

	<p>Carlton Gardens Primary School</p> <p>STUDENT WELLBEING AND ENGAGEMENT POLICY</p>	<p>Authorisation 2024</p> <p>Review 2026</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. Carlton Gardens Primary School 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 of Respect, Resilience, Inclusivity and Curiosity.

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:

Carlton Gardens Primary School has in place a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour and respectful relationships for all students in the 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 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued
- 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 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.
- 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 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.
- Create opportunities for cross-age connections amongst students through assembly opportunities, lunchtime clubs, JSC, athletics, music programs and peer support programs.
- All students are welcome to self-refer to the Mental Health and Wellbeing Leader, School Leadership Team, 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
 - SWPBS
- Programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. emotional regulation)
- Opportunities for student inclusion (i.e. sports teams, clubs, lunchtime activities)
- Buddy programs, peer support programs
- 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.

Targeted:

- Each year group has a Team Leader, a senior teacher responsible for their year, who facilitates the health and wellbeing of students in their year level, and acts as a point of contact for students who may need additional support.
- Our English as a second language students are supported through our EAL program.
- Create Koorie IEPs for identified Koorie students
- Students in Out of Home Care will have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment.
- Staff will undertake professional learning in response to needs identified by student wellbeing data, classroom teachers or other school staff each year.
- 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

Individual:

Carlton Gardens 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 parents/carers 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
 - Re-engagement programs such as Navigator

4. Identifying students in need of support:

Carlton Gardens Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Engagement 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. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student 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 Leadership Team.
- Restorative Practices.
- Detentions.
- Behaviour Support Plans.
- 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 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.

7. Engaging with families

Carlton Gardens 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

Carlton Gardens 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 & absence data
- SOCS

Carlton Gardens 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.

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	July 2024
Consultation	School Council: September 2024 AToSS: June 2024
Approved by	Nathan Gage - Principal
Next scheduled review date	July 2026