



WARRINGA PARK SCHOOL STUDENT WELFARE AND ENGAGEMENT POLICY

PURPOSE

The Department of Education and Training (DET) is committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian schools. Students can only reach their full educational potential when they are happy, healthy and safe, and when there is a positive school culture that is fair and respectful to engage and support their learning.

To relate to and be consistent with the Effective Schools are Engaging Schools: Student Engagement Policy Guidelines by:

- the encouragement of educational achievement and excellence, prevention of absences and inappropriate behavior.
- fostering a healthy school culture in which high levels of achievement take place through engagement within a positive social environment.
- providing students with a safe learning environment where the risk of harm is minimized and students feel physically safe and emotionally connected.
- providing support for individual circumstances when a student begins to disengage from their learning, when regular attendance is not consistent or positive behaviours are not demonstrated
- maximizing student learning opportunities and performance through engagement.
- providing genuine opportunities for student/parent(s)/carer(s) participation and student/parent voice.
- building a school culture based on positive behaviours and values.
- providing cognitive, behavioural and emotional prevention and intervention for those students at risk of falling behind in their learning.
- empowering students to take ownership of their growth and development and building of school pride.
- promoting school engagement and inclusivity.

POLICY

SCHOOL PROFILE

Warringa Park School is a P-12 specialist school for students with additional learning needs. It aims to provide a safe and supportive learning environment where students are expected to achieve and their successes are acknowledged and celebrated.

The Warringa Park School community is committed to the provision of a safe, stimulating and engaging learning environment. Student overall wellbeing is a primary focus and our aim is to ensure that students attend school regularly, participate in engaging programs, learn and display positive behaviours in line with the Positive Behaviours in Schools Model and which support citizenship. A whole school approach to anti-bullying and building social and resilience skills occur through classroom programs and through everyday acknowledgement of making positive choices.

The Warringa Park School community is diverse and this diversity is valued. People of all cultures, religions and abilities are respected and encouraged to participate, to their best capacity, as students, parents/carers, staff members and volunteers, in the daily life of the school. Every person in our community has special talents and knowledge to share with others and we welcome the contributions of every person.

A consistent focus has been on building the learning capacity of staff and students to improve our learning culture and student outcomes. Teachers work in professional learning teams to meet the individual learning needs of all students.

Students are supported both emotionally and academically through a range of programs and by the fostering of positive relationships – student/staff/parent/care givers. The individual learning needs of our students is strongly supported by classroom teaching, program differentiation, individual learning plans and a focus on improving student outcomes in English and Mathematics.

STUDENT ENGAGEMENT STATEMENT

- The Warringa Park School values are Respect, Learning and Working Together and all members of the school community are encouraged to act in accordance with the school motto *“Imagine the Possibilities”*.
- The Warringa Park School vision is *“Excellent Education for Every Student”*.

It articulates a commitment to achieving excellence in education that will deliver improved learning outcomes for students with additional learning needs in communication, literacy, numeracy and access to successful post school options.

- We aim to develop students who are self-motivated, engaged and resilient, and who contribute to the community.
- The Warringa Park School educational philosophy is that all students can learn and that students with additional learning needs have the right to an equal opportunity education.
- Our positive school culture is predicated on student engagement being the basis for learning. To support this, our leadership team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students.
- Effective teaching, inclusive and engaging curriculum and respectful relationships between members of the school community is promoted through collegiality, e.g., mentoring and peer observations, and professional learning teams that encourage innovative pedagogy developed using the Department’s Framework for Improving Student Outcomes, ABLES, Victorian Curriculum, Student Engagement Policy Guidelines and DET initiatives.
- Student engagement can be defined as three interrelated components: behavioural, emotional and

Cognitive:

Behavioural engagement refers to students’ participation in education, including the academic, social and extracurricular activities of the school.

Cognitive engagement relates to a students’ investment in learning and their intrinsic motivation and self-regulation.

Emotional engagement encompasses students’ emotional reactions in the classroom and in the school and measures a students’ sense of belonging or connectedness to the school.

SCHOOL VALUES

Respect , Learning, Working Together



WARRINGA PARK SCHOOL IS A PBIS SCHOOL (POSITIVE BEHAVIOURS IN SCHOOL)

As part of this approach there are clearly stated and visible expectations that are specifically taught, modelled and actively rewarded at a Whole School and also at a classroom level.

We have three whole school expectations, which are taught and implemented according to the individual students' understanding.

The graphic is titled "WARRINGA PARK SCHOOL PBIS Expectations Matrix" and is organized into three vertical columns representing the core expectations: Learning, Respect, and Working Together. Each column has a circular header with an icon and a list of specific expectations with corresponding illustrations.

LEARNING

- We come to school everyday.
- We are sun smart.
- We do our best.
- We use our iPad to learn and share our work.

RESPECT

- We listen to others.
- We keep our hands and feet to ourselves.
- We wear our uniform.
- We speak nicely to each other.

WORKING TOGETHER

- We ask for help.
- We take turns.
- We share with others.
- We encourage and support others.

STUDENT EXPECTATIONS:

Warringa Park School: Expectation Matrix

“At Warringa Park School we show **Learning; Respect; Working Together**”



Warringa Park has 3 broad schoolwide expectations- **Learning, Respect and Working Together**. These expectations are defined to show **staff** what students do specifically to achieve or demonstrate these expectations. These tell US as teachers how we want students to act. It demonstrates and clarifies the expected behaviours across a range of settings within the school.

These expected behaviours are explicitly taught to students by modelling, role playing and practicing what the expected behaviour looks and sounds like. Students are rewarded **every time** they demonstrate these expected behaviours throughout the day.

The “All the time” expectations are behaviours students are expected to demonstrate no matter where or what they are doing. A student friendly version of these expectation is **shared with students** and displayed within their learning environment.

	All the Time	Transition	Classroom	Outside	Transportation	Technology	Community
Learning	We come to school everyday	We pack up	We use the States of Regulation to be ready to learn	I can choose an activity outside	We arrive on time to the bus stop	We use digital technology in our learning	We are kind to different types of people that we meet
	We are SunSmart	I know and follow my schedule	We ask questions if we don't understand	We tell a teacher when there is a problem	We know the bus timetable	We use technology safely and responsibility	We are safe in the community
	We do our best	We arrive on time, willing to learn	We take responsibility for our learning		We stay in our seats with our seatbelts on	I know how to use the internet safely	We are considerate of others
	We use our iPad to learn and share our work	We put our phones away until home time					We follow the road safety rules

Respect	We listen to others	We walk calmly between classrooms	We allow others to learn	We use equipment correctly	We use a quiet voice	We look after technology resources	We use our manners
	We keep our hands and feet to ourselves	We speak quietly	We keep ourselves and the classroom clean	We stay in our zone	We use positive language towards others	We communicate online using positive language	We follow community rules
	We wear our uniform	We ask to leave the classroom	We make healthy choices with our food	We keep our school clean and tidy	We listen for instructions and directions	We acknowledge and reference the work of others	We follow the workplace expectations/rules
	We speak nicely to each other		We show whole body listening	We look after school property			We wear the correct uniform
Working Together	We ask for help	We stop, wait and walk with the teacher and our group	We help our teachers and classmates	We play safe games	We ask the chaperone for help	We collaborate using technology	We represent ourselves in a positive way
	We take turns	We help others to move between activities	We speak politely to others	We play happily with others	We help others by being a model traveller	We share resources	We look out for others
	We share with others		We encourage and support others	We report problems to teacher	We stay with the group	We are responsible with technology	We always stay with a group
	We encourage and support others		We listen to the ideas and opinions of others	We invite others to join in	We encourage and support others to do the right thing	We report misuse of technology	We follow instructions

LEADERSHIP AND STAFF EXPECTATIONS:

	LEARNING	WORKING TOGETHER	RESPECT
LEADERSHIP	<ul style="list-style-type: none"> ○ We have a growth mindset ○ We are open to feedback ○ We are enablers 	<ul style="list-style-type: none"> ○ We work towards a common goal ○ We are enablers ○ We make collaborative decisions which we are in the best interests of our students 	<ul style="list-style-type: none"> ○ We maintain confidentiality ○ We actively participate in all discussions ○ We are transparent in our communication
STAFF	<ul style="list-style-type: none"> ○ Every lesson is a good lesson ○ Learning is differentiated to accommodate the students abilities ○ Use every moment as a teaching moment ○ Accentuate positives at all times ○ The classroom is set up to promote learning ○ All lessons have a clear purpose and students are aware of their expectations ○ Build students self-efficacy through setting realistic goals 	<ul style="list-style-type: none"> ○ Every student is our student (collective responsibility) ○ Open, ongoing communication with staff, students and parents ○ Value each other as members of WPS community 	<ul style="list-style-type: none"> ○ Use positive language with staff and students ○ Act professionally in manner and dress ○ Provide students with choice ○ Staff model expected behaviour

The following programs, staff and policies support student engagement, encourage attendance, promote positive (pro-social) behaviour, as well as address student wellbeing at Warringa Park School:

PROGRAMS	STAFF	POLICIES
PBIS (Positive Behaviour in Schools Program)	PBIS Team	Student Engagement and Wellbeing Policy
Student Leadership - SRC	Assistant Principal - ATL/ Wellbeing Team	SRC Policy
Anti- bullying	Principal, Assistant Principal, Team Leaders	Bullying and Harassment
Camping program	Learning centre Leaders, Assistant team Leaders	Camps Policy
Drug education	Assistant Principal, Wellbeing	Drug Education Policy
Excursion, incursions & special events	Team Leaders	On-Site Supervision Policy
Human Relations and Sexuality (years 7-12)	Team Leaders	Health and Human Relations Policy
School Values Education	Generalist teachers	Equal Opportunity Policy
Signposts Parenting	Assistant Principal, Wellbeing	
Student Positive engagement plans and student response plans	Team Leaders	Student Engagement and Wellbeing Policy
Engaged play – play zones	Leadership, Team Leaders	Playground Policy/ On-site Supervision Policy/ Yard Duty Policy

Interschool sport	P. E. Specialists team	On-Site Supervision Policy
Transition to school – playgroup, post school (year 12),between sections	Leadership, Team Leaders	Transition Policy
Travel Education	Later Years staff, Pathways & Transitions Coordinator	Internet Usage Policy
VCAL Personal Development	VCAL leadership and staff	ePortfolios Policy
Work Experience	Later Years staff and leadership	Work Experience Policy
Café 11	Later Years staff: Bethany Road Campus	Work Experience Policy
Boys Groups	Student Wellbeing coordinator	Student Engagement and Wellbeing Policy
Boys Mentoring Support	Student Wellbeing coordinator	Student Engagement and Wellbeing Policy
Girls Groups	Student Wellbeing coordinator	Student Engagement and Wellbeing Policy
Respectful Relationships		
Positive Behaviour in Schools	Student Wellbeing coordinator, Engagement Assistant Principal	Student Engagement and Wellbeing Policy
Festival of Healthy Living: Harmony Day	Specialist and Wellbeing Team	Child Safe Code of Conduct
Drum Beat Program	Wellbeing, Specialist Team	Student Engagement and Wellbeing Policy

We have a proactive approach to promoting student wellbeing and engagement through:

- Modelling positive behaviour
- Establishing clear understandings of expected behaviours
- Reinforcing appropriate behaviours
- Planning and establishing a TEAM TEACH approach
- Delivering consequences in a non-punitive, uniform and consistent manner

RIGHTS AND RESPONSIBILITIES

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity.

ENROLMENT

All students who live within the Warringa Park School designated transport zone and meet enrolment eligibility criteria have the right to enrol at Warringa Park School.

PARTICIPATION

Warringa Park School respects the rights of each student to participate in all aspects of school life. Participation is only restricted if and when a students' behaviour infringes on the rights or safety of others (student or staff) and/or places others at risk. Withdrawal from programs and or the provision of a limited timetable will be negotiated with students' parents/carers as part of a staged plan to encouraging appropriate participation and wellbeing of all.

HARASSMENT AND VICTIMISATION

All members of the school community have a right to feel safe, be treated with respect and given every opportunity to play and work in a safe supporting environment. All members of the Warringa Park School Community, including students, are expected to treat others in the manner in which they would like to be treated. Everyone is encouraged to respect individuality, diversity, differences of opinion, rules and rights of others. Instances of bullying from students, staff or the community will be actively discouraged. Active anti- bullying strategies are part of the day to

day practice and reinforced within the context of school routines and expectations. Targeted cyber-bullying programs will be built into classroom activities.

STUDENT SUPPORT SERVICES

At Warringa Park School our approach to welfare and discipline is underpinned by the belief that Positive reinforcement for appropriate behaviors is the most effective long term means of promoting healthy and appropriate social skills while at the same time increasing young people's sense of worth and their overall wellbeing. We aim to promote a safe, happy and cooperative environment where learning and growth occurs for all, focus and build on the positive and celebrate our successes.

Cooperative home/school partnerships assist the school to achieve positive outcomes for students. Students who are at risk will be referred, via the relevant documented protocols, to specialist staff within the school, or to outside agencies, for support. Warringa Park School strives to -

- Quickly identify issues of concern and communicate these to parents/carers.
- Be proactive and focussed on prevention and early intervention.
- Teach, model and proactively reinforce pro-social behaviours.
- Articulate expectations regarding acceptable classroom and yard behaviours.
- Enforce fair and reasonable consequences for inappropriate behaviours which are directly linked to the nature of the behaviour (for example, time off the yard for rough play) in a uniform and consistent manner.

CURRICULUM DEVELOPMENT

All students have the right to access a curriculum which addresses their academic, physical and social needs. Learning Centres are responsible for curriculum delivery and design. Each learning centre produces a curriculum document which is available to staff as well as parents/carers. Each student has an Individual Learning Plan/CAP which outlines in detail the learning goals for students in a given academic year.

THE WARRINGA PARK SCHOOL PRINCIPAL, TEACHERS, WELLBEING AND EDUCATION SUPPORT STAFF ARE EXPECTED TO:

- maintain a 'Duty of Care' which is the requirement to take reasonable steps to protect students from a reasonably foreseeable risk of harm (DET Legal Branch). Staff are expected to act in line with the policies of the school and refer any issues to the leadership of the school in a timely manner
- teach and role model the school values
- adopt inclusive and personalised teaching practices
- ensure accessible educational provision for all students
- conduct honest and open communications with parent/carers
- work in partnerships and liaise with parents/carers
- develop community partnerships to support students
- provide student services and/or refer students to appropriate outside agencies for support
- develop and provide appropriate, meaningful and challenging curriculum that gives students the opportunity to experience success in their learning
- Cater for and celebrate diversity.

WARRINGA PARK SCHOOL STUDENTS ARE EXPECTED TO:

- take responsibility for and reflect upon their own learning. As students' progress through the school they will be actively supported and encouraged by teachers to manage their own learning , growth and behaviours
- participate fully in the school's educational program and attend school regularly. Warringa Park School staff recognise that sometimes students need support to achieve this and will work with students whose attendance could be improved
- display positive behaviours that demonstrate respect for themselves, their peers their teachers and all other members of the school community
- respect the rights of others, including the right of others to learn, in order to contribute to an engaging educational experience for themselves and other students
- learn prosocial behaviours which contribute to the educational, social, emotional and physical development of themselves and those around them – students will be actively supported by staff to achieve this goal.

WARRINGA PARK SCHOOL PARENTS/CARERS ARE EXPECTED TO:

- promote positive educational outcomes for their child by taking an active interest in their child's educational progress
- cooperate with the school, which includes participating in regular, constructive communication with school staff regarding their child's learning and wellbeing
- actively support their child's engagement in the school environment
- support the school in maintaining a safe and respectful learning environment for all students
- support their child by ensuring regular attendance, modelling positive behaviours and assisting their child with their school work.

SCHOOL ACTIONS AND CONSEQUENCES

- Student engagement, regular attendance and appropriate behaviour are encouraged through the implementation of whole-school strategies supported by targeted and individualised support when required.
- Actions and consequences are incremental (a staged response) and will be applied fairly and consistently.
- Positive consequences as well as negative consequences are part of the Warringa Park School's approach to supporting student engagement.
- Actions and consequences have an educational role and aim to foster positive relationships as well as retain the dignity of the student.
- Actions and consequences that isolate a student from learning will be avoided wherever possible.

The following whole school and classroom practices articulate Warringa Park School's philosophy actions and consequences:

- predictable, fair and democratic classroom and school environments
- student participation in the development of classroom expectations regarding student behaviour
- personalised (individualised) student learning programs documented in Individual Learning Plans/CAPs
- acknowledgement of students via:
- Classroom positive behaviour reinforcement programs – such as the VIVO program

Student of the Week awards

Termly Principal's awards (end of year celebratory lunch for recipients)

End of term classroom, sub-school and whole school celebrations

Newsletter articles highlighting student achievements within and outside school

Annual graduation/presentation ceremonies

- A commitment to providing an environment that supports the individual needs, including sensory and communication needs, of the student and maximises their engagement in learning
- A commitment to supporting students to develop self-regulation and management strategies
- A commitment to a proactive approach and de-escalating situations in which students are displaying inappropriate behaviours.
- Providing a physical environment that is clean, stimulating and conducive to positive behaviours as well as effective engagement in learning
- School wide positive behaviour and educative behaviour support strategies such as:

VCAL Personal Development

Victorian Curriculum Personal & Social Learning capabilities

Human Relations curriculum

School Values education

Implementation of Safe Schools is Engaging Schools DEECD guidelines

DISCIPLINE PROCEDURES – EXTERNAL SUSPENSION AND/OR EXPULSION

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response including early intervention/prevention and disciplinary consequences.

Prevention and early intervention may include:

- Understanding and catering for individual student physical, communication, sensory and emotional needs
Structuring the environment to minimise anxiety and aide understanding, and support learning
- Utilising Support from Network SSSO expertise
- Utilising a Multi-disciplinary approach which includes support from allied Health practitioners
- Utilising the support of visiting teacher service
- Providing clear expectations of students
- Providing consistent school and classroom environments
- Scaffolding student learning programs
- Providing individual, classroom and whole school positive reinforcement systems
- Pre correction – reminder of the expected behaviour
- Frequent communications between teachers and parents/carers via the telephone or student communication books
- Developing Positive support plans for individual students requiring additional support and intervention
- Providing broader education programs, for example experiential learning, work education, camps/outdoor education and/or creative arts
- Individualised, flexible learning programs or attendance schedules

Consequences following student failure to comply with the school rules/classroom expectations may include:

- a verbal warning
- student counselling or participation in special focus group programs
- involving community support agencies
- supported play/special programs during break time
- referral to the Learning Centre Leader and/or Assistant Principal
- parent/carer contact initiated by the Learning Centre Leader or Assistant Principal
- referral to student wellbeing team staff members and/or outside agencies

- Student Support Group Meeting
- external suspension - the maximum duration of an external suspension is 5 days
- expulsion – last resort.

All Warringa Park School **suspension and expulsion procedures are in line with the Department of Education and Early Childhood Development guidelines.** Students will only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the students behaviour; for example, following an assault upon a student or teacher, or failing to obey a member of the Warringa Park School Leadership Team, or where another student’s safety or wellbeing is compromised.

All suspensions and expulsions are recorded on CASES 21 and Compass.

FURTHER INFORMATION AND RESOURCES

- Statement of Values and School Philosophy Policy
- Child Safe Code of Conduct
- SRC Policy
- Bullying and Harassment
- Camps Policy
- Drug Education Policy
- On-Site Supervision Policy
- Equal Opportunity Policy
- Playground Policy
- Yard Duty Policy
- Transition Policy
- ePortfolios Policy
- Work Experience Policy

Framework for Improving Student Outcomes

<https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/FISO.aspx>

Effective Schools are Engaging Schools

<https://www.is.vic.edu.au/static/uploads/files/segpolicy-wfulwkkdwloi.pdf>

Disability Standards for Education

https://docs.education.gov.au/system/files/doc/other/disability_standards_for_education_2005_plus_guidance_notes.pdf

Safe Schools

<https://www.education.vic.gov.au/about/programs/Pages/safeschools.aspx?Redirect=2>

Charter of Human Rights

http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/

Education and Training Reform Act 2006

<https://www.education.vic.gov.au/about/department/legislation/Pages/act2006.aspx>

DET Suspension process

<https://www.education.vic.gov.au/school/principals/spag/participation/Pages/suspensions.aspx>

VIT Teacher Code of Conduct

<http://www.vit.vic.edu.au/professional-responsibilities/conduct-and-ethics>

REVIEW CYCLE

This policy will be reviewed **yearly** but also occurs on a regular basis prompted by changing circumstances and raised concerns.

This policy was reviewed and shared with the school community on **15th February 2021**
and is *scheduled for review in February 2022*