### Student Engagement Matrix

#### Five Levels of Engagement

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Significantly Disengaged</th>
<th>Partly Disengaged</th>
<th>Moderately Engaged</th>
<th>Very Engaged</th>
<th>Extremely Engaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional condition</td>
<td>Appears to be anxious, very unhappy or edgy</td>
<td>Appears to be unhappy some of the time</td>
<td>Appears to be moderately happy and optimistic</td>
<td>Appears to be happy, relaxed and optimistic</td>
<td>Appears to be happy most of the time and may be able to cheer up others</td>
</tr>
<tr>
<td>Physical condition</td>
<td>Is often unwell</td>
<td>Has limited vitality and enthusiasm</td>
<td>His/her energy levels are variable</td>
<td>Generally has high energy levels</td>
<td>Is very vibrant and highly energetic</td>
</tr>
<tr>
<td>Confidence</td>
<td>Lacks confidence</td>
<td>Had little self belief and confidence</td>
<td>Sometimes shows confidence and belief in him/herself</td>
<td>Mostly shows belief and confidence in him/herself</td>
<td>Almost always shows belief and confidence in him/herself</td>
</tr>
<tr>
<td>Locus of control</td>
<td>Struggles to control behaviours and emotional; easily loses temper</td>
<td>Shows moderate control of emotions and behaviours in some situations; sometimes acts impulsively</td>
<td>Generally controls behaviours and emotions most of the time</td>
<td>Almost always displays self-control</td>
<td>Never loses self-control in difficult situations; thinks before acting</td>
</tr>
<tr>
<td>Goal-setting</td>
<td>Struggles with setting goal</td>
<td>Goals are small and short-term</td>
<td>Can set short and limited longer term goals</td>
<td>Sets short and long term goals</td>
<td>Set appropriate and achievable long and short-term goals</td>
</tr>
<tr>
<td>Dealing with change</td>
<td>Generally unable to adapt to changed situations</td>
<td>Has limited ability to handle change</td>
<td>Can respond to changes that are personally desired</td>
<td>Positively deals with changes</td>
<td>Engages with changes in a active and positive manner</td>
</tr>
<tr>
<td>Organisation</td>
<td>Needs considerable support to get organised</td>
<td>Requires some support to get organised</td>
<td>Moderately well organised</td>
<td>Mostly well organised</td>
<td>Very well organised</td>
</tr>
</tbody>
</table>

#### Dimension 1: Wellbeing

- Emotionally healthy and engaged
- Able to handle emotions and stress
-有条理和情绪稳定的
-处理情绪和压力的能力好
-有内省和情绪调节能力

#### Dimension 2: Relationships

- Connects with a small group of peers
-一般能与少数同龄人建立联系
-有同龄人网络
-有少数同龄人支持

- Influences a group of peers
-能够影响小团体
-有领导力
-能够领导小团体

- Shows empathy for others
-能同理他人
-有同理心
-能理解他人

- Engages with a wide range of people
-能与不同人沟通
-有广泛的社交网络
-能与不同人建立联系

#### Dimension 3: Involvement in Learning

- Has short attention span and difficulty remembering instructions and concepts
- 注意力不集中，记忆力差
- 有学习困难
- 学习能力弱

- Completes tasks with support
- 能在帮助下完成任务
- 有学习支持
- 能在支持下完成任务

- Can use literacy/numeracy to achieve most age-appropriate tasks
- 能用读写能力完成大多数年龄适应的任务
- 有读写能力
- 能用读写能力完成任务

- Manages many challenges by him/herself
- 能独立解决许多问题
- 有解决问题的能力
- 能解决许多问题

- Always attentive and able to complete tasks without additional help
- 永远专注，能独立完成任务
- 有解决问题的能力
- 能独立完成任务

(Adapted from Department of Education and Children’s Services, S.A.)