



Student Engagement

(Last DET Update: 19/04/17)

First Developed: May 2015
Reviewed/Updated: August 2015
February 2016
and April 2017

Table of Contents

1. Student Engagement - Background and Information.....	3
1.1 Rationale	3
1.2 School profile statement	3
1.3 Further Information.....	4
2. Carranballac Student Engagement Policy (August 2017)	6
2.1 Purpose.....	6
2.2 College Mission	6
2.3 College Vision	6
2.4 College Values	6
2.5 Engagement strategies	6
2.6 Targets and communication.....	7
2.7 Attendance	7
2.8 Bullying.....	7
2.9 Student Discipline and Behaviour Management.....	7
2.10 Rights and Responsibilities of Students, Parents/Carers and Teachers	8
2.10.1a Student Rights	8
2.10.1b Student Responsibilities.....	8
2.10.2a Parent/Carer Rights	8
2.10.2b Parent/Carer Responsibilities.....	8
2.10.3a Teacher Rights	9
2.10.3b Teacher Responsibilities	9
2.11 Ratification and Review.....	9
3. Student Engagement - Procedures and Practices	10
3.1 Engagement Strategies at Carranballac College.....	10
3.1.1 Universal strategies.....	10
3.1.2 Targeted strategies	10

3.1.3 Individual strategies	10
3.2 Behaviour Management	11
3.2.1 Green Behaviour Suggested Rewards:.....	11
3.2.2 Amber Behaviour Consequences	12
3.2.3 Red Behaviour Consequences.....	12
3.3 Attendance	13
3.3.1 Recording Daily Attendance.....	13
3.3.1.1 Morning.....	13
3.3.1.2 Afternoon	13
3.3.2 Recording Other Attendance.....	13
3.3.2.1 Year 9 Electives	13
3.3.2.2 Excursions.....	13
3.3.2.3 Camps	13
3.3.3 Responding to Non-Attendance	13
3.3.3.1 Single Unexplained Absences.....	13
3.3.3.2 Continued Unexplained Absences	14
3.3.4 HERO Program.....	14
3.3.4.1 Hero Awards	14

1. Student Engagement - Background and Information

1.1 Rationale

By implementing the School Wide Positive Behaviours approach as an umbrella strategy, Carranballac College seeks to develop and maintain a safe, supportive and inclusive school environment through:

- creating and maintaining a positive and engaging school culture
- creating and maintaining environments that are safe and supportive
- valuing diversity and promoting pro-social behaviour
- promoting school attendance
- adopting a staged approach to applying behaviour management measures

1.2 School profile statement

Carranballac College was opened in 2002 and is situated in the suburb of Point Cook in the City of Wyndham. The College has seen significant growth since that time as it was established in one of the major growth regions in Melbourne's Western Suburbs. Point Cook has a natural coastal park and is situated on the western edge of Port Philip Bay between the metropolitan area and Geelong. Point Cook is also the home of the RAAF Base William, which currently houses the RAAF Museum.

International and interstate migration have played a major role in the development of the population in the area in conjunction with more affordable housing in this growth corridor. Industrial estates in the surrounding suburbs of Laverton and Altona also bring workers into the area.

Carranballac College is a multi-campus Foundation – Year 9 College, encompassing two campuses, Boardwalk School and Jamieson Way School, with both campuses catering for the needs of students across two stages of schooling, Early Years (Foundation – Year 4) and Middle Years (Years 5 – 9). In 2017, there are in excess of 1477 students enrolled across the college. The College planning documents and processes addresses the needs of all students and supports teachers to work collaboratively. Professional development activities are aimed at building capacity by enhancing the skills of all staff to promote students well-being and academic growth.

We are steadfast in our resolve to build strong partnerships with the local community. The continued development and growth of our educational community is fuelled by the commitment and enthusiasm of staff who strive to provide a rich, authentic learning environment that caters for the individual needs of the whole child. The College also has a strong Parents and Friends organisation that is very active in its support of programs and the expansion of facilities and resources.

Our College is motivated towards the development of 'excellence in life-long learning with students who are resilient, connected and respectful citizens' who care about their world and care for one another. The College ethos and practice reflects a commitment to individual development and the personal wellbeing of all students through fostering a

safe and caring environment. Positive attitudes and leadership skills are built through our Duke of Edinburgh and Compass programs, SoundGarage and our extensive Performing Arts Programs. Student Leadership Programs are underpinned by outdoor education experiences and challenges.

The College uses the Victorian Curriculum to plan and implement a comprehensive and rigorous curriculum at all levels encompassed by consideration for the personal, social and emotional wellbeing of individuals. Literacy and Numeracy are identified priorities with programs developed to focus on improving student learning outcomes in these areas. In the Early Years, an integrated curriculum approach is taken. In the Middle Years, a trans-disciplinary approach delivered through inquiry learning is used to enhance engagement and connections between learning for students. The College uses NAPLAN data, English On-Line, Maths On-Line, On Demand Testing and Attitudes to School Survey as part of its suite of tools to improve student outcomes and school performance. Students with special

learning needs receive instruction in the general education classroom and participate in extra-curricular activities with the necessary support. The College provides access to internal and external clinicians, education support staff; English as an Additional Language (E.A.L) and literacy intervention programs.

Carranballac College comprises of a range of flexible teaching and learning areas, including well-resourced libraries, music rooms (including a recording studio and rehearsal rooms), science labs and a Performing Arts Centre, which is used for staff, student and community events. There are also extensive Information Technology laboratories, Food Technology kitchens and dining rooms, a Wood Technology room and a Visual Arts facility, which includes Graphic and Textile rooms. An open plan building has been established through the BER program. Students have access to many outdoor facilities including recently upgraded ovals, basketball courts, shade covered playgrounds and assembly/play areas enhanced with artificial turf. Well appointed administration areas also add to our modern learning environment.

The teaching profile is composed of 90 (EFT) which includes, 1 Principal, 7 Assistant Principals and 5.8 Leading Teachers. They are supported by 28 ES staff who fulfil various duties across the school. The College also supports an extensive Student Well-being Department which consists of a Coordinator, a provisional Psychologist, a Speech Pathologist, a Family Support Worker, a Defence Transition Liaison Mentor and a Well-Being Support Facilitator.

1.3 Further Information

School-Wide Positive Behaviour Support; Victoria - Department of Education and Training; [\[https://edugate.eduweb.vic.gov.au/collaboration/RSG/SWPBS/default.aspx\]](https://edugate.eduweb.vic.gov.au/collaboration/RSG/SWPBS/default.aspx); Accessed 14th June 2017

Effective Schools are Engaging Schools: Student Engagement Policy Guidelines; Victoria - Department of Education and Early Childhood Development - Student Wellbeing and Support Division; Melbourne; 2009;

[<https://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf>];
Accessed 14th June 2017

Bully Busters; KidsMatter – Australian Primary Schools Mental Health Initiative;
[<https://www.kidsmatter.edu.au/primary/programs/bully-busters>]; Accessed 14th June
2017

eSmart; Alannah and Madeline Foundation;
[<https://www.esmart.org.au>] Accessed 14th June 2017

www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx
[www.education.vic.gov.au/school/principals/spag/participation/pages/policyrequirement
s.aspx](http://www.education.vic.gov.au/school/principals/spag/participation/pages/policyrequirements.aspx)

Please refer also to the school's *Bullying & Harassment Policy, Internet Use/Social Media
Policy and Children at Risk Policy*.

2. Carranballac Student Engagement Policy (August 2017)

2.1 Purpose

- To create a school culture that promotes student attendance, positive behaviour and a safe, respectful and supportive learning environment.
- To ensure Carranballac P-9 College complies with DET policy and guidelines regarding student engagement.
- To ensure schools meet the requirements of the Victorian Registration and Qualifications Authority (VRQA) Minimum Standards
- To ensure that the care, safety and welfare of students is in accordance with applicable State and Commonwealth laws.

2.2 College Mission

Our College fosters excellence in lifelong learners who are resilient, connected and respectful.

2.3 College Vision

One college, infinite possibilities, working together, embracing the future.

2.4 College Values

- Respect
- Inclusiveness
- Resilience
- Integrity
- Responsibility

2.5 Engagement strategies

Carranballac College recognises that the most effective teaching and learning occurs in an environment where teachers and students maintain strong, positive and respectful relationships.

The College is currently implementing the School Wide Positive Behaviours (SWPB) approach which creates a positive school climate and a culture of student competence so that all students understand clearly what is expected of them, and an open, responsive management system for school leaders, teachers, students and parents. This includes establishing practices and systems, such as effective collection and analysis of data, needed to support all students, including those most vulnerable, to achieve both academic and social success.

SWPB is being adopted as an umbrella structure to the current approaches in place across the college that promote student engagement and wellbeing. (See Section 3.1)

2.6 Targets and communication

The College will establish student engagement and wellbeing goals and targets related to school improvement strategies and actions identified through the college's Strategic Plan and Annual Implementation Plan.

To ensure that the Student Engagement Policy continues to reflect the school community's expectations and aspirations, the school will report on its effectiveness to its community through various forums including the Annual Report.

2.7 Attendance

Carranballac College recognises that consistent school attendance enables students to maximise their full educational potential. It also recognises that students who are absent from school are at risk of missing fundamental aspects educational and social development.

The College will regularly communicate both its and the community's expectations regarding importance of attendance to students, parents and carers.

The College will monitor and record the daily attendance of each student enrolled at the school, including lateness.

The College will take active steps to improve its attendance and lateness data. It will also proactively communicate with families concerning individual students if their attendance becomes problematic.

2.8 Bullying

The College does not tolerate bullying of any type within the college environment including, physical, verbal, emotional and/or cyberbullying using the college network.

The College defines bullying as when someone, or a group of people, deliberately upsets or hurts another person or damages their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time.

There is a *Bullying and Harassment Policy* in place at the college. The college currently the Bully Busters program at Year 3/4 levels. The eSmart Framework is in place across the college to minimize cyberbullying within college online environments.

Bullying is considered as a Red Behaviour (see 2.9 below) warranting intervention at Assistant Principal level.

2.9 Student Discipline and Behaviour Management

The College will discipline students based on principles of procedural fairness using staged responses to manage student behaviour.

The College identifies three categories of behaviour using a traffic light system.

- Green: positive behaviours that will result in the awarding of positive rewards.
- Amber: lower level misbehaviours including:
 - Failing to meet classroom and/or yard expectations.
 - Failing to follow direct instructions.
- Red: serious misbehaviours including:
 - Posing a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person.
 - Causing significant damage to or destruction of property.

- Committing or attempting to commit or is knowingly involved in the theft of property.
- Possessing, using or selling or deliberately assisting another person to possess, use or sell illicit substances or weapons.
- Failing to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person.
- Repeatedly engaging in behaviour that hurts, vilifies, defames, degrades or humiliates another person. (i.e. Bullying)
- Consistently behaving in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

Corporal punishment is not permitted at Carranballac College.

2.10 Rights and Responsibilities of Students, Parents/Carers and Teachers

2.10.1a Student Rights

- To work in a secure environment where, without intimidation, bullying (including cyberbullying within the college online environments) or harassment, they can fully develop their talents, interests and ambitions.
- To be able to participate fully in the college's educational program.
- To be allowed to develop as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.

2.10.2a Parent/Carer Rights

- To expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.
- To expect that the college will communicate with them regarding their child's learning progress.

2.10.1b Student Responsibilities

- To participate fully in the college's educational program and to attend regularly.
- To display positive behaviours that demonstrate respect for themselves and all other members of the college community.
- To demonstrate respect for the rights of others, including the right to learn.
- To contribute to an engaging educational experience for themselves and other students.
- To take greater responsibility as they progress through school for their own learning and participation as members of the whole college community.

2.10.2b Parent/Carer Responsibilities

- To promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.
- To ensure their child's regular attendance
- To engage in regular and constructive communication with college staff regarding their child's learning.

- To support the college in maintaining a safe and respectful learning environment for all students.

2.10.3a Teacher Rights

- To expect that they will be able to teach in an orderly and cooperative environment
- To be informed, within privacy requirements, about matters relating to students that will affect the teaching and learning program for that student

2.10.3b Teacher Responsibilities

- To fairly, reasonably and consistently, implement the student engagement policy.
- To know how students learn and how to teach them effectively.
- To know the content they teach.
- To know their students.
- To plan and assess for effective learning.
- To create and maintain safe and challenging learning environments.
- To use a range of teaching strategies and resources to engage students in effective learning.

2.11 Ratification and Review

The Student Engagement Policy will be treated as a living document and will be regularly monitored and reviewed to ensure the policy reflects emerging issues and takes account of new data about the school's performance.

This policy will be reviewed annually or if guidelines change.

This policy was ratified by School Council on 1st Aug 2017

3. Student Engagement - Procedures and Practices

3.1 Engagement Strategies at Carranballac College

3.1.1 Universal strategies

- An attendance program, currently the 'HERO Program'. The *Here Everyday Ready Ontime* program was developed to decrease absence and lateness at Carranballac by staff undertaking the Bastow Institute *Creating a High Performance Learning Culture* program.
- A vertically integrated student mentoring program, currently 'Buddies'. All students participate in a weekly session with a stable group of students from across all year levels and an allocated buddies teacher.
- Student Representative Council. A middle years SRC is in place with plans to trial an early years SRC towards the end of 2017.
- Before and After School Care and Holiday Care provided by an external provider.
- Student Leadership Positions including; Year Level Leaders from Years 5 - 9, House Captains and School Guardians in Year 9.
- A values reinforcement program, currently 'Word of the Week'.
- Health and sexuality programs, currently Zit and Bits, Knowing and Growing, Safe Healthy and Fantastic
- Student Environment Leaders. Multi-year-level sustainability advocates.
- Duke of Edinburgh Award and Compass Award
- Camps and outdoor education programs for students from Year 3 - 9
- eSmart Framework accreditation. The Alannah and Madeline Foundation cyber-safety and cyberbullying behaviour-change initiative.
- Proactive programs re: Bullying, currently 'Bully Busters', a Kids Matter program.
- Year 9 electives program
- Gradual Release of Responsibility pedagogical model

3.1.2 Targeted strategies

- Defence Schools Transition Mentor
- Speech Pathology assessments
- Levelled Literacy Intervention
- A grief and life-changes program, currently 'Seasons for Growth'.
- Transition Programs. Entry programs to Carranballac College at Foundation and Year 7. Exiting programs from Carranballac College at year 9 level. Also in place for student transitioning into years 3, 5 and 7 internally.
- A program that facilitates social and emotional skills for healthy relationships and values, currently 'Drumbeat'.

3.1.3 Individual strategies

- College Wellbeing Manager
- College Educational Psychologist
- Cairnmillar Institute Provisional Psychologists
- Student Support Groups focused on Individual Learning Plans and re-engaging students at risk.

- Individual Learning Plans. Created for every student to achieve personal and social goals.

3.2 Behaviour Management

Behaviour management at Carranballac College is based on Elements 1 and 4 of *Effective Schools are Engaging Schools: Student Engagement Policy Guidelines*. (see Section 1.2 above).

Element 1 entitled “Creating positive and engaging school cultures” is directly implemented but is also now being framed within the introduction of the School Wide Positive Behaviours program across the College.

Element 4 entitled “Promoting positive behaviours through a staged response” is directly implemented.

3.2.1 Green Behaviour Suggested Rewards:

Green behaviour is normally rewarded by the applicable classroom teacher or specialist teacher but may be raised to the level of Assistant Principal or Principal if of exceptional quality.

Low Level Reward	Medium Level Reward	High Level Reward
Stickers	Free time	Entry on Chronicle
Verbal praise	Rewards	Calls home to parents
House points	House points	Peer praise
Happy List	Class games	House points
Sticker charts	Raffle ticket system-prize box	Student of the week
Special duties in the class	Earn and learn	Special jobs for the week
Sharing work in class with peers	Computer time	Class reward e.g. big kids playground
	Share work with other classes	Game during lunch eating time
	Choosing their seat	Earn and Learn money
	Special spot in the room	Negotiated rewards at the end of the session/day
	Negotiated rewards	End of term outing
	Students rate their behaviour to earn negotiated rewards	Music in the classroom
	‘Positive Actions’ chart- ticks for resilience, organization, persistence, getting along with others, organization and confidence. After 10 ticks a pre-approved reward.	Sending student to Assistant Principal or Campus Principal
	HERO cape	HERO lunch voucher

3.2.2 Amber Behaviour Consequences

Amber behaviour is normally dealt with by the applicable classroom teacher or specialist teacher, or raised to the level of Year Level Team Leader if behaviour continues or is more serious.

Classroom/specialist consequences include:

- Rule reminder- consequence reminder
- Restorative chat
- Move to another space
- Remove a privilege
- Pick up rubbish at recess/lunch
- Warning
- Phone parent/chat with parent after school
- Removal from group
- Loss of privilege/play
- Time out
- Warning - Behaviour chart
- Move away from peers
- Miss out on part of recess or lunch
- Miss out on a class game
- Complete work during exploration time
- Class discussion of rules and expectations
- 3 warnings then removed from the class
- Complete the task during eating time
- Rule reminder 1 strike against their name
- 3 step warning system- lots of reminders of appropriate behavior
- Removal from activity
- Move student away to a quiet area and explain why
- Send to Team Leader
- Wait/pause
- Give out positive reinforcement to those doing the right thing
- Have a calming down spot in the classroom
- 3 warnings then send student to Buddy Teacher
- Verbal warning then yellow behavior card then sent to Team Leader
- Reiterate College/Community expectations
- Repeat offenders make up time on 'green chair'/time out area
- Introduce and trial a Behavior Tracking System

Team leader consequences include:

- Parent contact
- Restorative chat
- In school suspension
- Meeting with student and parent
- Removal from yard
- Time out at recess and/or lunch
- Removal from class

3.2.3 Red Behaviour Consequences

Red behaviour is normally dealt with by the applicable Assistant Principal (Sub-school Manager) but may be raised to the level of Campus Principal if behaviour continues or is more serious. In exceptional circumstances the College Director will become involved and will always be involved if expulsion becomes an option.

Assistant Principal consequences include:

- Parent contact
- Restorative chat
- In school suspension
- Meeting with student and parent
- Removal from yard
- Time out at recess and/or lunch
- Removal from class
- Suspension

- Behaviour Management Plan

School Principal and College Director consequences include:

- Meeting with student and parents
- Suspension
- Expulsion

3.3 Attendance

Attendance management at Carranballac College is based on Element 3, “Promoting school attendance” from *Effective Schools are Engaging Schools: Student Engagement Policy Guidelines*. (see Section 1.2 above)

3.3.1 Recording Daily Attendance

Attendance is recorded twice daily for all students in the college administrative system, ‘Compass’. Each class roll is marked by the classroom teacher or specialist teacher who has them for that morning or afternoon session.

If a class is being taken by a CRT or other replacement teacher they are responsible for marking the roll. CRTs are supplied with a College iPad for this purpose.

In the event of a Compass outage paper copies of the classroom rolls will be supplied by the office.

3.3.1.1 Morning

Morning attendance is to be recorded by 9:20am.

3.3.1.2 Afternoon

Afternoon attendance is to be recorded by 1:50pm.

3.3.2 Recording Other Attendance

3.3.2.1 Year 9 Electives

Attendance at Year 9 Electives is recorded as an extra in Compass by the specialist at the start of the elective class.

3.3.2.2 Excursions

Attendance at excursions is recorded in Compass against the list of student attendees at an event. The event roll is marked by the staff member in charge of the event.

When setting up the event in Compass, the roll marking option should be set to “Normal” so that each student is to be marked separately at the time of the excursion.

3.3.2.3 Camps

Attendance at camps is recorded in Compass against the list of student attendees at an event. The event roll is marked automatically by the system.

The staff member in charge of the camp must edit the list of attendees to accurately reflect the students actually attending the camp so as to enable the system to automatically mark the roll.

When setting up the event in Compass, the roll marking option should be set to “Intelligent” so that each student is marked automatically for the duration of the camp.

3.3.3 Responding to Non-Attendance

In the event of unexplained non-attendance the College will communicate with parents/carers.

3.3.3.1 Single Unexplained Absences

At 9:30am the Compass system will automatically SMS the parent/carer of a student who is marked as an unexplained absence informing them that the student is not at school.

3.3.3.2 Continued Unexplained Absences

If a student accumulates five days of unexplained absences the classroom teacher will contact the family to ascertain the reason for the absences. The classroom teacher will also flag the absences with the relevant Assistant Principal. The Assistant Principal will then consult with the School Principal and consider forwarding the report to the Regional Office.

3.3.4 HERO Program

At Carranballac College, our Annual Implementation Plan identified the need to increase the active engagement of students in their learning and transitioning. The 12-month target looked at reducing the rate of lateness and absence by 2%. In addition to implementing the Compass module to help track lateness and absence data, the Bastow team created the H.E.R.O program to facilitate a cultural change amongst students and their families. The program has actively contributed to increased attendance and decreased lateness among early year's students by rewarding the students who are Here, Everyday, Ready and On time

3.3.4.1 Hero Awards

At the end of each week classroom teachers will examine their attendance data and identify all students with 100% attendance for that week. There are two outcomes from this examination.

- One of the 100% students will be chosen to wear that class's Hero Cape for the following week.
- All of the 100% students' names are added to a box of all Early Years or Middle Years classes' Students are entered into a draw for a free lunch, which is drawn at assembly.