



“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 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.

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.

## CONTENTS

1. School profile
2. School values, philosophy and vision
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

Camberwell Primary School (CPS) was established in 1867 and is situated in a business and commercial area in central Camberwell. The school has enrolment demands that often exceed capacity and has a designated enrolment area. In 2014 the school acquired a second campus also situated along Reserve Road. In 2018, student enrolments were around 700 students with 70 staff. CPS is a bilingual school where students are taught in both English and French. The French Government has bestowed the LabelFrancEducation seal of quality, recognising the exemplary practice of the bilingual education. The parent community has high-level expectations and involvement in the school. Occupation groups indicate that 84% of families are from the top quarter of the Index of Community Socio-Educational Advantage (senior management, qualified professionals) and remaining 16% from the middle (other managers and associate professionals) and are not represented in the bottom quarter. There is an even mix of boys and girls and very few Aboriginal, Torres Strait Islander or migrant/refugee families.

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## 2. School values, philosophy and vision

All members of the Camberwell Primary School community:

- deserve to be treated with respect and dignity and
- have the right to fully participate in a safe, supportive and inclusive educational environment.

### SCHOOL VALUES (from Strategic Plan. Note: updated in 2017)

The core values that underpin our actions and behaviours at CPS are:

Respect	A commitment to the rights of others and the environment
Empathy	Using our personal experience to feel for and relate to others
Confidence	Having the self-belief to face the new and the familiar with an open mind
Integrity	Being reliable, honest, taking pride in our personal actions and model values
Perseverance	Believing in what we do and overcome what lies before us
Collaboration	Working together we can achieve much more than we can on our own

### PHILOSOPHY

#### School Philosophy

Education is a lifelong process of continually acquiring, applying and refining knowledge, skills and attitudes. At Camberwell Primary School we believe that access to quality education is a fundamental right and that all children are capable of learning. Our purpose is to work towards equipping students for later life and the needs of the communities in which they will live.

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.

#### Bilingual philosophy:

Success in an increasingly globalised society demands high performing individuals with sophisticated inter-cultural, technological, linguistic, meta-linguistic and meta-cognitive skills. Inter-culturally proficient global citizens who, as polyglots, are required to navigate the future social, political and economic challenges with a confidence founded in entrepreneurial-ship, creativity and innovation.

Camberwell Primary School, as a bilingual school, provides the opportunity for students to acquire these competencies and skills. Our curriculum and the school structure provide a natural environment for students to acquire the conceptual understandings through thinking, speaking, reading and writing in the English and French language. Research based, this program optimises brain development, problem solving, fluency and confidence; critical skills to realise a student’s readiness to face future challenges.

### VISION

Our learning community is inclusive, collaborative and stimulating. We support and challenge our students to be the best they can be. Our students are excited, engaged learners who value the principles of active local and global citizenship. They are critical, creative thinkers who question and challenge the norms for the benefit of their own and others’ learning. We support their intellectual risk-taking and empower them to face challenges with empathy and integrity.

We embrace the latest research to provide a holistic approach to learning where student achievement continually improves with a focus on social, emotional and mental wellbeing.

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We provide an innovative, bilingual education which is internationally recognised as a model of language learning excellence.

Our Statement of Values is available online at: <http://camberwellps.vic.edu.au/wp-content/uploads/Statement-of-Values-and-School-Philosophy-Policy-2018.pdf>

### 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

- 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
- adopting the principles of Deep Learning to ensure that students are learn in ways that are tailored to their interests, strengths and aspirations
- teachers at Camberwell Primary School use the Camberwell Primary School instructional model, an explicit, common and shared model of instruction, to ensure that evidenced-based, high impact teaching practices are incorporated into all lessons
- teachers at Camberwell 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 meet the standards set by the Victorian Institute of Teaching
- 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
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council. Students are also encouraged to speak with their teachers, the instructional leader for wellbeing, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through the buddy program, school production, tabloid sports, student “Make a Difference” groups and lunchtime clubs.
- All students are welcome to self-refer to the instructional leader for wellbeing, School Nurse, 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

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- we engage in school wide positive behaviour support with our staff and students, which includes programs such as Rights, Responsibilities and Respectful Relationships.
- programs, incursions and excursions developed to address issue specific behaviour
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs

Targeted

- Restorative practices
- Social strategies groups

Individual

- Restorative practices
- Student Support Groups
- Individual Learning Plan and Behaviour Support Plan
- Program for Students with Disabilities
- referral to instructional leader for wellbeing and Student Support Services
- referral to ChildFirst, Headspace

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
- 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

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 help identify students in need of support and enhance student

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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
- 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. Student bullying behaviour will be responded to consistently with Camberwell Primary School’s Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Camberwell Primary School will institute a staged response, based on the school’s behaviour management flowchart, 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:

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- 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 the instructional leader for wellbeing
- parent/carer meetings
- restorative practices
- behaviour reviews
- suspension
- expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:  
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

The Education Training and Reform Act (2006) prohibits the use of corporal punishment in any Victorian Government school. Corporal punishment is prohibited in our school and will not be used in any circumstance.

## 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.

Sources of data that will be assessed on an annual basis include:

- student survey data
- school reports
- parent survey data
- CASES21
- SOCS

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## FURTHER INFORMATION AND RESOURCES

<http://camberwellps.vic.edu.au/wp-content/uploads/Statement-of-Values-and-School-Philosophy-Policy-2018.pdf>

[insert link to Child Safe Standards, positive behaviour matrix and behaviour management flowchart once uploaded to school website]

### RELEVANT LEGISLATION

**The Equal Opportunity Act 2010 (Vic)**

**The Charter of Human Rights and Responsibilities Act 2006 (Vic)**

**The Disability Standards for Education 2005,**

**The Education and Training Reform Act 2006 (Vic)**

## REVIEW CYCLE

This policy was last updated on 13/12/18 and is scheduled for review in December 2019.

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