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.

Kingswood 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.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

POLICY

1. School profile

Kingswood Primary School is situated in an attractive residential area of Dingley Village in the City of Kingston. The school has well-established links with the local kindergartens, primary schools, secondary colleges and community support agencies.

Our current enrolment is 615 students and 63 school staff, including the Principal Class team (Principal and 2 Assistant Principals), 2 Learning Specialists, classroom teachers, Education Support staff, Specialist teachers, three office staff, including the Business Manager continue to support staff and the school community and a first aid officer.

Kingswood is an inclusive and culturally diverse school with approximately 39% of our students having a language background other than English. Students with disabilities are provided with appropriate accommodations and support through our experienced Inclusion Team.

The school implements a 26-grade structure and specialist programs in Visual Arts, Performing Arts, LOTE (Japanese), Physical Education, and Science. The senior classes also participate in the Stephanie Alexander Kitchen Garden Program, which is staffed by a Kitchen Specialist and a Garden Specialist. Classroom teachers manage the library program with support from a library technician and integrate Information Communications Technology (ICT) in the classroom teaching and learning program. At Kingswood, we have both PCs and Apple computers; all computers are less than 3 years old. Students have access to computers and mobile devices in every classroom, and we operate a BYOD program from Years 3-6. All classrooms have Interactive TVs enabling all students to have access.

Staff maintain a strong commitment and display a breadth of experience in planning, budgeting and management of the Victorian Curriculum. A team approach is adopted in the development and planning of curriculum programs with Professional Learning Communities meet at least once per week. A literacy intervention program is maintained to support children experiencing difficulties with reading from Prep through Year 3. Tutor Learning Initiative supports students across the school for catch-up and extension. An EAL language teacher supports students from Prep to Grade 2.

Kingswood Primary School prides itself on its well-maintained facilities. These include:

- Multipurpose hall
- Oval and running track
- Multipurpose courts
- Junior synthetic soccer pitch
- Volleyball courts
- Sandpits
- Playgrounds
- Bike shed
- Stephanie Alexander Kitchen Garden

On a healthy note, the school promotes healthy eating by providing a healthy canteen menu. To support our healthy eating practices the school receives a 'fresh fruit' grant for all students.

2. School values, philosophy and vision

Kingswood 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 at every opportunity.

Kingswood is recognised as a leading learning environment celebrated for inspiring young minds. We build the foundation for a full and successful life by nourishing curiosity and empowering each child.

Our values are inclusive of the whole school community by linking each school value with a student value, as follows

School Value	Student Value
We are here for the students	Be Curious
We create a learning environment that ignites life's potential.	
Lead the way	Be leaders
We inspire others to dream, learn, do and achieve more.	
Thrive in a team culture	Be interdependent
We encourage and develop both individual and team success.	
A place to shine	Be inspired
We stimulate imagination and instil a love of learning.	
Connected to community	Be engaged
We engage our local community in developing the whole child.	

3. Engagement strategies

Kingswood Primary School 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
- deliver a broad curriculum including specialist subjects (Visual Arts, Performing Arts, Japanese, Physical Education, Science) to ensure that students are exposed to a wide range of experiences that they may not normally encounter
- teachers at Kingswood Primary School use an explicit 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 Kingswood 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 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, schools student-led news broadcast 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 and Student Support Groups, where appropriate. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross-age connections amongst students through our buddy program, school plays, PLAY Leaders, SRC representation and the EarlyAct Club
- all students are welcome to self-refer to the Student Wellbeing Coordinator, 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
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peer support programs
- whole school activities that encourage a community environment and a positive attitude towards physical activity (Shake and Wake, including weekly dance clubs)
- Zones of Regulation across the school

Targeted
- 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 Student Support Services for an Educational Needs Assessment
- 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 are linked to a psychologist for counselling when concerns are raised by staff or parents These sessions are bulk-billed following the acquisition of a Mental Health Care Plan from a GP
- partnerships with the Self-Made Project who support students requiring extra help with home learning

Individual
- Student Support Groups, see: http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx
- Individual Learning Plan, Behaviour Support Plan, Attendance Improvement Plans, Student Safety and Health Plans
- Program for Students with Disabilities/ Disability Inclusion Profiles
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace
- Lookout
- Tutor Learning Initiative for catch-up and extension
- EAL Language Support for funded students

Kingswood 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 the 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 setup
- referring the student to:
  o school-based wellbeing supports
  o Student Support Services
  o appropriate external supports such as council based youth 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 Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
  o with a disability
  o in Out of Home Care
  o and with other complex needs that require ongoing support and monitoring

4. Identifying students in need of support

Kingswood 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 to help identify students in need of support and enhance student wellbeing. Kingswood 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
- mandatory reporting e-learning
- Child Safe Standards

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, 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.

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our School's Statement of Values and the Student Code of Conduct. Student bullying behaviour will be responded to consistently with Kingswood Primary School's Anti-Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Kingswood Primary School 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.

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 PLC Leader and/or the Assistant Principal
- behaviour reviews
- suspension
- expulsion

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 and Training.

The Principal is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

Kingswood 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:
- inviting all parents to join the Student Learning and Wellbeing Subcommittee of our school council and contribute to the discussion, development and implementation of initiatives designed to support and build the wellbeing and engagement of the students
- 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 via Compass, phone calls and face to face meetings
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with 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.

Parents and carers are advised that their child's classroom teacher is the first port of call if they have a concern or query regarding any aspect of their child's schooling. If the classroom teacher cannot or does not satisfactorily address the concern, parents and carers are encouraged to make contact with a member of the Principal Class Team, when necessary.

8. Evaluation

Kingswood 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

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

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:
- Suspension process
- Expulsions - Decision

FURTHER INFORMATION AND RESOURCES
- Statement of Values
- Anti-Bullying Policy

REVIEW CYCLE
This policy was last updated in 2021 and is scheduled for review in 2022.