

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact Knox Park Primary School Office

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.

Knox Park 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
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

POLICY

School profile

Knox Park Primary School was established in 1971, in the attractive, natural bushland setting adjacent to Lakewood Reserve in Knoxfield, an outer-eastern suburb of Melbourne. The school's commitment to the environment is well established within its curriculum, forging links with the wider community. Knox Park Primary School is a co-educational school that has a current enrolment of 283 enrolment (as of Feb 2023 census) 49.47% female, 50.53% male. 95% of our students were

born in Australia with family backgrounds representing a small number of other nationalities including China, United Kingdom, India, Vietnam, Indonesia and Iran.

12.37% of our students speak a language other than English at home, below both the state and region averages. We have no students from a refugee background (0%) and an extremely low percentages of and Indigenous students (1%) compared to state and region averages and have no non-English speakers. The vast majority of our students are drawn from a 5km radius of our school. The school's Student Family Occupation and Education (SFOE) Index is 0.2907.

6.01% of our students have an assessed disability. 4.24% are classified as 'at risk' according to department measures (This may include, but is not limited to, young people who are in out of home care; students and their families who are homeless or at risk of homelessness; and Koori students.

School values, philosophy and vision

Knox Park Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. Our *Statement of Values and School Philosophy* ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.

At Knox Park Primary School we strive to provide educational excellence through quality teaching and learning that stimulates curiosity and promotes further investigation. Our children are encouraged in a warm and friendly environment, to grow and become active and responsible members of the community. We promote and encourage the social, emotional, physical and intellectual development of all children.

We set high expectations for student achievement and behaviour, and by communicating clear learning intentions and success criteria our children develop an understanding of what is expected to achieve success. Knox Park Primary School prepares our children with the skills to succeed in this ever-changing world and actively encourages our children to broaden their horizons in a quest to develop competent global citizens.

The school motto 'Together we Learn and Achieve' reflects our vision of providing high quality education to prepare young people to become active, engaged and responsible citizens. Students, staff and members of our school community are encouraged to live and demonstrate our core values of tolerance, resilience, personal best and respect at every opportunity. Modelling and explicitly teaching our positive behaviours of respect, responsibility, being safe and being a learner is also a whole school focus.

Our Ambitions

Our ambition is that students will be able to think creatively and critically to analyse and solve problems. We want our students to communicate effectively, follow their curiosity, challenge their own learning and demonstrate integrity as they become global citizens.

Staff will be driven by their own curiosity and encourage students to follow theirs.

Knox Park Primary School prepares our children with the skills to succeed in this ever-changing world and actively encourages our children to broaden their horizons in a quest to develop competent global citizens.

Our Statement of Values is available online at: <https://knoxparkps.vic.edu.au/>

Wellbeing and engagement strategies to create an inclusive and positive school culture

Knox Park Primary School 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.

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

Universal - whole school strategies 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 and 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*
- *deliver a broad curriculum including to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations.*
- *teachers at Knox Park Primary School 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 Knox Park 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 APST (Australian Professional Standards for Teachers)*
- *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 Action Team and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year*

Level Coordinator, Integration Aides, Wellbeing Officer, Assistant Principal and Principal whenever they have any questions or concerns.

- *create opportunities for cross—age connections amongst students through school productions, athletics, music programs and peer support programs*
- *all students are welcome to self-refer to their teacher, integration aide, Student Wellbeing Officer, Level 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 programs such as:*
 - *Respectful Relationships*
 - *Our KPPS wellbeing site*
 - *Other wellbeing resources*
- *programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. zones of regulation)*
- *opportunities for student inclusion (i.e., sports teams, clubs, recess and lunchtime activities)*
- *buddy programs, peers support programs*
- *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 or harassment.*
- *Psych Support*
- *Wellbeing Professional Learning Team (PLT) with a representative from each area of the school*
- *Meeting and events schedule to cater for wellbeing PLT meetings*

Targeted- specific strategies, designed to address particular concerns in certain age groups or friendship circles.

- *each year group has a Coordinator and a wellbeing PLT member and each classroom has a classroom teacher who monitor the health and wellbeing of students in their year, 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*
- *our English as a second language students are supported through individual educational plans and targeted literacy support. All cultural and linguistically diverse students are supported to feel safe and included in our school.*
- *we support learning and wellbeing outcomes for all children students from refugee background through IEPs*
- *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 \[insert any specific measures at your school to support LGBTIQ+ students\]](#)*
- *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 Education 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 – includes student specific strategies that may be considered and applied on a case-by-case basis

Knox Park Primary School implements a range of strategies that support and promote individual engagement. These can include:

- *all students in Out of Home Care will have an Individual Education Plan and will be referred to Student Support Services for an Educational Needs Assessment*
- *staff will apply a trauma-informed approach to working with students who have experienced trauma*
- *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 Education 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:*
 - *school-based wellbeing supports*
 - *Student Support Services*
 - *Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, 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*
- *engaging with our regional Koorie Engagement 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.*

Identifying students in need of support

Knox Park Primary School committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing team plays a significant role in developing and implementing strategies which help identify students in need of support and enhance student wellbeing. Example 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*

1. 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, racism, 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.
- Demonstrate the school values in the playground and classroom

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.

Student behavioural expectations and management response

Refer to School Wide Positive Behaviour documentation (staged response to managing inappropriate student behaviour)

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be managed in line with our Knox Park Primary School's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Knox Park Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

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.

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.

Behaviour support measures may include:

- restorative practices
- creation of Positive Behaviour Support plans
- consequences/responses as per the classroom behaviour management plan (such as moving a student in a classroom or other reasonable and proportionate responses to behaviour)
- *open communication about behaviours between teacher, student and parents/carers when appropriate*
- *referral to leadership*
- *behaviour support and intervention meeting or SSG developed for major behaviours*
- *Referrals to external agencies*
- withdrawal of privileges
- internal and external 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 Knox Park Primary School 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.

Engaging with families

Knox Park 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 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.

2. Evaluation

Knox Park 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 survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Knox Park Primary School 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 Included in staff induction processes
- Included in 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 Engagement and Wellbeing 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 and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	5/04/2023
Consultation	Staff Wellbeing Team Education Policy Subcommittee
Approved by	Principal
Next scheduled review date	5/04/2025