



Kingsley Park Primary School

Student Wellbeing and Engagement Policy



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Kingsley Park Primary School on 03 9789 0077 or kingsley.park.ps@education.vic.gov.au.

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.

Kingsley Park Primary School is committed to providing a safe, inclusive 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.

Kingsley Park Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

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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POLICY

1. School profile

Kingsley Park Primary School is the hidden gem of the Frankston Bayside area. We are located in the Lakewood Estate of Frankston, approximately 42 kilometres from the centre of Melbourne in the Bayside Peninsula Area and have a current enrolment of 378 students (44% are male and 46% are female). Nestled in a semi-bush setting, Kingsley Park has a rural feel with spacious tree lined grounds and large play areas. For just over 30 years, the school has served its local community which over the years continues to be a community undergoing demographic change. Kingsley Park offers an attractive, safe and stimulating learning environment where students are proud of their learning and aim to achieve their best. The school maintains a high focus on structuring differentiated learning programs to cater for the individual learning needs of all students. Teachers personalise learning to maximise student growth in all areas. We strongly believe that working with parents helps our students to achieve their best and we highly value community relationships and working with families to make a difference in the lives of our students.

We place a large focus on our core values of Respect, Excellence, Resilience, Cooperation and Community combined with our Keys to Learning Success of Resilience, Persistence, Getting Along, Organisation and Confidence. We are well known in the community to be a friendly, inclusive, family orientated school providing great student and family support. We welcome all families who believe in working alongside us in their child's learning journey to create the best environment we can. Our school motto is 'Together We Make a Difference'. Our priority areas include improving student outcomes in English and Maths whilst catering to the whole child's wellbeing. This is achieved through explicit teaching catering to the differentiated needs of students, having high expectations, setting learning goals for students, regular assessment tracking, and consistent collaborative efforts of teachers working together in teams. We provide a rich curriculum that ensures engaging learners through the promotion of accountability for learning and Respectful Relationships.

Kingsley Park is a **BYO device** school for students in Years 4 to 6, effectively incorporating Digital Technologies into our daily classroom practices. The school provides a curriculum framework differentiated to meet student needs. Throughout the school, teachers work collaboratively for curriculum planning and professional development. Seventeen classes operate 3 Foundation classes, 6 Junior classes (3 Year 1 & 3 Year 2), 4 Middle classes (3 Year 3 & 2 Year 4) and 4 Senior classes (2 Year 5 & 2 Year 6). We have two Principal Class Officers, two Learning Specialists (Curriculum and Student Inclusion/Wellbeing), 17 classroom teachers, 5 specialist teachers and 21 Education Support Staff. Kingsley Park is dedicated to providing a wide variety of programs designed to ensure learning is engaging and relevant for all students. Students take part in specialist programs of Physical Education and Sport, The Arts (Visual and Performing Arts), STEM, Wellbeing and AUSLAN. Other programs include a breakfast club, Student Representative Council, lunchtime clubs, camps, athletics, swimming, interschool sport and cross country events and school concerts. Our programs reflect the schools focus on providing students with a broad range of experiences and opportunities.

Students with special learning needs are catered for through an effective and efficient Disability Inclusion Program (Previously the Program for Students with Disabilities). As the community has grown and changed, so has the need for additional assistance for students academically, socially and emotionally. The school also has strong representation from the Koorie community. We are proud of our diversity and inclusive school community.

Parents are encouraged to share in a school/home partnership with a focus on developing positive educational outcomes for their children. Parents are also encouraged to become active in other school activities and programs including our Kingsley Parents Group, fundraising and working bees, School Council, excursions and classroom support. The school uses Sentral as its main communication platform with parents alongside our fortnightly newsletters, website and school Facebook page.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

Kingsley Park 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 at every opportunity.

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. Our *Statement of Values and School Philosophy* ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.

Our mission includes;

- providing students with the best possible foundation in life through a well rounded education and
- working together in collaborative teams, monitoring and reviewing students' progress and seeking and implementing strategies for continuous growth – together we make a difference.

Kingsley Park Primary School promotes itself as an "Established School with Modern Ideas, based on Traditional Values." The following Values are central to the life of our school and all members of the school community are required to demonstrate:

RESPECT	We respect each other, the rights of others and our environment.
EXCELLENCE	We strive for excellence in all that we do and aim for every student to try their hardest and do their personal best.
RESILIENCE	We instil in students the confidence to have a go and try their best and the ability to bounce back.
COOPERATION	We promote the values of collaboration, cooperation and getting along at all times.
COMMUNITY INVOLVEMENT	We encourage honest and open community interaction and involvement

3. Wellbeing and engagement strategies

Kingsley 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:

Engagement Strategies

Universal- Whole School

- Implementation of the Child Safe Standards so we provide a safe environment for all children.

- The School Values of Respect, Resilience, Excellence, Cooperation and Community underpin the school's philosophy. A multi-faceted approach is taken to promote these such as teaching as part of curriculum, assembly awards, articles in the newsletter etc. Our school values encourage student individuality, difference and diversity
- Student work and achievement is regularly showcased and publicly recognised throughout the whole school
- 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 Kingsley Park Primary School use an instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- Teachers at Kingsley Park Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the 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 support students moving into different stages of their schooling.
- Acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents
- Monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and School Leaders. Students are also encouraged to speak with their teachers, Module Leader/SIT member, Assistant Principal and Principal whenever they have any questions or concerns
- Creating opportunities for cross-age connections amongst students through the buddy system, learning activities, special days, athletics and peer support programs
- All students are welcome to self-refer to the Student Wellbeing Leader, Leaders, Assistant Principal and Principal or any staff member they are comfortable with if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning
- We engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Bully Stoppers (Bullying No Way)
 - Real Schools
- Programs, incursions and excursions are developed to address issue specific needs or behaviour (i.e. anger management programs, social connectedness).
- 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 (Population Specific)

- Each module has a SIT Leader (School Improvement Team) responsible for their year, who monitors the health and wellbeing of students in their year, and acts as a point of contact for their teaching team to support students and students who may need additional support.

- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture.
- Our English as a second language students and all cultural and linguistically diverse students are supported to feel safe, supported and included.
- We support learning and wellbeing outcomes of students from refugee backgrounds.
- 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 being appointed a Learning Mentor, having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment.
- Students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans.
- Wellbeing and support staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year.
- Staff will apply a trauma-informed approach to working with students who have experienced trauma.
- Students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)
- Whole School Student Leadership roles are available for Year 6 students.
- Student Representative Council roles are available for students in Years 1-6 and Foundation students from Semester 2.
- A comprehensive K-F and year 6-7 transition program is implemented each year in Term 4.
- Years 1-5 participate in an in-school transition program through the last few weeks of school.
- Foundation students have a 1:1 meeting with teachers at the beginning of the year to complete DE assessments and for parents/students to discuss their child's start to school.
- Parent Teacher Student meetings are offered across F-6 for parents/teachers/students to be able to discuss learning goals, attendance and engagement.

Individual

Kingsley Park Primary School 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 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
 - with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

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

- personal, health and learning information collected upon enrolment and throughout the students enrolment
- attendance records
- academic performance including assessment details
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, incidence, restorative and suspension data
- engagement with families
- self-referrals or referrals from staff

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

At Kingsley Park Primary School we promote a climate in which personal responsibility and self-accountability will be developed. We are committed to strategies that:

- Foster self-esteem and pro social behaviours.
- Develop student understanding in safety and cyber safety.
- Provide support to parents, teachers and students.
- Build on our culture that aligns with Real Schools and restorative practices.
- Is inclusive that assists and involves children with additional needs.
- Apply consistent protocols, language and procedures.
- Encourages school pride and a sense of belonging.
- Encourages students to take responsibility for their actions, reflect on their behaviour and take steps to repair situations that arise. Relevant consequences should derive when negative actions arise.

In our Child Safe Standards Policy, we have a Code of Conduct for students, staff and parents that all are expected to know and follow.

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, Kingsley 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 consequential action taken by teachers and other school staff.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour including restorative practices before considering disciplinary measures such as time-out, 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.

Measures that may be applied include:

- warning and discussing with 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/Leadership
- restorative practices and conversations
- Construction of Behavioural plan/IEP with consultation with family
- 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.

The Principal of Kingsley Park Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

Management

Positive Rewards:

Students who follow expectations and values will be recognised for making good choices and displaying appropriate behaviour with positive praise, house points, certificates, stickers, whole class awards and positive shout outs.

Conflict Resolution:

At Kingsley Park Primary School we use the Real School Restorative Practice structure when dealing with conflict situations that include P3 P3 F3. This structure includes actions and questions that teachers and students can use to navigate, Past; what is the conflict/problem? Present; how does everyone feel? And Future; how can this conflict/problem be repaired?

First & Second time a student breaks a school value expectation:

Teacher will provide a reminder to the student of expected behaviours.

The teacher will then discuss with the student, using the P3 P3 F3 about which Value is not being followed and allow them to reflect and redirect their behaviour.

Third time student breaks an value expectation:

The student will be referred to one of the school leaders

Actions

- Student can move to a quiet area in the classroom to have some reflection time e.g. quiet corner
- If the student is being highly disruptive this reflection time could be in the classroom next door.
- In extreme situations a school leader (Wellbeing Leader/the Assistant Principal/Principal) may need to be called to assist the student.
- Out in the yard the reflection time could be sitting at the benches near the Junior playground or walking with the teacher.

Reflective Questions- These can be reflected on by the student and could be asked by the teacher:

Finding the Facts

- What happened?
- How did you feel/what made you feel that way?

Awareness of Others

- Who were the people affected by your behaviour?
- How has it affected each of them?
- How do you think they are feeling now?
- What makes them valuable members of our community?

Accepting Responsibility

- What did you choose to do and why? Where your actions appropriate?
- How could I have responded differently and why?
- What would have been the outcome if you had chosen a different action?

Repair the situation- how they will say sorry, how will they act in future - this action should link to what has happened.

Reflective Questions

- What can you do to repair the relationship?
- How will you do this?
- How do you think this will make people feel?
- How will you know you have earned the respect and trust back from the people you have affected?
- How will you show you are sorry?

Example Actions- some examples that show links to behaviour

- Acknowledging what was said and apologising when you have said the wrong thing to another person.
- Writing an apology note if you hurt someone's feelings.
- Cleaning the mess created (scribble off the table you wrote on/rubbish off the ground you left/mess in the classroom you created).
- Replacing the pencil you broke.

The final step:

Restore relationships

Students need to be able to move forward and re-engage respectfully with the people they have had conflict with.

Reflective Questions

- How will you move on from this incident?
- What can you do to show that you have moved forward?
- How will we know that this has happened successfully?

Example Actions

- Re-join a group work activity after conflict with some friends.
- Finishing the task you were asked to do.
- Having a conversation with the person you had the conflict with to get to know them better.
- Helping in the classroom.
- Helping your team to win a game/activity.

Extreme behaviour

- Some students display extreme behaviour and the immediate Restorative process will not work effectively at that time.
- In extreme cases of behaviour the Assistant Principal or Principal should be called and involved in the overall management of the student/s.
- Students with extreme behaviour may be:
 - Referred for SSS Management.
 - A Student Support Group Meeting will be organised with the parents, teachers, Assistant Principal and involved specialist staff (e.g. psychologist, social worker).

- o Have a behaviour management plan devised for them.
- o Have regular check-ins and meetings to discuss progress- these should be minuted.
- Students who demonstrate serious breaches of behaviour, especially those that endanger the safety and welfare of other students, teachers or themselves may be sent home immediately.
- Serious breaches of behaviour expectations may be subject to an internal or external suspension. The school is committed to following DET guidelines and Ministerial Order 1125 regarding suspensions. Suspensions will be recorded by the school and letters placed in the student's file:
- <http://www.education.vic.gov.au/school/principals/spag/participation/Pages/suspensions.aspx>
- Students may be subject to expulsion from the school for continued serious breaches of behaviour using DET procedures and guidelines
- <http://www.education.vic.gov.au/school/principals/spag/participation/Pages/expulsions.aspx>

7. Engaging with families

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

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

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

8. Evaluation

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

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

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

Kingsley Park 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
- Referred to in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

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

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

FURTHER INFORMATION AND RESOURCES

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

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

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

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2024
Consultation	Parents were advised of the draft Policy on the website via the school newsletter on 10th Oct 2024. Staff were given the Policy for reviewing on 9th Oct 2024. Discussion with current and future Student Leaders during October student representative groups, parent groups, school council]
Approved by	Principal
Next scheduled review date	Before October 2026