program
- You Can Do It

- PRICE Values Education
- Teacher Consistency Protocols (explaining class expectations in a clear and positive manner)
- Special programs for students that utilise links with the local community
- Homework Club and Redemption Program
- Providing clear assessment criteria and Learning Tasks
- Providing positive specific feedback to students regarding their progress
- Regularly contacting parents about student progress
- Having Student learning Tasks available for parents and carers on COMPASS
- Recognition and encouragement for high levels of attendance and achievement
- Intensive literacy support to targeted students with specific needs identified through testing.
- Level co-ordinators are trained to use a problem solving approach to student behaviour.
- Modifying Learning Tasks to meet the particular needs of students
- Holding regular teacher meetings on Student Management matters

Rights and Responsibilities

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Our students, their parents/carers and our staff treat each other with respect and dignity at all times. All members of the school community have the right to feel safe in our school.

The Charter of Human Rights and Responsibilities Act (2006) requires all schools to consider human rights when making decisions and delivering services. This law upholds the Freedom, Respect, Equality and Dignity and people.

All students, their parents/carers and our staff have a right to:

- Fully participate in an environment free of discriminatory behaviour –including racist, sexist, ability based, class-based and homophobic forms of harassment, bullying, vilification, 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 students, their parents/carers and our staff have a responsibility to:

- Ensure that their actions and views do not impact on the health and wellbeing of other members of the College community.
- Participate in a way that supports the learning of others.

The college has specific areas of rights and responsibilities:

- **Bullying** The College has an anti-bullying and harassment policy that aims at educating students and dealing with harassment. The program is presented to students by Pastoral Care teachers.
- **Cyber-bullying** The College has a cyber-bullying policy stating that this form of harassment is unacceptable. The rights and responsibilities of all students are spelt out in the College Internet User Agreement. The College will educate the school community about the consequences of cyber-bullying and possible criminal offences associated with this behaviour. The school will also alert students as to safe ways of behaving.

Procedures for dealing with bullying are clearly written and available for all teachers.

All students have a right to-	All staff have a right to-	All parents have a right to-
<ul style="list-style-type: none"> • Learn and socialise without interference or intimidation in a safe and secure environment. • Be treated with respect and fairness as individuals. • Expect a learning program that meets their individual needs. 	<ul style="list-style-type: none"> • Expect to be able to work in an atmosphere of work and cooperation. • Use discretion in the application of rules and consequences. • Receive respect and support from the school community. • be able to teach in an orderly and cooperative environment 	<ul style="list-style-type: none"> • Know that their children are in a safe learning environment. • Expect a positive and supportive approach to their child’s learning. • Expect communication and participation in their child’s education and learning.
All students have a responsibility to -	All staff have a responsibility to -	All parents have a responsibility to -
<ul style="list-style-type: none"> • Be prepared to learn. • Explore their full potential. • Respect the rights of others. 	<ul style="list-style-type: none"> • Build positive relationships with students as the basis for engagement and learning. • Use and manage the resources of the school to create stimulating, safe and meaningful learning. • Treat all members of the college community with 	<ul style="list-style-type: none"> • Ensure students attend school on time and have the appropriate learning materials. • Promote respectful relationships • Communicate with other members of the school in a respectful manner.

	respect, fairness and dignity.	
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The school will act swiftly when it becomes clear that any student is disrupting the learning of others. This will result in discussion and counselling and, if it continues, withdrawal from class. If a student's misbehaviour is leading towards a suspension, parents will be notified via an appropriate pro forma letter. Students will be told when their behaviour is unacceptable and that they are heading towards a suspension.

The school is a member of the safe schools coalition and supports the rights of students with additional educational needs.

Shared Expectations

Cranbourne Secondary College provides an educational environment based on all students being valued and cared for, feeling part of the school, and engaging effectively in their learning and experience success.

The Cranbourne Secondary College community shares expectations which reflect

Pride

- The classroom is where we strive to attain our personal best and actively participate
- Enable our appearance and behaviour to reflect positively on our school and community.

Respect

- Treat each other as we would like to be treated.
- Act with respect towards all members of the school.
- Value the diversity of the people in the school community.

Integrity

- Treat other members of the school community fairly, courteously and without prejudice.
- Be truthful and considerate in our communications with other people.

Commitment

- Take responsibility for our learning and our behaviour.
- Strive to complete work on time and to the best of our ability.

Enthusiasm

- Actively participate in all classroom activities.
- Support, encourage and praise classmates and other members of the school.

Expectations of Staff

- Uphold the General Principles of the school based “Model of Good Teaching” which emphasises the importance of the relationship between teachers and students.
- Develop a range of teaching strategies to differentiate the classroom experience for learners.
- Follow the agreed upon procedures consistently.
- Inform appropriate staff when a student is having problems or not meeting school expectations.

Expectations of Students

- Attend school regularly and on time or provide notes when legitimately absent.
- Demonstrate behaviours and attitudes that support wellbeing and learning for all students.
- Cooperative with college staff.
- Ask for help/ask questions
- Approach class with a positive attitude
- Treat classmates with respect and dignity
- Respect and value school resources

Expectations of Parents/carers

- Support the school’s efforts to educate students and maintain a positive learning environment.
- Provide all relevant information to the school to assist them in providing for their child’s learning.
- Support the college behaviour and learning expectations and rules.
- Co-operate with requests from the school
- Support their children attending school
- Promote positive educational outcomes for their children
- Ensure their children are attending school

School Actions and Consequences

Appropriate Behaviour

The College acknowledges students who meet the shared expectations of this policy through recognition and reward. Examples of recognition and reward are:

- Celebration assemblies
- Reports
- Newsletter articles
- Leadership opportunities
- Participation in inter-school teams
- Awards Night

Inappropriate Behaviour

When students do not meet these expectations, a staged response is implemented using a range of strategies appropriate to the individual student, which takes account of data relevant to that student. A range of interventions, actions and consequences include:

- Pro-social programs run at school or in the community.

- Holding Student Support Group meetings
- Counselling
- Behaviour monitoring and conduct cards
- Payment for damage caused
- Parent Contact
- Withdrawal of Privileges
- School-wide detention program
- Modified programs
- Time Out and other supervised withdrawals from class
- Negotiating alternative pathways and special settings

Suspension is provided when other strategies has been tried and found to be unsuccessful. Parents are notified when this option is being considered and a Student Support group is formed to look at the full circumstances of the student and consider a range of strategies.

Immediate Suspension is also available when student behaviour is such that they are putting the health, safety and wellbeing of themselves, staff or other students at significant risk. The school encourages the establishment of a meeting with students on the return to school following suspensions.