

KEW EAST PRIMARY SCHOOL

Student Wellbeing and Engagement Policy

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PURPOSE

- To support our school in creating and maintaining a safe, supportive and inclusive school environment consistent with our school's values.

POLICY GUIDELINES

- This policy is to ensure that all students and members of our school community understand:
 - our commitment to providing a safe and supportive learning environment for students
 - expectations for positive student behaviour
 - support available to students and families
 - our school's policies and procedures for responding to inappropriate student behaviour.
 - Kew East 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 programs and teaching at KEPS support and promote the principles and practice of Australian democracy, including a commitment to:
 - elected government
 - the rule of law
 - equal rights for all before the law
 - freedom of religion
 - freedom of speech and association
 - the values of openness and tolerance.
- KEPS acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.
- This policy applies to all school activities, including camps and excursions

Contents of this policy include:

1. School profile
2. School values, philosophy and vision
3. Wellbeing and Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

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School Profile

Kew East Primary School (KEPS) has a stable enrolment of approximately 400 students. Students attending KEPS come from predominately high socio-economic backgrounds. The student demographic includes students from Language Backgrounds Other than English (LBOTE), students included in the Program for Students with Disabilities (PSD), and recently, an increasing number of English as an Additional Language (EAL) students. However, there is not a prominent group that dominates over any other.

KEPS has a dual class structure, with straight year level classes in Foundation, Year 1 and Year 2 and multi-age classes in Years 3/4 and Years 5/6. A high proportion of our students from Foundation to Year 6 work beyond the expected levels of achievement. To cater for the diversity of students' learning needs within and across year levels, a differentiated curriculum is planned for and delivered through flexible student groupings.

The school provides additional opportunities for maths extension and literacy intervention to further support the needs of students. Specialist teachers deliver programs in Italian, Visual Arts, Music and Physical Education. The school's music program is exceptional, enjoying an outstanding reputation for providing additional and unique opportunities for students to perform in our social (Year 4) and concert brass bands (Year 5-6). This extra curricula activity promotes student engagement and provides an opportunity not commonly found in other primary schools.

Individual student goals are developed at each year level, Foundation to Year 6, and provide students with the opportunity to identify, multiple reading, writing and Maths goals each term which are conferenced with their class teacher. The development of student goals where they are regularly monitored and negotiated between student and teacher, has been a major focus over the last 4 years, to build student agency. Staff have spent extensive time exploring, refining and further incorporating the high impact strategies (HITs) into their practice.

Some students will also have Individual Learning Plans, to cater for and support their extension or intervention needs, and these are reviewed at least once a term.

A great deal of effort has been imputed into making classrooms inclusive where reasonable adjustments are made, to cater for students' diverse learning and management needs. Staff have spent time planning, documenting and revising reasonable adjustments made.

The use of ICT and digital technologies was grown significantly since 2017 where extensive resources have been purchased, such as, sferos, beebots, botleys, code-a-pillars and makey makey boards. Applications of Seesaw, Green Room, Stop Motion, Scratch and WebEx have also been used extensively. Banks of laptops and iPads have also been purchased and used across the school, along with the computer pod (for whole class) and desktop computers in all classrooms.

Leadership is distributed across the school with a structure consisting of SIT (School Improvement Team) with Principal class, two Learning Specialists (LS) and one Leading Teacher (LT), a Leadership Team consisting of SIT members and PLT leaders from Foundation, Year 1, Year 2, Year 3/4 and Year 5/6. A Curriculum Improvement Team (CIT), led by LTs/LT, focus on AIP priorities of English, Maths, and student engagement. Whilst there is a whole school focus on the implementation of AIP strategies/actions in staff meetings, CIT also provide a more tailored response to each PLT. The structure of PLTs is a key driver of teaching and learning pedagogy, data analysis, planning of and discussion of appropriate teaching strategies in a weekly 100 minute team meeting. The FISO model

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for school improvement and a structured PLT agenda assist with providing consistency across all teams.

KEPS has well-resourced facilities including, a multipurpose centre which includes, a gymnasium, music rehearsal room, tutorial rooms for instrumental music lessons, and a LOTE room; out of hours school care, junior school hall, library, art room and computer pod/room, housed in the library area. A key challenge remains to secure Department funding to build new, flexible, permanent classrooms to replace ageing infrastructure and reflect a 21st century learning environment.

School Values, Philosophy and Vision

- At Kew East Primary School we have five core values. These are our known as the 5 Rs, Relationships, Respect, Responsibility, Resilience and Reflection. These core values are derived from our school vision and underpin all levels of operation throughout the school. The values are actively promoted through our whole school student wellbeing program.

RELATIONSHIPS: Friendship, Kindness, Compassion, Family, Enjoyment, Peace, Fairness

- Positive relationships are developed which are built on trust and mutual respect.

RESPECT: Honesty, Manners, Acceptance, Tolerance

- Behaviour which demonstrates the acceptance of diversity and decisions

RESPONSIBILITY: Happiness, Learning, Health, Teamwork, Cooperation

- Develop the ability to work independently and with others with good intent

RESILIENCE: Self-esteem, Self-confidence, Positive Attitudes

- Actively encourage student connectedness, resilience, active citizenship and social competencies

REFLECTION: Thinking, Considering, Wondering, Direction

- Thinking about what we have achieved, what we would do differently and where to go next.
- KEPS vision is, 'To promote a culture of high expectations and excellence through the provision of learning and teaching environment that challenges, stimulates and nurtures. Students to be self motivated, resilient and reflective learners, who think critically and creatively. Students will enhance their learning through the development of digital literacy skills and the use of emerging technologies. Experiencing success as literate and numerate students, they will be positively engaged members of their local and global community.'

POLICY IMPLEMENTATION

Wellbeing and Engagement Strategies

- Kew East Primary School implements a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour and respectful relationships for all students in our learning community. We acknowledge 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 additional social, emotional or educational support at school, and that the needs of students may change over time as they develop and learn.

Universal Strategies

- Creating a culture that is inclusive, engaging and supportive that embraces and celebrates diversity and empowers all students to participate and feel valued. This is achieved through implementing cyber safety, resilience, rights and respectful relationships lessons, positive attitudes and social-emotional skills program, teaching and promotion of our school values, along with holding high and consistent expectations of all staff, students and parents/carers.
- Building and sustaining positive relationships between staff and students through our school values, cyber safety and wellbeing lessons and developing class norms.
- Encouraging a partnership with the school and parents/carers through open communication, School Council, parent groups and classroom helper programs.
- Analysing and being responsive to a range of school data such as Attitudes to School Survey and a school based student to staff survey data.
- Using consistent approaches to learning to ensure that evidenced-based, teaching practices are incorporated into all lessons.
- Using a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students.
- Conducting a transition program to support students moving into different stages of their schooling and to support new students to the school.
- Celebrating and acknowledging student achievement and positive behaviour in the classroom, and formally in school assemblies with 'Student of the Week Awards'.
- Monitoring student attendance and the emphasis of attendance is communicated to the community on a regular basis.
- Facilitating student voice where students have the opportunity to contribute to and provide feedback on decisions about school operations through student focus groups.
- Encouraging a support circle where students are able to approach the Student Wellbeing Leader, Year level Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support.
- Opportunities for student inclusion and social development through lunchtime clubs.
- Opportunities for student leadership roles across F-6 as 'Student Voice Team' with 2 representatives from each class across the school. SVT are involved in decision-making, coordinating Student Wellbeing initiatives such as the Walk to School Day. SVT regularly meet as a whole and in sub-committees focusing on Sustainability, Values and Fundraising.
- Opportunities for student senior leader roles in Year 6. These include 4x School Ambassador, 8x House Captain, 2x Music Captain, 1x SVT President and 1x SVT Vice-President.
- Buddy programs for Foundation and Year 6 students.
- Providing a wide variety of engaging curriculum, extracurricular activities, and learning opportunities that includes Interschool Sport, excursions, incursions, musicals, camp programs from Year 2-6, Instrumental Band Program, lunch time activities such as Chess Club, library and games club. This allows the students to take greater ownership of their learning, by increasing their choices and enhancing their engagement.
- The teacher and students in each classroom negotiate a class reward system. This acknowledges those students who have demonstrated a school value or other positive behaviour.

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- 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 Strategies

- Each year level has a Year Level Leader responsible, who regularly liaises with class teachers to monitor the health and wellbeing of students, and act as a point of contact for students who may need additional support (in addition to classroom teacher support).
- 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
- All students on the Program for Students with Disabilities (PSD) students have an Individual Learning Plan (ILP) and are referred to Student Support Services (SSS).
- Students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at, International Student Program.
- The Student Wellbeing Leader organises or facilitates professional development and learning for staff in response to needs identified by student wellbeing data, classroom teachers or other school staff each year.

Individual Strategies

- Kew East 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;
 - developing individual reward systems;
 - having students partake in a Program for Students with Disabilities (PSD);
 - facilitating an SSG to discuss how best to help the a student in need to engage at school in a positive manner (involves the setting, monitoring and evaluation of student academic and social/emotional/behaviour goals);
 - developing an Individual Learning Plan, Student Snapshot and/or a Behaviour Support Plan;
 - considering if any reasonable adjustments need to be made inside and outside the classroom, for example, arranging recess and lunch play options and/or changing the classroom set up;
 - referring the student to the Student Wellbeing Coordinator and/or the Assistant Principal; and
 - referring the student to Student Support Services, appropriate external supports, such as, council based youth and family services, other allied health professionals, or Child First.

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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; and
- 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.

Identifying students in need of support

- Kew East Primary School is committed to providing the required support to ensure students are supported intellectually, emotionally and socially. Classroom teachers in consultation with level leaders and the Wellbeing leader play a significant role in developing and implementing strategies to assist in identifying students in need of support to enhance student wellbeing.
- Kew East Primary School will refer and use the following information and tools to identify students in need of extra emotional, social or educational support:
 - information gathered upon enrolment and while the student is enrolled;
 - academic performance;
 - observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation;
 - attendance, behaviour management data;
 - engagement with families; and
 - referrals to Student Support Services (SSS) services as well as services and assessments provided by relevant external entities.

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.

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; and
- express their ideas, feelings and concerns.

Students have the responsibility to:

- positively participate fully in their educational program;
- regularly and punctually attend school;

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- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and the school learning community and its resources; and
- 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 approach a trusted teacher or a member of the school leadership team and speak to their parents or carers. Further information about raising a complaint or concern is available in our Complaints Policy.

Staff have the right to:

- work and teach in a safe, organised and cooperative environment;
- be informed, within privacy requirements, about matters relating to students that will affect their teaching and learning program;
- participate in supportive and productive professional relationships with their colleagues in accordance with the school's values; and
- to have the opportunity to continually enhance their teaching practice, and refine their conceptual and pedagogical skills through access to relevant professional learning based on their individual and collective needs.

Staff have the responsibility to:

- fairly, reasonably and consistently implement the engagement and wellbeing policy;
- act in accordance with the VIT Professional Standards for Teachers;
- plan and assess for effective and engaging learning;
- create and maintain safe, supportive and challenging learning environments, including the implementation of reward systems and reasonable adjustments;
- promptly and constructively raise with parents and carers any issues pertaining to their child's learning, including academic, social, behavioural and emotional development;
- seek advice from their respective Team Leader, Student Wellbeing Leader, English or Maths Leaders, Assistant Principal and/or Principal about ongoing student academic and wellbeing concerns and to act on their advice;
- make themselves available in a timely manner to receive information from parents or carers relating to any issues or concerns regarding or affecting their child's learning;
- provide accurate and timely feedback to parents and carers about their child's academic achievement;
- support and encourage students to gradually take greater responsibility for their learning by setting and monitoring their learning goals; and
- fully participate in professional learning sessions to further enhance their knowledge and practice.

Parents and carers have the right to:

- have their child educated in a safe environment in which care, courtesy and respect for the rights of others are expected;
- share their concerns and have any staff concerns regarding their child's academic, social, behavioural and emotional development discussed in a timely and constructive manner; and
- receive accurate and timely feedback carers about their child's academic achievement.

Parents and carers have the responsibility to:

- promote positive outcomes for their children by taking an active interest in their child's academic and wellbeing development;
- act as exemplary role models for their children, including the consistent modelling of our school values;
- ensure their child's regular and punctual attendance at school;
- engage in timely and constructive communication with school staff regarding their child's academic and wellbeing development;
- support the school in maintaining a safe and respectful learning environment by displaying the school's values when interacting with all school community members; and
- encourage resilience, responsible risk taking and independence in their children to assist them to take greater responsibility for their own learning.

Student behavioural expectations and management

- Behavioural expectations of students are aligned to our school values. The KEPS Actions and Consequences Chart defines acceptable behaviours (green behaviours), along with unacceptable behaviours (orange and red behaviours). The chart demonstrates how each action is related to a potential consequence (positive or negative). This chart is displayed in each classroom and acts as the fundamental resource that students and teachers use to build the reward system.
- 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.
- Student bullying behaviour will be managed and responded to consistently with our KEPS Bullying Prevention and Response Policy.
- When a student acts in breach of expected behaviour, staff of Kew East Primary School will establish staged consequences, 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, other staff or leadership staff. Disciplinary measures may be used as part of a 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 Kew East Primary 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;
- time to reflect on incident;
- engagement in restorative practice/conversation;
- apology made (verbally or written or both) if required;
- withdrawal of privileges or leadership role;
- referral to the Year Level Coordinator, Wellbeing leader, AP or Principal;
- suspension; and
- expulsion.

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- 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>
- The Principal of KEPS 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.

Engaging with Families

- Kew East 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 strive 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, Compass and newsletters;
 - Maintaining an open, respectful line of communication between parents/carers and staff;
 - providing parent volunteer opportunities so that families can contribute to school activities through working bees, classroom helpers, event days and School Council;
 - involving families other curriculum-related activities, such as, Athletics Day and the Production;
 - involving families in school decision making through parent forums, School Council and Surveys; and
 - including families in Student Support Groups, and developing individual plans for students.

Communication

This policy will be communicated to our school community via the school website in the 'School Policies' section and will be included in the staff induction process.

Evaluation

- This policy will be reviewed every 2 years as mandated by DET.

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FURTHER INFORMATION AND RESOURCES

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

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)

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

- Child Safe Policy
- KEPS Bullying Prevention and Response Policy
- KEPS Inclusion and Diversity Policy
- KEPS eSmart Digital Technologies Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	April 2023
Consultation	Leadership: 2 May 2023 School Council: 17 May 2023
Approved by	Principal: Helen Fotheringham May 2023
Next scheduled review date Area: Student Wellbeing & Engagement	May 2025