



STUDENT ENGAGEMENT & WELLBEING POLICY

PURPOSE

Kew Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential 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 purpose of this policy is to ensure that all students and members of our school community understand:

1. our commitment to providing a safe and supportive learning environment for students
2. expectations for positive student behaviour
3. support available to students and families
4. our school's policies and procedures for responding to inappropriate student behaviour
5. our serious commitment and approach to Wellbeing and the social development of Kew Primary School's students

This policy applies to all school activities, including camps and excursions.

AIM

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.

1. IMPLEMENTAITON

1.1 School profile

The school acknowledges that land on which Kew Primary School is built and currently operates on, is Wurundjeri land. Kew Primary School (KPS) acknowledges the Elders, families and forebears of the Boonwurrung, Woiwurrung (Wurundjeri) and Wathaurung (Wadawurrung). These groups are the custodians of school land and have been for many centuries. We acknowledge that the land on which we stand is the place of age-old ceremonies of celebration, initiation, and renewal. The Kulin people's living culture had, and has, a unique role in the life of this region. Kew Primary School supports the aim of Reconciliation Australia to build better relationships between the wider Australian community and Aboriginal and Torres Strait Islander peoples for the benefit of all Australians.

Kew Primary School provides a dynamic and supportive learning environment, enabling the school community to fulfil the academic, social, emotional, physical and mental potential of all students. Our core values of Community, Achievement, Resilience and Empathy (CARE) guide the decisions of all members of our school community. Kew Primary School is located approximately seven kilometres east of the Melbourne central business district. The school is diverse and consists of over 30 different nationalities and there continues to be a growing proportion of students from a non-English speaking background. Kew Primary School is proud of its strong and collaborative approach to building a community of learners, which includes not only students and teachers, but also our parents, carers and the broader community.

In 2020 Kew Primary proudly became a PYP school (the International Baccalaureate Primary Years Programme) which focuses on the development of the whole child as an inquirer both inside the classroom and in the world around them.

1.2 School values, philosophy and vision

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.

School Values

Our values at Kew Primary School are:

- Community - a united and high functioning, collaborative environment
- Achievement - accomplishing something special through effort, commitment, drive and focus
- Resilience - the ability to cope and thrive in the face of difficulties, challenges or adversity
- Empathy - the capacity to place oneself in another's position

School Philosophy

Kew Primary School is a learning community that provides a safe, healthy and caring environment for all. All members of our community are expected to behave in a way that allows us to work, teach, learn and interact with each other in a positive, inclusive and cooperative environment and as such, demonstrate the C.A.R.E values. Rights and responsibilities of students, staff and Parents/Carers are outlined in Appendix One.

School Vision

Our school vision is to provide a high functioning learning community that inspires, engages, and supports students to achieve their best and become active, compassionate, lifelong learners.

2. ENGAGEMENT STRATEGIES

Kew Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school.

A summary of the whole of school (universal), year group specific (targeted) and individual engagement strategies used by Kew Primary School are detailed below:

Whole School Approaches	Year Group Approaches	Individual Strategies
<ul style="list-style-type: none"> • Our school will prioritise positive relationships between staff and students, to create a culture that is inclusive, engaging and supportive. • Our school will analyse and respond to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data to ensure high yield teaching practices are incorporated into all lessons. • Our school will deliver a broad curriculum and use a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, while incorporating our values into carefully planned transition programs between year to year. • Our students will have the opportunity to contribute to and provide feedback on decisions about the school, by creating opportunities for cross—age connections and maintaining an ‘open door’ policy. • Our school will record student observations and 	<ul style="list-style-type: none"> • Our school will provide opportunities for students to engage in positive behaviour support programs, such as: Respectful Relationships, ‘Bullying. No Way!’, eSmart and Cyber Safety training. • Extra-curricular activities allow students to explore different interests and skills. Our school will offer programs to provide opportunities for students to feel connected to school. Programs include: School Sport, Choir, Drama Performances, Chess Club. • Our Grade 6 students will have leadership opportunities through Action Teams • Our Transition Program will minimise anxiety, increase resilience and ensure students make a successful transition between kindergarten and Prep. • There will be an active involvement of parents/carers within the school, which will be promoted through reports, parent-teacher interviews and three-way conferences (parent/guardian, student and teacher) meetings and 	<p>Strategies to support engagement, wellbeing and attendance of individual students include:</p> <ul style="list-style-type: none"> • Individual Learning Plan and Behaviour Support Plan • SMART Goal setting • Student lead conferences • Collaborative learning • Teaching aides to work with students who require additional support • Small group interventions • Personalised teaching • Student Support Groups • Program for Students with Disabilities • Referral to ChildFirst, • School psychologists

incidents through 'Chronicle Entry' on Compass.	classroom showcases <ul style="list-style-type: none"> • Parental participation and feedback will be encouraged through membership of the School Council and its subcommittees, including the PTA ,class parent representatives and parent helpers. 	
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Further detail about rights and responsibilities to enact these engagement strategies outlined in Appendix 1.

3. IDENTIFYING STUDENTS IN NEED OF SUPPORT

Kew Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially.

We 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
- suspension data (if applicable)
- engagement with families
- self-referrals or referrals from peers

The Student Wellbeing team plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing.

4. STUDENT BEHAVIOURAL EXPECTATIONS

Behaviour management strategies and approaches may be used as part of a staged response to challenging behaviour, consistent with the Department's Student Engagement and Inclusion Guidelines. It may be used in combination with other engagement and support strategies to address the range of factors that may have contributed to a student's behaviour. Behaviour management aims to retain the dignity of the student and any measures taken to exclude a student from learning will be avoided where possible. It is the responsibility of staff members to seek to restore their relationships with the student when any withdrawal has occurred. Behaviour management strategies will be applied fairly and consistently in an agreed manner by all staff.

At Kew Primary we believe prevention and restoration is vital to develop positive behaviours and relationships and ensure a positive and inclusive school culture in which every student has the opportunity to succeed. Students frequently reflect on the school values and strive to uphold these, with teacher feedback and guidance. There is a consistent application of agreed school rules and expectations, together with a range of supportive strategies including positive and negative

consequences. Suspension and expulsion are measures of last resort and can only be approved by the principal. Kew Primary School will follow the processes for applying these measures as set out in the Department of Education's Student Engagement Policy. Corporal Punishment is prohibited in all Victorian schools. Corporal punishment is not permitted at Kew Primary School under any circumstances.

Strategies and guiding principles about behaviour management are detailed in Appendix 2 and 3

5. ENGAGING WITH THE COMMUNITY

Kew Primary School values the input of parents/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/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 Compass
- maintaining an open, respectful line of communication between parents and staff
- 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
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.
- parent information evenings

6. EVALUATION

The school will evaluate the effectiveness of the policy's aim using: The Attitudes to School Survey data, Student feedback and Parent survey data. This policy will be reviewed as part of the school's two-year review cycle, or before if necessary due to changes in regulations or circumstances. This policy will be reviewed as part of Kew Primary School's two-year review cycle in May 2022, and be communicated to families through Compass, and the website.

7. REFERENCE AND RESOURCES

Persons reading this Student Engagement & Wellbeing Policy should also refer to the school's

- Attendance Policy
- Bullying Prevention Policy
- Duty of Care Policy
- Digital Technologies (Internet Use/Social Media/Devices) Policy
- Child Safety Responding & Reporting Obligations (Mandatory Reporting/Child Protection) Policy, Mobile Phones and personal devices Use by Children Policy
- Child Safety Standards
- Statement of Values and School Philosophy
- <https://www.wurundjeri.com.au/our-story/ancestors-past/>
- <https://is.vic.edu.au/wp-content/uploads/2019/09/Framework-for-Student-Support-Services-in-VicDET-Schools.pdf> <https://bullyingnoway.gov.au/>
- http://fairfieldps.vic.edu.au/wp-content/uploads/2021/02/Student_Wellbeing_and_Engagement_Policy.pdf

8. REVIEW CYCLE AND EVALUATION

This update was ratified by the Policy, Education & Communications Sub-Committee in June 2021
This policy will be reviewed as part of the school's two year review cycle or if guidelines change.

APPENDIX 1: Rights and Responsibilities of Students

Rights	Responsibilities
<p><i>Students have a right to:</i></p> <ul style="list-style-type: none"> • Feel safe at school • Learn without interference in an encouraging environment • Be treated fairly and with respect 	<p><i>Students have a responsibility to:</i></p> <ul style="list-style-type: none"> • Respect the rights of all students, teachers and community members • Demonstrate the school and community expectations and values • Participate in learning activities to the best of their ability • Contribute positively to the educational experiences of themselves and other students

Rights and Responsibilities of Staff

Rights	Responsibilities
<p><i>Staff have a right to:</i></p> <ul style="list-style-type: none"> • Work in a co-operative, positive and safe environment • Be supported in their professional duties by school administration, colleagues, parents and The Department of Education and Training (DET) • Be treated with respect by all members of the school community 	<p><i>Staff have a responsibility to:</i></p> <ul style="list-style-type: none"> • Provide all students with quality educational experiences • Communicate effectively with students, parents and colleagues • Act in a professional manner • Demonstrate the school and community expectations and values

Rights and Responsibilities of Parents/Carers

Rights	Responsibilities
<p><i>Parents/Carers have a right to:</i></p> <ul style="list-style-type: none"> • Ask what is required of their children in terms of learning and behaviour • Receive regular communication about their child's progress and behavior through reports or parent-teacher interviews 	<p><i>Parents/Carers have a responsibility to:</i></p> <ul style="list-style-type: none"> • Support their child's education • Ensure regular school attendance • Promote appropriate behavior • Demonstrate the school and community expectations and values • Act in a respectful and constructive manner when dealing with the school

APPENDIX 2: Shared expectations

	Students	Parents/Carers	Principal/teachers and staff
Engagement (participation in the classroom and other school activities)	All students are encouraged to demonstrate: <ul style="list-style-type: none"> • Preparedness to engage in and take full advantage of the school programs • Effort to do their very best • Self-discipline to ensure a cooperative learning environment • Team work • Modelling of the school values • Preparedness to respect, value and learn from the differences of others • High expectations that they can learn • A capacity to reflect on and learn from their own differences 	Parents/Carers are encouraged to: <ul style="list-style-type: none"> • Promote positive outcomes by valuing the importance of education and liaising with the school on their child's progress/needs • Support their child in their preparedness for the school day and in the provision of a supportive home environment • Monitor their child's school involvement and progress and communicate with the school when necessary • Support the school's effort to embrace diversity by promoting an understanding and appreciation of diversity in the home • Provide all relevant information to the school • Actively participate in supporting their child's learning by building a positive relationship with the school through attendance at student parent meetings and by participating in student activities, celebrations and responding to communications 	The school will: <ul style="list-style-type: none"> • Comply with its duty of care obligations and responsibility to provide an educational environment that can effectively engage all students • Provide appropriate, relevant and challenging curriculum that gives students the opportunity to have input into their learning and experience success • Uphold the right of every student to receive a comprehensive education • Collaborate with the school community to deliver policies and procedures consistent with its values, aspirations and the Department's guidelines • Identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs

<p>Attendance</p>	<p>All students are encouraged to:</p> <ul style="list-style-type: none"> • Attend and be punctual for all timetabled classes every day that the school is open to students • Be prepared to participate fully in lessons • Remain on the school premises during school times unless they have permission to leave 	<p>Parents/Carers are encouraged to:</p> <ul style="list-style-type: none"> • Ensure that their child’s enrolment and contact details are correct • Ensure their child attends regularly • Advise the school as soon as possible when a child is absent • Account for all student absences and keep family holidays within scheduled school holidays • Support their child’s learning during absences and work with the school to reintegrate students after prolonged absences • Work cooperatively and collaboratively with the school to develop and implement improvement strategies when attendance is of concern 	<p>The school will:</p> <ul style="list-style-type: none"> • Promote full attendance through clear statements of expectations and procedures • Ensure student attendance is recorded twice per day • Maintain accurate attendance records • Monitor and follow up on absences • Work with families to provide ongoing support for students whose attendance pattern is of concern
<p>Behaviour</p>	<p>Students are encouraged to:</p> <ul style="list-style-type: none"> • Model the school values of • Community, Achievement, Resilience and Empathy 	<p>Parents/Carers are encouraged to:</p> <ul style="list-style-type: none"> • Work with the school to promote a consistent approach that 	<p>The school will:</p> <ul style="list-style-type: none"> • Promote and review preventative approaches to behaviour issues by incorporating

	<ul style="list-style-type: none"> • Take responsibility for their behaviour and its impact on others comply with all reasonable requests from staff • Respect the rights of others to learn • Respect the property of others • Demonstrate behaviour and attitudes that supports the wellbeing of others and contributes to a positive school environment • Understand that bullying, including cyber bullying, property damage, inappropriate language and disrupting the learning of others is unacceptable. 	<p>supports their child's learning, engagement and endeavour both in and out of school.</p> <ul style="list-style-type: none"> • Have high expectations of their child's behaviour and an understanding of the school's behavioural expectations 	<p>student wellbeing at the centre of school business</p> <ul style="list-style-type: none"> • Monitor behaviour issues and the effectiveness of implemented strategies • Provide appropriate professional development opportunities for all staff to build their capacity to promote pro-social behaviours • Use the Student Engagement Policy to develop a class-based set of shared expectations with students • Teach students social competencies through curriculum content and pedagogical approach. • Employ behaviour management strategies that reflect expected positive behaviours. • Build a collegiate atmosphere to enable teachers to share strategies and support each other. • Encourage teachers to reflect on their own behaviour management approaches, seeking updated professional development where needed. • Work with families to promote consistency in positive behavior management, with a focus on prevention and early intervention strategies • Recognise that for some students additional support may be needed in the form of staged responses
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APPENDIX 3: Staged response checklist for student behaviours outside of shared expectations

This staged response is intended to act as a guideline to enable effective decision-making when facing behavioural issues across the school.

Stage 1: Proactive strategies

Whole school strategies to pre-empt positive interactions:

- Be a positive role model. Use a quiet, controlled voice and minimise audience.
- Work with parents, colleagues and support staff.
- Understand individual student needs.
- Develop social skills in curriculum.
- Define and teach school-wide expectations for all.
- Establish whole school values that are visibly promoted across the school.
- Develop consistent school-wide processes to identify at risk students.

Stage 2: Responding to individual students exhibiting challenging behaviours

Suggested strategies:

- Assess the behaviour and its functions, influences and triggers (include student, parents and school wellbeing staff as appropriate).
- Develop *Behaviour Support Plan* and/or *Individual Learning Plan (ILP)*.
- Consider if any environmental changes need to be made.
- Teach replacement behaviours.
- Engage Student Support Services and/or community services to provide assessments or specialist support.
- Establish peer groups that allow particular students to feel supported.
- Consider out of school measures such as *Student Development Centres*.
- Implement appropriate consequences that are proportional to behaviours
- Assist students to understand classroom rights and responsibilities.