



Student Engagement and Wellbeing



Help for non-English speakers

If you need help to understand the information in this policy please contact the Assistant Principal.

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.

Donburn 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

1. School profile

Located in Doncaster East, Donburn Primary has approximately 485 students, 21 classes, specialist teachers in Art, Library, Music, Physical Education and the LOTE is Mandarin.

Donburn Primary School is very proud of its 45 plus years of history 'providing a vibrant, attractive and safe teaching and learning environment, growing in harmony with the community.' A welcoming and inviting school, its corridors are visually uplifting with well presented student work and photos of smiling engaged children. The facilities and grounds are attractive and well maintained, with safe playground space for active and passive play.

Learning spaces at Donburn Primary School are rich and stimulating environments, and students are happy and engaged in their learning. A strong school culture of learning is in place and a clear sense of the core purpose of the school, respectful relationships and the distribution of leadership and responsibility across school teams are key features. The leadership team exudes optimism and enthusiasm to promote continuous improvement.

The school's approach to student wellbeing and engagement is underpinned by restorative practices and the school community has a strong commitment to this approach, whereby there is respect between students and teachers in the school.

Donburn is a caring school concerned not only to cater for cognitive growth and physical skill development but also to provide for the emotional and social needs of its students.

Children are encouraged to be confident, courteous and friendly and to be responsible for their own actions. School programs and initiatives such as Junior School Council all aim to build these skills. The members of Junior School Council represent all students from Year 3 - Year 6.

Student health and resources, external to the school, provide student services as outlined in following sections in this booklet.

2. School values, philosophy and vision

Donburn's vision and philosophy is to be an exemplar of public education supported by a strong, positive community. It will continue to be a vibrant learning environment that nurtures diversity, shares community values and strives for excellence in all endeavours.

The Donburn Primary School learning community works together to create an environment in which the following qualities are valued and developed:

- Being a positive learner
- Being respectful
- Being safe

When observed, these qualities contribute to students' growth and development to reach their personal best and equip them to contribute in their community as active citizens.



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3. Engagement strategies

Donburn 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 whole school, targeted year level and individual engagement strategies used by our school is included below:

Whole school

- 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 to ensure that students are able to participate in subjects and units that support their interests, strengths and aspirations
- teachers at Donburn Primary School employ instructional frameworks including the Literacy and Numeracy 'placemat' to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high impact teaching strategies are incorporated into all lessons
- our school's 'SWPBS' 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
- students have the opportunity to contribute to and provide feedback on decisions about school operations through student leadership groups such as the Junior School Council. 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 productions, buddy programs, athletics, music programs and peer mediator programs.
- all students have access to the School Nurse, Year Level Leaders, Student Wellbeing Leader, 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 engage in school wide positive behaviour support with our staff and students, which includes programs to support it such as:
 - Restorative Practice
 - Respectful Relationships
 - The Resilience Project
 - The Cyber Safety Project
 - Safe Schools

Year Level



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- each year level has a Year Level Leader, a senior teacher responsible for their student group, who monitor the health and wellbeing of students in their cohort, and act as a point of contact for students and team members who may need additional support
- 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

Individual

Donburn 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
- Relevant staff will liaise with external service providers to ensure appropriate engagement opportunities for students with additional learning needs (eg. trauma, diagnosed illnesses, disabilities etc) ie. *Options*
- meeting with parents/carers to talk about how best to help their child 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/family 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
- running scheduled 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.



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4. Identifying students in need of support

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

5. Student rights and responsibilities and student voice

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students treat each other with respect and dignity and are provided the avenue to exercise their student voice. 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
- observe and display SWPBS values that demonstrate safety and respect for themselves, their peers, their teachers and members of the school community
- display the attributes of a positive learner and 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 Voice

Donburn actively pursues giving students the opportunity to communicate ideas and opinions with the outcome of students having the power to influence change. Using authentic student voice provides opportunities for students to collaborate and make decisions with their teachers/school leadership around what and how they learn and how their learning is assessed.



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6. 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 Donburn Primary School's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Donburn Primary School will employ a documented response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. 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 implements 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 an organised 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.

When responding to inappropriate behaviour, staff will ensure all matters are dealt with in a calm, consistent, brief, immediate and respectful manner. Staff will employ *restorative practices* and follow the 'SWPBS' behaviour management steps including:

Minor Behaviour Management Steps:	
1	Non-verbal prompt
2	Describe the inappropriate behaviour
3	Correct the inappropriate behaviour
4	Re-teach the rule
5	Provide the student with choice to correct behaviour or observe consequence.

Major Behaviour Management Steps:	
1	Referral to Year Level Leader and or School Leadership
2	Behaviour support and intervention meetings
3	Contact parents
4	Document inappropriate behaviour
5	Suspension



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Expulsion

Consequences for *Minor Behaviour* and *Major Behaviours* will be determined by relevant staff or school leadership.

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

- <https://www.donburn.vic.edu.au/policies.html>

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 Donburn 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.

7. Engaging with families

Donburn 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
- 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

Donburn 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, including attendance and absence data



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Donburn Primary School will also regularly monitor available data 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
- 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

<https://www.donburn.vic.edu.au/policies.html>

Term	Definition
Engagement	Student engagement occurs when students make a psychological investment in their learning. They actively make an effort to understand the material and incorporate it in their lives.
Wellbeing	Student wellbeing is defined as a sustainable state of positive mood and attitude, resilience, and satisfaction with self, relationships and experiences at school.
SWPBS	School Wide Positive Behaviour Support program that centres around student knowledge and employment of the school values of being a positive learner, displaying respect and observing safe behaviours.
Restorative Practice	Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.
Harassment	Any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person.
Bullying	Repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group.
Cyberbullying	A form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking, instant messaging or web pages. It can also include bullying through mobile phone technologies such as SMS. It may involve text or images (photos, drawings).



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POLICY REVIEW AND APPROVAL

Policy last reviewed	2021
Consultation	Education Sub-Committee
Approved by	Principal
Next scheduled review date	2024