



STUDENT WELLBEING AND ENGAGEMENT POLICY

DROMANA PRIMARY SCHOOL

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.

Dromana 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 (as of 08/06/2021)

Dromana Primary School, located in Dromana Victoria has served the communities of McCrae, Safety Beach and Dromana for over 150 years since its establishment in 1861. It is located at the foot of Red Hill and Arthur's Seat, less than one kilometre from the Dromana foreshore. The school motto, 'Proud of the past, looking to the future...' resonates strongly within the community with many attending students following in the footsteps of their parents and grandparents. The strength of the school within the community is testament to its history and also the high-quality education it continues to provide to its students.

The school's current enrolment is 495 students in 20 classes. Four percent of the students are Aboriginal and Torres Strait Islander and very low numbers of students were learning English as an Additional Language (EAL). The school is staffed by one Principal, two Assistant Principals, two Learning Specialists, twenty eight teachers, nine education support staff and a business manager. The student family occupation and education index (SFOE) changed from 2019 to 2020 where we

moved from low-medium range (0.4306) when compared to other schools across Victoria, to now classified as being in the medium range (0.4241). The SFOE figure is derived from taking into account parent occupation and level of education. The SFOE of the school influences the allocation of additional funding and allows for comparisons between similar schools.

School values, philosophy and vision

Our mission at Dromana Primary School is that all staff support the academic, social and emotional development of our students to enable them to reach their fullest potential. Our vision of the school is that 'Dromana Primary School wants our students to be engaged, supported and involved in a safe, caring and respectful community. We want to challenge students to be self-motivated, lifelong learners so that they can attain their fullest potential.'

The school values and vision, continued to underpin the teaching and learning at Dromana Primary School. The values of Respect, Responsibility and Resilience provide the structure for the school's behaviour expectations, a guide to help students know how to conduct themselves at school. The social and emotional development of students was enhanced by the continued implementation of School Wide Positive Behaviour Supports (SWPBS) and the teaching of Resilience, Rights and Respectful Relationships. The teaching and learning opportunities planned for, and offered by the teachers set to uphold the vision of the school. The extensive specialist program offered is a highlight for many students with dedicated teachers in Connecting to Country (Visual Arts, Science and Aboriginal Studies), Performing Arts, Coding and Robotics, LOTE-Japanese and Physical Education using their specialist expertise to teach and engage our students. Once a term students take part in Connecting to Country (Visual Arts, Science and Aboriginal Studies), lessons at the school's Boat Shed, located on the Dromana foreshore. The Boat Shed, unique to Dromana Primary School, fosters the natural inquiry process by fully immersing students in the local and natural environment.

2. Engagement strategies

Dromana 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
- teachers at Dromana Primary School use an instructional 'Workshop Model' framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all Literacy and Numeracy lessons.
- in the area of Literacy our students are taught to develop lifelong habits of reading and writing. We encourage our students to work collaboratively and independently. We implement the 'Workshop Model' in reading and writing to model to students the "I do, We do, You do" approach. The 'Workshop Model' incorporates many of the High Impact Teaching Strategies which provides teachers with evidence-based teaching strategies to improve student outcomes. The programs which are utilised to support student learning in Literacy are

SoundWaves Spelling program, Little Learners Love Literacy, Reader's Workshop, Fountas and Pinnell and VCOP.

- in the area of Numeracy students are taught all aspects of Numeracy during daily lessons where we follow the four part lesson structure of Number Fluency, Launch, Discovery and Summary. This instructional model utilises the 'I do, we do, you do' approach to support teaching and learning which allows for greater differentiation and targeted teaching. During the 'I do' phase, the teacher explicitly teaches and models concepts to the students. During the 'we do' phase of the lesson, teachers conference with small groups of students to teach to their point of need, either providing support or extension. Students then move to the 'you do' phase of the lesson where they work on challenging tasks that are targeted to their own level of understanding.
- teachers at Dromana 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 Junior School Council and other forums including year group 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 school plays, athletics, music programs and peer support 'Buddies' program.
- all students are welcome to self-refer to Teachers, Year Group Leaders, Assistant Principal 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:
 - Respectful Relationships
 - DPS personalised lessons
 - Berry Street Educational Training
 - The Zones of Regulation
- 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 Year Level Coordinator, a senior 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 Koorie students with a Koorie Engagement Support Officer, if required
- all students in Out of Home Care will have an Individual Learning Plan and a Student Support Group (SSG) 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

- implement programs alongside Mornington Peninsula Shire Youth Workers such as MPower Girls
- promote parenting programs to the school community such as those run by Parent Zone (Anglicare) and The Fathering Project

Individual

Dromana 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 Education Plan and/or a Behaviour Support Plan
- IEPs for students achieving 12 months below or above expected level and students with no growth over a 12 month period
- 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, Orange Door or Child First

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
- running regular Student Support Group meetings for all students *Student Support Groups* :
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

3. Identifying students in need of support

Dromana 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. Dromana 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

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 and management

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 Dromana Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Dromana Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines and Behaviour policy. 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 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 Year Level Coordinator, Assistant Principal or Principal
- restorative practices
- 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 Dromana Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

6. Engaging with families

Dromana 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
- weekly newsletters publish via Compass
- 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.

7. Evaluation

Dromana 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
- Compass chronological entries
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Dromana 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 transition and enrolment packs
- 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

- Statement of Values and School Philosophy
- Bullying Prevention
- Child Safe Standards

POLICY REVIEW AND APPROVAL

Policy last reviewed 16/06/2021	Principal and School Council
Approved by:	
Next scheduled review date:	June, 2023