



Student Engagement Policy Guidelines

**Produced in consultation with the school community,
to be read in conjunction with -**

**Effective Schools are Engaging Schools
Student Engagement Policy Guidelines**

2018 - 2021

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Jacana School for Autism Student Engagement Policy Guidelines 2018 - 2020

Introduction

Definition

Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

- **Behavioural Engagement** refers to students' participation in education, including the academic, social and extracurricular activities of the school.
- **Emotional Engagement** encompasses students' emotional reactions in the classroom and in the school and measures a students' sense of belonging or connectedness to the school.
- **Cognitive engagement** refers to a student's investment in learning and their intrinsic motivation and self-regulation.

All students attending JSA are expected to -

- Follow instructions appropriate to their developmental level.
- Participate in class sessions.
- Attempt to learn new skills.

Strategies that promote student engagement at Jacana School for Autism include:

- Developing students' use of pragmatic language.
- Structuring class learning situations to encourage co-operation and communication between students, enhancing each student's self-esteem, self concepts and self-confidence.

Rationale

The Department of Education and Training (DET) is committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian schools.

The students at the Jacana School for Autism can only reach their full potential when they are happy healthy and safe, and when there is a positive school culture that is fair and respectful to engage and support their individual learning styles and abilities

Purpose

To relate to, and be consistent with, the [Student Engagement Guidelines 2017](#), in areas such as the encouragement of educational achievement and excellence, prevention of absences and inappropriate behaviour –

- To foster a healthy school culture in which successful learning can take place within a positive social environment through engagement.
- To provide students with a safe physical and cyber learning environment where the risk of harm is minimized and students feel physically and emotionally secure.
- To provide support for individual circumstances when a student begins to disengage from their learning, when regular attendance is not consistent or positive behaviours are not demonstrated.

- To maximise student learning opportunities and performance through an individualised learning program.
- To provide genuine opportunities for students/parent participation and student /parent voice.
- To build a school environment based on positive behaviours and values.
- To provide prevention (cognitive, behavioural and emotional) and intervention for all students at risk

Section 1 – School Profile

The Jacana School for Autism is a State Government specialist school that exclusively addresses the educational needs of students with Autism Spectrum Disorders (ASD). The school was established in 2006 to meet the growing needs of students with ASD in the North Western Victoria Region.

The Jacana School for Autism provides programs which are designed to meet the individual student's needs and interests. Each student's current level of performance is identified and programs are implemented to address their individual learning needs and improve their outcomes. Emphasis is placed on communication, social interactions, play skills and developing the individuals' ability to manage and self regulate their own behaviour and emotions. We recognize the importance of teaching skills that promote increased independence and access to the community.

Jacana School for Autism has implemented learning program in line with the Australian Curriculum which will provide a single, coherent and comprehensive set of prescribed content and common achievement standards. All students work at the level appropriate to their development. Personal Learning Plans are also developed for each student through discussion with parents, teachers, education support staff and other appropriate professionals at Student Support Group (SSG) meetings.

To further support the education programs our provides a range of specialist services including speech pathology, occupational therapy and access to an educational psychologist. Teaching and therapy staff collaborate closely to ensure that students have consistent and effective learning programs to develop their skills and encourage continuous learning.

The following additional specialist learning programs continue support student engagement and encourage attendance:

Physical Education Program (all students).

JSA employ two full time Physical Education (PE) teachers who cater for the needs and abilities of all our students

Human Relations Programs

These programs are facilitated by classroom teachers as well as the PE teachers

ADVANCE Program (senior students)

Senior students have access to Department of Health & Human Services (DHHS) funding to support community engagement programs.

Travel Training Program

Many students participate in sessions in which they learn to travel appropriately by public transport.

Community Music Program

Students may perform for local groups in the community or participate in other music activities organised by external agencies.

Swimming Program

Sessions are run by trained staff from Learn to Swim Victoria. Primary classes attend swimming lessons at Broadmeadows Swimming Pool.

Camp Program (secondary students).

Secondary students may have the opportunity to attend a camp once a year.

Bike Education

JSA have access to a staff member who is a qualified bike instructor and bike programs in this area are offered to students.

Excursions

Students attend regular excursions to local community facilities. Public transport and school buses are used for transport.

Section 2 – School Values, Philosophy and Vision

Our school Values

Jacana School for Autism values are:

RESPECT

INCLUSIVE

EMPATHY

Our Pedagogical Philosophy

At the Jacana School for Autism our positive school culture is predicated on student engagement being the basis for learning. To support this, our leadership team is actively engaged in continuously developing classroom practice pedagogy and curriculum that is tailored to the specific needs of ASD students. Effective teaching, inclusive and engaging curriculum and courteous relationships between staff and students are promoted through professional learning.

Jacana School for Autism believes that to succeed in the world, students need to develop the capacity to:

- Manage themselves as individuals and in their relations to others.
- Understand the world in which they live and act effectively in their wider community.

Jacana School for Autism provides:

- A curriculum that support the individual needs of students, using specific engaging teaching strategies.
- Personalised Learning Plans to cater for specific learning needs and styles, focusing on English, Maths and Personal and Social Capabilities.
- A safe and secure environment that enhances students' self-esteem and respects students' dignity.
- School Wide implementation of the Positive Behaviour Support Program.
- Regular Participation in the wider local community.

Jacana School for autism includes:

- Individual and small group instruction.
- Speech therapy consultation
- Occupational therapy consultation
- Psychologist consultation
- Ongoing professional development for staff
- Programs that are informed by recent research and evidence based practices

Our School Vision

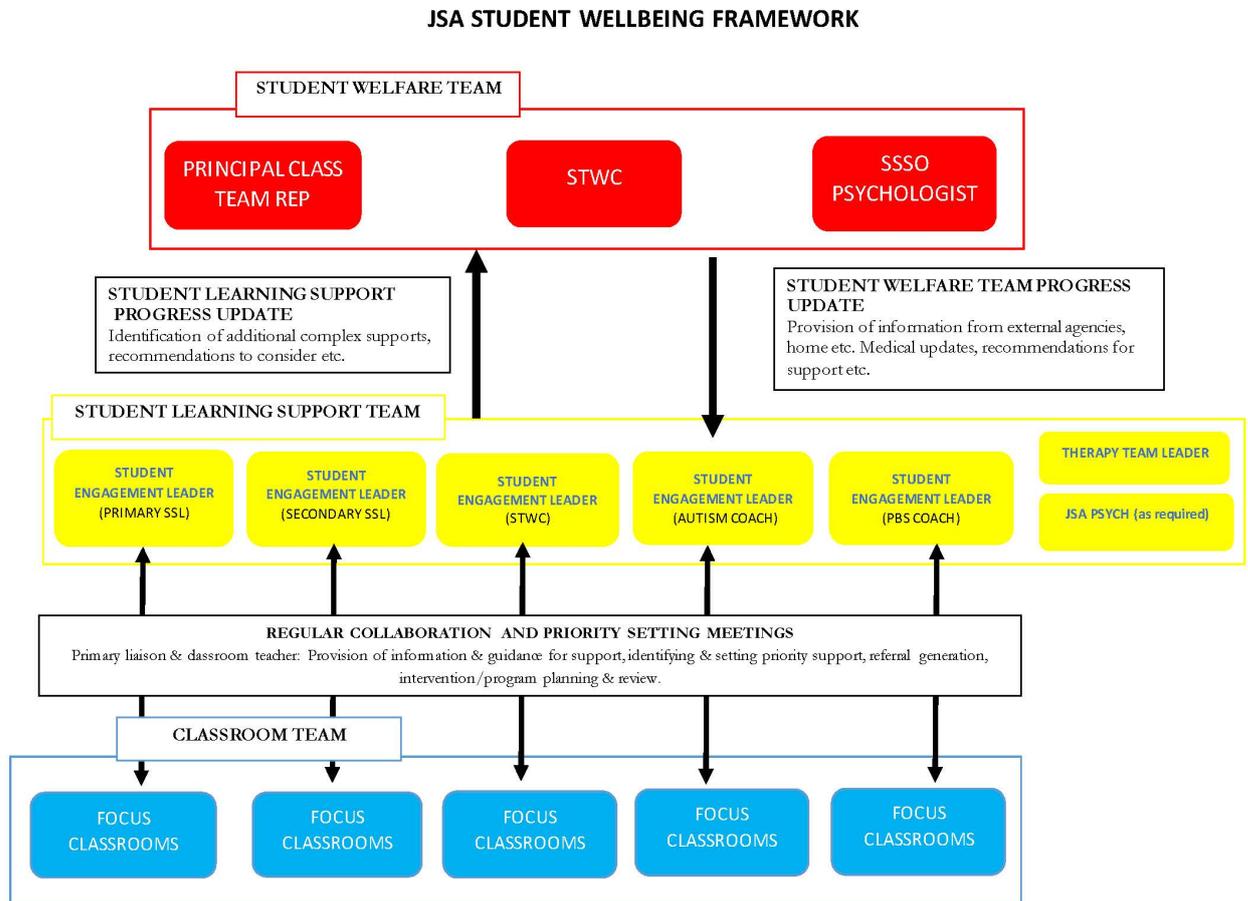
Jacana School for Autism fosters resilience and independence, enabling students to be engaged participants in community life.

PURPOSE

The school continually implements highly customised teaching and learning programs to ensure all students access an inclusive curriculum using evidence informed practice in a safe and supportive environment. Students are supported by a committed professional multi-disciplinary team, focussed on recognising and developing individual personal and educational potential

Section 3 – Student Engagement (whole school, targeted support, individual support)

Jacana School for Autism has established a Student Engagement and Wellbeing framework that intertwines both Social and Emotional Learning and School Wide Positive Behaviour Support (SW-PBS).



What is School Wide Positive Behaviour Support?

School Wide Positive Behaviour Support (SW-PBS) is a framework that helps schools to plan and implement practices across the whole school in order to improve educational and behavioural outcomes for all students.

The goal of SW-PBS at JSA is to create and maintain a positive and safe learning environment for all members of the school community that fosters a positive school culture where we maximise individual academic and social growth.

Founding Principles of SW-PBS

- SW-PBS is a preventative and proactive approach
- SW-PBS establishes procedures for teaching students how to behave appropriately across different learning environments through the establishment of an agreed set of behavioural expectations (JSA Expected Behaviour Matrix)
- SW-PBS establishes a continuum of supports across three tiers: Student Engagement & Wellbeing (Tier I – Universal/Primary Prevention Tier); Student Learning Support (Tier II –Secondary Prevention); Student Welfare (Tier III – Tertiary Prevention)
- SW-PBS is a team based approach which requires commitment from school leaders and all members of the school community
- Data is collected and used to support decision making, ongoing monitoring and evaluation

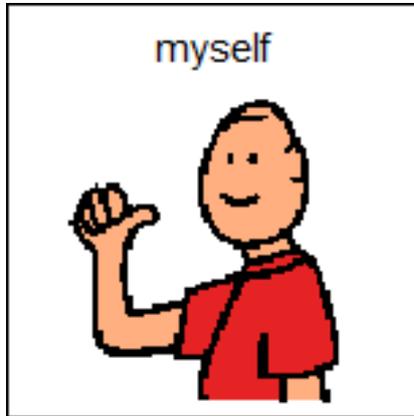
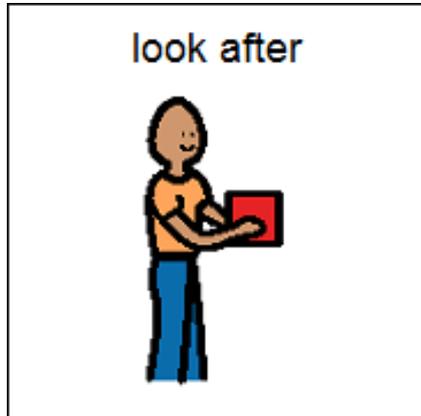
- SW-PBS takes to implement and requires ongoing monitoring to ensure implementation fidelity
- Partnership with families is vital for the success of SW-PBS

What does SW-PBS look like at JSA?

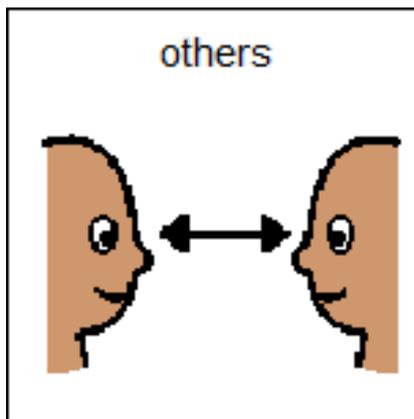
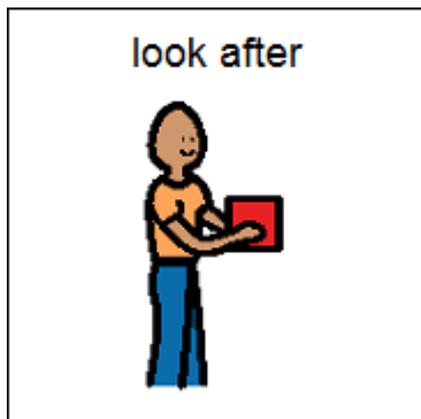
Jacana School for Autism believes that teaching and modelling expected behaviours is an integral element to the successful implementation SW-PBS. The Jacana School for Autism school community has established three positive expected behaviours, which are: 'Look after myself', 'Look after others' and 'Look after property'. We believe that these expected behaviours will only become relevant when they are actively taught in practical contexts and are tied to very concrete behaviours. Teaching behavioural expectations is supported through the use of our school matrix.

JSA Expected Behaviours

Look after myself



Look after others



Look after

property

