



STUDENT WELLBEING AND ENGAGEMENT POLICY

Koroit and District Primary School

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.

Koroit and District Primary School (KDPS) 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

- 1. School profile
- 2. School values, philosophy and vision
- 3. Engagement strategies
- 4. Identifying students in need of support
- 5. Student rights and responsibilities
- 6. Student behavioural expectations
- 7. Engaging with families
- 8. Evaluation

POLICY

1. School profile

Koroit is a rural district settlement located approximately 17km northwest of Warrnambool and 20km northeast of Port Fairy. Koroit is nestled on the northern slopes of the Tower Hill volcanic form with an estimated population of 1700 in 2010. Koroit and its immediate environment has a unique character, grounded in a rich Irish and Indigenous culture. The town still maintains strong connections with its Irish heritage in celebrating an annual Koroit Irish Festival.

The role of Koroit is slowly changing with its diverse community including young families, couples and older people.

A significant number of Koroit residents also commute outside of Koroit, generally to Warrnambool, for employment. (Information sourced from Moyne Shire Council (2011) Draft Koroit Strategy).

2. School values, philosophy and vision

Our vision is to provide a high-quality education where every child is literate, numerate, curious and

caring.

I learn, We belong, Together we achieve

The KDPS school community exists to care for and educate children so that they can reach their full personal and academic potential.

KDPS is a safe, caring and connected learning community. I learn, we belong, together we achieve is our school motto. We embed our school motto into our daily actions and interactions.

- **I learn** means we support every student to thrive socially, emotionally and academically.
- **We belong** means every child is encouraged to succeed in a safe, respectful and stimulating school.
- **Together we achieve** means working together and encouraging each other to do our personal best.

We follow the 5 School Agreements

Mutual Respect, Attentive Listening, Appreciations/No Put Downs, Personal Best and the Right to Pass.

We are a Big Life school

A Big Life School is a school that promotes happy, active and healthy kids in a positive, engaging environment that supports and models to support what it means to be physically, mentally, socially and emotionally healthy.

Big Life's priorities are:

- **MOVE**

Provision of resources and opportunities, support and positive role modelling to promote healthy habits in our school community, including living active lifestyles, healthy eating, sleep and technology.

- **BELONG**

Proactive in building a sense of belonging and connection through explicit social and emotional learning, to support students' development of positive and healthy relationships.

- **CONNECT**

Proactive in connecting and partnering with families, carers and the broader community to strengthen the school's capacity

Our students develop relationships through mutual respect, which lead to resilient and persistent learners in a safe and inclusive teaching and learning environment. We design academic, social and emotional learning pathways to meet the needs of every learner.

3. Engagement strategies

KDPS has developed a range of strategies to promote engagement, positive behaviour and respectful relationships 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.

Whole-school Student Engagement Strategies

- 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 and parent survey data
- teachers at KDPS use an 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 KDPS 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 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
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- All students are welcome to self-refer to the Student Wellbeing Coordinator 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 programs such as:
 - Respectful Relationships
 - Safe Schools
 - Programs developed to address issue specific behaviour (i.e. Positive Power 4 Kids)
 - opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
 - buddy programs, peers support programs

Targeted

- 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 Learning 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 trauma

Individual

- Student Support Groups, see:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.asp>

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

KDPS 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 and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:

o school-based wellbeing supports

- Student Support Services
- Appropriate external supports such as council based youth and family services, other allied health professionals, school counsellor, child and adolescent mental health services or ChildFirst

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 Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
 - o with a disability
 - o in Out of Home Care
 - o and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

KDPS 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 help identify students in need of support and enhance student wellbeing. KDPS 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

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.

6. Student behavioural expectations

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with KDPS Bullying policy.

When a student acts in breach of the behaviour standards of our school community, KDPS 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 implement 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
- referral to the SIT team
- restorative practices
- detentions
- behaviour support and intervention meetings
- 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 KDPS is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance

Green Behaviour	
Following the school motto and learning community trademark Pause, breath and flip in a challenging situation	
Be PROUD of being a student at KDPS	<ul style="list-style-type: none"> - Wear our school colours - House colours - Choir, STEM, PE - Represent our school at school sports days
Personal best	<ul style="list-style-type: none"> - Learning from mistakes - GRIT (persistence) - Try new things - Use a growth mindset - Use initiative
Attentive listening	<ul style="list-style-type: none"> - Listen to the person who is talking- respond respectfully
Mutual respect	<ul style="list-style-type: none"> - Encouraging each other with words and actions - Open to new friendships - Being a good friend - Welcoming visitors into our school - Be mindful and aware of others - Include others - Play fairly - Keep hands and feet to self - Share equipment - Play safely with equipment - Manners- please and thank you
Appreciations	<ul style="list-style-type: none"> - Use kind words and actions - Gratitude- showing with words and actions - Acknowledging each other's achievements
Ask for help and support	<ul style="list-style-type: none"> - Teachers, friends, parents
Showing leadership	<ul style="list-style-type: none"> - Following school agreements at school and in the community - Supporting others in a difficult situation - Use school equipment respectfully
Yellow Behaviour	
Inattentiveness in class (talking disrupting others, speaking disrespectfully to the teacher or other students, calling out, making inappropriate comments, back chatting)	<ul style="list-style-type: none"> - Calm reminder- restorative conversation
Put downs – speaking disrespectfully to another student or teacher	<ul style="list-style-type: none"> - Calm reminder: (name) please stop.... this is your calm reminder.
Disrespectful body language – rolling eyes, smirking and so on	<ul style="list-style-type: none"> - 2nd calm reminder in the same session: (name) this is your second calm reminder, you have lost your right to be here, head over to _____, for _____ minutes.
Failure to follow the rules of the game, when rules are known	<ul style="list-style-type: none"> - Outside: withdrawn from play for (child's age)
Responding Inappropriately to a problem	
Failure to take responsibility for borrowed school property (sports equipment, library books)	Are you ready to participate again?
Riding, skating, scooting across the front of the school	
Excluding others from a game	
Deliberate littering	
Playing with sticks	
Late for class after play	Miss out on 10 minutes of play
Orange Behaviour	
Consequences	

Continued Level 1 Behaviour following a calm reminder
 Deliberate exclusion of others
 Put downs – deliberate name calling or swearing at another child or teacher
 Back chatting to a teacher or other staff members
 Refusal to follow an instruction/participate
 Leaving the classroom without permission
 Using the toilets inappropriately
 Continued deliberate exclusion of others
 Dishonesty- telling a lie
 Swearing/inappropriate language
 Out of bounds areas (including climbing trees)
 Mobile phone use when at school
 iPad/other technology use without teacher instruction
 Not following teachers instruction about iPad or other technology
 Inappropriate content on the iPad or other technology
 Deliberate damage of school property – graffiti, other damage
 Riding, skating, scooting through the school
 Inside classrooms during first and second lunch without permission
 Inappropriate behaviour on the bus- getting out of allocated seat, distracting the driver

Rethink with Mrs Millich or Mrs Farrelly- these will be sent home and returned with a parents/ guardian's signature

Red behaviour	Level 3 Consequences	Follow up...
Leaving the school grounds	When student is located, directed to the Wellbeing Centre for calm down time	Half day day 'in school' support planning (3.5 hours)
Deliberate swearing directed at a staff member	Redirect from area to the Wellbeing Centre for time to calm down Principal to be called to intervene, failure to follow instructions –parents will be called to pick child up from school	Half day in school support planning (3.5 hours)
Refusal to follow request after a Level 3 behaviour has been addressed		1-5 day 'home' suspension (at Principal discretion) Parent notified and child sent home – support plan
Putting self or others (staff or students) at risk or harm and failing to follow teacher/Principal instruction	Direct to Principal, call for Principal intervention, failure to follow Principal instructions	2-5 day 'home' suspension (at Principal discretion) – support planning at school
Dangeourous behaviour on the bus: A threat to the safety of passengers in the vehicle. Behaving in a violent, noisy or offensive manner.	<ul style="list-style-type: none"> • The driver will stop the bus. • The offender's name and full details of the breach will be recorded. • The offender will be transported to school or to their normal drop-off. • The breach will be reported to the coordinating principal. • The coordinating principal will take disciplinary measures in accordance with the guidelines. 	Half day in school support planning (3.5 hours)
Level 4 Behaviour	Level 4 Consequences	Follow up...
Physical Behaviour – deliberate hit, punch, push, kick or throwing objects at a teacher	Redirected from the area to the Wellbeing Centre	1 day 'in school' support planning

7. Engaging with families

KDPS 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 Communicating 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
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

KDPS 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, including attendance and absence data
- SOCS

KDPS 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 our school's website
- Included in staff induction processes
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carers notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	December 2022
Consultation	School council 2021, Students and families via school survey and school review focus groups and consultation, 2022
Approved by	Principal
Next scheduled review date	November 2024

