STUDENT WELLBEING AND ENGAGEMENT

Help for non-English speakers
If you need help to understand the information in this policy, please contact the school.

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.

Keelonith 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.

COMMUNICATION

Students will be informed of relevant content of this policy at the commencement of each school year, and aspects such as the values will be part of the regular school curriculum.

Parents will be provided with a copy of this policy on enrolment and the policy will be available on the school website. Regular newsletter items throughout the year will refer to aspects of the policy.

Staff will be referred to this policy during induction and at the start of each school year. A copy of this policy will be available on the Sentral Student Management System for staff access.

CRTs, volunteers, and contractors will be provided with a copy of this policy on induction.

Public facing collateral such as posters communicating aspects of this policy will be displayed in high traffic areas in the school.

Following review and any changes to this policy, the school community will be informed through appropriate avenues such as the newsletter, Sentral Student Management System, staff forums and class activities.

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1. School Profile

Keelonith Primary School is situation in a rapidly developing greenfield housing estate. A significant proportion of the community is made up of recent migrants to Australia. Data from Hume City Council identifies that as of the last census, while the main two ancestral backgrounds are described as English and Australian, the main cultural backgrounds are Indian, Italian, Turkish, Assyrian, Sri Lankan, Iraqi and Samoan. One of the main strengths of the community is its aspiration and valuing of education. Many of the families who make up the community, come from cultural backgrounds where education is highly valued.

We strive to provide a nurturing and challenging environment that empowers all students to learn without barriers or limits, which supports each individual's journey to becoming **curious**, **creative, collaborative** , **confident** and **resilient** learners. Learners who take responsibility for their learning, make sense of, and find their place, purpose and joy in an ever-evolving world.

Keelonith Primary School is a 'Supported Inclusion School,' modelling the design and resources for the inclusive education for students with disabilities within a mainstream setting.

Supported Inclusion Schools will exemplify the principle that every student is able to attend their designated neighbourhood government school. Supported Inclusion Schools will provide a safe, accessible and inclusive environment for every student who enrols.

Supported Inclusion Schools will enable students with special needs to be educated in the same classrooms as their peers without a disability, to the greatest extent desirable and practical for each individual student. It is recognised that the degree to which each learner participates in mainstream classrooms can be determined according to need, ability and assessed benefit, and that a 'one size fits all' approach to inclusion may not be appropriate. Inclusion is not simply about all learners learning together; students with disabilities may attend regular or general education classes and then receive additional support, such as in a resource room or speech or language therapy centre. Critically, however, the school facilities will not represent a barrier to inclusion

2. School Values, Philosophy and Vision

LEARNING WITHOUT LIMITS	*Be Curious / Be Caring / Fly High / Find Joy*

Vision: For every learner to have every opportunity to lead a successful and fulfilling life.

Mission
Keelonith Primary School is a learning community where everyone is valued and celebrated and has the right to learn, excel and find joy in a safe, accessible and stimulating learning environment in which passion is sparked through authentic experiences, nature, play, and inquiry.

Values:
The school values indicate that we **CHEER** for everyone to be the best they can be.
Compassion- care, kindness, empathy
Honesty- be true to self and others, trust
Equity- each learner has what they need to learn, excel and find joy
Encouragement- work together to support and cheer on our peers
Respect- self, others, the environment and learning

Objectives:
These school values will guide each individual's journey to becoming **lifelong** learners. Learners who take responsibility for their learning, make sense of and find their place, purpose and joy in an ever-evolving world through the development of deep learning dispositions.

The Deep Learning dispositions- Fullan, Quinn, McEachen 2018 will be the learning framework for the school.

Character - Character refers to qualities of the individual essential for being personally effective in a complex world including: grit, tenacity, perseverance, resilience, reliability, and honesty.

Citizenship - Thinking like global citizens, considering global issues based on a deep understanding of diverse values with genuine interest in engaging with others to solve complex problems that impact human and environmental sustainability.

Collaboration - Collaboration refers to the capacity to work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics, making substantive decisions together, and learning from and contributing to the learning of others.

Communication - Communication entails mastery of three fluencies: digital, writing, and speaking tailored for a range of audiences.

Creativity - Having an 'entrepreneurial eye' for economic and social opportunities, asking the right questions to generate novel ideas, and demonstrating leadership to pursue those ideas into practice

Critical Thinking - Critically evaluating information and arguments, seeing patterns and connections, construction meaningful knowledge and applying it in the real world.

3.Wellbeing and Engagement Strategies

Keelonith 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.

The basis of our approach to student wellbeing and engagement is in the school values and behavioural expectations. All members of the community are expected to live the values of CHEER- Compassion, Honesty, Empathy, Encouragement, Respect as well as the key learning dispositions of Curiosity, Creativity, Confidence, Collaboration and Resilience.

The values and behavioural expectations form the basis of the School Wide Positive Behaviour Model. The SWPBS will be developed in the foundation year of the school and outline the positive and expected behaviours from students in each area of the school. The SWPBS will be widely distributed to members of the community, displayed in every classroom and regularly taught in classes.

Other strategies to promote inclusion, wellbeing and engagement include Student Leadership programs which will endeavour to build a positive student culture and also the implementation of Respectful Relationships.

A major proactive strategy for wellbeing and engagement will be undertaking professional learning in trauma informed approaches to education. A specific example of how this proactive strategy assists with wellbeing and engagement is in Focus Plans.

Universal Strategies

- Teaching, modelling, and reinforcing behaviours according to the schoo'ls values for students, staff and families and prioritises positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing.
- A culture that is inclusive, engaging and supportive.
- Welcoming all parents/carers and being responsive to them as partners in learning.
- Assessing students against their ability to demonstrate the behavioural expectations on school reports.
- Establishing a uniform and uniform policy that allows all students to demonstrate pride in the school, promotes equality and individuality.
- Carefully planned transition programs to support students moving into different stages of their schooling.
- Engaging in school wide positive behaviour support with the entire school community, which includes programs such as: Respectful Relationships, Bully Stoppers and Safe Schools.
- 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.
- Adopting a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and following the standards set by the Victorian Institute of Teaching

- Statement of Values 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.
- Positive behaviour and student achievement acknowledged in the classroom, and formally in school assemblies and communication to parents.
- Monitoring of student attendance and implementation of attendance improvement strategies at a whole-school, cohort and individual level.
- Opportunities for students to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Mentor Teacher, Assistant Principal and Principal whenever they have any questions or concerns.
- Opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs.
- All students are welcome to self-refer to the Student Wellbeing Coordinator, Neighbourhood Leaders, 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
- Programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs).
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities).
- Buddy programs, peer support programs.

Targeted Strategies
- Each year group has a Neighbourhood Leader (teacher responsible) for their year, who will monitor the health and wellbeing of students and act as a point of contact for students who may need additional support.
- All Koorie students will be connected with a Koorie Engagement Support Officer (KESO)
- 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.

Individual Strategies
- All students at Keelonith Primary School with additional needs will be supported through a case management and Student Support Group process. The Students Support Group will look at risk factors and supportive factors and create plans with student and parent/carer support. For students in crisis, who are at risk or in a high support program such as Lookout, referrals to specific services or agencies will be made as part of the Individual Learning Plan.
- Constructive relationships will be built with students at risk or students who are vulnerable due to complex individual circumstances.
- Meetings will be held with the student and their parent/carer to talk about how best to help the student engage with school.
- Individual Learning Plans and/or Behaviour Support Plans will be developed.
- Consideration will be given to any environmental changes needed to be made, for example changing the classroom set up, using alternative communication techniques to engage with the curriculum, or making accommodations for assessment conditions.
- Appropriate referrals will be made in collaboration with parents/carers for students to:
    - school-based wellbeing supports
    - Student Support Services
    - 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 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.

4. Identifying Students in Need of Support

We are committed to providing the necessary support to ensure our students are supported academically, emotionally and socially. All school staff, particularly the Student Wellbeing team, play a significant role in developing and implementing strategies that help to identify students in need of support and to enhance student wellbeing.

Data from the Learning Management System will assist the Student Wellbeing Team to identify students in need of extra support. Data that will be regularly analysed includes:
- incident Reports
- overall academic and behavioural achievement data
- attendance data
- personal, health and learning information gathered upon enrolment and while the student is enrolled
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- engagement with families.

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 as soon as possible following the incident.

6. Student Behavioural Expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Keelonith 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.

Violence, bullying and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated at Keelonith Primary School and will be managed in accordance with this policy and our Bullying Prevention Policy.

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
● missing out on time in the yard
● referral to the Year Level Coordinator/Assistant Principal/Principal
● behaviour reviews with parents/carers
● suspension (internal or external)
● 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 of Keelonith Primary School 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
At Keelonith Primary School we value 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.
● induction programs for volunteers will be conducted each year and volunteers must participate in this induction each year before being eligible to volunteer.
● involving families with homework and 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.

Evaluation
We 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.

The leadership team will regularly analyse data from the Learning Management System that categorises types of incidents and supports being provided. This data will form decision making about proactive programs, reactive responses and also future resourcing.

Sources of data that will be assessed on an annual basis include:
● student survey data
● incidents data
● school reports
● parent survey
● case management documents
● CASES21
● SOCS

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Wellbeing and engagement Policy:

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

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

REVIEW

Department guidelines mandate that this policy is updated every one to two years.

Policy last reviewed	June 2022
Approved by	School Council
Next scheduled review date	June 2024

This policy will also be updated in extenuating circumstances.