



# STUDENT WELLBEING & 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.

Cranbourne South 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, 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.

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

## Scope

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

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### 1. **School Profile**

Cranbourne South Primary School (CSPS) was established in 1956 and is located approximately 5 kilometres south of Cranbourne in a semi-rural environment. Through such a rich history, we pride ourselves in providing children with a learning environment which is happy, secure, challenging and encourages cooperation and responsibility.

We have 325 students enrolled in 2021 with approximately 40 school staff members. Our school structure comprises a Senior school (Years 5 and 6), Middle school (Years 3 and 4) and a Junior school (Years Foundation , 1 and 2).

Cultural connections within the school include 3.1% Indigenous students and 4.3% Language other than English (LOTE). We are proud of our diversity and inclusive school community.

### 2. **School Values, Philosophy and Mission**

#### Values

<b>PURPOSE</b>	I am here.
<b>POSITIVITY</b>	I look on the bright side.
<b>PERSISTENCE</b>	I am determined.
<b>PRIDE</b>	I stand tall.
<b>PASSION</b>	I strive to achieve.

#### Philosophy

To provide all students with an education they can be proud of by exhibiting confidence and creativity in this complex and ever changing world. To assist students in taking ownership of their learning; to grow into responsible, happy, resilient and socially fulfilled individuals.

#### Mission

Our school endeavours to empower teachers, students and community members to embrace learning, achieve their personal best and strengthen emotional, social and physical wellbeing.



### 3. Engagement Strategies

Cranbourne South 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 are more vulnerable and 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 (WHOLE SCHOOL)

- High and consistent expectations of all staff, students 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.
- Teachers at Cranbourne South Primary School use an explicit 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 Cranbourne South 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
- Students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council (SRC) and senior leadership such as (school captains, house, specialist and community captains). Students are also encouraged to speak with their teachers, support staff, 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 Team, 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 programs such as:
  - School Wide Positive Behaviour Support (SWPBS) Framework
  - Respectful Relationships
  - Zones of Regulation



- Restorative Practices
- Designated teacher program (LOOKOUT)
- Safe Schools
- Buddy Programs
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

## TARGETED

- Each sub school has a Professional Learning Team Leader (PLT) who monitor the health and wellbeing of students in their year, and act as a point of contact for additional support provided to more vulnerable students.
- 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
- We support learning and wellbeing outcomes of vulnerable students from refugee background
- We provide a positive, supportive and respectful learning environment for vulnerable students who live with disability, are from culturally and linguistically diverse backgrounds, who are unable to live at home, who are international and who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#) *[insert any specific measures at your school to support LGBTIQ+ students]*
- 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
- The Wellbeing Team 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 vulnerable 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

Cranbourne South 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 for vulnerable students
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  - school-based wellbeing supports
  - Student Support Services



- Appropriate external supports such as council based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or ChildFirst
- Re-engagement programs such as Navigator

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

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

Cranbourne South 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 vulnerable students in need of support and enhance student wellbeing. Cranbourne South 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
- self-referrals or referrals from peers

#### **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 Behaviour Expectations and Management**

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Cranbourne South Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

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

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

Disciplinary measures that may be applied include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Coordinator or Principal class
- restorative practices
- detentions
- 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:

- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

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 Cranbourne South 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.

## **7. Engaging with Families**

Cranbourne South 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**

Cranbourne South 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, including attendance and absence data
- SOCS

Cranbourne South 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.

## 9. Communication

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

- Available publicly on our school's [website](#).
- Included in staff induction processes.
- Included in transition and enrolment packs.
- Included as an annual reference in the school newsletter.
- Made available in hard copy from school administration upon request.

## Further Information and Resources

The Department's Policy and Advisory Library (PAL):

- [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](#)

## Review Cycle and Evaluation

This policy will be reviewed as part of DET's recommended review cycle.

## Mandatory Consultation

Consultation Group	Date Consulted
School Council Sub Committee	14/06/2022
Staff Meetings, Induction and Booklet	13/07/2022
Parents and Community via Newsletter	24/06/2022



## Due for Review

November 2024

## Certification

This policy was ratified at the School Council Meeting held at Cranbourne South Primary School on November 30, 2022.

Signed:

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Principal

Signed:

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School Council President