

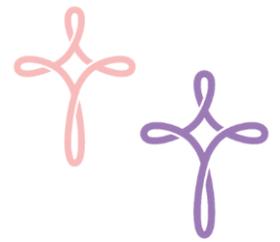


St Joseph's
College
TOOWOOMBA

Student Engagement Guidelines



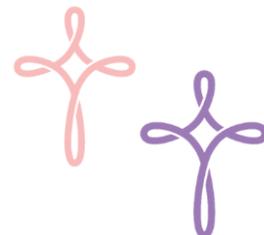
Let's create
your best
future, ***together.***



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Section 1: Guiding Principles

Student Engagement at St Joseph's College is guided by the following principles:

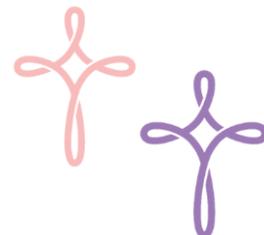
1. Student engagement processes should empower staff and students to live out The Joey's Way, built around the college values of Compassion, Respect, Endeavour and Dignity. (see Section 2).
2. The safety of students and staff is paramount. All processes must uphold the principles of student protection as outlined the [Toowoomba Catholic Schools Student Protection Processes and Guidelines](#)
3. Processes should be restorative. Its focus must be on developing, maintaining and restoring positive working relationships between individuals as a fundamental expression of the Catholic Identity of the school.
4. Processes should maximise high quality teaching and learning.
5. Processes should be sustainable. Teachers and leaders have greater impact when they work proactively to maximise student engagement in learning. While this reactive process is necessary, it cannot be the primary focus of teachers' and leaders' work.
6. Processes should be clear. During periods of heightened emotional stress, staff must be able to enact this process quickly and safely.
7. The process should be transparent, centralising the classroom teacher in problem-solving student behaviour throughout.

Section 2: The Joey's Way

2.1 The Joey's Way Framework

St Joseph's College has four key values that underpin all aspects of College Life. They are Respect, Endeavour, Compassion and Dignity. *The Joey's Way* provides all members of the College community with more specific *imperatives* for living out the values. Each imperative is further linked to a dimension of Edmund Rice spirituality- Thinking (Head), Feeling (Heart) and Acting (Hands).





2.2 Elaborations on The Joey's Way

Each imperative listed in The Joey's Way is supported by an elaboration document which outlines relevant ACARA General Capabilities, relevant scripture and additional detail on how the imperative can be lived out. These are accessible from the [interactive graphic linked here](#).

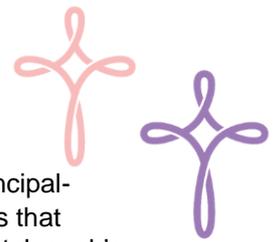
Section 3: Proactive Strategies for Maximising Student Engagement

3.1 Student Engagement Support Structures

A student's engagement at St Joseph's is supported by key staff, the role of each is outlined:

- 3.1.1 **Joey's Way Teacher:** The Joey's Way teacher is the primary support for a student's engagement at school. The Joey's Way teacher builds a relationship with the student, and, in guiding them through the Joey's Way curriculum (see section 3.3) understands their learning journey, goals and aspirations.
- 3.1.2 **Student Induction Leader:** The Student induction leader leads the engagement of a student during the first year of a student's journey of St Joseph's. This extends to students who begin in Year Seven and those you join later in the secondary schooling. Further detail is provided in the [Student Induction Leader Duty Statement](#).
- 3.1.3 **House Leader:** Every student at St Joseph's College is assigned to a House. That student's House Leader works alongside their Joey's Way teacher to maximise that student's engagement in learning. The House Leader also works alongside families and other support structures for that student. Further detail is provided in the [PL House Leader Duty Statement](#).
- 3.1.4 **Student Engagement Support Officer:** The student Engagement Support Officer supports the work of the four House Leaders, Student Induction Leader and Assistant Principal- Student Engagement. This work includes providing administrative support and mentoring students (see Section 5.6). Further detail is provided in the [Student Engagement Support Officer Duty Statement](#).





- 3.1.5 **Assistant Principal- Student Engagement:** The Assistant Principal- Student Engagement is chiefly responsible for leading strategies that maximise engagement and learning of all students enrolled at St Joseph's College. The Assistant Principal- Student Engagement works closely with other members of the Student Engagement Team. The Assistant Principal- Student Engagement also leads the Student Protection Officers who provide additional support to students who may be unsafe (see section 4.1). The Assistant Principal- Student Engagement is a member of both the Student Engagement Team and the Senior Leadership Team. Further detail is provided in the [Assistant Principal Role Description](#)
- 3.1.6 **Deputy Principal:** The Deputy Principal works and leads in all areas of life at St Joseph's College and has responsibility to maximise student outcomes in all areas of learning including engagement, academic achievement, mission and service learning, co-curricular learning, student protection, community engagement and compliance. Further detail is provided in the [Deputy Principal Role Description](#).
- 3.1.7 **Principal:** The principal is chiefly responsible for the effective running of St Joseph's College and for maximising outcomes for all students. The principal works alongside members of the Senior Leadership Team to lead school-improvement strategies. Further detail is provided in the [Principal Role Description](#).
- 3.1.8 **School Guidance Counsellors (SGC's):** St Joseph's College has two SGC's who provide short-term counselling intervention, focusing on the educational, social and emotional needs of students. SGC's aim to reduce barriers to learning and participation in schooling while improving a student's overall wellbeing. SGC's work alongside teachers, the Student Engagement Team and the Senior Leadership Team and external agencies to maximise student safety and wellbeing at school.

3.2 Data Utilisation

At St Joseph's College we believe that student engagement can be measured using four metrics. These are attendance, GPA (Grade Point Average), literacy and numeracy and anecdotal behaviour information. Utilisation of these data points both in isolation and in combination with each other allows us to engage in meaningful, solution-focussed discussion to maximise student engagement.

We remain conscious, however, that objective data never tells a student's whole story. There is an imperative, therefore, on us as educators to put faces on the data. In particular, we are guided by the work of Michael Fullan and Lyn Sharratt and their book entitled 'Putting Faces on the Data' (2012).

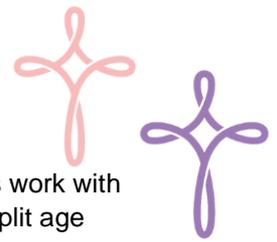
3.3 Learning The Joey's Way

The Joey's Way is supported by specific curriculum built around ACARA general capabilities and taught by JW (Joey's Way) teachers during Joey's Way time- each morning from 8:30am until 9am. PC teachers work in partnership to teach the Joey's Way.

Some topics in The Joey's Way are taught vertically (Year 7-12 students simultaneously). JW teachers teach these topics using their own 7-12 classes. Some topics taught vertically might include, but are not limited to:

- Goal Setting
- Study Plans
- Microsoft Outlook Skills
- Service Learning
- Environmental Awareness





Some topics are taught in split age groups (Year 7-9 and then Year 10-12). JW teachers work with their partners to divide their classes into age groupings. Some topics that are taught in split age groups might include, but are not limited to:

- Careers Education
- Cognitive Verbs
- Cyber Safety
- Road Safety
- Critical Thinking

Additionally, some topics are taught in specific year level groups. These sessions may be led by a member of the Student Engagement Team or the College Leadership team. Topics that are taught in year levels might include, but are not limited to:

- Camp Preparation
- Relationships and Sexuality Education
- Drug and Alcohol Education

[The Joey's Way Activities Map](#) provides detail of what topics are covered, when they are covered and in what form (vertically or in age groups) they are covered. Each lesson is planned by a member of the College Leadership Team or Counsellors and presented on CANVAS.

3.4 Camps

All camps at St Joseph's College are purpose-built to have a positive impact on classroom learning. Each camp has an age-specific focus and should be both challenging and enjoyable. An outline of camp foci is as follows:

| Year Level | Term | Camp Focus |
|------------|------|--|
| 7 | 1 | Learning The Joey's Way |
| 9 | 1 | Resilience |
| 11 | 3 | Preparation for Leadership |
| 12 | 3 | Retreat and reflection on Journey at St Joseph's College |

Planning of all camps includes a robust risk assessment process to ensure the safety of all participants.

3.5 Student Buddy System

The student buddy system develops connections for students who are commencing their journey at St Joseph's College and promotes leadership for those in the senior years of learning. In 2021, the student buddy system is built around a two-year window of influence. New Year Seven students are partnered with a Year Eleven buddy and a Year 12 buddy. In 2022, Year Seven students will be partnered with a Year Eleven buddy while Year Eight students will continue with their buddy from the previous year.

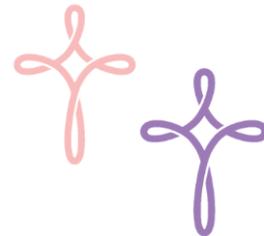
3.6 Cyber Safety

St Joseph's College understands that, for our students, their online identity and relationships can be a significant source of stress. Furthermore, St Joseph's understands that difficultly managing relationships, cyber or otherwise, can be an impediment to effective learning.

Our paramount responsibility is to the safety of our children, this includes online safety. Staff at St Joseph's are resolute in their determination to protect online safety of all our community members. In some cases, we may work in partnership with the following organisations:

- Parents and guardians
- Community leaders
- Toowoomba Catholic Schools Office
- [The Office of the eSafety Commissioner](#)





- Queensland Police Service

3.7 Stymie

Students can be effective advocates for the safety of their peers. St Joseph's College uses Stymie to allow students to anonymously report on the safety and wellbeing of their peers. These notifications are sent to the Assistant Principal- Student Engagement and the Deputy Principal. The [Stymie Guidelines](#) provide more detail around our processes in this area.

3.8 Linewize by FamilyZone

As part of our commitment to Cyber Safety St Joseph's College has implemented web filtering and monitoring to restrict access to offensive and inappropriate content as well as websites known to cause distraction from learning during school hours. Repeatedly trying to bypass the filtering put in place to safeguard students while on the internet may initiate notifications to staff about this practice.

The ability to manage filtering outside of school hours on school supplied devices is also made available to any parents that choose to accept this offer.

Section 4: Responsive Strategies to Maximise Student Engagement

4.1 Student Protection at St Joseph's College

The safety of our students is the paramount responsibility at St Joseph's College. All student protection processes are in accordance with the [Toowoomba Catholic Schools Student Protection Policy](#) and [Toowoomba Catholic Schools Student Protection Processes and Guidelines](#).

All staff at St Joseph's College are required to undergo Student Protection Training. This training helps staff to identify, confer, report and support a student if they believe a child is being harmed or is at risk of significant harm and there is no adult willing and able to protect them from harm.

If a staff member suspects that a student is a victim of, or is at risk of, physical or emotional/psychological abuse or neglect, and there is no adult willing and able to protect them, they are legally required to report it to the Toowoomba Catholic Schools Office and Child Safety Services.

If a staff member suspects a student is a victim of, or is at risk of, sexual abuse, they are legally required to report it to Police and the Toowoomba Catholic Schools Office, irrespective of whether there may be an adult willing and able to protect that child.

If a student makes a disclosure to a staff member that leads the staff member to be concerned for the student's safety, that staff member is not at liberty to make a judgement about the truth of the disclosure, only to report the disclosure for further investigation.

4.2 School Responses Compendium

St Joseph's College uses a compendium of responses to challenging behaviour or conduct that does not embody The Joey's Way. The compendium is designed to give staff members guidelines to respond in ways that are consistent, proportionate, safe and solution focussed. Wherever appropriate, school responses include a restorative measure (see section 5.3). Read the [Transgressing The Joey's Way Compendium](#) here.

Leading the Joey's Way Compendium





Just as St Joseph's College aspires to a consistent and equitable responses to challenging behaviour, we also look to recognise those students who *lead* The Joey's Way through particular behaviours that go beyond our expectations. Read the [Leading The Joey's Way Compendium](#) here.

4.3 Restorative Practices

Relationships between community members of St Joseph's College are extremely important. Furthermore, the way we prioritise *relationships* (rather than rules) in response to incidents of wrongdoing or misunderstanding is an essential expression of our Catholic identity in the Edmund Rice tradition. George (2015) summarises this theology in this way:

“This is what Jesus won for the human family on the Cross. These gifts form an essential part of what followers of Christ must practise in any age under all circumstances” (NZCBC, 1995). It is precisely this reconciliation that restorative practices has as its primary aim – a reconciliation not only between offender and victim, but also reconciliation of the victim and offender to their own selves” (p.5)

St Joseph's College uses a framework called Restorative Practices (RP) that provides a culture for empathetic problem-solving by using processes that are safe, respectful and dignified for everyone. All effective restorative meetings have these characteristics:

- Are invitational and between two people, no more.
- Minimise threat
- Are based on empathy, not investigation
- Each person gives their perspective
- Each person articulates their ideal future (e.g. “Imagine you are king/queen of the world, what happens next?”) Nobody can go back in time.
- The ideal futures form the basis for a mutual resolution
- Traditional sanctions may still have a place but must be part of the resolution.

There are two types of Restorative Meetings, Restorative Conversations (4.5) and Restorative Conferences (4.6). All Restorative meetings are recorded using a [Summary of Restorative Meeting](#)

4.5 Restorative Conversations

For less-serious concerns, *Restorative Conversations* can be used to restore relationships between community members. In addition to the aforementioned characteristics, Restorative Conversations should be:

- Casual and calm
- In the 'light of day'
- Can happen in the playground, the classroom door etc.

4.6 Restorative Conferences

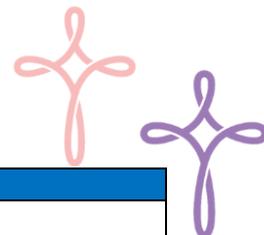
If the behaviour concern is more serious, or this is an emerging pattern of behaviour, a Restorative Conference may be more appropriate. Restorative Conferences should:

- Have a facilitator
- Each person spends time preparing
- Each person may have a support person.
- Take place in a formal context (e.g. meeting room or office)

4.7 The Ignatius Room

Ignatius is Edmund Rice's religious name. The word comes for 'ignite' and, as such, the Ignatius room is about reigniting the passion of learning and The Joey's Way. At St Joseph's College, the Ignatius Room is a space for resetting and reflecting and eventually re-engaging in learning. In the event that student is demonstrating behaviour that does not embody The Joey's Way, the teacher will take the following steps:





| Step 1: Planning | |
|---|---|
| The teacher plans an engaging and deliberate lesson with clear learning intentions and success criteria for learners. | <p>This looks like:</p> <ul style="list-style-type: none">- Using curriculum guidance to develop learning intentions and ensure relevance of topic.- Collaborating with colleagues to plan for maximised learning, including utilisation of relevant data.- Utilising of a range of high-effect pedagogies- Evaluating the impact on learners. |

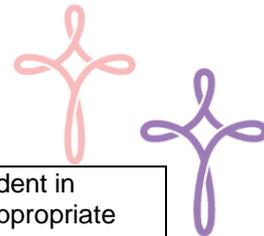
| Step 2: Managing | |
|--|--|
| The teacher uses classroom management techniques to help the student to live out The Joey's Way. | <p>This looks like:</p> <ul style="list-style-type: none">- Checking in with student, differentiating work, incentivising positive behaviour, proactive communication with parents/carers.- Establishing a relationship with students, be relentless in your care and advocacy, interact with genuine care and connection, provide breaks from tasks, provide a safe space (not time out or punishment), use of ritual and routine, individual work area, consider where the student's desk is situated, be consistent, reinforce safety and minimise triggers. |

| Step 3: Communicating | |
|--|---|
| The teacher notifies the student that continuation of behaviour will lead result in a referral to the Ignatius Room. | <p>This looks like:</p> <ul style="list-style-type: none">- Calmly, discreetly speaking with student about their behaviour.- Conversation should include 3 questions to student<ol style="list-style-type: none">i) "What are you doing?"ii) "What should you be doing?"iii) "What will my response be if you continue to behave in this way?" |

| Step 4: Referring | |
|--|---|
| The teacher removes the student from the class to the Ignatius Room. | <p>This looks like:</p> <ul style="list-style-type: none">- The teacher contacts the Ignatius Room and advises them of the student they are sending.- The teacher completes a Ignatius Room Referral form. On the referral form, the teacher indicates whether restoration of the relationship is possible during the lesson. Ignatius Room Referral Form- The student completes a Joey's Way reflection form while supervised in the Ignatius Room.- Information about the referral is recorded by the supervising staff member in the Ignatius Room. |

| Step 5: Restoring | |
|---|--|
| At the earliest appropriate time, the teacher and the student engage in a restorative meeting to repair the relationship and establish an agreement for the future. | <p>This looks like:</p> <ul style="list-style-type: none">- The student completes a Joey's Way reflection form depending on the nature of the indiscretion.- The student must complete this reflection form (including having it signed by a parent or guardian) before returning to the classroom.- The referring teacher will have indicated whether a Restorative Conversation or a Restorative Conference is most appropriate. |





| | |
|--|--|
| | <ul style="list-style-type: none">- If necessary, school staff can assist the student in ensuring to restore the relationship at the appropriate time. |
|--|--|

4.8 Student Mentoring

The purpose of mentoring is to create positive teacher and student relationships that are integral in promoting and improving student wellbeing, learning and retention. A mentoring relationship is different to a teaching relationship. It addresses matters relevant to the student that go beyond the curriculum. It provides an opportunity for students to have regular contact opportunities and to be connected to existing supports already offered at St Joseph's College. By being a part of the Mentoring program we hope that students will have improved learning behaviours, more motivation to learn, improved attendance at the College and a decrease in management issues.

Eligible students are referred to their relevant Pastoral Care teacher and House Leader to determine whether the student is at-risk of academic, social, emotional and behavioural failure due to challenging behaviours. The Mentoring program will provide targeted strategies for the student and may include intervention programs, involving support and specialist staff.

Relevant information will be kept on the online management system, Sentral, where staff have access to the behaviour identifications, mentoring goals and check-in record of each student

4.9 Anti-Bullying Processes

Bullying in any of its forms has no place at St Joseph's College. All members of our school community must be able to enjoy a safe school environment, free from fear or harassment.

At St Joseph's College, we define bullying as the utilisation of a power imbalance by one person or group of people to oppress another student. A power imbalance can be on the basis of age, physical size, capability in a particular activity, social status or number of people. Bullying includes, but is not limited to physical bullying, emotional bullying, psychological bullying, racial harassment or sexual harassment.

If a student believes they or a peer is being bullied, they can take the following steps:

1. If it safe to do so, calmly ask the person to stop the behaviour that is making them threatened.
2. Report the bullying to a trusted adult, this can be a parent, guardian or a staff member.
3. Report the bullying via Stymie, an anonymous reporting platform (see section 4.7)

If bullying is reported to the college, we will take the following action:

1. Manage the situation discreetly and recorded on our database.
2. Offer support to the victim of bullying
3. Investigate the incident using witness testimony and surveillance cameras where applicable.
4. If necessary, utilise a formal sanction according to our [Transgressing The Joey's Way Compendium](#)
5. If appropriate, the College may invite relevant students to partake in a Restorative Conference.

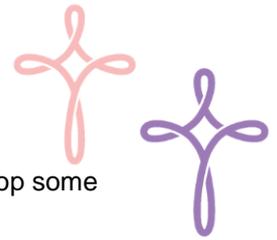
4.10 Student Behaviour Monitoring

Student behaviour monitoring forms can be used to re-engage students who may be at risk of disengaging from their learning. A student's House Leader may choose to pursue this action in partnership with the student and their family. The goal of behaviour monitoring forms is for students to have regular conversations with teachers about their learning behaviours. At St. Joseph's College, formal behaviour sanctions are not linked to the outcomes of behaviour monitoring forms.

The process for utilising a behaviour monitoring form is as follows:

1. The House Leader observes a pattern of classroom behaviour that needs to be addressed





2. The House leader consults with the student in question and their family to develop some learning-focussed goals.
3. The student collects the monitoring form at the commencement of each day.
4. The student requests teacher feedback at the conclusion of each lesson around three goals outlined on the form.
5. The student takes the form home each evening to obtain a parent or guardians signature
6. The student returns the completed form to the house leader.

Behaviour monitoring forms are photographed and stored digitally on our *Sentral* database.

4.11 Suspension or Exclusion of Students

In cases of incidents that seriously contravene The Joey's Way, the College may suspend or exclude a student. Suspensions may be both internal (supervised at school but away from peers) or external (away from school). In all cases, parents or guardians will be notified of a student's suspension. Suspensions should also be followed up by a re-entry meeting with the student, a guardian and the relevant house leader.

A decision to exclude a student from St Joseph's College is made by the college principal in consultation with the Toowoomba Catholic Schools Office.

All processes are guided by the [Toowoomba Catholic Schools Office Formal Student Behaviour Sanctions Procedure](#)

4.12 Truancy

St Joseph's College defines truancy as a deliberate choice of a student to be absent from class without mitigating health concerns. If the College becomes aware that a student is not in the required area, we will i) contact the parent to inform them and ii) if necessary, contact police to report a missing student.

4.13 School Refusal

St Joseph's College utilises up to date research in the area of school refusal and acknowledges that it is often a complex problem with complex solutions. In all cases, St Joseph's College acknowledges that parents and guardians are best placed to ensure their child's attendance at school. Staff at St Joseph's readily support parents and guardians in their efforts to ensure their child attends school and can work to connect them with external support services as necessary.

Section 5: Reference List

Sharratt, L. and Fullan, M., 2012. *Putting Faces On The Data*. Thousand Oaks, Calif: Sage.

George, G., 2015. *Just Relationships: Restorative Practices In A Catholic School*. [online] RP for Schools. Available at: <<http://www.rpforschools.net/contact-us.html>> [Accessed 5 October 2020].

