



# Student Engagement Policy 2024

## Katandra West Primary School

### 4401



|                                  |   |                            |
|----------------------------------|---|----------------------------|
| Endorsement by<br>School Council | Insertion of a tick ( ✓ ) in the next<br>column indicates that the School<br>Principal, as Executive Officer of<br>the School Council, verifies that<br>this Student Engagement Policy<br>was endorsed at a meeting of<br>School Council. | ✓                          |
|                                  |   | Marcia Waters<br>Principal |





## Help for non-English speakers

If you need help to understand the information in this policy, please contact the office on 58283350.

### 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.

Katandra West 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 statement
- 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

### COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website and as a hard copy from the office
- Included in staff induction processes

- Included in transition and enrolment packs
- Distributed to all families as a hard copy at the beginning of each school year

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

### **POLICY REVIEW AND APPROVAL**

|                            |   |
|----------------------------|---|
| Policy last reviewed       | September 2023  |
| Consultation               | School Council Curriculum Sub-committee<br>September 2023 |
| Approved by                | Principal   |
| Next scheduled review date | September 2024  |

## 1. SCHOOL PROFILE STATEMENT

Katandra West Primary School is a highly regarded school located in a farming district 25km north of Shepparton, with approximately 79 students.

Our school is fortunate enough to have excellent facilities which enable us to offer a welcoming learning environment. We are proud of the programs we offer, including our wonderful specialist programs Music, Italian, Art, and Library.

Katandra West Primary School is dedicated to promoting a safe, healthy and engaging learning environment where students are connected to the school. We are passionate about providing a stimulating and challenging atmosphere, catering for a diverse range of learning styles that allow students to achieve their potential.

The school believes that learning is a partnership between teachers, parents and students and it has a focus on developing the 'whole student', whereby the physical, social, emotional and academic growth of the child are all of vital importance.

Parent involvement in the school is very high, with most families making some contribution to the school over the course of the year. Our families are represented on School Council and some of our parents are involved in the Parents and Friends Committee. Each group is very active and supportive within our school.

We have high expectations regarding the engagement and wellbeing of all our students and realise this is most effective when the whole school community has the same high expectations. Student voice is strong, particularly for senior students who are expected to be positive role models for our younger students.

We have a clear focus on attendance and the transition of the students from Kindergarten to Foundation, Primary School to Secondary College and between year levels at Katandra West. We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

The Goals from our Strategic Plan are linked to our Student Engagement Policy:

| Strategic Plan (2022-2026)                                    |  |
|---|--|
| Goal  | Key Improvement Strategy   |
| Maximise the achievement and learning growth of all students. | <ul style="list-style-type: none"><li>• Develop a whole school approach that fosters curiosity, creativity and critical thinking.</li></ul>  |
| Maximise the wellbeing and engagement of all students.        | <ul style="list-style-type: none"><li>• Empower all students to set challenging goals and monitor their personal growth.</li><li>• Develop all students' Capabilities through community connections and real-world learning.</li></ul> |

## 2. SCHOOL VALUES, PHILOSOPHY AND VISION

### VISION AND VALUES

At Katandra West Primary School, we treat each other with respect and take responsibility for our learning and behaviour. We strive for a safe and positive school for all. The work we do and the daily interactions with all members of the school community is underpinned by our school values:

- Be Safe,
- Be Respectful,
- Be Strong and
- Be Your Best.

Our goal at Katandra West Primary School is that we weave our core values into the fabric of school life. We want our students to use our values to make decisions and to make deliberate choices to focus on what is important to us as a school community.

### MISSION

To realise our vision and achieve our mission we will:

- provide a warm, welcoming and structured environment in which students feel safe, happy and motivated to learn
- within an inclusive environment, foster a sense of self-belief and confidence in students to be the best they can be
- have high expectations that challenge all learners and a belief that everyone can succeed
- plan for, and deliver, high quality teaching and learning experiences based on high impact, evidence-based research
- place students at the centre of the learning experience; valuing student voice and promoting independence in action and thought
- provide a broad and enriching curriculum
- look for opportunities to work in partnership with families and the community to assist one another in supporting our students
- through our school values, assist students in developing their leadership, dispositions, traits and values that enable them to be happy, healthy, resilient and successful individuals when they transition to High School and beyond, now and into the future.

### OBJECTIVE

- Value added learning through quality teaching
- Learning for everyone
- Communication through connection
- Individual and community wellbeing

### 3. WELLBEING AND ENGAGEMENT STRATEGIES

Katandra West 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 (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 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/Caregiver/Guardian survey data, student management data and school level assessment data
- teachers at Katandra West 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 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
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and buddy programs
- we engage in School Wide Positive Behaviour Support (SWPBS) with our staff and students, which includes programs such as:
  - Respectful Relationships
  - Play is the Way
  - Restorative Practice (see Appendix 1)
  - Smiling Mind



- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- 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**

- 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 are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school
- 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
- Katandra West Primary School 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 learning plans
- staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data
- 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](#)

### **Individual**

Katandra West 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:
  - 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

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
- engaging with our regional Koorie Education Support Officers
- monitoring individual student attendance and developing an Attendance Improvement Plan 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**

Katandra West Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The School plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing.

Katandra West 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
- 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, 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 the principal. Further information about raising a complaint or concern is available in our Complaints Policy.

## 6. STUDENT BEHAVIOURAL EXPECTATIONS AND MANAGEMENT

At Katandra West Primary School, we have four school values: **Be Safe, Be Respectful, Be Strong, and Be Your Best.**

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, Katandra West 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 a Buddy Classroom
- restorative practices
- reflection sheet completion
- 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 Katandra West 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.**

The following pages include the Katandra West Primary School Expectations and Values Matrix, the Katandra West Behaviour Management Flowchart and templates used during the behaviour management process. The Expectations and Values Matrix (below) was developed in consultation with students, staff and the wider school community.



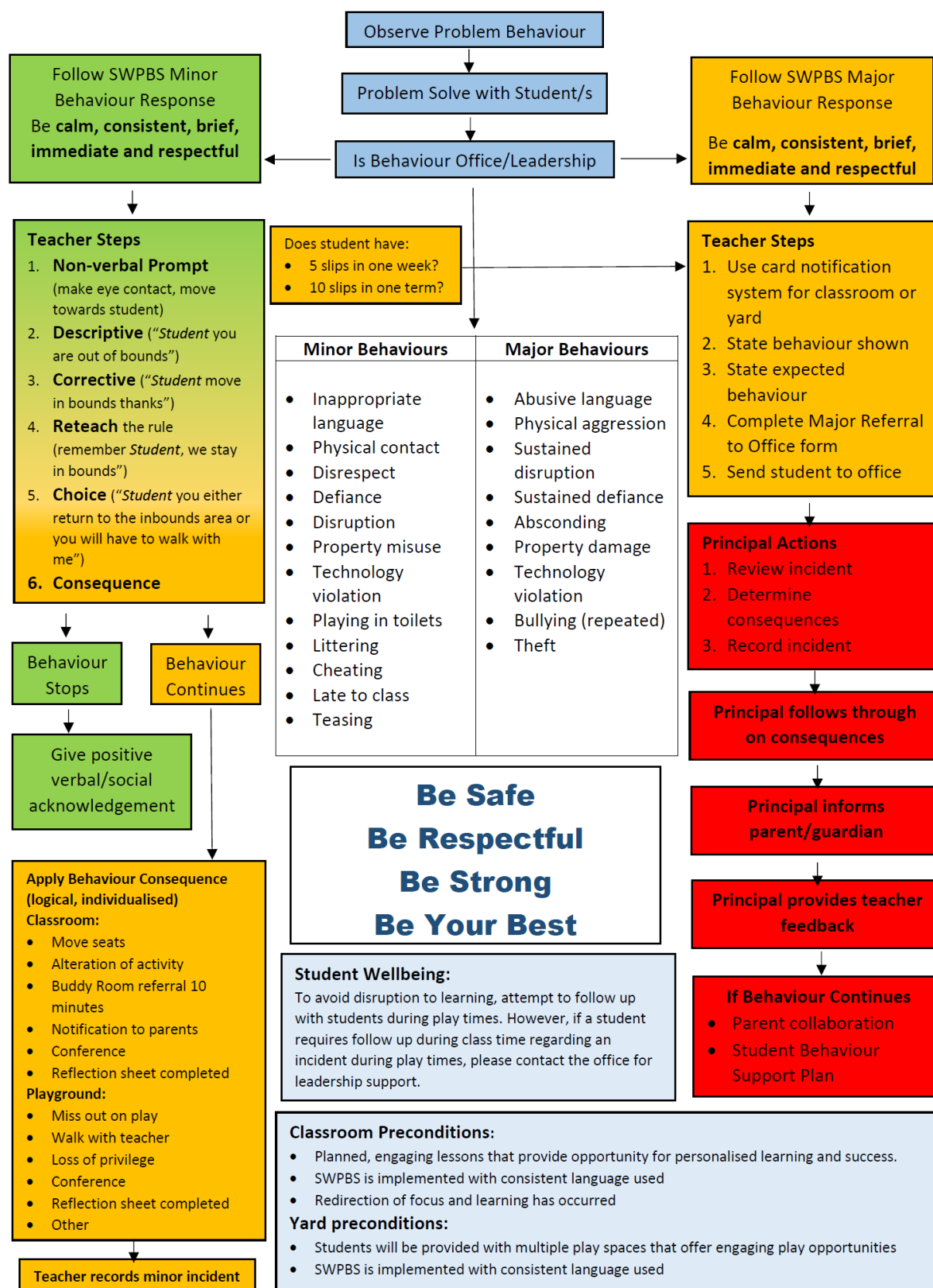
## Katandra West Primary School's Expectations and Values

### Stop! Think! Choose!

|                             | Be Safe   | Be Respectful  | Be Strong   | Be Your Best   |
|-----------------------------|---|--|---|--|
| <b>Play Areas</b>           | Play safely, follow the rules.  | Keep your hands and feet to yourself.  | Look after others and make strong choices.  | Be friendly and include others.  |
|                             | Be Safe   | Be Respectful  | Be Strong   | Be Your Best   |
| <b>Learning Environment</b> | Take care and walk.   | Respect classroom rules and let everyone learn.  | Think for yourself and take risks in your learning.   | Have a go.   |
|                             | Be Safe   | Be Respectful  | Be Strong   | Be Your Best   |
| <b>Online</b>               | Keep personal information secret.   | If you wouldn't say it to their face, don't say it online.                                   | Click on safe sites.  | Be aware of your digital footprint.  |
|                             | Be Safe   | Be Respectful  | Be Strong   | Be Your Best   |
| <b>Eating Areas</b>         | Eat your own food.  | Put rubbish in the bin.  | Stay in the eating area.  | Use your manners.  |
|                             | Be Safe   | Be Respectful  | Be Strong   | Be Your Best   |
| <b>Quiet Areas</b>          | Quiet activities only   | Use your inside voice  | Concentrate on yourself.  | Follow instructions and rules.   |
|                             | Be Safe   | Be Respectful  | Be Strong   | Be Your Best   |
| <b>Hall Areas</b>           | Walk.   | Quietly wait your turn and respect other classes.  | Stay on task and follow the rules   | Smile and walk quietly.  |
|                             | Be Safe   | Be Respectful  | Be Strong   | Be Your Best   |
| <b>Wider Community</b>      | Follow the road rules.  | Listen to teachers and parent helpers.   | Make new friends from other schools.  | Be a good role-model for our school.   |
|                             | Be Safe   | Be Respectful  | Be Strong   | Be Your Best   |
| <b>Toilets</b>              | Flush the toilet and wash your hands.   | Respect others' privacy in the toilet.   | Use break time to go to the toilet.   | Respect the toilet at all times.   |
|                             | Be Safe   | Be Respectful  | Be Strong   | Be Your Best   |
| <b>Bus</b>                  | Wear your seatbelt and face the front of the bus.<br><br>Be aware of people and vehicles at the bus stop. | Keep the bus tidy, eat your snacks at home.<br><br>Keep hands, feet and objects to yourself. | Report silly behaviour to the bus monitor.<br><br>Use devices for music (headphones) and school apps. | Ignore silly behaviour.<br><br>Speak calmly and politely to other bus travellers and the bus driver. |



# Katandra West Behaviour Management Flowchart





## Student Reflection Notification

Dear .....  
Your child .....

Date .....  
Grade.....

was removed from the yard today to reflect on his / her actions and think about ways to improve his / her behaviour. Your child was required to complete a Student Reflection form to document their reflection of the incident. We have enclosed a copy for your information so you can discuss this with your child.

**Reason for Reflection** (specific behaviour)

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We seek your support and cooperation in the implementation of our school's Student Engagement and Wellbeing policy.

If you have any concerns regarding this matter, kindly contact the school to arrange an appointment.

Regards,

\_\_\_\_\_ (Teacher issuing Reflection)

Please ensure the section below is signed and returned to school the day after you receive this notice.



### STUDENT REFLECTION PARENT REPLY SLIP

Child's name:.....

Grade:.....

☐ I have received your notification regarding the Reflection session and I have spoken to my child about it.

Parent / Caregiver's signature:.....

Date:.....





## Removal to the Principal's Office Notification

Dear .....

Date: .....

Today your child was removed from their classroom to the Principal's office. They were removed from their classroom because

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Removal of a student to the office is an extreme clause and is only implemented when a student displays complete, non - compliant behaviour that results in the inability of others to teach/learn/or feel safe physically and emotionally. While your child was removed from their class they were required to reflect on their behaviour and complete a Student Reflection sheet. I have enclosed a copy for your information.

The consequence for ..... behaviour today is

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I trust I have your support in this matter and would greatly appreciate if you could discuss today's incident with your child. I hope improvement in ..... behaviour occurs before more serious consequences are required to be implemented.

Should you wish to discuss this matter further, please don't hesitate to contact the office and make an appointment to meet with me.

Yours sincerely,

.....

Please ensure that the section below is signed and returned to school the following day.



### REMOVAL TO THE PRINCIPAL'S OFFICE NOTIFICATION

Child's name: .....

Grade: .....

☐ I have read your notification regarding my child's behaviour and I have spoken to my child about it.

Parent / caregiver's signature: .....

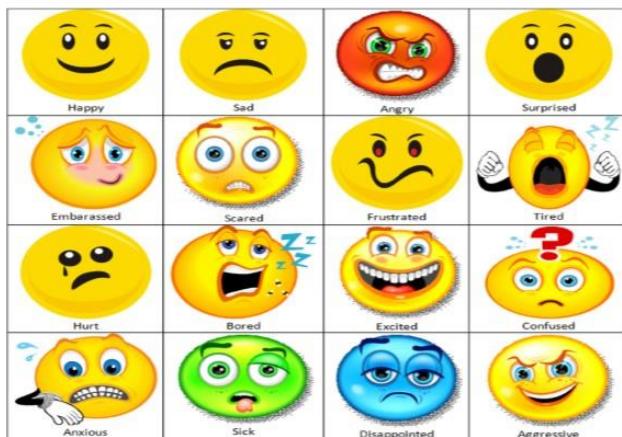
Date: .....

# Reflection



What happened?

How were you feeling at the time?



Who was hurt (impacted) by your choice?

What do you need to do to make it right?

I promise to make better choices in the future.



Parent Sign: \_\_\_\_\_

Date: \_\_\_\_\_

## 7. ENGAGING WITH FAMILIES

Katandra West 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
- 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

Katandra West 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/garegiver/guardian survey
- case management
- CASES21
- SOCS

Katandra West 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.

# APPENDIX 1

## **RESTORATIVE PRACTICE**

Restorative Practice is a philosophy and a set of practices that endeavours to develop a balance between discipline that encompasses clear expectations, limits and consequences and support and nurturance for the student (Harrison, 2004). The research suggests that this balance tends to correlate with the best psychological and behavioural outcomes for students (Steinberg, 2001).

This “authoritative” approach is seen far more effective than the “authoritarian” approach that is evident in some educational settings. The emphasis of Restorative Practices is to work with people rather than doing things to them or for them.

- To manage conflict and tensions by repairing harm and strengthening relationships as a way of building community.
- To build quality relationships built upon clear expectations and limits
- To manage conflict and make restitution
- To include those who are affected by the wrongdoing
- To teach ways to manage emotions and behaviours, social skills and problem solving skills
- To manage conflict in a way that restore relationships and find real solutions to problems
- To contribute to providing a safe and supportive school environment

### **Restorative Practice Principles**

**The following are important principles, which we at KWPS base our practices on:**

- Awareness of the impact of behaviour on others
- Effectiveness of interpersonal communication
- Personal accountability
- Separation of the deed from the doer
- Openness to learning from conflict and wrongdoing
- Satisfaction with the processes and outcomes
- Inclusive and fair processes

### **Restorative Practice Strategies**

- When conflict arises in our school community we will use the following strategies:
  - Affective questions and statements
  - Inner/Outer Circle techniques
  - Collaborative Problem Solving
  - Processes for formal Restorative Meetings
  - Restorative mediation
  - Mini conferences
  - Classroom conferences
  - Community conferences
  - Mediation
    - No blame approach to bullying
    - Student Leadership Training
    - Parent Education

All strategies are based on collaborative problem solving. We will also further involve our community by running student leadership training and parent education forums.



## Restorative Questions

### *When things go wrong...*

- What happened?
- What were you thinking at the time?
- How were you feeling?
- What impact did you have on another person?
- What can you do to make things right?



## Restorative Questions

### *When someone has been harmed...*

- What happened?
- What impact has your choice had on yourself and the other person/s?
- What do you need to do to make things right?



## Restorative Questions

### *When you feel hurt or upset...*

- What happened?
- How did it make you feel?
- Is it true?
- What do you think needs to be done to make things right?
- What can I (teacher) help you with to make things right?

TO BE COMPLETED BY ALL PARENTS AND  
RETURNED TO THE SCHOOL PLEASE

I HAVE READ AND DISCUSSED THE KATANDRA WEST PRIMARY SCHOOL  
STUDENT ENGAGEMENT POLICY WITH MY CHILD / CHILDREN, AND AGREE  
TO THIS DOCUMENT.

CHILD'S NAME:

Grade/Class

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

PARENT / GUARDIAN SIGNATURE:

\_\_\_\_\_

DATE:

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
\_\_\_\_\_