



STUDENT ENGAGEMENT AND WELLBEING 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.

Kingsbury 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

School profile

Kingsbury Primary School is a small school located in Melbourne's northern suburbs. Our school is in close proximity to LaTrobe University and 16 kilometres from the city of Melbourne. We have 140 students enrolled from Foundation to Year 6 and 14 school staff members, which includes the Principal, classroom teachers and educational support personal.

Residential housing surrounds our school grounds. The school draws enrolments from the local area, adjoining suburbs and has many international students arriving from overseas with their parents who are working or studying at LaTrobe University.

The school is a multicultural community with over 30 different nationalities now represented. Many students are first phase EAL students and therefore our EAL program has expanded to cater for these students.

We strive to provide inclusive, high quality education programs encouraging curiosity in our learners, whilst socially, emotionally and academically equipping them for our constantly changing world.

School values, philosophy and vision

Kingsbury Primary School's Statement of Values and School Philosophy is integral to the work that we do and underpins our school community. Students, staff and members of our school community are encouraged to live and model our core values of **Safety, Friendship, Respect, Teamwork and Collaboration and Learning at all times.**

Kingsbury Primary School's vision **is to enable all students to learn together to achieve their personal best, to create a better future for their community.**

[Our Statement of Values](#) can be found here.

Engagement strategies

Kingsbury Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We recognise that some students may require 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

Engagement strategies

- 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
- deliver a quality, inclusive curriculum that enables students to recognise their interests, strengths and abilities.
- teachers use 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 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
- fully planned transition programs to support students moving into different stages of their schooling i.e. Transition from kinder to school and from primary school to secondary placements
- 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, class and individual level
- pro-social behaviours, which are promoted through programs such as, Learning to Learn and the Berry Street Education Model, school values revision and the use of common language for all to follow.
- student conferences for students to share goals and reflections with their parent(s)/carer(s)
- student voice through the use of thinking tools applied for the Junior School Council and Student Leadership groups
- recognising and responding to the diverse needs of our students through the PSD Support program
- adapting current pedagogical knowledge and thinking through meaningful learning experiences
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - a. Respectful Relationships
 - b. Bully Stoppers
 - c. Safe Schools
 - d. Child Safety
 - e. "It's not o.k. to be away."
- programs, incursions and excursions developed to enrich and extend student learning socially, emotionally and cognitively
- opportunities for student inclusion, such as sports teams
- buddy programs
- encouraging students to achieve full attendance to maximise their ability to learn "It's not okay to be away' program.

- proactively engaging parents and carers to be involved in the school's curriculum and classroom programs
- intervening early to identify and respond to student needs for social, emotional and behavioural support
- students being engaged and feeling connected to the school community
- a whole school approach to wellbeing
- continuing our intensive Literacy and Mathematics programs
- attending professional learning to ensure strategies and approaches are adopted and implemented

Targeted

- each class teacher is responsible for their students, who monitor the health and wellbeing of students in their class, and are a first point of contact for students who may need additional support
- all students are supported in setting achievable personal learning goals
- students in Years 5 and 6 are supported in selection of future educational placement through our secondary transition program.
- Foundation students are supported by our Kinder to School Transition Program
- connect all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment

Kingsbury Primary School Student Support Group convenes regularly to monitor, assess and review issues relating to student 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
- Berry Street program delivered to all students to assist with social and emotional growth and development
- Agenda at Staff Meetings includes Student Welfare whereby student concerns and progress can be confidentially shared and discuss

Individual

Student Support Groups, see:

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

- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to School Principal (Student Welfare Coordinator) and Student Support Services
- referral to ChildFirst, DHS
- referral to community support agencies provided through the local shire

- referral to external service providers who work in conjunction with the school on site or externally

Different types of individual learning programs are offered at Kingsbury Primary School to promote individual engagement. This is to ensure all children, regardless of their disability and or special learning need, can learn and achieve their personal best.

- 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:
 - report to School Principal, as school-based welfare support
 - Student Support Services
 - Appropriate external supports such as council based child and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst

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.

Identifying students in need of support

Kingsbury Primary School is committed to providing and identifying the necessary support to ensure all our students are catered for intellectually, emotionally and socially. The Student Wellbeing team is headed by the Principal and includes all staff at Kingsbury Primary School. This enables a shared responsibility for developing and implementing strategies to identify students in need of support and enhance student wellbeing. Kingsbury 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
- attendance and suspension data
- engagement with families
- self-referrals or referrals from peers

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, 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 teacher, any staff member or the Principal.

- **Student behavioural expectations**

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.

At Kingsbury Primary School, we expect high standards of student behaviour based on co-operation, mutual responsibility and self-discipline. We promote positive, non-discriminatory relationships amongst students, staff, parents and the wider community.

Student bullying is not tolerated and will be responded to consistently by following Kingsbury Primary School's Code of Conduct and Bullying Policy.

If a student violates the behaviour standards of our school community, Kingsbury School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. If necessary, parents will be informed about the unacceptable behaviour and the disciplinary action to be taken by the teachers or Principal.

Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard. As part of a staged disciplinary response to inappropriate behaviour, it may require working 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 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 Principal
- restorative practices
- behaviour management plan
- 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.

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>

- **Engaging with families**

Kingsbury 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 through surveys and School Council
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

Evaluation

Kingsbury 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
- SOCS

FURTHER INFORMATION AND RESOURCES

- [STATEMENT OF VALUES AND SCHOOL PHILOSOPHY POLICY](#)
- CHILD SAFE STANDARDS POLICY
- [BULLYING PREVENTION POLICY](#)
- CODE OF CONDUCT

All policies can be viewed at www.kingsburyyps.vic.edu.au

REVIEW CYCLE

Policy last reviewed	August 2023
Approved by	Principal
Next scheduled review date	August 2025