



STUDENT WELLBEING & ENGAGEMENT POLICY

(Ratified by School Council in July 2018 to be reviewed at the beginning of the school year)

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.

Kialla Central 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.

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POLICY

1. School profile

Kialla Central Primary School is a small rural school approximately 10km south of Shepparton and was opened in 1874. Our school has a very strong sense of pride, ownership and community. Kialla Central offers a friendly, safe environment where parents are made to feel welcome and the students are treated as the important individuals they are. In partnership with our community, our school is committed to educating all students, encouraging them to be lifelong learners and responsible citizens within our rapidly changing society

Over the past 3 years, our average enrolments have been 62 students with our Student Family Occupation mean is 0.3599 and Student Family Occupation and Education mean is 0.3042. Our students are drawn from a wide variety of Kindergartens across Shepparton based upon parent choice and the location of their employment.

Our staff have been a wide variety of skills and experience that complement each other and allows us to offer a solid educational program in our unique rural environment. We provide a comprehensive Victorian Curriculum: English, Mathematics, Humanities (Civics & Citizenship, Economics & Business, History and Geography), Multi-groups (Digital Technologies, Health & Physical Education and Science), Design & Technology, Italian, Mobile Area Resource Centre (Library), Mobile Art & Craft Centre, Music and private tuition for keyboard and guitar. All teachers and the Principal, teach across each of the Year levels from Foundation to Year 6. Our grades are composite year levels depending on student numbers. In 2018, we have a F/1 class of 22 students, a 2/3 class of 19 students and a 4/5/6 class of 20 students. Our Education Support staff member predominantly supports grades 2/3 and 4/5/6 and assists with specialist programs. Our Business Manager is 0.6 working Tuesdays, Wednesdays and Thursdays. Our Teaching FTE is 4.2 and Support Staff is 1.6.

Our students have a wide variety of opportunities to participate in activities with students from Kialla West, the FISO Alliance Schools as well as schools from the Small Schools Network. These include: leadership roles, sports teams, special events, camps and incursions. They are genuinely inclusive and accepting of individual differences. They have a strong sense of belonging which is further enhanced by leadership opportunities, high expectations of behaviour from each other and a willingness to try their best and reach their potential.

We have our own Outside School Hours Care Service which has been operating for 29 years and is now fully accredited. It operates from 3.15pm to 5.30pm, 5 days a week, during school terms. We also have a long running Playgroup that operates every Friday from 9.30am to 11.30am for a gold coin donation.

2. School values, philosophy and Vision

Kialla Central 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. Students, staff and members of the school community are encouraged to live and demonstrate our core values of:

RESPECT ~ developing a sense of pride, self-esteem and personal identity. Showing care and concern for other people and property.

TRUST ~ encouraging risk taking to become lifelong learners.

LEARNING ~ gain knowledge and skills.

TEAMWORK ~ work together to achieve success.

EXCELLENCE ~ seek to accomplish something worthy and admirable, try hard to pursue excellence.

SENSE OF COMMUNITY – strong school and home links providing a sense of belonging for all.

Kialla Central Primary School's vision is ensure all students reach their full learning potential and celebrate their success.

3. Engagement strategies

Kialla Central 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.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

- 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;
- 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;
- deliver a broad engaging curriculum to ensure programs are differentiated for students interests, strengths and aspirations;
- teachers at Kialla Central Primary School the DET Pedagogical Model to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons;
- teachers at Kialla Central 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 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 Junior School Council, School Captains, House Captains and other forums such as year group meetings. Students are also encouraged to speak with their teachers, education support staff and Principal whenever they have any questions or concerns.
- create opportunities for cross~age connections amongst students through whole school activities such as Education Week celebrations, buddy program, House activities such as athletics etc
- All students and parents are welcome to talk to their teacher or the 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;
- we engage in school wide positive behaviour support with our staff and students, which includes a variety of strategies from: You Can Do It, TRIBES and Restorative Practices;
- programs, incursions and excursions developed to address issue specific behaviour (i.e. Life Ed Van, Bravehearts Ditto program, access to the SSS Team);
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

Targeted

- each classroom teacher is responsible for their grade and monitor the health and wellbeing of their students;
- education support staff are also responsible for monitoring the health and wellbeing of students;
- connect all Koorie students with a Koorie Engagement Support Officer;
- all students in Out of Home Care will be appointed a Learning Mentor, have an Education Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment;
- all classroom teachers will teach social skills development in context of student behaviour; and
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>;
- Education Learning Plan and Behaviour Support Plan;
- Program for Students with Disabilities;
- referral to Student Support Services;
- referral to ChildFirst, DHHS;and
- Lookout

Kialla Central 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;
- developing an Education 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; and
 - Appropriate 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
 - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Kialla Central Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The whole staff plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Kialla Central Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled;
- attendance records;
- academic performance;
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation;
- attendance, detention and suspension data;
- engagement with families; and
- self-referrals or referrals.

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; and
- 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; 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 speak to their parents or carers and approach a trusted teacher, education support staff member or the Principal.

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 Example School's Bullying policy.

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

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;
- timeout;
- withdrawal of privileges;
- referral to the Principal;
- restorative practices;
- detentions;
- behaviour reviews / Communication Books;
- suspension; and
- expulsion.

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

Corporal punishment is prohibited in our school and will not be used in any circumstance.

7. Engaging with families

Kialla Central 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 or in hard copy from the office;
- maintaining an open, respectful line of communication between parents and staff;
- providing parent volunteer opportunities so that families can contribute to school activities;
- involving families with homework and other curriculum-related activities;
- involving families in school decision making;
- coordinating resources and services from the community for families; and
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Kialla Central 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;
- parent survey;
- case management;
- CASES21; and
- SOCS.

FURTHER INFORMATION AND RESOURCES

This document is supported by the following policies: Bullying Prevention, Duty of Care, Child Safe Standards and Compliance.

REVIEW CYCLE

This policy was last updated on *June 2018* and is scheduled for at the *beginning of each school year*.

