



## Wyndham Park Primary School Student Engagement & Well-Being Policy 2011

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### REFERENCES:

<b>School Profile Statement:</b>
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Wyndham Park Primary School is a new Victorian government school in Werribee. It is part of a vision for a community hub being developed in Kookaburra Avenue, Werribee to provide the best possible early childhood development and learning opportunities for every child.

The school has been designed to ensure students and parents participate in a learning community that values each student and provides a safe and stimulating learning environment. The school will be built for a maximum enrolment of 450 students and will have approximately 300 students in 2011. Construction of Wyndham Park Primary School has commenced and its building program will be complete by mid 2011. This will result in students being housed in the most up-to-date school buildings that encourages student learning through doing and the use of information communication technology.

At Wyndham Park Primary School we acknowledge the individual abilities of all students and strive to meet their needs to make a positive difference so they reach their potential as a valued and respected member of their community for the rest of their lives. Students' educational outcomes are maximised as a result of: The development of skills in all academic areas, with an emphasis on Literacy and Numeracy. The acquisition of decision-making, problem-solving and critical thinking skills with application to real life situations is a focus of our school.

The school actively promotes positive partnerships with parents and the broader community. Emphasis is placed on developing the knowledge and skills that enable our students to participate in society in an active and productive manner. Knowledge of the rights, responsibilities and expectations of Wyndham Park in relation to themselves, other students, staff and the community is taught and revised regularly. The use of a non-coercive and a proactive approach aims to build positive relationships, encourages self-evaluation and focuses on quality, which is becoming evident in all we do.

## Whole School Prevention Statement:

Wyndham Park Primary School believes that a School Wide Positive Behaviour Support Engagement and Learning (SWPBSEL) is the most appropriate model to use with our students. We have agreed to collaborate and to consistently use this approach throughout the school. We know that this multi-element approach will achieve positive outcomes for all students. We believe that our students respond best to positive reinforcement. We have established a set of four school values that are elaborated into expected positive behaviours across a range of settings within the school. These expected positive behaviours are reinforced to students through the specific teaching of new skills and behaviours while responding effectively to problematic behaviours.

The emphasis is on encouraging and rewarding positive behaviours, while at the same time realigning students who exhibit inappropriate behaviours. Processes and procedures will be reviewed regularly to evaluate their effectiveness in meeting our goals. Comprehensive collection and evaluation of behaviour data will form the basis upon which any change and modification to processes and procedures will take place.

## Three School Values - Respect, Safety & Responsibility

The **Wyndham Park Primary School Matrix of Expected Behaviours** outlines the expected behaviours across a number of contexts - school-based and community-based. Our next step is to explain and teach these behaviours to all the students. It is extremely important that the behaviours are taught in the context in which they are expected to be exhibited. For example, positive behaviours in relation to the playground must be explained, taught and practised in the playground.

To increase the likelihood of students using appropriate social skills across people, places and situations, teaching procedures should include multiple examples, be proactive within and across multiple settings, instruction of self-management skills, and involvement of a variety of people (Lewis & Sugai 1999 p6).

Each of the expected behaviours within the Wyndham Park Primary School Matrix of Expected Behaviours will have associated lesson plans, "**Cool Tools**" are being developed by the SWPBSEL Team for the specific teaching of the skills required across the school. Additional lesson plans will be drawn up on an as needs basis, responding to the analysis of the collated whole school data.

School wide communication strategies of the **Three School Values and Expectations** have and are being developed and implemented. This is to ensure that all members of our school community are aware of the expected positive behaviours and encourages parents to use the same strategies at home.

Some examples include:

- All School Values and Expectations of the Week are posted in every classroom area, Grades 3 to 6 have the Wyndham Park Primary School matrix placed in their diaries
- All School Values and Expectations of the Week will be posted in the playgrounds on the community billboards
- All School Values and Expectations of the Week will be printed for each family to have at home via the school newsletter
- Value of the Week - chosen, displayed, discussed at Assembly by student leadership team

- Class time dedicated to the explicit teaching of the range of expected behaviours linked to the Value of the Week
- Modelling/role play by older students, staff, parents - presented at assembly, older students visiting younger students classes
- Explicit discussions and explanations, "What could you do to improve this situation?" "What is the expected behaviour in this situation?"

### Continuum of procedures for encouraging school wide expected behaviours

Teaching an expected positive behaviour is necessary, but not sufficient for success in learning. School must also provide incentives to encourage students to use pro-social skills (1988 in Lewis and Sugai 1999 p6)

The critical element of an incentive system is not the token or tangible, but the social acknowledgement and interaction between the student and the school (Lewis and Sugai 1999 p6)

**School wide strategies for staff to use when students exhibit the expected positive behaviours related to the "Three School Values and Expectations" have been developed and are being implemented.**

Some examples include:

- Student of the Week Awards - presented at school Assembly
- Value of the Week and a "Responsible Student" lucky draw with certificates presented at school Assembly
- "Lucky Draw" of Star Student Awards and small prize reward - building to the development of a Star Student Wall with students who have received 10 awards in a Term having a celebration together of their behaviour.
- Responsible Student award system that staff hand out to students in the 'out of classroom situations' for displaying the expected positive behaviour of "Value of the Week"
  - \*Responsible Student awards must state what specific behaviour the incentive/award is for: "You were being respectful by ....."
  - \*then a positive acknowledgement of this is read out at Assembly

### Positive Reinforcement

Energy is directed into a systematic approach to reinforce positive behaviours. This system includes positive reinforcement on three levels.

**Short Term** - On a daily basis in class, in the playground and Wyndham Park Positive and Safe group announcements.

**Medium Term** - On a weekly basis - Assembly related.

**Long Term** - On a term-by-term basis-House related/Whole School positive days bases on academic activities

The implementation of School Wide Positive Behaviour Engagement and Learning across the school supports the provision of a safe and supportive learning environment. A learning environment that is characterised by high expectations for student learning, of which the school community is fully aware of through the establishment of open communication.

Our aim is to increase parent engagement through greater involvement in classroom curriculum support, excursions and parent learning programs. Through the establishment of (SWPBSEL) systems which manage incidents via increasingly clear and well-understood processes, which in turn promotes better community engagement. We endeavour to maintain strong relationships with the Student Support Services network and all relevant support agencies.

#### **Programs and Strategies to promote student engagement:**

- **Building Positive Relationships** - working with SSSO via one to one/small groups
- **Making Connections** - alternate activities, gardening, mosaics, Clubs programs
- **Life Skills** - cooking, hygiene
- **Bluearth** - understanding student well-being and mental health
- **Prep/Grade 4 Buddy Program**
- **Reading Recovery**
- **Intervention** - literacy based
- **Wyndham Park Positive and Safe Group**
- **Student Representative Council**

#### **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 meet the enrolment eligibility criteria have the right to enrol at Wyndham Park Primary School.

#### **Participation**

Wyndham Park Primary 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 of others and/or places a student 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 response to managing behaviour and/or well being.

#### **Harassment and Victimization**

All members of the school community have a right to feel safe, be treated with respect and given every opportunity to play and work without interference. All members of the Wyndham Park Primary School community are expected to respect individuality, diversity, differences of opinion, rules and rights of others.

#### **Student Support Services**

Wyndham Park Primary School works closely with the SSO network to support our school within the targeted service delivery model

- We are delivering a continuum of school wide instructional and positive behaviour support incorporating the expertise and knowledge of the Wyndham Network SSSO members.

- We are diligent in gaining support for and assessment of all children who are displaying at risk behaviours.
- In the SWPBSEL model we are developing our secondary intervention systems (targeting 15% of school population) through specialised programs operating with small groups of students. These are run by the Student Support Officer in response to our request for assistance and with the support of Wyndham Park's own Student Welfare Officer.
- We are also developing our own primary intervention systems (5% of school population) through specialised individual programs for students displaying high risk behaviours.
- We have a strong commitment to establishing positive partnerships with all agencies to support the educational and emotional development of all students.

### **Curriculum Development**

All students have the right to access curriculum which addresses their academic, physical and social needs.

Team areas are responsible for curriculum delivery and design. Each team produces a curriculum document which is available to staff as well as parents/carers.

- An Individual Learning Plan is drawn up for each student at risk academically and this outlines in detail the student's learning goals.
- A Student Absence Learning Plan is drawn up when a child has an extended absence from school.
- A Behaviour Plan and regular Student Support Group meetings are held to develop strategies for students having behavioural difficulties

### **Wyndham Park Primary School Principal, teachers, well being and education support staff are expected to:**

- Teach and role model the school values
- Adopt inclusive teaching practices
- Use a range of teaching strategies and resources to engage students in effective learning
- Create and maintain safe and challenging learning environments
- Acknowledge the diversity of students, which is central to creating a positive and inclusive school culture
- Fairly, reasonably, consistently and positively implement the engagement policy

### **Wyndham Park Primary School students are expected to:**

- Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community, teachers will be role models for their students
- Attend regularly and participate fully in the school's educational program. Wyndham Park Primary School recognises that some students need support to achieve this and will work with those students whose attendance could be improved
- Take responsibility for and reflect upon their own learning, students will be actively encouraged by teachers to manage their own learning and growth
- Learn positive behaviours which contribute to the educational, social, emotional and physical development of themselves and those around them - students will be supported to achieve this goal

### **Wyndham Park Primary School parents/carers are expected to:**

- Promote positive educational outcomes for their child by taking an active interest in their child's educational progress
- Support the school in maintaining a safe and respectful learning environment for all students
- Support their child by maintaining regular attendance, modelling positive behaviours and assisting their child with their schoolwork
- Cooperate with the school, which includes participating in regular communication with school staff regarding their child's learning and wellbeing
- Actively support their child's engagement in the school environment

### **SHARED EXPECTATIONS**

#### **Classroom Management Plan - Teachers:**

##### **Devise a plan in consultation with the class and then display**

- It is important for students to be familiar with the classroom expectations and consequences - link these to whole-school strategies and principles
- Students are more likely to respect a classroom plan if they have been involved in its creation
- Revisit the plan on a regular basis throughout the year

##### **Engage in quality teaching and learning**

- Ensure learning experiences are relevant and meaningful
- Ensure that there is an appropriate level of challenge for each student
- Match learning experiences and assessment techniques with student interests and learning styles
- Encourage cooperative learning

##### **Provide opportunities for students to make decisions about their own learning**

- Clearly communicate fair and reasonable expectations
- Encourage students to set goals and persist in problem solving situations
- Assist students to develop time management and study skills
- Develop supportive interpersonal relationships
- Catch students being good
- Communicate a genuine interest in and care for the students
- Establish rapport with and welcome the involvement of parents
- Develop a sense of responsibility for students' own progress and personal behaviour goals

##### **Establish ways to develop self esteem**

- Plan for success by breaking tasks into manageable steps which ensure individual success
- Acknowledge success - use praise, notes, awards and certificates to make students feel special and communicate success to parents
- Minimise criticism and accept mistakes as part of the learning process
- Communicate regularly with all students
- Create a sense of belonging to the classroom group
- Give students responsibility

##### **Strategies for All Staff**

- Communicate openly and honestly with students and parents

- Ensure effective communication using verbal and non-verbal cues at all stages including prevention, intervention and follow-up
- Remain calm and in control
- Establish and publish classroom/playground rules with clear expectations and consequences, visit regularly and review
- Ensure children understand and are familiar with all aspects of the WPPS Matrix of Expectations, develop an Individual Behaviour Plan if required
- Know your students, their patterns of behaviour, needs and triggers for misbehaviour
- Reinforce, reward and praise appropriate academic and/or social behaviours
- Address children's concerns immediately, or at an appropriate time and place, recording when necessary
- Avoid confrontation at all costs
- Share responsibility with all staff for all students
- Use fair and consistent strategies that are in line with the school's beliefs and values

#### **Guidelines for Cool Kookaburra Kids Awards**

- Evidence based to clearly articulate to parents and students the purpose of the award
- To promote social and academic behaviour
- Reflect school values
- Fair and consistent

**Wyndham Park Primary School is committed to providing the opportunity for each student to reach his/her full potential as a valued and respected member of their community. All members of the school community are encourage to reflect upon our motto of "motivated children achieve their dreams".**

**Together the community will work to create an environment that increases the likelihood of students to learn and behave in a safe, stimulating and positive social culture.**

#### **Evaluation**

The policy will be reviewed as part of the three year policy review cycle, in line with DEECD policy and directives.

This policy was last ratified by School Council		
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Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	<a href="http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm">http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm</a>
School Accountability and Improvement Framework	<a href="http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm">http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm</a>
Effective Schools are Engaging Schools	<a href="http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf">http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf</a>
Disability Standards for Education	<a href="http://education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm">http://education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm</a>
Safe Schools	<a href="http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm">http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm</a> <a href="http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm">http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm</a> <a href="http://www.education.vic.gov.au/management/elearningsupportzservices/www/default.htm">http://www.education.vic.gov.au/management/elearningsupportzservices/www/default.htm</a>
Charter of Human Rights	<a href="http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrc harter.htm">http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrc harter.htm</a> <a href="http://www.austlii.edu.au/legis/vic/consol_act/cohara2006433/">http://www.austlii.edu.au/legis/vic/consol_act/cohara2006433/</a>
Equal Opportunity Act	<a href="http://www.det.vic.gov.au/hrweb/divequity/eeo/eoact.htm">http://www.det.vic.gov.au/hrweb/divequity/eeo/eoact.htm</a>
Education and Training Reform Act 2006	<a href="http://www.education.vic.gov.au/about/directions/reviewleg.htm">http://www.education.vic.gov.au/about/directions/reviewleg.htm</a>
VIT Teacher Code of Conduct	<a href="http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf">http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf</a>
School Wide Positive Behaviour Support	( <a href="http://www.learningplace.com.au/deliver/content.asp?pid=24668">www.learningplace.com.au/deliver/content.asp?pid=24668</a> )
Lewis, T. L and Sugai. G (1999)	Effective Behaviour Support: A systems Approach to proactive Schoolwide Management. <i>Focus on Exceptional Children</i> , Vol 31, No. 6

