

	<p>Carlton Gardens Primary School</p> <p>STUDENT WELLBEING AND ENGAGEMENT POLICY</p>	<p>Authorisation 2022 Review 2024</p>
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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 Gardens 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.

Contents:

1. School profile
2. School mission, vision and values
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations
7. Engaging with families
8. Evaluation

Policy:

1. School Profile:

Carlton Gardens Primary School is located on the edge of Melbourne's CBD. It stands opposite Carlton Gardens and the Melbourne Museum on busy Rathdowne Street. The historic building which is heritage listed, is situated just one block from the vibrant Lygon Street precinct and is close to the University of Melbourne and The Royal Melbourne Institute of Technology. The school has a strong partnership with RMIT and the Melbourne Museum.

Our students are drawn from the surrounding neighbourhood, other inner suburbs and the city. Each year a number of international students also attend and with their parents become significant members of our school community.

With the significant number of international students and new arrivals the school has a strong need for EAL services and the teachers are flexible and adaptive to the diverse backgrounds of the students.

The school's strength is its emphasis on the individual. Each child is known personally by both staff and fellow students. This creates a friendly and caring environment that fosters self-esteem and

social and academic confidence. Carlton Gardens Primary School believes that children are most likely to realise their potential in a happy and secure learning environment that values their contributions.

The school has a Before and After School program (OSH Club) which has been well attended over a number of years and continues to grow and be a vital part of our school.

CGPS is a vibrant, small inner city school that is committed to serving its community into the future.

2. School Mission, Vision and Values:

Mission

It is our mission to empower all of our students with the knowledge, skills and mindset to become lifelong learners that are engaged and respectful members of society.

Vision

Carlton Gardens Primary School is committed to creating a supportive and challenging environment that fosters a love of learning. We believe that all students can learn at high levels and we will work to continually improve education outcomes for all students, whilst celebrating our rich and diverse community.

Values

Students, staff and members of our school community are encouraged to live and demonstrate our core values R.I.C.H (Relationships, Integrity, Confidence, and Happiness)

Our Statement of Values is available online at: [Vision, Mission and Values \(carltongardens.vic.edu.au\)](http://carltongardens.vic.edu.au)

3. Wellbeing and Engagement Strategies:

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

- 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.
- 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 Carlton Gardens Primary School use an 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 Carlton Gardens 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.
- 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 Representative Council and other forums including class meetings. Students are also encouraged to speak to their teachers whenever they have any questions or concerns.

4. **Identifying students in need of support:**

Carlton Gardens PS 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. Carlton Gardens 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.
- 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.

Strategies to promote positive student inclusion and attendance:

- Uphold the right of every child to receive an education.
- Monitor and follow up on absences in compliance with Department of Education & Training (DET) procedures.
- Intervene early, where possible, to identify and respond to student needs for social, emotional, and learning support.
- Where resources allow, provide specialist support to assist teachers to meet the social, emotional and learning needs of students at risk.
- Recognise and respond to students' needs through the *Program for Students with Disabilities* (PSD), language support programs and other DET initiatives.
- Provide all staff, including pre-service and casual relief teachers and volunteers with information, professional learning and support regarding student wellbeing issues.
- Provide opportunities for students to participate in developing a positive school culture (E.g. student led celebration of learning assemblies, student leadership, buddy programs).
- Provide opportunities for families and the wider community to participate in school activities (e.g. School Council and sub-committees meetings, classroom volunteers).

- Deliver teaching and learning experiences and services that are inclusive and responsive to student needs, and that reflect the diversity of the school community.
- Use evidence - based and flexible pedagogical styles to cater for different learners and to engage all students in meaningful learning experiences.
- Teach and assess students using current pedagogical knowledge aimed at challenging and extending student learning.
- Communicate concerns about student wellbeing to parents/carers in a timely manner.

Communicate the school's expectations and support parents/carers to:

- Ensure that children attend school as required by law.
- Advise the school as soon as possible when a child is late or absent.
- Ensure that student enrolment details are correct.
- Attend parent-teacher interviews.
- Read and respond to school communications in a timely manner.
- Seek advice from the school if desiring to remove children for extended periods (e.g. holidays).

Strategies to promote positive student behaviour:

- Build constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances.
- Develop an Individual Learning Plan and/or a Behaviour Support Plan.
- Consider if any environmental changes need to be made, for example changing the classroom set up.
- Refer the student to: school-based wellbeing supports or 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, Orange Door or ChildFirst.
- Run 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.
- Communicate high expectations (regarding student behaviour) with students and their families.
- Develop a classroom Essential Agreement with students at the start of each school year and revisit this regularly throughout the year.
- Through professional learning, build staff capacity to promote positive student behaviours (including specific behaviour management strategies and teaching about social skills) promote a team approach to behaviour management.
- Monitor student behaviour and the effectiveness of implemented strategies.
- Work with parents/carers to promote understanding about how they can support positive student behaviours.

6. Behavioural expectations

Student behaviour, bullying behaviour will be responded to consistently with Carlton Gardens Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Carlton Gardens Primary School will respond 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.

Disciplinary measures may be used as part of a 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 to another classroom for timeout or other reasonable and proportionate responses to misbehaviour.
- Withdrawal of privileges.
- Referral to the team leader.
- Detentions.
- Behaviour ILP's.
- Suspension (in-school and out of school).
- 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 Carlton Gardens PS 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

Carlton Gardens PS 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.

The school will create successful partnerships with parents/carers and families by:

- Ensuring that all parents have access to our school policies and procedures, available on our school website.
- Conducting effective school-to-home and home-to-school communications.
- Providing volunteer opportunities to enable parents/carers and students to contribute.
- Involving families in Student Support Groups.

Additional Support for Students

Our school utilises a range of information and tools to identify students in need of extra support.

These can include the following:

- Personal information gathered upon enrolment.
- Attendance rates.
- Academic performance, particularly in literacy and numeracy assessments.
- Behaviour observed by classroom teachers.
- Engagement with students' families.
- Referral to the school Psychologist, Speech Pathologist and other paraprofessionals where needed.

8. Evaluation

Carlton Gardens 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 & absence data
- SOCS

Carlton Gardens 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.

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](#)

Communication:

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

- Provided to staff at induction and included in staff handbook/manual
- Discussed at staff meetings/briefings as required
- Made available publicly on our school website
- Made available in hard copy from school administration upon request

POLICY REVIEW AND APPROVAL

Policy last reviewed	2022
Consultation	School Council: April 2022 AToSS: May 2022 Focus groups from School Review: March 2022
Approved by	Tina McDougall Principal
Next scheduled review date	April 2024