STUDENT ENGAGEMENT AND WELLBEING POLICY

Help for non-English speakers

If you need help to understand this policy, please contact the Principal on 03 53337170

Purpose

To ensure that all students and members of our school community understand:

- Our commitment to providing a safe and supportive learning environment for students.
- Expectations for positive student behaviour.
- Support available to students and families.
- Our school's policies and procedures for responding to inappropriate student behaviour.

Canadian Lead Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential 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 learning outcomes and student wellbeing are closely linked.

Scope

This policy applies to all school contexts and activities, including camps and excursions and to all students and staff.

Implementation

School profile, vision, mission, and values

School profile

Canadian Lead Primary School is a modern, well-resourced school with all classrooms and learning spaces within the one building, providing a sense of connection and community. The school was founded in the 1990's, following the merger of three local primary schools. Our school has 11 classrooms, an art room, a movement room, a large library, gymnasium, kitchen area (used for Breakfast Club and OSHC) and additional open communal spaces. Outdoor features include a soccer oval, football oval, basketball courts, vegetable gardens and three separate outdoor playground spaces. Enrolments range from 205 - 220. 7% of students are Indigenous and approximately 5% have a language background other than English. Our SFOE is higher than average, indicating a level of disadvantage amongst some members of our school community. We are proud of our diverse and inclusive school community.

School Vision

At Canadian Lead Primary School we develop every child's academic, personal and social potential in a safe, inclusive and supportive environment. Our school is committed to developing strong literacy and numeracy skills for all students, as these lay the foundation for future learning and positive life outcomes.
Our aim is for our students:
- To be respectful, kind, and happy.
- To be able to make good choices and a positive contribution to our school and the wider community.

- To maximize their academic potential so they have opportunity and choice in their future endeavors.

School Mission
Canadian Lead Primary School's mission is to provide students with the best possible foundation in life through a high quality and well-rounded education alongside comprehensive wellbeing support.

School Values
Respect: Looking after ourselves, others, and property.
Responsibility: Being reliable, accountable for the things we say and do, and taking care of the environment.
Community: Helping each other, solving problems together, and contributing to our school community.

School Rules
Be Kind, Be Safe, Be Honest, Be Positive, Be A Learner.

Wellbeing and engagement strategies

Canadian Lead Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support. 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.
A summary of the universal Tier 1 approaches (whole of school), targeted Tier 2 approaches (specific to a smaller group or cohort) and individual Tier 3 engagement strategies used by our school is included below.

<u>Universal Tier 1 Approaches</u>

- High and consistent expectations of all staff, students and parents and carers.
- Berry Street Education Model approaches in every classroom (strategies based on the five pillars of Body, Relationships, Stamina and Engagement and Character).
- Positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing.
- 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 and carers and being responsive to them as partners in learning.
- 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.
- A broad curriculum including the arts, PE, LOTE, Social and Emotional lessons and a range of extra-curricular activities.
- A consistent instructional framework based on interactive explicit instruction, designed for all students to experience success.
- Evidence-based approaches to both teaching and wellbeing.
- A broad range of assessment approaches to measure student learning and wellbeing.
- Incorporating our Values and School Expectations into all classrooms and promoting these so that they are shared and celebrated as the foundation of our school community.
- Planned transition programs to support students moving into different stages of their schooling including Year 7.
- Acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and in communication to parents and carers through our School Wide Positive Behaviour system
- Monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level.
- Giving students the opportunity to contribute to and provide feedback through the Junior School Council and other forums including weekly classroom meetings. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.

- Opportunities for cross-age connections amongst students through buddy programs, school events, house bonding and lunch clubs.
- Encouraging all students to speak to their classroom teacher or any staff member if they need to discuss an issue or feel as though they may need support of any kind.
- Engaging in School Wide Positive Behaviour Support with our staff and students, which includes:
    - Resilience, Rights and Respectful Relationships
    - Smith Family INcursions
    - E-smart
    - The Reach Foundation
    - Morning Circles
    - Social and Emotional Curriculum
    - School Wide Positive Behaviours
    - Mental Health in Primary Schools
- Providing programs, incursions and excursions to address specific needs or behaviour.
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities).
- Ensuring 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.
- All students taking part in the Wellbeing Check In survey that will be analyzed and responded to.

Targeted Tier 2 Approaches

- Support from classroom teachers who monitor the health and wellbeing of students across their unit, and who all act as a point of contact for students who may need additional support.
- Support for Koorie students to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture.
- Support for EAL students and students from a refugee background. We access additional resources and expertise from DET area staff as required to ensure all students are supported to feel safe and included in our school.
- Ensuring a positive and respectful learning environment for students who identify as LGBTIQ+ and following the Department's policy on LGBTQI+ Student Support.
- Support for Out of Home Care students in accordance with the Department's policy on Supporting Students in Out-of-Home Care including having an Individual Learning Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment as required.
- Support for Students with a disability to be able to engage fully in their learning and school activities in accordance with the Department's policy on Disability Inclusion, through reasonable adjustments to ensure access to learning programs, consultation with families and where required, student support groups and individual education plans.
- Additional professional learning for staff and additional resources in response to needs identified by student wellbeing data, classroom teachers or other school staff.
- A trauma-informed approach to working with students who have experienced trauma.
- Ensuring that students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at International Student Program.
- Selected Studentstaking part in mentoring programs.

Individual Tier 3 Approaches

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

- Individualised programs and timetables including small group activities, reduced classroom time, alternative timetables, increased breaks, increased access to support.
- Individualised wellbeing supports such as play therapy with the school social worker, lunch clubs, Occupational Therapist, and support from wellbeing staff.
- Regular meetings with the student and their parents and carers to talk about how best to help the student engage with school.
- An Individual Learning Plan and/or a Behaviour Support Plan.
- Referring the student to:
    - Student Support Services.
    - Appropriate external supports such as allied health professionals, Child First, headspace, child and adolescent mental health services or DHHS.
    - Re-engagement programs such as Navigator.

Our 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.
- Engaging with our regional Koorie Engagement Support Officers.
- Running regular Student Support Group meetings for all students with a disability, in Out of Home Care, or with other complex needs that require ongoing support and monitoring.
- Assistance including help with transport, food hampers, supply of uniform, and any other supports needed by a family to ensure children are safe, healthy and able to attend school.

Canadian Lead Primary School will access support and information as required on the Department's Policy and Advisory Library:

- Student Support Groups
- Individual Education Plans
- Behaviour - Students
- Behaviour Support Plans
- Student Support Services
- Disability Inclusion
- Mental health toolkit
- headspace
- Navigator
- LOOKOUT
- MHIPS

Identifying students in need of support

Canadian Lead Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. We use a range of data and tools to identify students in need of extra emotional, social or educational support:

- Personal, health and learning information.
- 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.
- Referrals from family members.
- Student Attitude to School Survey data, to identify Year 4/5/6 male/female cohorts in need of additional support.
- Use of DET Student Wellbeing Check-in Tool.

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.

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.

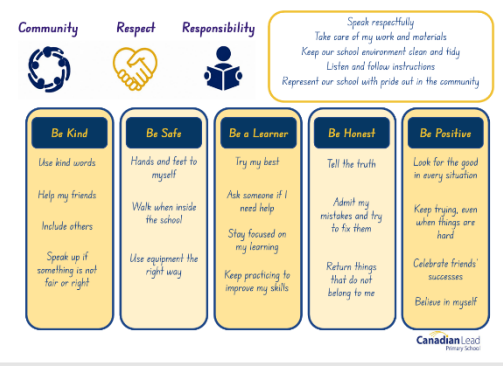
Student behavioural expectations and management

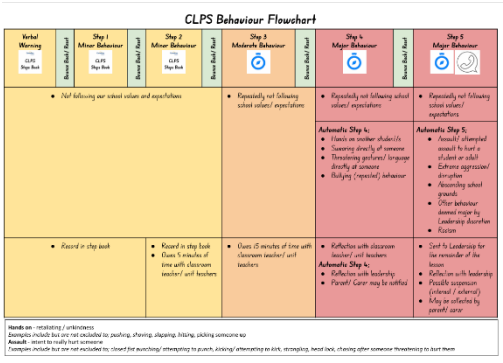
Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination will not be tolerated and will be managed in accordance with this policy. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Canadian Lead 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.

The Canadian Lead Express sets out a simple, age-appropriate behaviour management process.





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 our Step structure:

- Step 1 Warning
- Step 2 Redirection owes 5 minutes with teacher
- Step 3 Owes 15 minutes time with teacher
- Step 4 Lunchtime Reflection with leadership/ Restorative Practice.
- 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

The Principal of Canadian Lead 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

Canadian Lead Primary School values the input of parents and carers, and we strive to support families to engage in their child's learning and in the daily life of our school. We aim to be partners in learning with parents and carers in our school community. We work to create successful partnerships with parents and carers by:

- Ensuring that all parents and carers have access to our school policies and procedures, available from the school office and our school website.
- Maintaining an open, respectful line of communication between parents and staff, supported by our Communicating with School Staff policy.
- Providing volunteer opportunities so parents and carers can be involved in school events and daily school life.
- Involving families in school decision making through School Council and regular opportunities for input and ideas.
- Coordinating resources and services from the community for families, including food hampers and wellbeing support.
- Including families in Student Support Groups, and developing individual plans for students.

Evaluation

Canadian Lead 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 Attitude to School survey data.
- Incident data.
- School assessment data and student reports.
- Parent Opinion survey data.
- Attendance and absence data.
- Behaviour management and suspension data.

Communication

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

- Available publicly on our school website

- Included in staff handbook and staff induction
- Discussed at an annual staff meeting and more often as required
- Included as part of overall policy information in enrolment packs
- Shared annually in our school newsletter
- Discussed in classrooms
- Hard copy available from the school office 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 Department's Policy and Advisory Library (PAL):

- 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

Canadian Lead Primary School policies:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

Policy Consultation, Review and Approval

This policy will be reviewed every two years, or earlier as required following concerns raised by staff, parents or carers or analysis of new research or school data relating to student engagement and wellbeing, to ensure that the policy remains up to date, practical and effective.

Data to inform this review will be collected through:

- Discussion and consultation with students, parent and carers.
- Assessment of school-based data, including wellbeing notes and attendance data.
- Attitudes to School Survey.
- Parent Opinion Survey.
- DET Student Check-In Tool.

Proposed amendments to this policy will be discussed with staff, student representative groups, parents and carers and School Council.

Policy last reviewed	September
Approved by	Acting Principal Ms Chrissy Drummond

Consultation	Consultation on this policy is mandatory. Consultation was as follows: - Students within the classroom meeting format (ongoing) - Parents and carers through the policy being shared in the school newsletter and feedback invited - School Council through the policy being shared for consultation (agenda item at February 2024 General Meeting) - Staff through the policy being shared for consultation and feedback invited - School Leadership team
Next scheduled review date	February 2026