



CARNEGIE PRIMARY SCHOOL

STUDENT WELLBEING AND ENGAGEMENT POLICY

IF YOU NEED HELP TO UNDERSTAND THE INFORMATION IN THIS POLICY PLEASE CONTACT THE OFFICE ADMINISTRATION STAFF FOR INTERPRETER ARRANGEMENTS.

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.

Carnegie 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

Carnegie Primary School (CPS) is located in the City of Glen Eira in the South Eastern suburbs of Melbourne and is considered a school of choice within the local community. Carnegie Primary School enrolments were 608 students, in 27 classes, in 2021.

A neighbourhood school zone enables enrolments to be contained. We are committed to the development of whole-school effective teaching and learning practices and conduct programs

and activities that meet the highest expectations of student wellbeing and connectedness to school, to best support the children in our care.

Our vision is to provide an engaging, supportive and inclusive learning environment where children can interact positively in a safe, respectful and cooperative atmosphere. We want to challenge students to be reflective, independent and life-long learners.

While we celebrate our students' academic achievements, all our staff are committed to conducting programs and activities that meet the very highest expectations of student wellbeing and promote a connectedness to school. A priority is to continue to develop a whole school vision for contemporary pedagogy, focusing on individualised, personalised and differentiated teaching and learning which is evident and consistent across the school.

CPS staffing profile consists of 54 staff (44.22 EFT) a Principal, Assistant Principal, 1 Leading Teacher, 2 Learning Specialists, Experienced and Graduate Teachers, Education Support Staff and Office Administration staff. The preferred method of employment is ongoing to ensure consistency of staffing and commitment to CPS.

Carnegie staff are dedicated, professional and committed to working collaboratively to ensure optimal teaching and learning opportunities for the students at CPS. Carnegie Primary School demonstrates a strong commitment to continuous improvement. The school covers all domains of the Victorian Curriculum and provided a differentiated curriculum. Learning opportunities are further enriched specialist programs are offered for students in Physical Education, the Arts, Music, ICT and Japanese.

We have highly committed professional learning teams with a focus on literacy, numeracy, wellbeing and discovery. These teams work collaboratively to ensure that the strategies and approaches adopted align with our school's goals and priorities and are implemented with integrity. We have a dedicated team of teachers, both full and part time, who work closely with individuals as well as in a whole class capacity. We have a very strong and capable team of ES staff who work alongside our teachers to ensure the learning environment is the best it can be.

CPS has a high socio economic profile (indicated by the Student Family Occupation index or SFO). Our school proudly embraces a broad diversity of backgrounds including a number of Asian and European backgrounds. The school celebrates diversity and values each person as an individual.

Our school values a strong relationship between home and school, with parent participation encouraged and valued. A dedicated School Council and Parents Group assists the school's operations and provides the basis for strong community partnerships. We continue to focus on improving home and school communication strategies to enhance our relationships and accessibility with parents and carers. Over the period of the SSP we have introduced the COMPASS management system to further facilitate the ease of communication between school and home.

Carnegie Primary School ensures the school environment is safe, attractive and stimulating to cater for and support the diverse learning and developmental needs of all of our students.

2. School values, philosophy and vision

Our goal is to develop students' personal and social learning skills which will enable them to be successful, confident and tolerant individuals, able to contribute positively to society. We focus

strongly on maintaining and fostering our school as a learning community, which values interaction between and contribution from students, parents, teachers and the wider community through:

- providing an environment that is safe and secure
- facilitating effective communication to foster a strong partnership within the school
- providing equal opportunity for all members of the school community
- providing regular professional development for staff
- valuing and facilitating academic excellence
- supporting students to attain their individual potential by building on their strengths
- encouraging, recognising and rewarding achievement and effort
- developing in students such qualities and social skills as tolerance, responsibility, communication, independence, problem solving, creativity and respect
- providing and fostering a cooperative environment where students can share the responsibility for their own learning, behaviour and health
- maintaining and developing our school grounds that consist of a large grassed oval, cricket pitch, practice nets, basketball and netball courts and sets of shaded fixed play equipment.

To actively support the curriculum areas, the following enrichment programs and extra-curricular activities are provided: Rights, Resilience and Respectful Relationships, Bounce Back, Circle Time, Better Buddies program, Kinder Buddies Program, Transition programs (Kinder to Prep and Year 6 to Year 7), Perceptual Motor program, school-based leadership, intensive swimming, excursions, incursions, house reward system, camps, inter-school sports, lunchtime activities, SRC Leadership and Junior School Council.

In acknowledging that a team of students, staff and parents working together produces the best educational outcomes, the school encourages parent participation in many capacities. Our school is well supported by an enthusiastic community, an effective School Council and Parents and Friends Association which successfully co-ordinates a range of community and fundraising activities. Parents participate in school maintenance activities, work voluntarily and contribute directly to learning programs such as literacy, numeracy, sport, Discovery Units and excursions.

Teacher professional learning is valued at Carnegie Primary School. We dedicate staff meetings to Professional Development. There is also an expectation that staff members who attend outside Professional Development will present their findings to level and staff meetings. We offer opportunities for our staff to run professional development sessions, as we value the expertise within our own school.

We also have professional learning teams with a focus on literacy, numeracy, wellbeing and discovery. These teams discuss professional reading and ensure that the strategies and approaches adopted by our staff are implemented with integrity. These teams also use data available to them in order to cater for the specific needs of our school environment.

3. Engagement strategies

Carnegie Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

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, PIVOT Student Perceptions Surveys and school level assessment data
- teachers at Carnegie Primary School use the CPS 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 Carnegie 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 is 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 Student Representative Council and other forums including year group meetings. 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 buddy programs, school concerts and art shows, physical education competitions (athletics and swimming carnivals), music programs and peer support and peer mentor programs
- All students are welcome to self-refer to the Wellbeing Leader and Leading teacher, Year Level Leaders, 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 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
 - Bully Stoppers
 - Safe Schools
- programs, incursions and excursions developed to address issue specific behaviour (i.e. Respectful Relationships, Kids Help Line forums and personalised targeted classes for mental health)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peer support programs

Targeted

- each year group has a Team Leader/Coordinator, a teacher 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
- capacity to connect all Koorie students with a Koorie Engagement Support Officer
- students in Out of Home Care have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)

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

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)
- [Safe Schools Victoria](#)

Carnegie 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 students 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

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 Plan 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

- o and with other complex needs that require ongoing support and monitoring.

The School actively seeks to promote a positive school culture through the initiation of whole School programs that promote our strong value structure. The School is committed to developing students that demonstrate tolerance and care for themselves, for others and their environment.

The foundation of our positive School culture is the deep engagement of students with the curriculum and active participation of all members of the school community toward successful student outcomes. Carnegie Primary School has a celebrated history of home/school partnerships which has always strengthened and aligned our approach to supporting student development.

A whole School approach to leadership development provides all students with opportunities to take on responsibilities and act as role models for younger students across the School. The Student Leaders take a leadership role in the wider community through the promotion of curriculum areas. They achieve this through coordinating special events and competitions, as well as running lunch time activities that promote education as a pathway to have a positive influence.

Carnegie Primary School also implements the Respectful Relationships program. Our school is currently a LEAD school in the BPA. This program acts to promote partnerships between older and younger students as well as a sense of responsibility and role modelling Carnegie Primary School's values. It promotes positive interactions through care for all students.

Carnegie Primary School encourages active support from the parent community and uses School Council, Parent and Friends and Parent Representatives as avenues of feedback and connection throughout the school. This ensures strong communication and governance.

4. Identifying students in need of support

Carnegie Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Leadership and Student Wellbeing teams plays a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Carnegie 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

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 Carnegie Primary School's Bullying policy.

Carnegie Primary School knows it takes a whole community to support student learning and behaviour. Relationships are the basis for fair, respectful and democratic classrooms and schools. We use a restorative proactive approach to give students opportunities to take responsibility for their behaviour and to be part of the decision making process.

We seek to foster an environment with a cooperative approach and believe that education is a partnership between students, staff, parents and our local community. We know that there will be behaviours and events that will compromise this ideal. When these incidents occur we use a restorative approach to repair damaged relationships with individuals and groups. When appropriate the school will inform parents and have support groups to further support the process.

Circle time is used in classrooms and is an excellent forum to develop methods for repairing the harm and building connection in the classroom and school.

Our school does not tolerate violence. If students choose to use violence towards any member of the school community, they are removed from the environment they are in and can be sent home at the Principal's discretion.

A staged response

Restorative practices are embedded in our classroom teaching and learning and used to solve behaviour management issues by all staff. Some serious incidents require a formal conference involving students, parents, support people and a convener. Any imposed consequences arising from these meetings will require a response 'that makes things right' in the eyes of those affected. The aims of these meetings are to ensure all parties understand the effects of the incident and take responsibility, make amends for those harmed and have a plan for the future.

Carnegie Primary School's Restorative Chat guide

(*all students need to be asked to participate when a student / student concern is being addressed. Students need the time to reflect on their behaviour and think about what they can do to repair and rebuild the relationship.)

We need to talk about...

How do you think.....felt when you?

OR

I think that ... is upset because....

At school it's not ok to ... (describe old behaviour) Next time I want you to... (describe new behaviour)

What do you think will make this better?

OR

To fix this up I want you to....

What can I do to help you?

Working with Apologies

Wrongdoer: (harmed name) I am sorry for (describe old behaviour). It was wrong because... I should have... (new behaviour)

Harmed: Thank you for your apology. I didn't like it when you ... (describe behaviour)... I felt...

Wrongdoer: I will make this better by ...

In conjunction with...

1. Verbal Warning- acknowledge inappropriate behaviour and redirect
2. Discussion about behaviour/incident with teacher at a time set by teacher
3. Consequence sheet completed
4. Consequence sheet sent to principal and parents.

Repeated behaviour concerns need to be addressed in a formal manner with parent/student/teacher and possibly the principal.

Behaviour

Students are expected to:

- Respect the rights and belongings of others by supporting each other's learning and behaving in a respectful manner
- Work together to promote and support each other in order to provide a happy, safe, inclusive and clean environment
- Work to achieve their personal best whilst allowing others to do the same
- Stay calm and follow the Restorative Process when resolving problems

- Model and support our Code of Conduct and Student Engagement Policies
- Accept responsibility for their behaviour and, with support, find ways to repair the harm to all parties involved
- Understand that bullying, including cyber bullying, violence, property damage, inappropriate language and disrupting the learning of other students, is unacceptable
- Unacceptable behaviour

Aggressive behaviour

- Damaging property
- Leaving the school grounds or classroom without permission
- Being in school buildings without permission before school and during lunch time and recess
- Not following instructions
- Being in a classroom without a teacher present
- Inappropriate use of technology in accordance to our Acceptable Use of ICT agreement
- Climbing structures other than playground equipment
- Riding bikes, skateboards or scooters in the school grounds
- Bringing the following items to school: glass containers, chewing gum, toy weapons and other expensive or dangerous toys to school

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the school under any circumstance.

Ongoing Behaviour Issues

Where students exhibit ongoing inappropriate behaviour patterns, a range of strategies will be used. These may include:

RESTORATIVE PRACTICE Circle Conversations / meetings.

Discussing the behaviour problems and reaching an agreement for future behaviour. This could include a behaviour contract

Explicit Teaching of appropriate behaviours.

Monitoring and providing feedback (student behaviour contract)

Calm Down: allowing students a "Cooling Off" period

Withdrawal: a student may be withdrawn from an activity, class, camp or excursion due to inappropriate behaviour and provided with an alternative educational setting within the school.

Counselling for individuals in order to modify inappropriate behaviour

Discipline/Student Support Group Meeting involving parents/caregivers and/or relevant DE&T support staff or outside agencies to assist with modifying behaviour

Detention will be given to a student for serious and/or continual misconduct. Detention after school will only be imposed after parents/caregivers have received notification.

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 Carnegie Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

7. Engaging with families

Carnegie 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
- providing parent volunteer opportunities so that families can contribute to school activities
- ensuring all volunteers hold a current Working with Children card
- 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

Carnegie 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
- Compass
- SOCS

Further information and resources:

- Bullying Prevention Policy
- Complaints Policy
- Statement of Values and School Philosophy

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
- 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](#)

FURTHER INFORMATION AND RESOURCES

Statement of Values and School Philosophy,

Bullying Prevention,

Child Safe Standards

Behaviour Management at Carnegie Primary School

Code of Conduct

Remote Learning Advice:

- [Coronavirus \(COVID-19\) advice for schools](#) and
- [Student Health and Wellbeing](#)

Relevant legislation

- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005 (Cth)
- Education and Training Reform Act 2006 (Vic)
- Equal Opportunity Act 2010 (Vic)

POLICY REVIEW AND APPROVAL

Policy last reviewed	31/08/2021
Consultation	Leadership Team, Consultative Team, School Council
Approved by	Principal
Next scheduled review date	September 2023