

Student Engagement Procedure

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1. Purpose

This procedure applies to employees of the Department of Education (DoE) and outlines the requirement that all staff working with children and young people from the early years to Year 12 take responsibility for ensuring optimal levels of engagement.

This procedure supports the intention of the [Education Act 2016](#) and the [Training and Workforce Development Act 2013](#).

2. Overview

These procedures outline the expected, consistent approach to engagement provisions delivered in educational settings to engage learners. This includes the establishment, implementation, and monitoring of Tier 1 to 4 engagement provision/s.

It outlines the operational requirements that will ensure alignment with the [Education Act 2016](#) and current DoE priorities, as well as compliance with statutory requirements. It should be read and enacted in conjunction with the [Student Engagement Policy, Approach to Student Engagement \(staff only\)](#) and [Planning for Improvement – Inclusive Practice \(staff only\)](#).

3. Roles and Responsibilities

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

- the word "must" is to be understood as being mandatory
- the words "are to" and "is to" are to be understood as being directory
- the word "may" is to be understood as being discretionary or enabling.

3.1 Principals:

- must ensure that they have effective Tier 1, 2 and 3 provision to maximise learner engagement.
- are to use the [Student Engagement Guide \(staff only\)](#), a resource within [Planning for Improvement – Inclusive Practice \(staff only\)](#), to inform whole school provision.
- are to provide ongoing, evidence-based professional learning to inform quality teaching practice and effective tiered intervention.
- are to establish an inquiry cycle to identify learners at risk of disengaging and evaluate the effectiveness of ongoing actions.
- must ensure processes are in place to target interventions for learners that require additional support through tiered provision.
- must ensure Tier 3 provision is evidence-based, is aligned to the [Australian Curriculum Framework \(ACF\)](#), [Vocational and Educational Training \(VET\)](#) and/or [Office of Tasmanian Assessment Standards and Certification \(TASC\)](#) and Accredited courses and uses [SARIS frameworks](#) to report.
- must coordinate the development of Learning Plans (LP) for all learners accessing a Tier 3 provision.
- are to nominate a school liaison person for learners engaged in Tier 4 provision.
- must enable the re-engagement of learners identified by Tier 4 Program Leaders, as ready to transition to the home/referring school/college.

3.2 Leaders of Tier 4 engagement provision:

- must develop and implement Improvement and Operational plans with ongoing measurement of their effectiveness and efficiency.
- must ensure the provision is evidence-based, uses relevant curriculum frameworks and rigorous evaluation processes.
- must provide an annual report utilising system identified measurement and evaluation tools, including the [Student Engagement Matrix](#), [Progressive Assessment Test \(PAT\)](#) and the [Australian Curriculum, Assessment and Reporting Authority \(ACARA\) Literacy and Numeracy Progressions](#).
- must facilitate the development of an effective LP for all participating learners.
- must ensure that DoE enrolment, attendance and reporting processes are carried out as specified in the relevant procedures.
- are to ensure clear and effective communication with learners' home/referring schools through the nominated person.
- are to facilitate authentic engagement with the learner's family.

3.3 School Support and Wellbeing Team (SWT):

- must be established in each school. The Team requires an identified Support and Wellbeing Lead. Teams should include staff with a broad range of expertise including school leadership, professional support staff, support teachers, school health nurses, teachers, school chaplain etc and must act in accordance with the [Student Engagement Policy](#).
- ensure members understand and reflect the diverse needs of students.
- meet regularly (e.g. minimum twice each school term) with a clear agenda that ensures relevant staff are invited.
- have the knowledge and understanding to access non-school based teams and outside agencies for advice and support (e.g. Learning Services, Inclusion and Diversity Services; GETI; Aboriginal Education Services; Child Safety Services; NDIS, Advice and Referral Line, Working It Out).
- collaboratively manage student support processes including positive behaviour support, care team management, learning plans and NCCD/Tasmanian Disability Educational Funding and individual trauma funding.
- use appropriate information and data (e.g. professional support staff reports and recommendations, learning plans, Wellbeing Assessment Tool, Planning for Improvement – Inclusive Practice to assist in identifying the most appropriate support and/or service for a student's needs).
- ensure the school places a high priority on student support (e.g. positive behaviour, educational adjustments) and wellbeing (e.g. mental health).
- work collaboratively to achieve learning support and wellbeing outcomes for all students.
- develop strategies to establish wrap around support for vulnerable students, including updating Learning Services Student Support as required.
- share information, supports and capacity building with teaching staff.
- co-ordination of case management for students.
- ensure the responsibilities of support staff are understood and enabled (e.g. the role of support teachers to build teachers' capacity to provide appropriate educational adjustments for students with a disability)

- ensure appropriate systems records management (e.g. SSS)
- analyse the school's data (e.g. NCCD, attendance, Student Wellbeing Survey) and use the findings to inform planning

3.4 Teachers:

- are to create an inclusive culture enabling positive, supportive relationships with all learners.
- are to provide innovative and inclusive learning opportunities to engage all learners.
- are to support learners' wellbeing through the [Wellbeing Domains](#).
- are to actively intervene for identified at risk learners.
- are to identify, record and refer to the school's SWT, learners requiring Tier 2 or 3 intervention.
- are to work in authentic partnerships with families to maximise access, participation and engagement of each learner.
- are to engage in evidence-based professional learning that supports targeted interventions and flexible provision.
- are to work in partnership with the school's SWT to develop an approved LP for learners accessing flexible provision. The LP must reflect student agency and their valued outcomes.

4. Related policies

- [Attendance Policy and Procedure](#) (Staff Only)
- [Enrolment Policy](#) (Staff Only)
- [Partnering with External Organisations Policy](#)
- [Respectful Student Behaviour Policy](#) (Staff Only)
- [Retaining and Supporting Pregnant and Parenting Students Policy](#)

5. Related procedures

- [Census Protocols Tasmanian Government Schools](#) (Staff Only)
- [Enrolment Procedure](#) (Staff Only)
- [Learning Plan Procedure](#)
- [Partnering with External Organisations Procedure](#)
- [Respectful Student Behaviour Process: Requirements for Implementation](#) (Staff Only)
- [Student Engagement Procedure](#)

6. Supporting information/tools

- [Approach to Student Engagement](#) (Staff Only)
- [Belonging, Being & Becoming: The Early Years Learning Framework for Australia](#)
- [Department of Education Assessment Strategy 2020-2023](#) (Staff Only)
- [Our Approach to School Improvement - Learning Intranet Page](#) (Staff Only)
- [Pedagogical Framework](#)

- [Planning for Improvement – Inclusive Practice \(Staff Only\)](#)
- [Respectful Schools and Workplaces Framework](#)
- [Respectful Schools Respectful Behaviour: Building Inclusive Practice in Schools](#)
- [School Support and Wellbeing Team Guidelines and Resources \(Staff Only\)](#)
- [Student Engagement Guide \(Staff Only\)](#)
- [Systematic Curriculum Delivery: A guide for school leaders and teachers](#)
- [Tier 4 Referral Form \(Staff Only\)](#)

7. Legislation

- [Education Act 2016](#)
- [Training and Workforce Development Act 2013](#)

8. Definitions

Engagement

Includes three interrelated components: cognitive, behavioural and emotional.

- Cognitive engagement relates to student's investment in learning and is reflected in their intrinsic motivation and self-regulation.
- Behavioural engagement refers to learners' participation in learning through attention, effort and persistence. This is inclusive of academic, social and extracurricular school and community activities. It is reflected in their attendance and adherence to behavioural expectations.
- Emotional engagement encompasses learners' emotional reactions in the classroom and in the school community. It is reflected in the relationships they have with their peers and teachers and their sense of belonging and connectedness, curiosity and interest.

Tiered provision

Provision directed at effectively engaging learners can be thought of as a continuum from 'Tier 1' universal provision, designed to engage every learner, through to 'Tier 4' re-engagement provision. Tier 4 is designed to re-engage the small number of learners who require additional specialised support to successfully access and participate in purposeful educational pathways. Tier 4 provision is overseen by Learning Services and located within one of the tier 4 nominated sites and the community. (Refer to Student Engagement Policy).

Tier 1: Applying the key elements of the Approach to Student Engagement forms the foundations for engagement of all learners. By focusing on belonging and strong relationships, positive school culture, quality teaching for learning and student voice and agency students will be better equipped to engage in their learning.

Tier 1 provision includes:

- Access and participation to evidence-based, curriculum-aligned learning programs and flexible, coherent pathways that maximise success.
- Effective, differentiated pedagogy that meets learners' needs, reflects their interests and develops their strengths.
- Consistent approaches with positive behaviour strategies, trauma informed and inclusive practices that support respectful relationships for all.

- An effective Professional Learning Community for reviewing data and identifying and responding to learners' needs for in class interventions.
- Effective systems for data collection and analysis to proactively identify the need for interventions and referral of learners for support to maintain engagement.
- Processes and strategies enabling educators to work collaboratively and authentically with families (and professional support teams as needed), to maximize each learner's attendance, participation and engagement.
- Clear and well-resourced strategies and processes that support the learner and families at key transition points.

Tier 2: Learners are identified early and supported by staff through targeted, timely interventions. These interventions are supplementary to the Approach to Student Engagement and provide additional opportunities for learners to practice and learn the knowledge, skills and understanding, to engage in classroom learning.

Tier 2 provision includes:

- Explicit evidence-based strategies that support learner engagement.
- Maximising authentic partnering between educational settings and families to support the learner.
- Increased structure and task scaffolding with explicit feedback.
- An established inquiry process to target evidence-based interventions.
- A consistent, documented and appropriately resourced approach to tiered intervention across the setting.
- Providing expert support for learners within the identified domains including behavioural, motivational and relational interventions, utilising professional support staff where appropriate.
- Actions that support the learner to overcome or minimise barriers to their wellbeing, engagement and learning.
- Additional strategies and processes implemented to support the identified learner and families at key transition points.

Tier 3: Learners are identified as being at significant risk of disengaging, have access to flexible school-based provision/s with the explicit purpose of engaging or re-engaging with learning.

Effective schools utilise Tier 1 and 2 provision/s to maximise learners' engagement and minimise the number of those requiring access to Tier 3 provision. Tier 3 provision provides a range of flexible, personalised learning opportunities that are clearly documented in LP's. An individual's provision is contextualised and developed in collaboration with the learner, their family and a multi-disciplinary team. School wide practices are underpinned by the Approach to Student Engagement.

Tier 3 is an evidence based, flexible provision that includes:

- Learning Plans that identify key outcomes and interventions addressing the learner's cognitive, behavioural and emotional needs that are aligned to the learning goals and relevant curriculum frameworks.
- Implementing strategies, including therapeutic support, to develop the learner's social and emotional capability.
- Learning goals with a strong literacy and numeracy focus.
- Purposeful learning that is authentic, contextual and intellectually challenging.
- Frequent formative assessment that is shared with the learner, their family and informs the LP.
- Clear and documented pathways identifying academic, wellbeing and vocational goals underpinned by clear roles and responsibilities and effective processes.

- Timetables that are tailored and responsive to the learner's strengths, interests and needs and provide the opportunity for intensive support. These may include multiple entrance points, innovative engagement strategies, vocational learning and micro-credentialing.
- A learning environment that fosters positive relationships and overcomes or minimises barriers to engagement. Relationships are focused on building trust, feeling connected and valued, and a having a sense of belonging.
- Staff demonstrating unconditional positive regard for all learners and have or are developing expertise in flexible provision, behaviour support and trauma informed practice.
- Supporting learners to develop a sense of agency, aspiration, resilience and self-efficacy.
- Planning and implementing a graduated re-engagement to mainstream education and/or training.
- Part time enrolment as required.

Tier 4: Learners are supported through a re-engagement provision that is designed to ensure that every young person engages in learning to successfully pursue life opportunities. All learners participating in Tier 4 engagement provision must remain enrolled with their home/referring school. *Learners referred to a tier 4 provision are funded, on a pro rata basis, from the home/referring School Resource Package to support their access, participation and engagement. This includes any Educational Adjustment support funding.*

Tier 4 provision includes:

- A school Referral Process to the Learning Services management committee which includes the learner's current LP and establishes an ongoing partnership between the learner's home/ referring school and the provision.
- Social and emotional needs prioritised to enable an environment of trust and mutual respect to be established with the learner. The learner's needs are addressed through the intentional implementation of evidence-based therapeutic supports and practices.
- A multidisciplinary team with appropriate expertise and skills using a wraparound approach to support learners.
- A comprehensive LP that is collaboratively established with the learner, their family and the home/referring school which includes a clear and negotiated communication process.
- Learning opportunities designed with a strength-based approach and informed by the learner's interests and through authentic input.
- Celebration and acknowledgement of learner's participation and achievements.
- A comprehensive personalised pathway with wellbeing and education/vocational goals aligned to the ACF, VET and/or TASC accredited courses and communicated with all stakeholders.
- The referring/home school's leadership team taking ongoing responsibility for the enrolment, regular communication and maintaining connection with the learner to facilitate transition pathways. This includes collaboratively identifying anticipated timeframes and strategies required to re-engage learners with mainstream education and/or training.

**Acknowledgement: The 'tier' terminology and structure has been adapted for the Tasmanian context, from <http://www.education.vic.gov.au/Documents/school/principals/participation/reengagepathways.pdf>*

Authorised by: Director, Student Support

Contact: learning.services@education.tas.gov.au or 03 61656466

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