



Carrum Primary School 3385

Walkers Road, Carrum 3197

Telephone: 9772 1117

Facsimile: 9776 1586

STUDENT WELLBEING AND ENGAGEMENT POLICY

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.

Carrum 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 values, philosophy and vision
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

Carrum Primary School was founded in 1901 and is situated on the southernmost border of the City of Kingston, where the Patterson River meets Port Phillip Bay. We have a current enrolment of 343 students shared across 15 classes and 30 staff members.

The school is renowned for its self-sufficient farmlet, Stephanie Alexandra Kitchen Garden and wetlands//environment studies program which are highly valued aspects of the school's sustainability program. In 2019 Carrum Primary School was recognised for its innovative work in

environmental studies and, as a result, was announced as the 'Sustainability Victorian School of the Year'. The school also has strong connections with the local community through Radio Carrum, Friends of Roy Dore Reserve and Friends of Carrum Foreshore programs. Through these programs our students share their interests within the community and make valuable contributions to the impact of our local environment.

Carrum Primary School strives for excellence through a rich, connected learning community that is inclusive and maximises opportunity for all. The school seeks to develop motivated, creative and independent learners who demonstrate strong social values and inclusivity and whose leadership, resilience and self-esteem is evident when interacting with the community.

2. School values, philosophy and vision

Carrum Primary School aims to develop thinking, caring and responsible students, through the provision of challenging and engaging academic programs. Diverse extra-curricular programs and social opportunities are presented to create confident and resilient students, who are well prepared for the future. We provide an education that meets the individual learning needs of each student and helps them succeed in becoming life-long learners.

Our school motto of Strength, Honesty and Loyalty underpins all of our interactions within the school community.

We value:

- Respect- Caring for ourselves, others and the environment
- Excellence- Having high expectations of self and others
- Confidence- Attempting new challenges and being prepared to 'have a go'
- Resilience- Maintaining a positive attitude in an ever changing world

Carrum Primary School is a community school aiming to ensure that students are encouraged to become curious learners who are presented with high quality learning opportunities. The parents are highly aspirational and support the value of excellence by holding high expectations of all members of the community.

3. Engagement strategies

Carrum Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. Staff are very proud of our school culture and learning environment, with student well-being and connectedness being at the centre of our learning programs. The school is continually developing its wellbeing practices using the School Wide Positive Behaviour Framework, to support the delivery of our Student and Staff Wellbeing Programs.

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
- teachers at Carrum Primary School use an explicit teaching 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 Carrum 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 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
- our school monitors 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. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- opportunities are created for cross—age connections amongst students through school plays, athletics, music programs and peer support programs
- Quality Beginnings program to develop a positive and productive learning community at the beginning of each year
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Restorative Practices
 - Circles

Targeted

- Each level has a teacher that represent wellbeing on the Wellbeing PLC team. The teacher monitors the needs of their area and their students and identifies the additional support required
- All staff will undertake professional development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year.
- Wellbeing coordinator/Assistant Principal will act as a point of contact for students who may need additional supports
- Small group Literacy and Numeracy intervention groups established to support targeted cohorts
- Social and Emotional programs offered to targeted students such as *Seasons*, Zones of Regulation and Lunchtime clubs.

- Opportunities in the Senior Levels to belong to the School leadership team, Environmental, Digi tech and Design, Communication, Sports, German and Arts teams and *I See I Care* School representatives
- Restorative Practices used by all members of staff to resolve issues and restore behaviour to restore relationships

Individual

- Student Support Groups are held with families and relevant health professionals regularly to monitor and measure supports.
- Individual Learning Plans and Behaviour Support Plans are strengths based and developed to enable students to access learning and experience success.
- Individual Learning goals are developed between teacher and student to cater for the student's point of need.
- Program for Students with Disabilities
- Referrals and collaboration with Student Support Services to ensure all health professionals, services or agencies are accessed to support the student.

Carrum 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 Child First

Where necessary Carrum Primary 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

Carrum 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. Carrum 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.

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

Carrum Primary School takes a whole-school approach to promoting positive behaviours, we value the explicit teaching of social and emotional skills and behaviours, building relationships and use evidence based high engagement practices and to create a positive, safe and secure learning environment.

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 Carrum Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Carrum Primary School will institute a staged response, 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 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
- Redirection and teaching of appropriate behaviours
- restorative practices
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- individual behaviour plan developed with the student
- referral to the Year Level Coordinator
- behaviour reviews
- withdrawal of privileges
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

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

Corporal punishment is prohibited in our school and will not be used in any circumstance.

7. Engaging with families

Carrum 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

Carrum 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
- SOCS

FURTHER INFORMATION AND RESOURCES

Statement of Values and School Philosophy

[Bullying Prevention Policy](#)

[Child Safe Standards](#)

Child Safe Responding and reporting

Inclusion and Diversity

REVIEW CYCLE

This policy was last updated on Nov 2020 and is scheduled for review in Nov 2021.