



Caulfield South 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 office on (03) 9578 3718.

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.

Caulfield 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.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families

8. Evaluation

POLICY

1. School profile

Caulfield South Primary School (CSPS) is located in Caulfield South, ten-kilometres south-east of Melbourne's Central Business District, and within the City of Glen Eira local government area. The school has a quiet suburban location away from main roads, with boundaries adjoining parkland and residential properties. The enrolment number at February 2023 Census was 474 students, with most families residing in the school's zone. Students are taught in straight grades at each year-level, with our Prep to Year 3 classrooms located within and around the original 1928 building, and our Year 4 to Year 6 classrooms within and around our modern Senior Learning Centre. The original 1928 building is surrounded by attractive gardens, an extensive playground, play equipment and a synthetic turf oval. Parent fundraising has enabled the installation of a nature play space and bamboo forest. The SFOE Index for the school is classed as 'low' (meaning the school is classed as 'advantaged') and 12% of students have English as an Additional Language. The school delivers the Victorian Curriculum, with a focus on delivering high-impact English and Mathematics instruction aligned with the school-developed 'REED' Instructional Model. This model focuses on four stages of a lesson; review, explicit teaching and explore (interchangeable in order) and discussion. These stages link to the High-Impact Teaching Strategies (HITS). The school is accredited to deliver the International Baccalaureate's Primary Years Programme (PYP). This approach is guided by six transdisciplinary themes of global significance, within which students can broaden their learning by developing their conceptual understandings and strengthening their knowledge and skills across, between and beyond subject areas. The school delivers a specialist learning program that caters to the broad needs and interests of all students. Each student participates in weekly sessions in Languages Other Than English (LOTE, Italian), Music and Performing Arts, Physical Education, Science, Technology, Engineering and Mathematics (STEM) and Visual Arts. The use of digital technology to enhance learning is prioritised and includes tablets (iPads) available to students in Prep and Year 1, school-purchased Chromebooks available to students in Years 2 and 3, and a 'Bring Your Own Device' (BYOD, Chromebooks) program for students in Years 4, 5 and 6.

Other school priority programs include:

1. Student leadership opportunities, including Year 6 Leadership Program and Junior School Council.
2. 'Buddy Program' for students in Prep to be matched with a 'buddy' in Year 5.
3. 'Green Machine' program, with a focus on sustainability.
4. 'Choir' and 'Orchestra' programs run for students with a passion for performing.
5. 'Drum Corps' program, where students in Years 5 and 6 learn to play in a marching band.
6. 'Hebrew Immersion Program' and 'Jewish Life'; opportunities for our students to pursue language and culture programs from an external provider onsite, outside of school hours. Progress towards strategic goals, student outcomes and student engagement.

2. School values, philosophy and vision

Caulfield South PRIDE, Achieving Together.

The vision, *Achieving Together*, represents the school's focus on achievement in all learning areas, as well as the commitment to teamwork and community.

The PRIDE values of *Positivity, Respect, Integrity, Determination* and *Excellence* represent an all-encompassing set of dispositions that will support outstanding learning and wellbeing behaviours.

The school celebrates the CSPA PRIDE values with weekly awards at assemblies for students who display the values in practice. House points are prioritised for students who show the PRIDE values in the classroom and the yard.

3. Wellbeing and engagement strategies

At Caulfield South Primary School we aim to provide the best setting for the education of children in which they achieve and flourish. Learning takes place through purposeful, structured inquiry, developed in a safe, happy and supportive environment. This contributes towards the development of independent, confident and resilient learners.

The emotional, physical, cognitive and behavioural wellbeing of our students is pivotal to their success at school, as adolescents, and in their future lives. Physically and emotionally healthy students are happy, able to deal positively with life's challenges, experience a sense of connectedness with the school and others, and are well placed to assist with the development into well-balanced and successful young adults.

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. To support this, the school is continually developing classroom practice to ensure that our pedagogy and curriculum engages all students by recognising and responding to their diverse needs. Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students are promoted through professional learning teams that encourage innovative pedagogy developed using the Victorian Curriculum and the International Baccalaureate Primary Years Programme.

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 and that embraces and celebrates diversity and empowers all students to participate and feel valued*
- *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 Caulfield South Primary School use the REED instructional Framework to ensure a shared model of instruction that is incorporated into all lessons*
- *teachers at Caulfield 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 Junior School Council. 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 school athletics carnivals and activities, music programs (Choir & Orchestra, Soiree), the Year 5/Prep Buddy Program, Chess Club, Soccerwise, Greenmachine, Drum Corps, Coding Club, RAP Team, JSC*
- *Students are welcome to self-refer to the Student Wellbeing Leader, First Aid Officer, 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 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 and frameworks such as:*
 - *Respectful Relationships*
 - *Cybersafety*
 - *SWPBS*
 - *Building Resilience*
 - *Restorative Practice*
- *programs, incursions and excursions developed to address issue specific needs or behaviour (Brainstorm Productions, Alpha Productions -S&E Plays)*
- *opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)*
- *measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.*

Targeted

- 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
- 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
- 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

Individual

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

- Student Support Groups, see:

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>

- Individual Learning Plan and Behaviour Support Plan, see:

<https://www2.education.vic.gov.au/pal/individual-education-plans-ieps/policy>

<https://www2.education.vic.gov.au/pal/behaviour-students/guidance/6-behaviour-support-plans>

- Program for Students with Disabilities, see:

<https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/psd.aspx>

- Referral to Student Welfare Coordinator and Student Support Services, see:

<https://www2.education.vic.gov.au/pal/student-support-services/policy>

- Referral to ChildFirst, Headspace, see:

<https://www.education.vic.gov.au/school/teachers/health/mentalhealth/Pages/headspace-counselling-secondary.aspx>

- Navigator Program, see:

<https://www.education.vic.gov.au/school/teachers/behaviour/engagement/Pages/navigator.aspx>

- Lookout Centre, see:

<https://www.education.vic.gov.au/about/programs/Pages/lookout.aspx>

Caulfield 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
- 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
- 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

Caulfield 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 students in need of support and enhance student wellbeing. Caulfield 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.

Caulfield South Primary School is a place of learning in which we aim for students to feel safe and secure in their school environment. Staff promote the physical, emotional, social and academic welfare of its students. We believe that children learn best in a secure, happy, non-discriminatory environment in which the rights of the individual are respected and, within which, personal responsibility and self-discipline can be developed. Students have a clear understanding of what is expected of them and what they can expect from each other.

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
- increase and manage their own learning and growth by setting goals and managing resources to achieve these goals as they progress through the school.

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 behavioural 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, Caulfield 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 implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Where a restorative approach has previously been conducted and the behaviour continues, the school will establish a Student Support Group to devise strategies and approaches to address the behaviour; this may include intervention from specialist services and external agencies in the local community.

Restorative practices are intended to move the focus away from a punitive consequence that is based on the establishment of wrong-doing. Rather it seeks to value and support those involved so that they feel empowered to take positive action to address the situation and move forward. Restorative practice is about being respectful of every member of our school community, encouraging responsible behaviour and actions and ensuring that personal pride and dignity is maintained.

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 (Student Redirection System)*
- *withdrawal of privileges*
- *referral to the Year Level Coordinator/Assistant Principal*
- *restorative practices (Student Reflection Forms)*
- *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 Caulfield 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

Caulfield 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

Caulfield 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
- Attitude to School survey
- Staff Opinion Survey
- Parent Opinion Survey
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCs
- Compass

Caulfield 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.

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 staff handbook/manual
- Discussed at annual staff briefings/meetings
- Reminders in our school newsletter
- Hard copy available 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 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 and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2024
Approved by	Rohan Cooper Principal
Next scheduled review date	July 2026