

This policy is compatible and compliant with The Brotherhood of St Laurence – High Street Centre Frankston, Victorian Registration and Qualifications Authority (VRQA) and the broader Brotherhood of St Laurence policies.

Please refer to the Behaviour Management Policy.

Policy background and purpose

The David Scott School builds a culture that supports and values the participation of students in the school community by developing structures that support student's participation in the school's key systems and processes to ensure that planning and service delivery takes account of student's needs and rights.

Many students come to the David Scott School after having negative experiences of schooling, and/or long-term disengagement. Evidence strongly indicates that the state of 'engagement' is vulnerable, and susceptible to the influence of a range of external and personal factors.

The David Scott School will enact and implement strategies to promote participation and empowerment of students by way of:

- Consultation – student views are taken into account and the information students provide is given recognition and value (whether volunteered or sought by teachers and staff)
- Deciding Together – students are involved in decision-making whereby students and staff discuss their views, identify options and make a decision together, allowing students to have access to appropriate resources to aid their decision making. Adults are most likely to implement any decisions to engender student empowerment.
- Acting Together – students share power and responsibility for decision-making: students and adults decide together and take action to implement the decision together.
- Supported – students make their own decisions and carry out the actions with the support of adults. This may still be in a framework of adult structures, processes and resources however the participation of the student is the key factor.

Policy

Engagement is dependent upon all students and staff members enjoying the rights to be safe, to be healthy, to be happy and to learn. Establishing and protecting these rights requires all students to consistently and equally uphold a number of key responsibilities, as identified in the table below:

Framework

- Provide a safe and supportive learning/ working environment
- Provide staff with opportunities for critical reflection and support
- Respect and promote the views of staff and students
- Provide opportunities for celebration and relaxation
- Provide staff with ongoing and specialised Professional Development opportunities

Staff

- Respect the complex life circumstances of students
- Provide a safe and comfortable learning environment

Student Engagement Policy

- Promote the agency of students
- Respect and promote the views of students and staff members
- Be responsive in providing tailored learning assistance
- Provide opportunities for celebration and relaxation
- Provide students with curriculum that is engaging, relevant and responsive
- Provide personalised learning through ILPs
- Engage with family members and student support networks

Students

- Respect the diversity and complexity of the student cohort
- Treat the staff and premises respectfully and responsibly
- Respect and promote the views of fellow students and staff members
- Engage in extra-curricular activities
- Respect their own and their peers right to learn
- Asking for help when required
- Engaging with peers and staff respectfully

Every student has unique goals, talents and needs, and we consider it our responsibility to provide an educational offer that is both individually engaging and socially empowering for all students. To make sure that students have the best opportunity to engage in their studies, structured and considered preventative strategies are required.

These include:

- The provision of Personalised Learning and Individual Learning Plans that connect learning to personal goals and aspirations
- A flexible learning environment that is responsive to student difference and special need
- Opportunities for extracurricular activities and vocational training to provide 'real world' experiences
- Responsive and relevant curriculum delivery that builds the skills students need to engage with the worlds of work, further education and the broader community

Scope

All Staff and Students

Threat to engagement	Strategies	How is this preventative?
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<p>History of negative school experiences and 'failure' as a student</p>	<ul style="list-style-type: none"> • Personalised learning programs including Individual Learning Plans • Small class sizes and key mentor teachers • Dedicated time to relationship-building with peers and staff members 	<p>By meeting the student 'where they are at' and working at a comfortable pace, these strategies create a calm and consistent learning environment that values student diversity and voice.</p>
<p>Limited understanding of the body and mind and how to create a healthy physical and mental body</p>	<ul style="list-style-type: none"> • Health Promotion whole-site strategy • Life Skills curriculum • Opportunities for student-led research, discussion and reflection with peers • Incursions and partnerships with local health and youth services 	<p>By modelling health and healthy life choices, and in encouraging students to question, discuss and engage with topics that are relevant to the choices they are making about their own bodies and minds, these strategies create a safe space to make positive and consistent changes.</p>
<p>Restricted understanding of pathways and transitions and hesitancy to entertaining or employment</p>	<ul style="list-style-type: none"> • Individual MIPS Plans • Individual Learning Plans incorporating MIP planning • Phased VET delivery • Integrated work readiness programs 	<p>ILPs contextualise learning and career portfolios promote ownership and understanding of the vocational landscape. Our model of phased VET delivery supports students to engage in training in comfortable, onsite delivery models before progressing to external sites and SBATs.</p>

Approved by	Catherine Arnold – Principal
Approved Date	October, 2020
Review Date	2022
Authorising Department	David Scott School
Prepared by	Craig Colgan – Business Manager
Control File title	Student Engagement Policy
Version No	V 1.0
Superseded documents	

Policy Changes

Date	Reason for Change	Made by