



STUDENT ENGAGEMENT and WELLBEING Policy

PLEASE NOTE: ALL RELATED POLICIES MENTIONED IN THIS DOCUMENT CAN BE FOUND ON OUR SCHOOL WEBSITE <https://kallistaps.vic.edu.au/documents-policies/>

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. Our school acknowledges that student wellbeing and student learning outcomes are interdependent, and we strive to maintain a supportive and positive school culture that nurtures each and every student in our care.

The teachers at Kallista Primary are central to the daily security and ongoing development of their students, modelling regard, respect and acting as a vital source of support. Our whole education staff works 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. Kallista Primary 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 intervenes proactively to identify and respond to individual student abilities and needs.

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 is meaningful and relevant to students' interests, lives and aspirations
- Teaching and learning is well planned in line with the Victorian Curriculum Standards
- Teachers appropriately support and challenge every student
- Appropriate adjustments and accommodations are made for students under the Disability Inclusion Profile
- Our whole staff models caring, respectful relationships which underpin wellbeing, and effective learning and teaching
- And our practices reflect relevant contemporary research and innovation.

This policy must be read in conjunction with the Child Safety and Wellbeing Policy and the Inclusion and Diversity Policy.

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 experiences learning for life, and the kitchen-garden program is a vital part of this aspect of our curriculum, where every child experience 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.

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.

We use our school values, School Wide Positive Behaviours and Respectful Relationships to positively implement our student wellbeing and engagement approach.

The school will:

- promote active student participation and provide students with a sense of ownership of their environment through school leadership opportunities
- support families to engage in their child's learning and build their capacity as active participants in their child's schooling through class newsletters, parent-teacher conferences, School Council and sub-committees, Kallista Primary School Reconciliation Action Planning Committee, and FOKPS
- establish social-emotional and educational support for vulnerable students and monitor and evaluate progress through Student Support Group meetings, Individual Education Plans, Behaviour Management Plans, Play Therapy, Integration Aides, Chaplaincy, etc.
- have processes in place to identify and respond to individual students who require additional assistance and support through our Disability Inclusion Coordinator and related programs and resources
- build strong links with an extended network of DET professionals and educators, allied health and community organisations who can provide expertise and experience to develop the capacity of our school and staff to meet student learning, engagement and wellbeing needs.

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 and making appropriate adjustments
- providing IEP's to students in Out of Home Care, Aboriginal Students, students with identified special needs, and those 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:

- take a 'Team Around the Learner' approach, partnering with parents to 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 Education Plans (IEPs), Behaviour Management Plans (BMPs), and/or Safety Plans as required
- providing Tutor Learning Initiative Program (TLI) for eligible students.

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.

The key focus will be on prevention and early intervention strategies (also outlined in the Child Safety and Wellbeing Policy) 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.

The school's strategies to promote pro-social values will be whole-school in focus and include close links with curriculum, including School-Wide Positive Behaviours, and Respectful Relationships curriculum materials. 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:

- involving students in school or classroom decision making processes
- providing students with the opportunity to give feedback on teaching and learning
- engaging students as peer-tutors
- engaging students as leaders and mentors.

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 strategies such as a Student Representative Council (SRC) or in focus groups associated with school strategic planning. It also includes our students sharing their 'voice' by collaborating with teachers to improve education outcomes, including helping to improve teaching, curriculum and teacher-student relationships. Our leadership roles and Buddy program 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, student-led lunchtime clubs and musical productions also provide students with the opportunity to take on leadership roles and support one another to 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 able to access our communication system COMPASS
- providing opportunities for parent-teacher conferences and Student Support Group meetings
- conducting effective school-to-home and home-to-school communications through class newsletters, emails, phone calls, and SMS as required

- 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 by providing a physical environment conducive to positive behaviours and effective engagement in learning
- utilise expertise and evidence-based interventions to establish consistent school-wide and classroom processes for early identification and monitoring 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
- Regularly monitoring those students who face challenges with learning and/or behaviour
- having effective home-school communication processes
- utilising Student Support Services to support students with identified needs
- effectively communicating values and positive behaviour education through Spotto awards and student leadership
- 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
- consistent and prompt monitoring of student absences and providing supportive intervention for students at risk of non-attendance
- creating safe, supportive learning environments where all students experience success through active participation and engagement in purposeful learning
- linking with local community groups and agencies to maximise program and individual support.

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
- Individual Education Plans (IEPs), Safety Plans and Behaviour Management Plans (BMPs)
- protocol and training for mandatory reporting and disclosure of family violence
- Student Support Groups 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 that may be relevant:

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

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

- low literacy and/or numeracy
- poor attendance
- Aboriginal and Torres Strait Islander (ATSI) children and young people
- children from culturally and linguistically diverse backgrounds
- children and young people with disabilities
- challenging or unsafe behaviours
- children unable to live at home or impacted by parent separation or family violence
- international students
- 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, parents and staff include:

- psychologist for psychological and academic assessment
- Kids Hope mentors
- Chaplaincy
- MOI Clinic- play therapy
- The Human Development Workshop- social-emotional training for kids
- 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 (Child and Youth and Mental Health Services)
- Lookout Centre
- EDVOS
- The Orange Door.

RATIFIED by School Council August 2022

Consultation with Kallista PS School Council, Community and Staff

YEAR OF NEXT REVIEW 2025