



“We flourish as engaged bilingual global citizens who can face challenges as critical, creative thinkers. Our exemplary holistic education promotes a lifelong love of learning.”

STUDENT WELLBEING & ENGAGEMENT POLICY



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy please contact the school office on 9882 4663.

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.

Camberwell 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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POLICY

School Name: Camberwell Primary School Camberwell Road campus and Reserve Road campus		Policy name Student Engagement and Wellbeing- DRAFT		Policy Ref. Number VRQA	
Approved by: Principal	Date: October 2022	Next: 2024		Version 4.0	



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1. School profile

Camberwell Primary School (CPS) was established in 1867 and is situated in the busy commercial centre of Camberwell, approximately 10km from central Melbourne. CPS is spread across two campuses, which are separated by Reserve Rd at the rear of the Senior Campus. The Junior Campus (the former Our Lady of Victories School, currently leased from the Catholic Archdiocese of Melbourne) houses our Foundation and Year 1 students and staff, while Years 2-6 are on the Senior Campus, which is the original CPS site on Camberwell Rd. Administration and leadership staff are spread across both campuses, with the main administrative area being on the Senior Campus. Our current enrolment of 653 students, from Foundation-Year 6 is mainly drawn from within the school’s designated neighbourhood zone. There are currently 58.0 FTE staff including the Principal, two Assistant-Principals, three Learning Specialists, two Leading Teachers for Bilingual Education and for Wellbeing. In light of the complex nature of our bilingual school, we benefit from a large Administration team including a Business Manager, an Assistant Business Manager, a Project Manager, an ICT Technician, an enrolments Officer, a Communications Manager and a School Nurse.

A cornerstone of the CPS approach to teaching and learning is the French English Bilingual partial immersion education that has been part of our school fabric since 1991. Our Framework for Bilingual Education provides all students with authentic English and French-speaking learning environments on a daily basis. The CPS model has been recognised locally and internationally as an exemplary model of bilingual education and this is a source of great pride for our school community.

CPS is supported by a highly engaged parent community who are keen to understand and support their childrens’ learning, both socially and academically. Approximately 48% of students have at least one parent born outside of Australia and many students speak a language other than English at home. A small number of our students come from Aboriginal and Torres Strait Islander backgrounds and the school recognises the importance of First Nations voices and perspectives within its learning programs. Several of our students are supported under the Program for Students with Disabilities and we regularly make adjustments for students with a range of learning difficulties within our classroom practice.

At CPS we strive to help all students feel safe and happy at school. We recognise that a strong sense of wellbeing is integral to helping students achieve their best personally, academically and socially.

2. School values, philosophy and vision

Camberwell Primary School’s Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, kindness, collaboration and perseverance at every opportunity.

Our school’s vision is to enable students to flourish as engaged bilingual global citizens who can face changes as critical, creative thinkers. Our exemplary holistic education promotes a life-long love of learning. As educators, our aim is to provide each child with a love of learning and equip them with the skills and knowledge to enable them to flourish as healthy and engaged members of society.

Our Statement of Values is available online at: <https://camberwellps.vic.edu.au>

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3. Engagement strategies

Camberwell 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:

Universal Strategies:

- high and consistent expectations of all staff, students and parents and carers underpinned by the School Statement of Values and Community Code of Conduct
- 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
- implementing a common instructional model across the school to ensure consistent use of evidence-based high-impact teaching strategies
- adopting a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and meet the standards set by the Victorian Institute of Teaching
- creating and implementing a curriculum scope and sequence for teaching Social and Emotional wellbeing, underpinned by our school values and informed by the Resilience, Rights and Respectful Relationships program
- carefully planned transition programs to support students moving into different stages of their schooling
- acknowledgement of positive behaviour and student achievement in the classroom and more broadly across the school
- opportunities for student voice through the student parliament leadership program in the senior years.

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- use of Pivot and wellbeing surveys to gather data on students’ experiences and feelings about school life
- create opportunities for cross—age connections amongst students through the buddy program, school production, tabloid sports, student forums and lunchtime clubs.
- open-door communication policy with teachers and all school leaders. Students, staff and parents/ carers are encouraged to meet with the Principal, Assistant Principals, Leading Teacher for Wellbeing or School Nurse as required
- programs, incursions and excursions developed to address issue specific behaviour
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

Targeted Strategies:

- The Student Wellbeing team regularly check in with classroom teachers and Year Level Coordinators to monitor the health and wellbeing of the students in their year level and provide support
- Designated Assistant Principal for Wellbeing maintains contact with our school’s Koorie Engagement Support Officer and works with families of Koorie students when necessary
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Education Plan and a Student Support Group (SSG) and will be referred to Student Support Services for an Educational Needs Assessment
- Wellbeing staff work directly with teaching teams and groups of students in response to needs identified within the school community or in response to student health and wellbeing data
- Professional learning will be provided for staff to apply a trauma-informed approach to working with students who have experienced trauma when necessary
- Staff receive professional learning in the Restorative Practice approach to resolving conflicts or issues between students.

Individual Strategies:

Camberwell 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 talk about how best to help the student engage with school

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- 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 ChildFirst

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

4. Identifying students in need of support

Camberwell 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. Camberwell 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

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- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- referrals from teachers
- 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 and School Philosophy Policy 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 and School Philosophy Policy and CPS Community Code of Conduct. Student bullying behaviour will be responded to consistently with Camberwell Primary School’s Bullying Prevention & Response Policy.

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When a student acts in breach of the behaviour standards of our school community, Camberwell 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 Student Wellbeing Team
- parent/carer meetings
- restorative practices
- behaviour support or 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 Camberwell Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

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7. Engaging with families

Camberwell 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

Camberwell 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.

- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Camberwell 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
- Referenced and hyper linked in transition and enrolment packs
- Made available in hard copy from school administration upon request

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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

This policy should be read in conjunction with the following School Policies:

- Statement of Values and School Philosophy Policy
- Bullying Prevention Policy
- Communication with School Staff Policy
- Wellbeing and Learning Policy
- Duty of Care Policy
- Child Safety Responding & Reporting Obligations Policy
- Children at Risk Policy

The following resources and Department policies have informed the development of this policy:

- Resilience, Rights and Respectful Relationships
- The Child Safe Standards
- DET Student Engagement Policy Guidelines:
<https://www2.education.vic.gov.au/pal/student-engagement/policy>

POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2022
Consultation	Student Forum 5 September 2022 Parent/carer community feedback survey 1-9 September
Approved by	Principal
Next scheduled review date	2024

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