



## STUDENT WELLBEING AND ENGAGEMENT POLICY

Reviewed: 14/05/18 in consultation with SC

Next review: 05/ 2020

Recommended Review cycle: 1-2 years

Communication Method: School Website, Induction Processes / Staff Handbook

Minimum Standards

### 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.

Doncaster 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.

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## POLICY

### *Doncaster Primary School prohibits corporal punishment.*

#### 1. School profile

Doncaster Primary School has a long and rich history, dating back to 1863. Located in the City of Manningham, it occupies the same 2.63 hectare site, but now with state-of-the-art facilities. A strong commitment to sustainability and a sense of community.

The 550 children are representative of a wide range of cultural backgrounds with a high proportion of children from Language Backgrounds Other Than English. The school has recently set a new standard for high academic performance and achievement, whilst promoting ethical behaviour, personal and social competence, critical and creative thinking, and intercultural understanding. The skills, behaviours and attributes developed will equip students for success in life and work in the 21<sup>st</sup> Century. We believe in developing the whole child, to that end our highly experienced teachers coordinate a wide range of extra curricular activities and events to compliment the teaching and learning of our students.

Our school has 35.06 equivalent full-time staff: 3.0 Principal class, 24.59 teachers and 7.47 Education Support Staff. Our staff are committed to providing the best possible learning environment for all of our students. Teachers work closely to develop their own capacity in order to provide a highly effective and differentiated curriculum across all Victorian Curriculum domains.

Parents at Doncaster Primary School should feel confident in the learning environment, student behaviour and student engagement. Our staff work in a close partnership with our parents through School Council, Class Representatives, Volunteers and Helpers, Student Conferences and Student Presentations and Information Evenings. 2016 saw the introduction of a Parents and Friends Association which continued to grow in 2017.

Information, blogs and the fortnightly newsletters were accessible from the school website: [www.doncasterps.vic.edu.au](http://www.doncasterps.vic.edu.au)

#### School values, philosophy and vision

*Doncaster 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 honesty, respect, fairness, equity, teamwork and integrity.*

*Our school's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.*

### *Our Statement of Values/ Purpose Statement:*

***DPS values quality education with high expectations. We achieve high individual growth by utilising data to inform teaching and learning. Students learn in a safe, vibrant and caring environment that promotes **acceptance, confidence, curiosity and respect**; in line with our guiding values of: **Honesty, Equity, Respect, Fairness, Integrity and Teamwork*****

## 2. Engagement strategies

*Doncaster 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:*

### Whole School Strategies

**Doncaster Primary School records student attendance twice per day. Attendance will be recorded by daily at 9:00am and 2:30pm using Compass.**

- *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*
- *teachers at Doncaster Primary School use a Ten Point 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 Doncaster 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 and AISTL standards.*
- *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 these include Prep Transition and Year 6 Transition*
- *positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents*
- *monitor student attendance via Compass analytics and implement attendance improvement strategies at a whole-school, cohort and individual level*
- *students have the opportunity to contribute to and provide feedback about school operations through Junior School Council, School Captaincy Positions and specific leadership positions in the school. Additionally, students have the opportunity to discuss school matters through class meetings. 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 athletics, Whole School House Program, Buddy and Kinder Visit Initiative.*
- *All students are welcome to approach the, School Chaplain, Level Leaders, Leading Teachers, Assistant Principal/ Student Wellbeing Coordinator 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*

- *we engage in school wide positive behaviour support with our staff and students, which includes programs such as:*
  - *You Can Do It*
  - *Positive Education Program*
  - *Anti- Bullying Day*
  - *Kids Help Line Seminar*
  - *Living the Values Program " The Ways We Want to Be Treated"*
- *opportunities for student inclusion (i.e. sports teams, afterschool clubs, recess and lunchtime activities)*
- *buddy program*
- *Wellbeing Professional Learning Community Whole staff*

#### *Targeted strategies age specific / level cohort*

*Level Leader is the point of first contact in monitoring the health and wellbeing of students in their year level, as well as, students who may need additional support. Referrals for additional support must be discussed with the Assistant Principal.*

- *all Koorie students have an individual learning plan*
- *Structured circle time and class meetings are a feature of the weekly curriculum program in each level cohort*
- *The School Chaplain runs a social skills program for students with similar needs, supporting their emotional and social development upon parental consent and referral by Assistant Principal*
- *The Wellbeing Professional Learning Community 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 strategies*

- *Student Support Groups, see:*  
*<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>*
- *Individual Learning Plan and Behaviour Support Plan*
- *Program for Students with Disabilities*
- *referral to Student Welfare Coordinator and Student Support Services- Ed Psych and Speech Pathologist, Visiting Teacher*
- *referral to School Chaplain via Assistant Principal*
- *referral to ChildFirst, Headspace*
- *FACES – collective professional dialogue among teaching staff about students who are at risk*

*Doncaster 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*
- *monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family via our School Chaplain*
- *running regular Student Support Group meetings for all students:*
  - *with a disability*
  - *and with other complex needs that require ongoing support and monitoring.*

### 3. Identifying students in need of support

*Doncaster Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing PLC plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Doncaster 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. 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.

## 5. 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 Doncaster Primary School's Bullying policy.*

*When a student acts in breach of the behaviour standards of our school community, Doncaster 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 Year Level Coordinator*
- *restorative practices*
- *detentions*
- *behaviour reviews*
- *suspension*
- *expulsion*

## Suspension and Expulsion

Suspension and expulsion are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

<https://www.education.vic.gov.au/school/principals/spag/participation/pages/expulsions.aspx>

<https://www.education.vic.gov.au/school/principals/spag/participation/pages/suspensions.aspx>

<http://www.education.vic.gov.au/school/principals/spag/participation/pages/engagement.aspx>

**Procedures for maintaining a register of suspensions and expulsions refer to:**

<https://www.education.vic.gov.au/school/teachers/behaviour/suspension-expulsion/Pages/default.aspx>

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

### 6. Engaging with families

Doncaster 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 Compass
- 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
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.

### 7. Evaluation

Doncaster 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 (Student Online Case System)

## FURTHER INFORMATION AND RESOURCES

### REVIEW CYCLE

This policy was last updated on 14/05/18 and is scheduled for review in 15/05/2020