



CAULFIELD PRIMARY SCHOOL
STUDENT ENGAGEMENT (WELLBEING)
POLICY
POLICY NO. 1.9

School profile statement

As the first school established in the local area, Caulfield Primary School, located in Caulfield South, has a rich and lengthy history. One of only twelve bilingual schools in Victoria, we provide a rich, immersive Japanese education for all our students, both those from the local area, and those who travel in order to be able to attend our school. We reflect both State and Federal Government emphasis on the development of languages other than English, providing genuine opportunities for our children to become Asia Literate. Research shows that becoming bilingual or multilingual from an early age, not only leads to proficiency in a language other than the child's first language, but also assists literacy development in children's first language. Our students develop a multilingual mindset, contributing to an enhanced aptitude for global and multicultural citizenship.

Our school is small compared with other primary schools in the area, but enrolments are increasing, reflecting the growing desirability of attending the school. Our school Index of Socio-Educational Advantage (ICSEA) is 1134, above the national average, while more than half of our students are from a Language other than English background. We have an excellent student attendance rate of above 90%.

Caulfield is an inclusive school community and welcomes children from a range of backgrounds. The learning needs of many children are catered for through the implementation of Individual Learning Plans which are prepared in consultation with parents. This assists children needing additional support or those requiring extension. In addition, Literacy Support is provided in the early years as required. Five percent of students are supported by the Program for Students with Disabilities.

The sense of community at our school is a real feature, and is best demonstrated by the high level of parent involvement. Parents play a big part in our school life, and are genuinely committed to the school's bilingual education and the direction in which the school is moving. Parents are heavily involved in our very active and welcoming Parents and Friends Club, as classroom volunteers, at working bees, in the library and through the School Council, the subcommittees of which help drive the operations and future directions of the school.

The school values of respect, kindness, honesty, excellence, responsibility and diversity are embedded and practiced across the whole school.

Whole-school prevention statement

Caulfield Primary School has a strong commitment to student welfare and works collaboratively with staff and families to foster a supportive and engaging learning environment. A positive school tone is evident through high levels of student attendance, a well-structured and consistently implemented student code of conduct and a whole school approach to behaviours which demonstrate respect and responsibility. The school is committed to creating a child safe environment both at school and during off site camps, excursions and activities.

Student wellbeing is integral to student learning. The staff, school council and leadership team regularly consult with students, parents/carers, support organisations and the broader community to ensure we are responsive to students' social, emotional, cultural and cognitive needs. The school strives to promote whole school activities and communications that will improve parent/ teacher/ student/ school relationships and engender parent and student connectedness. Our biennial whole school performances and Art Shows, as well as sporting, social and community events are highly acclaimed and also strengthen community spirit and pride.

Every year commences with a whole-school two week Start Up program. This is designed to lay the groundwork for the year ahead through the establishment, in each class and across the school, of shared values, understandings and expectations. It is also instrumental in fostering positive relationships between students and with staff. A strong transition program also exists for children entering Prep and Year Six children transitioning to secondary school. Transitioning also occurs between year levels, with a strong emphasis on the sharing of information by current teachers with the following year's teachers.

Year 3-6 students are involved in an extremely popular and successful camps program, while students in the younger years have the opportunity to prepare for camp through class dinners and sleep-overs at school, encouraging resilience, independence and cooperation among peers. Our buddy program links older and younger students to ease transition to school, while multi-age days, especially with visiting students from Japan, foster cross-age friendships, development of social skills and encouragement of the school's sense of community.

Rights and responsibilities

Every member of the Caulfield Primary School community has a right to participate fully in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. Everyone is responsible for ensuring the safety and inclusion of others. The rights and responsibilities of all students, staff, parents and visitors at Caulfield Primary School are detailed in the school's Respect and Responsibility Policy (number 3.10), which should be read in conjunction with this Student Engagement Policy.

Shared expectations

All members of the Caulfield Primary School community, including, school leaders, staff, students, parents and visitors are expected to behave in accordance with the school Respect and Responsibility Policy. Students are also expected to comply with the Student Code of Conduct. In addition, Caulfield's School Leadership will:

- ensure that all students have access to a quality education

- ensure the school complies with its duty of care to each student as well as its obligation under the relevant state and federal legislation
- lead and promote preventative approaches to behavioural issues by ensuring student wellbeing is a priority within the school
- monitor behavioural issues and the effectiveness of implemented strategies
- provide professional development opportunities to staff to build their capacity to promote positive behaviours
- ensure that everyone in the school understands their responsibilities under the child safety legislation and complies with the child safety policy and code of conduct.

Caulfield's teachers will:

- develop positive and meaningful relationships with students that promote engagement, wellbeing and learning
- develop flexible pedagogical styles to engage all learners
- deliver curriculum and assessment that challenge and extend student learning
- adopt a consistent, whole school approach to behaviour management using common language and consistent expectations
- use the student engagement policy and student code of conduct as a basis for negotiating a class-based set of shared expectations for students
- promote the importance of and reward compliance with the school values.

Caulfield's students are expected to:

- support each other's learning by behaving respectfully and by being considerate to others
- comply with the school respect and responsibility policy
- adhere to the school values
- follow the student code of conduct at all times.

Caulfield's parents/carers are expected to:

- contribute to developing strong home school partnerships
- attend parent teacher and other meetings and share relevant information from home to support their child's engagement at school
- comply with the school respect and responsibility policy
- understand and support the school's student code of conduct
- be familiar with the child safe policy and code of conduct.

School actions and consequences

Student engagement, regular attendance and positive behaviours at Caulfield will be supported through relationship-based, whole school and classroom practices including:

- establishing predictable, fair and democratic classrooms and school environments
- ensuring student participation in the development and whole school expectations
- consistently acknowledging all students
- empowering students to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviours and effective engagement.

The school is developing strategies and procedures to encourage good choices and to communicate student actions to parents. We encourage parents and caregivers to become an integral part of

managing their child's behaviour and to support the school in developing their child's social competencies. When students do not meet these expectations, a staged response is implemented in line with the student code of conduct. Corporal punishment is never used at Caulfield Primary School and is not condoned in the wider school community.

Date of approval: 2016	Date of review: 2019
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