



STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the office on 5996 1142.

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) our expectations for positive student behaviour
- (c) the support available to students and families
- (d) our policies and procedures for responding to inappropriate student behaviour

Cranbourne Park 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.

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POLICY

1. School profile

Cranbourne Park Primary School, built in the early 1960s, is located in the heart of Cranbourne and services the City of Casey, one of Melbourne's largest growth corridors. The large oval space and established trees, connected with the playground equipment and large asphalted areas, allow for plenty of play space. There are three main buildings for classrooms and a full-size gymnasium.

Professional Learning Teams are used to develop, deliver and drive the curriculum for best student outcomes. The leadership group, supported by the Principal team, are heavily involved in classrooms. There is a strong emphasis on the teaching and learning programs for English and Numeracy supported by Wellbeing, Digital Technologies, Art, Music, LOTE and Physical Education. Teams meet across cohorts to plan the curriculum and analyse student data to drive teaching and learning. Programs are developed to meet the needs of individual students.

The current trend for enrolment fluctuates between 350-370 students made up of 16-18 classes from Prep to Year 6. The current enrolment includes more than 100 students from a LBOTE background, speaking more than 20 languages at home. The school also has significant representation from the Koorie community. We are proud of our diverse and inclusive school community.

Cranbourne Park Primary School strives 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

Cranbourne Park Primary School is committed to the provision of high quality education in a safe, supportive and challenging learning and teaching environment. The school values are:

- Respect for Self
- Respect for Others
- Respect for Learning
- Respect for the Environment

These values underpin all school activities and are continuously promoted and referenced within the wider school community. In addition, clearly articulated high expectations for students, staff and parents are a central condition for future school success.

Cranbourne Park Primary School prides itself on dealing with, and addressing the individual needs of students. We aim through our Learning and Teaching Program to give every child the opportunity to be the best that they can be. The school's learning focus is the core belief that every student can learn and every student's potential can be fulfilled. The school's documented curriculum and the consistent, school developed, teaching and learning instructional model inform daily practice and lessons in our school.

VISION:

At Cranbourne Park Primary School our vision is to inspire every student to achieve all round success in every aspect of their lives.

Our mission is to provide a safe, structured and supportive environment where all students can reach their full potential.

Cranbourne Park Primary School has a strong student wellbeing and social skills focus which underpins our goal of a safe, supportive and stimulating educational environment.

Our Statement of Values is available online at: www.cranbournepark.vic.edu.au/page/107.

3. Engagement strategies

To realise our vision the school has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students. We recognise that some students, as a group, or as individuals, may need extra social, emotional or educational support to flourish at school. We have in place strategies to identify these students and provide them with the support they need.

Cranbourne Park Primary School works collaboratively with students and parents / carers to establish fair and respectful behaviour policies and practices. These are based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the individual and others.

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
- teachers at Cranbourne Park Primary School adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- 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
- our 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 encouraged to speak with their teachers, Team Leaders, Assistant Principal and Principal whenever they have any questions or concerns
- opportunities for cross—age connections amongst students through athletics programs and peer support programs
- students are welcome to self-refer to the Student Wellbeing Coordinator, School Chaplain, Team 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, peers support programs

Targeted

- each year group has a Year Team Leader/Coordinator, a senior teacher responsible for their cohort, who monitors the health and wellbeing of students, and acts as a point of contact for students who may need additional support
- connect Koorie students through programs such as “Boys on the Bounce” and “Girls on the Go”
- 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 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 Wellbeing Coordinator and Student Support Services
- referral to ChildFirst, Headspace and other agencies identified as needed
- Lookout

Cranbourne Park Primary School implements a range of strategies that support and promote individual engagement. These can include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports
 - Student Support Services

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

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
 - Koorie
 - with other complex needs that require ongoing support and monitoring

4. Identifying students in need of support

Cranbourne Park Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing Committee and the Wellbeing Coordinator play a significant role in developing, implementing and monitoring strategies to identify and support students to enhance their wellbeing. Cranbourne Park Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information 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, discrimination or intimidation
- express their ideas, feelings and concerns

Students have the responsibility to:

- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community
- comply with and model school values
- behave in a safe and responsible manner
- respect themselves, other members of the school community and the school environment
- actively participate in school
- not disrupt the learning of others and make the most of their educational opportunities

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 Cranbourne Park Primary School's Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Cranbourne Park 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.

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 the Team Leader or member of Leadership
- restorative practices
- detentions/ time out
- 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 Cranbourne Park 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.

7. Engaging with families

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

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

- ensuring that all parents have access to our school policies and procedures, available on our school website: www.cranbournepark.vic.edu.au/page/107
- 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

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

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

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

Cranbourne Park Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

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 annual reference in school newsletter

- Made available in hard copy from school administration upon request

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

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

FURTHER INFORMATION AND RESOURCES

The policies below can be found on the school's website www.cranbournepark.vic.edu.au/page/107.

- Statement of Values and School Philosophy
- Bullying Prevention Policy
- Child Safe Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2021
Consultation	Cranbourne Park Primary School Council
Approved by	Principal
Next scheduled review date	October 2023