



Warringa Park School Student Welfare and Engagement Policy

Rationale

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.

Purpose

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 behaviour
- 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
- maximising 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

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 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 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, AusVELS, 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 four whole school expectations, which are systemically taught and implemented according to the individual students understanding.

Student Expectations:

Expectations	Transition	Classrooms	Playgrounds	Transportation	Technology	Community
LEARNING	<p>We pack up quickly and quietly</p> <p>We listen to our teachers' directions</p> <p>We walk straight to the place where we are meant to be (specialist, classroom, play zone)</p>	<p>We come to school every day</p> <p>We do our best</p> <p>We listen to our teachers and classmates</p> <p>We stay on task</p>	<p>We tell a teacher when there is a problem</p> <p>We listen to teachers' directions</p> <p>We are Sun Smart</p>	<p>We are on time</p> <p>We stay in our seats with our seatbelts on</p> <p>We listen to our bus driver and chaperone</p>	<p>We use technology to learn and share our work</p> <p>We bring our iPads to school fully charged everyday</p>	<p>We are kind to different types of people that we meet</p> <p>We listen to our teachers' directions</p> <p>We are Sun Smart</p>
RESPECT	<p>We walk quietly and calmly between classrooms</p> <p>We keep our hands and feet to ourselves</p> <p>We respect our peers choice</p>	<p>We allow others to learn</p> <p>We treat property carefully</p> <p>We keep ourselves and the classroom clean</p> <p>We make healthy choices</p> <p>We wear our school uniform every day</p>	<p>We use equipment correctly</p> <p>We stay in our zone</p> <p>We keep our hands, feet and objects to ourselves</p> <p>We keep our school clean and tidy</p>	<p>We keep our hands, feet and objects to ourselves</p> <p>We use a quiet voice and polite words</p>	<p>We look after technology resources (iPad, computer)</p> <p>We communicate online using positive language</p>	<p>We use our manners</p> <p>We treat property carefully</p> <p>We wear our school uniform</p> <p>We follow community rules</p>
WORKING TOGETHER	<p>We stop, wait and walk with the teacher and our group</p>	<p>We help our teachers and classmates</p> <p>We share and take turns</p> <p>We speak politely to others</p> <p>We have positive interactions with our peers</p>	<p>We play safe games</p> <p>We play happily with others</p> <p>We share equipment and take turns</p>	<p>We help others to be safe and organised on the bus</p>	<p>We work positively with others online</p>	<p>We stop, wait and walk with the teacher and our group</p> <p>We look out for others</p>

Staff Expectations:

Expectations	Transition	Classrooms	Playgrounds	Transportation	Technology	Community
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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	SRC Policy
Anti- bullying	Principal, Assistant Principal	Bullying and Harassment
Camping program	Learning centre Leaders, Assistant team Leaders	Camps Policy
Drug education	Camp Coordinator	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
Start Right	PBIS Team and Team Leaders	Teaching and Learning Policy
Signposts Parenting	Assistant Principal	
Student Positive support plans and student response plans	Team Leaders	Student Engagement and Wellbeing Policy
Engaged play – play zones	Leadership	Playground Policy/ Supervision Policy
Interschool sport	P. E. Specialists team	On-Site Supervision Policy
Transition to school – playgroup, post school (year 12),between sections	Leadership	Transition Policy
Travel Education	Later Years staff	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
Solving the Jigsaw program	Student Wellbeing coordinator	Student Engagement and Wellbeing Policy
Positive Behaviour in Schools	Student Wellbeing coordinator	Student Engagement and Wellbeing Policy
Festival of Healthy Living: Harmony Day	Specialist and Wellbeing Team	Code of Conduct Policy
Drum Beat Program	Assistant Principal	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. Sections are responsible for curriculum delivery and design. Each section produces a curriculum document which is available to staff as well as parents/carers. Each student has an Individual Learning Plan 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
- acknowledgement of students via:
 - Classroom positive behaviour reinforcement programs – such as the VIVO program
 - Student of the Week awards
 - Fortnightly 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
AusVELS Personal Social Learning curriculum
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.

References

Framework for Improving Student Outcomes

<http://www.education.vic.gov.au/school/principals/management/Pages/schoolperformance.aspx>

Effective Schools are Engaging Schools

<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf>

Disability Standards for Education

<http://www.education.vic.gov.au/school/principals/health/Pages/legislation.aspx>

Safe Schools

<http://www.education.vic.gov.au/school/parents/health/Pages/bully.aspx>

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/prinprevent.aspx>

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/cyberbullyingcampaign.aspx>

Charter of Human Rights

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

Education and Training Reform Act 2006

<http://www.education.vic.gov.au/about/department/legislation/Pages/act2006faq.aspx>

DET Suspension process

<http://www.education.vic.gov.au/school/principals/participation/Pages/inschoolsuspension.aspx>

VIT Teacher Code of Conduct

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

Evaluation:

This policy will be reviewed as part of the school's three-year review cycle but also occurs on a regular basis prompted by changing circumstances and raised concerns

This policy was last ratified by School Council in....

20/06/16