CLYDE PRIMARY SCHOOL
STUDENT WELLBEING AND ENGAGEMENT POLICY

HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Clyde Primary School on 5998 5293.

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.

Clyde 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. 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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POLICY

1. School profile

Clyde Primary School (CPS) is located in the growing City of Casey approximately 50 kilometres south east from Melbourne. The school is 5 kilometres east of Cranbourne and 10 kilometres south of Berwick. Respect, responsibility, resilience are values that are promoted

through every aspect of school life. The school values form the pillars of all learning and wellbeing expectations.

At Clyde Primary School, we aim to build a collaborative learning community that supports independence and motivates students to succeed. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

The school currently has a population of around 500 students. 29% of students are English as an Additional Language (EAL) and eight students identify as indigenous. The SFOE (Student Family Occupation and Education) index is 0.4514.

The staffing profile consists of one Principal, one Assistant Principal, one Leading Teacher, one Learning Specialist, 30 Teachers (23 full time, 7 part time) and 15 ES staff. All teachers at Clyde PS work within a whole school PLC (Professional Learning Community) and within sub-school Professional Learning Teams (PLTs).

We have Curriculum Leaders in the areas of English, Mathematics, Wellbeing and Digital Technologies. We also have PLT Leaders who lead our PLT teams in the different areas of the school.

The class structure at Clyde Primary School is based on same cohort groups for each PLT. The current composition consists of four foundation classes, three classes at Year 1, three classes at Year 2, three classes at Year 3, three classes at Year 4, three classes at Year 5 and three classes at Year 6. Specialist classes that are provided include Physical Education (PE), Art, Digital Technologies, Auslan and Music.

Curriculum planning commences in our PLT meetings. In PLT meetings staff use data, the Victorian Curriculum and other evidence-based research to ensure they are planning for student's individual needs. They use various sources of data to discuss student's strengths, areas for improvement and to plan for differentiated teaching and targeted focus groups. Staff attend Professional Learning Sessions on Monday and Thursday afternoons.

Clyde PS run additional programs to support students throughout their schooling. These include: School Camps, Foundation Transition, Whole School Transition, SRC, Lunchtime Programs, Swimming Program, School Performances, Instrumental Music Program and Christmas Concerts. Team Kids (OOHSC) provides before and after school care on site.

2. School values, philosophy and vision

Clyde 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, responsibility and resilience at every opportunity.

Our school's vision is 'To build a collaborative learning community that supports independence and motivates students to succeed'.

Our Statement of Values policy is available online on our Clyde Primary School's website under policies.

3. Wellbeing and engagement strategies

Clyde Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. 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 and that embraces and celebrates diversity and empowers all students to participate and feel valued.
- 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 Clyde Primary School have developed a literacy and mathematics 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 Clyde 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 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 Representative Council and other forums. Students are also encouraged to speak with their teachers, PLT Leaders, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and buddy support programs.
- Clyde Primary School has 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:
  - Respectful Relationships
  - SWPBS
  - Safe Schools
  - Cyber Safety Project

- programs, incursions and excursions developed to address issue specific needs or behaviour
- opportunities for student inclusion (i.e. sports teams, recess and lunchtime activities)
- buddy programs, peers support programs
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted

- each year group have classroom teachers and a PLT 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.
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture.
- 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 by their classroom teachers, PLT leaders, Wellbeing Leaders and the Leadership Team as well as through celebrating Harmony Day.
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy as well as staff receiving Safe Schools training with Safe Schools posters on display throughout student learning areas.
- We support learning and wellbeing outcomes of students from refugee background through the identification of individual needs and providing them with the supports to address their needs. This would include support from classroom teachers or education support workers, wellbeing staff and linking families in with external supports and services.
- all students in Out of Home Care are supported in accordance with the Department's policy on Supporting Students in Out-of-Home Care including being appointed a Learning Mentor, having an Individual Education Plan and a Student Support Group (SSG) and being referred to Student Support Services for an Educational Needs Assessment.
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on Students with Disability, such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education plans
- wellbeing and health staff will undertake professional learning 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
- students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: International Student Program

Individual

- Student Support Groups
- Individual Education Plans
- Behaviour - Students
- Behaviour Support Plans
- Student Support Services as well as to other Department programs and services such

  as:

- [Program for Students with Disabilities](#)
- [Mental health toolkit](#)
- [Navigator](#)

Clyde 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 parent/carer to talk about how best to help the student engage with school.
- developing an Individual Education Plan and/or a Positive 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 Orange Door.

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 Plan in collaboration with the student and their family.
- engaging with our regional Koorie Engagement Support Officers.
- running regular Student Support Group meetings for all students:
  - with a disability ○ in Out of Home Care ○ students who identify as indigenous ○ with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Clyde 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. Clyde 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, behavioural 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, racism, 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. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations

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. Bullying will be managed in accordance with our Bullying Prevention Policy.

When a student acts in breach of the behaviour standards of our school community, Clyde 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 PLT Leader or a member of the Leadership Team
- 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 Clyde 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

Clyde 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 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 educational plans for students

8. Evaluation

Clyde 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
- Compass data
- SOCS

Clyde 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 staff handbook/manual
- 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/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 Policy
- Complaints Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	07/06/24
Consultation	School Council: 09/09/24 Student Forums: 10th – 28th June, 2024
Endorsed by	Michelle Mackenlay, Principal 09/09/24
Next scheduled review date	September 2026