



## STUDENT ENGAGEMENT POLICY

### WPPS Profile:

Established in 2011, Wyndham Park Primary School is a Victorian Government school located on Kookaburra Avenue, Werribee, in the City of Wyndham. Our school community members come from diverse socio-economic and cultural backgrounds. We have a growing enrolment, which is at 405 at the beginning of the 2019 school year who enjoy the state of the art buildings and attractive surrounds including the Heathdale and Glen Orden Wetlands, full size sports oval, synthetic playing surface and plexipave basketball courts. The school has 42 staff (EFT) including 2 Principal Class, 2 leading teachers, 1 learning specialist, 24 teachers, and 13 Education support staff. The dedicated Staff at Wyndham Park Primary School work collaboratively in a Professional Learning Community. Wyndham Park Primary School's purpose is to empower all members of our School Community to grow academically, socially and emotionally through living the school's motto - Aspire Learn Achieve. Wyndham Park PS has committed to our School Wide Positive behaviors values of: RESPECT, SAFETY and RESPONSIBILITY. These values are at the core of the positive culture at our school. We have high expectations that our students and community will grow to their full potential and become active citizens and lifelong learners prepared for success in an ever changing world. The school is an active partner in the Wyndham Schools Community Hub. We work collaboratively with The Smith Family and many other local community partners to provide the best possible learning opportunities for every child and family.

At Wyndham Park Primary School we have an unwavering commitment to continue our focus on student learning. Currently our school improvement priority is Excellence in Teaching and Learning through the implementation of the key improvement initiatives of Building practice excellence, and Curriculum planning and assessment to create a Professional Learning Community Culture and improve the learning growth of every student in English and Mathematics. The selection of these key improvement strategies are as a result of the 2016 School Strategic Peer Review. In particular our focus on building a professional learning community and providing targeted professional learning had supported teachers to better understand the learning needs of their students. In 2016 the development of the G.A.N.A.G instructional model and the use of learning intentions and success criteria throughout the school was an enabler to the achievement of the goals in the 2016, 2017 and 2018 annual implementation plans.

In 2018 the following strategies were implemented to align with the Framework for School Improvement;

- the implementation of an assessment schedule and weekly professional learning team meetings to analyse and discuss data to support teacher's understanding of data,
- a whole school data management system that allows teachers to track and monitor learning progress,
- support for teacher's to build confidence in understanding of data to apply alternative assessments for students,
- development of individual learning plans and targeted support for students with learning needs to provide assistance in classrooms.

### **WPPS Vision:**

Wyndham Park Primary School's purpose is to empower all members of our community to grow academically, socially and emotionally through living the school's motto – Aspire, Learn, Achieve.

Wyndham Park Primary School has committed to our School Wide Positive Behaviours values of **RESPECT, SAFETY and RESPONSIBILITY**. These values are at the core of the positive culture of our school. We have high expectations that our students and community will grow to their full potential and become active citizens and lifelong learners, prepared for success, in an everchanging world.

- Our school is committed to providing a safe, caring, stimulating and inclusive learning environment. We aim to recognise and cater for all students, regardless of disability, gender identification, sexual orientation, or academic, religious, economic or cultural background. Students can reach their full academic potential only when they are happy, safe and healthy, and when there is a positive school culture to support them. We aim to provide programs which enhance each individual's strengths.
- At WPPS we acknowledge that student wellbeing and student learning outcomes are inextricably linked. To support this, our leadership team is actively engaged in developing classroom practice to ensure our pedagogy (HOW we teach) and curriculum (WHAT we teach), engages all students at their required level. Effective teaching, inclusive, engaging differentiated curriculum and respectful and positive relationships between staff, students and families is promoted.

We have a clear process (**refer to Appendix 2 – WPPS A**) for proactively responding to student absences. We have systems in place for daily SMS notification for unapproved absences and if issues are not resolved with teacher follow up, Learning Community Leaders and then, if required the Wellbeing Team and referrals to Family support agencies. Chronic absence concerns are referred to the

We use a variety of data sources to monitor and improve student engagement and wellbeing: Xuno incident data, ACER SEW data (F-6), Attitudes to School Data (4-6) and Xuno attendance data.

### **Aims:**

- To ensure Wyndham Park Primary School complies with DET policy and guidelines in regard to student engagement.
- To create a school culture that encourages and promotes student attendance, positive behaviour and a safe, supportive environment which enables academic growth and success for all students.

### **Implementation:**

*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.*

At WPPS we;

- ensure that all members of the community know, model and promote our Matrix of expected behaviours,
- create a safe and respectful, trauma informed school environment and minimise unacceptable behaviours with a focus on prevention,
- ensure Wyndham Park Primary School complies with DET policy and guidelines,
- reinforce within the school community that no form of bullying behaviour is acceptable and that all adults are expected to model respectful relationships,
- ensure everyone within the school community is alerted to signs and evidence of bullying and has a responsibility to report it to staff, whether as observer or recipient,

- guarantee that all reported incidents of unsafe behaviour or bullying are followed up, parents are informed of interventions undertaken and that support is given to the student displaying bullying behaviour, bystanders & the recipient.
- seek parental and peer-group support and co-operation at all times.
- provide opportunities for staff professional learning and parental education sessions.
- The Student Engagement Policy will outline a range of evidence-based strategies that the school will use to positively engage students in learning and intervene early when problems arise. These will describe the:

### **Responding to Challenging Behaviour (see appendix 2 – Proactive Process)**

All WPPS staff are comprehensively trained in the Berry Street Education Model. These trauma informed practices and curriculum, support staff to respond to behavioural challenges with confidence and expertise. This approach, alongside our strong SWPBS framework, allows us to create a successful, orderly learning environment, where every student is included, valued and feels a sense of belonging.

When concerns arise about a student's behaviour, or when a student is displaying chronic patterns of challenging behaviour, a more targeted response is required. This may include both support measures and disciplinary measures.

Successful interventions require:

- strong staff-student relationships
- an understanding of the underlying factors influencing behaviour
- an understanding of the immediate triggers for its occurrence.

Any decisions made about addressing challenging behaviours will be clearly documented and discussed with the student's parent or carer. In situations where students repeatedly demonstrate challenging behaviour, the school will implement more structured intervention strategies as part of a staged response to address the behaviour. Intervention strategies to be implemented include:

- assessing the behaviour, focussing on its influences, triggers and function (i.e. what purpose it serves). This should involve observation and talking with the student, their family and relevant wellbeing professionals.
- developing a behaviour support plan and/or individual education plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- explicit teaching of replacement behaviours (recognise students will need time to practice these before they become habit)
- engaging appropriate support services as determined by the WPPS Wellbeing Team, DET Student Support Services or community agencies to undertake assessments and/or provide specialist support
- establishing a Student Support group to identify the student's needs and supports required

Support and responses to student behaviour always will involve the classroom teacher.

Where there are ongoing behaviour issues, teachers will work with school leadership and/or school wellbeing staff to get specialist support for the student. Behaviour Support Plans and Crisis Plans are developed collaboratively and ideally involve parents. For serious behavioural issues relating to safety - where suspension is being considered, the Assistant Principal and Principal will directly be involved in the decision-making. At Wyndham Park PS, every effort will be made so that expulsion is not required.

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the school under any circumstances.

The school will keep detailed records of instances of challenging behavior on Xuno and management responses reported by students, teachers, non-school based staff and the school community.

In the event of an incident threatening life or property, the school will contact emergency services by calling **000**. The school also will immediately report to Security Services Unit (phone: 03 9589 6266) any incident:

posing a risk to the safety of a student, parent, visitor or staff member including:

- serious injury or death
- allegations of or actual physical or sexual assault
- constituting a threat to property or the environment
- involving physical restraint or isolation of a student.

The Principles for Health & Wellbeing are a reminder of good practice when working with children and young people and are intended to promote, nurture and support the health and wellbeing of Victorian children and young people.

**Principle 1:** Maximise access and inclusion. Quality education and support for all, with extra effort directed to ensuring education and support is accessible and inclusive to the most vulnerable and disadvantaged.

**Principle 2:** Focus on outcomes. A focus on health, learning, development and wellbeing outcomes is upheld when designing, delivering, evaluating and improving education and support services.

**Principle 3:** Evidence-informed and reflective practice. Policy and practice is informed by current and relevant evidence, known to be effective in improving outcomes. Research and evaluation is undertaken to grow the evidence base and enable effective and reflective practice.

**Principle 4:** Holistic approach. Educators and support staff work collaboratively and professionals use multidisciplinary approaches and focus on the range of goals, aspirations and needs of children, young people and families.

**Principle 5:** Person-centred and family sensitive practice. Successful schools see people in the context of their families and environment, and seek to support and empower people to lead and sustain healthy lives.

**Principle 6:** Partnerships with families and communities. Ensuring children and young people have good health and wellbeing is the collective responsibility of families, schools, the community and government; requiring shared commitment and action.

**Principle 7:** Cultural competence. To effectively meet the needs of all children, young people, requires an ability to understand and effectively communicate with people across cultures and recognise one's own world view.

**Principle 8:** Commitment to excellence. Education providers and services have high expectations for those they work with, and continually assess their own work practices to find opportunities for improvement.

Please refer also to the school's *Child Safe Policy, Discipline Student (Overview) Policy, Bullying & Harassment Prevention Policy, Attendance Policy, Data Analysis & Use Policy, Internet Use/Social Media Policy, Children at Risk Policy, Emergency & Critical Incidents Policy, Responding to Violent & Dangerous Child Behaviour of Concern Policy* and the *Student Wellbeing & Learning Policy*.

**Evaluation:**

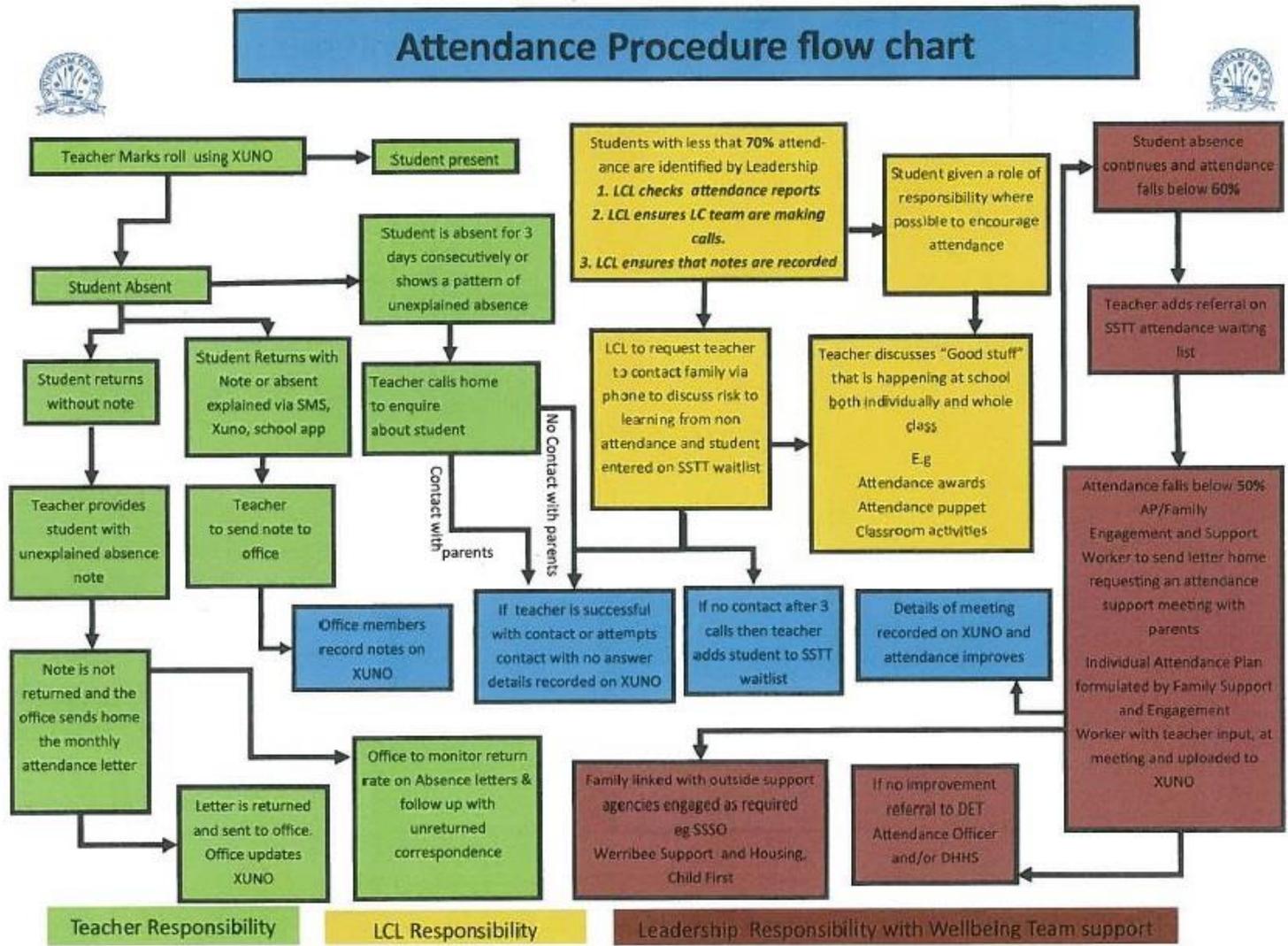
This policy will be reviewed as part of the school's three-year review cycle or if guidelines change.

**Appendices:**

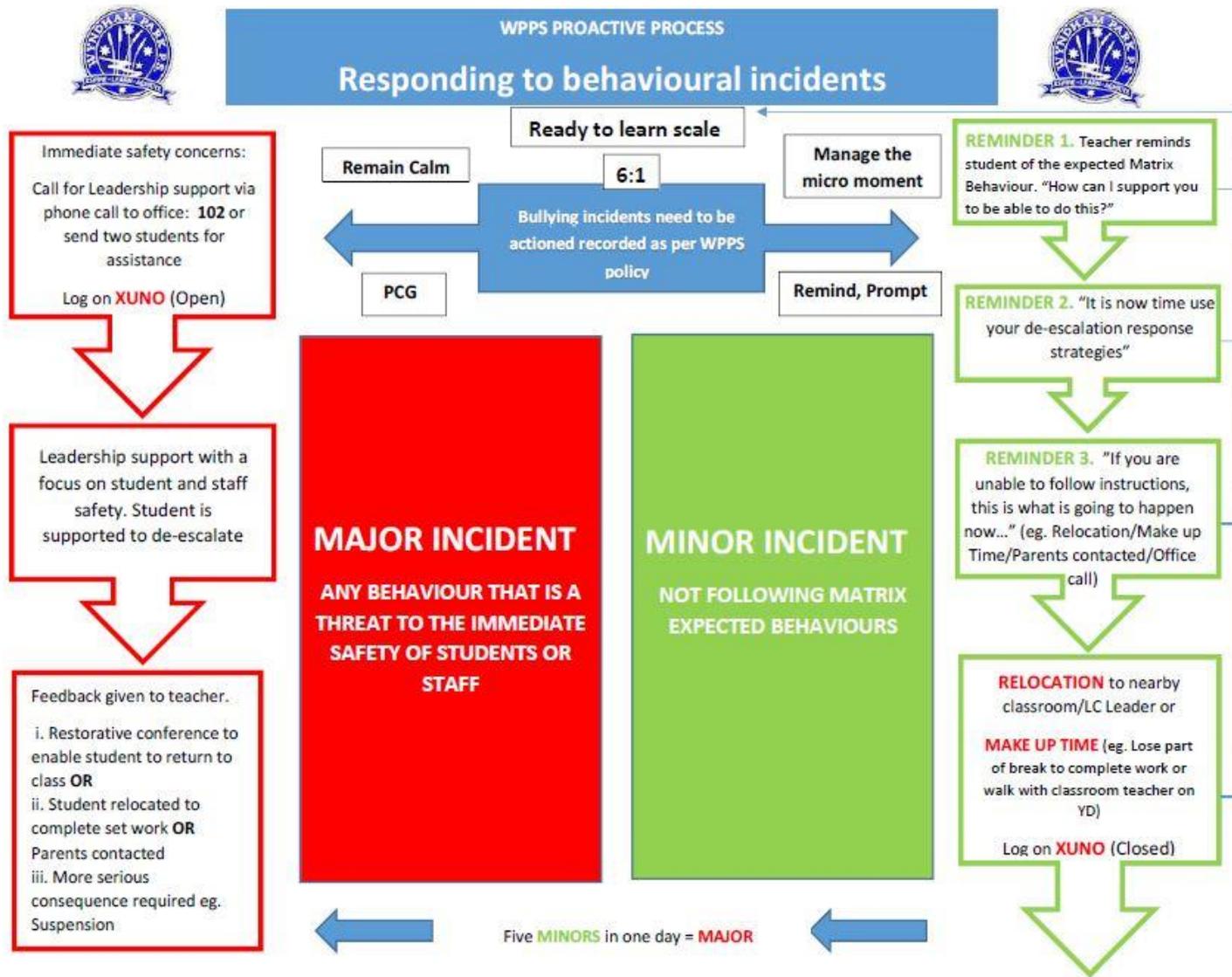
1. Attendance Procedure Flow chart
2. Proactive Process - Responding to Behavioural Incidents (Flowchart)
3. WPPS Rewards Guideline

<b>Date Implemented</b>	26 February 2019
<b>Author</b>	Julia McCahon, Assistant Principal
<b>Approved By</b>	School Council 25 February 2019
<b>Approval Authority (Signature &amp; Date)</b>	This update was ratified by School Council on 25/02/19
<b>Date Reviewed</b>	February 2019
<b>Responsible for Review</b>	Julia McCahon, Assistant Principal
<b>Review Date</b>	July 2014; February 2019; June 2022
<b>References</b>	<a href="https://www.education.vic.gov.au/school/teachers/behaviour/engagement/Pages/engagement-policy.aspx">https://www.education.vic.gov.au/school/teachers/behaviour/engagement/Pages/engagement-policy.aspx</a>  <a href="http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx">www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx</a> <a href="http://www.education.vic.gov.au/school/principals/spag/participation/pages/policyrequirements.aspx">www.education.vic.gov.au/school/principals/spag/participation/pages/policyrequirements.aspx</a>

APPENDIX A Attendance Flow Chart



APPENDIX B – PROACTIVE PROCESS



## APPENDIX C – REWARDS GUIDELINE



### WPPS REWARD GUIDELINES

A reward is any contingently delivered consequence (e.g. event, activity, object) associated with an increase in the future likelihood of a behaviour in similar situations

SWPBS Values Badge	SWPBS Certificate Cool Kookaburra	SWPBS Postcard Positive Postcards	SWPBS Star Student Awards	SWPBS Stickers Yard Star
<p>Badge Award winners are nominated by Learning Communities. These students <b>consistently</b> display the college values of being <b>Respectful, Safe and Responsible</b>.</p> <p>Once per Term Exclusively for students within the <b>Green</b> Zone *must have NO logged incidents in current year*</p> <p>*must be logged on Xuno</p>	<p>Selected students are awarded certificates in assembly after being recognised by classroom teachers for academic or behavioural successes.</p> <p>Weekly For students within the <b>Green, Yellow</b> Zones</p> <p>*must be logged on Xuno</p>	<p>Postcard recipients are students who display the WPPS values on regular basis or students who have made a conscious effort to make positive changes</p> <p>Fortnightly in Semester 2. For students within the <b>Green, Yellow</b> and <b>Red</b> Zones</p> <p>*must be logged on Xuno</p>	<p>This is the main WPPS reward system.</p> <p>Any student can be Awarded a Star Student For achievements in the classroom or yard.</p> <p>Star Students are sorted into House points added up on a weekly basis by Student leaders and announced at Assembly. They are also 'cashed-in' at the end of each term for special individual rewards.</p> <p>For students within the <b>Red, Yellow</b> and <b>Green</b> Zones</p>	<p>Any student can be awarded a YARD STAR sticker instantaneously for displaying behaviours in line with the college values. 1 Yard star sticker equals x2 Star Student points.</p> <p>Daily during selected periods.</p> <p>For students within the <b>Red, Yellow</b> and <b>Green</b> Zones</p>