

Craigieburn 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 the school administration 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.

Craigieburn 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.

Craigieburn Primary School will ensure that it is aligned with and operates consistently with the principles of Australian democracy.

The programs of, and teaching in Craigieburn Primary School support and promote the principles and practice of Australian democracy, including a commitment to:

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance.

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. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

POLICY

1. SCHOOL PROFILE

Craigieburn Primary School is situated in the northern suburbs of Melbourne. In 2025, our students are catered for across 24 classes, and we have 469 students. Our classes range from Foundation to Year 6 classes. Our school community population is culturally diverse with a Student Family Occupation (SFO) of 0.55

Our Staff consist of Principal, 2 x Assistant Principals, 1 x Leading Teacher, 3 x Learning Specialists, 24 x Classroom teachers, 4 x Specialists Subjects and approximately 32 x Education Support staff.

We recognise the importance of performance and development, including balancing the needs of the individual and schools' goals. Time is allocated for Professional Learning Teams to meet weekly. Underpinning this structure is building a culture of collaboration and collective responsibility for teaching and learning programs.

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, enabling individuals to develop their potential as lifelong learners and active members of the community in a changing world.

2. SCHOOL VALUES, PHILOSOPHY AND VISION

Craigieburn Primary School is committed to providing a safe, supportive, and inclusive environment for all students, staff, and members of our community. Our school values *Responsibility, Kindness & Resilience* underpin the behaviours expected by the whole school community and leads how all members of the school community interact with each other, and they are actively promoted through learning and student wellbeing. We believe in a strong community spirit where relationships between students, teachers and families are fostered and supported.

Craigieburn Primary School strives to inspire a learning community where students will enjoy a productive, rewarding and fulfilling life, whilst contributing to their local, national and global communities. The school supports all its students to reach their full potential and become effective members of society

It forms part of our daily language within our school community.

VALUES

At Craigieburn Primary School we value:

- Be Resilient
- Be Responsible
- Be Kind



CPS Positive Behaviour Matrix

All Areas All of the Time	<ul style="list-style-type: none"> • Try our best • Display problem solving behaviours • Wait our turn and be patient • Be open to trying new things • Try and see things from others' perspective • Show a growth mindset 	<ul style="list-style-type: none"> • Treat others with respect • Take responsibility for our actions <ul style="list-style-type: none"> ▪ Look after resources and belongings ▪ Be a role model ▪ Encourage others to follow school expectations ▪ Ask for help when needed ▪ Share equipment ▪ Follow area expectations ▪ Use the bathrooms and drink taps at break times ▪ Move safely around the school ▪ Wear correct school uniform 	<ul style="list-style-type: none"> • Speak kindly to others • Think of others • Tell the whole truth • Support and look after others • Respect the opinions of others • Use manners • Respect diversity • Show active listening • Keep our hands and feet to ourselves • Focus on your own actions
Learning Spaces	<ul style="list-style-type: none"> • Ask for feedback • Take on feedback • Challenge ourselves to achieve our best • See mistakes as an opportunity to learn 	<ul style="list-style-type: none"> • Stay on appropriate websites • Follow the ICT acceptable use agreement • Be an active learner • Be prepared and ready to learn • Be on time 	<ul style="list-style-type: none"> • Respect the different learning needs of others • Use an inside voice • Be kind to ourselves and others when mistakes are made • Support others
Outside	<ul style="list-style-type: none"> • Show good sportsmanship • Cheer on others • Seek help from an available yard duty teacher 	<ul style="list-style-type: none"> • Follow game rules • Be SunSmart • Use play equipment correctly • Use sports equipment responsibly • Play in the correct play spaces <ul style="list-style-type: none"> ▪ Stay with our partners when out of the classroom • Be Responsible in the bathrooms • Only eat food at the eating area 	<ul style="list-style-type: none"> • Look after the environment • Put rubbish in the bins • Include others in games • Be mindful of those around us <ul style="list-style-type: none"> ▪ Ask permission before borrowing sports equipment

The school shares a commitment to, and a responsibility for, creating an inclusive and safe school environment for its students. It recognises the importance of the partnership between the school, parents and carers and the wider community to support student learning, engagement and wellbeing.

The school's motto, 'The best in all we do' reflects the school's belief on maintaining a strong home and school partnership to support every child.

WELLBEING AND ENGAGEMENT STRATEGIES

Craigieburn 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 whole of school, targeted group 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 Craigieburn Primary School follow the instructional models to ensure an explicit, common and shared model of instruction is used to deliver instruction.
- teachers at Craigieburn 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, school newsletter, Compass and communicated to parents. These include Student of the Week, Positive Points, Student Recognition.
- 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 Junior School Council and student surveys. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns.
- we engage in school wide positive behaviour support with our staff and students, which includes the Respectful Relationships program
- programs and incursions developed to address issue specific needs or behaviour
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs Prep and Year 4
- 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

- our English as a second language students and all cultural and linguistically diverse students are supported by our Education Support Staff and Multicultural Education Aides in classrooms to feel safe and included in our school including through the implementation of special programs and modified learning, including the EAL Victorian Curriculum.
- we support learning and wellbeing outcomes of students from refugee background by meeting with families at enrolment to ensure that they have all required to support a smooth and safe transition to school.
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strengths of Aboriginal and Torres strait Islander culture.
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ Student Support](#)
- 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 having an Individual Learning 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
- staff will apply a trauma-informed approach to working with students who have experienced trauma

Individual

Craigieburn 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 allied health professionals, headspace or Child First
 - Re-engagement programs such as Navigator for students over the age of 10

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
- 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
 - with other complex needs that require ongoing support and monitoring.

3. IDENTIFYING STUDENTS IN NEED OF SUPPORT

Craigieburn 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 which help identify students in need of support and enhance student wellbeing. Craigieburn 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

4. STUDENTS 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:

- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community
- comply with and display school values
- behave in a safe and responsible manner
- respect themselves, other members of the school community and the school environment
- actively participate in school
- not disrupt the learning of others and make the most of our educational opportunities.
- 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.

5. 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.

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, Craigieburn Primary School will act according to 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 through CPS Steps process
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour following minor and major SWPBS matrix
- withdrawal of privileges
- restorative practices
- reflections
- behaviour support and intervention meetings
- re-engagement
- suspension for severe cases

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 Craigieburn 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.

6. ENGAGING WITH FAMILIES

Craigieburn 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:

- connecting families to student learning via Compass – Student Recognition
- seeking feedback from parents on school performance via the Department's Parent Opinion Survey as well as through school based surveys
- 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, including attending excursions
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

7. EVALUATION

Craigieburn 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 – DET and school based
- school reports
- parent survey
- Panorama and Compass for attendance and absence data

Craigieburn 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
- 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 and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	2021
Consultation	Staff Students Parents School Council
Approved by	Principal
Next scheduled review date	2027