STUDENT WELLBEING AND ENGAGEMENT POLICY

Help for non-English speakers
If you need help to understand the information in this policy please contact Kingswood Primary School at kingswood.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.

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, 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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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.

Kingswood Primary School is an inclusive and culturally diverse school with many 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 and adjustments made by classroom teachers.

Kingswood Primary School implements a generalist classroom structure and specialist programs in Visual Arts, Performing Arts, LOTE(Japanese), Physical Education, and Science (Years 3-6). 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 Digital Technologies in the classroom teaching and learning program. 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 2.0. A team approach is adopted in the development and planning of curriculum programs with Professional Learning Communities meeting at least once per week. A Kingswood Primary School tutor supports students across the school (Prep to 2) with Reading intervention.

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

- Gymnasium
- Oval
- Multipurpose courts
- Junior synthetic soccer pitch
- Volleyball courts
- Sandpits
- Playgrounds
- Bike shed
- Stephanie Alexander Kitchen Garden
- Wellbeing Hub

On a healthy note, the school promotes healthy eating by providing a healthy canteen menu.
To support our healthy eating practices the school has a Stephanie Alexander Kitchen Garden Program that educates students to develop a lifelong appreciation of fresh, seasonal delicious food from the garden to the plate.

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. Wellbeing and 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 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 (Tier 1 Strategies)

Our whole of school strategies to promote positive behaviour and inclusion are:

- Implementation of Kingswood School Wide Expected Behaviours (Be respectful, resilient and empathetic), positive behaviour Matrix and positive behaviour flowchart
- high and consistent expectations of all staff, students and parents and carers
- classroom routines linked to elements of learning and teaching from VTLM 2.0 (Victorian Teaching and Learning Model)
- 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 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 and school level assessment data
- deliver a broad curriculum including specialist subjects (Visual Arts, Performing Arts, Japanese, Physical Education) 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
- Kingswood Primary School teachers follow the F-2 Reading Approach through systematic synthetic phonics
- 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, 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 Focus Groups, where appropriate. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- School leaders demonstrate connectedness to the wider community through participating in kinder visits
- 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)
- programs, incursions and excursions developed to address issue specific needs or behaviour *e.g.* buddy programs
- whole school activities that encourage a community environment and a positive attitude towards physical activity
- Zones of Regulation, Respectful Relationships and Friendology curriculum used across the school
- 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.

Targeted (Tier 2 Strategies)

Our targeted strategies to address particular groups of students or concerns in certain age groups or friendship circles include:

- each year group has a PLC Leader who supports the team in monitoring the health and wellbeing of students in their year and acts as a point of contact for staff who may need additional resources to support student wellbeing needs
- connect all Aboriginal and Torres Strait Islander students with a Koorie Engagement Support Officer
- 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
- student support service staff will apply a trauma-informed approach to working with students who have experienced trauma
- Aboriginal and Torres Strait Islanders 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
- our English as a second language students are supported through classroom adjustments, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- we support learning and wellbeing outcomes of students from refugee background through State School Relief fund
- 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
- student are assessed against the ABLES (Abilities Based Learning Education Support) curriculum within the Victorian Curriculum 2.0 where appropriate
- Wellbeing dogs and handlers working with small groups to support student learning and wellbeing

Individual (Tier 3 Strategies)

Kingswood Primary School implements a range of strategies that support and promote individual engagement. These can include:

- Student Support Groups,
- Individual Education Plans, Behaviour Support Plans, Risk Management Plans, Attendance Improvement Plans, Student Safety and Health Plans
- Disability Inclusion Profiles
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst/Orange Door, Headspace
- Lookout
- Kingswood Tutor Program
- EAL Language Support for students as required
- 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
- considering if any environmental changes need to be made, for example changing the classroom setup

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
- 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
    - 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
- Child Link
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness, and motivation
- Student Check in Tool
- attendance and suspension data
- engagement with families
- self-referrals or referrals from peers or parents/carers
- 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, 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, staff and families are grounded in our School's Statement of Values.

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.

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 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 (using Kingswood Positive Behaviour Flowchart) before considering disciplinary measures such as, 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:
- following the Kingswood Behaviour Process (Reminder, Re-teach, Rethink, Remove and Restart)
- withdrawal of privileges
- referral to the PLC Leader and/or the Assistant Principal
- behaviour support and intervention meetings
- 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.

The Principal 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

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 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
- student focus groups
- incidents data
- school reports
- parent survey
- case management
- CASES21
- Student Online Case System

Kingswood Primary School also regularly monitors available data dashboards to ensure any wellbeing, engagement or academic 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/carer 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 and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- Attendance
- Behaviour - Students
- Child Safe Standards
- Expulsions
- Koorie Education
- LGBTIQA+ Student Support
- Restraint and Seclusion
- Student Engagement
- Students with Disability
- Supporting Students in Out-of-Home Care
- Suspensions

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
- School Policies available on school website

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2026
Consultation	Student Learning and Wellbeing Subcommittee & Student Leaders
Approved by	Principal
Next scheduled review date	June 2028