



# KEILOR VIEWS PRIMARY

VISION · INTEGRITY · PRIDE

## *STUDENT WELLBEING AND ENGAGEMENT POLICY*



### **Help for non-English speakers**

If you need help to understand the information in this policy, please contact Administration

### **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 Views 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.

### **CONTENTS**

1. School profile
2. School values, philosophy and vision
3. Wellbeing and Engagement strategies
4. Identifying students in need of support
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## **POLICY**

### **SCHOOL PROFILE**

At Keilor Views Primary School, 'we empower every learner with the skills and dispositions to flourish'. Please join me in acknowledging the traditional owners of the land that our school sits on, the Wurundjeri people as the traditional custodians of the lands in which our school and community sits. Wurundjeri elders have taken on the role of educators for millennia, may we learn from the teaching of these elders to empower and re-educate the people of today and tomorrow. Lets re-educate ourselves and our students to recognise and celebrate that we, as Australians, are part of the oldest living culture on the planet.

We continue to embody and celebrate our school wide values of Respect, Responsible and Safety and hold high expectations of all students and stakeholders in the learning process, infused with strong emphasis on activating authentic student agency. We have the shared belief and understanding that learner agency is a core feature for the emerging future of learning. Keilor Views Primary School is situated in the well established Victorian suburb of Keilor Downs, within the City of Brimbank. Located approximately 25 km from the Melbourne Central Business District.

A total of 434 students were enrolled at Keilor Views Primary School in 2021, with 109 students having English as an additional language (EAL). Although at present we do not have any International Students enrolled, we welcome all International students to be enrolled and enriched by our highly diverse and inclusive community. In 2021, 21 students accessed the PSD funding Program and accessed our inclusive school initiative. The school has a SFOE index of 0.452 which places us in the medium band across the state. In 2021, the staffing profile comprised of 41.1 equivalent full-time staff including two Learning Specialists, a Leading Teacher (Wellbeing), an Assistant Principal and Principal.

As we are all so very well aware, the world has never been changing more rapidly, dislocating the ways we learn, work and live. The 2021 school year continued to have its challenges, as we navigated another school year with rolling lockdowns and Remote Learning.

We are a highly supportive learning community that is focused on our school wide vision of 'empowering learners'. Our dedicated and experienced educators work together in Professional Learning Communities, to build educator capacity, and improve student learning growth. Each educator leads collaborative learning from their sphere of influence by experiencing and reflecting on conditions that have supported their own learning as well as the co-construction of learning sprints. Our team utilises every single day to take the opportunity to make a positive impact on our classrooms, our school, and on those around us. As educators we don't miss a single chance to make a difference, and have a positive impact on those we serve. Our team trusts each other and we all are intrinsically motivated to bring our whole and best self to our learning environment, and lead learning with our whole hearts. The percent endorsement of staff on positive School Climate, as reported in the annual School Staff Survey, indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey. Our staff's positive endorsement for our School Climate was 90.0%, above the State average at 75.8%.

## **2. School values, philosophy and vision**

At Keilor Views Primary School, we have the privilege of leading our learning community to *'empower learners with the skills and dispositions to flourish'*.

We are committed to pushing the boundaries of learning for all our students, staff and parents. We bridge the gap between the core knowledge that allows students to succeed and create the opportunities to gain the skills and character traits to be innovative, adaptable and emotionally aware citizens of the future.

Our learning community is diverse and we celebrate and champion our differences within our highly inclusive 21st Century Learning Environment. Our expansive school grounds and modern, well equipped classrooms provide an ideal setting for all of our students to flourish. It is with great pride that I introduce you to our inspiring and dedicated students, staff and wider community. At Keilor Views we foster and cultivate partnerships between students, teachers, parents and other carers to provide a progressive learning environment where we empower students through an innovative and engaging curriculum. We have a primary focus on well-being and empower each of our learners through voice, agency and leadership.

Most importantly we lead, and teach with our whole hearts, every educator has an intrinsic motivation to nurture young people and ensure that they flourish in our modern and ever-changing world. We are so proud of our learning community, we hope that you can take some time to see and feel what makes our school such a special and connected environment.

Keilor Views Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of **Safe, Respect and Responsible**.

### **3. Wellbeing and Engagement Strategies**

Our school's vision is to empower every learner with the skills and dispositions to flourish.

Keilor Views 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.

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

#### Universal

The following are whole of school strategies/expectations to promote positive behaviour and inclusion:

- 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 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 Views Primary School use the Gradual Release of Responsibility 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 Keilor Views 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 Leadership, Junior School Council, Peer Support Groups and other forums including year group meetings. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through Better Buddies, Transition and Peer Support programs
- all students are welcome to self-refer to the Student Wellbeing and Engagement Coordinator, 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 the following programs:
  - Resilience Rights and Respectful Relationships
  - Sexuality Education
  - Bullying Prevention – Alannah and Madeline Foundation and Bully Stoppers
  - Cybersafety – Bully Stoppers
  - Better Buddies – Alannah and Madeline Foundation
- 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)
- 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 and harassment.

### Targeted

- each year level has staff that are collectively responsible for their cohort, monitoring the health and wellbeing of students 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 – refer to [Schools: Culturally safe environments](#) for further information
- our English as a second language students are supported through our EAL initiative, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- we support learning and wellbeing outcomes of students from refugee background
- 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**

- [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](#)
- [LOOKOUT](#)

Keilor Views 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, Behaviour Support Plan and Incentive Plans
- 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, child mental health services (RCH) or Child First
  - OnPsych

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

#### **4. Identifying students in need of support**

Keilor Views 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 to help identify students in need of support and enhance student wellbeing. Keilor Views 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

Keilor Views Primary School aims to promote positive attitudes and generate personal self-esteem in our students. Students are encouraged to make informed decisions and develop a sense of responsibility, in order to nurture a greater level of self-discipline and an awareness of the positive effects of appropriate behaviour.

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 in and benefit fully from school's educational programs
- 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 in a responsible manner
- work without distraction
- be proud of their school and seen to be a part of it
- stand up for themselves
- be able to get a drink and go to the toilet
- be treated with respect and honesty and speak their minds
- be treated as equals
- make their own decisions
- expect their property to be safe

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
- treat others with respect and kindness
- allow others to express their opinions
- listen to others
- complete their classroom tasks and homework to the best of their ability
- allow others to work without distracting them
- follow all school rules
- be honest and truthful about their own behaviour
- manage their own behaviour
- be able to express their feelings and actions when an incident has happened
- look after their classmates
- wear full school uniform every day
- follow reasonable teacher instruction
- respect other peoples' property

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**

Keilor Views Primary School aims to promote positive attitudes and generate respect for self and others in our students.

Behavioural expectations of students are grounded in our school's Statement of Values and 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, Example 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 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.

Our Behaviour Management Policy is structured around the school-wide Expected Behaviour Matrix of appropriate behaviour from all students. The emphasis at Keilor Views Primary School is on positive student behaviour. This student code of conduct is aligned with the Department of Education and Training policy guidelines.

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 Student Engagement Coordinator
- restorative practices
- behaviour support and intervention meetings
- detentions
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular 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 View Primary School is responsible for ensuring all suspensions and expulsions are recorded on XUNO.

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

## **7. Engaging with families**

Keilor Views 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 Staff Code of Conduct policy
- involving families in school decision making
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

## **EVALUATION**

Keilor Views 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 Attitude to School data
- Parent Opinion Survey
- incidents data
- case management
- school reports
- XUNO including attendance and absence data
- SOCS

Keilor Views 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 the school's website
- 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 Wellbeing and Engagement 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

Policy last reviewed	2022
Consultation	School Council 15th Aug 2022 Staff 17th Aug 2022
Approved by	Principal
Next scheduled review date	Aug 2024