

Warranwood Primary School



Student Wellbeing and Engagement Policy



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Warranwood Primary School on 03 9876 6066 or warranwood.ps@education.vic.gov.au

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.

Warranwood 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, 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.

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

1. School profile

Warranwood Primary School was opened in 1996 and is situated in a largely residential area of the hills between Warrandyte and Ringwood some 30km east of the city of Melbourne. We have 340 students enrolled from Foundation to Year 6 and 44 school staff members including a wellbeing coordinator and counsellor. The school facilities include bright open-space classrooms, gym, performing arts space, art room, Japanese room, expansive library and numerous play spaces that include a variety of play equipment, two basketball courts, oval, upgraded synthetic sports field and shaded natural play areas.

Our teaching teams plan, implement and assess collaboratively, supporting differentiated - point of need, delivery of rich learning experiences. The school offers a wide range of learning programs that aim to develop the whole child. Support and extension programs cater for the different interests and abilities of students.

A key pillar of the philosophy at Warranwood is the focus on high quality specialist teaching programs that are implemented in the areas of Physical Education, Visual Art, Performing Arts and Languages (Japanese).

Extensive wellbeing and leadership programs are implemented across the school and are incorporated and nurtured through the school's values program. Partnerships with families are highly valued with strong parent engagement and input across the school. Warranwood PS has a dedicated School Wide Positive Behaviour team that helps create a safe, positive and orderly learning environment by explicitly teaching, reinforcing and modelling expected behaviours, and using data and tiered supports to improve students' social, emotional, behavioural and academic outcomes.

Our school is culturally diverse with a small percentage of families having a language background other than English. The school also has representation from the Koorie community. We are proud of our diversity and inclusive school community.

2. School values, philosophy and vision

Warranwood Primary School's 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, understanding and integrity at every opportunity.

Our school's vision is to provide a safe and supportive learning environment for all students that is highly engaging and provides challenging learning opportunities for each child at their point of need. All students need to be supported to make progress along their learning journey, experience success and be supported through the making of mistakes. The development of positive relationships between staff, students and parents is paramount to ensure quality outcomes are achieved for all learners. All children need to feel safe and find learning interesting so they can fully engage and progress at the level they are capable of to reach their full potential

Our Statement of Values is available online [here](#).

3. Wellbeing and engagement strategies

Warranwood Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. 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
- Prioritising 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued
- 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 (Compass Pulse data) and school level assessment data
- Delivering a broad curriculum including Specialist programs and extracurricular experiences to ensure that students are able to choose programs that are tailored to their interests, strengths and aspirations.

- Teachers at Warranwood Primary School use the Gradual Release of Responsibility 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 Warranwood Primary School 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 and School Philosophy 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 support students moving into different stages of their schooling
- Acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents (SWBPS 'gotcha' tokens, positive chronicles and citizenship awards).
- Monitoring student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level (Compass Pulse data)
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including classroom community meetings. Students are also encouraged to speak with their teachers, Wellbeing Team, Assistant Principal and Principal whenever they have any questions or concerns.
- Creating opportunities for cross-age connections amongst students through connect groups, school plays, athletics, swimming carnivals, music programs, camps and peer support programs (buddies and breakfast club).
- All students are welcome to self-refer to the Wellbeing Team, 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:
 - Respectful Relationships
 - School wide Positive Behaviour Support Framework
 - Friendology
- Programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. Anti-Bullying Kids Helpline @ School Sessions)
- Opportunities for student inclusion (i.e. buddy program, taiko, voice club, sports teams, breakfast club, friend-o-leaders, recess and lunchtime activities)
- Measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment. This is achieved through the implementation of the Respectful Relationships program, Friendology program and implementation of the School Wide Positive Behaviour Support framework.

Targeted

- Each classroom teacher monitors the health and wellbeing of students in their class, and acts as a point of contact with the Leadership and Wellbeing Teams for students who may need additional support
- 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 Aboriginal Learning Plan for further information
- Our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through activities such as regular celebrations of diversity and difference in the school

- We support learning and wellbeing outcomes of students from refugee background
- We provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ+ Student Support](#)
- 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 through reasonable adjustments to support access to learning programs, consultation with families and where required, 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
- Students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)
- All students identified as achieving significantly above or below the expected academic level will have an IEP developed to support their learning and engage in regular SSG meetings, where required

Individual

Warranwood 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
- Referring the student to:
 - School-based wellbeing supports – including but not limited to the MHWL, Inclusive Practices Leader and Health and Wellbeing Counsellor
 - 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 / The Orange Door

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
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.

- Further information on these policies and supports can be found on the Department's Policy and Advisory Library such as:
 - [Student Support Groups](#)
 - [Individual Education Plans](#)
 - [Behaviour – Students](#)
 - [Behaviour Support Plans](#)
 - [Student Support Services](#)

as well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

4. Identifying students in need of support

Warranwood Primary 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. Warranwood Primary 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
- academic, behaviour and wellbeing incident chronicles recorded on Compass
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers

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
- 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.

6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

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.

Warranwood Primary School recognises the important role of educating students and outlining clear expectations for their behaviour early in their schooling and at the start of each school year. This is done through start-of-year program for all students that highlights the school values and outlines our School Wide Positive Behaviour Support matrix detailing what will constitute behaviour consistent with these values in the classroom. By providing increased information, clear expectations for behaviour, and an environment that is conducive to positive behaviour, Warranwood Primary School seeks to reduce instances of inappropriate behaviour.

When a student acts in breach of the behaviour standards of our school community, Warranwood Primary School will institute a staged response, consistent with the school's behaviour management procedure flowchart and 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 Leadership
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

Further measures can be seen in the attached Behaviour Management Procedure Flowchart.

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.

The Principal of Warranwood Primary 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

Warranwood Primary 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 with homework and other 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

Warranwood Primary 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

Warranwood Primary 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
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carers 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 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](#)
- [LGBTIQA+ 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

POLICY REVIEW AND APPROVAL

Policy last reviewed	February 2026
Consultation	Education Subcommittee - School Council
Approved by	Principal
Next scheduled review date	February 2028

2026	ALL AREAS We lead by example.	CLASSROOM We are courageous.	OUTSIDE We are fair.	TOILETS AND TAPS We show moderation.	TECHNOLOGY We are safe.
R e s p e c t	- We listen and respond to all adults. - We ask for consent and acknowledge others' boundaries.	We are focused listeners.	- We play safely and fairly with others. - We take care of our school equipment and grounds.	- We keep the toilet and taps clean and tidy. - We respect others' privacy.	- We handle and store equipment safely. - We are positive and kind when commenting or posting online.
U n d e r s t a n d i n g	- We use a friendly voice and think about our tone. - We include others. - We use appropriate language.	- All students have a right to learn. - We have a go and try our best.	- We play in the right areas. - We share and take turns on the equipment.	- We flush the toilet and wash our hands with soap. - We go to and from the toilet with a partner. (P-Yr 4)	- We only communicate with trusted friends and family online and always keep personal details private. - We follow the Acceptable User Agreement.
I n t e r e g r i t y	- We move quietly around the school in safety lines. - We Stop, Think and Do when in the red zone.	- We are ready to learn. - We work as a team.	- We put rubbish in the bins. - We seek help when we need it and Stop, Think, Do.	We go quietly to the toilets, straight there and straight back.	- We persist and problem solve when using digital technology. - We use apps and sites that our teachers have given us permission to use.

Minor Behaviour Management Flowchart

The Warranwood Way





MAJOR BEHAVIOUR RESPONSE FLOW CHART SWPBS



**All responses should be consistent, calm, and linked to teaching our school-wide expectations.