
STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact the school office

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.

Chelsea 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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1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
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POLICY

1. School profile

Chelsea Primary School is located in an established residential bayside area of Southern Melbourne. There are currently 325 students enrolled at the school, with projections for increased enrolments. The school opened in 1912 and comprises of a

beautiful, two-story red brick heritage building, art, music and multipurpose buildings and open plan learning spaces. The updated playgrounds and school vegetable garden are a highlight. CPS is conveniently located within close proximity to amenities such as Chelsea Station, shopping centre, beach, library and Bicentennial Park. The adjacent Chelsea Kindergarten was constructed on CPS land and provides a wonderful opportunity to create connections for our Kinder-prep transition program. We have a celebrated partnership with parents who are participating members of School Council, as classroom helpers, fundraising or working bees.

As a learning community, Chelsea Primary School provides the opportunity for students to achieve personal excellence by developing their academic, social, physical and creative potential. Our vision is to create a passionate learning community that inspires challenges and supports all students to achieve to their full potential. Our students are encouraged to take responsibility for striving to achieve their best, seeking answers through inquiry and demonstrating resilience by welcoming challenges and learning from mistakes. We place particular emphasis on our professional and highly motivated staff, in partnership with parents and the wider community to being actively involved in our students' learning. Our school prioritises nurturing and educating children, implementing a comprehensive and challenging approach to learning with particular focus on Literacy and Numeracy. Our Specific Learning Difficulties leader provides a comprehensive assessment and teaching program for students identified at risk.

Our school promotes connectedness, through the building of positive relationships, mutual respect and celebration of our diversity within a supportive school-wide atmosphere, otherwise known as, 'The Chelsea Way!' We support each student to develop a sense of belonging; to make contributions and be valued as individuals. The wellbeing of our students is a high priority. Our Primary Wellbeing Officer works with the wellbeing team with a clear focus of building positive relationships within the school community through many beneficial and recognised programs and activities such as CASEA, Kids Hope and local support networks. Student Voice and Agency is prominent through the development of student leaders across the school who meet regularly and make contributions to the daily running of our school. Student leaders conduct school assemblies, facilitate sports borrowing at lunchtimes, are trained as peer mediators and conduct student-led lunchtime activities. The Student Voice Team has elected members from each class, as does the Green Team.

Outside of school hours, parents can utilise the highly regarded before school and after school care program run by the City of Kingston on site. During school hours, students from Foundation to Year Six can enjoy weekly timetabled sessions of Performing Arts, Art, STEM and Physical Education. The students have the opportunity to participate in keyboard, guitar, soccer and Tae Kwon Do lessons from external providers. Students have access to a range of technology including a 3D printer, webcam lessons, interactive whiteboards, iPads, desktop and notebook computers. Students also enjoy opportunities to attend camps, swimming and lifesaving programs; compete in various interschool, and district sporting activities. A highlight of their attendance is the annual whole school production. Members of the

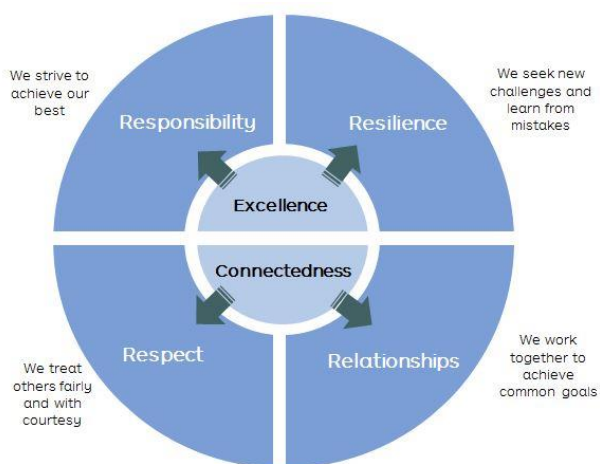
educational support staff facilitate intervention and tutor programs for identified students.

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

SCHOOL VALUES

Chelsea Primary School's core values are-Relationships, Respect, Responsibility and Resilience. These values were developed in consultation with teachers, students and parents.



Each term, students focus on our four values and develop their understanding of behaviours which support effective learning. Students are actively involved in the development of their class missions, norms and expectations which reflect our values and showcase them to the community. Our School Values and Expectations chart highlights how students can model our values and expectations as a learner, as a friend, around the school and online. (Appendix 1)

Regular evaluation processes will be in place to measure performance in all areas of the school with respect to the implementation of the vision and values of the school.

OUR VISION

Our vision is to create a passionate learning community that inspires, challenges and supports all students to achieve to their full potential.

Our school promotes connectedness, through the building of positive relationships and mutual respect, as we share our cultural backgrounds and celebrate our diversity within a supportive school-wide atmosphere. We pride ourselves on enabling each student to develop a sense of belonging; to make contributions and be valued as individuals.

Our students are encouraged to take responsibility for striving to achieve their best, seeking answers through curiosity and demonstrating resilience by welcoming challenges and learning from mistakes. We place particular emphasis on our professional and highly motivated staff, in partnership with parents and the wider community, being actively involved in our students' learning and interest in this lifelong process.

3. Wellbeing and engagement strategies

Chelsea 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 whole of school, year group specific and individual engagement strategies used by our school is included below:

Whole school-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, student management data and school level assessment data
- teachers at Chelsea 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 Chelsea 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 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 Voice Teams and other forums including year and special focus groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal, Principal or trusted teacher, whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school production, athletics, whole school events and Peer Mediation programs
- All students are welcome to speak to the to the Student Wellbeing Coordinator, 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:
 - Resilience, Rights and Respectful Relationships
 - Safe Schools

- Kids Matter
- Restorative Practice
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs

Targeted

- Each year level has a Student Wellbeing representative responsible for their year. They monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support or follow up to appropriate support agencies
- connect all Koorie students with a Koorie Engagement Support Officer (KESO)
- 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 where required
- 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, connecting with SFYS-School Focussed Youth Service for support

Individual

- Student Support Groups, see:
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroup.s.aspx>
- Individual Education Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to Child First, Headspace
- Lookout
- SSSO-speech therapist and/or psychologist
- Visiting Teacher
- School psychologist access through Medicare local
- Refugee Agencies

Chelsea 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 student and their parent/carer to discuss 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, child and adolescent mental health services or Child First

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 all students:
 - with a disability
 - in Out of Home Care
 - With other complex needs that require ongoing support and monitoring

4. Identifying students in need of support

We recognise that some students, as a group or as individuals, may need extra support in their learning to flourish at school. In other instances, students may need additional support with social and emotional development when their behaviours impact on the learning environment of themselves or others.

Our school will utilise the following information and tools to identify students in need of extra support:

1. Personal information gathered upon enrolment
2. Attendance data
3. Academic performance, particularly in literacy and numeracy assessments
4. Behaviour observed by teachers and support staff
5. Engagement with student families
6. Reports from external experts such as educational psychologists, speech pathologists and other professionals.

5. Student rights and responsibilities

Chelsea Primary School believes that every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive, that is free from all forms of harassment and discrimination and provides equal opportunity for all. The school acknowledges its responsibility to value and encourage diversity and ensure that everyone is treated with respect and dignity. This commitment is reinforced through our values of Respect, Relationships, Resilience and Responsibility. 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.

The school's Student Code of Conduct provides a simple summary of the rights and responsibilities of its students.

RIGHT -Something to which you are entitled and which should not be taken from you.
RESPONSIBILITY -Something you should do without being asked to preserve the rights of yourself or others.

Rights

- You have the right to work and play without interference
- You have the right to have others care about you
- You have the right to be safe at school
- You have the right to be respected as an individual
- You have the right to be treated with fairness and kindness

Responsibilities

- You are responsible for your work and actions
- You have a responsibility to help make our school a happy place where we care about other people
- You have a responsibility to care about our school, its equipment and the belongings of others
- You have a responsibility to follow school rules
- You have a responsibility to make our school a safe place
- You have a responsibility to put things right if you break a rule

In more explicitly developing a set of rights and responsibilities as they pertain specifically to students, staff and parents/carers, the school has taken account of its legal responsibilities under the following relevant legislations:

- Equal Opportunity Act 1995
- Charter of Human Rights and Responsibilities Act 2006
- Disability Discrimination Act 1992 –
- Education and Training Reform Act 2006

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.

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.

6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

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.

When a student acts in breach of the behaviour standards of our school community, Chelsea 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 implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

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
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Coordinator
- restorative practices
- detentions
- 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 Chelsea 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

Chelsea 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

Chelsea 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
- Compass records
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Chelsea 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
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carers 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 2022
Consultation	School Council August 2022
Approved by	Principal
Next scheduled review date	August 2024