



# KIEWA VALLEY PRIMARY SCHOOL

## STUDENT WELLBEING AND ENGAGEMENT POLICY

### 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.

Kiewa Valley Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

### SCOPE

This policy applies to all school activities, including camps and excursions.

### CONTENTS

1. School profile
2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
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### POLICY

#### 1. School profile

*Kiewa Valley Primary School was established in 1953 and is located in the small township of Tangambalanga, approximately 20 kilometres from Albury/Wodonga. We have 190 students enrolled from Foundation to Year Six and seventeen school staff members (full and part time) including classroom teaching staff, specialist teaching staff and education support staff.*

*Kiewa Valley Primary School has developed close ties to the local community, and enjoys support from our local shops and community services. In particular, close ties exist with our local Lions Club, RSL Club and CWA groups. We are an active contributor to our community newspaper The Kiewa River Gazette.*

*Approximately sixty percent of our students travel to school by bus from nearby communities such as Kergunyah, Gundowring, Charleroi, Huon, Kiewa and Allans Flat. We serve a wide range of different communities, who share our school as a common link to one another. We are proud of our inclusive and supportive school community.*

*Our school community is predominantly English speaking and mid to high socio economic status. In 2021 we have a nine grade structure. LOTE, Art, Music and Physical Education are specialist areas of the curriculum which support and connect to our classroom programs.*

*Our school community is built on positive and respectful relationships and great value is placed on strong home school connections and links. Along with relationships, the education, safety and wellbeing of each child is paramount to our work. 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

*Kiewa Valley 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.*

### VISION

*Our community grows together through kindness as empowered, creative learners who believe we can all make a difference*

### VALUES

At KVPS we believe in 'Being our Best' through: Kindness, Respect, Integrity & Inclusion

	Respect	Kindness	Integrity	Inclusion
All Areas	Follow the Golden Rule Be an active listener Use preferred names and greet others Use manners Help others in need Compromise to solve problems Work together Respect personal space	Follow the Golden Rule Be in control of your emotions and reactions Encourage others Apologize for mistakes Being helpful to others Demonstrate random acts of kindness Smile at each other Checking in with others - Are you ok? Be friendly	Follow the Golden Rule Be a team player Pursuing your personal best Treating others fairly Be your best self Be your own boss Act independently - do the right thing even when no one is watching Being honest about your actions	Follow the Golden Rule Letting others join in Inviting others to take part Accepting people for who they are Make people feel comfortable to be themselves.
Classroom	Allow others the chance to speak Allow others to learn Ask before borrowing and take care when using others' things Pick up after yourself	Share equipment and ideas Use kind words and positive language Listening to others Give compliments Celebrate others' successes and hard work	Encouraging others Helping other with their learning Allowing everyone the chance to be successful	Invite others to work with you Show people where things are Listen to all ideas Allow others to have what they need to learn and be their best Allow others to be part of the group
Playground	Speak calmly to others Respect school equipment and return items when borrowed Use equipment for what it is intended for Place rubbish in bins	Play together - invite people to join in Taking turns Playing fairly Shaking hands and giving high fives	Stand up for others even if they are not your friend Follow the rules of the game and accept outcomes Sorting out problems Making safe choices Being brave to speak out when you see others making unsafe choices.	Invite people to play invite others to sit with you Introduce yourself Treat everyone equally Make games fair Listen to everyone's ideas
Whole School Environment/Assemblies	Wait patiently for your turn Respect personal space Care for the school environment around you Work as a team	Cheer each other on Celebrate others' achievements Welcoming others	Being trustworthy Making positive/strong choices Give your full attention	Listening and acknowledging the speaker. Sit where there is space Make room for others to sit
Community	Work together Greeting community members and using manners Care for the environment around you	Demonstrate random acts of kindness Using your manners Offering to help	Caring for and contributing to your environment Displaying integrity when wearing school uniform	Acknowledge visitors and welcome them to school Make people feel welcome - smile, say hi, introduce yourself. Accepting people for who they are.

## KVPS SCHOOL MOTTO

Believe, Belong, Become, Be Kind

### MISSION

The following grid outlines the core beliefs and understandings that the school and school staff will consider when designing and implementing the curriculum for students at Kiewa Valley Primary School. These beliefs directly link with the schools vision and values are guidelines for how we will work in order to provide the highest quality education for all students.

<b>Beliefs and Understandings</b>	<b>Therefore we will:</b>	<b>Therefore we will not:</b>
To create empowered learners student's need to be an active participant in their learning.	<ul style="list-style-type: none"> <li>-Use age appropriate scaffolding and encourage independence</li> <li>-Plan for and provide opportunities for student choice in learning tasks.</li> <li>-Allow for student voice in all aspects of school life e.g. classroom and whole school events/decisions</li> <li>-Encourage self-reflection and peer feedback</li> <li>-Create clear LI &amp; SC that are meaningful</li> <li>-Include students in the deconstruction of LI and co-construction of SC</li> <li>-Use the 5 essential questions to raise student awareness of their learning; What am I learning, Why am I learning it? How am I doing? How do I know? What is my next step? Where do I go for help?</li> <li>-Encourage students to share their thinking and ideas</li> <li>-Seek input from students in areas of interest as well as next steps on learning</li> <li>-Use wall space/displays effectively to support student learning and reflect the 5 questions.</li> <li>-Have students involved in setting goals</li> <li>- Give students a purpose for their learning</li> <li>-Allow for students to provide feedback on the teaching &amp; learning process</li> <li>-Ensure LI &amp; SC have a learning focus rather than a task focus.</li> </ul> <p>Be ok with not being in charge all the time and work in partnership with our students to develop the learning together</p>	<ul style="list-style-type: none"> <li>-Control and direct all activities &amp; learning</li> <li>-Be rigid in our teaching practices</li> <li>-Be unprepared and wing it</li> <li>-Assume that students know where to go for help and what they should do in independent time</li> <li>-Be the only voice in the classroom</li> <li>-Rely on worksheets</li> <li>-Pre determine and control all LI &amp; SC</li> <li>-Use only teacher feedback</li> <li>-Give 'busy' work</li> <li>Teach before we know what they know (assessment) not what we believe they know.</li> <li>Take the no 1 role in the classroom all the time.</li> </ul>
Students need a supportive environment which develops the individual.	<ul style="list-style-type: none"> <li>-Use praise linked to specific achievements e.g. You have worked hard to record all the sounds in that word. That's an effective spelling strategy you used.</li> <li>-Provide differentiated learning tasks</li> <li>-Give feedback at student's point of need.</li> <li>-Believe every child can learn given the right support</li> <li>-Use data and student assessment to effectively inform teaching</li> <li>-Give timely feedback to students on their learning</li> <li>-Use peer and self-reflective feedback</li> <li>-Co-author anchor charts and crate learning walls/ displays to support student learning e.g. bump it up walls, worked examples, and annotated work samples.</li> <li>-Encourage and show different approached to learning</li> <li>-Use open ended learning tasks</li> <li>-Use a range of different teaching approached to cater for different learning styles</li> <li>-Use the workshop model approach and the gradual release model to support student learning</li> <li>-Provide rigorous learning opportunities</li> <li>-Acknowledge the efforts of all students</li> <li>-Consider programs like 'social enterprise' or 'Citizen science' as a way of engaging learners</li> </ul>	<ul style="list-style-type: none"> <li>-Give general praise e.g. well done, you are fantastic</li> <li>-Give only numeric feedback e.g. you got 75/100</li> <li>-Teach to the middle</li> <li>- Keep progression secret</li> <li>-Pigeon hole kids and have a limited view of their abilities</li> <li>-Mark work and hand it back without the student</li> <li>-Be too prescriptive</li> <li>-Assess for the sake of assessment</li> </ul>
Student's need opportunities to develop creative thinking in order to become creative learners.	<ul style="list-style-type: none"> <li>-Allow space for free play and choice in learning</li> <li>-Vary tasks and expectations of output/products from students</li> <li>-Respect children's difference and teach them to do the same</li> <li>- Give ample opportunities for creative arts and creative thinking in the learning program</li> <li>-Praise and encourage critical thinking</li> <li>-Regularly plan for open ended tasks that require problem solving and creative thinking</li> <li>-Communicate the importance of creative thinking with students and parents of the school.</li> <li>-Be open to different ideas</li> <li>-Provide opportunity for deeper thinking &amp; metacognition</li> <li>-Provide rigorous learning opportunities</li> <li>Provide opportunities for students to make choices</li> <li>-Draw on new research to inform our teaching whilst working in a PLC process</li> </ul>	<ul style="list-style-type: none"> <li>-Shame and insult students</li> <li>-Expect the same form everyone</li> <li>-See only in black and white with regard to student learning</li> <li>-Focus on the end product alone</li> <li>-Avoid technology</li> <li>-Squash creativity</li> <li>-Assess for the sake of assessment</li> </ul>

References:

<p>Emotional intelligence is important for building positive social connections</p>	<ul style="list-style-type: none"> <li>-Be knowledgeable about our own and others wellbeing/emotional intelligence</li> <li>-Offer whole school life raft sessions for EQ development</li> <li>-Explicitly plan for the teaching of EQ</li> <li>Link the issues to the school values.</li> </ul>	<ul style="list-style-type: none"> <li>-Forget EQ &amp; SEL (Planning of and implementation)</li> <li>-Focus purely on curriculum when social issues can make a difference and take priority</li> </ul>
<p>Students need strategies that support them to show integrity and be inclusive of others.</p>	<ul style="list-style-type: none"> <li>-Use restorative practices for conflict resolutions</li> <li>- Use circle time practiced to discuss issues and concerns and promote inclusion of all</li> <li>- Explicitly teach from the respectful relationships curriculum</li> <li>-Lead discussions and create charts with students to reflect the school values.</li> <li>-Model the language/understanding of our values</li> <li>-Live the values as staff</li> <li>-Acknowledge students demonstrating our school values</li> <li>-Use drama and other creative arts to support the learning of others.</li> <li>Access external/internal school supports to ensure the happiness of the students e.g. KESSO &amp; TA as appropriate</li> <li>-Teach students to be ‘positive &amp; Powerful bystanders’</li> <li>-Utilise a wide variety of text/resources to promote an understanding of difference e.g. multicultural readers and stories.</li> </ul>	<ul style="list-style-type: none"> <li>-Show bias toward particular students, genders, cultural groups in the classroom, materials and in the school.</li> <li>-Ignore students and not giving the enough time</li> </ul>
<p>Students need to feel a sense of belonging to our community.</p>	<ul style="list-style-type: none"> <li>-Participate in wider community events e.g. senior citizens lunch, lions club speeches, local radio station programs, choir performances at community events etc.</li> <li>-Plan for cross age events to promote the school community between classes.</li> <li>-Create/ take up suitable opportunities for students to connect to the world around them</li> <li>-Listen and act on student ideas for how they want to make a difference.</li> <li>-Seek out organisations that support students to help engage in the wider community and assist in a range of ways e.g. meals on wheels, care van etc</li> <li>- allow students to plan, lead and organise community and whole school events e.g. assembly &amp; special days</li> </ul>	<ul style="list-style-type: none"> <li>-Limit learning to the classroom</li> <li>-Shut down or dismiss student ideas.</li> </ul>
<p>Everyone should show kindness and respect to others</p>	<ul style="list-style-type: none"> <li>-Use social and emotional programs e.g. EQ to teach the values of kindness, respect</li> <li>-Recognise and acknowledge students showing the school values regularly</li> <li>-Unpack and teach the school values to all students each year</li> <li>-Refer to the values/positive behaviour matrix in both lessons and the yard</li> <li>- display visuals in all classrooms</li> <li>- Explicitly teach from the respectful relationships curriculum</li> <li>-Explicitly teach ‘Fair’ v’s ‘Equal’ to both students and families.</li> </ul>	<ul style="list-style-type: none"> <li>-Follow up on non-desired student behaviours</li> <li>-Expect values to be learned by students through osmosis</li> <li>-</li> </ul>
<p>Learners should believe they can make a difference for themselves, others, their community and the world.</p>	<ul style="list-style-type: none"> <li>-Encourage empathy and kindness</li> <li>-Provide inspirational examples role models to students</li> <li>-Be respectful of students opinions</li> <li>-Create ways for students to share their voice e.g. circle time, SCR, Junior SRC, Class meetings</li> <li>-Provide opportunities to allow students to show they can make a difference at a school, local, global level</li> <li>-Model life and school values</li> <li>-Show enthusiasm and passion</li> <li>-Explain “I’m doing this to help...”</li> <li>-Explore wider global issues</li> <li>-Promote the idea with students that having voice means of making a difference for not only myself, but others as well.</li> <li>-Build a belief that ‘we can do that’</li> <li>-Support students to act on their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>-Disregard student ideas and voice.</li> </ul>

### 3. Engagement strategies

*Kiewa Valley Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.*

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

#### Universal

- *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*
- *welcoming all parents/carers and being responsive to them as partners in learning*
- *analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data*
- *deliver a broad curriculum to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations*
- *teachers at Kiewa Valley Primary School use a 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 Kiewa Valley 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 are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community*
- *carefully planned transition programs to support students moving into different stages of their schooling*
- *positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents*
- *monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level*
- *students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.*
- *create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs*
- *All students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, School Chaplain, Year Group Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning*
- *we engage in school wide positive behaviour support with our staff and students, which includes:*
  - *Respectful Relationships*
- *programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *buddy programs, peers support programs*

### Targeted

- *connect all Koorie students with a Koorie Engagement Support Officer*
- *all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment*
- *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*

### Individual

- *Student Support Groups, see:  
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>*
- *Individual Learning Plan and Behaviour Support Plan*
- *Program for Students with Disabilities*
- *referral to Student Support Services*
- *referral to ChildFirst, Headspace*
- *Lookout*

*Kiewa Valley 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 Plans in collaboration with the student and their family*
- *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.*

#### **4. Identifying students in need of support**

*Kiewa Valley 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 help identify students in need of support and enhance student wellbeing. Kiewa Valley 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 gathered upon enrolment and while the student is enrolled*

References:

- *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*

## **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, 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.

## **6. Student behavioural expectations**

*Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Kiewa Valley Primary School's Bullying policy.*

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

*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*
- *restorative practices*
- *detentions*
- *behaviour reviews*
- *suspension*
- *expulsion*

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

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

## **7. Engaging with families**

Kiewa Valley 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.

## **8. Evaluation**

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

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

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21
- SOCS

## **FURTHER INFORMATION AND RESOURCES**

Related policies include:

*Statement of Values and School Philosophy*

*Bullying Prevention,*

*Child Safe Standards*

## **REVIEW CYCLE**

This policy was last updated on Feb 2021 and is scheduled for review in Feb 2023.