



Cranbourne East Primary School

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the school.

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 East 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 East Primary School, No 5518 is an exciting state of the art facility built under the Partnerships Victoria in Schools Project, which opened at the start of 2011. The school is built for a long-term student enrolment of 450 students, however due to ongoing and rapid enrolment growth this figure has been surpassed with current enrolment at 1159 students.

The school facility brings together the best in contemporary educational design and promotes active student-centred learning through the creation of flexible, functional spaces. Key features of the school include: high expectations for all learners, high quality teaching and innovative learning opportunities based on personalised and inquiry-based learning, well-resourced programs, environmental sustainability and high level parent and community involvement.

The building is designed around innovative learning spaces and flexible multipurpose learning neighbourhoods. In addition, there are cutting edge Performing Arts and Science learning spaces, a learning resource centre, Music studio, ICT rich resource hubs (notebook computers, robotics, iPads and interactive TV's), sustainable garden, football oval and soccer pitch and indoor gymnasium. There are two sheltered playgrounds as well as a Pirate Ship playground with a sandpit and environmental wetlands.

Cranbourne East Primary School is a place of outstanding learning and professional practice. It is a happy, exciting and engaging information technology rich learning environment where student centred learning occurs. The learning programs are led by professional learning teams who make a real difference and meet the needs of each and every student at a local level within a global setting. Staff at all levels work towards a shared vision as part of a collaborative team who work effectively with the local community to create a school environment that is cooperative, caring, encouraging of community involvement and which celebrates success. Our core purpose is to help children grow into lifelong learners as future citizens.

A co-teaching curriculum model is implemented to meet the diverse needs of all students. This model is child centred and operates in a learning environment that encapsulates complimentary alignment of space, pedagogy, belief and school values of Resilience, Rigour, Responsibility, Respect and Relationships. A targeted emphasis on personalised learning, a differentiated curriculum and focus on assessment ensured that all students are continually monitored and programs developed to improve student learning outcomes.

The cutting edge, purpose-designed facilities reflect a twenty-first century educational approach to teaching and learning through the provision of open flexible learning areas capable of catering for a range of student groupings.

All staff at Cranbourne East Primary School continue to embark on a journey of continuous learning and reflection to contribute to the evolution of a professional learning community. Staff have the capacity to deliver the levels of energy, enthusiasm and flexibility to respond to the large workload and face the many exciting challenges that a dynamic and vibrant school entails.

Individually and collectively staff have the belief that they possess the ability to contribute to the creation of a school of excellence and commitment to the priorities of: Improving student Reading outcomes across all levels of the school, establishing a culture of active and effective 'student voice' throughout the school, strengthen the consistency of application of the whole school Behaviour

Management approaches through the development of a School Wide Positive Behaviour System (SWPBS) to improve student learning outcomes.

Our core purpose is to help children grow into lifelong learners and future citizens. The school is a place that encourages and enables professional learning and effective teamwork as well as developing a strong, welcoming and inclusive school community.

The school workforce plan currently comprises: 1 Principal, 5 Assistant Principals (Student Wellbeing & Engagement, Curriculum Innovation and Leadership, Assessment and Reporting, Facilities, School Wide Organisation, Program for Students with Disabilities and Student Support Services), 1 Business Manager, 1 HR Manager, 1 Leadership Personal Assistant, 6 Office Administration Education Support (ES), 1 First Aid Officer, 4 Learning Specialists (Instructional Leaders), 11 Specialist Teachers, 1 AUSLAN, ES, 1 English as an Additional Language (EAL) Specialist, 3 Literacy Support Specialists, 31 Integration Aides (ES), 1 Library Technician and 57 Home Group Teachers.

The work force plan is a combination of full time and part time employees with some staff in shared roles and totals 118 staff as at time of writing.

The school effectively uses the capability of Compass School Manager as a highly successful communication and reporting tool along with our On-line assembly and Newsletter to enhance our home school partnership.

Cranbourne East Primary school is a Respectful Relationships lead school within the Southern Melbourne area and through the use of an action team, are committed to promoting gender equality within our community for the purpose of preventing gendered violence.

Our Science, Technology and Mathematics (STEM) Action Teams supplement the delivery of the curriculum.

As a school, we value the importance of social and emotional learning and understand the evidenced based benefits to young people, therefore, commit to the explicit teaching of the Resilience Project and Resilience Rights & Respectful Relationships.

School wide communication is facilitated through a staff briefing once a week, Consultative Committee Meetings, face to face meetings and reliance on email for the passage of routine information.

Professional Learning Communities at Cranbourne East Primary School have created a culture that is focused on the continuous improvement of student outcomes. Each year level has a timetabled weekly PLC where student data is analysed, targeted interventions are identified, and links are made to the learning needs of the cohort which are then supported by teacher professional learning. Teams prioritise and set goals using strategies and initiatives which are shown to impact student learning to develop comprehensive plans for intervention. Student achievement is then closely monitored to understand how students' progress.

The school has a comprehensive Assessment and Reporting Schedule. Student progress is tracked and continuously monitored against the Victorian Curriculum using the Compass Continuum. This data is analysed at year level PLC's. Weekly planning occurs collaboratively in teams and is based on cohort data and the learning needs of students.

Cranbourne East Primary School has a Peer Observation Program in which teaching staff are required to observe, provide feedback or model lessons to colleagues once a fortnight. A consistent observation template has been developed which incorporates the use of High Impact Teaching Strategies. The cycle of observations, feedback and reflecting on practise has assisted in building the teaching capacity of teaching staff in all curriculum areas.

The school has in place a cyclic professional learning process (collaborative conversations) supporting all staff in their professional development. Staff attend external to school professional learning linked to goals in the Annual Implementation Plan and personal areas of need then report back to the entire staff. After school professional learning sessions occur each Wednesday with a timetable of the scheduled activities developed and disseminated to all staff prior to the commencement of each term. A database is maintained of all professional learning attended by staff.

School leaders and House captains comprises students who are elected annually from across the school. Once elected these members undergo a formal day of training in Peer Mediation. The school leaders organise ongoing themed fundraising activities supporting community agencies including: Backpack beds for the homeless, Jeans for Genes day, Royal Children's Hospital appeal etc.

Our Student Representative Council work as Health Ambassadors and participate in the Achievement Program which is funded by the Cancer Council. Each year, members complete and audit of the school and work with Monash University on a chosen Health priority area to focus on for 6 - 12 months.

A comprehensive Transition program operates to support students entering the Foundation year along with the partnership with the Cranbourne East Secondary College for Year 6 student transition.

To value add to student achievement, well-being and staff professional learning the school has developed partnerships with: Bryan Jeffrey (MOAT), Aiding Casey Education (ACE), Koori Education Support (Det), Uniting Child Services, Autism and Inclusion, ELMS, Tri-Counselling, Shine Assist, Happy Chatter (Speech Pathology), Play Right Learn Right (Occupational Therapist), Mobile School Dentist, Strategies for Teaching based on Autism Research (STAR) Program, Windermere, WAYYS Program (family violence support), Cerebral Palsy Education Centre (CPEC), Everyday Independence (OT and Physio support), Susan Mc Clean (Cyber Safe), Camp Australia (Out of Hours Care), The Orange Door, SECASA and Uniting.

Extra curricula activities involve camping Program (Year 2 -6), Bike Education Program, Swimming Programs, Break Time Activities, Harmony Day, Mother's Day and Father's Day, Family Picnic, Movie Nights, National Tree Planting Day, Disco's, Book Week, Footy Day, ANZAC Day, PJ and Buddies Day. The Parents Association work harmoniously with the School Council and School Community to supplement resources to support the delivery of teaching and learning.

The school is located on the same site with Cranbourne East Secondary College, Marnebek Specialist School (Outpost) and shares facilities including the gymnasium, theatre, soccer ground and football oval. Shared-use facilities are a valued feature of this school site. A three-room kindergarten and maternal health centre has been constructed by the City of Casey adjacent to the school site. A community sporting complex including oval, club rooms and playground opened adjacent to the school in September 2019.

2. School values, philosophy and vision

Cranbourne East Primary School is committed to providing a safe, supportive and inclusive 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. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

Our school's vision is to foster happy, safe and engaged students in an information technology-rich and student-centred global learning environment.

Our Statement of Values is available on our school website.

3. Engagement strategies

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 East Primary School use a Gradual Release 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 East 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, used in our SWPBS Matrix 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 year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns. School Captains are invited to AIP tracking meetings.*
- *create opportunities for cross—age connections amongst students through our Buddy Program, athletics and sports days, choir and lunch clubs*

- *All students are welcome to self-refer to the Student Wellbeing and Engagement Assistant 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:*
 - *Respectful Relationships*
 - *SWPBS*
 - *Safe Schools*
 - *Zones of Regulation*
 - *Mindfulness*
 - *PROTECT*
 - *Peer Mediation*
- *We employ a Psychologist once a week to help support students with anxiety, regulation and social play therapy*

Targeted

- *each year has a Team Leader 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*
- *all Koorie students receive an Individual Learning Plan and Student Support Meeting each term*
- *all students in Out of Home Care will have an Individual Learning Plan and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment*
- *Our Assistant Principal - Student Engagement and Wellbeing will focus on 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

- [Student Support Groups](#)
- [Individual Learning Plans](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)
- [Attendance Plans](#)
- [Orange Door](#)
- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [LOOKOUT](#)

Cranbourne East 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 The Orange Door*

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

Cranbourne East Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team (Respectful Relationships, SWPBS, Student Leader and SRC Teams) plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Cranbourne East 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, behaviour and suspension data*
- *engagement with families*
- *self-referrals or referrals from peers*
- *Home Group Wellbeing referrals*

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 Cranbourne East Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Cranbourne East 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 as part of our SWPBS approach. We strive to teach or reteach expected behaviour as well as use all poor behaviour opportunities as opportunities to teach where it is deemed appropriate.

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 taken into consideration each individual student's context. 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 Leadership*
- *restorative practices*
- *Letters and / or calls home*
- *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 *Cranbourne East 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 East 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 East 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
- CASES21, including attendance and absence data
- SOCS

Cranbourne East 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.

COMMUNICATION

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

- Included in staff induction processes
- Available publicly on our school's website
- 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](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	9/11/21
Consultation	School Council - 10/11/21
Approved by	Principal and School Council
Next scheduled review date	November 2023