St Kilda Primary School
Student Wellbeing and Engagement

Produced in consultation with the whole school community
August 2019

Principal: Sue Higgins
School Council President: Maya Donevska
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.

St Kilda 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 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. Community rights and responsibilities
6. Community behavioural expectations
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1. School profile statement

Where we are

St Kilda Primary is an inner city school located on Brighton Road on a spacious site next to the St Kilda Town Hall. The school is surrounded by prominent streets and located close to all forms of public transport. St Kilda Primary School (SKPS) opened in January 1875 with 604 students and 12 teachers. In 2019, we began with an enrolment of 575 students and 41.7 staff.

SKPS is of social, historical and architectural importance to the state of Victoria. The National Trust of Australia lists the school's main building under the Victorian Heritage Register. In 1914 a red brick Federation style pavilion-shaped infants’ building was erected (Shiawase Building). In the 1960s school crowding led to the arrival of a light timber construction (LTC - Sakura Centre) temporary classroom block. In 1973 a library and hall (King’s Hall) was built.

In 2007 additions to the school included verandas and a pergola around the Real Life Learning Centre (RLLC - renamed Sakura Centre), a multi-purpose room, grounds enhancement with seating and trees and the gated entrance off Dickens Street. As part of the ‘Better Schools Today’ program a multipurpose hall was opened in July 2009. Our Building the Education Revolution (BER) building (Manabi Centre) was completed in October 2011 and houses our Prep classes. Our school aims to provide a dynamic learning environment that engages students to achieve their personal best in an atmosphere of mutual respect and cooperation. We are thrilled to currently be in the process of creating a new Junior Playground under DE&T’s Inclusive Schools Program that will allow all our children to be able to play and explore their world. Under the DE&T’s Capital Works Program we are currently working with Aurecon, VSBA, Region and LAW Architects to create a new building on the site of King’s Hall.

Who we are

Our student population profile for 2019 is representative of the diverse community we serve:

- 0.35% are non English speakers (using PRISM data, 2019)
- 1.9% students are supported by the Program for Students with Disabilities
- 1.41% of our students have an indigenous background
- Our Student Family Occupation and Education (SFOE) index is 0.1449
- 10% of our families receive CSEF
- 6.3% of our students are equity funded
- 1.7% children are in Out of Home Care

The City of Port Phillip has predicted that the local population is likely to increase as housing availability changes and high density living becomes the norm. We believe this will have a future impact on our school community and enrolment. Housing commission accommodation and crisis housing continues to provide accommodation for a small proportion of our student numbers.

The 2019 school staffing profile consists of 10 teachers at Classroom Teacher 1 level, 16.7 teachers at Classroom Teacher 2 level, 2.6 Leading teachers, 2 Lead Learning Specialists, an Assistant Principal and a Principal. 6 teachers work in a part time capacity at their request due to family commitments and personal circumstances. We have 8.2 educational support officers and a number of volunteers who work at the school on a weekly basis under the supervision of our Student Welfare Coordinator. We have a healthy balance of young and experienced teachers. We now have 9 teachers on contract. We have 2 staff members on family leave and 4 taking leave without pay.

According to our Attitude to School Survey data our students feel: well engaged in their learning; teaching practices are effective; relationships are positive; learning is differentiated to meet their needs; they are motivated, interested, confident learners; are resilient and feel strongly that they have a voice and feel a strong sense of inclusion and connectedness to their school. We continue to support our children in developing strategies to ensure positive relationships with all members of the community and in 2019 are focusing on the development of resilience; a student led positive relationships program and a strong student leadership program in Years 5 and 6.
The school seeks and embraces partnerships/links with community bodies to provide enrichment activities and leadership opportunities for students. SKPS responds to the needs and expectations of the community by providing exemplary educational programs to cater for a variety of learning styles, needs and interests. We regard parents as vital partners in the educational process and seek their active participation through numerous roles in the school.

2. School values, philosophy and vision

We provide exemplary educational opportunities in a stimulating, safe, nurturing environment to instill a love of learning, celebrating effort and achievement in the belief that all students can thrive and lead productive and fulfilling lives. St Kilda Primary School’s objective is to for children to be successful learners. To achieve this, they need to be resilient, be able to work with others, demonstrate a growth mindset, independently solve problems, think outside the box, be curious, know how to learn and to love learning.

Our school vision is Live for Today, Learn for Tomorrow, Be the Future.

Our school values are:

**Love of Learning** - We have a vibrant learning and teaching environment that creates lifelong independent learners.

**Respect** - Each individual is treated with respect and trust and decisions made are valued and supported.

**Teamwork** - Teamwork is characterised by a sense of common purpose, shared responsibility, collaboration and mutual support which leads to productive outcomes and achievements.

**Friendliness** - We highly value all members of our community, encouraging and acting in a manner that is inclusive, caring and supportive.

**Creativity** - We encourage children to take risks and think beyond the square, maximising teaching and learning opportunities through innovative and alternative approaches.

**Resilience** - We build self-esteem and social skills which enable children to be themselves and also to be able to work and play happily within the school community.

Every child is valued as a special person with extraordinary abilities. We embrace diversity and reflect the multicultural, artistic and varying socio-economic nature of our local community. Students are provided with a safe, supportive and nurturing environment enabling them to reach their full potential in becoming life-long learners. Teaching and Learning programs reflect the holistic needs of students, recognising and catering for different learning styles and celebrating student achievement. We strive to make our school the hub of a very robust community by maximising opportunities for community connectedness.


3. Engagement strategies

![Behavioural, Cognitive, Emotional Engagement Diagram]

Behavioural engagement: refers to students’ participation in education, including the academic, social and extracurricular activities. To support the behavioural engagement of the students at our school we use these strategies and intervention approaches:

- High and consistent expectations of all staff, student and parents and carers.
- Prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- Create a culture that is inclusive, engaging and supportive
- Welcome all parents/carers and be responsive to them as partners in learning
- Analyse and respond to a range of school data such as: attendance, Attitudes to School Survey, parent survey, student management and school level assessment
- Teachers at SKPS adopt a consistent philosophy and approach to learning and teaching
- Teachers at St Kilda 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
- We have a House System within the school: Brighton, Dickens, Chapel and Carlisle which are names of the streets bordering our school. These are assigned to children randomly. For families with more than one child at the school we endeavour to make sure that all family members are in the same house. The House System also encourages collegiality amongst all children across the school and various events such as a House Sports Day will provide opportunities for the students to bond as teams and for our whole school community to take part in a relaxed atmosphere.
- Regular attendance at school is highly valued and we regard the partnership with parents to be a key part of ensuring all our students attend school regularly and feel connected to our school community. We have processes in place to ensure that any absences are reported by either a written note from the parents or the parents enter the absence via the school’s portal. In 2019 we continue to be proactive in addressing those families whose children have irregular attendance patterns and support them in becoming more strongly connected to school. We understand that our parent community values extended overseas travel and support the importance of these events in our students’ lives. If a student does not attend school for more than 3 days, and we have no explanation from the parents, we contact the parents on the fourth day and endeavour to find out the issue. If there is a reason, other than illness, we work with the family to support the quick return of the student to school.
- Our Welfare program encompasses school, DE&T and external agencies to support students and their families.
- The Quality Beginning Program focuses on the establishment of our school values and the behaviours we expect at school.
- We are committed to developing safe and effective approaches in the area of digital technology and internet use. To support this program we use the Acceptable Use of Digital Technology Agreements for all students across the school. The focus is to involve parents in this process so that our whole community develops a deep understanding about cybersafety. We provide cybersafety sessions for students in Years 1 to 6. We also ensure our students in Prep are aware of age appropriate behaviours when using any form of digital technologies.
- Whole school approach to classroom management with management plans clearly evident in all learning and teaching spaces. There is a Whole School Management Plan for the yard. Behaviour management plans for those students with extreme behavioural issues are also used to support them and this involves working with the family to support the child.
- All staff (teachers and ES staff) complete the Mandatory Reporting Online Training during the first semester of each year or within 4 weeks of commencing at our school.
- Student Support Groups for funded children or children with specific needs i.e. under DHS or Koorie children are held at least once per term
- Student Social Skills groups are conducted and aimed at the needs of the children involved
- A Buddy program links children, offering support, guidance and a sense of security and belonging
- The Prep Transition Program supports the wellbeing of our younger students. During the Prep Transition Program the children are encouraged to visit school over a 5 week period and take part in a range of activities including assemblies, class room activities and playtime. The Welfare Team leaders attend these sessions to begin the establishment of strong relationships with the new families each year. This program also serves as an introduction for the children as to what school life will be like the following year. The Manabi Centre has provided us with an environment that encourages strong community values as children and families begin their life at school. Parents are invited to attend a School Readiness session where we provide information and support for parents with children beginning school. To coincide with the Prep Transition Program we conduct a Parent Transition Program. The focus for this program is on Communication, Community, Food, Uniforms, Child Safe practices and Payments at school, with the final session looking at the importance of developing skills such as collaboration, communication, growth mindset etc. and we continue to run and revise this program each year.
Our Year 4 team begin to support our students in developing a deep understanding of a leader at St Kilda Primary School. The children engage in learning that allows them to explore what a good leader is and the skills and dispositions needed. Their work includes the Kindness Project which highlights the importance of empathy and understanding of others.

The Year 5 Leadership Program builds on the learning from the previous year and the children are supported to identify a key area that they feel is important, inspired by the UN Sustainable Development Goals. The children focus on skills such as collaboration, empathy, respect for others and the importance of including and respecting diversity.

The Year 6 Leadership Program has continued to evolve and in 2019 we introduced the Seito Kai as the Student Leadership Group for the school, supported by the Student Representative Council (SRC). In 2019, the Seito Kai comprises 10 Year 6 children who lead the school in a range of activities and are actively engaged in leading projects that they have identified as important to the student body. The SRC supports the Seito Kai and also ensures that the thoughts and ideas of our larger school community are heard.

Community Connection Programs, such as: Space2B, The Australian Ballet, Southport Uniting Care BoLT and CoLT programs, Police Citizens Youth Club lunchtime sporting programs and the St Kilda Eco-Centre all support us in developing the community that supports our children and their behavioural engagement at school and in the wider world.

Emotional engagement: encompasses students’ emotional reactions in the classroom and in the school. It can be defined as students’ sense of connectedness to the school. To support the emotional engagement of the children at our school we use these strategies and intervention approaches:

- 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.
- STEP (Short Term Enrolment Program): A combined educational and welfare approach to offer a ‘whole school’ service delivery that provides flexibility, positive attitudes and ‘trauma informed’ interactions within SKPS to endorse a sense of belonging, value and inclusion for families experiencing homelessness and chronic disadvantage. Many participants in this program have significant histories of primary absenteeism, alongside reports of negative experiences and a lack of belonging in their prior schools. Evidence is showing that STEP is breaking cycles and providing a new educational ‘blueprint’ to promote families ongoing motivation for their child’s attendance in their new school, with the ultimate goal of preparation for a successful secondary transition, and positive longitudinal outcomes to break cycles of homelessness and disadvantage.
- Our proactive Welfare Team comprises: our Welfare Coordinator, a DE&T Beachside Educational Psychologist, a Leading Teacher and the Principal. All are driven to achieve the best outcomes for every child through an integrated welfare approach. To support the core Welfare Team we draw upon the expertise of a team of professionals: speech therapists, counsellors, occupational therapists, physiotherapist and social worker. Regular welfare meetings with staff enables clear plans to develop to support the needs of students.
- Monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- All students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, Teachers, 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
- Staff will apply a trauma-informed approach to working with students who have experienced trauma
- The Prep/Year 1 SMILE program is responsive to the children’s interests and reflective of their needs. Strategies and teaching approaches implemented have seen a strong sense of connectedness to the school develop.
- Employment of a Student Welfare Coordinator
- Working in partnership with DHS, Star Health, RCH and other external agencies
- Working closely with SSSOs to support students with specific needs. We also work with outside agencies such as DBT (counselling), who works 2 days per week in our school, to support these children.
- Transition programs - internally and externally run programs, for example, Sex Education and Cybersafety sessions for both students and parents
- Student Representative Council
- Parent Social Coordinators – supports the active involvement of parents on a social and classroom support level
- Student arrival interview information (background for teacher)
- A strong focus on mental wellbeing for children, staff and parents through engaging and running programs such as, SKIPS, FaPMI and CHAMPS
- Productive Garden and sustainability practices across the school
- City of Port Phillip’s (CoPP) leadership program for students
- Awareness of the importance of play as a factor in reducing the development of anxiety in young children.

Cognitive engagement: relates to students’ investment in learning and their intrinsic motivation and self-regulation. To support the cognitive engagement of the children at our school we use these strategies and intervention approaches:

- An intensive SHINE intervention program is being conducted in Term 2 for 28 children. The intensive speech-language/literacy-based program provides each child with 25 hours of therapy. The program was conducted by final year students completing a Master in Speech Pathology who operate under the guidance of Dr Carl Parson.
- Classroom Volunteers Program (overseen by our Student Welfare Coordinator)
- All students are expected to attend school excursions and incursions and financial support is given to all in financial need
- Engage with speech and language therapists in the school to identify any specific learning needs in relation to language acquisition and reading
- Three Professional Learning Communities have been established (Prep-Y1, Y2-4 and Y5-6), where teachers focus on discussing students’ academic progress, determining the most effective teaching approaches to be used to support student learning. These teams are led by our lead Learning Specialists and a Leading Teacher
- In 2019 we employed a Leading Teacher to develop a Reading Intervention Program to support children with challenges in this area across the school.
- The devising of Individual Learning Plans (ILPs) to support those students working 18 months above or 12 months below the expected level according to teacher judgment and other assessment data
- Student Support Groups (SSG) support the learning of students who are funded under the Program for Students with Disabilities
- Case Planning Meetings are held for students under DHS, Koorie students and students living out of home
- Celebrations of student achievement are highlighted in the classroom, at assemblies, through Seesaw and on the school website through Sue’s News
- The development of an assessment schedule that includes a range of opportunities for students to assess their progress and set goals for their learning, e.g. rich assessment tasks in Mathematics
- EAL students are supported within the school as their teachers plan a differentiated curriculum to meet their needs
- Assistant Principal and a Leading Teacher released from the classroom support teachers in developing their practice and developing a learning environment that meets the needs of 21st Century learners
- Our curriculum programs are constantly being reviewed in line with current research practices and teachers work closely together in teams to discuss the best way to meet the needs of the students within their level. Professional learning team meetings, as well as regular staff meetings, focused on professional learning, based on staff needs and the goals of the School Strategic Plan, support the teachers with their professional learning and the provision of a relevant curriculum that includes the safe and responsible use of digital technologies. We have continued to work on developing the skills of our leadership team as well as developing aspiring leaders within the school, including developing a coaching program run by our Assistant Principal. Our work has had a particular focus on the use of digital technologies within the school to enhance student learning. Through these approaches we expect all students to receive the education they deserve.
- We run Parent Information Sessions throughout the year with a focus on Literacy and Numeracy for parents of children across the school. These focus on the key learning concepts so that parents understand how they can support their child in their learning.
- All students have a digital portfolio which provides parents with a regular update on the learning happening in their child’s class. This includes: a termly overview; a minimum of 2 posts per semester for Reading, Writing and Numeracy; posts relating to their project based learning or Me as a Learner (P-1); one post per semester from each Specialist teacher and blog posts which highlight shared learning experiences within the class or year level.

Our goal at St Kilda Primary School is to encourage all members of our community to feel they can play an active role in the successful education of all the children at our school.

Our focus for our School Strategic Plan (2016 - 2019) is for:
- To have a consistent approach to deep learning and teaching, with high expectations of achievement for all
members of the learning community.

- Build a community of learners who are all actively engaged in the learning process and share the same values and beliefs.
- To have an environment that supports and encourages student voice and agency in learning and increases the level of engagement of students.
- Create a strong professional learning community that ensures the students at SKPS reach high levels of achievement.

4. Identifying students in need of support

St Kilda 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 to enhance student wellbeing. St Kilda Primary School will utilise the following information and tools to identify students in need of 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
- Self-referrals or referrals from peers
- School based programs - SKPS staff and support agencies such as, PCYC, SouthPort Uniting Care, CHAMPS, SKIPS
- External agencies to support to support individuals such as, Occupational Therapists, Physiotherapists, Speech Therapists, social workers, dentists and optometrists
- SSSO referral
- PSD applications

Procedure for Student Referrals

REASONS FOR REFERRALS:

- Intellectual
- Learning Difficulties / Lack of Progress
- Social, Emotional
- Physical
- Behavioural
- Visual, hearing impairments
- Austism Spectrum Disorder
- Severe Language Disorder with Critical Educational Needs
- Severe Behaviour Disorder

BEFORE REFERRAL

1. Collect information about the student’s progress and needs. This information can be gathered using the same assessment tools used for all students in your class such as:
   - observations
   - anecdotal records
   - work samples
   - running records
   - school based assessments
• standardised assessment tasks

All documentation of assessment tasks is to be kept in the student’s file.
2. Seek advice from the previous teacher if relevant/possible, leadership team. They may be able to suggest additional strategies and resources to assist the student. Check the student’s records on Sentral indicating any history of assistance, concerns, ILPs, intervention, assessments.
3. Meet with the parents to discuss concerns regarding the student (document any support student is receiving or may need outside of school) and discuss an individual learning plan/program for their child that is agreed upon by all. Schedule SSGs for ongoing discussion and support.
4. Closely monitor the progress of the student. Document concerns. If progress is not evident discuss your concerns/recommendations with the Welfare Team.
5. Pre referral information will be discussed at wellbeing meeting with SSS staff and a course of action will be recommended.

REFERRAL
1. If a referral is required to the SSSO team or Alfred CYMHS, arrange an interview with the student’s parents to outline the process and program стратегies followed so far and advise the parent of the option of a referral of the student to one of the above student support services.
2. Parents are given a Parent Consent Form to complete.
3. The teacher completes a Teacher Referral – Student Information Form
4. The parent completes a Parent Referral – Student Information Form
5. Return the signed parent permission form and completed teacher referral to the Welfare Team

AFTER THE REFERRAL
1. The appropriate student support service is advised of the referral by adding the child’s details to SOCS (online referral).
2. Arrangements are made for the student support officer and the classroom teacher to discuss any further referral information required.
3. Testing completed and feedback provided to parent and teacher by SSSO staff.
4. The Welfare Team liaises with the classroom teacher and parent to monitor progress and any external support agency involved with the child.
5. Rights and responsibilities of school community

Student behaviour can contribute to the educational, social, emotional and physical development of themselves and those around them. Positive behaviour has a positive influence on others. St Kilda Primary School actively promotes the importance of positive behavioural expectations in a supportive, caring environment. St Kilda Primary School also ensures that no child is denied the opportunity to be involved in any school activity due to financial hardship. Inclusiveness is of utmost importance for all members of our school community.

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.

<table>
<thead>
<tr>
<th>STUDENTS: Rights and responsibilities</th>
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</thead>
<tbody>
<tr>
<td><strong>Rights</strong></td>
<td><strong>Responsibilities</strong></td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Respect other’s ideas and encourage people to use their creativity to make improvements to the school, community and the world. Ensure you put in as much effort as possible into your learning and use different strategies to overcome obstacles.</td>
</tr>
<tr>
<td>Everyone has the right to be encouraged to be imaginative, using outside the box thinking without judgement from others. We should be able to feel free to be different and respect ourselves as individuals.</td>
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<tr>
<td><strong>Teamwork</strong></td>
<td>To be a good team we need to work together as one and accept others’ ideas, thoughts and opinions. We should encourage each other and try to help everyone succeed. Every student should be able to be proud of what their team has done.</td>
</tr>
<tr>
<td>As a team we have the right to work together, and to be listened to, so that we can achieve our goals.</td>
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<tr>
<td><strong>Resilience</strong></td>
<td>Learning is a challenge and it is an opportunity for your brain to be introduced to new things every day. You should do your best at everything to be the best you can be. You need to know when to ignore inner distractions so that you can go forward in your learning.</td>
</tr>
<tr>
<td>Everyone is to be acknowledged as being at a different stage. What you do is what matters to you, not others.</td>
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<tr>
<td><strong>Respect</strong></td>
<td>Make respect a habit to work on. Listen to your voice and consider everyone’s ideas. No matter how different other people’s culture, race, religion or situation is, accept who they are and who they choose to be.</td>
</tr>
<tr>
<td>To always be accepted for who you are and your level of learning. Most importantly to always respect yourself and understand you are human and how significant it is to be you, with confidence and humility</td>
<td></td>
</tr>
<tr>
<td><strong>Friendliness</strong></td>
<td>Try to be friendly and inclusive of all people. Make sure to care for people, no matter what the situation. If you see anyone who is upset or hurt, be sure to ask if they are okay. Remember to give people space if they need it.</td>
</tr>
<tr>
<td>Trust everyone to be helpful, thoughtful, respectful and kind to everyone at our school, no matter their differences.</td>
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<tr>
<td><strong>Love of Learning</strong></td>
<td>Share what we have learnt and to make sure that we have a good attitude to learning. Approach what we are learning and why we are learning it with a positive attitude. Don’t compare yourself with others but continue to set goals and try to constantly improve.</td>
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<tr>
<td>Approach learning with a growth mindset. Feel confident about how and what we are learning and be able to ask for support if needed.</td>
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# PARENTS: Rights and responsibilities

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Creativity</strong></td>
<td>Expect that the school and students should have the opportunity to have new and original ideas and we should be there to help to create an environment where students can do this.</td>
<td>Understand what the school is doing to encourage creativity and also be active to take up opportunities and contribute to new and innovative ideas.</td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td>Be involved and to contribute by actively supporting, encouraging inspiring and participating in the promotion of teamwork within our school to achieve education and wellbeing.</td>
<td>Actively participate in the school community to achieve and support better learning and wellbeing outcomes for all students.</td>
</tr>
<tr>
<td><strong>Resilience</strong></td>
<td>Be valued and listened to as part of a positive school community</td>
<td>Support the school and students in challenging times; display behaviours that show students how to overcome life’s challenges</td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td>Be included in the life of the school. To be heard, to be consulted, to be informed and to be invited to contribute in a spirit of diversity and inclusion.</td>
<td>Contribute to a school community and school relationships in a respectful way, welcome diversity of thoughts and opinions and promote inclusiveness.</td>
</tr>
<tr>
<td><strong>Friendliness</strong></td>
<td>Feel welcomed, included and accepted in a friendly, positive and consistent manner.</td>
<td>Behave in a manner which is inclusive, friendly, welcoming and positive when interacting with other parents, students and teachers, setting an example for our children.</td>
</tr>
<tr>
<td><strong>Love of Learning</strong></td>
<td>Be informed of the learning process at our school in order to be able to encourage, celebrate and participate in everyone’s love of learning.</td>
<td>Encourage the love of learning by actively engaging with teachers in order to support positive attitudes towards learning. Encourage curiosity and help students find their areas of passion. Help them understand that learning exists in everything they do, not just in the classroom.</td>
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## STAFF: Rights and responsibilities

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>Creativity</strong></td>
<td>Be part of a creative learning environment. We have the right to explore, express ourselves, use our imagination and challenge the boundaries of curiosity and educational thinking.</td>
<td>Always be open minded, respecting and responding to the creative minds of our community.</td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td>Have our opinions and personal strengths recognised and respected. To receive ongoing support to maximise learning and wellbeing.</td>
<td>As a professional and collaborative staff, to share roles and responsibilities to create a learning environment. Staff support each other and are adaptable to the changing needs of the community, always putting the student first.</td>
</tr>
<tr>
<td><strong>Resilience</strong></td>
<td>Have an environment which allows us to challenge ourselves, take risks and bounce back.</td>
<td>Reflect and identify our strengths and areas for improvement. We model positive self talk and actions. We acknowledge and celebrate achievements.</td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td>Have access to an environment where we are valued and safe at all times.</td>
<td>Treat all members in the school community in a polite and professional manner, caring for resources and belongings appropriately.</td>
</tr>
<tr>
<td><strong>Friendliness</strong></td>
<td>Be included, supported and valued for our uniqueness whilst having our ‘buckets’ filled through acts of kindness.</td>
<td>Create, nurture and commit to building a harmonious community where we are all caring, compassionate and supportive towards all members of our school community.</td>
</tr>
<tr>
<td><strong>Love of Learning</strong></td>
<td>To ignite our curiosity in the world, to seize opportunities as we forge our unique learning journeys.</td>
<td>Create the stepping stones for our learning journey and model our love of learning.</td>
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6. Community behavioural expectations

**SKPS Statement of Commitment to Child Safety**

St Kilda Primary School is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

Everyone deserves to be treated with respect and dignity while keeping child safety paramount. We ensure that the children and young people at our school feel empowered and have every opportunity to have their voice heard in decisions that affect their lives. Particular attention is paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability. The Integrated Welfare Program led by Welfare Team (Child Safe Leader, Leading Teacher, Welfare Officer and DE&T Educational Psychologist) working in conjunction with all staff and extensive external support agencies, supports all children, especially the most vulnerable.

Our Quality Beginning Program has a focus each year on the importance of respectful relationships and this is also incorporated in curriculum programs where inclusiveness and respectfulness of all cultures is addressed. The SKPS community is a diverse and eclectic community and respect is given to the cultural diversity of child rearing practices while keeping child safety paramount.

St Kilda Primary School has zero tolerance for child abuse.

Every person involved in St Kilda Primary School has a responsibility to understand the important and specific role they play, individually and collectively, to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make. The SKPS Welfare Team leads the community in regard to child safety at school.

We value the input of families and carers in regard to child safety and the importance of ensuring all lines of communication are open at all times. To support the community, the SKPS Welfare Team will ensure there is written guidance available on appropriate conduct and behaviour towards children.

The SKPS community takes a preventative, proactive and participatory approach to child safety. We work together to empower the children at our school to participate in decisions which affect their lives. We foster a culture of openness that supports everyone to safely disclose risks of harm to children and where children feel comfortable to raise any issues.

All staff will complete a range of training annually so that they feel able to report suspected abuse, neglect or mistreatment promptly including: Mandatory Reporting, Child Safe Standards and Safe Schools.

The school aims to ensure only the most suitable people will work with children, including teaching staff, ES staff, administrative staff and other employees, and parent/community volunteers. The SKPS Welfare Team ensures that volunteers, including parents, have a Working With Children Check (exceptions include when parents are volunteering at events such as working bees, school fete, special friends’ stalls) and that the Working With Children Check register is maintained.

As a community, our actions will ensure that all the children in our care feel safe. We will support all members of the SKPS community to feel empowered to report suspected abuse, neglect or mistreatment promptly to the appropriate authorities. Where the safety and wellbeing of children is at risk, we will share information appropriately and lawfully with other organisations as required.

As the leader of child safety, the SKPS Welfare Team supports all members of our community in understanding their role and responsibility as individuals and as a collective to ensure that the wellbeing and safety of all children is at the forefront of all they do and every decision they make. The Principal is the nominated Child Safety Leader (CSL) The CSL will:

- Lead the development of the school’s child safety culture, including being a child safety champion and providing coordination in communicating, implementing, monitoring, enhancing and reporting on strategies to embed a culture of child safety.
• Raise awareness of the importance of child safety within the community.
• Ensure the school’s policies are known and used appropriately.
• Ensure that Child Safety is a standing agenda item at LAT meetings.
• Ensure policies reviewed in the context of school self-evaluation are undertaken as part of the school accountability framework.
• Ensure the Student Engagement and Inclusion Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made, and the role of the school in this.
• Be alert to the specific needs of children in need, those with special educational needs and young carers.
• Encourage a culture of listening to children and taking account of their wishes and feelings in any measures to protect them.
• Ensure they are well informed about all relevant information and that all members of the community are kept up to date so that they can act confidently when the situation arises. This may include completing any required training programs.
• Have a working knowledge of how the Department of Health and Human Services (DHHS) and Community Service Organisations conduct a Child Protection Case Conference so that they are able to attend and contribute to these effectively when required to do so.
• Keep detailed, accurate, secure written records of concerns and referrals.
• Ensure each member of staff has access to and understands the school’s child safety policy and procedures, especially new and part time staff.
• Ensuring volunteers, including parents, have a Working With Children Check (exceptions include when parents are volunteering at events such as working bees, school fete, special friends’ stalls) and that the Working With Children Check register is maintained.
• Ensure relevant checks are undertaken with DE&T’s Conduct and Ethics Branch regarding the recruitment of staff.
• Make sure staff are aware of the latest DHHS and DE&T policies and guides.

All staff, contractors, volunteers and any other member of the school community involved in child-related work are required to comply with the Child Safety Code of Conduct by observing expectations for appropriate behaviour below. The Code of Conduct applies in all school situations, including school camps and in the use of digital technology and social media.

This Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, Department policy, school policies and procedures and professional standards, codes or ethics as these apply to staff and other personnel.

The Principal and school leaders will support implementation and monitoring of the Code of Conduct, and will plan, implement and monitor arrangements to provide an inclusive, safe and orderly school and other learning environments. The Code of Conduct will also be displayed within in the school as well as on the Child Safe page of the school website.
## Code of Conduct

<table>
<thead>
<tr>
<th>Acceptable behaviours</th>
<th>Unacceptable behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>As staff, volunteers, contractors, and any other member of the school community involved in child related work, we are individually responsible for supporting and promoting the safety of children by:</td>
<td>As staff, volunteers, contractors, and any other member of the school community involved in child related work, we must not:</td>
</tr>
<tr>
<td>Upholding the school’s Statement of Commitment to Child Safety at all times</td>
<td>Ignore or disregard any concerns, suspicions or disclosures of child abuse</td>
</tr>
<tr>
<td>Treating students and families in the school community with respect both within the school environment and outside the school environment as part of normal social and community activities</td>
<td>Develop a relationship with any student that could be seen as favouritism or amount to ‘grooming’ behaviour (for example, offering gifts)</td>
</tr>
<tr>
<td>Listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child</td>
<td>Exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context such as smacking or picking up children</td>
</tr>
<tr>
<td>Ensuring that staff, volunteers, contractors and members of the school community interact with students within ‘line of sight’ of others</td>
<td>Ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate</td>
</tr>
<tr>
<td>Promoting the cultural safety, participation and empowerment of all students, particularly students of Aboriginal and Torres Strait Islander heritage, students of culturally and/or linguistically diverse backgrounds and students with a disability</td>
<td>Discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting</td>
</tr>
<tr>
<td>Reporting any allegations of child abuse or other child safety concerns to a member of the school Leadership Team, and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse</td>
<td>Treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity.</td>
</tr>
<tr>
<td>If child abuse is suspected, ensuring that the students are safe and protected from harm as quickly as possible</td>
<td>Communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter</td>
</tr>
</tbody>
</table>

SKPS collects, uses and discloses information about particular children and their families in accordance with Victorian privacy law. The principles regulating the collection, use and storage of information is included in the School Privacy Policy.

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 St Kilda Primary School’s Bullying policy.

In 2019, we will continue to use Sentral (School and Student Management Software) to monitor the rates of bullying, cyberbullying and other forms of harassment and abuse at school. This information will be monitored and analysed by the Welfare Team on a termly basis to determine the effectiveness of our responses to these issues. This software will also allow us to track the rates of these incidents which will also be a measure of the effectiveness of our program. We will also use the Attitude to School Survey and the Parent Survey data to monitor the success of all school-based strategies and approaches.
Actions and consequences

Inappropriate Behaviour

The restorative approach is used to address student behaviour in various settings and levels to:

- re-establish significant relationships
- ensure consequences for misbehaviour are relevant and meaningful
- foster and develop individual responsibility and empathy

When students do not meet these expectations, a staged response is implemented consistent with the logical consequences outlined below.

<table>
<thead>
<tr>
<th>Appropriate Behaviour</th>
<th>Inappropriate Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celebration in the classroom</td>
<td>Talking to the student and referring them to the shared expectations</td>
</tr>
<tr>
<td>Celebrate with parents</td>
<td>Discussing appropriate behaviours in the classroom</td>
</tr>
<tr>
<td>Specific feedback that supports the development of intrinsic motivation</td>
<td>Contact with parents</td>
</tr>
<tr>
<td>Feedback that supports the development of effective strategies for dealing with challenges</td>
<td>Making changes to the student’s learning program to better equip him/her to behave positively</td>
</tr>
<tr>
<td>Recognition at assemblies</td>
<td>Implement restorative practices</td>
</tr>
<tr>
<td>Visiting the principal/assistant principal</td>
<td>Conference: Apology</td>
</tr>
<tr>
<td>Reports</td>
<td>Action to make it right agreed too (may include clean up damage to property)</td>
</tr>
<tr>
<td>References</td>
<td>Ask the student to undertake tasks designed to better equip him/her to behave positively in the future</td>
</tr>
<tr>
<td>School website</td>
<td>Counselling</td>
</tr>
<tr>
<td>Leadership opportunities</td>
<td>Appropriate behaviours taught and agreed to</td>
</tr>
<tr>
<td>The right to represent the school</td>
<td>Payment for damage sought</td>
</tr>
<tr>
<td></td>
<td>Withdraw privileges</td>
</tr>
<tr>
<td></td>
<td>Withdraw student temporarily from class – swap grade</td>
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<tr>
<td></td>
<td>Hold Student Support Group meetings</td>
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<tr>
<td></td>
<td>Give the student ‘time-out’— gradual reintroduction using a planned response</td>
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<tr>
<td></td>
<td>Negotiate alternative pathways or settings for student; or as a matter of last resort, suspension or expulsion.</td>
</tr>
<tr>
<td></td>
<td>Create Individual Behaviour Management Plans in consultation with parents, student and teachers</td>
</tr>
</tbody>
</table>

Ongoing Behaviour issues

Where students exhibit ongoing behaviour patterns, as part of staged response a range of strategies will be used. These may include:

- Discussing the behaviour problems and reaching an agreement for future behaviour
- Explicit teaching of appropriate behaviours.
- Monitoring and providing feedback
- Time out allowing students a ‘cooling off’ period
- Withdrawal from an activity/class, camp or excursion due to inappropriate behaviour and/or be provided with an alternate educational setting within the school.
- Counselling for individuals in order to modify inappropriate behaviours.
- Wellbeing/Student Support Group Meeting involving parents/carers and/or relevant DE&T support staff/external agencies to assist with modifying the behaviour
- Yard withdrawal will be given to a student for seriously compromising the safety of themselves or others and/or continual misconduct. Parents/caregivers will be informed, and a further meeting arranged to discuss behaviour or to draw up a Behaviour Plan (where necessary).
- Reduced attendance at school, eg student only attends for part of the day. This would be under constant negotiation with all parties involved
- Corporal punishment is prohibited in our school and will not be used in any circumstance.
School Support
Student engagement, regular attendance and positive behaviours will be supported through relationship based whole-school and classroom practices, including:
- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development of classroom and whole school expectations
- providing personalised learning programs where appropriate for individual students
- consistently acknowledging all students
- empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement in learning

Inappropriate behaviours, including irregular attendance, will be responded to through a staged response, including:
- understanding the student’s background and needs
- ensuring a clear understanding of expectations by both students and teachers
- providing consistent school and classroom environments
- scaffolding the student’s learning program

Broader support strategies will include:
- involving and supporting the parents/carers
- involving the student wellbeing coordinator
- tutoring/peer tutoring
- mentoring and/or counselling
- convening student support group meetings – the student support group is an important component of the staged response for students facing difficulty with engagement, attendance or behaviour
- developing individualised flexible learning, behaviour or attendance plans
- providing broader educational programs, for example experiential learning, camps/outdoor education/creative arts - involving community support agencies.

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures published in Student Engagement and Inclusion Guidance. The DE&T flowcharts and proformas for use in suspension and expulsion procedures are followed.

A student may only be excluded from school in situations where all other measures have been implemented without success or where an immediate suspension is the only appropriate course of action in response to the student’s behaviour.

A record of suspensions and expulsions will be maintained on our Student Management System.

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at: https://www.education.vic.gov.au/school/principals/spag/participation/Pages/expulsions.aspx
7. Engaging with families

Parents/carers
Parents/carers can be expected to promote positive educational outcomes for their children by taking an active interest in their child’s educational progress. Parental cooperation with the school, including regular and constructive communication with school staff regarding their child’s learning and wellbeing, will actively support their child’s engagement in the school environment. Parents/carers can also be expected to support the school in maintaining a safe and respectful learning environment for all students.

Involving our parent community
It is hoped that our parent community will have an active role in a variety of ways within the school, including: parent helpers programs, working in the classroom, School Council and subcommittees of Council, Parent Social Coordinators, Matsuri Day, fetes, concerts, working bees, supporting camps and excursions, volunteering within the Sustainability Program and sharing their special talents. Each classroom has an open-door policy where parents are encouraged to approach the teacher and form strong relationships that will support their child’s future learning and wellbeing. It is expected that teachers and parents will work closely with each other to ensure the best possible outcomes for the students, e.g. the setting of learning goals within the ILP process, SSG, etc. Parents are also expected to behave in a way that reflects the school values at all times. It is expected that they will follow the school guidelines with regard to attendance and provide written explanations for any absences their child may have (notes or via portal). It is hoped that parents will support their children to arrive at school on time and to be ready to learn.

Parents are strongly encouraged to take part in a range of activities at school and we are continually developing our communication processes to ensure all parents feel connected to our school.

We work hard to create successful partnerships with parents and carers by ensuring all parents have access to our school policies and procedures, available on our school website and in hard copy version at school.

In 2016, we commenced using Seesaw for Digital Portfolios as a way to improve the connection between the learning at school and at home. Each child has a digital portfolio which shares the key moments in their learning journey at SKPS with their parents. The portfolios are hosted by Seesaw and provide parents with immediate information about their child’s learning at school. Our goal is to deepen the home-school partnership and supporting parents to be aware of and to actively engage in their child’s learning journey in an ongoing way.

We continually review school communication processes. In 2019 we amalgamated the Year Level Blogs with Seesaw (digital portfolio platform) so that parents can access all information relative to their child in the one portal making, the sharing of information more easily accessible. The official school communication processes are further supported by parent driven and monitored St Kilda Parents Facebook page. The Leadership Team monitors these communications and ensures that the information is accurate and appropriate. For those families who do not have access to the internet at home, we will continue to encourage them to use the school facilities to enable them to stay in touch.
7. Evaluation

St Kilda 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
- staff survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

FURTHER INFORMATION AND RESOURCES

All of these policies are available on our school website:

- Statement of Values and School Philosophy
- Bullying Prevention
- Child Safe Standards page

REVIEW CYCLE

This policy was last updated on August 2019 and is scheduled for review in August 2020