



Carrum Downs Secondary College

Student Engagement Policy

Principal: Mark Gow

Council President: Steve Griffin

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1. School Profile Statement

Carrum Downs Secondary College believes that students should experience a friendly, safe, supportive and orderly environment and that successful teaching and learning is dependent upon positive relationships between all members of the school community. Carrum Downs Secondary College is committed to the safety of all children and young people.

Social - Community and Demographic

Carrum Downs Secondary College is a Year 7 - 12 co-educational college that was established in 2004, with 225 Year 7 students. It is located near the border of Carrum Downs and Skye in a rapidly developing former farming area in a growth corridor 42 kilometres southeast of Melbourne.

Our community believes that schools should instil core social values that enable the students to assimilate into their community. Value is placed upon the purpose of education to provide pathway skills and prepare their children for successful employment in their chosen field. At a local level our community see the college's role in helping their young people achieve their aspirations as providing the curriculum structure, wellbeing support, encouragement and guidance throughout their educational journey.

In 2016, there are 947 students enrolled in the college. The spread of gender is relatively even, with the overall student population comprising of a range of countries of birth. See Figure 1

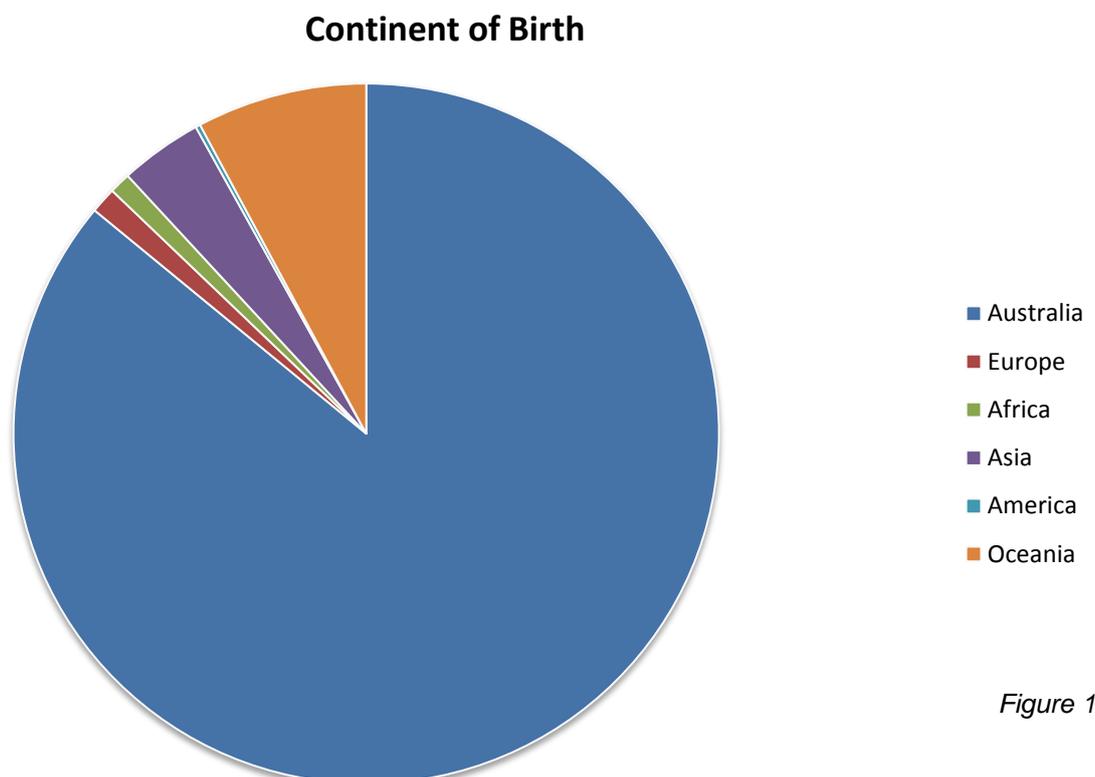


Figure 1

2. CDSC Philosophy and Values

Philosophy

CDSC is committed to providing a supportive learning environment where young people are empowered to achieve their personal best and develop as responsible and creative members of our community.

At Carrum Downs Secondary College we strive to empower all members of our college community to achieve their personal best and develop as responsible and creative members of the community. We value;

- Mutual respect
- Taking Responsibility for our actions
- Focusing on learning
- Achieving our personal best
- Enjoyment
- Acting with integrity



3. Engagement Strategies

Carrum Downs Secondary College (CDSC) is committed to creating an inclusive learning environment that supports all students. Students engaged in their learning and often have better relationships with teachers, peers, families and the wider community.

CDSC utilises a range of strategies to address the numerous factors that commonly impact on engagement and student connectedness. World-wide research indicates that young peoples' engagement at school is influenced by the following:

- Poor literacy and numeracy skills
- Negative parental experience of education
- Bullying and harassment
- Drug and alcohol use
- Young people acting as carers
- Transitional schooling
- Poor attendance
- Culture
- Mental and physical health concerns
- Generational poverty

CDSC staff demonstrate inclusive teaching and learning practices at a school-wide, targeted and individual level, see Figure 2. At CDSC we expect our teaching and learning strategies to enhance and support the behavioural and emotional engagement of our students.

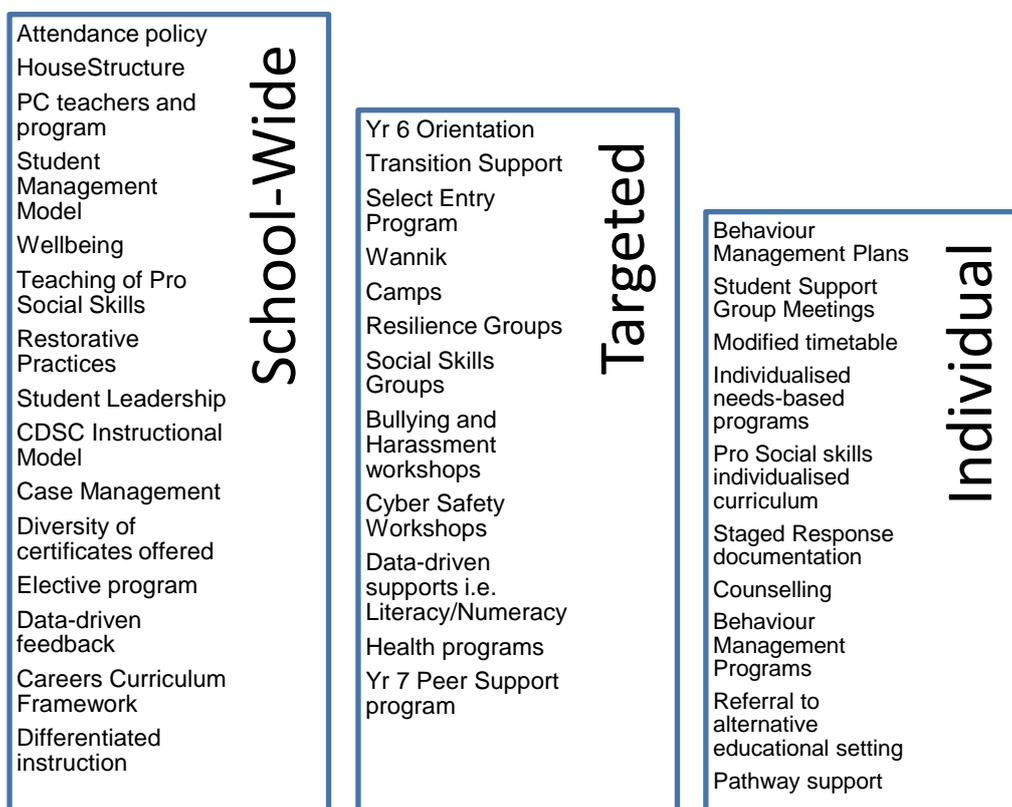


Figure 2

4. Attendance

Schooling is compulsory for children and young people aged from 6 – 17 years. Daily school attendance is important for all children and young people to succeed in education and to ensure they don't fall behind both socially and developmentally. Children and young people who regularly attend school and complete Year 12 or an equivalent qualification have better health outcomes, better employment outcomes, and higher incomes across their lives. It is important that children develop habits of regular attendance at an early age.

School participation is important as it maximises life opportunities for children and young people by providing them with education and support networks. School helps people to develop important skills, knowledge and values which set them up for further learning and participation in their community.

Conversely, limited school participation is associated with a greater chance of dropping out of school, disruptive and delinquent behaviour and may lead to a cycle of rebellion against authority. These outcomes have later implications for employment, a range of health risk behaviours (drug and alcohol abuse), homelessness, poverty, welfare dependence, and involvement in the justice system.

CDSC has an attendance expectation of 95%. To help reach this goal the college employs a range of strategies, including:

- having six attendance officers who monitor student attendance and work within the college community to improve student engagement in their schooling
- sub school and whole school awards for students with 95% and above attendance.
- end of year awards and vouchers for students who finish the year with 100% attendance
- student absence plans

5. CDSC Student Management Model

Our student management model uses the college values as the foundation for the creation of a respectful learning environment. Approaches such as restorative practice, teaching of pro-social skills and school wide positive behaviours underpin college processes. CDSC does not condone the use of corporal punishment.

Behaviour Identification

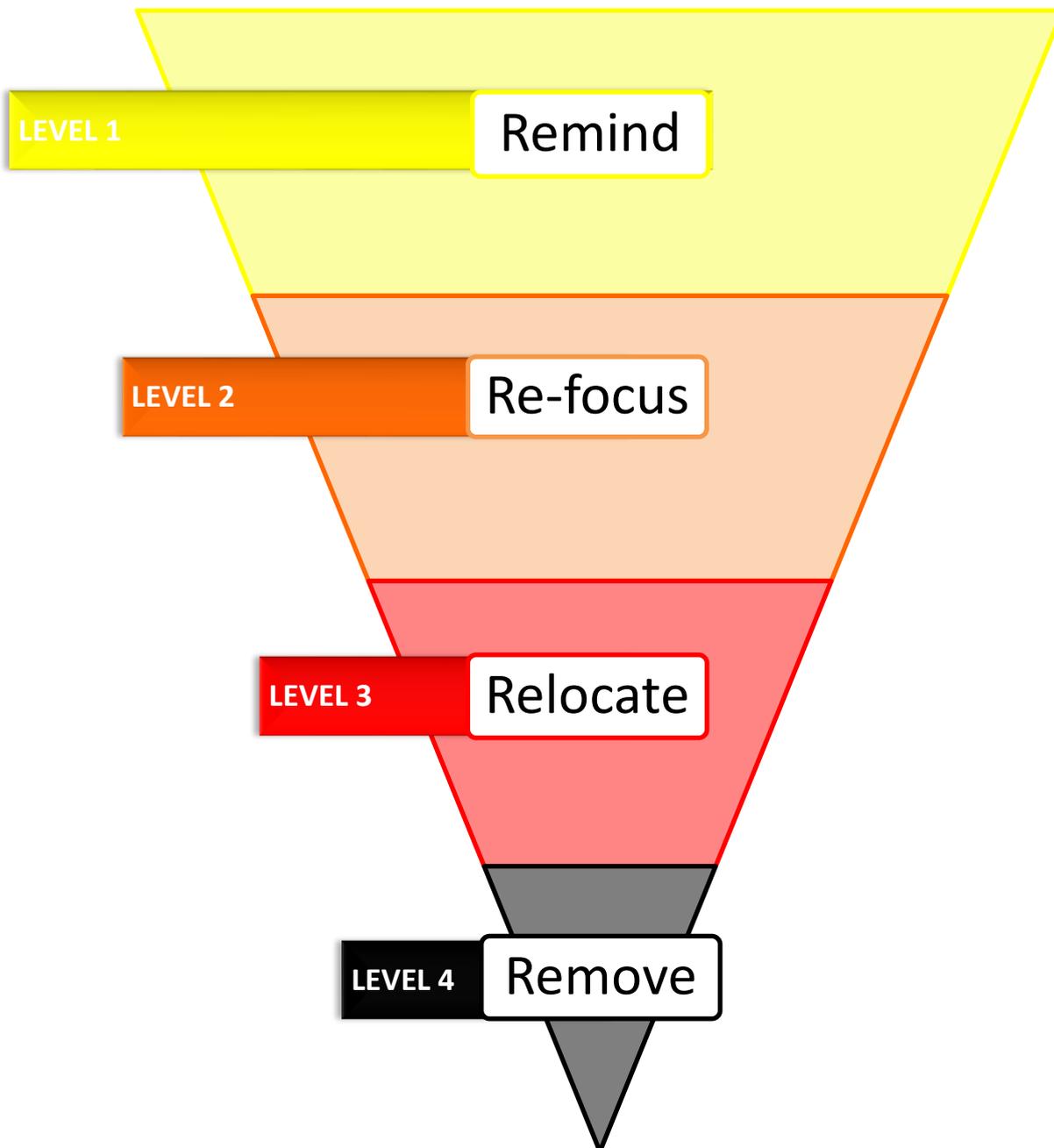
At CDSC we identify student behaviours into two categories; Low Level and High Level. These behaviours are addressed using one of four Student Management Models. These tables should be used to identify the correct model.

Low Level Behaviours	Models to be Used	Responsibility
<ul style="list-style-type: none"> • Failure to follow teacher instructions • Swinging on chair • Lateness • Failure to meet learning requirements • Disrespecting others • Disrespecting class space and materials e.g. littering, graffiti and not packing up materials • Inappropriate communication e.g. text messaging and note passing • Swearing • Chewing gum • Interrupting • Leaving without permission • No equipment • Uniform • Leaving seat without permission • Teasing • Inappropriate use of technology 	CDSC SMM Low Level - Class CDSC SMM Low Level - Yard	Classroom teacher Yard duty teacher

High Level Behaviours	Models to be Used	Responsibility
<ul style="list-style-type: none"> • Failure to complete reflection sheet • Student does not attend main office or removal class after sent out of class following the 4R process • Repeat low level behaviours/Behaves in such a way that impacts others learning • Smoking • Leaving the school grounds without permission or signing out • Verbal abuse • Bullying and harassment • Online incidents of inappropriate behaviours affecting students • Physical violence • Drugs/illicit substances • Failure to attend after school detentions and redemption • Assessment cheating • Damage to property/infrastructure • Theft • Weapons/dangerous materials • Arson • Sexualised behaviour 	CDSC SMM High Level - Class CDSC SMM High Level - Yard	Leading Teacher or Principal Class Member <i>NB It is the classroom teacher or yard duty teacher's responsibility to enter all incident information onto Compass the same day</i>

In Class Student Management Model

It is expected that all students and teachers follow this classroom model in order to maintain an orderly learning environment.



CDSC Student Management Model Teacher Guide – 4R Process

Level 1

Remind

teacher positively reminds the individual student about CDSC values and classroom expectations

'remember our expectation of coming to class on time, take a seat, **thanks**'

'remember our college value of mutual respect, please remain quiet whilst others are presenting, **thanks**'

'remember that we are supposed to be focused on our learning right now, **thanks**'

'I am going to take this opportunity to **remind** you that we are not using mobile phones at the moment, **thanks**'

Level 2

Re-focus

teacher explicitly re-focuses the student from what they are doing to what they should be doing

'**Bob**, stop ..., you know our **classroom expectation/college value** of ..., you need to **refocus on ...**, **thanks**'

Level 3

Relocate

teacher asks the student to move to an alternative location

Within the classroom

'**Bob**, I have **reminded and refocused** you already, can you move to ... table, **thanks**'

Relocate outside the classroom for up to 3 minutes

'**Bob**, I have **reminded and refocused** you already, step outside the classroom and I will come and talk to you, **thanks**'

Outside teaching space (up to 3 minutes)

'**Bob**, I have **reminded and refocused** you already, stand over to the side of the sporting field and I will come and talk to you, **thanks**'

Followed by

'You have a choice now to follow our classroom expectations/college values by refocusing on your learning. Any disruption to yours or a classmates learning will result in **removal**'

Level 4

Remove

teacher directs the student to the main office with a pen

'**Bob**, please go to the house and complete the reflection sheet they give you in your removal class. It is my **expectation** that you bring the **completed** sheet to me before our next lesson.'

RESPONSIBILITY

INTEGRITY

ENJOYMENT

PERSONAL BEST

LEARNING

MUTUAL RESPECT

VALUES

CDSC Class Removal Reflection Sheet

If a student is removed from class, following the 4R process, they are expected to complete a reflection sheet in their removal class, see Figure 2. This sheet will then be used to guide a restorative conversation between the classroom teacher and the student.

CDSC Class Removal Reflection Sheet

Time Sent to Office: Time of Arrival:

Name: _____ PC Class: _____ Date: _____
 Subject Teacher: _____

My Teacher reminded me by _____
 My Teacher refocused me by _____
 My Teacher relocated me to _____

My reasons for removal were

<input type="checkbox"/> Failure to follow teacher instruction	<input type="checkbox"/> Chewing Gum
<input type="checkbox"/> Swinging on chair	<input type="checkbox"/> Interrupting
<input type="checkbox"/> Lateness	<input type="checkbox"/> Leaving without permission
<input type="checkbox"/> Failure to meet learning requirements	<input type="checkbox"/> No equipment
<input type="checkbox"/> Disrespecting others	<input type="checkbox"/> Uniform
<input type="checkbox"/> Disrespecting class space and materials	<input type="checkbox"/> Leaving seat without permission
<input type="checkbox"/> Inappropriate communication	<input type="checkbox"/> Talking
<input type="checkbox"/> Sleeping	<input type="checkbox"/> Inappropriate use of technology
	<input type="checkbox"/> Other

Which college values did you not display?

<input type="checkbox"/> RESPONSIBILITY	<input type="checkbox"/> PERSONAL BEST
<input type="checkbox"/> INTEGRITY	<input type="checkbox"/> LEARNING
<input type="checkbox"/> ENJOYMENT	<input type="checkbox"/> MUTUAL RESPECT

In what ways did your behaviour/actions impact your learning and the learning of others?

What actions/behaviour could you demonstrate that would lead to a positive and respectful learning environment?
 You: _____

 The class: _____

 The Teacher: _____

Teacher
 Reflection Sheet Completed
 Restorative Hold

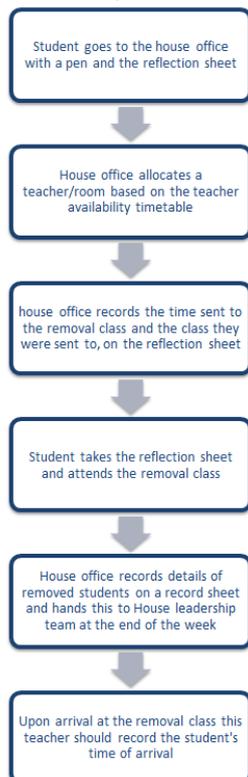
Additional Comments/Follow Up

You must take this reflection sheet to your subject teacher before your next lesson. If you do not this is classed as a High Level behaviour.

Figure 2

Student Removal Process

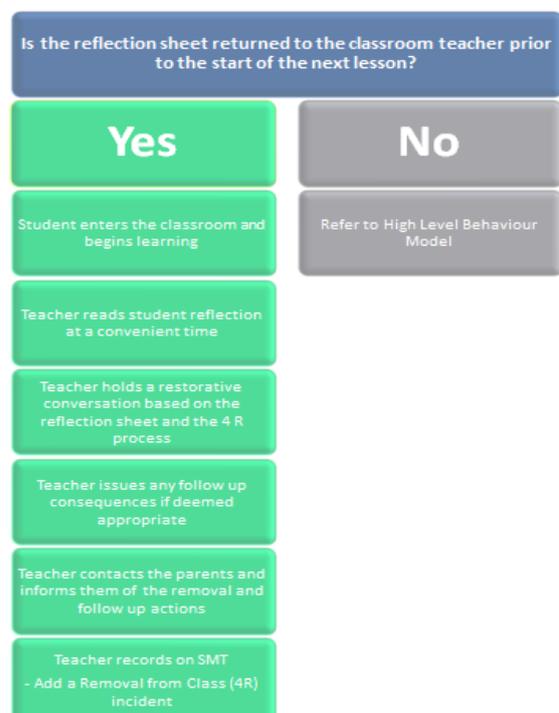
The following process is used to assist the teacher to remove the student when they have been reminded, refocused and relocated as part of the 4R process.



NB If the student behaves inappropriately in the removal class, the teacher should remind the student to complete the reflection sheet. If they continue the teacher should follow the High Level behaviour process for repeatedly not following teacher instructions.

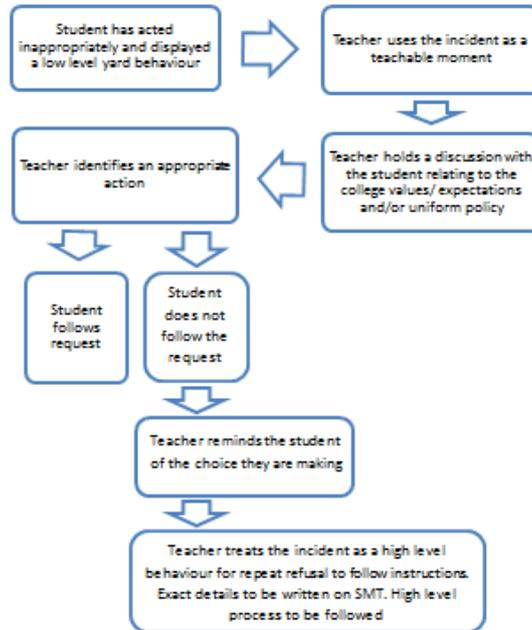
Student Re-entry to the Class

The following process is used to assist the teacher in supporting the student back into the classroom.



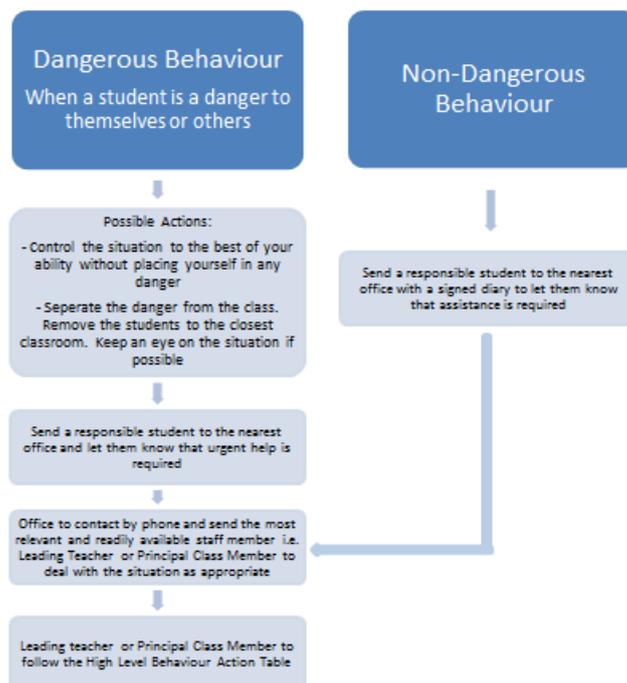
CDSC SMM Low Level – Yard

The following process is used to deal with low level behaviour in the yard. Restorative conversations and teaching of pro-social behaviours are the fundamental strategies in resolving issues in the yard.



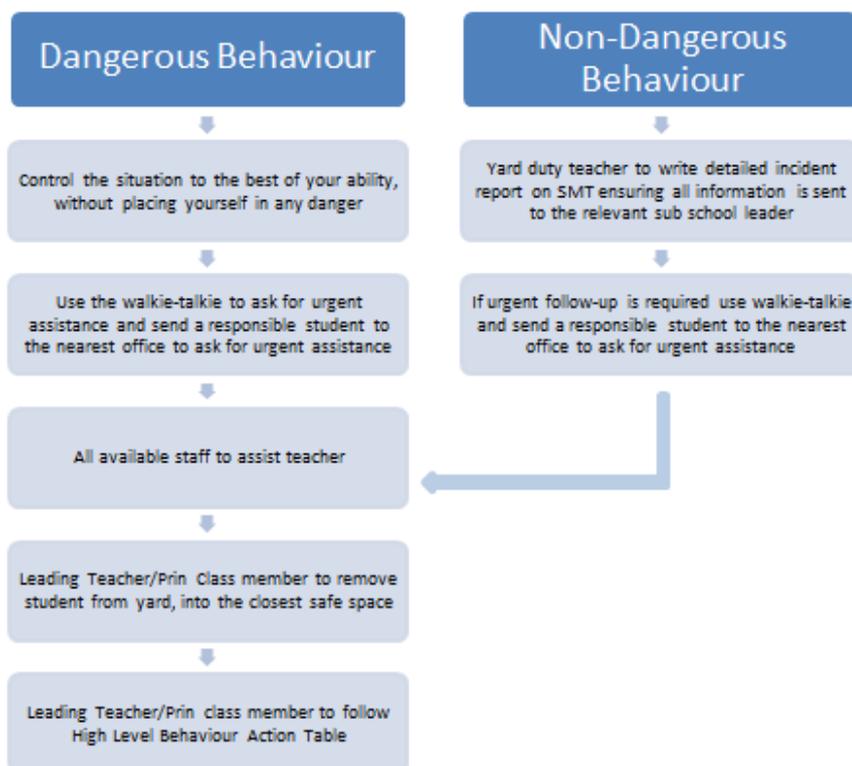
CDSC SMM High Level – Class

The following is the flow map outlining the process to be used for high level behaviours displayed in class. It is important to note that it is the classroom teacher’s responsibility to enter the incident on Compass but that the follow action will predominantly be taken on by a leading teacher, house leader and/or a Principal class member.



CDSC SMM High Level – Yard

The following is the flow map outlining the process to be used for high level behaviours displayed in the yard. It is important to note that it is the classroom teacher's responsibility to enter the incident on Compass but that the follow action will predominantly be taken on by a leading teacher, house leader and/or a Principal class member.



CDSC SMM High Level Action Table

If a behaviour is deemed to be high level the leading teacher, house leader and/or Principal class member will use the following table to assist them in delivering consistent consequences and supports to the student.

All actions on the CDSC SMM High Level Behaviour Action Table are to be completed by the House Leaders, Learning Support Team and/or Principal Class.

All high level behaviour requires the student to have completed a reflection sheet at a suitable time.

Any notifications to Emergency Management and calls to the police must be discussed with the Principal class first.

- Wellbeing Referrals can include counselling, behavioural modification, post crisis intervention and small group programs. Small group programs offered from Wellbeing can include Leap, Shine and Drumbeat NUKE program. Referrals can also be made to alternative settings including behaviour modification settings such as the Southern Teaching Unit or Myuna Farm.
- Pathway Support includes enrolling into another education setting such as the Brotherhood of St Laurence (BSL) or Chisholm Tafe to undertake a CGEA and VCAL. Please note that students need to be at least 15 years of age to enrol in these education settings.

Behaviours	Possible Consequences	Supports	
Failure to complete reflection sheet	Withdrawal from class Detention Suspension	<ul style="list-style-type: none"> • Restorative conversation • Student Support Group Meeting • Behaviour Management Plan • Staged Response 	Once referrals are written, the student then becomes case managed through Learning Support and House Leaders.
Student does not attend main office or removal class after sent out of class following the 4R process	Withdrawal from class Detention Suspension	<ul style="list-style-type: none"> • Restorative conversation • Student Support Group Meeting • Behaviour Management Plan • Staged Response 	

Behaviours	Possible Consequences	Supports	
<p>Repeat low level behaviour/ Behaves in a way that impacts others learning</p> <p>Examples include; any low level of behaviour still being displayed for which students have already received consequences from classroom teacher including, lunch detention, restorative conversations, after school detention</p>	<p>Withdrawal from class Suspension</p>	<ul style="list-style-type: none"> • Restorative conversation • Student support group • Behaviour Management Plan • Staged Response • Wellbeing Referral – counselling, behavioural modification, small group programs including: Leap, Shine, Drumbeat etc. • Referral to an alternative setting including behaviour modification settings such as the Southern Teaching Unit or Myuna Farm. 	
<p>Smoking</p>	<p>As identified in smoke free school policy: First Incident – Meeting with Sub School Leader, lunch time detention to complete smoking assignment, parent contact made and first smoking letter sent home. Second incident – Parent contact, second letter sent home and after school detention to review risk reduction agreement. Third incident – Suspension as a response to non-compliance to school policy.</p>	<ul style="list-style-type: none"> • As identified in smoke free school policy: • First Incident – Risk reduction agreement • Second Incident – Meeting with sub school leader. • Third Incident – Student Support Group, referral to school nurse re health education. • Staged Response 	

Behaviours	Possible Consequences	Supports	
Leaving school grounds without permission or signing out	Suspension Yard Restrictions	<ul style="list-style-type: none"> • Student Support Group • Emergency Management Notification • Staged Response 	
Verbal abuse Examples include; swearing directed towards teachers or other students	Yard restrictions Suspension	<ul style="list-style-type: none"> • Restorative conversation • Student support group • Wellbeing Referral • Staged Response 	
Bullying and Harassment Examples include repeat cases of behaviour that can be classified as bullying, or severe cases of bullying	Detention Yard restrictions Suspension Police Involvement	<ul style="list-style-type: none"> • Restorative conversation • Student support group • Follow pro – social model for bullying • Engagement in pro-social curriculum • Staged Response • Emergency Management Notification 	
Online incidents of inappropriate behaviour affecting students. Examples include; cyberbullying, sexting, exposure to pornographic images or a breach of the schools Student Engagement Policy.	Suspension Police Involvement	<ul style="list-style-type: none"> • See step by step guide for responding to incidents of inappropriate behaviour affecting students published by the DEECD. • Restorative Conversation • Pro social curriculum • Wellbeing • Mandatory Reporting • Emergency Management Notification • Staged Response 	

Once referrals are written, the student then becomes case managed through Learning Support and House Leaders.

Behaviours	Possible Consequences	Supports	
Physical Violence Engaging in violent behaviour, fighting or throwing punches or blows of any kind	Suspension Yard Restrictions on return from suspension Expulsion Police Involvement	<ul style="list-style-type: none"> • Restorative conversation • Student support group • Anger management counselling • Support for the person who was harmed • Engagement in pro-social curriculum • Staged Response • SSSO Involvement • Emergency Management Notification • Student exited to appropriate pathway • Pathway support 	
Drugs/Illicit substances Using or possessing drugs or illicit substances at school, or attending school under the influence of drugs or illicit substances	Suspension <ul style="list-style-type: none"> - 3 days for first offence using/bringing substances to school - 5 days for distribution of substances - Multiple involvement subject to discretion of principal class. Police Involvement Expulsion	<ul style="list-style-type: none"> • Student support group • Referral to Learning Support to see Nurse re health education • Counselling from YSAS • Staged response • SSSO Involvement • Emergency Management Notification • Student exited to appropriate pathway • Pathway support 	
Failure to attend after school detentions and redemption	Additional detentions (before/after school) scheduled. Suspension	<ul style="list-style-type: none"> • Student Support Group • Opportunity to redeem missed detention/redemption • Staged response 	

Behaviours	Possible Consequences	Supports	<p>Once referrals are written, the student then becomes case managed through Learning Support and House Leaders.</p>
<p>Assessment Cheating</p>	<p>Panel review process Suspension</p>	<ul style="list-style-type: none"> • Student Support Group • Wellbeing Referral (Emotional support) • Staged response 	
<p>Damage to property/infrastructure</p> <p>Examples include; graffiti, interfering with fire extinguisher, deliberate damage to school fixtures and fittings, deliberate damage to others belongings.</p>	<p>Invoice student for costs Community Service Detention Suspension Police involvement</p>	<ul style="list-style-type: none"> • Student Support Group • Pro social curriculum • Staged Response • Emergency Management Notification 	
<p>Theft</p>	<p>Detention Suspension Invoice student for cost Community Service Police involvement</p>	<ul style="list-style-type: none"> • Student Support Group • Staged Response • SSSO Involvement • Pro social curriculum • Emergency Management Notification 	
<p>Weapons/Dangerous Materials</p> <p>Examples include; any item that can be used as a weapon</p> <ul style="list-style-type: none"> - Dangerous materials could include lighters, fireworks, laser pointers etc 	<p>Confiscate Detention Suspension Police involvement Expulsion</p>	<ul style="list-style-type: none"> • Student Support Group • Staged Response • SSSO Involvement • Emergency Management Notification • Student exited to appropriate pathway • Pathway support 	

Behaviours	Possible Consequence	Supports	
Arson - Deliberately Lighting fires	Suspension Expulsion Police Involvement	<ul style="list-style-type: none"> • Student support group • Wellbeing Referral • Engagement in fire lighting support program • Staged Response • SSSO Involvement • Emergency Management Notification • Pathway support • Student exited to appropriate pathway 	
Sexualised Behaviour	Suspension Expulsion Police Involvement	<ul style="list-style-type: none"> • Student Support Group • Mandatory Reporting • Learning Support Referral • SSSO involvement • Emergency Management Notification • Staged Response • Pathway Support • Student exited to appropriate pathway 	

Once referrals are written, the student then becomes case managed through Learning Support and House Leaders.

6. CDSC Anti-Social Behaviours

CDSC Pro-Social Behaviours Model

In conjunction with the student management model, a pro-social response to teaching positive behaviours must be adopted. See Figure 3 for the CDSC model.

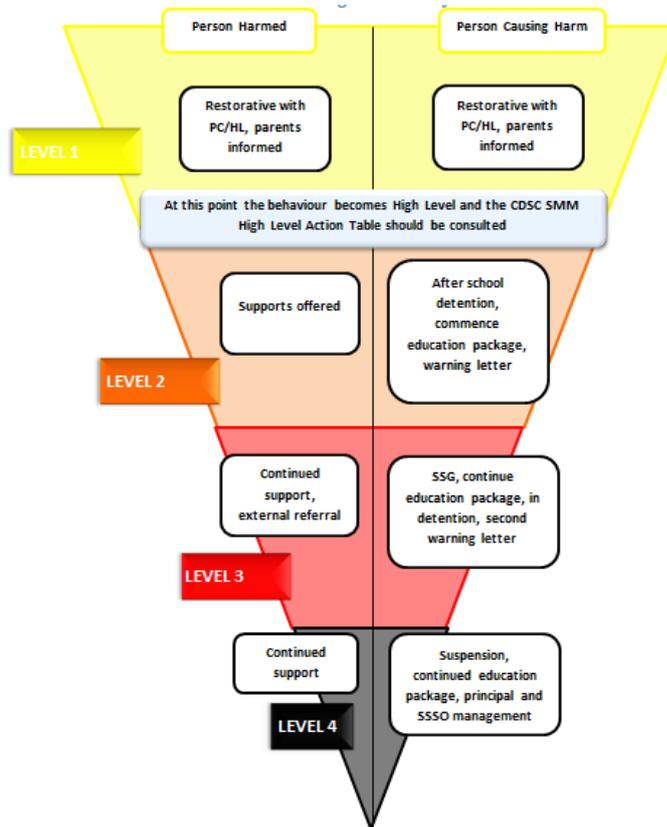


Figure 3

Figure 4 is the process that staff should use when dealing with bullying behaviours.

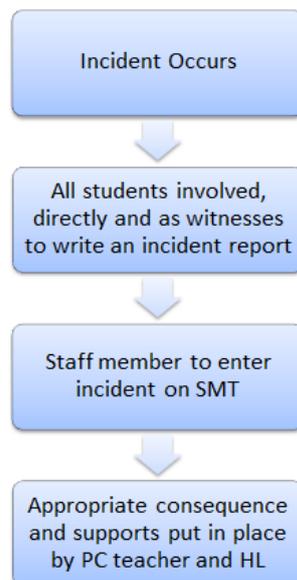
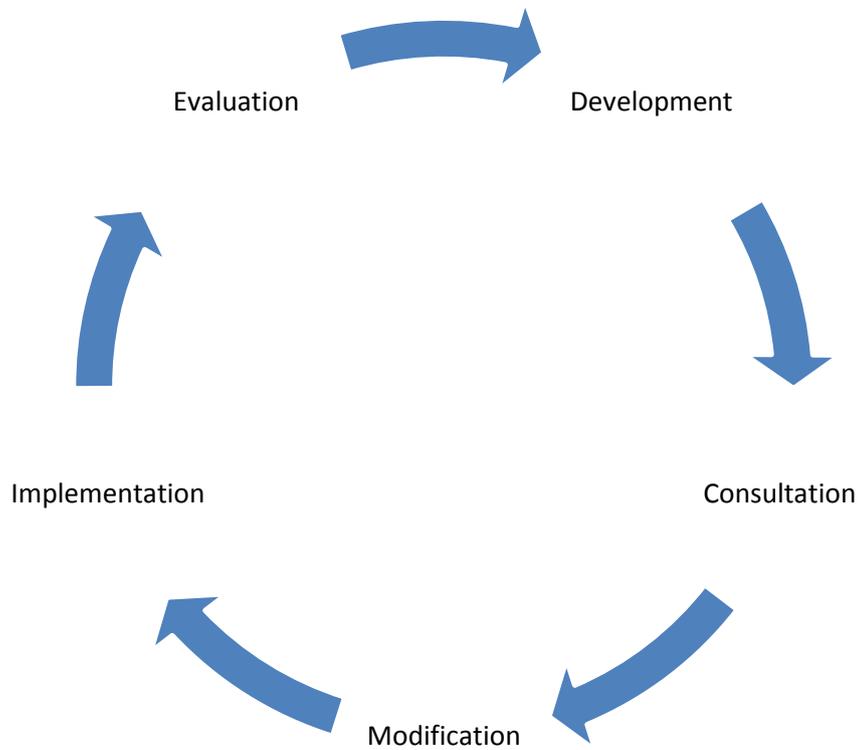


Figure 4

7. Process for Updating and Reviewing the Student Engagement Policy

As part of the college's School Strategic Plan, this policy will be reviewed, inclusive of all members of the college community.



Reference

This Student Engagement Policy has been written to fulfil the requirements as identified in the DEECD [Student Engagement and Inclusion Guidance 2014](#)

The CDSC Student Engagement Policy has also been written to align with and address the following legal obligations and guidelines:

The Equal Opportunity Act 2010 (Vic)

The Charter of Human Rights and Responsibilities Act 2006 (Vic)

The Disability Standards for Education 2005

The Education and Training Reform Act 2006 (Vic)

The following CDSC policies should also be consulted when utilising the CDSC Student Engagement Policy:

Acceptable User Agreement

Attendance Policy

Bullying and Harassment Policy

Careers Education and Pathway Plan

Disability Policy

Extension and Advancement Policy

Inclusion Policy

Senior School Attendance Policy

Student Leadership Policy

Smokefree School Policy

Truancy Policy

Uniform Policy

This policy was endorsed by the College Council in June, 2016