



Purpose:

The purpose of this policy is to ensure that all students and members of our school community understand:

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- our school's policies and procedures for responding to inappropriate student behaviour.

Killara 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.

Guidelines:

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

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Implementation:

School profile

Killara Primary School opened in 1993, and is located on the Northwest fringe of Sunbury. The school, which is located on extensive landscaped grounds, consists of 2 core buildings comprising of an administration area, 16 classrooms, library/resource centre, Performing and Visual Arts spaces, a large gymnasium, 172 seat theatre space and 10 relocatable classrooms.

The school enrolment numbers are currently at 496 and within these 0.6% identified as EAL (English as an Additional Language) and 2% ATSI (Aboriginal and Torres Strait Islander) students. Our School's Family Occupation index is 0.3532. There are 31 equivalent full-time staff: Principal, 1 Assistant Principal, 2 Learning Specialists, 22 classroom teachers, 4 specialist teachers and 10 ES staff at various time fractions.

The school motto of 'Our Best- Every Child, Every Day' is at the heart of everything we do at Killara. While we place a strong emphasis on being part of a team, this is achieved through the lens of each individual student being given every opportunity to experience and produce 'our best' each day. The school embraces a student-centred approach to developing literate, numerate and curious learners within an inclusive differentiated curriculum, with a focus that supports each child's emotional, physical, social and cognitive/academic needs in a safe, engaging, challenging and positive learning environment. Staff work collaboratively, with a strong



emphasis on teamwork and shared leadership. Our commitment to developing a Professional Learning Community, where we are all responsible for the growth, well-being and development of all students is central, through refined use of data to determine learning needs, strong feedback procedures and a dedication to collaborative teaching teams. Our learning and teaching is based on sound, researched pedagogical practices that support high quality consistency of practice across the school.

To enrich student learning we offer Visual Arts, Performing Arts, Physical Education and Japanese as specialist teaching programs and support student learning through embedding technology in every classroom so students have access to interactive TVs in each classroom, a 1:1 laptop program from Grades 3-6 and sets of netbooks and tablets in the Prep-2 areas. Students on the PSD program and those identified as at risk in their learning or in need of extension are further supported through the development of Individual Learning Improvement Plans and regular Student Support Group meetings.

School values, philosophy and vision

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

Our school's vision is to recognise the extraordinary responsibility and privilege it is to educate our students. All students deserve the right to the best possible education and to achieve their highest potential every day.

Our school philosophy policy further outlines how this is implemented across all aspects of the school's operation.

Engagement strategies

Killara 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 based on the Victorian Curriculum to ensure that students are able to access learning that is based on their interests, strengths and aspirations
- teachers at Killara 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 Killara 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 Leadership group and other forums including year group meetings. 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 activities, athletics, Arts programs and buddy programs
- all students are welcome to self-refer to the 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
- 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

we engage in school wide positive behaviour support with our staff and students, which includes programs such as:

- Respectful Relationships
- Bully Stoppers
- Safe Schools

Targeted

- each year group has a Year Group Team Leader/ Coordinator, a senior teacher responsible for their year, who monitors the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
 - 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
 - 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

Killara 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 students and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Improvement Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- establishing a Care Team of professionals, parents and school based staff who meet regularly to ensure a consistent approach and language regarding support strategies is implemented
- referring the student to:
 - school-based wellbeing support
 - 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
- Pet Therapy

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/Care Team meetings for all students:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

Identifying students in need of support

Killara Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The School Wide Positive Behaviour team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Killara 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 and suspension data
- engagement with families
- self-referrals or referrals from peers

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.

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 Killara Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Killara 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
- referral to the Year Level Coordinator
- 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.

Ratified: 2018

Review Date: 2021



Engaging with families

Killara 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/Care Teams, and developing individual plans for students.

Evaluation

Killara 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
- Compass Chronicle data
- incidents data
- school reports
- parent survey
- case management
- CASES21 reports
- SOCS

Evaluation:

This policy will be reviewed with staff, student, parent and community input as part of the school's three year review cycle.