



STUDENT WELLBEING 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.

Warrnambool West Primary 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 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.

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POLICY

1. School profile

Warrnambool West Primary School is situated in the seaside town of Warrnambool in south-western Victoria. Our school is part of the Warrnambool Network of Schools. Within this network, staff at our school are involved in a range of functional teams that focus on sharing best practice in relationship to school management, teaching and learning, school well-being and educational provision.

Established in 1954-1956 and merged with Dennington in 1997, Warrnambool West Primary School is situated in the coastal town of Warrnambool, about 260km southwest of Melbourne. Our school grounds are extensive, including large grassed areas and playgrounds for our students to enjoy.

In 2020, Warrnambool West Primary School has an enrolment of 136 students and is staffed by a principal, assistant principal, wellbeing student mentor, 9 teaching staff, 1 intervention teacher and 6 education support staff. Our grades are set up in composite level age groups, with our Prep students having a personalised start to school life in their open designed learning space and separate play area.

Warrnambool West Primary School is committed to providing its students with an inspiring and challenging education in a friendly environment where everyone is respected, valued and belongs. There is a commitment to continuous improvement and achieving excellence in teaching and learning in all areas of the school. Our involvement with the Big Life, Resilience Project, School Wide Positive Behaviours Framework and Respectful Relationships underpin our school philosophy and align with our school priorities as set out in this Student Engagement Policy.

The school has a welcoming mantra and considers itself an inclusive school community for all. Warrnambool West Primary School is proactive in maximising educational opportunities for all students and provides wellbeing support to all students in an informal and supportive manner, as well as through educational programs and mentoring sessions.

At Warrnambool West Primary School we strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially. We provide a range of specialist teaching in Art, Hands on Learning, PE, Music, LOTE and Science to complement the quality Literacy, Numeracy, and Inquiry learning programs. We aim to progress and engage all learners. Our priority is to ensure that all learners want to come to school, want to learn and experience success.

Our school is culturally diverse with 24% of families having a language background other than English with the largest being Chinese (Mandarin). The school is also represented by 19% of families from the Koorie and Torres Strait Islander communities. We are proud of our diversity and inclusive school culture. Being a 'smaller' school we create a positive sense of community and proactive learning amongst our students, staff and parents.

Warrnambool West Primary School has procedurally fair processes for managing student behaviour. Corporal punishment is prohibited in all government schools. Corporal punishment is not used at this school under any circumstance" (forcing children to stay in uncomfortable positions, or punishment that is degrading, threatening or humiliating is regarded as corporal punishment and will not be allowed).

Warrnambool West Primary School is committed to Child Safety:

- We want children to be safe, happy and empowered. We support and respect all children, as well as our staff and volunteers.
- We are committed to the safety, participation and empowerment of all children.
- We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust procedures.
- We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.
- Warrnambool West Primary School is committed to preventing child abuse and identifying risks early, and removing and reducing these risks.
- Warrnambool West Primary School has human resources and recruitment practices for all staff and regular volunteers.

- Warrnambool West Primary School is committed to regularly training and educating our staff and regular volunteers on child abuse risks.
- We support and respect all children, as well as our staff and volunteers. We are committed to the cultural safety of Aboriginal children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.
- We have specific procedures and training in place that supports the principal, staff and regular volunteers to achieve these commitments.

School values, philosophy and vision

Our school's vision is to create Lifelong Learners who are engaged with their community. It is a simple statement of the type of school we wish to see. In some aspects it is a reflection of what we have already achieved, in others it is a statement of how we would like to develop the school. Overall it is the common aim for everything we do from preparing lessons, to working with the children, to recruiting new staff, to improving the facilities.

Our School Values of Safe, Respect, Inclusive and learning represent the aspirations and beliefs of our school community. Students, staff and members of our school community are encouraged to live and demonstrate these core values. They work in conjunction with the traditional community values that we expect to see and model throughout our daily lives.

Our statement of values is available online at <http://warrnamboolwestps.vic.edu.au/>

2. Engagement strategies

Warrnambool West PS has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

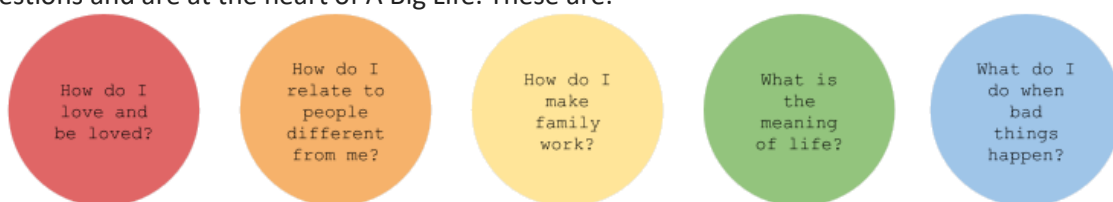
A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at Warrnambool West PS use a school wide instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons

- teachers at Warrnambool West PS adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school’s Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings. Students are also encouraged to speak with their teachers, Junior or Senior Department leader, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school performances, athletics, music programs and peer support programs
- All students are welcome to self-refer to the Student Wellbeing Mentor, Department Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an ‘open door’ policy where students and staff are partners in learning
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Big Life

A Big Life helps young people develop the tools and skills they need to deal with life’s ups and downs. Over the years, teachers, chaplains and families have identified some consistent themes central to the challenges faced by young people in the region. These have been framed as 5 Big Questions and are at the heart of A Big Life. These are:



- Respectful Relationships. (link provides additional details)

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/capabilities/personal/Pages/respectfulrel.aspx>

- Resilience Project

A whole school approach for teachers, students and parents/carers. Students are supported by a year-long curriculum including teacher resources, student journals (Years 3-6), an online teaching hub, and exclusive content released throughout the year.

- SWPBS

School Wide Positive Behaviour Support (SWPBS) is a broad range of systemic and individualised strategies for achieving important social and learning outcomes at Warrnambool West PS while re-teaching the expected positive behaviours. The key attributes of SWPBS include preventative activities, data-based decision making, and a problem solving orientation.

- Alannah and Madeline Foundation
- Programs, incursions and excursions developed to address specific needs i.e cross curriculum events, celebration and acknowledgement days, Sensory, Hands on Learning programs
- opportunities for student inclusion i.e. sports teams, clubs, recess and lunchtime activities
- Cross age buddy programs, school events, peers support programs

Targeted

- each student has access to the Student Wellbeing Mentor, Department Leader, and a teacher responsible for their grade, who monitor the health and wellbeing of students, and act as a point of contact for students who may need additional support
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to as needed to the Student Support Services for an Educational Needs Assessment
- wellbeing 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
- Staff undertake Cultural Understanding and Safety training (CUST) to deepen the connection and understanding of the indigenous culture and to provide a safe learning environment for indigenous students.

Individual

- Student Support Groups, see: http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroup_s.aspx
- Individual Learning Plan for students who are working well below the expected level <https://www2.education.vic.gov.au/pal/individual-education-plans-ieps/policy>
- Behaviour Support Plan for students who identify as requiring additional support to engage with others in a positive way.
- Program for Students with Disabilities. Educational Support staff member in the classroom oversees the individualised program designed for the specific child by the classroom teacher.
- Referral to Student Wellbeing Mentor and Student Support Services
- Referral to Child First, Headspace
- Wellbeing team liaise with Navigator, Lookout.

Warrnambool West Primary 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 an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up, adapted timetables and routines
- 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 Child First
 - 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 Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

3. Identifying students in need of support

Warrnambool West PS is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing Mentor plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Warrnambool West PS 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 and suspension data
- engagement with families
- self-referrals or referrals from peers

4. Student rights and responsibilities

A safe and inclusive school has:

- A principal and other school leaders who are committed to promoting equal opportunity for the whole school community
- Teaching and learning practices that incorporate the diversity of the school community
- Processes and systems in place that uphold and communicate school values
- Strategies to ensure that all are accountable for maintaining the highest standards of behaviour, teaching and learning.
- Programs to actively discourage discrimination, harassment, bullying, vilification or victimisation, and where to seek help if behaviours occur
- Mechanisms for complaints to be addressed and resolved in a fair and consistent manner.
- A principal or other school leaders who are committed to publicly promoting school values and equal opportunity to the wider school community

All members of our school community at Warrnambool West PS 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. It is about providing an environment where the diversity of staff, students and their families is recognised and respected.

Students have the right to:

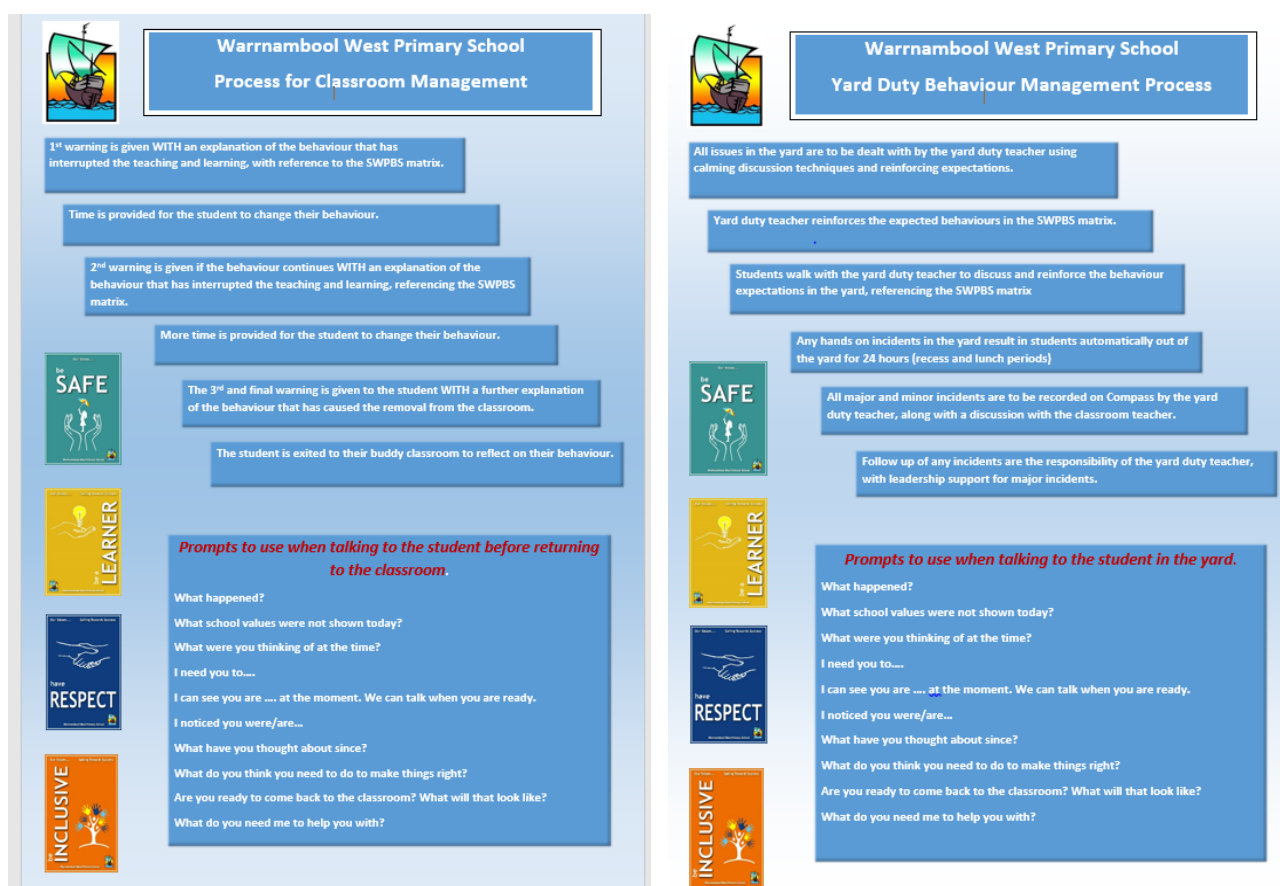
- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, discrimination or intimidation
- express their ideas, feelings and concerns.

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.

5. Student behavioural expectations



Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with *Warrnambool West PS Bullying policy*.

When a student acts in breach of the behaviour standards of our school community, Warrnambool West PS will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Behaviour management 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. Measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Management measures that may be applied include:

- Establish inclusive and consistent classroom strategies across the school:
- warning a student that their behaviour is inappropriate
- 3 Strikes and exit policy is implemented across the school. Each classroom has a buddy system for removal. Student Wellbeing Mentor or leadership team support if required.
- Reflective conversation with teacher before entry back into the classroom
- Record of incident is entered onto Compass by teacher

Extent of behaviour may:

- have withdrawal of privileges,
- referral to the Student Wellbeing Mentor
- Phone call to parents/carers
- behaviour management plan developed
- Internal/external suspension
- expulsion

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

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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

At Warrnambool West PS the developed school wide positive behaviour matrix is used to explicitly teach the skills we want students to be able to demonstrate. The behaviour matrix displays positive language and is underpinned by the school values and guiding principles. We recognise behaviour as a form of communication and we actively support students to modify their behaviour for social acceptance and safety.



Warrnambool West Primary School Wide Positive Behaviour Matrix				
	<i>Be a learner</i>	<i>Be Inclusive</i>	<i>Be Safe</i>	<i>Be Respectful</i>
<i>Classroom</i>	<ul style="list-style-type: none"> • Make the most of every learning minute • Show your personal best • Attentive listening • Ask questions 	<ul style="list-style-type: none"> • Accept others' ideas • Work cooperatively with anyone • Listen to others' ideas 	<ul style="list-style-type: none"> • Walk in the classroom • Use learning materials correctly • Keep calm • Respond, don't react • Calmly discuss problems 	<ul style="list-style-type: none"> • Put your hand up when you want to speak • Use an inside voice • Use devices appropriately • Use appropriate language
<i>Playgrounds</i>	<ul style="list-style-type: none"> • Be open to new games • Ask for help • Participate • Learn and follow the rules of the game 	<ul style="list-style-type: none"> • Include others in games • Listen and negotiate • Make sure everyone knows the rules and expectations in games 	<ul style="list-style-type: none"> • Keep your hands and feet to yourself • Use and return equipment safely • Return to class safely – walk and wait where needed. 	<ul style="list-style-type: none"> • Listen to yard duty staff • Use and return equipment properly • Be mindful of others' personal space • Use appropriate language • Wait patiently before entering the classroom
<i>Toilet areas</i>	<ul style="list-style-type: none"> • Only go to the toilet in break times • Don't waste time in the toilets 	<ul style="list-style-type: none"> • Remind others to make the right choice • Go with a buddy when they need you 	<ul style="list-style-type: none"> • Wait and take turns • Use the sinks and toilets appropriately • Walk • Keep food and toys outside the toilets 	<ul style="list-style-type: none"> • Respect others' privacy • Leave the toilet area clean and tidy • Flush the toilet • Wash your hands • Use appropriate language
<i>Corridors</i>	<ul style="list-style-type: none"> • Be aware other students are in their classrooms learning 	<ul style="list-style-type: none"> • Allow others to move freely in the corridor too 	<ul style="list-style-type: none"> • Put your belongings in your locker • Walk 	<ul style="list-style-type: none"> • Walk quietly to and from your learning space • Keep doorways clear

	<ul style="list-style-type: none"> • Use the corridor when you have permission • Offer your work for display 	<ul style="list-style-type: none"> • Walk in a line when with your class • Use a quiet voice so others can continue to work 	<ul style="list-style-type: none"> • Open and close doors safely • Keep the locker area free 	<ul style="list-style-type: none"> • Open the door for others when needed • Admire display with your eyes • Use appropriate language
<i>Assembly</i>	<ul style="list-style-type: none"> • Show 5 L's • Active listening • Participate in presentations 	<ul style="list-style-type: none"> • Clap for others receiving awards • Celebrate everyone's success 	<ul style="list-style-type: none"> • Stay in the one space • Follow staffs' instructions • Keep hands and feet to yourself 	<ul style="list-style-type: none"> • Come on time and stay for the whole time • Take your hat off • Face the front • Stand for National Anthem with hands by your side • Use appropriate language
<i>Out and about</i>	<ul style="list-style-type: none"> • Actively listen • Participate in all activities • Ask questions • Show positive body language and attitude 	<ul style="list-style-type: none"> • Wait your turn and share • Work with any/all students • Look out for your peers 	<ul style="list-style-type: none"> • Follow staff instructions • Stay with your class or group • Keep a staff member in line of sight • Wear your hat and sunscreen 	<ul style="list-style-type: none"> • Wear your school uniform • Be mindful of others not in our group • Use manners • Leave the space clean • Use appropriate language

6. Staff expectations

Staff at Warrnambool West PS will:

- Commit to adhering to the Collegiate Behaviours Staff Matrix

WWPS Collegiate Behaviours

- Uphold the school wide positive behaviour matrix to ensure that positive and meaningful relationships with students promote engagement, wellbeing and the ability to learn.
- Commit to and re-teach the expected behaviours across the school
- Ensure to comply to the duty of care obligations to each student as well as the obligations under the equal opportunity and human rights legislation
- Collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, student services and community linkages which are inclusive and responsive to student needs.
- Work in partnership with all staff by delivering whole school responses to behavioural issues
- Develop flexible pedagogical teaching styles to engage the diversity of learners
- Deliver curriculum and assessment that challenges, supports and extends students' learning
- Develop positive and meaningful relationships with students that promote engagement, wellbeing and learning with student voice embedded.
- Commit to providing a positive school culture where the DET and school values are always demonstrated

7. Engaging with families

Warrnambool West PS 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 with 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.

8. Evaluation

Warrnambool West PS 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
- SOCS

FURTHER INFORMATION AND RESOURCES

[Statement of Values and School Philosophy](#)

[Bullying Prevention](#)

[Child Safe Standards](#)

REVIEW CYCLE

This policy was last updated on April 2021 and is scheduled for review in April 2023.