STUDENT WELLBEING AND ENGAGEMENT POLICY

Help for non-English speakers

If you need help to understand the information in this policy please contact 03 5996 1744.

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.

Cranbourne 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.

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2. School values, philosophy and vision
3. Engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
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7. Engaging with families
8. Evaluation

POLICY

1. School profile

Cranbourne Primary School is an established school in the heart of Cranbourne, in Melbourne's South-East. We have 250 students enrolled from Prep to Grade 6 and around 35 staff members including a full-time wellbeing coordinator and EAL teacher.

We have expansive school grounds close to the centre of Cranbourne, and attract enrolments from a wide geographical area. We support our parents and students in a range of ways, including our Breakfast Club that runs 5 days a week from 8:30 in the morning. Cranbourne Primary School has developed close ties to the local community and enjoys support from our local shops and community services. Cranbourne Primary School also operates a

community hub that offers a range of services to our broader community including networking sessions, adult English classes, a playgroup and adult ICT education.

Our school is diverse with almost 50% of our students coming from a language background other than English. Our largest LOTE groups are Dari, Hindi and Hazaragi. Other cultural groups including Koorie and Pacifica students are also represented and valued.

We strive to support every students to reach their potential and be prepared for an amazing future. We provide high levels of wellbeing support to students so we can achieve strong academic and social outcomes.

2. School values, philosophy and vision

Our school values are represented by the Power of PRIDE – Persistence, Responsibility, Independence, Discipline and Excellence. Our school motto underpins these values, as staff and students seek to "Work Hard, Be Kind and Feel Proud'. These values are embedded in everything we do at Cranbourne Primary School and are visible in every classroom and around the school. These values are recognised at the classroom and whole school level with rewards and prizes, like Class Dojo Points, Champion of the Week certificates, Nights of Reading Certificates and end of year school awards. Classes also work together to develop classroom expectations based on our school values.

Our school's vision is:

Students at Cranbourne Primary School will be:

More than anyone thought they could be
Leaders who inspire change
People who do the right thing, not the easy thing

Our students will exceed all expectations

3. Engagement strategies

Cranbourne Primary School recognises that students need to be explicitly taught appropriate behaviours, and that these behaviours need to be reinforced to prepare students for the future. We follow a Response to Intervention model (RTI) that recognises that difference students will need differing levels of support.

Cranbourne 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 in helping children and students feel safe and less isolated. 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 on the next page:

Tier 1 – Universal Support for all students

- all staff seek to actively build strong relationships with all students and their families/carers
- high and consistent expectations of all staff, students and parents and carers
- 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
- analysing a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data and responding as required
- teaching using an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons in alignment with the Victorian Teaching and Learning 2.0 Model.
- our school's motto and 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
- 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 (including classroom SRC mailboxes) and are encouraged to speak with their teachers whenever they have any questions or concerns
- All students are welcome to self-refer to the Student Wellbeing Coordinator 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
    - Zones of Regulation
- Unconditional positive regard is shown to all students at all times
- All students are greeted and welcomed into the school each morning with a personalised greeting as decided by the student as they enter their classroom
- Students have a clear understanding of acceptable vs not acceptable behaviours through our Major and Minor Behaviours charts which are displayed in all learning spaces
- The 'Stop, Walk, Talk' protocol for students who face interpersonal challenges while at school
- programs, incursions and excursions developed to address issue-specific wellbeing concerns (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs
- morning and afternoon circle times to provide opportunities for students to express their feelings and level of regulation
- brain breaks to support ongoing regulation within the learning spaces
- calm corners in each classroom to support student regulation opportunities
- Class Dojo points to reinforce positive behaviours and choices that align with school values
- The Ready to Learn scale is present in all classrooms

Tier 2 – Targeted supports for groups of students

- regular monitoring from PLT leaders and Wellbeing coordinator
- access to the Sensory Room to support regulation
- Students at Risk meetings with sub-school leaders and families for students whose academic progress is well below the expected level to create plans for supports to maximise the students success in their learning
- Wellbeing groups run by Youth Workers at the school to build pro-social skills (and other skills as identified)
- connect all Koorie students with a Koorie Engagement Support Officer. A Koorie student's ability to express their culture and enjoy their cultural rights is encouraged and actively supported and staff, students, volunteers are equipped to acknowledge and appreciate the strengths of Aboriginal culture and its importance to the wellbeing and safety of Aboriginal students (refer to our Aboriginal Learning Wellbeing Safety for further information)
- Our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through celebration of Harmony Day, our Cultural Studies program and ensuring our school website can be accessed in different languages using Google Translate
- We support learning and wellbeing outcomes of students from refugee background through these measures as well
- We provide a positive and respectful learning environment for our students who identify as LGBTIQA+ and follow the Department's policy on LGBTIQA+ Student Support – we display Safe School posters and teach the Respectful Relationships curriculum
- All students in Out of Home Care are supported in accordance with the Department's policy on Supporting Students in Out-of-Home Care including being appointed a Learning Mentor, having an Individual Education Plan and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
- 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
- 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*
- 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

Tier 3 - Individual support

Cranbourne 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
- ensuring students have a designated trusted adult within the teaching and support staff
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing plans:
    - Individual Education Plan
    - Behaviour Support Plan
    - Safety Plan
    - Engagement Plan

- Development of regulation cards and individual processes around these
- Case Management approach to support students and families with complex wellbeing needs
- considering if any environmental changes need to be made, for example changing the classroom set up
- Students at Risk meetings with Principal Class Officer/s and families for students whose academic progress is well below the expected level, over a sustained period, to create plans for supports to maximise the students success in their learning
- referring the student to:
    - school-based wellbeing supports (including 1-to-1 sessions with school based Youth Worker)
    - Student Support Services
    - Appropriate external supports
    - 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
- 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
    - who identify as ATSI
    - and with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Cranbourne 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 help identify students in need of support and enhance student wellbeing. Cranbourne 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 during the process of enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff for things such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, incident and suspension data
- engagement with families
- referrals

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.

At Cranbourne Primary School all students have the right to participate in daily school life in a safe, caring and engaging environment. Students also have an obligation to contribute to creating and maintaining this environment through their actions, making correct choices and approaching necessary work requirements diligently

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
- use 'Stop, Walk, Talk' to seek help from the nearest staff member if conflict arises
- 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.

Parents are encouraged to speak with their child's teacher before referring their concern to 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 Cranbourne Primary School's Bullying policy.

Cranbourne Primary School is proud of our diverse and inclusive school. 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.

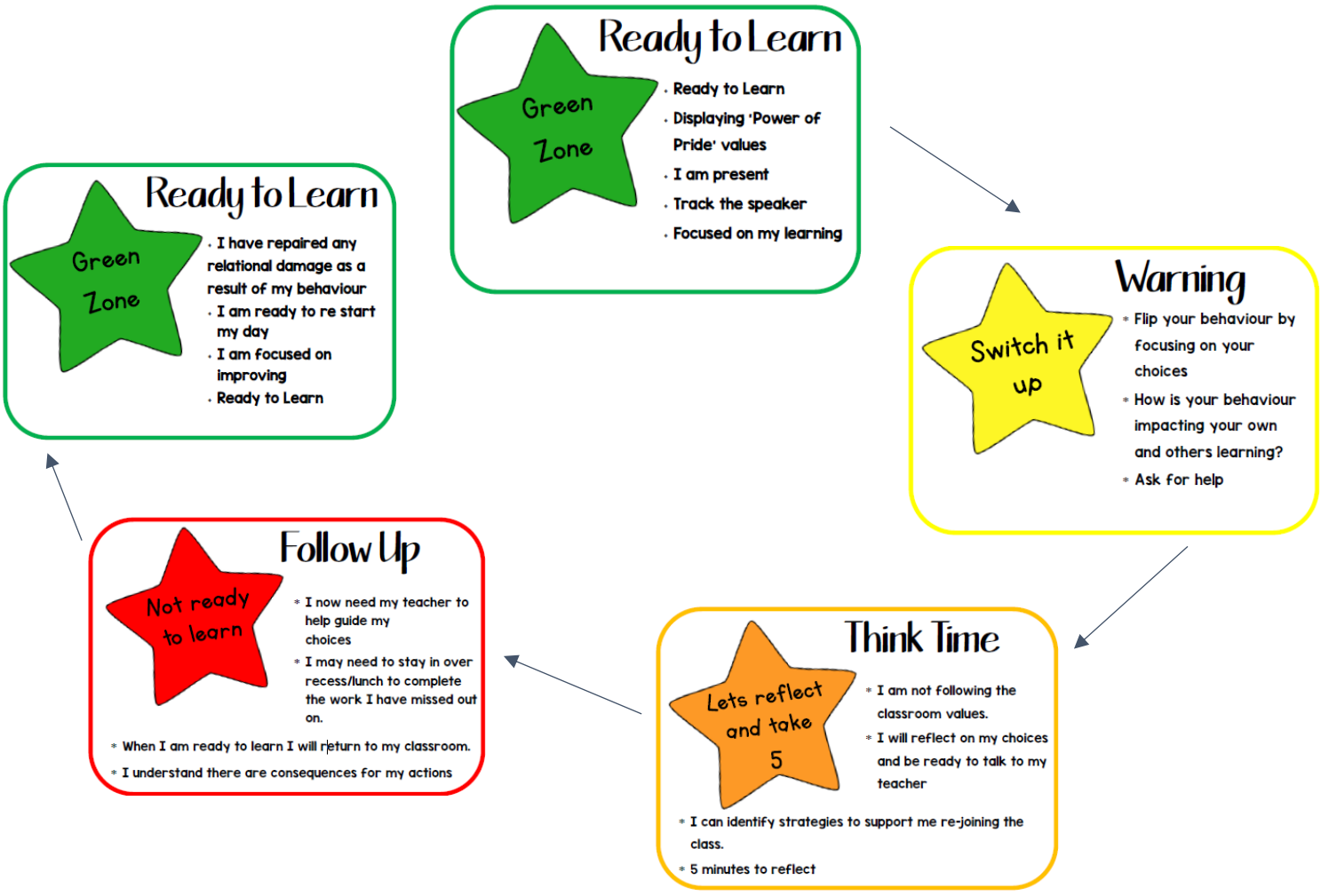
Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as supervision, withdrawal of privileges or withdrawal from class.

Cranbourne Primary School ensures that we explicitly teach appropriate behaviours in line with our school values. Students are regularly referred to our values as required. While teachers and Cranbourne Primary School primarily identify and reward positive behaviours, when students breach classroom and school expectations, the teacher will implement a staged response, consistent with the Department's policies on behaviour, discipline and student engagement. Where appropriate, parents will be informed about the inappropriate behaviour. Our approach to addressing undesirable behaviours and our stages of consequence are below:

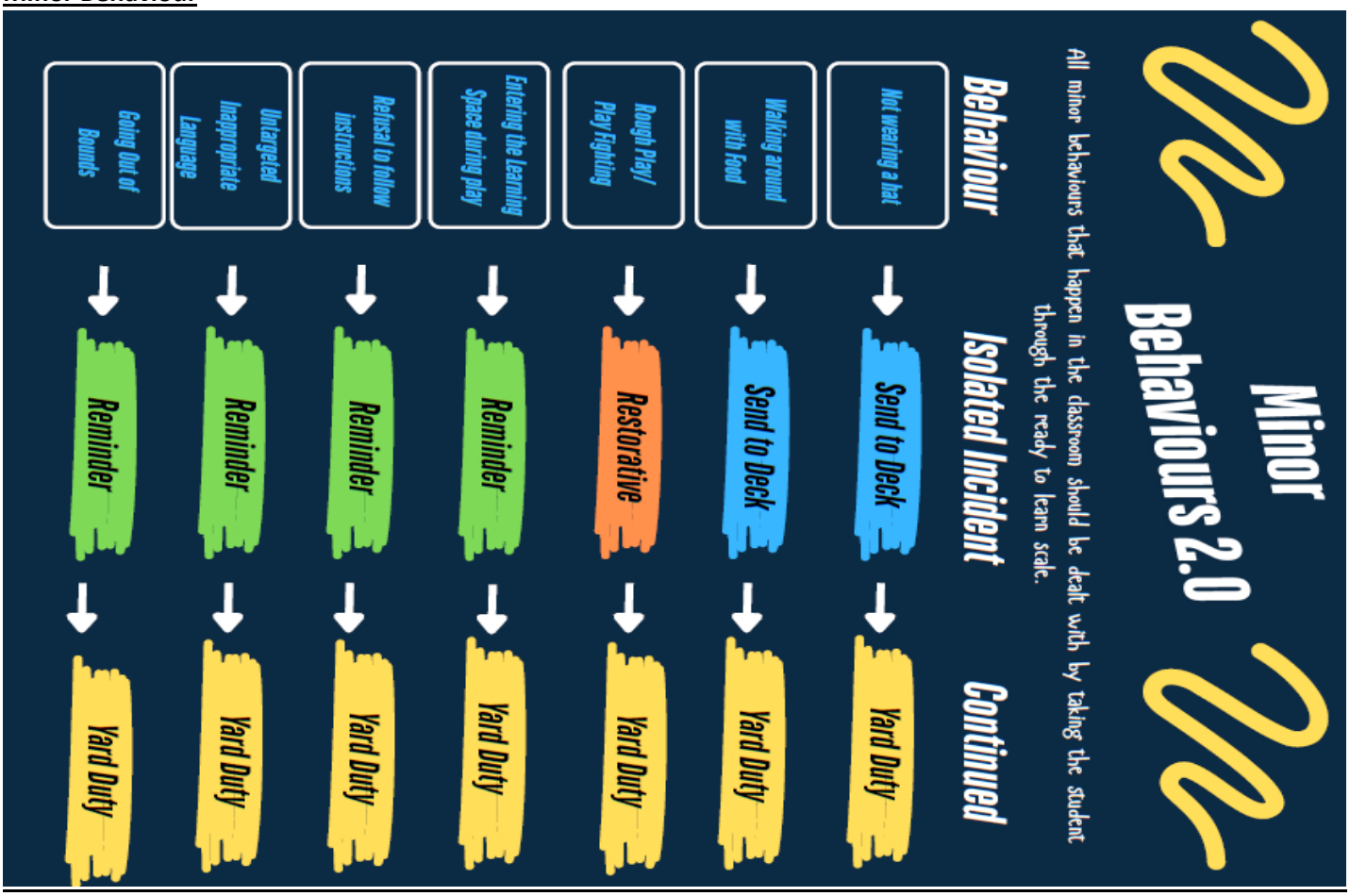
Ready to Learn Scale

The Ready to Learn Scale is present in all classrooms. All students will have their name (or similar) located with this scale. Each session students will start at the green 'Ready to Learn' and may progress through the scale if minor behaviours, or other behaviours which contravene the students rights and responsibilities listed above are displayed.

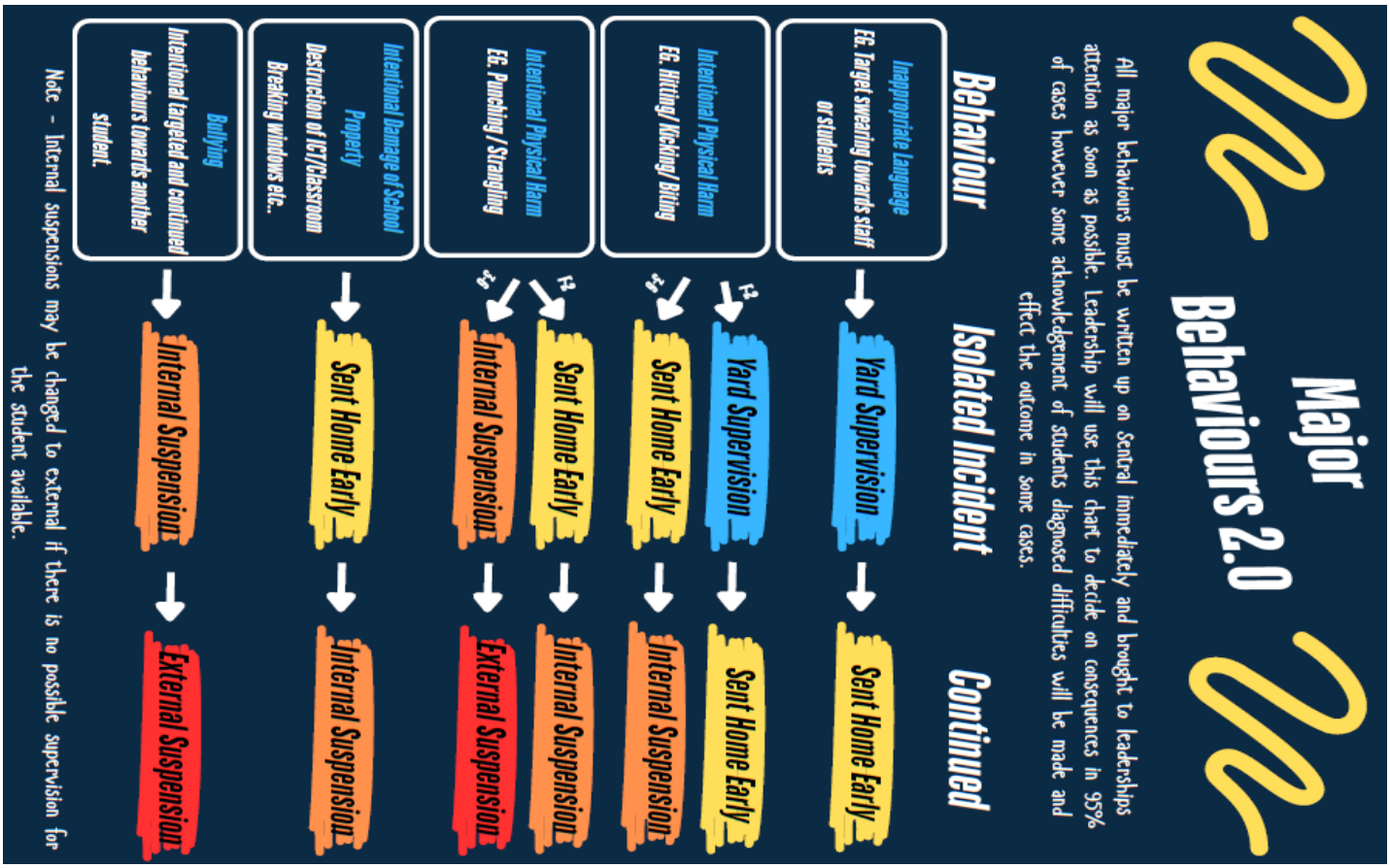
Any student who progresses through this scale will be given opportunity to repair and return to the learning space.



Minor Behaviour



Major Behaviours



Where students are demonstrating any behaviours that contravene the rights and responsibilities of students, consequences may be used. Students will always be provided with an opportunity to be heard.

Consequences at Cranbourne Primary School may include:

- warning a student that their behaviour is inappropriate
- teacher controlled consequences, such as moving a student within the classroom or other reasonable and proportionate responses to misbehaviour
- removal to another classroom
- withdrawal of privileges
- referral to the Year Level Coordinator or Leadership Team
- restorative practices
- detentions
- yard supervision
- 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 Cranbourne 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 Cranbourne Primary School.

7. Engaging with families

Cranbourne 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 (via Sentral, in person, or over the phone), 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 and information
- 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
- actively support for the participation and inclusion of Aboriginal children and students and their families
- inviting families to participate in:
    - Community Links
    - Community Hub
    - Assemblies

  - Breakfast club
  - School Council
  - Parent Teacher Interviews
  - Community and open evenings
- Cranbourne Primary School has started a Outside School Hours Care service that is run by the school council

8. Evaluation

Cranbourne 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 analysed and responded to on a regular basis include:

- Attitudes to School Survey
- Sentral Wellbeing Data
- school reports
- Parent/Caregiver/Guardian Opinion Survey
- case management
- CASES21 reports including attendance data

Cranbourne 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
- Made available in hard copy from school administration upon request
- Reviewed at school council

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 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
- LGBTIQA+ Student Support
- Behaviour – Students
- Suspensions
- Expulsions
- Restraint and Seclusion

This policy should be read in conjunction with policies such as:

- Bully prevention
- Yard duty supervision
- CPS Vision and Values

POLICY REVIEW AND APPROVAL

Policy last reviewed	September, 2026
Consultation	School council: September 2026
Approved by	Principal
Next scheduled review date	September 2028