

WARRINGA PARK SCHOOL

STUDENT WELLBEING AND ENGAGEMENT

POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact School Administration.

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.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
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POLICY

1. School profile

Warringa Park School is a specialist school located in Hoppers Crossing. The school population is drawn from the City of Wyndham and caters for students aged 5 to 18 years who have a diagnosed intellectual disability. Warringa Park is a P-12 school with four campuses – the Warringa Crescent Campus which caters for Foundation to year 6 students, the Polly Parade Campus which caters for Foundation to Year 3 students, the Bethany Road Campus which caters for years 7 to 9 and the Cayleys Road Campus for Years 7-12 students completing the Victorian Pathways Certificate (VPC). As a rural campus in Werribee South, the Cayleys Road Campus also offers an alternative vocational education program for students in years 7 to 12.



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Warringa Park 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.

2. School values, philosophy and vision

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.



- 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.

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- 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.

3. Wellbeing and engagement strategies

Warringa Park School is an SWPBS School (School Wide Positive Behaviour Support)

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

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

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

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

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	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 student's 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
SWPBS (School Wide Positive Behaviour Support)	SWPBS 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



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Travel Education	Later Years staff, Pathways & Transitions Coordinator	Internet Usage Policy
VPC Personal Development	VPC 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 student's 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 encourage appropriate participation and wellbeing of all.

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.

Targeted

- *The Wellbeing coordinator at the secondary campuses runs targeted group activities for specific groups of students*
- *The Wellbeing Coordinators at both primary and secondary campuses monitor the health and wellbeing of students, and act as a point of contact for staff to refer students who may need additional support*
- *The Mental Health Practitioner works across the secondary campuses to monitor the health and wellbeing of students, and acts as a point of contact for staff to refer students who may need additional support*
- *Each Learning Centre has a Leader, a Leading teacher responsible for their sector, who monitors the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support*



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- *Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our Child Safety Action Plan – Aboriginal Learning, Wellbeing and Safety.*
 - *Our English as a second language students and all cultural and linguistically diverse students are supported to feel safe and included in our school including through support from the Allied Health and Wellbeing teams.*
 - *We support learning and wellbeing outcomes of students from refugee background through guidance from the Allied Health and Wellbeing teams.*
 - *We provide a positive and respectful learning environment for our students who identify as LGBTQI+ and follow the Department’s policy on LGBTQI Student Support, alongside celebrating diversity with special days such as Wear it Purple Day.*
 - *All students in Out of Home Care are supported in accordance with the Department’s policy on [Supporting Students in Out-of-Home Care](#) including being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment.*
 - *Students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department’s policy on [Students with Disability](#), such as reasonable adjustments to support access to learning programs, consultation with families, student support groups and individual education plans.*
 - *Wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year.*
 - *Staff will apply a trauma-informed approach to working with students who have experienced trauma.*
- All students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future.*
- *Warringa Park School assists students to plan their Year 10 work experience, supported by their Career Action Plan.*

Individual

Warringa Park School implements a range of strategies that support and promote individual engagement. These can include:

- *building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances*
- *meeting with student and their parent/carer to talk about how best to help the student engage with school*
- *developing a Positive Engagement Plan or a Behaviour Support Plan*
- *gaining professional advice from support services such as Lookout and Student Support Services*
- *accessing funding through a disability inclusion profile application*
- *considering if any environmental changes need to be made, for example changing the classroom set up*
- *referring the student to:*
 - *school-based wellbeing supports*
 - *Student Support Services*
 - *Appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst*
 - *Re-engagement programs such as Navigator*

Where necessary the school will support the student’s family to engage by:

- *being responsive and sensitive to changes in the student’s circumstances and health and wellbeing*
- *collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student*
- *monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family*
- *engaging with our regional Koorie Engagement Support Officers*
- *regular Student Support Group meetings for all students*



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- 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:
 - VPC Personal Development
 - Victorian Curriculum Personal & Social Learning capabilities
 - Human Relations curriculum
 - School Values education
 - Implementation of Safe Schools

4. Identifying 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



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5. 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/s
- 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. 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.

6. Student behavioural expectations and management

Students:

- 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.



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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 implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, 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
- detentions
- 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.

7. 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.



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8. 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.

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:

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



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POLICY REVIEW AND APPROVAL

Policy last reviewed	24 th June 2024
Consultation	School Council, School Staff, SRC
Approved by	Principal
Next scheduled review date	June 2026

