

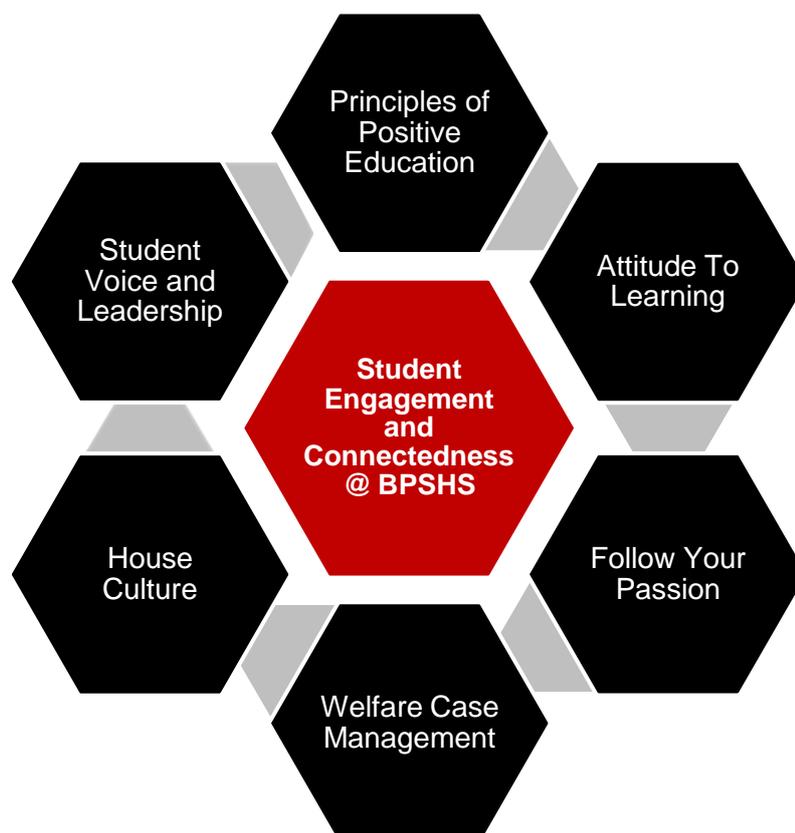
Student Engagement and Connectedness 2020

Overview

At Browns Plains State High School, we believe in optimising wellbeing and learning by providing a safe, supportive, inclusive and respectful teaching and learning environment where everyone's wellbeing is important. The key tenets of *Positive Education*, based on Dr Martin Seligman's model of Positive Psychology are designed to enable students to flourish. This will occur through cultivating positive emotions, increasing engagement, fostering positive relationships, discovering greater meaning in their lives which will build a sense of achievement. These tenets are echoed in the *Student Engagement and Connectedness at BPSHS* model below. This model provides an overview of our extensive systems and processes that are already in operation or are being introduced as a core component of our *2018 – 2021 Strategic Plan*. Our whole school approach to wellbeing is underpinned by the principles of *Positive Education* to support student engagement, wellbeing, learning and connectedness within our entire school community.

To unpack this further, the term 'flourishing' represents optimal wellbeing. Within the *Model of Positive Education*, flourishing is defined broadly as 'feeling good and doing good'. Dr Martin Seligman proposed that the fundamental goal of Positive Psychology is to build humans' ability to flourish. Another researcher, Corey Keyes put forth the mental health continuum which sees wellbeing existing on a spectrum from mentally languishing to flourishing. Languishing individuals have low subjective wellbeing, challenged relationships and poor functioning, whereas flourishing individuals feel good about their lives, have thriving relationships and function well.

2019 will be remembered as the year Browns Plains State High School commenced the introduction of a number of initiatives as a targeted approach to the endeavour outlined above. In particular, the *Attitude to Learning (ATL)* framework and the *Follow Your Passion (FYP)* program are being implemented. In the following sections of this document you are provided with more information regarding these new initiatives.



Attitude to Learning (ATL) Framework

Aim

Students demonstrate respect for themselves and all others while embracing the challenges of learning.

Overview

BPSHS seeks to develop a student learning and engagement framework that promotes a safe and supportive environment wherein all students can flourish. The concept seeks to acknowledge the learning process rather than academic outcome so as to actively strengthen the culture within the school. Such an approach will result in an effective and engaging learning environment from which academic success will follow. Leading educational researcher, Robert Marzano, advises that, *“Without positive attitudes and perceptions, students have little chance of learning proficiently, if at all.”* (Marzano, 1992).

Psychologist, Dr Glen Williams also reinforces the importance of students’ attitude in his statement that, *“Preparedness for learning, for example, is a factor highly correlated with learning and behavioural difficulties in the classroom. A student without the necessary study skills is more likely to mess around in class so the statements related to this encompass study skills, attentiveness, powers of concentration and emotional responses to learning demands. Identifying a lack in preparedness for learning gives schools both an explanation for this type of behaviour as well an angle to focus targeted study support.”* Dr Glen Williams, Teaching Times (2018).

The ATL framework establishes strong school-wide universal systems that promote clear learning expectations, clear teaching practices and the early intervention of students disengaged from their learning.

Positive Education links to Attitude to Learning

Through the ATL framework, our BPSHS classrooms will focus on positive education principles and challenge students to be the best version of themselves every day in every lesson. Subsequently students will become actively engaged in the learning process, select the correct tools for the task at hand and lead healthier and more productive school lives through improved resilience and wellbeing.

The Attitude to Learning (ATL) framework will incorporate learning engagement, pastoral care and wellbeing structures. Based on the *Positive Behaviour for Learning* (PBL) model, there will be a tiered approach to student management that includes explicit positive acknowledgement.

ATL Data

Collecting quantitative data on a lesson by lesson basis provides a clear indication of a student’s attitude to learning across the curriculum and over a sustained period of time and is used to help inform a judgement on the student’s overall engagement in the learning process.

Support and Intervention

The tiered approach to the support offered to students is designed to rectify unhealthy learning habits and disengagement issues. ATL scores will be collated to determine the level of intervention that a student requires. These could range from;

- YLC intervention – Yellow monitoring, mentoring
- Dean Intervention – Orange monitoring, goal and target setting, mentoring
- Deputy Intervention – Red monitoring. Behaviour Support Plan, mentoring
- GO Support – Guidance and wellbeing support
- YSC Support – Drumbeat, mentoring, Peer mentoring

To optimise the opportunity for sustained change, intervention must be prolonged. Students must engage with and complete the learning goals of their monitoring reports to a satisfactory standard in order to develop sustainable habits that offer them the best chance of success in their learning journey at BPSHS. In addition to recording ATL data, the monitoring reports will be personalised to encompass three learning goals. These will be specific to the student and will form an integral part of their tailored intervention.

Students who have been placed on a monitoring card will be encouraged to make positive choices. Failure to do so will result in a variety of consequences. Most notably, failure to successfully engage with the ATL expectations over a two week period whilst on an orange monitoring card will result in an internal 3 day BSR suspension. The student will be given another two week period to re-engage with the ATL expectations and failure to do so will result in a 10 day external suspension.

Positive Acknowledgement

Positive acknowledgement is at the forefront of this framework and is solely centred on students making responsible decisions in regard to their learning. The acknowledgements are to reward the student for taking ownership of their classroom learning whilst demonstrating grit and determination in their effort to succeed. Acknowledging the effort and application that the student displays rather than focussing on the outcome, teaches students the value of hard work and perseverance.

A diversity of awards and acknowledgements which occur on a weekly, term and yearly basis include:

- Weekly Principal's award, per year group, during whole school assembly for the highest achieving ATL students.
- End of year raffle for which the prize is a \$50 voucher. (The outlet is yet to be decided upon). Entries are obtained by demonstrating an outstanding ATL during lessons on a weekly basis.
- Weekly points draw during year level parades. This will include the top 15 ATL performers per year group each week. Winners receive a \$5 voucher which can be redeemed against a stationery pack, tuckshop voucher or discount on the senior jersey, Year12 formal ticket and end of year attendance rewards.
- Year Level Co-Ordinator (YLC) awards recognise the top attaining ATL form class which will receive a collective award at the discretion of their YLC on a term basis.
- Gold, silver and bronze awards distributed when students attain a pre-determined level of ATL points. Gold Award recipients will be invited to attend the morning tea in celebration of attendance and ATL and receive a pin badge that can be worn as part of the student's uniform. These students will also be entered into a major prize draw.
- It is particularly important to acknowledge those students who replace detrimental learning habits for those which allow for greater productivity. The 'Growth' award will be presented each semester to those students who have shown a substantial and prolonged change in their ATL.

Respectful and Responsible Classrooms

Classroom management process to ensure maximum engagement

+3

Outstanding

- Attitude to Learning has been outstanding and all work has been completed to the highest standard.
- There has been an exceptional approach to learning and the student has gone above what is expected

+2

Very Good

- Attitude to Learning has been very good and a commendable amount of work has been completed
- There has been a proactive approach to learning and engagement in all activities has been of a high standard

+1

Good

- Attitude to Learning has been good and student the appropriate amount of work has been completed
- Student may have had some minor redirections to learning but was able to complete work to a satisfactory standard

-1

Needs Attention (Move seat or name on chart)

- Attitude to Learning has been below standard and the student has disrupted the learning of others
- Student has not corrected learning behaviours despite minor interventions
- Student has completed an unsatisfactory amount of work
- Student is consistently not equipped for learning

-2

Unacceptable (Final Warning)

- Attitude to Learning has been unacceptable and the student has repeatedly disrupted the learning of others
- Student has not corrected learning behaviours with interventions
- Student has completed little to no work

-3

Additional Support

- The student has demonstrated persistent off task behaviours that have made it difficult for the learning of others to continue
- All intervention strategies have been unsuccessful

Supported Re-entry

1. Student is returned to class under strict guidelines
2. Student is required to see the teacher at the end of the lesson. Classroom teacher is to issue detention (mandatory)
3. Classroom teacher is to contact home and record on OneSchool (mandatory). Refer incident to Dean or JS HOD
4. If support person is required to return= Student is taken to the BSR and issued 2x after school detentions or possible suspension (OneSchool entry required but no contact home needed)

Withdrawal

1. Student is removed from class
2. OneSchool referral to Dean of Students or JS HOD
3. Withdrawal room, BSR or possible suspension
4. Dean or JS HOD to liaise with classroom teacher

Follow Your Passion (FYP)

The other initiative we are introducing is the *Follow Your Passion* (FYP) program. In this program, students will have the opportunity to select from a range of electives in different areas. The options which are underpinned by the school's four pillars being Academic, Sport, Arts and Community, enable students to connect with teachers in real-world learning experiences based on a shared passion.

In 2019, students have the following FYP options:

- A wide range of Interschool Sport options
- A STEM approach: Coding and robotics
- Be the change you wish to see in the world!
- Bee Club
- Drumline
- Fishkeeping Club
- Gym Fitness
- Happy, Healthy You
- I Heart Literature
- Mathematics... The Need to Succeed
- Mini Entrepreneurs
- Peer Mentoring Program
- Pop and Rock Music School
- School Year Book
- Science Club
- Senior Mathematics Support
- Stress Less
- That Swing Thing
- The Art Hub
- The Family History Mystery
- Theatre Sports
- Unravelling the World of Witchcraft and Wizardry (Harry Potter Book Club)
- Write On Writing Group
- Year 7 Mathematics Club
- Year 8 Mathematics Club
- Year 9 Mathematics Club

The different programs provide students with the opportunity to build rapport and develop creative and critical thinking skills in an engaging context. Being a whole school and multi-aged program, it aims to unite Junior and Senior students through building positive relationships as well as a stronger school culture.

The program will operate on Wednesday afternoons in Period 4 for all students in Years 7-12. In line with the school semesters, the program will be delivered twice a year allowing students to participate in a range of options over their time in high school.

The link between outcomes and the strength of engagement in a chosen activity was reinforced by a famous Chinese musician who stated that, "*Passion is one great force that unleashes creativity, because if you're passionate about something, then you're more willing to take learning risks.*" — Yo-Yo Ma