

# WARRINGA PARK SCHOOL STUDENT WELFARE AND ENGAGEMENT POLICY

## PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

Warringa Park School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

## SCOPE

This policy applies to all school activities, including camps and excursions.

## 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

Warringa Park School Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, learning and working together at every opportunity.


Our school’s vision is excellent education for every student


















**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.

  
**WARRINGA PARK SCHOOL**  
*PBIS Expectations Matrix*

<b>LEARNING</b> 	<b>RESPECT</b> 	<b>WORKING TOGETHER</b> 
<p>We come to school everyday.</p> 	<p>We listen to others.</p> 	<p>We ask for help.</p> 
<p>We are sun smart.</p> 	<p>We keep our hands and feet to ourselves.</p> 	<p>We take turns.</p> 
<p>We do our best.</p> 	<p>We wear our uniform.</p> 	<p>We share with others.</p> 
<p>We use our iPad to learn and share our work.</p> 	<p>We speak nicely to each other.</p> 	<p>We encourage and support others.</p> 

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

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

**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.

**INDETIFYING STUDENTS IN NEED OF SUPPORT**

*Warringa Park School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Warringa Park*

School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- *personal, health and learning information gathered upon enrolment and while the student is enrolled*
- *attendance records*
- *academic performance*
- *observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation*
- *attendance, detention and suspension data*
- *engagement with families*
- *self-referrals or referrals from peers*

### **STUDENT RIGHTS AND RESPONSIBILITIES**

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

### **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 BEHAVIOURAL EXPECTATIONS AND MANAGEMENT**

- 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.

### Engaging with Families

Warringa Park School values the input of parents and carers, and we will strive to support families to engage in their child’s learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

### Evaluation

Warringa Park School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Warringa Park School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

### 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

## **Student behavioural expectations and management**

*Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.*

*Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.*

*When a student acts in breach of the behaviour standards of our school community, Warringa Park School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.*

*Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as withdrawal of privileges or withdrawal from class.*

*Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.*

*Disciplinary measures that may be applied include:*

- *warning a student that their behaviour is inappropriate*
- *teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour*

- *withdrawal of privileges*
- *referral to the Year Level Coordinator*
- *restorative practices*
- *behaviour support and intervention meetings*
- *suspension*
- *expulsion*

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- <https://www2.education.vic.gov.au/pal/suspensions/policy>
- <https://www2.education.vic.gov.au/pal/expulsions/policy>
- <https://www2.education.vic.gov.au/pal/restraint-seclusion/policy>

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Warringa Park School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

## COMMUNICATION

This policy will be communicated to our school community in the following ways

- Available publicly on our school's website
- Included in staff induction processes
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

## FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy
- 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

## **POLICY REVIEW AND APPROVAL**

Policy last reviewed	20 <sup>th</sup> June 2022
Consultation	School Council, School Staff, SRC
Approved by	Principal
Next scheduled review date	20 <sup>th</sup> June 2023