Student Engagement Procedures

(Note: Sections of the procedure that may be impacted by legislative change are indicated with a *)

1. Scope (audience and applicability)

This procedure document applies to employees of the Department of Education (DoE): in particular those providing early childhood education and care programs and staff working with students in Kindergarten to Year 12 or equivalent.

2. Purpose

This procedure document provides a consistent approach to the provisions made by schools to engage their students, including the establishment, implementation and monitoring of re-engagement programs. It outlines the operational requirements that will ensure alignment with the Education Act and current DoE priorities as well as compliance with required statutory processes. It should be read in conjunction with the Student Engagement and Retention Policy document.

3. Definitions

Engagement with education: includes three interrelated components: cognitive, behavioural and emotional.

- Cognitive engagement relates to students' investment in learning and is reflected in their intrinsic motivation and self-regulation.
- Behavioural engagement refers to students' participation in education, including the academic, social and extracurricular activities of the school. It is reflected in their attendance and adherence to behavioural expectations.
- Emotional engagement encompasses students' emotional reactions in the classroom and in the school. It is reflected in the relationships they have with their peers and teachers and their sense of belonging and connectedness.

Engagement provisions: Educational provisions directed at engaging students can be thought of as a continuum from 'Tier 1' universal provisions, directed at engaging every student in all schools, through to 'Tier 4' re-engagement programs, directed at a few students who have disengaged from education and who require specialised support to keep educational pathways open to them. *(Acknowledgement: The 'Tier' terminology and structure has been adapted for the Tasmanian context, from http://www.education.vic.gov.au/Documents/school/principals/participation/reengagementpathways.pdf *)

Disengagement from education: is when one or more of the above three components of engagement becomes compromised for a student. Students are at risk of disengagement from education when life circumstances, school experiences and/or behaviours interfere with any or all of these components.

Re-engagement Program: is an educational provision designed to accommodate the cognitive, behavioural, and/or social-emotional needs of students who have disengaged from education, with the goal of rebuilding their engagement with learning and restoring positive relationships.
4. Procedure Details

Successful engagement with education has important implications for students’ retention at school and level of educational attainment. Students can become disengaged from education for a variety of reasons both internal and external to the school environment.

External factors can include: the impact of trauma, family breakdown, acting as a care giver in the family, homelessness, poverty, mental health issues, substance abuse and conflict with the law.

Factors within the school environment can include things that threaten students’ wellbeing such as bullying or discrimination; factors that damage their connectedness with school such as lack of peer friendships or negative relationships with teachers and factors that undermine their ability to achieve academic success such as low expectations, poor self-efficacy, or learning programs or pedagogy that doesn’t meet their needs.

Some students indicate their level of engagement through observable signs such as their behaviour, attendance or performance at school. These can be measured and recorded and provide data that is an important indicator of engagement and dis-engagement. However, research indicates that there is a significant proportion of students who are quietly and passively disengaged from learning. These students are behaviourally compliant and do enough work to sit above minimum standards, so their disengagement may not be indicated in data analysis. However, they may be disengaged to such an extent as to fall well short of reaching their full potential.

Schools, in partnership with families, have responsibility for the engagement of each student so that they continue to learn and reach their full potential. School staff are to work pro-actively to ensure that the school culture, structures, programs and processes are inclusive of all students and conducive to effective, engaged learning. Schools are also to provide support and strategies to ameliorate the impact of external factors where possible.

4.1. Data

Schools are to make use of data, from a range of sources, that gives an indication of students’ level of behavioural, emotional and cognitive engagement and to identify early signs of disengagement. All staff are to use online tools, such as the Student Support System (SSS) and the Education Information system (edi) to record, access and analyse student data to inform their own practice and refer students for support as needed.

4.2. Professional learning

School leaders, teachers, professional support staff and those working in Tier 3 and 4 re-engagement programs (see section 4.4) are to engage with the professional learning they require to make effective use of data and ensure successful implementation of the provisions made to maximise student engagement.

4.3. Personalised Learning Plans (PLP)

All students who engage with Tier 3 and 4 re-engagement programs (see section 4.4) will work with their family and relevant staff to develop a PLP that complies with the DoE Learning Plan Procedure and that reflects the student’s input and valued outcomes.
4.4. Provisions

The provisions that are made to support student engagement can be described by a 4 Tier model that meets a continuum of needs.

Tier 1-3 provisions are initiated and managed within schools while Tier 4 programs are managed by Learning Services and are located in the community.

4.5. Tier 1: Tier 1 provisions are the universal, inclusive provisions that form the foundations for engagement of all students. They include the programs, processes and systems a school implements to maximise the engagement of every student in every class, including those who might otherwise passively disengage.

Tier 1 provisions include:

- Evidence-based, curriculum-aligned learning programs and flexible, coherent pathways that maximise attainment
- Effective, differentiated pedagogy that matches students’ needs, reflects their interests and develops their strengths
- Consistent, school-wide positive behaviour strategies and inclusive practices that support respectful relationships for all
- Effective systems for data collection and analysis to proactively identify the need for interventions and referral of students for support to maintain engagement
- Processes and programs that enable educators to work collaboratively with families (and professional support teams as needed), to maximize each student’s attendance, participation, engagement and retention
- Processes and programs that support students and their families at points of transition between the stages of school.

4.6. Tier 2: Tier 2 provisions are targeted, responsive interventions that provide extra support in the academic, social and/or emotional domains in response to students’ needs, as indicated by data. Their purpose is to maintain engagement in students who may be at risk of disengaging.

Tier 2 provisions include:

- Making curriculum adjustments that provide students with knowledge, skills and understanding that increases their capacity to engage with learning
- Developing students’ sense of agency over their own learning
- Addressing specific behavioural, motivational and relationship issues
- Addressing identified environmental barriers to learning and engagement
- Partnering with families to enhance learning and provide extra support at times of transition between schools and between phases of schooling as needed, including year 10 to years 11 and 12.*

4.7. Tier 3: A tier 3 re-engagement program is a school managed program whose purpose is to enable students who have become disconnected, to re-engage with mainstream schooling. It will involve working through the personalised learning planning process (PLP) with each student to support a transition to a positive perception of the value of school and of their capacity to learn and benefit from it.

A Tier 3 program is developed in response to an identified need, as part of the School Improvement Planning process. Where data indicates that the level of disengagement is high for a
cohort of students and the adjustments required to meet their needs are significant enough to warrant a personalised learning program, a Tier 3 program may be appropriate. An implementation plan for a Tier 3 program is to be developed with support from the Principal Network Leader. It will include consideration and planning for any risks that may arise due to the nature of the program and its location on the school campus. The information contained in the DoE Duty of Care Procedure (and the documents to which it refers that are relevant to the program), and the Legal Issues Handbook, should be used to ensure compliance with relevant processes and documentation. The risks planned for should include: management procedures to ensure effective duty of care for students; emergency procedures; parent access; travel arrangements for students; access to facilities out of school hours; and staff/student safety, health and well-being.

Tier 3 programs are to include:

- Working with each student, their family and professional support staff as needed, to develop a PLP that builds on their interests, skills and values identified in My Education Online. The PLP must identify key outcomes and interventions that address their cognitive, behavioural and emotional needs and ensure the student’s entitlement to engage with the relevant curriculum framework. It may also describe aspirations and pathways for the future.
- Gaining approval for part time enrolment where applicable.
- Providing a learning environment that removes barriers to learning and works to build trust and a sense of belonging for all students.
- Using a range of tools and strategies to identify where students are up to in their learning, detect gaps and misunderstandings and plan next steps towards the identified learning goals.
- Providing evidence-based teaching methodologies and curriculum-based content that enables students to progress in their learning.
- Implementing strategies to develop students’ social and emotional competence.
- Challenging deficit views and providing learning to build skills, self-efficacy and intrinsic motivation.
- Planning and implementing a graduated return to mainstream classrooms to build on students’ Tier 3 program learning and setting them up for success. It is to include identifying supportive adjustments and/or professional learning for the students’ receiving teacher/s.

4.8. Tier 4: Tier 4 re-engagement programs are managed by Learning Services and are located in the community. The programs are designed to re-frame students’ perceptions of learning, re-negotiate its value to them and re-establish productive working relationships.

Tier 4 programs will:

- Through the PLP process, work with the student and their family/stakeholders and professional support staff to identify options and set valued goals. The PLP must ensure their entitlement to engage with quality curriculum, as described in the Australian Curriculum or VET and TASC accredited courses, and describe clear pathways for the future.
- Gain approval for part time enrolment where applicable.
- Facilitate a learning environment that supports the development of learning, social and emotional skills that enable the development of positive relationships and to meet high expectations.
• Work with each student to identify their learning needs and strengths as well as their interests and aspirations to tailor a personalised learning program that enables them to make progress in their learning.
• Provide support that enables each student to develop a positive perception of their own learning capacity and to build their intrinsic motivation.
• Support students’ aspirations by acknowledging and building on their progress, framing challenges as learning opportunities and celebrating success.
• Work towards re-engaging student with Tier 3 program at their home school whenever possible, with a view to transitioning back to mainstream learning.

Tier 4 re-engagement programs must implement an operational plan that is approved by the Learning Service, to receive funding. If the program involves a partnership with an external organisation with appropriate expertise, it must comply with the Partnering with External Organisations policy and associated procedures.

Students who are deemed ‘inactive’ through the school census protocols are referred to Learning Services for participation in a Tier 4 re-engagement program and their associated resource is transferred to the Learning Service. Students may be referred (only by the school principal) to a Tier 4 program outside of this process when other school managed options have not been successful. In such cases the school must provide funding on a pro rata basis from the School Resource Package to support their students’ participation.

All students participating in Tier 4 re-engagement programs are to remain enrolled at their referring/ home school. Tier 4 program managers must ensure that attendance and reporting requirements (as outlined in the relevant policy and procedures) are complied with for all participating students.

A member of the referring school’s leadership team is to take responsibility for being the identified school liaison person for the Tier 4 re-engagement program.

5. Roles and Responsibilities

Meaning of "must", "is to" and "may"

(a)the word "must" is to be construed as being mandatory; and
(b) the words "is to" and "are to" are to be construed as being directory; and
(c) the word "may" is to be construed as being discretionary or enabling, as the context requires.

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<tr>
<th>The Department of Education is to:</th>
<th>1. Provide data collection and analysis tools that enable early and on-going identification of student disengagement.</th>
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<td>2. Provide support, resources and professional learning for staff that enables them to provide inclusive, responsive education for all students, while being proactive in the targeted prevention of disengagement.</td>
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<td>3. Provide support, resources and professional learning for school staff involved with re-engagement provisions.</td>
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<th>Learning Services General Managers are to:</th>
<th>1. Evaluate and approve the operational plans and associated funding of Tier 4 re-engagement programs.</th>
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<td>2. Nominate a co-ordinator to oversee the governance and administration of Tier 4 re-engagement programs.</td>
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<td>3. Facilitate appropriate staffing for Tier 4 re-engagement programs.</td>
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# Principal Network Leaders to:

1. Support principals to ensure their school structures, processes and programs are inclusive of all students and designed to maximise their engagement, retention and attainment.

# Principals are to:

1. Ensure that their school is making Tier 1, 2 and 3 provisions for students to maximise their engagement professional learning is provided as required to achieve quality programs and effective practice.
2. Establish responsibilities and processes for the input and analysis of data to enable early detection of disengagement.
3. Ensure systems are in place to refer students to Tier 2, 3 and 4 provisions and support as required.
4. Ensure Tier 3 programs use evidence-based practices, relevant curriculum frameworks, report using SARIS and use evaluation processes to assess their impact.
5. Co-ordinate the development of effective PLPs for all students who participate in Tier 3 programs.
6. Nominate a school liaison person for students engaged in Tier 4 programs.*

# Managers of Tier 4 Re-engagement programs are to:

1. Develop and implement an operational plan for the program and ensure its effective and efficient operation.
2. Ensure programs use evidence-based practices, relevant curriculum frameworks and rigorous evaluation processes to assess their impact.
3. Ensure that program evaluation tools and processes are in place and outcomes are reported on in the annual report.
4. Facilitate the development of an effective PLP for all participating students.
5. Ensure that DoE enrolment, registration, attendance and reporting processes are carried out as specified in the relevant procedures.
6. Ensure clear and effective communication between program staff and their referring schools through the nominated liaison person.*

# Teachers are to:

1. Proactively build their understanding of their students to enable the development of positive, supportive relationships
2. Create engaging and innovative learning opportunities and use responsive pedagogies to meet their students’ diverse needs.
3. Facilitate a classroom culture that values diversity and actively supports the inclusion of all students.
4. Notice and report (using SSS) signs that a student may be disengaging from education.

# Families are to:

1. Ensure their child attends school each day and notify the school of circumstances that may compromise their child’s ability to be engaged with education.*
2. Be actively involved whenever possible to work in partnership with their child’s educators to support their learning and ensure their child is actively engaged.

# Learners are to:

1. Work collaboratively with their teacher/s, family and others to engage with education to learn and develop their personal values, strengths and aspirations to reach their full potential.
6. Risk Management

Risk associated with compliance with this policy is managed by the Deputy Secretary Learning.

7. Associated Documents and Materials

This procedure document should be read in conjunction with the DoE Student Engagement and Retention Policy (TASED-4-3059).

The following documents are available from www.education.tas.gov.au (Search for the Doc ID)

- Student Engagement and Retention Policy (Doc Id: TASED-4-3059)
- Curriculum in Tasmanian Schools K-12 Policy (Doc Id: TASED-4-1145)
- Enrolment, Attendance and Participation Policy (Doc ID: TASED-4-1212)
- Learner Wellbeing and Behaviour Policy (Doc ID: TASED-4-1734)
- Assessment and Reporting Policy (Doc Id: TASED-4-1143) and Procedures (TASED-4-1144)
- Partnering with External Organisations Policy (Doc Id: TASED-4-4947) and Procedures (Doc Id: TASED-4-4948)
- Learning Plan Procedure (Doc ID: TASED-4-0000)
- School Attendance Procedures (Doc ID: TASED-4-1214)
- Census Protocols Tasmanian Government Schools (Doc ID:TASED-4-4526)
- Respectful Schools and Workplaces framework
- Respectful Schools Respectful Behaviour Resource
- School Enrolment Procedures (Doc ID: TASED-4-1215)
- Year 6 into Year 7 Transition: Best Practice Resources (Doc Id: TASED-4-3020)
- Year 10 into Year 11 Transition: Best Practice Resource (Doc Id: TASED-4-3015)
- Retaining and Supporting Pregnant and Parenting Students Guidelines (Doc ID: TASED-40000)
- LIFT Procedures and ABC Family Engagement
- CFC Strategic Plan

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