Casey Fields
Primary School
Chapelton Road, Cranbourne East 3977

# STUDENT WELLBEING AND ENGAGEMENT POLICY

**Help for non-English speakers**

If you need help to understand the information in this policy please contact Casey Fields Primary School front office for assistance.

## 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.

Casey Fields 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.

## CONTENTS

1. School profile
2. School DNA and Crew
3. Wellbeing and 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

Casey Fields Primary School was established in Term 1 2020, in the rapidly growing community of Cranbourne East. The community of Casey Fields Primary School embraces its diversity. We celebrate this diversity and provide cultural experiences as part of the curriculum. Our school community is richly multicultural; many of them are new Australians with high aspirations for their children's education. We firmly believe that an

opportunity exists for Casey Fields Primary to be the centerpiece that defines our new and diverse community in Cranbourne East; something the whole community can take pride in and feel a sense of belonging to.

The second last line of our newly developed 'Casey Fields Philosophy for Teaching and Learning' states that 'We are a community of global citizens who challenge the world around us'. By including this statement in our Philosophy for Teaching and Learning we are ensuring that every decision taken by our school community is made through the lens of global citizenship.

The school has been designed with flexible learning spaces which cater for students from Prep to Year 6. Our approach to teaching and learning is reflected through maximising contemporary learning spaces. School facilities include general and specialist teaching areas, administration areas, a performing arts and physical education building and associated outdoor areas.

The facilities have been designed with the following key design principles in mind:

- designs place a strong emphasis on flexible learning
- learning spaces are capable of supporting different learning styles and recognise that children learn in different ways
- buildings are visually stimulating, inviting to the community and accessible by all
- comfortable and safe work spaces for all students, staff and visitors
- cost effective building design that allow for low lifecycle and operational costs and minimal building maintenance.

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

## 2. School DNA and Crew

*Our D.N.A*

The Principal Team collaborated and work through the Design Thinking process to decide what Casey Fields Primary School valued. Throughout this Inquiry we made sure we involved our school community, valuing their input in any decisions we made. This resulted in our D.N.A being Aspire, Unite and Explore. Our aim is for our DNA to be evident in all aspects of our school. CFPS teachers ensure they are explicitly teaching our DNA to all students, as well as integrating it into their planning across all curriculum areas. Our DNA is celebrated at Assembly through our Student of the Week awards.

*CREW*

Crew is a school-wide approach to student wellbeing and relationships. It involves each student being placed in a small crew consisting of students from Prep to Year 6. Each Crew is assigned a 'Crew Leader' a trusted adult and advocate for those students in our school. The goal of Crew is to build relationships in a supportive environment, where students can meet, and talk about how they are going at school and set goals to improve. Our school's D.N.A is driven through Crew with our students working on the character traits that best represent our D.N.A

## 3. Wellbeing and engagement strategies

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 Casey Fields Primary School use the CPFS Instructional Model
- our school's Statement of 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
- student voice, via class representatives, will participate in regular student representative meetings
- we engage in school wide approaches to support our staff and student's wellbeing, which includes programs such as:
    - Crew
    - School Wide Positive Behaviour
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- 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 intervention, having access to the EAL curriculum and being assessed against the EAL curriculum and offering interpreters in parent meetings.
- We support learning and wellbeing outcomes of students from refugee background through support and guidance where required and referrals to allied health and community paediatricians and engage families with our department school nurse.
- 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 teach respectful relationship curriculum, supporting posters around the school and having access to unisex facilities.

Targeted

- each Learning Community has a PLC Leader, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- connect all Koorie students with a Koorie Engagement Support Officer and will have an Individual Learning Plan
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- school and DET regional staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

- Student Support Groups
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to Student Welfare Coordinator and Student Support Services
- referral to ChildFirst, Headspace
- Lookout

Casey Fields Primary School implements a range of strategies that support and promote individual engagement. These will include:

- planning for individual student needs through the curriculum and wellbeing programs
- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- regular student and parent/carer engagement opportunities with leadership and classroom teachers.

## 4. Identifying students in need of support

Casey Fields 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 to help identify students in need of support and enhance student wellbeing. Casey Fields 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
- 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.

## 6. Student behavioural expectations

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 Casey Fields Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Casey Fields Primary School will institute a staged response, 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 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 PLC Leader
- restorative practices
- detentions
- behaviour reviews
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Ministerial Order No. 1125.

Corporal punishment is prohibited in our school and will not be used in any circumstance.
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 Casey Fields 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

Casey Fields 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 and Compass
- 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

Casey Fields 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 and absence data
- SOCS

Casey Fields 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
- Available on Compass
- 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 Policy
- Bullying Prevention Policy

- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

## POLICY REVIEW AND APPROVAL

| | |
|---|---|
| **Policy last reviewed** | March 2025 |
| **Consultation** | School Council and CFPS Staff Members |
| **Approved by** | Cameron Heath - Principal |
| **Next scheduled review date** | March 2027 |