



FOUNTAIN GATE
SECONDARY COLLEGE

STUDENT ENGAGEMENT AND INCLUSION POLICY

This policy reflects the DEECD *Student Engagement and Inclusion Guidance* and was produced in consultation with the school community

November 2017

Principal: Mr. P. Hanratty

School Council President: Mr. A. Herft

Table of Contents

| | |
|--|----------|
| 1. School Profile | 3 |
| 2. School values, philosophy and vision | 3 |
| 3. Guiding principles | 3 |
| 4. Engagement Strategies | 4 |
| 5. Identifying students in needs of extra support | 4 |
| 6. Behaviour expectations | 4 |
| 7. School Actions | 4 |
| 8. Engaging with families | 5 |
| 9. Evaluation | 6 |
| 10. Appendices and Related Policies | 6 |
| Appendix 1: Statement of Rights and Responsibilities | 7 |
| Appendix 2: Student Engagement Strategies | 8 |
| Appendix 3: Behaviour expectations | 9 |
| Appendix 4: Staged response to behaviour issues | 12 |
| Appendix 5: Process for responding to breaches of Behaviour Expectations | 13 |

1. School profile:

Fountain Gate Secondary College is committed to providing an excellent education for the children of the Narre Warren community in a secure, supportive and educationally challenging environment. The College recognises and values the diversity of its community that is drawn from different social, economic and cultural backgrounds. All students are encouraged to achieve their “personal best” and supported through a range of initiatives that aim to provide equal access to learning, engagement and wellbeing, regardless of cultural background, socioeconomic status, religion, sexuality, gender identity and learning ability. An extensive awards system operates throughout the year that recognises student achievement, acts of citizenship and contributions to a positive school community.

The College is anticipating an enrolment of approximately 1201 students in 2018. Over the last number of years, it has witnessed strong growth in its enrolments at Year 7. At the Junior School (Years 7 and 8) the school offers a core program with students experiencing all domain areas. At the Middle School (Years 9 and 10) the curriculum is a core plus two electives per semester that provides a diverse range of choice and may include the opportunity to complete a VCE subject.

The College is committed to continual improvement and has embraced a whole school approach to many aspects of its operations through its involvement in the Casey North Network.

2. School values, philosophy and vision

School Philosophy: Fountain Gate Secondary College is a culturally and socially diverse community where mutual respect and acceptance is promoted. All students are encouraged to achieve their “personal best” and are supported through a range of initiatives that aim to provide equal access to learning, engagement and wellbeing, regardless of cultural background, socioeconomic status, religion, sexuality, gender identity and learning ability.” We will ensure our students are challenged and supported to embrace our societies’ values that will enable them to confidently take their place in the global community.

All students in the college “have the right to learn”; to support this premise there is a highly effective student management system that operates across three sub schools. The College has high expectations of student behaviour and is committed to providing an environment that is safe and free from all forms of harassment. Harassment of any kind, including sexist, racist, anti-religious, ablest, homophobic and transphobic, There are numerous pro-active and pro-social programs implemented at the College to support all students in achieving their “personal best”. These programs embedded into the curriculum and occur as stand-alone activities for student to value-add to their academic achievements and social skill repertoire. They include:

- Range of V.C.E. Subjects offered for Year 11 and 12 students
- Year 9 and 10 Elective program
- Access to VCE subjects for Year 10 students
- Homework Club
- Breakfast Club
- Start-Up program to begin each year
- Heavy M.E.T.A.L. Group
- Wellbeing Week
- Camps program for all year levels
- Numeracy and literacy support programs
- Work experience program for Year 10 students
- Instrumental music program
- Choir, band, dance and drama performance opportunities throughout the year
- Broad sports program
- Community involvement opportunities through ANZAC Day ceremony and events, primary school links and fundraising co-ordinated by Student Leadership Team

The College has attracted a well-respected reputation for its High Achievers program. Students are selected through an examination, teacher recommendations and interview. Students are exposed to an enriched and challenging curriculum that enables them to reach their full potential.

An extensive range of opportunities is offered to develop students’ communication skills and leadership capacity that includes School Captains, Young Leaders and House Captains.

To support the welfare and educational needs of our students we have a diverse support team that consists of College Welfare Leader, Re-engagement Officer, SSSO and Headspace Psychologists, Integration Co-ordinator, Guidance Officer, Speech Pathologist and School Nurse. The College has a strong commitment to providing vocational guidance and programs designed to support students to aspire to achieve their goals in life whether they be a particular career pathway or higher education.

In 2017, we introduced Literacy and Numeracy programs to work with students in these areas and to support staff with implementing intervention strategies, designed to improve student outcomes in literacy and numeracy. Attendance Officers are employed at the College in order to track and help monitor student attendance.

We have a well-established house system that supports students' participation in swimming, athletics and cross-country carnivals. The College successfully competes in interschool sports at district, zone and state level.

The Performing Arts area has significantly contributed to the growth of extra-curricular activities. Students are eagerly involved in music, singing, dance and drama. These activities culminate in a range of performances that focus on participation and enjoyment.

The College will continue to have strong links through "The Alliance" it has formed with the Gleneagles SC and Hallam SC at the senior level. The three colleges have adopted a "programs approach" to the selection of subjects at Years 11 & 12. Each program consists of recommended and complementary studies that provide a clear direction and links to future pathways. Students select their program based on their career choice, learning strengths and personal interests. The alliance introduced an innovative online course selection program to facilitate students choosing their choice of studies across the alliance. Fountain Gate Secondary College is currently offering five programs: Biomedical, Commerce, Performing Arts and Technology & Design (Wood and Fabric).

Significant works have been undertaken to improve the grounds and facilities. Our improvements have included seating, shade areas and garden beds, and we look forward to the development of the STEM Building in 2019.

A statement about the rights and responsibilities of all students and school staff is included at **Appendix 1**.

3. Guiding principles

Child Safe Standards

Victorian Government schools are child safe environments. The school actively promotes the safety and wellbeing of all students, and all school staff are committed in protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards. All schools have a Child Safety Code of Conduct consistent with the Departments exemplar available.

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- The school will establish social/emotional and educational support for vulnerable students, monitor, and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

4. Engagement Strategies

To realise our vision, our school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

The School works collaboratively with students and parents/ carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours, which can negatively affect the learning environment of the self, and others.

Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently including all students by acknowledging a diverse range of identities and experiences on the basis of culture, faith, ability, sexuality and gender identity
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning

Support Strategies and Staged Response

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:

- student's self-reflection on their behaviour
- understanding the student's background and needs
- ensuring a clear understanding of expectations by both students and teachers; including what these expectations can look like on a day-to-day basis in terms of appropriate behaviours (as outlined in the Code of Co-operation.
- students to further take responsibility for their actions by being involved in setting down some agreements on their future behaviour and giving an undertaking to complete tasks which will better equip him/her to behave positively in the future
- providing consistent school and classroom environments
- scaffolding the student's learning program
- use of strategies such mediation and restricted yard access to assist with conflict resolution.

Broader support strategies will include:

- involving and supporting the parents/carers,
- involving the College Wellbeing Leader, Managed Individual Pathways or Careers/Pathways Leader
- monitoring behaviour through the use of daily progress cards
- tutoring/peer tutoring
- mentoring and/or counselling
- De-escalation Room
- 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
- providing broader educational programs, for example experiential learning, work education, camps/outdoor education/creative arts
- involving community support agencies.

5. Identifying students in need of extra support

Our school will utilise the following information and tools identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment
- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Student Mapping Tool
- Engagement with student families

Students with disabilities

The Disability Standards for Education 2005 clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992*. The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.

An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students. An adjustment is reasonable if it does this while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.

In determining whether an adjustment is reasonable, an education provider should take into account information about:

- the nature of the student's disability
- his or her preferred adjustment
- any adjustments that have been provided previously
- any recommended or alternative adjustments.

This information might come from the student, an associate of the student, independent experts, or a combination of these people.

An education provider should ensure that the student, or an associate of the student, has timely information about the processes for determining whether the proposed adjustment would cause unjustifiable hardship to the provider. The provider should also ensure that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the school community.

The provider may consider all likely costs and benefits, both direct and indirect, for the provider, the student and any associates of the student, and any other persons in the learning or wider community, including:

- costs associated with additional staffing, providing special resources or modifying the curriculum
- costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers
- benefits of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and
- any financial incentives, such as subsidies or grants, available to the provider if the student participates.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

6. Same sex attracted, intersex and gender diverse students

Same sex attracted, intersex and gender diverse students will be supported under the guidelines of the Sex Discrimination Amendment Act and the school will support and develop specific strategies and programs for supporting this population of students including Safe Schools.

7. Behavioural expectations

Shared behaviour expectations for students, parents/carers and school staff are detailed at **Appendix 3**.

8. School actions

Discipline Procedures – Suspension and Expulsion

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

The College Principal can only approve suspension and expulsion and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here: <http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student's behaviour.

Consequences, which may be used prior to suspension, include:

- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class, that student may be temporarily isolated from regular classroom activities or, in more severe cases, required to leave the classroom for a specified period.
- Where appropriate, parents/carers should be informed of such withdrawals.
- Detention - teachers may require a student to finish schoolwork that has not been completed in the regular classroom or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.

Where students are required to undertake schoolwork after school, the time should not exceed forty-five minutes. Students should still endeavour to meet the requirements of the Homework Policy regarding the expectations for time to be spent on homework each night, even after a detention.

The College Principal should ensure that parents/carers are informed at least the day before the after school detention. Where family circumstances are such that the completion of after-school work would create undue hardship (for example, where students regularly supervise younger siblings in the absence of parents/carers), the school may choose to negotiate alternative disciplinary measures with parents/carers.

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Early Childhood Development Student Engagement and Inclusion Guidance (see **Appendix 4**).

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

9. Engaging with families

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups

Parent’s responsibilities for supporting their child’s attendance and engagement are outlined at Appendix 3. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Values, which include Respect Yourself, Respect to Others, Respect our School, Be Prepared to Get Smarter and Be Prepared.

10. Evaluation

Data collection and analysis

Data will be collected regarding frequency and types of wellbeing issues, to measure the success or otherwise of school-based strategies and approaches.

Some of sources of data used are:

- the Attitudes to School Survey data
- school level report data
- parent survey data
- data from case management work with students
- data extracted from software such as CASES21 or SOCS
- safe schools staff and student surveys

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.

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|--|---------------------|
| Date Implemented | 1 December 2017 |
| Author | |
| Approved By | School Council |
| Approval Authority (Signature & Date) | |
| Date Reviewed | |
| Responsible for Review | Assistant Principal |
| Review Date | November 2020 |

11. Appendices and Related Policies

Appendix 1: Statement of Rights and Responsibilities

Appendix 2: Student Engagement Strategies

Appendix 3: Behaviour expectations

Appendix 4: Staged response to behaviour issues

Appendix 5: Behaviour Management Plan for Teachers

This policy is informed by the Department of Education and Early Childhood Development Student Engagement and inclusion Guidance available at

<http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>

Related policies: *[enter details of related school policies here]*

Appendix 1

STATEMENT OF RIGHTS AND RESPONSIBILITIES

Rights and Responsibilities of Students

| Rights | Responsibilities |
|---|---|
| <p>Students have a right to:</p> <ul style="list-style-type: none">• Work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition• Participate fully in the school's educational program | <p>Students have a responsibility to:</p> <ul style="list-style-type: none">• Participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community.• Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students.• As students' progress through school, they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals. |

Rights and Responsibilities of Parents/carers

| Rights | Responsibilities |
|---|--|
| <p>Parents/carers have a right to:</p> <ul style="list-style-type: none">• Expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged. | <p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none">• Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.• Ensure their child's regular attendance.• Engage in regular and constructive communication with school staff regarding their child's learning.• Support the school in maintaining a safe and respectful learning environment for all students. |

Rights and Responsibilities of Teachers

| Rights | Responsibilities |
|---|--|
| <p>Teachers have a right to:</p> <ul style="list-style-type: none"> • Expect that they will be able to teach in an orderly and cooperative environment. • Be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student. | <p>Teachers have a responsibility to:</p> <ul style="list-style-type: none"> • Fairly, reasonably and consistently, implement the engagement policy. • Know how students learn and how to teach them effectively. • Know the content they teach. • Know their students. • Plan and assess for effective learning. • Create and maintain safe and challenging learning environments. • Use a range of teaching strategies and resources to engage students in effective learning. • Understand and act on mandatory reporting situations. |

Student Engagement Strategies

Appendix 2

| Universal strategies | Targeted strategies | Individual strategies |
|--|---|--|
| <ul style="list-style-type: none"> • Our school will deliver a broad curriculum including VCE programs. • Our teachers will adopt a range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students • Our school will develop behavioural expectations for all members of the school community in consultation with students, staff and parents/carers, and these will be taught to all students and shared with their families • Our school will regularly acknowledge examples of positive behaviour and student achievement, both informally in classroom settings and more formally in events such as assemblies and via communications to parents. • All students will have the opportunity to participate in a social and emotional learning curriculum program [include name of program and what it focuses on], • Students will have the opportunity to contribute to and provide feedback on decisions about school operations through both the Student Representative Council and other more informal mechanisms. | <ul style="list-style-type: none"> • All students from Years 9 and above, and all Koori students from Years 8 and above, will be assisted to develop a Career Action plan • All students in Out of Home Care will be appointed a Learning Mentor and will be referred to Student Support Services for an Educational Needs Assessment • School Nurse and College Wellbeing Leaders will undertake health promotion and social skill development in response to needs identified by classroom teachers or other school staff during the school year. • Relevant teaching staff will apply a trauma-informed approach (using Calmer Classrooms: A Guide to Working with Traumatized Children, and similar resources) to working with students who have experience trauma, such as students from refugee backgrounds or who are in out of home-care. | <ul style="list-style-type: none"> • Strategies to support attendance and engagement of individual students include: <ul style="list-style-type: none"> ○ Meet with student and their parent/carer to talk about how best to help the student engage with school ○ Establish a Student Support Group. ○ Seek extra resources under the Program for Students with Disabilities for eligible students ○ Develop a Behaviour Support Plan and/or Individual Education Plan. ○ Consider if any environmental changes need to be made, for example changing the classroom set up. ○ Refer to internal support services e.g. Student Wellbeing Leaders or Student Support Services ○ Refer to external support services including ChildFirst, Local Government Youth Services, Community Agencies |

Shared Behaviour Expectations

Appendix 3

| | Students | Parents/Carers | Principals/Teachers & Staff |
|--|----------|----------------|-----------------------------|
|--|----------|----------------|-----------------------------|

| | | | |
|---|--|---|---|
| <p>Engagement (participation in the classroom and other school activities)</p> | <p>Demonstrate:</p> <ul style="list-style-type: none"> • preparedness to engage in and take full advantage of the school program • effort to do their very best • self-discipline to ensure a cooperative learning environment and model the school values • team work | <ul style="list-style-type: none"> • Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Are informed and supportive of school programs and actively participate in school events/parent groups | <ul style="list-style-type: none"> • The school will comply with its duty of care obligations and have a responsibility to provide an educational environment that can effectively engage all students • The school will provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success |
| <p>Attendance</p> | <p>All students are expected to:</p> <ul style="list-style-type: none"> • attend and be punctual for all timetabled classes every day that the school is open to students • be prepared to participate fully in lessons • bring a note from their parents/carers explaining an absence/lateness | <p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> • ensure that their child's enrolment details are correct • ensure their child attends regularly • advise the school as soon as possible when a child is absent • account for all student absences • keep family holidays within scheduled school holidays • Support their child's learning during absences and work with the school to reintegrate students after prolonged absences | <p>In accordance with legislation released March 1, 2014 the school will:</p> <p>In accordance with DEECD procedures the school will:</p> <ul style="list-style-type: none"> • Proactively promote regular attendance • mark rolls accurately each lesson • follow up on any unexplained absences promptly and consistently • Identify trends via data analysis • Report attendance data in the school's Annual Report • Support students whose attendance is problematic by developing 'Return to School' plans and working with families to implement individual strategies |
| <p>Behaviour</p> | <p>Students are expected to:</p> <ul style="list-style-type: none"> • model the schools core values of diversity, achievement, responsibility and endeavour • always treat others with respect. • never physically or verbally, abuse others. | <p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> • have high expectations of their child's behaviour and an understanding of the school's behavioural expectations • Communicate with the school regarding their child's circumstances | <p>The school will deliver an inclusive and comprehensive curriculum which promotes positive behaviours and emphasises the wellbeing of every child</p> <p>The school will employ whole school and classroom practices to establish a climate in</p> |

| | | | |
|--|--|---|---|
| | <ul style="list-style-type: none"> • take responsibility for their behaviour and its impact on others • obey all reasonable requests of staff. • respect the rights of others to learn. No student has the right to impact on the learning of others. • respect the property of others. • bring correct equipment to all classes • comply with the school's policies and work with teachers and parents in developing strategies to improve outcomes | <ul style="list-style-type: none"> • Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs | <p>which appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues</p> <p>The school will consistently apply its Behavioural Policy through a shared collegiate understanding and only exclude students in extreme circumstances.</p> <p>The school recognises that for some student's additional support may be needed in the form of staged responses and is committed to working with families to reintegrate students after exclusion</p> |
|--|--|---|---|

Appendix 4

Staged response checklist for student behaviour issues

| Stage 1: Promoting positive behaviour and preventing behavioural issues | |
|---|-----------------------|
| Suggested strategies | School actions |
| Define and teach school-wide expectations for all. | |
| Establish whole school positive behaviour programs. | |
| Establish consistent school-wide processes to identify and support students at risk of disengagement from learning. | |

| Stage 2: Responding to individual students exhibiting challenging behaviour | |
|--|-----------------------|
| Suggested strategies | School actions |
| Assess the behaviour and its functions, influences, and triggers (include student, parents and school wellbeing staff as appropriate). | |
| Develop Behaviour Support Plan and/or Individual Education Plan (involve parent or carer) | |
| Consider if any environmental changes need to be made. | |
| Teach replacement behaviors. | |
| Engage Student Support Services and/or community services to undertake assessments and/or provide specialist support | |
| Establish a student support group | |
| Implement appropriate disciplinary measures that are proportionate to problem behaviours | |
| Consider out-of-school behaviour management options such as Student Development Centres (if available) | |

