



Student Wellbeing & Engagement Policy



Help for non-English speakers

If you need help to understand the information in this policy please contact the main office on 5450 3900.

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.

Kerang South 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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2. School values, philosophy and vision
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4. Identifying students in need of support
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POLICY

1. School Profile

Currently, 105+ students attend K.S.P.S., some of whom live on farms. The students are divided into five composite classes. Staff members work collaboratively as a whole and in Leadership, Curriculum, and Professional Learning Teams to achieve the school goals. They are committed to the wellbeing and success of the students and the continual growth of the whole school community.

Our students are strongly encouraged to strive for excellence, have pride in their achievements and to take responsibility for their actions. To achieve these things, we:

- implement Respectful Relationships and Name It.
- provide regular, honest and constructive feedback on student achievement both in academic and non-academic areas.
- consistently apply our Student Wellbeing & Engagement and Inclusion & Diversity Policies.
- involve many of our students in school leadership and classroom management roles.

The curriculum is based on the Victorian Curriculum with a strong emphasis on English and Mathematics. Specialist, intervention and extension programs run in conjunction with classroom programs. Cultural performances, incursions and excursions complement classroom activities. Students are offered involvement in extra-curricular activities such as Student Representative Council (SRC), Buddy Programs and lunch time clubs. Local community groups are utilised as much as possible e.g. Northern District Community Health Service, MDAS, Gannawarra Shire, Headspace, Victoria Police School Liaison Officer.

The school has an active School Council and Parents Club and it offers parents many opportunities to become involved in school activities. Parent participation is strongly encouraged and highly valued.

2. School Values, Philosophy and Vision

Our VIBE (Values, Intention, Behaviours, Expectations)

At Kerang South, we believe that every child is able to thrive as a learner. That's why we work together to help every child achieve to their full potential and be good citizens. We welcome all students and our staff strive to teach to their individual needs in a safe, caring and inclusive environment. Many people who enter our school, comment on the warm and welcoming feeling, the friendly and engaged students and the vibrant classrooms. We fondly refer to this as our VIBE.

VISION (Intention)

Each individual at Kerang South thrives as a learner.

- Committed to growing academically, socially and emotionally.
- Valuing curiosity as they explore and question the world around them.
- Proud of the respect and support given to each other and the community spirit lived each day.

VALUES

At Kerang South Primary School, we value:

RESPECT: We respect what and how we achieve, the relationships we have and the opportunity for these to evolve. *(The umbrella value that the following sit under)*



LEARNING: We are open to learning and using feedback to improve.

GROWTH: We encourage each individual to grow and to be active decision makers in preparation for an evolving future.

RESPONSIBILITY: We are responsible for our own learning and behaviour, and its impact on others.

INCLUSIVENESS: We welcome all learners and appreciate their diversity and what each unique person contributes.

COMMUNITY SPIRIT: We encourage students to be involved in school and community activities and be active and contributing members of both the school and wider community.

The Respectful Relationships program (incorporating the You Can Do It! program) is an integral part of our culture. The foundations of Persistence, Confidence, Getting Along, Organisation and Resilience have been adopted and are promoted throughout the school. These 5 foundations are essential for achieving success. We are also a Better Buddies and eSmart school (Alannah & Madeline Foundation) and adhere to all government Child Safe standards.

Kerang South is committed to providing the highest quality education for all in an environment that cares for and nurtures our students, staff and families.

We demonstrate this commitment by encouraging students to:

- Reach their full academic, social and physical potential in a fair, positive and consistent environment.
- Develop a good understanding of all key-learning areas, particularly literacy and numeracy.
- Value learning and growth and show a commitment to improving their learning outcomes.
- Develop a sense of self-discipline and pride in their work and their play.
- Respect the rights of other students, staff and visitors.
- Provide equal opportunity and equity for all members of the school community.
- Develop qualities and life skills such as responsibility, communication, independence, inquiring minds, resilience, problem solving, team work and creativity.
- Prepare for their next stages of learning by building on their strengths and experiences.

3. Wellbeing and engagement strategies

At Kerang South, we actively foster positive social behaviours. We have high expectations with regard to behaviour and work ethic. Social skills are taught and positive examples are rewarded. The culture of the school reflects that school is a safe environment in both the classroom and in the playground. Individual support and encouragement ensures that the rights of all are respected and that self-esteem is valued.

Our school culture of encouraging best effort from students works in conjunction with our high level of teaching practices. Students are engaged in learning at the highest possible level. Consistent school attendance is expected as this is paramount to improved academic performance.

To promote student engagement, Kerang South Primary School has a dedicated teaching staff who are committed to achieving the best learning outcomes for students. We are consistent in aiming to improve student engagement and wellbeing with a focus on behaviour and student safety.

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
- deliver a broad curriculum to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Kerang South use an KSPS Teaching and Learning Model instructional 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 Kerang South 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 athletics, art performance programs and better buddies program.
- all students are welcome to self-refer to the Student Wellbeing Coordinator, Year Group Leaders 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
 - Bully Stoppers
 - Safe Schools
- programs, incursions and excursions developed to address issue specific needs or behaviour
- opportunities for student inclusion (i.e. sports teams, clubs, lunchtime activities)

- buddy 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

- 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 and included in our school including through class teacher, buddy teachers, Aides and the wellbeing teacher.
- we support learning and wellbeing outcomes of students from refugee background through department resources as required
- 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
- 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

Kerang South 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 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

Kerang South 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. Kerang South 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

At Kerang South, we recognise that in order for the school community to operate in a productive, caring and friendly way, there are rights and responsibilities that need to be stated and followed by all members of our community. All students, staff and parents/carers have rights and responsibilities. A right is something that belongs to each person. In order for everyone to enjoy those rights we also have responsibilities. Those responsibilities are to follow the school rules set out in the Student Engagement Policy. In line with The Charter of Human Rights Act 2006, Kerang South recognises that all people are born free and equal in dignity and rights. In striving for equality for all, we also recognise and celebrate differences. Being mindful of rights and responsibilities helps to ensure that school is a friendly and safe place for all where student learning and growth is fostered.

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.

STUDENT RIGHTS

Students have the right to:

- be provided with a positive and safe learning environment in which academic, social, emotional and physical potential can be reached.
- be free and safe from bullying and abuse of all kinds (verbal, emotional, physical and cyber bullying).
- learn and play happily and safely without interference from others.
- be accepted and valued as individuals.
- be treated and spoken to with respect and fairness.
- have equal access to school facilities and equipment.
- be listened to and express feelings in an appropriate manner.

STUDENT RESPONSIBILITIES

Students have the responsibility to:

- allow others to learn and play without interference.
- act safely.
- accept others as individuals and respect differing backgrounds, personalities and values.
- treat others with respect.
- Respect the right of others to learn.
- participate to the best of their ability in all school activities.
- respect and care for property – their own, others and the school's.
- observe the school code of conduct /rules.
- gradually take responsibility for their own learning by setting goals and managing the necessary resources.
- be sensible and careful in out of school activities, on excursions, the classrooms and the playground.
- respect and care for our school buildings and grounds.
- be punctual for all timetabled activities.
- have all library books, projects and assignments handed in on the due date.
- wear full school uniform.
- take all school messages home.
- be polite, helpful and co-operative.
- ensure anything deemed as a weapon is not brought to school.
- follow the school's expectations/ responsibilities at all times.

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.

6. Student behavioural expectations and management

Behavioural expectations of students are embedded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Kerang South Primary School's Bullying Policy.

When a student acts in breach of the behaviour standards of our school community, Kerang South 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
- Time out – allowing a “Cooling Off” period
- Withdrawal of privileges
- Restorative practises
- Detentions
- Behaviour support and intervention meetings
- Suspension
- Expulsion

Suspension, expulsion and restrictive intervention are measure 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 Kerang South 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

Kerang South 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

Kerang South 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

Kerang South 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 communication to our school community in the following ways:

- Available publicly on our school's website
- Included in staff induction processes
- 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
- LGBTIQA 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 and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2024
Consultation	Consultation on this policy is mandatory. Once up on the school website, parents will be invited to view and give feedback.
Approved by	Principal
Endorsed on	May 2024
Next scheduled review date	May 2026