

Definitions – Attendance and Engagement

Attendance is accessing explicit learning opportunities provided by the school. This covers the following school services:

- a. Attending face to face lessons offered through field services or visits the school
- b. Accessing the web lessons recordings
- c. Participating in scheduled tutorials – phone call/face to face/Collaborate/Email
- d. Participating in scheduled web lessons (ie. Collaborate)

Our school relies on Tutor support to ensure attendance occurs. It is more successful when the Tutor has similar expectations to those of the teacher(s).

Attendance of students at lessons has no legislative, regulatory or departmental policy framework and instead relies on influence by the tutor. The school's position is that attendance at lessons generally leads to improved academic performance by the student; this is supported by our data.

If students do not attend lessons, then they should use the asynchronous option of watching the recorded lesson at a later point in time.

Engagement is the participation of the student in her/his educational journey under teacher guidance.

This is formally measured through the return of **required student work**. Engagement does not have the 'power' of legislation and forms the basis of truancy within out school (Refer Education – General Provisions – Act).

While students do eventually submit work, the delays often lead to 'Not Rated' results in mid-year report cards.

Other evidence of student engagement includes:

- a. Student work, both formative and submitted, shows adequate effort and a suitable standard.
- b. Checking emails and acting on directions in those emails.
- c. Using the Work Completion Planners, print materials, emergency disc and Blackboard effectively
- d. Communication in Collaborate, such as using the microphone, typing on the screen or in the chat window and using emoticons
- e. Submitting drafts and acting on the teacher feedback for the final submission
- f. Completing and submitting extra tasks

Engagement is considered and managed using a case management approach; each student is different. A student may be heavily engaged with their curriculum, yet never speak directly to the teacher.

Student engagement can be identified through the school's contact database used in conjunction with teacher understanding of the student. Each teacher is able to access and judge whether a student is engaged in their learning.

Warnings, both informal and formal, are issued when teachers are concerned about the level of engagement being demonstrated by a student. If a student remains disengaged, i.e. not returning required work, then a formal truancy process may be started.

Please note, a number of Centrelink benefits/allowances are also provided on the basis of the student being engaged in their learning.