

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the administration office 9347-4822.

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.

Carlton North Primary School (CNPS) 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

CNPS was established in 1873. The school is located in an inner-city residential area, 3km from the Central Business District and stands on the Wurundjeri lands of the Kulin nation. The school occupies a block surrounded by leafy suburban streets.

CNPS is committed to providing an exemplary educational experience for all students. We maintain high expectations and advocate for more than 12 months' growth for all students in all subject areas. The school offers a wide curriculum that is clear with respect to knowledge, skills and attitudes and meets the interest and needs of our students. This visionary curriculum reflects a core focus on developing the literacy and numeracy skills for our students. The curriculum also supports academic opportunities in Science, Wellbeing/Respectful Relationships, STEM, Italian, The Arts and Health and Physical Education.

High impact research-based pedagogy drives the learning opportunities of our students. As highly competent educators we support our students to investigate, problem solve, create and apply their knowledge to ask questions and drive new learnings.

One in seven (14.14%) of families receive the Camps Excursions and Sports Funds. Less than 1% (0.34%) of students come from a background where English is not the main language spoken at home and 1.68% of students are Aboriginal and/or Torres Strait Islander

The local community is culturally diverse, and the overall socio-economic profile is high. Parents and carers have high expectations for their children and are supportive of the school, participating in classroom programs, working parties, school events and a significant number of fundraising activities including an annual fete. The students, staff and community of Carlton North Primary School are extremely proud of our school and the school community. The school is well respected in the local community and this is the local school of choice for most families (including those families who are out of zone). School enrolments have remained relatively stable with figures between 270-299. There is a high demand for Foundation entry each year from the local community of North Carlton.

2. School values, philosophy and vision

CNPS' 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, Trust, Inclusion** and **Resilience** at every opportunity.

CNPS is committed to providing a safe, supportive, inclusive and respectful environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing.

CNPS' **vision** is to prepare our students for their future. Our students will learn the knowledge, skills and attitudes necessary to be engaged, self-managing, lifelong learners.

CNPS' **mission** is to provide high quality, child-centered, personalised learning in a safe, nurturing, engaging and inclusive environment that fosters a love of learning and prepares each student to meet the challenges of the future.

CNPS' **objective** is to leave the school with the knowledge, skills and attitudes necessary to be engaged, self-managing, lifelong learners.

Our Statement of Values is available on the school website.

3. Engagement strategies

CNPS 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 that fosters student agency whereby students have the opportunity to contribute towards their learning direction to ensure that it caters to their interests, strengths and aspirations*
- *teachers at CNPS use an agreed instructional framework to ensure an explicit, common and shared model of instruction to provide that evidenced-based, high yield teaching practices are incorporated into all lessons*
- *teachers at CNPS 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 class or year group meetings, School Improvement Leaders, Student Action Leadership Teams*

and student surveys. Students are also encouraged to speak with their teachers, Year Level Team Leaders, Learning Specialists, Assistant Principal and Principal, whenever they have any questions or concerns. We are proud to have an 'open door' policy where students and staff are partners in learning

- *create opportunities for cross—age connections amongst students through school plays, athletics, music programs, buddy and peer support programs*
- *we engage in school wide positive behaviour support with our staff and students, which may include programs such as:*
 - *Respectful Relationships*
 - *School Wide Positive Behaviour Support*
 - *Be You (previously known as KidsMatters)*
 - *Animal Assisted Therapy*
 - *Bully Stoppers*
 - *Safe Schools*
 - *We Thinkers Social Thinking Curriculum*
 - *Zones of Regulation*
 - *Secret Agents Society*
 - *Kimochis*
 - *Cybersafety awareness programs*
 - *Tuning into Teens/Kids*
 - *Drummond Street Services*
 - *Transition initiatives with local kindergartens and secondary schools*
- *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)*

Targeted

- *each year group has a Year Group Leader, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support*
- *connect 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 a Student Support Group (SSG) 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

CNPS 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:*
 - *Program for Students with a Disability*
 - *Student Support Services*
 - *Visiting Teacher Service*
 - *School-based wellbeing supports*
 - *Appropriate external supports such as council-based youth and family services, onPsych, Drummond Street 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

CNPS 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. CNPS will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- *regular discussions of child safety concerns with school staff, parents and School Council*
- *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:

- 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 and management

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 CNPS's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, CNPS 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 Group Leader*
- *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:

- <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 CNPS 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

CNPS 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

CNPS 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

CNPS 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.

COMMUNICATION

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

- Available publicly on our school's website
- Discussed at staff briefings/meetings as required
- Discussed with students as part of our SWPB and RR curriculum throughout the entire school year
- 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

Related policies, available on the school website:

- *Statement of Values and School Philosophy*
- *Bullying Prevention*
- *Child Safe Standards*
- Communicating with School Staff policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	Sept 2021
Consultation	Staff – Sept 2021 Education Subcommittee – Sept 2021
Approved by	Principal - Rachel Corben
Next scheduled review date	2023