

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.

Chelsea Heights 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

Chelsea Heights Primary School, a mid-sized school of 437 students, is situated between the Frankston Freeway and the beach in Chelsea. The school is an active member of the Kingston Schools Network in the Southern Metropolitan Region.

Enrolments are increasing from 380 students in 2015 to 437 in 2018. It is predicted that enrolments in the next few years will continue to increase, as there are a number of estates being established in the local area.

Chelsea Heights PS had a SFO (Student Family Occupation Education) density of 0.48 in 2017, which reflects, on average, medium to low socioeconomic status. The proportion of Language Background other than English (LBOTE) students is 19% and 1% of the student population is Aboriginal and Torres Strait Islander (ATSI).

The current facilities at Chelsea Heights PS are in good condition. The facilities have been enhanced by the Commonwealth Building the Education Revolution (BER) project in 2010, which provided a large “Green Learning

School Chelsea Height PS		Policy name Student Wellbeing and Engagement Policy		Policy Ref. Number WEL007	
Written by: J Halse	Amended by: J Satchwell	In consultation with: School Council	Date: 13/03/2020	Version 1.4	Page 1

Zone”, comprising a large hall, Art and Music rooms, office space and kitchen area. A significant number (6) of the classes are housed in “Mod5” relocatable classrooms. The “June Elliot Centre”, a stand-alone building, houses the canteen, toilets and a large room used for parent and community activities. The successful application for a \$400,000 Inclusive School’s Grant in 2015 and 2016 has transformed the June Elliott Centre into a state-of-the-art Sensory Space supporting Sensory Circuits and Nurture Room Program.

The school grounds are attractive with landscaped gardens and discrete areas available for passive and active play. The most recent modification saw the replacement of old decking around the portables and the re-development of the Foundation Playground.

The current Principal was appointed in June 2010. She is supported by an Assistant Principal, Leading Teacher, Learning Specialist (Digital Technologies), 6 Graduate Teachers, 3 Range 1 Classroom Teachers and 14 Range 2 Classroom Teachers and 12 ES staff. All teachers at Chelsea Heights PS work within a whole-school PLC (Professional Learning Community) and within sub-school Professional Learning Teams (PLTs).

Currently the class structure at Chelsea Heights PS is based on straight grades and two composite classes. The composition consists of: four Foundation classes, three classes at Level 1, three at Level 2 and two at Level 3, two classes at Level 4, three classes at Level 5, and two at Level 6. Specialist classes are given in Physical Education (PE), Art, Japanese (Foundation to 4), Digital Technologies and Performing Arts.

The school has IWBs in all classrooms. There is a 1:1 iPad program for Level 5 and 6 students. All students have access to wireless technologies including: Touchpads and iPads. Students are educated on being eSmart with technology and can only use school approved software and websites. We are currently working towards being an eSmart School. In the end of 2014, Chelsea Heights Primary School was successful in obtaining funding under The National School Chaplaincy Programme (NSCP) and this support has been extended to 2020. The purpose of this program is to support the emotional wellbeing of students by providing strategies that support the emotional wellbeing of the broader school community.

2. School Values, Philosophy and Mission

Vision:

Chelsea Heights Primary School vision statement is “High Standards: High Expectations”. Our vision is to provide all students with an education to succeed in a complex, changing world. Students will develop to be responsible, happy, resilient and socially adept who set high and realistic goals for themselves. They will exhibit the qualities of successful learners who are confident and creative and who will become active and informed citizens.

Mission:

Our mission is the creation of a learning environment which challenges students to recognise their individual potential and ensures learning is a central activity for all. Students are provided with diverse opportunities where they are given the skills to build foundational knowledge which can then be applied in future learning.

School Chelsea Height PS		Policy name Student Wellbeing and Engagement Policy		Policy Ref. Number WEL007	
Written by: J Halse	Amended by: J Satchwell	In consultation with: School Council	Date: 13/03/2020	Version 1.4	Page 2

Values:

Our whole school values were developed in consultation with teachers, students and parents. All members of the school community are aware of what Respect, Responsibility and Cooperation mean and the behaviours that support us to live these values as a member of Chelsea Heights Primary School.

Chelsea Heights Primary provides a supportive learning environment that equips our students with the necessary skills and knowledge to become effective members of the community.

The values which ***underpin our actions*** are:

Respect

- Look after self, others and environment.
- Have and show consideration for other people, including other's property, feelings, opinions and rights.
- Have consideration and pride in yourself.
- Treat others as you like to be treated.

Responsibility

- Take on roles and tasks within the school environment.
- Work productively in a friendly manner
- Work coherently in a group or with a team
- Work together towards a common goal.

Cooperation

- Work, communicate effectively with others
- Ownership of your own behaviour and learning
- Care for the environment
- Positive contributions to the community

3. Engagement Strategies

Chelsea Heights 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

School Chelsea Height PS		Policy name Student Wellbeing and Engagement Policy		Policy Ref. Number WEL007	
Written by: J Halse	Amended by: J Satchwell	In consultation with: School Council	Date: 13/03/2020	Version 1.4	Page 3

- teachers at Chelsea Heights Primary School use the David Sousa Gradual Release Model 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 Chelsea Heights 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 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 including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, 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 peer support programs
- All students are welcome to self-refer to the Student Welfare Coordinator 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
- we engage in school wide positive behaviour support with our staff and students
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs

Targeted

- each year group has a Welfare Coordinator, a teacher responsible for their year, 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
- 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
- wellbeing and health staff will undertake health promotion and social skills development 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

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
- Navigator
- Lookout

School Chelsea Height PS		Policy name Student Wellbeing and Engagement Policy		Policy Ref. Number WEL007	
Written by: J Halse	Amended by: J Satchwell	In consultation with: School Council	Date: 13/03/2020	Version 1.4	Page 4

Chelsea Heights 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
 - Re-engagement programs such as Navigator

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
- 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

Chelsea Heights 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 wellbeing. Chelsea Heights 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

School Chelsea Height PS		Policy name Student Wellbeing and Engagement Policy		Policy Ref. Number WEL007	
Written by: J Halse	Amended by: J Satchwell	In consultation with: School Council	Date: 13/03/2020	Version 1.4	Page 5

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 Chelsea Heights Primary School's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Chelsea Heights 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 Welfare Coordinator
- restorative practices
- detentions

School Chelsea Height PS		Policy name Student Wellbeing and Engagement Policy		Policy Ref. Number WEL007	
Written by: J Halse	Amended by: J Satchwell	In consultation with: School Council	Date: 13/03/2020	Version 1.4	Page 6

- 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>

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

7. Engaging with families

Chelsea Heights 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

Chelsea Heights 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
- SOCS

School Chelsea Height PS		Policy name Student Wellbeing and Engagement Policy		Policy Ref. Number WEL007	
Written by: J Halse	Amended by: J Satchwell	In consultation with: School Council	Date: 13/03/2020	Version 1.4	Page 7

More information and resources:

- Statement of Values and School Philosophy
- Bullying Prevention Policy

Evaluation

This policy will be updated annually or as determined by DET review cycle.

School Chelsea Height PS		Policy name Student Wellbeing and Engagement Policy		Policy Ref. Number WEL007	
Written by: J Halse	Amended by: J Satchwell	In consultation with: School Council	Date: 13/03/2020	Version 1.4	Page 8