



Kallista Primary School

Student Engagement and Well Being Policy

Purpose

At Kallista Primary School, we are committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are interdependent.

It is fundamental to acknowledge that each teacher is central to the success of their students and a vital source of support. The teachers at this school will work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. This school recognises the need to be engaging and inclusive, responsive to the diverse needs of our students, accommodating of different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.

Our school strives to be a learning community where students and teachers can relate well to each other, and where different ideas and viewpoints are valued and respected.

In any given class a range of student ability exists, in some cases spanning five years. Within this diversity, our school aims to challenge all students to become optimistic, resilient, creative and critical thinkers. We seek to promote our school values of respect, compassion, trust, perseverance and creativity throughout the curriculum, in co-curricular activities, and in our daily operations.

At our school we strive to ensure that:

- teaching and learning is provided within authentic contexts and relevant to students' interests, lives and aspirations
- teaching and learning is rigorous and that each teacher will make a commitment to appropriately support, build and challenge every student
- caring, respectful relationships underpin effective learning and teaching
- and our practices reflect contemporary research and innovation.

This policy must be read in conjunction with the Student Management Policy, Student Leadership Policy, the Bullying and Harassment Policy and KPS Child Safety Standards Statement of Commitment.

Implementation

At Kallista Primary School, we will focus on establishing positive and respectful relationships, between teachers and students and parents. We seek to provide educational opportunities that provide multiple and diverse learning experiences in which students can foster curiosity, confidence and a life-long love of learning. Students need to experience learning for life, and the kitchen-garden program is a vital part of this aspect of our curriculum, where every child experiences the joy of planting, harvesting, cooking and sharing nutritious and delicious food together, from Foundation to Year Six.

The school will implement a fair and respectful whole-school approach to behaviour management.

The school will encourage and provide multiple opportunities for parents/carers and members of the broader community to play an active part in the life of the school and the education of their children.



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The school's curriculum includes an emphasis on pro-social values and the development of positive behaviours. Our positive learning environment supports students to build confidence, self-esteem and to connect to the wider community. Within our school, our students are supported to learn effectively, to acquire appropriate knowledge and skills, to be tolerant and appreciate diversity, and to share in building a school culture of learning, community and engagement for all.

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 participants in their child's schooling.

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.

Program

The curriculum programs of the school will recognise and respond to the diverse needs of the school's students by:

- accommodating different learning profiles and rates of learning
- our inquiry approach and differentiation of classroom instruction supports all learners at their zone of proximal development
- intervening early to identify and respond to individual student needs
- providing ILP's to students working well above or below the Standards
- acknowledging and utilising student interests, abilities and goals in classroom planning

The school is committed to the delivery of an inclusive curriculum that ensures all our students have access to a quality education to meet their diverse needs. To improve educational outcomes for students with disabilities or learning difficulties our school will:

- provide parents/carers with a learning program that best suits their child's needs
- conduct regular Student Support Group (SSGs) meetings where parents are involved in planning decisions that support their child's wellbeing, learning and transition
- ensure the expertise of teaching and education support staff working in our school is maintained and developed
- providing Individual Learning Plans (ILPs)
- providing intervention programs – Bridges, Reading Recovery, Toe By Toe, QuickSmart Maths

Our school will implement a whole-school behaviour management approach that is based on pro-social values, social competencies, restorative practice, incentives and positive peer relationships.



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The key focus will be on prevention and early intervention strategies that:

- support children to develop a sense of social responsibility, self-awareness and self-management, and a positive self-esteem
- define and teach school-wide and classroom expectations through classroom induction and school-wide positive behaviour and values education
- establish consistent school-wide and classroom consequences for inappropriate behaviour
- establish school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
- provide school-wide and classroom processes for ongoing collection and use of data that will drive decision-making
- empower students by creating opportunities for them to be involved in school and classroom based decision-making processes
- provide a physical environment conducive to positive behaviours and effective engagement in learning
- utilise expertise and interventions, monitored regularly and supported where appropriate through a Student Support Group process, for those students who face difficulty with learning and/or behaviour

[*Calmer Classrooms: A Guide to Working with Traumatized Children*](#), developed by the Office of the Child Safety Commissioner, provides teachers and schools with effective relationship based classroom and school-wide strategies.

Involvement in our school by parents and carers helps children achieve the best possible learning outcomes. Parents and carers will be provided with the opportunity to participate in school life, both formally and informally, through School Council, the Friends of Kallista Primary School (FOKPS), volunteering and staying up to date with news about what is happening in education via our newsletter.

The school's strategies to promote pro-social values will be whole-school in focus and include close links with curriculum. Students will be encouraged to work with others, and to take greater responsibility for their own learning and participation at school. In the context of the Victorian Curriculum, the school curriculum will include pro-social values and foster behaviours that will enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

Student voice/student participation is about valuing people and valuing the learning that results when we engage the capacities and multiple voices in the school. Students are active participants at Kallista Primary School through:

1. Involving students in school or classroom decision making processes
2. Providing students with the opportunity to give feedback on teaching and learning
3. Engaging students as peer-tutors
4. Engaging students as leaders

The school promotes active 'student participation' as an avenue for improving student outcomes and facilitating school change. Student participation ranges from young people sharing their opinions of problems and potential solutions through the KKC or in focus groups associated with school strategic planning. It also includes our students sharing their 'voice' by collaborating with teachers to actually improve education outcomes, including helping to improve teaching, curriculum and teacher-student relationships. Peacemakers in the playground and Buddies provides our senior students with opportunities to support younger students and develop pro-social behaviours, promoting a positive school culture. Whole multi-age sporting and cultural days, and our musical production, also provide



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students with the opportunity to support each other and develop new relationships and practise their social skills.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning. The school will ensure that the unique experiences and skills of our students' families enrich the learning environment and the school community.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement and Well Being Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers to be involved in educational activities
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making and learning opportunities
- coordinating resources and services from the community for families, students and the school
- providing opportunities to enhance parenting knowledge and skills

Implementing preventative and early intervention strategies to support positive behaviours is a key part of the Student Engagement and Well Being Policy at our school. Prevention and early intervention strategies the school will deploy include:

- defining and teaching school-wide and classroom expectations
- establishing consistent school-wide and classroom consequences for problem behaviour
- establishing school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
- providing school-wide and classroom processes for the ongoing collection and use of data to drive educational decision-making
- empowering students by creating opportunities for them to take responsibility and be involved in decision-making
- providing a physical environment conducive to positive behaviours and effective engagement in learning
- utilise expertise and evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour
- having effective home-school communication processes
- utilising Student Support Services to support students with special needs
- effectively communicating values and positive behaviour education through Spotto awards and student leadership
- and providing lunchtime activities that support student interests and positive social interactions.

The school will promote and maintain high levels of student attendance and participation through:

- articulating high expectations to all members of the school community
- adopting consistent, rigorous procedures to monitor and record student absences
- following up student absences promptly and consistently
- implementing data-driven attendance improvement strategies
- creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
- providing early identification of, and supportive intervention for, students at risk of non-attendance
- linking with local community groups and agencies to maximise program and individual support



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Our school is committed to providing a staged response to wellbeing and welfare issues, and behaviour management. This includes our range of school policies and programs that support a positive school culture, displaying pro-social behaviours and healthy relationships. Appropriate and strategic prevention and interventions for students and support for families where required will be sought through Departmental and community channels.

The school will use coordinated early intervention and prevention strategies to identify and respond to individual students who require additional assistance and support. 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 Group's for children in need
- proactive approach to bullying of students within the school environment

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. Some sources of data are:

- the Attitudes to School Survey data
- school level report data
- parent survey data
- yard duty supervision incident data

Our school monitors those students who have characteristics that are known to increase disengagement at school. The flags for disengagement include:

- poor attendance
- low literacy
- low numeracy
- problematic school behaviour and relationships
- low income or unemployed family background - the occupation code of parents
- Koorie or Torres Strait Islander background
- presence of a physical disability
- presence of learning disorders leading to integration support
- restricted access arrangements as a result of parent separation
- experience of significant health issues

The school will utilise relevant external student wellbeing support services in order to identify and address the barriers to learning that individual students may be facing. Such services to provide support for students and staff include:

- psychologist for psychological and academic assessment
- mentors – providing support for 'at risk' children
- Department of Human Services case managers and support workers
- social workers to provide services such as counselling, social skills and anger management programs
- local parent support groups
- relevant DET Student Support Officers
- C.A.S.A. [Centre Against Sexual Assault]
- School Focused Youth Service (SFYS)



- CYMHS

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Reference: *Effective Schools are Engaging Schools – Student Engagement Policy Guidelines*

Principal: Christine Finighan

School Council President: Emma Miller

Date Ratified at School Council: March 2017

Three Year Cyclic Date for Review: 2018