



Learning Engagement Centre



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Background

Ten per cent of our school's students record less than 80% attendance. This can be due to a range of issues posing barriers to attendance, including medical, mental health or behavioural. The Learning Engagement Centre (LEC) is a signature element of our school's commitment to the principles of inclusion of removing barriers to student access to learning.

The LEC is designed and operates as a fit-for-purpose facility providing targeted, flexible access and intervention to improve engagement with school that otherwise impacts their learning and progress.

The Learning Engagement Centre (LEC) employs the expertise of the school's broader wellbeing and welfare team, who seek to understand and design strategies for improving individual student engagement. Internal school and external agency resources are curated in consultation with stakeholders including the student, and parent or carer, to cater to each student's academic, emotional, and social needs.

Individual support plans will include integration of any existing measures in place such as those provided under NCCD identification or other agency or service.

Goals for each student are determined, milestones of progress, and a target exit date to mainstream are set. Heads of Student Services and an LEC Teacher implement, monitor, track and report each student's progress, consulting with the broader team in case management.

The goal for every student supported by the LEC is for the student to re-engage with and be successful in main stream schooling with a view to:

- Tailoring attendance where obligations are being met
- Improving and maintaining each student's learning productivity by providing flexibility in their plan's delivery
- Meeting and completing compulsory schooling or compulsory participation phase

Depending on the student's needs their program may require a "light touch" or more intensive intervention and support to support the student to achieve the goal of re-entering mainstream or an alternative pathway.



Operating Principles of the Learning Engagement Centre (LEC)

- **Student centred**
 - The LEC supports students who are disengaged from mainstream schooling by
 - equipping them with the skills and resilience needed to reintegrate into mainstream education or alternative pathways
 - offers a flexible, inclusive, and student-centred approach that adapts to the specific needs of each learner and
 - operates with the understanding that traditional classroom environments may not always meet the needs of students facing complex barriers to engage with school and experience learning progression to meaningful outcomes.
- **Differentiated instruction**
 - one-on-one and small group instruction,
 - curated program designed in close collaboration with external agencies
 - Parent and carer engagement is also key to offer of and continued participation of identified students in the LEC.
- **Expectant of positive outcomes**
 - Case management that monitors and reports to stakeholders on individual student progress, with
 - aspirational timelines to reach the goal being set to re-enter the mainstream or other pathway.
- **Supportive and Safe Environment:**
 - The LEC provides a non-threatening environment where students feel comfortable and supported, helping them re-engage with their education without fear of failure or judgment. This is particularly crucial for students who have disengaged due to school-related anxiety or negative experiences.
 - Measures of success will include monitoring engagement with the LEC by the student and the meeting of each student's goal within the time frame negotiated and determined by the stakeholders.
- **Flexibility in Delivery:**
 - The LEC ensures that all students receive the necessary academic and emotional support while progressing towards re-entry into mainstream education.



- meets student needs while compliant with parent/carer and student obligations.
- Students can access education at their own pace, working in smaller groups or individually, with options for online or blended learning.
- **Collaboration and Partnership:** The LEC building strong partnerships, including
 - ongoing communication with parents,
 - integration of external mental health services, and
 - collaboration with multidisciplinary teams (guidance officers, counsellors, etc.).
- **Focus on Wellbeing and Engagement:** The LEC operates with
 - wellbeing as its fundamental principle, helping students build resilience and develop life skill strategies.
 - targeted interventions and individual support, students are guided to rebuild their confidence and motivation to learn.

Key Performance Indicators

- every student has a personalised plan of rigour and purpose with clear goals and those plans comply with system obligations
- each student's individual social emotional, academic, and behavioural needs as appropriate are assessed and addressed in their plans
- case management, and entry and exit points into learning are consistent with meeting obligations for the appropriate phase of each student's schooling.
- Each student's rate of progress
- Partners and stakeholders report high levels of satisfaction with team function and delivery.



Differentiated Student Centred Approach

The Learning Engagement Centre (LEC) provides an alternative to traditional schooling, offering a flexible, student-centred approach that evolves to meet the individual needs of each learner. Through the integration of these principles, the Learning Engagement Centre provides an adaptable environment for students who require a differentiated pathway to success.

Tailored Support

Through continuous observation and feedback, students are supported in identifying their specific learning preferences, academic needs, and wellbeing goals. A personalised learning plan is co-developed with input from the student, their family, and the support services team and endorsed by the Principal. This plan guides both the student and their teachers in implementing strategies that are most effective for the student, fostering a supportive environment tailored to their unique learning needs.

Multidisciplinary Approach

The LEC integrates educational support with a multidisciplinary team, including guidance officers and external services. This collaborative approach ensures students receive comprehensive support across multiple areas, making the LEC a dynamic alternative to the traditional school environment.

Flexible Learning Environment

As an alternative to the structured format of traditional schooling, the LEC offers a flexible learning space that can adapt to each student's needs. Students engage in individual, small group work or one-on-one sessions, allowing for a personalised learning experience that evolves at their own pace.

Ongoing Monitoring

The LEC places emphasis on continuous monitoring of student progress, behaviour, and engagement. This ensures that the personalised learning plans are regularly reviewed and updated based on the student's development. By doing so, the LEC offers an adaptive learning pathway that remains responsive to the evolving needs of each student and the meeting of obligations in relation to attendance, programs of study and progress.



Inclusion

The LEC will ensure that all students, regardless of their emotional, behavioural, or academic challenges, receive the tailored support they need to access their school, to learn, progress and achieve to their optimum.

The LEC emphasises social inclusion by helping students to positively reconnect with their peers and the wider school community, as well as building their self-confidence and sense of belonging. Programs within the LEC are designed to be adaptive to and co-ordinate with other school services to meet the diverse needs of those with specific learning difficulties.

The LEC will implement approaches to allow individual students to engage with the full diversity of curriculum offerings through tailored management and integration with mainstream classes

Students of the LEC are part of the whole school community including accessing the same school and routines (for example, whole school assemblies, school camps, free dress days, break times, start and finish times)

The LEC Manager co-ordinates with teachers to maintain connection to students while they access the LEC. This is achieved through teachers continuing to make contact with students to monitor their academic progress and engagement outcomes, including marking drafts and assessments, and coordinating within the LEC

Students who are part of the LEC maintain access to subjects in the mainstream school with the rest of their peer group, for example, where they have a positive relationship with a teacher in subjects where they are achieving

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Planning for Transition Out of the LEC

Transitioning out of the LEC, is determined by the purpose and program provided for the student and the identified goals and timelines to attain those goals to re-enter mainstream learning:

Collaborative Goal-Setting

Students participate in developing their Personalised Learning Plans (PLPs) with input from staff, families, and support professionals. This process identifies clear goals and benchmarks for returning to mainstream classes, addressing both academic readiness and emotional support needs.

Removing Barriers

We recognise and address obstacles to engagement, including social, emotional, or external factors such as community or family dynamics. This may include ongoing access to support, connection with external agencies, and tailored in-school support.

Phased Transition Support

Reintegration is phased, with students starting by attending specific classes or programs, allowing them to build confidence and maintain consistency. Milestones of progress are identified in student plans, regularly reviewed and appraised with students, teachers, and families with the goal of mainstream participation at the earliest juncture with or without variation to program.



Building Student Agency

Having gained entry to the LEC, students are expected to take an active role in their learning and personal growth and a sense of ownership through a gradual release from dependent to independent learner to the extent of their program goals and timelines.

Student agency is cultivated through a supportive framework that builds independence and encourages lifelong skills for success.

Individualised Support and Feedback

Staff members work closely with each student to set realistic, personalized goals that reflect their unique strengths and challenges. Each student's program will articulate the differentiation required to be delivered and frequent, specific feedback and progress occur at the identified milestones. Students learn to assess their progress, celebrate achievements, and identify areas for improvement. This continuous, individualized feedback loop empowers students to stay motivated, on track, and supported.

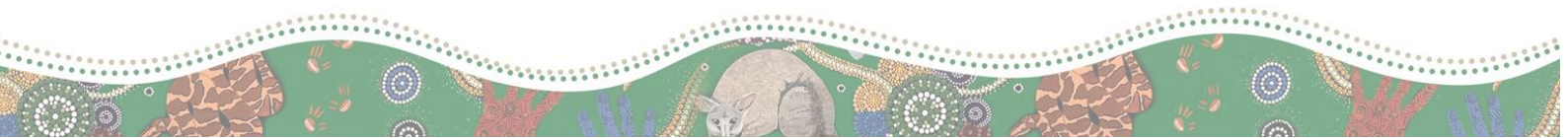
Real-World Skills Development

We prioritize equipping students with skills that will serve them beyond the classroom, encouraging daily engagement in self-assessment, personal goal-setting, and decision-making. Students take responsibility for their own learning by setting realistic objectives and reflecting on their strategies through daily check-ins. The skills required can include self-management, adaptability, and resilience, which prepare students to navigate challenges confidently and independently.

Flexible Learning Options

The LEC provides diversity in instructional approaches, from experiential, hands-on projects to collaborative team-based activities. By offering a range of learning modes—such as interactive workshops, inquiry-based tasks, and digital learning tools—students can find methods that align with their interests and strengths. Student are assisted in learning how they learn and encouraged to embrace new ideas and methods.

These strategies create an environment where students feel valued and understood, and builds a foundation of self-confidence and independence, positioning students as active, capable participants in their own learning.



Student Wellbeing

Student wellbeing is at the core of the Learning Engagement Centre's (LEC) approach, which aims to create a safe environment that addresses academic, social, and emotional needs posing barriers to engaging with their learning. Recognising that students flourish when they feel supported and valued, the LEC employs a multi-layered, evidence-based approach.

Case Management: Each student in the LEC is supported by a multidisciplinary team that collaborates closely to develop tailored intervention plans based on the student's unique needs. This team includes Guidance Officers, trained high skilled teachers and where appropriate, external professionals, ensuring a coordinated approach to care. The model supports staff to address the interconnected social, emotional, and academic needs of each student, particularly those with complex backgrounds. By taking an individualized approach to case management, the LEC is able to create targeted strategies that adapt over time, supporting the student's progression and promoting sustained engagement in learning.

Trauma-Informed Care: Understanding that many students bring personal histories the LEC incorporates strategies that emphasize empathy, flexibility, and non-punitive responses. Staff are trained to recognize behavioural triggers and respond constructively, avoiding judgment and focusing on building trust and stability. The trauma-informed approach allows the LEC to understand that challenging behaviours often stem from past experiences rather than defiance, and by responding with sensitivity and support, the LEC creates a space where students feel safe to express themselves, learn self-regulation, and develop positive relationships. Through compassionate engagement, staff help students overcome barriers to learning and equip them with tools to manage emotions effectively.

Programs Promoting Resilience and Wellbeing: The LEC delivers a range of programs that equip students with critical social and emotional skills to navigate life's challenges. These programs emphasize emotional regulation, resilience-building, and interpersonal skills, providing students with a toolkit to manage stress and build self-confidence. Structured activities include adventure-based learning, which encourages teamwork and personal growth, art therapy sessions that allow students to explore emotions creatively, and peer-focused collaborative learning designed to enhance social skills. These programs not only foster resilience but also strengthen connections among students, creating a community of trust and mutual support within the LEC.

Family Engagement

Family involvement is a core element of the LEC's support structure, fostering a partnership that enhances each student's potential for success:

Regular, Open Communication:

Families are kept informed of their child's progress through consistent updates and check-in meetings. This transparent communication helps ensure that families are actively engaged and can reinforce positive progress at home.

Collaborative Planning and Goal Setting:

Families are encouraged to participate in developing and reviewing their child's learning plan, sharing insights that can shape approaches within the LEC. This collaboration ensures a holistic understanding of the student's needs and promotes continuity between home and school support.

Resource Sharing and Education:

The LEC offers resources and training for families from school or externally based agencies. By equipping families with tools to reinforce learning and wellbeing practices, the LEC strengthens the family-school partnership, supporting a unified approach to the student's development.



Curriculum

LEC students remain entitled to a full and diverse curriculum, accessing the Australian Curriculum

- The Learning Engagement Centre does not alter or lower expectations or standards for the quality of curriculum and learning opportunities provided to students. Any reasonable adjustments to ensure DDA requirements are met are quality assured by the relevant stakeholder
- High-quality curriculum options reflect, but are not limited to, those offered in the 'mainstream' schooling setting
- Curriculum and teaching strategies may be differentiated to meet the individual learning needs of the students
- Students will attend classes in both the Learning Engagement Centre and 'mainstream' classrooms, depending on their curriculum needs and best interests of the student
- Teachers monitor the progress of students, identify learning needs and differentiate learning activities to levels of readiness and need
- All LEC students will have a personalised plan that identifies the student's learning and wellbeing needs. The plan will aim to address learning strengths and areas for attention, goals and aspirations and (where appropriate) teach and reinforce behaviour, strengthen student's learning stamina levels and motivation.
- The personalised plan will complement, but not replace, any other plans that are established for individual students, (such as Individual Curriculum Plans or Behaviour Plans).



Identifying Students

A process for identifying students to access the Learning Engagement Centre includes a range of academic, behaviour and attendance records, anecdotal and welfare reports, family connection and external agency reports.

Students accessing the LEC are those identified as currently or at risk of disengaging from school due to personal underlying barriers. These students benefit from the targeted support provided by the LEC model. To help identify students who would benefit from the Learning Engagement Centre, we regularly review important aspects such as attendance, wellbeing, academic progress and behaviour.

This comprehensive approach provides insight into each student's engagement with school life and guides us in determining which students may need extra support. By examining patterns in attendance, wellbeing concerns, academic performance, and behaviour trends, we can effectively decide if a student would thrive in the more flexible and supportive learning environment offered by the LEC



Cav Rd Learning Engagement Centre

Attendance

Wellbeing

Learning

Behaviour

Attendance

Wellbeing

Learning

Behaviour

School refusal
Ongoing pattern
of truancy
Irregular
attendance

GO
recommendation
Wellbeing
indicators for
Track Ed-
attendance,
effort, LOA,
Behaviour
SWIM
recommendation

At risk of being
disengaged
through a decline
of academic
outcome (core
subjects)
Effort/Behaviour
Not receiving any
other academic
support (ICP/ESS)

Pattern of ongoing
repeat
misbehaviour
One-off major
behaviour
(suspensions)
Inappropriate
behaviour

Data Sets

School refusal
survey
OneSchool report
- chronic
absentee report
ID attend
Attendance report

DASS-
depression,
anxiety, stress
scale
Attendance, LOA,
Effort, Behaviour

Effort/behaviour
report
Semester report
card

OneSchool
referrals
One school
Behaviour Data

