



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 at cranbourne.east.ps@education.vic.gov.au

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, 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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POLICY

School profile

Cranbourne East Primary School (CEPS) is located in the Hunt Club Estate in one of the fastest growth areas in the Southeastern growth corridor. The school is located at No 2 Bowyer Avenue, Cranbourne East and is co-located with Cranbourne East Secondary College, whom we enjoy and value a strong partnership with. Adjacent to the school site is a three-room kindergarten and maternal health centre, City of Casey sports oval and pavilion as well as Marnebek School (Corrigans Road Campus).

The school is an exciting state of the art facility built under the Partnerships Victoria in Schools Project (PViS), which opened at the start of 2011. The school is built for a long-term student enrolment of 450 students, however due to early rapid enrolment growth and long-term stabilised enrolments, this figure has been surpassed with current enrolment at 1000 students. 64.6% of these students speak a language other than English at home.

The dedicated staff of CEPS comprises of 6 Principal Class (full-time and part-time), 4 Learning Specialists (Literacy, Numeracy and Inclusion), 1 Leading Teacher (Numeracy), 61 teaching staff (full and part time), 1 Psychologist, 1 Student Counsellor, 1 Engagement Officer, 1 Mental Health in Primary Schools teacher, 4 Tutor Learning Initiative teachers, 15 Classroom Education Support Staff, 1 Business Manager, 7 Office Administration staff including a First Aid Officer. The current SFOE Index is 0.3934.

The school undertook their School Review in Term 2 2024 and has a new Strategic Plan. In line with recommendations from the School Review, CEPS undertook a review of our co-teaching model, involving extensive staff collaborative research of best practice, broad community consultation with parents, and consultative engagement with students. Drawing on what was heard and learned through this process, the decision was made to change the learning structure to a single-teacher/single-class model, which commenced in 2025.

Employing similar consultative practices, and guided by the review, SIT has also changed the structure of the day from a split timetable to a single timetable, employing 4 sessions and 3 breaks in the timetable.

CEPS is undergoing an exciting phase of growth and development of learning and teaching, guided by the Victorian Teaching and Learning Model 2.0 (VTLM 2.0) and is grounded in the latest research from the Science of Learning. At CEPS, this means creating learning environments that prioritise explicit teaching, cognitive load management, regular review and deep content knowledge.

CEPS is committed to evidence-based practices that support every student to succeed. A key element of this work is the implementation of Phonics Plus, a structured synthetic phonics program designed to build strong foundations in early reading. Instructional Practices aligned with Explicit Instruction, a strong emphasis on high-impact teaching strategies, professional collaboration and reflective practice support the schools teaching and learning programs.

In addition to core curriculum areas, students at CEPS benefit from a broad and enriching specialist program. Specialist areas include Science, Physical Education, AUSLAN, Performing Arts, Visual Arts, and STEM. These subjects offer students opportunities to explore creativity, develop physical and scientific skills, express themselves, and engage with real-world problem-solving in innovative ways. At CEPS, we are proud to be building a future-focused learning culture where every student is supported, challenged, and inspired to reach their full potential.

Cranbourne East Primary School is a place of vibrant learning and professional practice. It is a happy, exciting and engaging learning environment where student centred learning occurs. CEPS offers a comprehensive curriculum with a strong focus placed on literacy, numeracy and wellbeing. Using the School Wide Positive Behaviour Framework (SWPBS), teachers place greater emphasis on enhancing student engagement and improving attendance using relevant data to create ambitious yet achievable learning goals. Our staff work collaboratively to ensure each student is supported and nurtured individually.

At Cranbourne East Primary School, we believe that every child deserves access to high-quality teaching, strong relationships, and the opportunity to thrive. Our passionate and skilled staff are committed to continuous improvement, working collaboratively to deliver excellence in education. With a clear vision aligned to our Strategic Plan, and grounded in the values of inclusion, respect and academic growth, we are building a culture where curiosity is encouraged, progress is celebrated, and each learner is empowered to succeed. CEPS is not just a place of learning—it is a community where students, staff and families grow together with purpose, pride and passion.

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 Student Wellbeing & Child Safety policy is available on our school website.

Wellbeing and 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 student focus groups. 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 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 & Wellbeing and Inclusion Team, 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 – commitment
 - Zones of Regulation
 - Mindfulness
 - PROTECT
 - Peer Mediation

Targeted

- The Wellbeing and Inclusion team receive referrals from parents and teachers regarding students concerns; referrals are triaged, allocated to an appropriate staff member who oversees the school-based support & / or external referral pathway.

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

- 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 - 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 & Wellbeing Leader 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
- our English as a second language students are supported through our EAL learning strategies and supports, and all cultural and linguistically diverse students are supported to feel safe

- and included in our school
- we support learning and wellbeing outcomes of students from refugee background through linking families in with external agencies and supporting students with differentiated learning supports.
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on LGBTIQ+ Student Support
- 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
- 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

- Student Support Groups
- Individual Education Plans
- Alternate Timetable Plans
- Attendance Plans
- Behaviour Support Plans
- Student Support Services
- Safety Plans
- Transition Plans
- Deescalation Plans

As well as to other Department programs and services such as:

- Disability & Inclusion
- 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 Education 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 team
 - 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
- Re-engagement programs such The School Assistance Support Program

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 Education Support Officers
- running regular Student Support Group meetings for all students:
 - with a disability
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.

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. Student Wellbeing teams (Wellbeing & Inclusion, Team Leaders & SWPBS,) 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, detention and suspension data
- engagement with families
- wellbeing referrals
- Behaviour data
- Wellbeing team data

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.

1. Student behavioural expectations and management

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

Our School based expectations are set out in our SWPBS matrix; undesirable behaviour is addressed using our Fair Response Continuum.

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 our Bullying Prevention 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.

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
- 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 Cranbourne East 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.

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.

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
- case management
- 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:

Available publicly on our school's website <https://www.cranbourneeastps.vic.edu.au/policies>

- Included in staff induction processes
- Included in transition and enrolment packs
- Included in student diaries so that it is easily accessible to parents, carers and students
- 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/carers notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:

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

FURTHER INFORMATION AND RESOURCES

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- [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](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	29/08/25
Consultation	TBD
Approved by	Principal
Next scheduled review date	29/08/27