



## Student Engagement & Wellbeing Policy

### Rationale:

Kew Primary is a dynamic and supportive learning environment, enabling the school community to fulfil the academic, social, emotional and physical potential of all students. Our purpose is to develop compassionate, resilient, confident, and creative thinkers with a lifelong love of learning. Our core values of Cooperation, Acceptance, Respect and Excellence guide the decisions of all members of our school community.

Students are more likely to reach their full educational potential when they are healthy, safe and supported. Student wellbeing and student learning outcomes are inextricably linked. Students learn to build resilience, develop positive attitudes and behaviours effectively when goals are shared by teachers, student support services and parents. Student wellbeing is the responsibility of the whole school community. (Effective Schools are Engaging Schools 2009) <https://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf>

Kew Primary's Student Engagement Policy aims to:

- Empower students and teachers with appropriate strategies to build a safe and supportive learning environment
- Address bullying behaviours
- To enhance student engagement and wellbeing in a vibrant culture that nurtures positive relationships and a whole- school approach to learning.

### School Values:

At Kew Primary students are encouraged to model the following school values every day:

#### **Co-operation "Sharing and Learning together"**

Co-operation is working together in a team, contributing and sharing in a helpful, generous and fair way.

#### **Acceptance "Treat others the way you would like to be treated"**

Acceptance is caring for others who are different from you and making others feel welcome. Acceptance means having compassion and being considerate of others people's feelings.

#### **Respect "Each other, our resources and our environment"**

Respect is valuing and taking responsibility for each other, our resources and our environment. Respect is speaking to and interacting with others in a courteous manner. Respect is being honest, reliable and trustworthy.

#### **Excellence "Be proud and always try your best"**

Excellence is striving to achieve your personal goals and always give your personal best.

## Implementation:

The programs at Kew Primary are planned to address the three interrelated components of students' behavioural, emotional and cognitive engagement.

<b>Behavioral engagement</b>	<i>Students' participation in education, including the academic, social and extracurricular activities of the school.</i>
<b>Emotional engagement</b>	<i>Students' emotional reactions in the classroom and in the school. It can be defined as students' sense of belonging or connectedness to the school.</i>
<b>Cognitive engagement</b>	<i>Students' investment in learning and their intrinsic motivation and self-regulation.</i>

See **Appendix A** for specific programs

## Prevention Statement:

Kew Primary is committed to providing a positive school culture that is safe, secure and stimulating for all students. Consultation with all stakeholders ensures that the school is responsive to students' social, emotional and cognitive needs.

To support this the school is actively engaged in effective teaching, inclusive and engaging curriculum and developing respectful relationships between staff and students to develop high level skills in all areas.

See Appendix B for examples of preventive strategies

## Rights & Responsibilities:

The Charter of Human Rights and Responsibilities Act 2006 outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including Governments schools and their employees to act compatibly with human right and to consider them when making decisions and delivering services.

Kew Primary believes that the school community should expect quality education delivered by motivated and enthusiastic staff. Community members have the responsibility to support and complement the School staff to further enrich the educational opportunities provided. Each student has the right to learn and achieve their personal best at school, where community members work together to build and maintain a caring and cooperative environment. The following rights and responsibilities guide members of our school community to make a positive impact on the educational, social, emotional and physical development of our students to grow into active and responsible citizens of our society.

## Rights and Responsibilities of Students:

Rights	Responsibilities
<p>All students have the right to:</p> <ol style="list-style-type: none"> <li>participate in the school's educational program</li> <li>learn and feel secure and safe in a caring and supportive environment</li> <li>be supported and encouraged by teachers</li> <li>be treated with courtesy, kindness and respect by others</li> <li>express feelings and opinions</li> <li>learn and play in a positive atmosphere</li> <li>school expectations that are fair and consistently implemented</li> <li>access school facilities and resources to support their education</li> </ol>	<p>All students have a responsibility to:</p> <ol style="list-style-type: none"> <li>participate in the school's educational program and to attend regularly</li> <li>work to achieve personal best whilst allowing others to do the same</li> <li>demonstrate the CARE values</li> <li>treat others at school and within the community with courtesy and kindness</li> <li>listen to others with mutual respect</li> <li>maintain a safe and secure school environment</li> <li>model and support school expectations</li> <li>respect school facilities and resources that support their education</li> </ol>

## Rights and Responsibilities of Parents/Carers:

Rights	Responsibilities
<p>Parents/carers have a right to:</p> <ul style="list-style-type: none"> <li>expect that their children will be educated in a secure and safe environment in which care, courtesy and respect for the rights of others are encouraged</li> <li>Be informed about their children's behaviours and learning needs.</li> <li>Be able to express concerns and be listened to.</li> </ul>	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> <li>promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours</li> <li>ensure their child's regular attendance, inform the school of absences and maintain punctuality.</li> <li>ensure their children attend with the appropriate materials.</li> <li>engage in regular and constructive communication with school staff regarding their child's learning and wellbeing</li> <li>support the school in maintaining a safe and respectful learning environment for all students</li> <li>cooperate with requests from the school to complement the educational programs offered (e.g. interschool sport)</li> </ul>

## Rights and Responsibilities of Teachers:

Rights	Responsibilities
<p>Teachers have a right to:</p> <ul style="list-style-type: none"> <li>expect that they will be able to teach in a safe, supportive, positive and collaborative environment</li> <li>expect students to follow the Student and</li> </ul>	<p>Teachers have a responsibility to:</p> <ul style="list-style-type: none"> <li>fairly, reasonably and consistently, implement the engagement policy</li> <li>provide a duty of care (refer to Duty of Care policy)</li> <li>know how students learn and how to teach them effectively</li> </ul>

#### Engagement Policy

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| <ul style="list-style-type: none"><li>• expect students to learn and provide an inclusive and differentiated curriculum</li><li>• be informed, within privacy requirements, about matters relating to students that will affect the teaching and learning program for the individual student</li></ul> | <ul style="list-style-type: none"><li>• know the content they teach</li><li>• know their students and ensure they achieve success.</li><li>• plan and assess for effective learning</li><li>• communicate student progress to parents regularly (refer to Assessment and Reporting policy)</li><li>• create and maintain safe and challenging learning environments</li><li>• use a range of teaching strategies and resources to engage students in effective learning</li></ul> |
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## Shared Expectations:

### Shared Expectations

Kew Primary has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what are expected and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

#### 1. Staff Engagement

*The leadership team is expected to:*

- Uphold the right of every child to receive an education.
- Ensure that the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation
- Identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities and community services inclusive and responsive to student needs
- Collaborate with the schools community to develop policies and procedures consistent with the schools values and the Departmental Guidelines

*The teachers are expected to:*

- Develop flexible pedagogical styles to engage different learners
- Deliver curriculum and assessment that challenges and extends students learning
- Develop positive relationships with students that promote engagement, wellbeing and learning
- Provide opportunities for student voice developing a positive school culture

#### (i) Attendance

*In compliance with Departmental procedures schools are expected to:*

- Promote regular attendance with all members of the school community
- In addition to accurately and consistently recording student attendance and absence, principals should ensure school attendance data is regularly monitored and analysed to identify student absence patterns on a school, class and individual basis.

## **(ii) Behaviour**

Kew Primary will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community through a staged response.

*The leadership team is expected to:*

- Lead and promote preventative approaches to behavioural issues
- Monitor the profile of behavioural issues at the school and effectiveness of implemented strategies
- Provide appropriate professional development opportunities for staff to build their capacity to promote positive behaviours

*The teachers are expected to:*

- Teach students social competencies through curriculum content and pedagogical approach (CARE and CIRCLE TIME)
- Implement behaviour management strategies that are consistent with the whole school approach
- Build a collegiate atmosphere with other staff to share strategies relating to behaviour management

## **2. Student Engagement**

*Students are expected to:*

- Establish healthy, positive relationships with teachers and students
- Respect, value, reflect and learn from their own differences and that of others
- Have high expectations for themselves and make the most of the learning opportunities provided
- Follow the Student Well-being guidelines and respect and follow our whole school discipline staged approach

### **(i) Attendance**

- All students are expected to attend school every day that the school is open to the students. If the students cannot attend their parents/carer must provide a suitable explanation to the school
- Students should arrive to class on time, ready to learn to ensure there is no disruption to other students' learning

### **(ii) Behaviour**

- Be considerate and support each other's learning and differences
- Develop and take ownership of classroom protocols/norms
- Have high expectations that they can learn
- Respect and follow all teachers' instructions
- Understanding that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable
- Respect and follow the whole school approach to student behaviour

### 3. Parents/Carers Engagement

*Parents/carers are expected to:*

- Promote the value of education, diversity and cultural differences in the home environment
- Help the school to provide student centred development by providing all relevant information to the school
- Actively participate in supporting their children's learning by building positive relationships with the school. This can be done by attending student-parent-teacher meetings, special event activities and responding to notices and telephone/email communication in a timely manner

#### (i) Attendance

*Parents/Carers are expected to:*

- Ensure that enrolment details for their children are correct including updating emergency contacts when needed
- Ensure that their children attend school regularly and that, when a child is absent from school, advise the school as soon as possible
- Ensure that their child is at school on time, respecting the teaching and learning time of the students and teacher

#### (ii) Behaviour

*Parents/Carers are expected to:*

- Understand and support Kew Primary School's behavioral expectations to promote consistency that supports their child's learning and engagement both in and out of school
- Support the school in resolving issues resulting in positive outcomes for student development

## School Actions & Consequences:

### Behaviour

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.

Corporal Punishment is prohibited in all Victorian schools. Corporal Punishment must NOT be used at Kew Primary under any circumstances.

\*Refer to Behaviour Management Policy

## Playground Supervision Action Plan:

At Kew Primary we have the following in place to ensure that the playground is a safe and supportive environment for all students:

- Three teachers on duty (Junior School, Basketball Courts & Oval)
- Appropriate Education Support Officer (ESO) numbers for students with special needs
- Supervision of first aid by staff
- Shaded areas and passive or active zones in our layout of school grounds
- A timetable for extreme weather conditions
- Portable phones with all first aid
- First Aid kit and fluorescent vest with each teacher on yard duty
- Alerts and action plans for children with special needs
- Separate playground areas for junior and senior students
- A range of lunchtime activities such as regular open library days
- Regular staff briefings about yard related matters at meetings
- Interest groups, such as Computer Club and Chess Club

Refer Appendix C for map of playground zones

## Attendance Procedures:

At Kew Primary we expect high levels of student attendance and participation through programs and practices that create a stimulating, caring and supportive learning environment, where all students can experience success.

**Leaving School During School Hours** - If you need your child for any reason, such as a medical or dental appointment, during school hours, please send a written request stating the time you will collect him/her from the classroom. Parents need to sign out students if they leave during the day. The sign out book is located at the general office.

Students are not permitted to leave the school ground during school hours.

**Arriving Late For School** – if students are late they must be signed in at the office before going to class.

**Absences** – A written note, email or school management system notification e.g. Skoolbag / Compass message to the classroom teacher outlining reasons for an absence is required for auditing. Notification of student absences by telephone on the day is appreciated between 8.30am and 9.00am

**Attendance** is recorded via eCases or Compass and monitored by classroom teachers. Continual lateness and truancy will be addresses. Parents will be notified and a meeting organised with school leadership if required.

## Bullying:

\*Please refer to Kew Primary School Bullying Policy.

### Bully Stoppers

Bully Stoppers support students, parents, teachers and principals in working together to make sure schools are safe and supportive places, where everyone is empowered to help reduce the incidence of bullying in all Victorian school.

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/what.aspx>

## **Cyberbullying**

Kew Primary recognises the need for students to be safe and responsible users of digital technologies. Furthermore, developing a deeper understanding of how our students are using technology in the classroom can greatly aid in their learning outcomes. This is best taught in partnership between parents, carers and school staff.

## **iPads @ Kew**

During school hours students from prep to six have access to iPads in the classroom. iPads and other tablet devices foster 21st century learning skills such as collaboration, digital literacy, inquiry and creativity. We believe iPads are the tool to make learning engaging, relevant to the students and are an integral part of preparing our students for the future.

iPads are used to enhance their literacy and numeracy sessions, with applications that allow for shared reading and note taking. Students are able present their learning in a variety of ways, including posters, keynote presentations, videos, slide shows, mind maps, books and custom designed programs.

Kew Primary recognises the need for students to be safe and responsible users of digital technologies. We believe that explicitly teaching students about safe and responsible online behaviours is essential, and is best taught in partnership with parents/guardians. We request that parents/guardians work with us to encourage and promote safe online behaviour at all times.

A "Responsible Use Agreement" is signed and returned to the class teacher as soon as possible.

<http://www.kewps.vic.edu.au/files/4313/7542/3366/StudentIPADAgreement.pdf>

## **eSmart**

eSmart is an initiative of The Alannah and Madeline Foundation that supports schools to embrace the benefits of technology and ensure they are doing everything possible to reduce students' exposure to cyber-risks.

Kew Primary is committed to the eSmart program, which "provides a framework that guides the introduction of policies, practices and whole-school change processes to support the creation of a cyber safe or eSmart environment." We are currently in the planning stages of eSmart.

## **Cyberbullying information**

<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/cyberbullying.aspx>

## Appendices:

### Appendix A

#### **Behavioural Engagement**

How do we actively teach and promote positive social behaviour?

- “Kick Start Kew” Program (This is a school wide program focused on setting up the new classrooms during the first weeks of the new school year. The program establishes classroom norms for permanent display. It involves Circle time activities, learning styles, parent information and getting to know you sessions. Classes unpack school values and draw or represent them in a way that is suited for their age group).
- Employ an Inquiry process of teaching and learning
- Implement a CARE Personal Development Program
- CARE values referred to consistently by staff in the classroom and playground
- CARE values displayed and referred to in the school newsletter and on website
- CARE bubbles - awarded to students who have demonstrated CARE values.
- CARE dances every second assembly to celebrate students who received CARE bubbles.
- Buddy and Cross Age Tutoring Programs
- “Kewriosity” Program
- Student leadership opportunities and role modelling for other students through Year 6 Leadership program and Student Action Teams.
- Individual learning plans for specified students will be developed in accordance with identified learning and social needs.
- Multi-age days such as CARE Tabloid Sports Day.
- Sport opportunities – Senior House Cross Country Junior and Senior House Athletics, Interschool Sporting events for Year 5 and 6, SEDA Clinics.

#### **Emotional Engagement**

What do we do to promote connectedness to the school and peers? How do we educate our students about emotional intelligence?

- Individual needs and differences are catered for in classroom settings through effective team planning by teachers
- Restorative Practices – resolving conflicts (see Behaviour Management Policy for more information)
- Circle time – Classroom discussions on relevant issues to the group.
- P-6 programs that address social skills, bullying, harassment, informed decision making such as *Stop – Think – Do* and *Family Life*
- Student Leadership program is particularly important for Year 6 students and there is an understanding of the need to encourage and support younger students to develop readiness for leadership opportunities
- Provision of varied programs such as Buddies, Student Action Teams, House activities, musical instrument tuition and out of school hours care
- Various teaching and learning strategies which cater for different learning styles e.g. individual, group, mixed ages
- Students decide on personal learning goals which can be cognitive, behavioural and/or emotional
- Student Led Conferences
- Class fitness program e.g. Fit 15
- Individual Learning Plans and Behaviour Management Plans.

- Transition programs for Prep and Year 6 students
- Links with local pre-schools to support transition to Prep

## **Cognitive Engagement**

How do we actively engage students in their learning and work to motivate/stimulate their thinking?

- Inquiry-based teaching and learning model utilising authentic situations
- Use of teacher, self and peer assessment using a range of graphic organisers and rubrics
- Use of formative and summative assessment to plan and modify teaching and learning activities
- Innovative A4L techniques such as traffic lights, thumbs up thumbs down, clothesline
- Higher order questioning
- Innovative questioning techniques – pass the ball, randomiser, popsicle sticks, no hands up.
- Differentiation in whole school planning documents
- Student learning data used to inform programs
- Specific learning styles determined and catered for in all classrooms
- EAL students catered for in classroom programs and support programs
- Specialist classes in areas such as Art, Physical Education & French
- Targeted learning support programs such as Reading Recovery and Benchmark Assessment System, Targeted Assisted Support at Kew (Task), Fountas and Pinnell and EAL program.
- Extension programs e.g. GATEways & Maths Olympiad
- ICAS Competitions
- Whole school assemblies
- Principal awards for outstanding achievements or displaying school values.
- CARE awards
- Use of a range of ICT tools for learning including iPads, Apple TVs, interactive learning tools

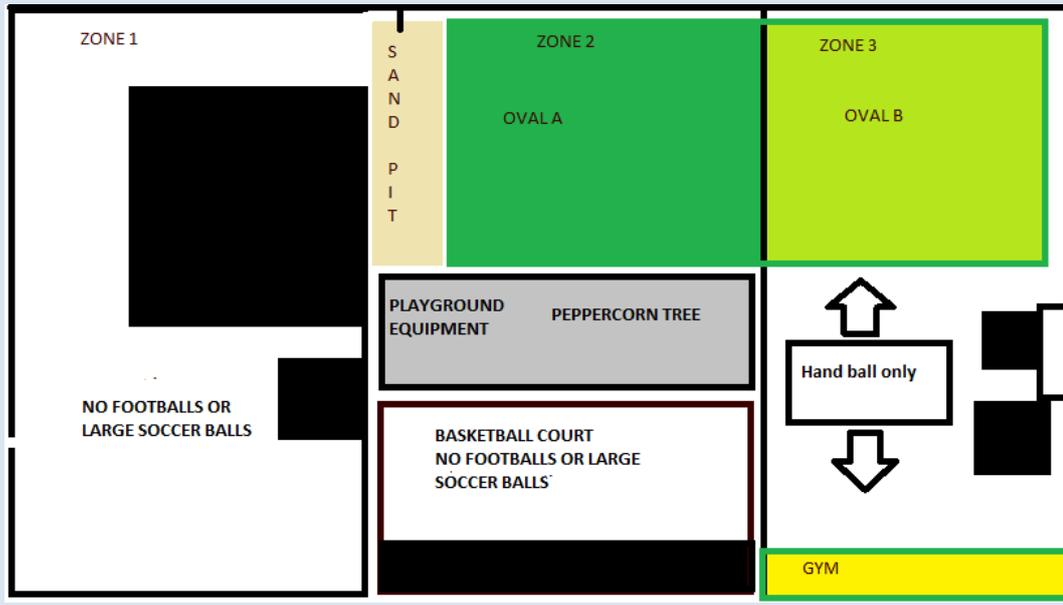
## **Appendix B**

Kew Primary prevention strategies include:

- Kick Start Kew (see appendix a)
- CARE Program
- Buddy Program
- Inquiry units of learning
- Differentiated programs
- Enrichment opportunities
- Intervention programs e.g. TASK
- Pupil recognition e.g. Principal's award
- Year 6 leadership program
- Whole school transition program
- Regular open communication with parents/carers
- Updated student welfare communicated at Staff Meetings (medical, academic, behavioural)
- DET support services
- Use of iPads in classroom
- Utilise student voice in generating ideas regarding general playground issues
- School Leadership team regularly review the incident register, to identify areas of concern
- Zoned playground areas. Appendix C
- Staff trained in Restorative Practices
- [http://www.cyp.vic.gov.au/childsafetycommissioner/downloads/calmer\\_classrooms.pdf](http://www.cyp.vic.gov.au/childsafetycommissioner/downloads/calmer_classrooms.pdf) - Calmer Classrooms: A Guide to working with traumatised children – provides teachers and schools

with effective relationships based classroom and school-wide strategies.

### Appendix C – Playground Zones



### **Evaluation:**

- This policy will be reviewed as part of the school's three year review cycle.

This policy was ratified by School Council - September 2016