ST KILDA PARK PRIMARY SCHOOL

STUDENT WELLBEING AND ENGAGEMENT POLICY 2024

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 Park Primary school is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture 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.

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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
7. Engaging with families
8. Evaluation

POLICY

1. School profile

St Kilda Park Primary School, founded in 1881, is an inner suburban bayside school. St Kilda is a diverse neighbourhood with the highest population density of any Victorian Municipality; extensive parkland with highly developed sporting facilities and active sports clubs; a busy commercial/retail/entertainment strip; and several welfare agencies. The proximity to Albert Park has enabled the school to encourage high levels of participation in sport/physical activity both within and outside school hours.

The current enrolment is 340 students. Our Foundation students are drawn from approximately 15 pre-schools. Our classes are organised to link with the Victorian Curriculum.

- Level 1 - Foundation
- Level 2 - Year 1 and Year 2
- Level 3 - Year 3 and Year 4
- Level 4 - Year 5 and Year 6

All staff members operate with a strong emphasis on collaborative planning to maximise consistency. The school's staffing profile consists of an aggregate of 20 equivalent full-time positions of which 15 are classroom-teaching positions, 5 specialist teachers. There are also three Principal Class Officers, a Business Manager, and Administration Officer and ten Integration Aides.

2. School values, philosophy and vision

St. Kilda Park'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 pride, kindness and perseverance at every opportunity. These values are reflected in all aspects of school life and contribute to a sense of common purpose within the school community.
Our school's vision is to empower students to reach their personal best and fully equip them to contribute positively to society as happy, healthy young adults.

Pride

Pride means working hard, striving for excellence, and being proud of our achievements and effort. It is about recognising our strengths, acknowledging our imperfections, and embracing our potential for growth. Pride is also shown in the way we respect our school environment, contribute positively to our culture, and uphold our shared expectations. It creates a sense of belonging and something special that we all share. Pride is about valuing our own identity, heritage, and traditions, while also showing respect for the diversity of our community.

Kindness

Kindness means showing respect, care, empathy, honesty, and support for others. It is demonstrated when we include and accept people, celebrate diversity, and value difference. Kindness is seen in the way we share, take turns, apologise when needed, and use empathy and good manners. It is reflected in how we care for our environment and belongings, and in the way we are welcoming and encouraging to others. Above all, kindness means communicating openly and treating everyone with dignity.

Perseverance

Perseverance means staying focused and committed, even when faced with challenges and obstacles. It is shown through dedication, consistency, and a determined mindset. Perseverance is about embracing mistakes as part of the learning process and recognising that success rarely comes easily. It is demonstrated when we think creatively to solve problems, approach tasks with curiosity, and keep going until we reach meaningful outcomes. Curiosity sparks the questions, creativity explores the answers, and perseverance drives us forward to achieve our goals.

3. Wellbeing and engagement strategies

St. Kilda Park 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:

<u>Universal</u>

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data

- teachers at St. Kilda Park Primary use an instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at St. Kilda Park Primary adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- our school's Statement of Values and School Philosophy are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- buddy programs, peers support programs
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia, bullying and other forms of discrimination or harassment.

Targeted:

- 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 Student Wellbeing Policy.
- our English as a second language students are supported through our EAL program and support from the English Language School, and all cultural and linguistically diverse students are supported to feel safe and included in our school through the Student Wellbeing Policy.
- we support learning and wellbeing outcomes of students from refugee background through the Student Wellbeing Policy.

We provide a positive and respectful learning environment for our students who identify as LGBTIQA+ and follow the Department's policy on LGBTIQA+ Student Support

Prevention Programs (Building Resilience)

Helping students to learn effectively and to develop positive attitudes and behaviours are goals that have long been shared by teachers, student support services staff and parent/carers. Working together as a whole school community we support a preventative school culture by providing programs and practices including the Creating A Positive School Environment (CAPSE) Program, RAMP (Risk Assessment Management Program)/Student Well-Being Team, Buddy Program, Year 6 Transition Program, Foundation Transition Program, Across-Level Transition program, Learning Intervention programs, Year 6 Leadership Program, Tutoring Program, Cybersafe Programs and the Departments -Respectful Relationships Program.

Child Safe Standards

St Kilda Park PS meets the standard for the care, safety and welfare of students as set out in Ministerial Order No. 870. These include an embedded organisational culture of child safety at the school, a child safety policy and a child safety code of conduct.

Regular Attendance

St Kilda Park Primary School is continuing to build an understanding in the community that full, and punctual, attendance is a key to engagement and maximises every student's ability to learn and our teachers' ability to teach effectively.

An approach to improving attendance and reducing lateness is addressed through school initiatives including:

- Sending an automated SMS text to parents/carers if their child is market absent without notification via Compass

- Tracking attendance, punctuality and following up with parent/carers
- The Beat the Bell incentive and our mantra to all that 'Learning Starts at 9.00am'.

RAMP

St Kilda Park Primary School has a RAMP (Risk Assessment Management Program) team consisting of teachers across all year levels. The team analyses data from various sources pertaining to Student Engagement including individual student risk assessments conducted on all students at the start of each year and makes recommendations to support students in need.

Inclusion, Wellbeing & Transitions

At St Kilda Park Primary School, the Leadership Team implement a school wide Transition and Class Placement Program to make recommendations for improvement of transitions and student wellbeing in every year level.

The Student Buddy Program, between Foundation and Year 5 students, has been operating effectively for several years and supports our belief in the importance of student mentors.

A close relationship has been established with several support agencies including the Port Phillip Council and Student Support Service Officers (SSSO) staff who actively contribute as members of the school community.

Restorative Justice Practices Procedures

St Kilda Park Primary School has introduced '*Restorative Justice Practices'* to encourage engagement, personal responsibility, independence, pride and respect in each individual student. In the classroom and in the yard, this is the basis for respectful communication and relationships. Restorative Justice also supports responding pro-actively to behavioural issues. Restorative Practice is based on an underlying need in all of us to be connected. Wrongdoing is therefore damage to the connection, and restorative justice seeks to understand, make amends and put things right.

In encouraging and building this cooperative approach, it is acknowledged that there will be behaviours and events that occur that compromise this ideal. When this occurs, St Kilda Park Primary School will use a Restorative Justice approach to repair damaged relationships between individuals and groups. This sits alongside the Traffic Light system for classroom management (see Appendices A and B). Where appropriate St Kilda Park Primary School will inform and involve parents in these processes through a Student Support Group.

A restorative practice question approach is built upon the following key questions:

When things go wrong	**When someone has been hurt**
• What happened? • What were you thinking at the time? • What have you thought about since? • Who has been affected by what you have done? In what way? • What do you think you need to do to make things right?	• What did you think when you realised what had happened? • What impact has this incident had on you and others? • What has been the hardest thing for you? • What do you think needs to happen to make things right?

Individual

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

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan

- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
    - school-based wellbeing supports
    - Student Support Services
    - Appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
    - Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement Support Officers
- running regular Student Support Group meetings for all students funded under Disability Inclusion

4. Identifying students in need of support

St. Kilda Park 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 and to enhance student wellbeing. St. Kilda Park Primary will utilise the following information and tools to identify students in need of extra emotional, social, or educational support:

- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- engagement with families

5.Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, 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 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

Behavioural expectations of students are grounded in our school's Student Code of Conduct.

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 Park 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 implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- restorative practices
- 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

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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 Year Level Coordinator
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

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- 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 Park Primary 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.

Appropriate Behaviour

St Kilda Park Primary School will acknowledge students who meet the shared expectations outlined in this policy through recognition and encouragement as shown in the logical consequences provided below.

Inappropriate Behaviour

When students do not meet these expectations, a staged response is implemented, consistent with the logical consequences outlined below using the restorative justice approach.
The restorative approach addresses 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

Logical Consequences for behaviours:

For Appropriate Behaviour	For Inappropriate Behaviour
• Celebration in classrooms • Celebration at assemblies with a focus on music, sport and academic pursuits • References- scholarships, Arts entries • Reports • Newsletters: class and fortnightly • Leadership opportunities across all levels • Community leadership for Grade 6 • Positive feedback	• Talking to the student and referring them to the shared expectations • Use of *Traffic Light System to* help students understand and manage their behaviour • Phone contact with parents- with discipline notice / blue form • Making changes to the student's learning program to better equip him/her to behave positively • Implement Restorative Practices • School Student Counsellor support

• Negotiated rewards within their Learning Space • The right to represent the school at leadership events, a wide range of sports events, musical events, art events • Parent/teacher meetings, both formal and informal • Discussion of Personal Learning Goals	• Withdraw privileges/ Payment for damage sought • Hold Student Support Group meetings • Create Behaviour Management Plans in consultation with parents, student and teachers • Negotiate alternative pathways or settings for the student, or as a matter of last resort, suspension or expulsion • When appropriate staff will follow mandatory and child safety procedures

7. Engaging with families

St. Kilda Park Primary values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:

- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities
- involving families in school decision making
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

8 Evaluation

St. Kilda Park Primary will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS – Student Online Cases System

St. Kilda Park Primary school will also regularly monitor available data through the Pivot Well Being survey 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
- Included in transition and enrolment packs
- Made available in hard copy from school administration upon request

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

- Suspension process
- Expulsions - Decision

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- Attendance
- Student Engagement
- Child Safe Standards
- Supporting Students in Out-of-Home Care
- Students with Disability
- LGBTIQ Student Support
- Behaviour - Students
- Suspensions
- Expulsions
- Restraint and Seclusion

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

The Principal of St. Kilda Park Primary school is responsible for ensuring all suspensions and expulsions are recorded on CASES21.
Corporal punishment is prohibited in our school and will not be used in any circumstance.

FURTHER INFORMATION AND RESOURCES

Statement of Values and School Philosophy Policy.
Bullying Prevention Policy.

POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2024
Consultation	Education and Policy Sub Committee School Council Members 23/10/2024 Staff - 8th October 2024 via email with policy attached & discussed at staff meeting
Approved by	School Council October 2024
Next scheduled review date	October 2026.

APPENDIX A

The Traffic Light System

The Traffic Light System is a classroom behaviour management system in every class at our school.

It is a consistent approach and informs parents immediately if a student has been exited from the classroom.

Here's how it works.

- Each class has a board on display in the classroom with every student's name on wooden pegs
- The board has a green, amber and red area - imagine traffic lights
- If a student behaves inappropriately the teacher will ask the student to move off the green area into the amber zone
- If the student acts inappropriately a second time he/she will move into the red zone
- If a student acts inappropriately a second time during a specialist session, they will be removed from the classroom to a 'buddy' classroom for the remainder of the session. A letter will be sent home. (see Appendix B)
- If the student misbehaves for a third time, they will be removed from the classroom to a designated classroom for the remainder of the session
- After the session the student returns to the classroom teacher and a Restorative session takes place before the student comes back to the classroom
- A letter will be sent home to parents (see Appendix B)
- Teachers will keep a copy of the letter. When the slip is returned the following day, it will be stapled onto the copy and kept in the student's Buff-coloured school file
- If the letter is not returned the following day the student will be asked for the reason and a follow up call to parents will take place
- If a student is removed from class three times a Parent Meeting will be called; however, parents are encouraged to contact their child's teacher if they wish to at any stage.

This classroom discipline system gives students clearly defined boundaries which engender a strong sense of fairness and safety across the school.

There is a visual emphasis on doing the wrong thing. How can there be a way of showing a strong visual indication a child is doing the right thing?

Teachers constantly praise students and share their work with others. Some of the ideas teachers use are:

- 'Minutes' for a game, or special activity, are placed on the board for positive behaviours such as sharing, supportive comments, good work, working together, getting along, persistence, trying their best, tolerance of others… and the list goes on
- 'Post it' notes which have positive comments written on them from other students and teachers are stuck next to a child's portraits
- Comment pockets are made for each child so teachers and students can write notes to each other
- Have a 'traffic light' or 'sun' or the like go in the opposite direction to recognised good behaviour and/or effort.

APPENDIX B



St Kilda Park Primary School

DISCIPLINE NOTICE

Date: ___/ ___ / ____

Notice Home 1 2 3

Dear…….

…… was withdrawn from class today for misbehaving during a lesson that was in progress and for conducting himself / herself in such a manner as to interfere with the educational opportunities of other children.

Should your child receive a third discipline note you will be asked to come to school to discuss your child's behaviour and the possibility of placing your child on an Individual Behaviour Plan.

The following three warnings were given prior to withdrawal from class –

Warning 1:……

Warning 2:……

Warning 3:……

Please discuss this matter with your child to support our school and prevent this behaviour from re-occurring. Please sign the slip below and return to school the following day.
Kind Regards,

Teacher: _____, St Kilda Park Primary School Staff

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RETURN SLIP - DISCIPLINE NOTICE

Name of Child:…….

Any comments regarding this matter:

……