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.

Canterbury 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, where student participation is encouraged and valued, 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
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POLICY

1. School profile

Canterbury Primary School was established in 1908 and is located approximately 12 km from the CBD. The school has 639 students enrolled from Prep – Year 6 and employs 70 staff members in full or part-time roles, including specialist teachers for Mandarin, Visual Arts, Performing Arts, Physical Education and English as an Additional Language. Our school is culturally diverse with 21% of families having a language background other than English. We are proud of our diversity and inclusive school community. We also employ Education Support Staff, including Business Managers, Integration Aides, a Library Technician and a First Aid Officer.

The school strives to provide a student-centred learning culture where authentic learning fosters intrinsic motivation and where partnerships with parents and the broader local and global community are pivotal to enhancing student learning opportunities. Innovative use of digital technologies is evident across the school. Coding, creative problem solving and an embedded 'Maker Culture' support high levels of autonomy and choice in learning. The Maker Space and Kitchen classroom enable teachers to provide interest-based learning opportunities with a focus on problem solving and creativity.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

Our school's vision is to create a passionate learning community that inspires, challenges and supports all students to achieve their personal best and make a positive contribution to the world in which they live.

Our values guide the decisions and behaviours of all members of our school community.

- *Respect* - Caring for, understanding, accepting and appreciating ourselves, others and our environment.
- *Responsibility* - Demonstrating ownership of our actions and words. Being accountable for our actions.
- *Integrity* - Being honest, sincere and trustworthy.
- *Resilience* - Bouncing back from difficulties and disappointments. Accepting challenges, trying hard and not giving up easily.

Our Statement of Values and School Philosophy is available on our school website.

3. Wellbeing and engagement strategies

Canterbury 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:

<u>Universal</u>

- 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
- implement a whole school approach to student engagement, with the delivery of the CPS Student Voice and Agency Infographic. This ensures that students engage in subjects and programs that are tailored to their interests, strengths and aspirations

- teachers at Canterbury Primary School use a common instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high impact teaching practices are incorporated into all lessons
- teachers at Canterbury Primary School use a Wellbeing Instructional Framework to create a teaching environment that enables students to be healthy, happy, engaged and successful
- teachers at Canterbury 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 and School Philosophy 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
- teachers at Canterbury Primary School deliver the Health curriculum weekly through class instruction. This program incorporates the delivery of the URStrong program, and supports students to develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation
- as a community, we created the CPS Learner Dispositions, which highlight the learning traits that we promote and value. These dispositions of Creativity, Curiosity, Collaboration, Resilience, Self-Efficacy and Self-Regulation are incorporated into all classrooms and support student to celebrate their learning successes
- staff carefully plan and facilitate transition programs to support students moving into different stages of their schooling. This includes a detailed induction program for new students and families arriving throughout the school year
- a thorough induction of new staff is conducted in order to support their understanding of the culture and expectations at Canterbury Primary school, relevant policies and procedures and to ensure consistency and continuity for all students
- staff participate in regular professional learning to support the assessment and impact of teaching practice on student learning. This fosters a collaborative approach to teaching and learning
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the CPS Parliamentary Program, junior school council and other forums, such as Community Circle. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns
- staff create opportunities for cross-age connections amongst students through transition activities, sporting carnivals, buddy program, music program and a range of lunch time clubs, which are facilitated by teachers
- there are multiple opportunities for student inclusion that cater to a range of interests, strengths and abilities (i.e. sports teams, school band, chess club, recess and lunchtime activities)
- the Leadership Team have a focus on wellbeing that aims to provide support and intervention with targeted and individualised strategies to support students and teachers to address challenging behaviours before they escalate
- all students are welcome to self-refer to the First Aid Officer, 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

- throughout the year the school works alongside the Canterbury Parents Association (CPA) to organise a range of events which encourage student and family participation. This facilitates community-building across the school and contributes to a student's sense of belonging.

Targeted

- Prep students engage in Discovery Learning, a developmentally appropriate learning program, which supports students to develop relationships and communication skills through self-guided play-based learning opportunities
- Year One students continue to engage in play-based learning opportunities though the Creativity Learning program. This learning program continues to support students to learn and develop skills through self-guided opportunities, but builds on the skills from Prep and supports students to transition into Year Two
- all Year 5 students participate in a Term Four program focused on preparation for Year 6, specifically through a focus on student leadership. In Year 6, all students are encouraged to be a leader, through our CPS Parliamentary Program, where they are either a minister or backbencher with equal voting rights throughout sessions held in the House of Representatives and Senate sessions
- students from Year 3 to Year 6 participate in programs run by Sex Education Australia. The programs offer students the opportunity to gain accurate and age-appropriate information about anatomy, puberty, and reproduction as well as body safety (protective behaviours), respect, friendships and the risks of technology. All lessons are devised in line with the Victorian Curriculum
- the school wide buddy program promotes social and support networks between younger and older children, enhancing the sense of a friendly and supportive school community. Through this program, Prep students are paired with Year Six students, supporting Prep transition and providing opportunities for Year Six leadership development
- all Koorie and First Nations students will have an Individual Education Plan and will be supported through regular Student Support Group Meetings
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Education Plan and will be referred to Student Support Services for an Educational Needs Assessment
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on LGBTIQ Student Support [insert any specific measures at your school to support LGBTIQ+ students]

Individual

Canterbury 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 Education 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 or Child First
    - re-engagement programs such as Navigator
    - Kid's Hope mentors

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
- running regular Student Support Group meetings for:
    - students with a disability
    - students in Out of Home Care
    - Koorie and First Nations students
    - students with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Canterbury Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Canterbury 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 in their education to the best of their ability
- access opportunities for self-regulation
- 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
- behave guided by our school values, demonstrating 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 and management

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values and School Philosophy. 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. Student bullying behaviour will be responded to consistently with our Bullying Prevention Policy.

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

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 and providing students with support and opportunities for regulation
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- restorative practices
- withdrawal of privileges
- phone call/email to family/carers
- referral to the Assistant Principal or Principal
- behaviour reviews
- detentions
- 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 Canterbury 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

Canterbury 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
- involving families in school decision making, such as an opportunity to participate in sub-committees
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

8. Evaluation

Canterbury 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 data
- CASES21
- Student Online Case System (SOCS)

Canterbury Primary School will also regularly monitor available data 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

- Shared with school council
- 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

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

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	August 2025
Consultation	Community Consultation, July 2025 School Council Consultation, August 2025
Approved by	Carly Pluck, Principal
Next scheduled review date	August 2027