



Student Engagement and Inclusion

POLICY

1.1 School Profile Statement

Kororoit Creek Primary School is one of eleven PPP (Public Private Partnership) Schools in Victoria and is part of a community hub comprising a YMCA long and short day care facility, aquatic centre, Melton Shire offices including a Maternal and Child centre and a Kindergarten which is managed by the School Council and operated by the Principal as the provider. As a fully authorised International Baccalaureate School and Kindergarten (IBO) we offer students a rich inquiry based program, underpinned by AusVELS and the Victorian Curriculum. There is a focus on establishing positive and respectful relationships between students and staff, and establishing a learning community that provides multiple and diverse opportunities for each student to experience success. Our parents, as partners in their child's education, are valued and appreciated as their child's first teacher.

1.2 Mission Statement

Kororoit Creek Primary School facilitates the development of compassionate, autonomous and self-motivated learners who are highly literate and equipped to critically challenge, reflect on and appraise the world in which they live.

We will provide a high-quality, comprehensive, meaningful education for all members of our learning community to prepare them to live in, and contribute to, the immediate and broader community.

2. Whole-school prevention statement

Our aim is to continually improve as a learning community, with positive management and engagement strategies that enable improved student learning outcomes. In terms of engagement and wellbeing, we strive to build a positive and orderly learning environment with clear student routines and high expectations for learning, behaviour and presentation, including uniform. We strive to build positive and professional staff-student relationships and to communicate clear expectations about attendance, participation and positive social behaviours. We also work to maintain effective partnerships with key agencies and student support services.

3. Rights and responsibilities

3.1 Guiding principles

- The school will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.
- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- The school will promote active student participation and provide students with a sense of ownership of their environment.
- The school will support families to engage in their child's learning and build their capacity as active learners.
- The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- The school will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- The school will have processes in place to identify and respond to individual students who require additional assistance and support.
- The school will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.

3.2 Equal Opportunity

We recognise and accept the equality of men and women and people of all races, regardless of their religious or political convictions, their impairments or their age. Under the Equal Opportunity Act, it is unlawful to discriminate against a person based on their age, gender, sexual orientation, occupation, impairments, marital status, parental status, physical features, political beliefs, pregnancy, race, religious beliefs or personal associations.

3.3 The Charter of Human Rights and Responsibilities

We respect and promote the following four basic principles of human rights and responsibilities: Freedom, respect, equality and dignity. When making decisions, we act compatibly with human rights and consider each of the following: the right not to be discriminated against; the right to privacy and reputation; the right to freedom of thought, conscience, religion and belief; and cultural rights. Staff, students and parents understand that with human rights comes a responsibility to respect the human rights of others.

3.4 Students with Disabilities

As detailed in the Disability Standards for Education, we are committed to making reasonable adjustments to accommodate a student with a disability, balancing the interests of all parties affected including those of the student with the disability, the school, staff and other students.

3.5 Bullying and Harassment

Definitions

Harassment is any verbal, physical or sexual conduct (including gestures), which is uninvited, unwelcome or offensive to a person. Harassment includes things such as offensive staring, leering or name calling; unwanted and provocative comments, questions or jokes about physical appearance, race, sexual preference, private life or family; displays of sexually graphic material; unwanted physical contact; and grabbing, hitting, kicking, pinching and shoving.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group. Bullying includes things such as publicly excluding a person from a group; taking or breaking a person's property (and knocking belongings out of their hands or off their desk); teasing; aggressive staring; grabbing, hitting, kicking, pinching and shoving.

Cyberbullying is a form of bullying, which is carried out through an Internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images. Cyberbullying includes things such as teasing, spreading rumours online, sending unwanted messages and defamation.

We are committed to providing a safe and friendly environment for students, staff and parents and we encourage courtesy, care and respect for others at school, at home, in the community at large and online.

We expect students who observe another person being harassed or bullied to tell that person to report the issue to a teacher or another suitable member of staff. We expect students who see a friend harassing or bullying another person to let them know their behaviour is unacceptable. Bystanders who do nothing to stop harassment or bullying may be contributing to the problem by providing an audience for the bully.

We expect students who are being harassed or bullied to tell the person to stop what they are saying or doing and to report the matter to a teacher or another suitable member of staff. Student concerns about harassment, bullying and cyberbullying will be taken seriously and all reports and complaints will be treated confidentially. **3.6 Code of Conduct: Rights and Responsibilities of the School Community**

Our school rules, values, rights and responsibilities are prescribed so that students can enjoy a safe learning environment and actively pursue high levels of academic achievement and social and emotional development, with a view to becoming well-adjusted life-long learners. Our school Code of Conduct outlines our staged response in managing student behaviour and encouraging positive

behaviours. We consider the teaching and modelling of social skills to be a key component in effective interpersonal development and behaviour management. We are committed to building and maintaining a cooperative and supportive partnership between home and school to achieve positive outcomes for all students.

Rights and Responsibilities of Students

Rights	Responsibilities	PYP Attitudes
Students have a right to: All Children have the right to feel safe whilst at school and when going to and from school.	Students have a responsibility to: <ul style="list-style-type: none"> To be aware and considerate of other people. To act and play safely at all times. 	Empathy Respect
All children have the right to learn , work and play in a happy, stimulating and supportive environment	<ul style="list-style-type: none"> To be friendly and help each other learn To encourage each other To value each others ideas 	Respect Co-operation Tolerance
All children have the right to be treated with respect, consideration and courtesy.	<ul style="list-style-type: none"> To treat other people as we would like to be treated 	Respect Tolerance
All children have the right to develop to their full potential and to be accepted as an individual.	<ul style="list-style-type: none"> To be responsible for our own learning To take responsibility for our own actions 	Independence
All children have the right to equal opportunity	<ul style="list-style-type: none"> To be aware of other people’s needs, rights and individual choices (‘fair go’) 	Tolerance Empathy
All children have the right to speak, be heard and their contributions be valued in the decision making process	<ul style="list-style-type: none"> To listen to others opinions To be honest, helpful and willing to participate in decision-making. 	Respect Tolerance
All children have the right to expect that their property and the school environment will be safe and secure	<ul style="list-style-type: none"> To take care of our own and other’s property, as well as school property. To respect and protect the school environment 	Respect Appreciation
All children have the right to have equal access of materials and resources	<ul style="list-style-type: none"> To encourage children to share 	Respect Co-Operation

Rights and Responsibilities of Parents and Carers

Rights	Responsibilities
<p>Parents and carers have a right to:</p> <ul style="list-style-type: none"> • Expect that their child will be educated in a safe and secure environment where courtesy, care and respect for the rights of others are promoted. 	<p>Parents and carers have a responsibility to:</p> <ul style="list-style-type: none"> • Ensure their child's prompt arrival and regular attendance at school • Ensure students wear the correct and full school uniform with school logos • Show an active interest in their child's schooling and progress • Initiate and maintain regular and constructive communication with school staff regarding their child's learning, engagement and wellbeing, including notifying the school of student absence as soon as reasonably possible • display and model positive behaviours and values

Rights and Responsibilities of Staff (Teachers and School Leadership Team)

Rights	Responsibilities
<p>Staff have a right to:</p> <ul style="list-style-type: none"> • Teach in an orderly and collaborative environment • Be informed about matters relating to students, within privacy restrictions, that may affect the teaching and learning program for students 	<p>Staff have a responsibility to:</p> <ul style="list-style-type: none"> • Follow the VIT Teacher Code of Conduct and meet Professional Standards, and uphold an active, professional and positive presence • Consistently and fairly implement the Code of Conduct • Display, model and teach the school values and positive social behaviours • Acknowledge student efforts and results in both curriculum and behaviour • Set the scene at lesson commencement and clearly communicate expectations, learning intentions and success criteria • Implement effective teaching strategies and use assessment data to inform teaching and learning • Create and maintain safe and stimulating learning environments • Initiate and maintain regular and constructive communication with students and parents about learning, engagement and wellbeing • Provide the opportunity for parents to attend celebrations of student learning on the completion of each unit of

	<p>inquiry.</p> <ul style="list-style-type: none"> • Organise connections for students with appropriate student services where appropriate or necessary
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4. Shared Expectations

As a school community, we have a shared commitment to creating and maintaining a safe, stimulating and orderly learning environment that ensures all students can engage effectively in their education.

We are committed to the following school values and dispositions:

Effective risk-taking, confidence, independence, curiosity, persistence, empathy, cooperation, respect, optimism, resilience, enthusiasm, principled and open-mindedness

We bring our school values and dispositions to life through our behaviours and interactions with each other. We display and model our school values through:

- Attending school on time and ready to learn at the start of each session
- Having high expectations of ourselves as individuals and as a community of learners
- Preparing properly for school and for each lesson
- Meeting appearance, dress and uniform standards
- Moving safely through the school environment
- Participating fully in all learning activities
- Attentively listening to and following instructions
- Listening to each other
- Treating each other with respect, courtesy and fairness
- Valuing the particular individual strengths and differences of others
- Inclusive learning and teaching practices
- Demonstrating and monitoring our own learning progress
- Attempting learning tasks to the best of our ability
- Making appropriate choices at all times

Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

5. School Actions and Consequences

We encourage and support high levels of student attendance, engagement, learning and positive behaviours through a consistent set of whole-school practices, including the following actions:

- Establishing a safe, secure and inclusive learning environment
- Modelling, teaching and encouraging the school-wide values, rights and responsibilities and shared expectations
- Having high expectations of ourselves and others
- Teaching and encouraging positive social skills such as listening to others, asking for help, taking turns and sharing resources
- Acknowledging positive behaviours and celebrating effort and achievement through verbal encouragement, merit awards, special responsibilities or assignments, positive phone calls to parents or carers, displays of student work, class celebrations, whole school celebrations of learning and Principal awards etc.
- Discouraging inappropriate behaviours
- Empowering students to be involved in school decision-making and leadership activities
- Applying professional judgement to particular cases and incidents, and understanding individual students, their life circumstances and their particular learning and wellbeing needs
- Identifying students at risk of disengagement from learning in a timely manner
- Monitoring, measuring and communicating progress with students and parents in a timely manner
- Rigorously monitoring, recording and following up student absence in a timely manner
- Implementing evidence-based early intervention processes and programs and regularly reviewing their effectiveness to ensure continued relevance
- Using out-of-class support strategies and Student Support Groups for students with at risk behaviours, to repair relationships and to develop agreed goals and plans around learning and behaviour. In convening Student Support Groups, key stakeholders will be involved as needed, including parents, teachers, education support officers, principal class officers, welfare coordinator, counsellors, psychologists, etc.
- Connecting to external student support services, as appropriate
- Ensuring that students who have displayed unacceptable behaviours towards others can repair the relationship, for example by apologising, reflecting and reviewing the behaviour and demonstrating understanding of alternative positive behaviours, catching up on missed work etc.
- Implementing effective and supportive transition programs and processes into and out of the school, including student transitions between different learning areas and levels within the school

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

Discipline procedures – suspension and expulsion

We will only exclude a student from school in situations where all other measures have been implemented without success or where an immediate suspension is the most appropriate course of action in response to the student's behaviour.

In applying consequences for unacceptable behaviour, both the individual circumstances and actions of the student and the needs and rights of school staff and community members will be considered at all times. Consequences are applied to provide the opportunity for all students to learn and teachers to teach, to ensure the safety of staff and students, and to assist students with accepting responsibility for their actions.

Consequences which may be used prior to suspension include:

- Withdrawal of privileges
- Withdrawal from class if a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class. Where appropriate, parents or carers will be informed of such withdrawals.
- Detention: a student may be required to finish school work that has not been completed in the regular classroom or undertake other duties at a reasonable time and place, as instructed by their teacher. No more than half the time allocated for any recess will be used for this work, and in the case of an after-school detention, students will be detained for no more than 45 minutes. Students will be fully supervised during detentions. Parents or carers will be informed at least the day before the after-school detention and where family circumstances are such that the completion of after-school work would create undue hardship; we will endeavour to negotiate alternative disciplinary measures with parents or carers.

Suspensions – guiding principles

When the principal determines that a suspension is justified, a Student Support Group meeting will be convened to provide a Notice of Suspension, explain the reasons for suspension, detail the school days on which the suspension will occur and where the suspension will occur, provide contact details for additional support services, and develop a Student Absence Learning Plan that outlines school work to be undertaken during the period of suspension.

In the case of a student putting the health, safety and wellbeing of themselves, staff or other students at significant risk, the principal may suspend a student immediately, scheduling a Student Support Group meeting within 48 hours of the student being suspended. When a student is suspended it will be for the shortest time necessary.

In determining whether to implement an in-school suspension or an out-of-school suspension, we will consider the educational, social and emotional impacts on the student and the school community.

Expulsions – Guiding Principles

The principal may expel a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to and from that activity), the student does anything for which they could be suspended and their misbehaviour is of such magnitude that, having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other staff and students at the school and the need to maintain the effectiveness of the school's educational programs, an expulsion is the only available mechanism.

A Student Support Group meeting will be convened to explain the expulsion and provide the student and parents or carers with a Notice of Expulsion. Transition arrangements will then be implemented for the continuing education of the expelled student.

Student Engagement Processes

Rights and Responsibilities

Every member of the School community has a right to fully participate in an educational environment that is safe, supportive and inclusive.

All members of the Kororoit Creek School community have the right to:

- Participate in an environment that is free from gender, racial, religious or political discrimination in accordance with the Equal Opportunity Act 1995.
- Be treated with equality, while embracing diversity and individualism in compliance with the Racial and Religious Tolerance Act 2001.
- Be treated with dignity and respect at all times with the School acting in accordance with the Charter of Human Rights and Responsibilities Act 2006.
- Participate in a full education with the School acting in compliance with the Disability Discrimination Act 1992.
- Be treated in a respectful and dignified manner at all times that has zero tolerance of physical, emotional or cyber bullying.

Rights of Students

The rights of students include:

- To be valued as an individual.
- To be provided with a range of learning experiences in well managed environments to meet individual needs.
- To have all work expectations made clear.
- To receive timely, respectful and constructive feedback from teachers.
- To be treated justly and respectfully.
- To feel safe, secure and included.

- To have all personal property respected.
- To voice any concerns with an appropriate member of staff.

Responsibilities of Students

The expectations placed on students include:

- Being courteous and well mannered at all times.
- Showing respect for teachers, fellow students and all members of the School community.
- Showing respect for the property and the environment of the School and others.
- Using technology in an appropriate manner.
- Avoiding use of inappropriate, aggressive or antagonistic language as a means of expression.
- Being punctual at all times.
- Representing the School in the wider community in such a manner that the image of the school is a positive one.
- Being truthful, fair, caring and considerate through actions and behaviours at all times.
- Making responsible and thoughtful choices in line with the school values.
- Wearing the full school uniform in the stipulated and appropriate manner and in accordance with the school's Uniform Policy.
- Maintaining a clean and neat appearance.
- Disseminating required information to parents and/or guardians.
- Participating actively and positively in school events.
- Ensuring that all medications are handed in at the office with the exception of asthma medication.
- Participating actively and positively in learning in all classes.
- Completing all assigned learning tasks on time and to their best ability.
- Respecting the rights of others to learn in the classroom environment by not engaging in disruptive behaviour.

Rights of Parents/Guardians

The right of parents/guardians include:

- To receive accurate, timely and constructive feedback about their child's learning and emotional progress from staff at the school.
- To be informed of issues faced by their child.
- To be treated respectfully.
- To feel welcome and listened to.
- To be provided with appropriate information regarding school events.
- Opportunity to voice any concerns with an appropriate member of staff with the expectation that concerns will be addressed in a timely and appropriate manner.
- The expectation that the school will provide safe and orderly learning environments.

Expectations of Parents/Guardians

The expectations of parents/guardians include:

- Supporting the behaviours expected by this policy.
- Ensuring student attendance on all school days except in the case of illness or prior notification of absence.
- Informing the school in the case of their child being absent by 8.50am.
- Communicating with staff in a polite, calm and timely manner.
- Ensuring that the student is groomed and dressed according to the school's expectations and uniform requirements.
- Supporting their child at home with their learning.
- Modelling socially acceptable behaviour at all times within the school environment.

Rights of Staff

The rights of staff include:

- To be able to teach in a clean, orderly, and respectful learning environment.
- To receive timely, and appropriate feedback from colleagues.
- To be valued as individuals.
- To be treated justly and respectfully.
- To feel safe and secure in the workplace.
- To have all personal property respected.
- To voice concerns with an appropriate member of staff, student or parent.
- To expect that concerns will be acknowledged in a timely and appropriate manner.
- To have the opportunity to continually develop skills and understandings to assist in their work.

Responsibilities of Staff

The responsibilities of staff include:

- Providing a range of learning experiences in well-managed environments that meet individual needs, interests, challenges and talents including:
 - Making all learning intentions and expectations explicit and encourage students to actively participate
 - Clearly outline success criteria required to enable high levels of work
 - Encourage and model high expectations in all areas of academia, social and personal wellbeing
 - Giving timely, respectful and constructive feedback to students
 - Complying with the effective and consistent whole-school behaviour management structures and systems
 - Modifying work tasks, assessments and reports as required, to ensure students on the Program for Students with a Disability achieve success and progress

- Contributing to school policy development and commit to the implementation processes.
- Demonstrating positive social values in day-to-day interactions.
- Acknowledging and celebrating diversity and individualism.
- Working in partnership with parents to maximise the aspirations of this student engagement policy.
- Adhering to the staff dress code.
- Monitoring and investigating student absences and working collaboratively with parents and/or guardians to limit absenteeism.
- Actively contributing to a healthy and safe workplace free from bullying and intimidation.
- Highlighting events of interest to the wider community.
- Providing the opportunity for parents to attend celebrations of learning on the completion of each Unit of Inquiry.

Shared Expectations

Kororoit Creek Primary School has shared expectations of principals, teachers and school support staff, students and parents/caregivers.

A student can expect, and be expected to:

To learn in a safe environment

- Be supportive and care about others
- Understand behaviour expectations and discipline procedures
- Understand that harassment and bullying are totally unacceptable and won't be tolerated
- Demonstrate the behaviours and language of the school's 'star qualities': Risk-taker, confident, independent, curious, persistent, empathetic, cooperative, respectful, optimistic, resilient, enthusiastic, principled and open-minded

Show respect for peers, staff, the community and resources

- Listen to and follow teacher instructions
- Listen to the opinions of others without put downs
- Value and care for school resources

Actively participate in aspects of school life

- Being aware of and adhering to the school's values
- Committing to personal best in all areas of schooling
- Wear the full school uniform in accordance with the school's uniform policy
- Follow reasonable teacher requests and instructions promptly
- Seek assistance when and where required

Attend school regularly

- Arrive at school on time and ready to start learning
- Be punctual for all classes

Have access to suitable resources

- Use learning spaces appropriately
- Have necessary materials and equipment appropriately stored and ready for use

It is expected that teachers:

Act in a professional manner

- Treat other staff, students, parents and the community with respect
- Be accountable
- Follow the Staff Code of Conduct
- Promote school values in terms of behaviour expectations and through the curriculum

Provide equitable opportunities for all students

- Design programs to meet students' needs, backgrounds and interests
- Take into account students facing specific challenges e.g. ESL, Learning Difficulties, Disabilities
- Use current assessment to inform planning of teaching and learning opportunities for all students

Provide engaging learning opportunities supported by a range of resources

- Continually improve instructional practice
- Help students make connections between their learning and transferring it to life

Give students input into the curriculum and how it is delivered

- Give students' choices to suit and strengthen learning styles, preferences and interests

Maintain open communication with students, staff and parents/carers

- Demonstrate support and guidance
- Listen and respond with compassion and understanding

Provide a safe learning environment

- Employ consistent and fair discipline procedures.

It is expected that Principals:

Provide effective and strategic leadership

- Meet the generic expectations that apply to staff
- Ensure that staff, students and community understand the School expectations
- Encourage the participation of parents, staff, students and the wider community in the school
- Provide a variety of levels of support for staff
- Ensure that the curriculum has the breadth to account for all students' needs

Manage the resources

- Ensure that staff and students have the resources and equipment to assist them in the process of teaching and learning within the resources available to the school.

It is expected that support staff:

Be understanding and caring

- Know the special needs of students
- Show compassion
- Promote the self-esteem and self-respect of students with special needs

Act in a professional manner

- Display non-judgemental attitudes
- Respect confidentiality
- Follow teacher directions
- Be accessible and available
- Implement the individual student programs
- Maintain open communication channels

It is expected that parents:

Know and support school policies and expectations

- Co-operate with school requests
- Encourage regular student attendance
- Ensure the wearing of full school uniform as stated in the school's Uniform Policy

Communicate with staff

- In a respectful and courteous manner
- Cooperate with and support teachers
- Discuss any concerns with teachers

Support student learning at home

- Establish a routine for homework and ensure timely and effective completion
- Encourage responsibility and effective time management
- Discuss school activities

Both students and parents have the opportunity to take part in various surveys during the year, providing the school with real data that is used to increase the students' outcomes.

School Actions and Consequences

The School acknowledges that student engagement, regular attendance and positive behaviours are supported most effectively through relationship based whole-school and classroom practices including:

- Establishing predictable, fair and democratic classrooms and school environment
- Ensuring student participation in the development of classroom and whole school expectations
- Providing goal based learning programs
- Consistently acknowledging all students
- Empowering students by creating opportunities for them to take responsibility and be involved in decision making
- Providing physical environments conducive to positive behaviours and effective engagement in learning
- Implementing school wide positive and educative behaviour support strategies

Student Welfare

This school endeavours to promote a healthy, supportive and secure environment for all children and to raise awareness of what makes students resilient, to develop strategies to reduce vulnerabilities and increase coping skills.

Aims:

The school enables a positive learning environment in which all teachers assume responsibility for student welfare, endeavouring to provide successful experiences for all children, where children feel safe and secure and a sense of belonging and well-being are strengthened.

Children develop positive social behaviours and problem solving skills.

Staff are confident, skilled and proactive in the management of student learning and welfare issues.

Communication processes and protocols are clear and well known to ensure the effectiveness of student welfare support.

Implementation:

Student Welfare is a shared responsibility between school, home and the community.

A staff member will be responsible for the coordination of student welfare across the school.

The school will implement welfare support structures and programs which prioritise and address the identified needs of individual students or the school as a whole and that help implement the aims of the policy.

The school will endeavour to implement and maintain programs such as:

- Student Awards
- Peer mediation
- Drug Education
- Transition programs
- Programs across the school to develop resilience, social skills, conflict resolution and problem solving

The school will provide the following support structures:

- Monitoring of, and responding to, protracted student absences
- Trauma Management plan
- Protocol for Mandatory Reporting
- Student Support Groups for children in need

The school will also where needed access outside services to provide support for students and staff which include:

- Mentors – providing support for ‘at risk’ children
- Local parent support groups
- Relevant DET student support services staff
- Psychologist for psychological and academic assessment
- Social Workers to provide services such as counselling, social skills and anger management programs
- School Nurse program

The school will endeavour to cater for children identified with specific welfare issues by creating support groups, developing appropriate individual programs including goals, monitoring performance and behaviour, and providing ongoing support.

Longitudinal data will be collected regarding frequency and types of welfare issues, so as to measure the success or otherwise of school-based strategies and approaches.

The school will comply with all privacy issues in accordance with current legislation and departmental requirements.

Responsibility:

The principal has the responsibility to ensure that a shared responsibility between school and home exists in relation to student welfare.

Staff Responsibilities

All staff have responsibility for student welfare, endeavouring to provide successful experiences for all children, where children feel safe and secure in a supportive environment where a sense of belonging and well-being are strengthened.

Staff are expected to have a clear understanding of the communication processes and protocols within the school to ensure the effectiveness of student welfare support.

Staff are required to be proactive in the identification and management or referral of student welfare issues.

Welfare Staff Responsibilities

The Student Welfare Coordinator has responsibility to support and address the personal development needs of all students at the school. This includes:

- Assisting and supporting teachers with individual children experiencing social, emotional and/or behaviour problems.
- Providing collegiate support for staff in student behaviour management and social skills program planning.
- Establishing and fostering close liaisons with the families of our pupils and attempt to break down any barriers that exist between home and school.
- Providing counselling to those students who have been identified as “at risk” socially and emotionally and in greatest need of assistance.
- Monitoring the implementation of the Student Engagement and Wellbeing Policy.
- Providing a school based contact for parents in the area of pupil welfare and behaviour management.
- Liaising with Principal to co-ordinate the referral of students to SSSO staff within DET regional protocols and/or to outside agencies

Service Provision

The school has access to the following services:

- Department of Human Services case managers and support workers including Family First
- DET Guidance Officer & Social Worker.
- Visiting teacher service (Physical and Hearing Impaired)
- Local Police
- Youth agencies

DET – WMR Student Support Services staff

Evaluation

Data collection and analysis

Data will be collected regarding frequency and types of wellbeing issues, so as to measure the success or otherwise of school-based strategies and approaches.

Some of the sources of data used are:

- The Attitudes to School Survey data
- School level report data
- Parent survey data
- Data from case management work with students
- Data extracted from software such as CASES21, COMPASS or SOCS

This policy was last ratified by School Council on 02 August 2016

Personal Details

Employee name:

Date: / /

School: Kororoit Creek PS

Job title:

Signatures

Employee-I have read and understood the Student Inclusion and Engagement Policy including the Code of Conduct.

Signature _____ Date / /