Kilmore Primary School

Principal: Mr Neil O'Sullivan

35 Lancefield Road, Kilmore 3764 • PO Box 105, Kilmore 3764 • ABN 85 985 746 253
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STUDENT WELLBEING AND ENGAGEMENT POLICY

Help for non-English speakers

If you need help to understand the information in this policy, please contact the school administration office on (03) 5782 1268 or via *kilmore.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.

Kilmore 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

Kilmore Primary School is an F-6 primary school located on Lancefield Road in Kilmore, a regional town 58 kms north of Melbourne within Mitchell Shire. Enrolments have increased significantly over the last few years, and at present, there are currently 507 students enrolled at the school. The staffing profile for Kilmore Primary School includes three principal class, 2.6 lead teachers, twenty-four full time class and specialist teachers, four part time teachers and thirty education support staff.

Our ongoing commitment to student wellbeing is supported by a dedicated Assistant Principal, (Positive Climate for Learning Wellbeing) and wellbeing team. Our whole-school wellbeing framework utilises a multi-tiered approach to wellbeing informed by a school-wide positive behaviour support model.

2.   School values, philosophy and vision

Kilmore 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. Kilmore Primary School revitalised and implemented new school values in 2013, with a focus on making sure the values are clear, direct and easy to understand for children of all ages. The school came up with Kind, Proud and Safe to reflect the KPS initials of the school. 'Kind' focuses on students' relationships with peers and staff, 'Proud' is a reflection of students' effort and feelings towards their learning, while 'Safe' ensures students understand how to move around the school safely and have positive interactions with their peers. Students, staff and members of our school community are encouraged to live and demonstrate our core values of Be Kind, Be Proud and Be Safe at every opportunity. Kilmore Primary School's values align with the multi-tiered school-wide positive behaviour support model that is implemented across the school.

Recognising the recent shift in community demographics, Kilmore Primary School has focused on supporting the current psychosocial needs of our students and families. Due to this, Kilmore Primary School has further developed a comprehensive wellbeing framework and wellbeing service with the overarching philosophy that it 'takes a village to raise a child'.

Kilmore Primary School's vision is to 'Foster a community of learners who are confident, creative and challenged to achieve their full potential within a safe, happy and supportive environment'.

Kilmore Primary School's motto is 'Building dreams for a brighter future.'

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3.   **Wellbeing and engagement strategies**

Kilmore Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of wellbeing to foster accessing learning and overall educational outcomes.

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 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
● Teachers at Kilmore 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 and School Philosophy* 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 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 Action Team and Student leadership Ambassador positions
● 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 the buddies program, school plays, athletics, music programs and peer support programs

- All students are welcome to self-refer to the school Social Worker, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need additional wellbeing supports

- We engage in school wide positive behaviour support with our staff and students, which includes programs such as:

  -Schoolwide Positive Behaviour Support framework

  -Respectful Relationships

  -The Resilience Project

  -Friendology

  -Bully Stoppers

  -Safe Schools

- Programs, incursions and excursions developed to address issue specific needs or behaviour such as Puberty Education, Backflip and Project Rockit

- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

- 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.

<u>Targeted</u>

- Each year level has a Year Level Leader (PLC Leaders), a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support

- Connect all Koorie students with a Koorie Engagement Support Officer (KESO)

- Koorie 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 – refer to the *Aboriginal Learning, Wellbeing and Safety Action Plan (School Policies)* for further information

- Our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through the allocated of an EAL representative and consultation with the Regional EAL Officer

- 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

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● 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 and applying for additional funding if a student is eligible for additional support

● Wellbeing team 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

● Students will be referred to group programs and participate in social and emotional targeted programs regarding their presenting need

● Wellbeing team facilitate emotional regulation groups and social skills programs to support the presenting needs of targeted students and cohorts

● Staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

Kilmore 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 student and their parent/carer to talk about how best to help the student engage with school through Student Support Group and/or Parent Support Group Meetings

● 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 set up

● Referring the student to:

  -School-based wellbeing supports

  - Student Support Services

  - Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or The Orange Door

  - Re-engagement programs such as Navigator and the Regional Attendance Officers

Where necessary the school will support the student's family to engage by:

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● 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

● 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
   -With other complex needs that require ongoing support and monitoring.

4.   Identifying students in need of support

Kilmore 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. Kilmore Primary School will utilise the following information and tools to identify students in need of additional 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, detention and suspension data

● Engagement with families

● Engagement with internal and external stakeholders and services

● Consultation with previous schools

● Self-referrals or referrals from peers

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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 and School Philosophy* (School Policies) 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, the wellbeing team or a member of the school leadership team. Further information about raising a complaint or concern is available in our *Complaints Policy* (School Policies).

6.   Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's *Statement of Values and School Philosophy* (School Policies) also outlined in our school-wide positive behaviour framework, particularly our behaviour matrix.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed as per our *Bullying Prevention policy (*School Policies*).*

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

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Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as time-in's, 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:

● 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
● Restorative practices
● Time-ins
● 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 and Training.

The Principal of Kilmore 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.

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7.   Engaging with families

Kilmore 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:

●   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 (School Policies).
●   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
●   Coordinating resources and services from the community for families
●   Including families in Student Support Groups, and developing individual plans for students.

8.   Evaluation

Kilmore 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
●   The Resilient Youth Survey
●   Wellbeing referral data
●   Parent survey
●   Enrolment and transfer data
●   CASES21, including attendance and absence data

Kilmore Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

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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
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- 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 *School Policies* are also relevant to this policy:

- *KPS Bullying Prevention Policy*
- *KPS Child Safety Responding and Reporting Obligations Policy and Procedures*
- *KPS Child Safety and Wellbeing Policy*
- *KPS Duty of Care Policy*
- *KPS Code of Conduct*
- *KPS Statement of Values and School Philosophy*
- *KPS Inclusion and Diversity Policy*
- *KPS Wellbeing Way Manual*

The following Department of Education and Training policies are relevant to this 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*

POLICY REVIEW AND APPROVAL

The Principal and School Council is responsible for reviewing and updating this policy every two years. The review will include input from students, parents/carers and the school community.

Policy last reviewed	May 2023
Consultation	School Council and Kilmore Primary School staff
Approved by	Principal
Next scheduled review date	May 2025