St Kilda Primary School
Student Wellbeing and Engagement

Produced in consultation with the whole school community
July 2023

Principal: Sue Higgins   **School Council President: Peta Wetzels**

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Help for non-English speakers

If you need help to understand the information in this policy please contact the school on 03 9534 3993

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, 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

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 2023, we began with an enrolment of 439 students and 35.2 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. This was demolished at the end of 2020 to make way for our 16 learning space double story building, referred to as Nozomi. This state of the art building opened in 2022 and houses our Preps-1 downstairs and the Year 5-6 children upstairs. The design of the building supports our teaching philosophies, with our children enthusiastically engaging in their learning.

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 (since demolished for Nozomi). Our Building the Education Revolution (BER) building (Manabi Centre) was completed in October 2011. 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 have created a new Junior Playground under DE&T's Inclusive Schools Program that allows all our children to be able to play and explore their world.

In 2021 our School's Grounds Masterplan was developed. Project areas have been identified. One such project area was the establishment of a new basketball court. This came to fruition in May 2023. The landscaping around Nozomi was to be completed in April 2023, however due to circumstances beyond our control, works are currently on hold.

Who we are

Our student population profile for 2023 is representative of the diverse community we serve:

- 10.7% (47) students speak a language other than English at home
- 1.8% (9) students are supported by the Program for Students with Disabilities/Disability Inclusion Profile funded
- 1.6% (7) of our students have an indigenous background
- Our Student Family Occupation and Education (SFOE) index is 0.1428
- 9.3% of our families receive CSEF
- 0.2% (1) child is 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. We expect to see an increased number of children enrolling at our school during the year once the crisis housing accommodation reopens.

The 2023 school staffing profile consists of 27.7 classroom teachers and 7.5 Education Support Staff teachers. We have 2 Learning Specialists, an Assistant Principal and a Principal. 12 teachers work in a part time capacity at their request due to family commitments, personal circumstances and work

situations. We have 9 Educational Support officers working as integration aids, a Business Managers, 2 office staff, a Wellbeing Leader and a School Nurse. We have a healthy balance of young and experienced teachers.

Following COVID, some of our children continue to face challenges re-engaging in a healthy, productive way socially. Our goal in 2023 is to re-establish the strong sense of community we have always had at SKPS and ensure that our children feel emotionally, socially and cognitively supported so that they can engage in all aspects of learning.

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

St Kilda Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, friendliness, team work, love of learning, resilience and creativity at every opportunity.

We provide exemplary educational opportunities in a stimulating, safe, nurturing environment to instil 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 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.
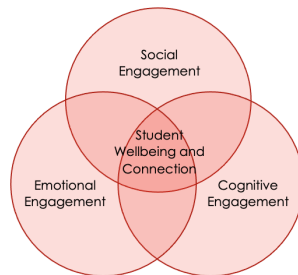
Creativity - We encourage children to take risks and think beyond the square, maximising teaching and learning opportunities through innovative and alternative approaches.

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.

Our Statement of Values is available online at: http://www.stkildaps.vic.edu.au/our-school/policies/

3. Wellbeing and engagement strategies

St Kilda Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. 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 of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

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

Universal:
- High and consistent expectations of all staff, students and parents/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 responding 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 as can be seen in our relevant documentation which is available on our school website.

- 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 Year 3-6 Athletics Day and Y3-6 Swimming Carnival which 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 on time and to 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 2023 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, especially with families wanting to reconnect since COVID, and support the importance of these events in our students' lives. The school follows the DE&T guidelines regarding informing parents if their child is not at school and parents are encouraged to provide reasons for absence via the Compass parent portal. Parents are contacted as soon as possible if they have not submitted a reason for their child's absence. The Principal will follow up any children who have a regular pattern of lateness or poor attendance. If there is a reason, other than illness, we work with the family to support the quick return of the student to school. The Principal provides data to the DOE as requested regarding students with longer term absenteeism.

- Our Wellbeing program encompasses school, DOE and external agencies to support students and their families as identified in our school's Response to Intervention (RTI) Framework.

- 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

- 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 is 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.

- We engage in school wide positive behaviour support through the implementation of the Resilience, Rights and Respectful Relationships program

- We implement Restorative Practices across the school, both in the classroom and the schoolyard.

- 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.

Targeted:

- Student Support Groups for funded children or children with specific needs i.e. OoHC 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

- Our Buddy Program focuses on all our children making deep connections with other year levels. The structure is Prep and Y4, Y1 and Y5 and Y2 and Y6. Year 3 has a special program where they link with local kinders and begin to develop relationships with the children attending SKPS the following year, when they will be their buddies.

- 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 4 week period and take part in a range of activities including classroom activities and playtime. The Wellbeing 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 Nozomi Building provides 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 supporting our parent community in understanding the vision, values and focus of learning at SKPS.

- Our Year 4 team supports 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 and 6 Leadership Program continues to evolve and in 2023 we introduced 'The Canopy' as the Student Leadership model. It was the initiative of the Year 5-6 children who decided a new structure and focus for student leadership was warranted. The new structure enables all students with the desire to lead, has the opportunity to recruit a team and undertake short or longer term projects which will benefit the community.

- Community Connection Programs, such as: Space2B, The Australian Ballet, 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.

- 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 – refer to our Reconciliation Action Plan for further information
- Our English as a second language students are supported through classroom programs and all cultural and linguistically diverse students are supported to feel safe and included in our school
- 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
- 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 having an Individual Learning Plan and a Student Support Group (SSG) and are referred to Student Support Services for an Educational Needs Assessment
- We support learning and wellbeing outcomes of students from refugee backgrounds
- 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
- 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:
- 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 *Student Support Groups*
- Developing an Individual Learning Plan *Individual Education Plans* and/or a Behaviour Support Plan *Behaviour Support Plans*
- 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
  o Student Support Services *Student Support Services*
  o appropriate external supports such as council based youth and family services, other allied health professionals, Headspace, LOOKOUT, RCH, 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 Plan 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
  - and with other complex needs that require ongoing support and monitoring.

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:

Universal:

- 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.

- Our proactive Wellbeing Team comprises: our Wellbeing Leader, a DOE Beachside Educational Psychologist, a School Nurse and the Principal. All are driven to achieve the best outcomes for every child through an integrated wellbeing approach. To support the core Wellbeing Team we draw upon the expertise of a team of professionals: speech therapists, counsellors, occupational therapists, physiotherapists, art/play therapists and social workers. Regular Wellbeing meetings with staff enables clear plans to develop to support the needs of students.

- Programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)

- 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 or Leadership Team 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.

- Working in partnership with DFFH, Star Health, RCH and other external agencies.

- Working closely with SSSOs to support students with specific needs. We also welcome outside agencies to provide counselling in our school to support our children.

- Specific Support programs - internally and externally run programs, for example, Preparing for Puberty, Sex Education, Healthy Harold and Cybersafety sessions for both students and parents.

- The Class Community Representatives' role is a unique opportunity to help our school community thrive and to play a part in building a strong and positive community of parents, teachers and children. The role focuses on engaging and connecting parents to their child's class, to each other and the broader school network to enhance our school community spirit, to contribute to fundraising activities and encourage open and engaging communication.

- A strong focus on mental wellbeing for children, staff and parents through engaging and running programs as needed, such as, Jac Van Velson.

- We have close partnerships with CYMHS and special settings to support our children with

high needs, such as Kamaruka.

Targeted:
- 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
- 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.
- Awareness of the importance of play and a connection to nature as a factor in reducing the development of anxiety in young children

Individual:
- Student arrival interview information is gathered and provided to the classroom teacher to assist the transition into the school

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:

Universal:
- The school has a strong focus on supporting the students to develop the skills and dispositions that will allow them to be active, empowered citizens of the future. We believe that by providing deep learning experiences our children can connect with their world and engage in tasks that have meaning and purpose. Research shows that this has a high impact on their wellbeing and ensures greater equity.
- Teachers at St Kilda Primary School use the Gradual Release of Responsibility 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 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
- 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.
- 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
- The SHINE intervention program is regularly available at our school and this year the program was run over the Christmas holiday period. A number of SKPS children were part of the program. The intensive speech-language/ literacy-based program provides each child with 25 hours of therapy. The program is conducted by final year students completing a Master in Speech Pathology, who operate under the guidance of Dr Carl Parsons.
- Classroom Volunteers Program.

- All students are expected to attend school excursions and incursions and financial support is given to all in financial need.
- Celebrations of student achievement are highlighted in the classroom, at assemblies, through Seesaw and on Compass.
- The Learning and Teaching Team, comprising 2 Learning Specialists and the Assistant Principal, support teachers in developing their practice and developing a learning environment that meets the needs of our 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. PLC 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. We have continued to work on developing the skills of our leadership team as well as developing aspiring leaders within the school. Our work has had a particular focus on Writing 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); posts outlining the specialists' programs and posts which highlight shared learning experiences within the class or year level.

Targeted:
- Engage with speech and language therapists to identify any specific learning needs in relation to language acquisition and reading.
- Professional Learning Communities have been established across the school 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 Learning Specialists and Assistant Principal.
- In 2023 we employed two highly experienced staff (0.6 and 0.8 time fractions to run our Intervention and Tutoring Programs for Literacy to support children with challenges in this area across the school.
- EAL students are supported within the school as their teachers plan a differentiated curriculum to meet their needs

Individual:
- The devising of Individual Education Plans (IEPs) to support those students working 18 months above or 12 months below the expected level according to teacher judgement and other assessment data.
- Student Support Groups (SSGs) support the learning of students who are funded under the Program for Students with Disabilities/Disability Inclusion.
- Case Planning Meetings are held for students under DFFH, Koorie students, students living in Out of Home Care or students with specific needs.

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.

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
- Engagement with families
- Self-referrals or referrals from peers
- School based programs - SKPS staff and support agencies such as PCYC
- External agencies to support to support individuals such as, Occupational Therapists, Physiotherapists, Speech Therapists, social workers, dentists and optometrists
- SSSO referral
- Disability Inclusion Profiling process

Procedure for Student Referrals

REASONS FOR REFERRALS:
- Intellectual
- Learning Difficulties / Lack of Progress
- Social, Emotional
- Medical
- Behavioural
- Visual, hearing impairments
- Autism 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 Compass indicating any history of assistance, concerns, IEPs, intervention, assessments.
3. Meet with the parents to discuss concerns regarding the student (document any support the student is receiving or may need outside of school) and discuss an IEP 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 Wellbeing Team.
5. Pre referral information will be discussed at a wellbeing meeting with SSSO 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/strategies 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 WellbeingTeam

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. Assessment completed and feedback provided to parent and teacher by SSSO staff.
4. The Wellbeing Team liaises with the classroom teacher and parent to monitor progress and any external support agency involved with the child.

5. Student rights and responsibilities

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.

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.

STUDENTS: Rights and responsibilities

	Rights	**Responsibilities**
Creativity	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.	Respect others' 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.
Teamwork	As a team we have the right to work together, and to be listened to, so that we can achieve our goals.	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.
Resilience	Everyone is to be acknowledged as being at a different stage. What you do is what matters to you, not others.	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.
Respect	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	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.
Friendliness	Trust everyone to be helpful, thoughtful, respectful and kind to everyone at our school, no matter their differences.	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.
Love of Learning	Approach learning with a growth mindset. Feel confident about how and what we are learning and be able to ask for support if needed.	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.

PARENTS: Rights and responsibilities

	Rights	Responsibilities
Creativity	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.	Understand what the school is doing to encourage creativity and also be active to take up opportunities and contribute to new and innovative ideas.
Teamwork	Be involved and contribute by actively supporting, encouraging, inspiring and participating in the promotion of teamwork within our school to achieve education and wellbeing.	Actively participate in the school community to achieve and support better learning and wellbeing outcomes for all students.
Resilience	Be valued and listened to as part of a positive school community	Support the school and students in challenging times; display behaviours that show students how to overcome life's challenges
Respect	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.	Contribute to a school community and school relationships in a respectful way, welcome diversity of thoughts and opinions and promote inclusiveness.
Friendliness	Feel welcomed, included and accepted in a friendly, positive and consistent manner.	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.
Love of Learning	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.	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.

STAFF: Rights and responsibilities

	Rights	Responsibilities
Creativity	Be part of a creative learning environment. We have the right to explore, express ourselves, use our imagination and challenge the	Always be open minded, respecting and responding to the creative minds of our community.

	boundaries of curiosity and educational thinking.	
Teamwork	Have our opinions and personal strengths recognised and respected. To receive ongoing support to maximise learning and wellbeing.	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.
Resilience	Have an environment which allows us to challenge ourselves, take risks and bounce back.	Reflect and identify our strengths and areas for improvement. We model positive self talk and actions. We acknowledge and celebrate achievements.
Respect	Have access to an environment where we are valued and safe at all times.	Treat all members in the school community in a polite and professional manner, caring for resources and belongings appropriately.
Friendliness	Be included, supported and valued for our uniqueness whilst having our 'buckets' filled through acts of kindness.	Create, nurture and commit to building a harmonious community where we are all caring, compassionate and supportive towards all members of our school community.
Love of Learning	To ignite our curiosity in the world, to seize opportunities as we forge our unique learning journeys.	Create the stepping stones for our learning journey and model our love of learning.

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.

6. Student behavioural expectations and management

As the leader of child safety, the SKPS Wellbeing 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 School Council and Consultative meetings.

- Ensure policies reviewed in the context of school self-evaluation are undertaken as part of the school accountability framework.

- Ensure the Student Wellbeing and Engagement 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 Family, Fairness and Housing (DFFH) 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 DOE's Conduct and Ethics Branch regarding the recruitment of staff.

- Make sure staff are aware of the latest DFFH and DOE 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 the school as well as on the Child Safe page of the school website.

Code of Conduct

Acceptable behaviours	Unacceptable behaviours
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:	As staff, volunteers, contractors, and any other member of the school community involved in child related work, we must not:
Upholding the school's Statement of Commitment to Child Safety at all times	Ignore or disregard any concerns, suspicions or disclosures of child abuse
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	Develop a relationship with any student that could be seen as favouritism or amount to 'grooming' behaviour (for example, offering gifts)
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	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
Ensuring that staff, volunteers, contractors and members of the school community interact with students within 'line of sight' of others	Ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate
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	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
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	Treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity.
	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

children from harm or abuse	Photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes
If child abuse is suspected, ensuring that the students are safe and protected from harm as quickly as possible	In the school environment, or at other school events where students are present, consume alcohol contrary to the DE&T Alcohol Guidelines or take illicit drugs under any circumstances.

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 Code of Conduct. Student bullying behaviour will be responded to consistently with St Kilda Primary School's Bullying Prevention Policy.

In 2020, we transferred to Compass as our School and Student Management Software and we use this 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 Wellbeing Team on a termly basis to determine the effectiveness of our responses to these issues. This software also allows 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 (AToSS) and the Parent Survey (PS) data to monitor the success of all school-based strategies and approaches.

Actions and consequences

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.

When a student acts in breach of the behaviour standards of our school community, St Kilda Primary School 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 implements 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 Wellbeing Team or School Nurse

- 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 St Kilda 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.

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.

Appropriate Behaviour	Inappropriate Behaviour
Celebration in the classroom Celebrate with parents Specific feedback that supports the development of intrinsic motivation Feedback that supports the development of effective strategies for dealing with challenges Recognition at assemblies Visiting the Leadership Team Reports References Compass School website	Talking to the student and referring them to the shared expectations Discussing appropriate behaviours in the classroom Contact with parents Making changes to the student's learning program to better equip him/her to behave positively Implement restorative practices Conference: Apology Action to make it right agreed too (may include clean up damage to property) Ask the student to undertake tasks designed to better equip him/her to behave positively in the future Counselling Appropriate behaviours taught and agreed to Payment for damage sought

Leadership opportunities The right to represent the school	Withdraw privileges Withdraw student temporarily from class – swap grade Hold Student Support Group meetings Give the student 'time-out'– gradual reintroduction using a planned response Negotiate alternative pathways or settings for students; or as a matter of last resort, suspension or expulsion. Create Individual Behaviour Management Plans in consultation with parents, student and teachers

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/resetting' 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 Meetings 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, e.g. student only attends for part of the day. This would be under constant negotiation with all parties involved

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.

7. Engaging with families

St Kilda 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.

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
Encouraging parents to engage with our school and to have a strong connected community is a major focus for us in 2023. The Leadership Team has worked with staff and the School Council to plan for deep learning activities that will encourage our community to reconnect. These include a whole school Community Week in Term 1 and we will continue to plan further events and activities throughout the year.

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, Class Community Representatives, 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 IEP 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 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.

We use 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 support 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 and in 2023 introduced Instagram as another form of celebrating school events. The official school communication processes are further supported by parent driven and monitored St Kilda Parents Facebook page. The School Council Communication and Community Engagement Subcommittee 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.

8. 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/Compass Chronicle
- NCCD

St Kilda Primary School 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

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 and are available on our school's website:
- 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	July 2023
Consultation	School Council Consultative Team Canopy Team

Approved by	Sue Higgins
Next scheduled review date	July 2025