

Student Learning And Engagement Policy

PURPOSE OF THIS POLICY

Warragul Regional College promotes student engagement in learning experiences as defined by the three dimensions of student engagement (behavioural, emotional, and cognitive: Fredericks, Blumenfeld and Paris, 2004) by strategically planning for, delivering, and monitoring learning experiences

- To foster the intellectual, physical, cultural, and social development of all students.
- To provide students with the skills, confidence, and competencies to be life-long learners; and
- To develop students' desire to make a positive contribution to society.

We do this by:

- providing an environment and curriculum that supports students to develop knowledge, understanding and skills to manage their own health and wellbeing and to support that of others.
- ensuring the availability of a variety of learning resources including technology.
- supporting Curriculum Teams to manage:
 - the dimensions of learning tasks (level of difficulty, interest, meaningfulness to learner),
 - task design, learning goals and objectives, and
 - assessment approaches.
- using adult learning opportunities to support the development of teacher understandings of the importance of interaction style (enjoyment and shared focus, support, responsiveness, directiveness, verbal praise), and high behavioural and academic expectations,
- aligning student welfare and curriculum policies.

Our success indicators include measures of

- students' behaviours as they engage in the academic, social, and extracurricular activities of the school.
- students' emotional engagement within the classroom and the school – their sense of belonging or connectedness to the school.
- students' cognitive engagement in their learning – their motivation and self-regulation.

RATIONALE

Warragul Regional College maintains a diverse learning environment promoting academic excellence and vocational success.

The Leadership and staff at Warragul Regional College promote a culture of respect, fairness, and equality, and foster respectful relationships. Supported by the Assistant Principal for Positive Climate and the Wellbeing team, there are school-wide and classroom processes in place to identify vulnerable students and those at risk of disengagement from school. This team promotes social/emotional and educational support for at risk and vulnerable students and supports staff to develop and implement clear school-wide and classroom expectations and consequences for problem behaviour. The physical environments are well maintained and are conducive to positive behaviours and effective engagement in learning.

Our college environment is inclusive and empowering, values the positive contributions of students and creates a sense of belonging and connectedness to promote positive behaviours and effective engagement in learning. We provide multiple school wide and classroom-based processes and opportunities for students to take responsibility and be involved in decision-making, regularly collecting, and using data for decision-making.

The Student Learning and Engagement Policy ensures the learning needs of all students are met. We do this by:

- providing an integrated and comprehensive curriculum approach that incorporates equitable opportunities for all students to enhance their own and others' engagement in their daily learning experiences
- providing a curriculum that supports students to develop knowledge, understanding and skills that enables them to engage critically with a range of areas and issues
- identifying areas where focused support or intervention is required to:
 - improve individual students' learning and development
 - provide a curriculum that enables students to progress along the continuum of the Victorian Curriculum F-10 achievement standards, including the Towards Foundation Curriculum 'Levels A-D'.

Curriculum Leaders and Teachers at Warragul Regional College use a range of Universal evidence-based engagement strategies to create safe, inclusive, and empowering environments that foster an enthusiasm for learning and support student wellbeing. In addition they engage targeted prevention and intervention engagement strategies to positively engage vulnerable cohorts and individual engagement strategies (including strategies to identify and respond to individual student circumstances) for students at risk through inconsistent attendance, or lack of demonstration of positive behaviours.

These include:

- Targeted and specific use of the High Impact Teaching Strategies to support student learning
- Ongoing Professional Learning and Practice of components of the Gradual Release of Responsibility Instructional Model, particularly Learning Intentions and Success Criteria, and structured and logical lesson structures,
- Research grounded assessment practices at all stages of the learning cycle,
- Professional Learning Communities to support teacher collaboration, observation, and reflection,

POLICY STATEMENT

All students at Warragul Regional College are recognised as being capable of improving their educational achievements and able to explore their capabilities to learn, progress and experience success. They must be able to access educational experiences that are challenging, purposeful and comprehensive through the development of a contemporary curriculum that is inclusive and appropriate for all students.

The curriculum promotes excellence in learning and assists students to develop confidence, resilience, independence and the ability to work effectively with others. To ensure the development of 21st century skills (critical analysis, collaboration, and problem solving), the curriculum will be ICT rich, and will be documented, visible and available to all community members. Assessment and reporting that focuses on a student's achievements and efforts and suggests strategies for improvement is an essential part of this curriculum.

IMPLEMENTATION

- Classroom programs will be developed and implemented within the guidelines of the Victorian Curriculum for Years 7 to 10 and the requirements of the Victorian Curriculum and Assessment Authority for VCAL and VCE students.
- The Teaching and Learning Team, including Principal class members, relevant leading and other teachers is responsible for the implementation and accreditation of this policy, overseeing all curriculum taught at Warragul Regional College including programs VET certificates, school based apprenticeships and targeted programs delivered by external providers.
- The Teaching and Learning Team conducts annual reviews of the documentation and structure of the whole school curriculum, including specific programs to ensure the continuous development and improvement of the College curriculum for all year levels.
- Documentation will include a curriculum map for every Core and Elective subject at every year level, learning sequences and progression points for common assessment tasks, and moderation scales for School Assessed Coursework (SACs) for VCE units. These are documented in the VAULT, our online common storage system. College Reporting and Assessment practices meet DET requirements and provide timely and accurate feedback to students, parents and guardians.
- Changes to the curriculum, programs or curriculum structure of the College will be determined by July of the preceding year and will involve broad consultation with teachers, students and parents.

- Proposed changes will be ratified by College Council. The Finance Committee will determine the resourcing of all programs following budget submissions. All modifications in structure, programs or content of our curriculum will be published to the school community.
- A range of strategies and models to support teaching and learning are incorporated into the documented learning sequences. The Gradual Release of Responsibility instructional model continues to be developed, embedded, and implemented in 2020; Learning Intentions and Success Criteria will be published on COMPASS for every lesson. The alignment of High Impact Teaching Strategies to the GRR model is a key component of our Instructional Model. The Teaching and Learning Team supports other teams in the collection of data, including the use of student learning data to inform teaching, to allow ongoing review of the instructional practices of staff in all learning areas, with particular focus on the components of the developing instructional model.

REFERENCES: Nil

[Student Wellbeing and Engagement Policy](#)

EVALUATION

This policy was last updated on May 17, 2020 and is scheduled for review in [every three years or more frequently if necessary due to changes in regulations or circumstances.

Approval date

Review date

DET/VRQA required Yes