



## Student Wellbeing and Engagement Policy



### Help for non-English speakers

If you need help to understand this policy, please contact Kororoit Creek Primary School (KCPS) at [kororoit.creek.ps@education.vic.gov.au](mailto:kororoit.creek.ps@education.vic.gov.au).

### Purpose

The purpose of this policy is to ensure that all students and members of our school community understand:

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- our school's policies and procedures for responding to inappropriate student behaviour.

Kororoit Creek 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.

### Contents

- School profile
- School values, philosophy and vision
- Wellbeing and engagement strategies
- Identifying students in need of support
- Student rights and responsibilities
- Student behavioural expectations and management
- Engaging with families
- Evaluation

### 1. School Profile

Kororoit Creek Primary School is a PPP (Public Private Partnership) School in Victoria and is part of a community hub comprising a YMCA long and short-day care facility, aquatic centre, Melton City Council offices including a Maternal and Child Health 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 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.



## 2. School values, philosophy and vision

Kororoit Creek Primary School values are the attributes of the IB Learner Profile. Our school community strives to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

### ***Vision Statement***

Kororoit Creek Primary School develops young people that are knowledgeable, caring and compassionate towards others. Upon graduating, children are empowered to contribute to the complex world around them.

### ***Mission Statement***

At Kororoit Creek Primary School, we believe everyone has the **right to feel safe, to learn, and to belong**. Our students are empowered learners, encouraged to develop empathy towards others and care about the world around them. We build strong relationships and our staff are committed to creating a welcoming, inclusive environment where every individual feels valued and supported to reach their full potential.

### ***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. Wellbeing and engagement strategies

KCPS has developed a range of strategies to promote engagement, positive behaviour, respectful relationships and mental health awareness and literacy 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:

### ***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*
- *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 through our Programme of Inquiry (POI) to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations*



- *teachers across the school use the KCPS instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidence-based, high yield teaching practices are incorporated into all lessons*
- *teachers at KCPS 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*
- *The IB Learner Profile is 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 the Student Empowerment Group. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns*
- *all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, Assistant Principals 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*
- *all teachers have the ability to refer students presenting with mental health and wellbeing concerns for allocation to the School Counsellor and/or Social Worker*
- *developing networks and connections within the local community ensuring targeted interventions for our students requiring long term supports in responding to mental health and wellbeing concerns*
- *we engage in school wide support with our staff and students, which includes programs such as:*
  - *Mental Health in Primary Schools program*
  - *Social Skills programs*
  - *Respectful Relationships*
  - *Bully Stoppers*
- *programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *buddy programs, peers support programs*

### **Targeted**

- *each year group has an Assistant Principal, who monitors the health and wellbeing of students in their year, and acts as a point of contact for students who may need additional support*
- *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 Individual Education Plan and will be referred to Student Support Services for an Educational Needs Assessment*
- *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 any form of developmental trauma, adverse childhood experiences and/or exposure to family violence.*
- *all staff will apply Child Safety Standards of Practice by responding to matters relating to children at risk or protective concerns and consulting with the Mental Health and Wellbeing team*

### **Individual**

- [Student Support Groups](#)



- [Individual Education Plans](#) and [Behaviour Support Plans](#)
- [Program for Students with Disabilities](#)
- [Student Support Services](#)
- [Orange Door](#)
- [Integrated Family Services](#)
- [Child & Adolescent Mental Health Services \(CAMHS\)](#)
- [Navigator](#)
- [LOOKOUT](#)

KCPS implements a range of strategies that support and promote individual engagement. These can include:

- building constructive and safe relationships with students at risk or students who are vulnerable due to complex individual circumstances
- providing supports through the use of narrative, self reflections and strength-based interventions
- providing group support through programs such as Zones of Regulation and Go Zen
- providing social skills development through targeted groups
- meeting with the student and their parent/carer to talk about how best to help the student engage with school, while exploring the need for community supports
- developing an Individual Education Plan and/or a Safety/Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom setup
- referring the student to:
  - school-based wellbeing supports
  - Student Support Services
  - appropriate external supports such as Child and Young Persons services through the Department of Families, Fairness and Housing- Child Protection (DFFH CP) and Orange Door
  - Exploring services and supports in response to School Refusal – connecting with services like [Headspace](#) and [In2School](#)
  - Re-engagement programs such as Navigator

Where necessary the school will support the student’s family/carers to engage by:

- being responsive and sensitive to changes in the student’s social, educational and developmental circumstances impacting mental health and wellbeing
- Collaborative consultation where appropriate and with the support of the student and their family/carer, with any external health and allied health professionals, services or agencies that are assisting the student
- monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers and having an understanding of community services available to support our Koorie/Aboriginal students, such as the [Victorian Aboriginal Childcare Agency](#)
- 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

KCPS 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 to help identify students in need of support and enhance student wellbeing. KCPS 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
- consultation with external services through the request of Information Sharing Schemes
- self-referrals or referrals from peers
- referral to SSS as needed

## 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
- 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, staff and families are grounded in our school's [Statement of Values and School Philosophy](#). 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, KCPS 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 implements 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
- removal from the yard during lunch or recess
- referral to the Year Level Assistant Principal
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

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 Kororoit Creek Primary 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/carers

KCPS 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 Communication 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 where appropriate
- investigating, advocating and coordinating resources and services from the community for families/carers as needed to address targeted interventions
- including families/carers in Student Support Groups, and developing individual plans for students

## 8. Evaluation

KCPS 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
- SOCS

### Communication

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

- Available publicly on our school's website
- 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](#)
- [Child & Family Violence Information Sharing Schemes](#)
- [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 and Wellbeing Policy](#)
- [Bullying Prevention Policy](#)
- [Inclusion and Diversity Policy](#)
- [Statement of Values and School Philosophy](#)

### Policy review and approval

<b>Policy last reviewed</b>	18 <sup>th</sup> March 2024
<b>Consultation</b>	18/03/2024- Mental Health and Wellbeing Team (Sarah Garcia, Maria Luca, Emily Hogan)
<b>Approved by</b>	Bethany Riseley- Principal
<b>Next scheduled review date</b>	18 <sup>th</sup> March 2026 [Please note: the mandatory review cycle is 2 years]

