



STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact Keilor Heights PS office on 03 9336 1739

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.

Keilor Heights 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

Keilor Heights Primary School is located in the north-western suburb of East Keilor, in the municipality of Moonee Valley, approximately 16km from Melbourne's CBD. It is situated within a quiet residential area on an attractive treed site of approximately two hectares. The school has high quality facilities, including a library, multi-purpose inquiry centre, a dedicated performing arts room, teacher resource room, gymnasium, two full sized netball courts with lights, a canteen and renovated classrooms. The grounds are attractive and include an outdoor amphitheatre, sensory garden, landscaping, student-produced artworks and garden structures. The school is currently undertaking extensive works to upgrade the oval with a complete synthetic surface and athletics track and will be able to accommodate football and soccer.

The vision of Keilor Heights Primary School (KHPS) is to create a happy, safe and supportive learning environment for all students which will inspire them to challenge and achieve their personal best. We are a School Wide Positive Behaviour School (SWPBS) and focus on the 'whole child', which includes academic, social and emotional development with every student, with a focus on developing critical thinkers and lifelong learners. This mantra drives the school improvement agenda. The school motto of 'Aiming for Excellence' guides the daily interaction and ensures that there is a strong partnership between home, school and local community.

Keilor Heights Primary School is zoned and therefore enrolments are from within our catchment area, with a current enrolment of 380 students. We pride ourselves for our inclusiveness and acknowledge and celebrate the diverse cultural backgrounds of our students and families.

The school leadership team consists of a Principal and Assistant Principal, who work with the School Improvement Team, (two learning Specialists and Year Level Leaders), driving Curriculum, Student Wellbeing and school priorities across the school.

The school structure is a combination of Straight Year Levels and Multi-Age classes to support the social and academic needs of our students, promoting student leadership, responsibility and collaboration. The specialist program includes Visual Arts, Physical Education and Italian (LOTE) this will be extended to include Performing Arts later in 2022. The school also provides a large number of support and intervention programs for academic and social and emotional growth, supported by the Education Support Staff, School Chaplain and Speech Therapist. Students have the opportunity to participate in Instrumental Music Tutoring provided by external providers. Keilor Heights Primary School has an extensive sporting program including Inter-School Sports for our senior students. All students also have the opportunity to be involved with House Athletics, Swimming, School Choir, Clubs/Interest Groups, Student Representative Council, Student Leadership, Camps and Excursions.

There is a strong focus of incorporating technology into the classroom to enhance learning with students from Foundation-2 utilising school owned devices and Bring Your Own Device (BYOD) program implemented in Years 3-6.

2. School values, philosophy and vision

Keilor Heights Primary School empowers all students to aim for excellence in a safe and stimulating learning environment.

Keilor Heights Primary School's mission is:

At Keilor Heights Primary School, we aim to create a happy, safe and supportive environment for all students which will inspire and challenge them to achieve their personal best. We focus on the 'whole child' which includes the academic, social and emotional development of every student, with a focus on developing critical thinkers and lifelong learners. This mantra drives the school improvement agenda. The school motto of "Aiming for Excellence" guides the daily interaction and ensures there is a partnership between home, school and the local community.

Keilor Heights Primary School's objective is to ensure all students leave our school as critical thinkers and lifelong learners, with the ability to successfully transition to secondary school.

Keilor Heights Primary School's values are

- **Respect**
We respect ourselves, connections with others, diversity, and the school environment.
We demonstrate respect by showing consideration, compassion, understanding and patience.
- **Responsibility**
We strive to make good choices for ourselves and others by being dependable, independent, helpful and caring.
- **Resilience**
We are able to respond to challenging situations through reflection, engagement and perseverance.
- **Aspire**
We are all encouraged and challenged to achieve our best and maximise our potential in all facets of school life.

3. Wellbeing and engagement strategies

Keilor Heights 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 student friendships and peer support in helping children and students feel safe and less isolated. 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.

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 Keilor Heights Primary School use an instructional model framework 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 Keilor Heights 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 Representative Council and other forums including*

year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.

- *create 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, School Chaplain, 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*
- *we engage in school wide positive behaviour support with our staff and students, which includes programs such as:*
 - *Respectful Relationships*
 - *SWPBS*
 - *Friendly School*
 - *Cyber Safety*
- *programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *buddy programs, peers support programs*
- *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

- *KHPS has a wellbeing co-ordinator and assistant principal 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*
- *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*
- *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*
- *we support learning and wellbeing outcomes of students from refugee background through our health and wellbeing program*
- *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](#) and through the schools Respectful Relationships Curriculum*
- *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*
- *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*
- *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*
- *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](#)*

Individual

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

as well as to other Department programs and services such as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

Keilor Heights 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 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 ChildFirst*
 - *Re-engagement programs such as Navigator*

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*
- *engaging with our regional Koorie Education Support Officers*
- *running regular Student Support Group meetings for all students:*
 - *with a disability*

- o *in Out of Home Care*
- o *with other complex needs that require ongoing support and monitoring.*

4. Identifying students in need of support

Keilor Heights 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 help identify students in need of support and enhance student wellbeing. Keilor Heights 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*
- *self-referrals or referrals from peers*

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, 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 or a member of the school leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

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. Bullying will be managed in accordance with our Bullying Prevention Policy.

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

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, 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 Year Level Coordinator*
- *restorative practices*
- *detentions*
- *behaviour support and intervention meetings*

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 Keilor Heights 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

Keilor Heights 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.
- 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

Keilor Heights 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, including attendance and absence data
- SOCS

Keilor Heights 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.

COMMUNICATION

This policy will be communicated to our school community in the following ways

- Available publicly on our school's website
- Communicated to families via our student management system COMPASS
- 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 Department of Education and Training policies are relevant to this Student Engagement and Wellbeing 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

POLICY REVIEW AND APPROVAL

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| Policy last reviewed | October 2022 |
| Consultation | School Council – October 2022 School Community via school Newsletter – Thursday 13th October |
| Approved by | Principal |
| Next scheduled review date | October 2024 |