



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.

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POLICY

SCHOOL PROFILE

Dromana Primary School has served the communities of McCrae, Safety Beach and Dromana for 150 years since its establishment in 1861.

The curriculum is based on a comprehensive seven year sequential learning program contained in the Victorian Curriculum. The curriculum provides an ever increasing use of Information and Communications Technologies (ICT) and is enriched by a very extensive range of extra-curricular activities, including PE/Sports, the Arts (performing and visual), Science/Aboriginal Studies, Japanese and Coding/Robotics. Positive Minds and Whole School Values are well embedded across the school. A recent highlight in the school's history has been the opening of a Learning Centre on Dromana Foreshore, which works in conjunction with our newly developed Science/Technology Centre, based on the school's grounds.

The school seeks to prepare students for future pathways by developing creative thinkers and independent, motivated learners. We promote positive self-image, respect for others, self-discipline, community participation, problem solving, life skills such as responsibility, resilience, effective communication skills and inquiring minds. We actively encourage students to develop to their full potential by recognising and rewarding achievement and have a commitment to students who can self-regulate their behaviour in all areas to which they are exposed. We promote a high level of student leadership.

There are strong and enduring bonds between the school and the community which it serves. The school community emphasises the safety and wellbeing of every student by providing an environment which is safe, secure and supportive. It offers an Out of School Care (OHSC) and Holiday Program run by Camp Australia.

Proud of the past, looking to the future...

SCHOOL VALUES, PHILOSOPHY AND VISION

Our Vision

We want 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 can attain their full potential.

Our Mission

All staff at Dromana Primary School are here to support the academic, social and emotional development of our students to enable them to reach their fullest potential.

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*
- *deliver a broad curriculum based on the Victorian Curriculum including the specialist programs of coding/robotics, aboriginal studies/science, Japanese, Physical Education, performing arts and visual arts that are tailored to our student interests and strengths.*
- *teachers at Dromana Primary School use an inquiry based 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 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*
- *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*
- *students have the opportunity to contribute to and provide feedback on decisions about school operations through the School Representative Council and other forums including year group meetings. Students are also encouraged to speak with their teachers, Assistant Principal and Principal whenever they have any questions or concerns*
- *create opportunities for cross-age connections amongst students through school activities such as tabloid sports, interschool sports days, book week, footy day, music programs, buddies, lunchtime club.*
- *All students are welcome to self-refer to the school counsellor, 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*
- *opportunities for student inclusion at recess and lunchtime through sporting activities, lunchtime clubs, bike education.*
- *we engage in school wide social emotional learning program with our staff and students, Respectful Relationships*

Targeted and individual

Teachers will monitor the health and wellbeing of students in their class, will act as a point of contact for students who may need additional support and will refer students requiring targeted support to the Assistant Principal. Dromana Primary School will respond to the needs identified by student wellbeing data, classroom teachers or other school staff by providing professional development in health promotion and social skills education

Targeted support may include;

- liaising with the care team for all students in Out of Home Care and ensuring they have an individual learning plan and has been referred to Student Support Services for an Educational Needs Assessment
- engaging Koorie students with a Koorie Engagement Support Officer
- Small group work including BRAVE kids, Zones of Regulation, Literacy intervention, speech therapy assistance, Education Support staff led activities.
- applying a trauma-informed approach to working with students who have experienced trauma

Individual support may include;

- Referral and assessment to the Program for Students with Disabilities
- building constructive relationships with individual students at risk or students who are vulnerable due to complex individual circumstances
- Student Support Group 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, modification of learning program
- referring the student to:
 - school-based wellbeing supports; school counsellor, zones of regulation, lunchtime clubs
 - Student Support Service Offices; psychologist, speech pathologist, occupational therapist, social worker
 - Appropriate external supports such as youth and family services, other allied health professionals, headspace, child and adolescent mental health services (ELMHS) 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.

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. 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 data
- incident and suspension
- engagement with families
- self-referrals or referrals from peers

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.

STUDENT BEHAVIOURAL EXPECTATIONS

Behavioural expectations of students, staff and families are grounded in our school's student code of conduct, school values and mission statement. Student bullying behaviour will be responded to consistently with Dromana Primary School's Bullying Prevention 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. 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:

- provide a warning a student that their behaviour is inappropriate and
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges including time out of playground
- referral to the Assistant Principal/Principal
- restorative practices
- student support group meeting
- behaviour support plan and or 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.

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
- involving families in school decision making through school council, parent surveys
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual learning and behaviour plans for students.

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 may include:

- student attitudes to school survey data
- incident record data through Compass
- school reports
- parent opinion survey
- CASES21
- Student Online Case System

FURTHER INFORMATION AND RESOURCES

- Bullying Prevention Policy
- Child Safe Standards

REVIEW CYCLE

This policy was last updated in _____ and is scheduled for review in