



DONVALE PRIMARY SCHOOL

STUDENT WELLBEING AND ENGAGEMENT POLICY

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.

Donvale 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

Donvale Primary School is situated in a safe, quiet area in the City of Manningham. We currently have 318 students enrolled and 30 school staff members.

Our well maintained school grounds are expansive, and our school buildings provide well equipped learning spaces. We are surrounded by a supportive community with most students attending our school living locally. Donvale Primary School has developed close ties to the local community, and enjoys support from our local shops and community services.

Our school is culturally diverse with 15% of families having a language background other than English (LOTE), with the largest LOTE group being Chinese (Mandarin). We are proud of our diversity and inclusive school community.

2. School values, philosophy and vision

Donvale 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 of Respect, Responsibility, Resilience, Compassion and Gratitude at every opportunity. Our school's vision is to empower students to reach their personal best and equip them to contribute positively to society as happy, healthy young citizens.

The school philosophy is based on the belief that all students, including those on the Program for Students with Disabilities, have the ability to achieve their full potential. There is a strong focus on the individual development of all children with an emphasis on the development of Literacy and Numeracy competencies. Programs promote self-esteem, individuality and creativity so that the physical, emotional, social and intellectual needs of the students are catered for. Student Welfare has a high priority with a whole school approach to discipline encompassing the Resilience Project and Kids Matter philosophies that emphasise student physical, emotional and social well-being, while supporting anti-bullying and student engagement.

Our [Statement of Values](#) is available here.

3. Engagement strategies

Donvale 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) 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 and school level assessment data
- teachers at Donvale Primary School use an 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 Donvale 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 Student Representative Council
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs, peer support programs and buddy program
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Resilience Project
 - Respectful Relationships Program
 - KidsMatter
 - Bounce Back
 - Peer Mediators
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)

Individual

Donvale 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 for identified students with needs
- 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
- 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.

4. Identifying students in need of support

Donvale Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Principal and Assistant Principal both play a significant role in developing and implementing strategies which help identify students in need of support and enhance student wellbeing. Donvale 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

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.

6. Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values and Behaviour Code. Student bullying behaviour will be responded to consistently with Donvale Primary School's Bullying Prevention policy.

When a student acts in breach of the behaviour standards of our school community, Donvale Primary School will institute a staged 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 detention, 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
- referral to the Principal or Assistant 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 Donvale 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

Donvale 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 of families
- including families in Student Support Group meetings, and developing individual plans for students.

8. Evaluation

Donvale 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
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS

Donvale Primary School will also regularly monitor available data dashboards to ensure 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 and distributed to parents via Compass.
- Included in staff induction processes
- 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:

<http://donvaleps.vic.edu.au/wp-content/uploads/2011/03/Statement-of-Values-Promoting-Healthy-Safe-and-Respectful-School-Communities.pdf>

Bullying Prevention Policy:

[DPS-Student-Bullying-Prevention-Policy-20216.pdf \(donvaleps.vic.edu.au\)](#)

Child Safe Standards Policy:

<http://donvaleps.vic.edu.au/wp-content/uploads/2011/03/DPS-Child-safe-policy-20184.pdf>

POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2021
Consultation	21/10/2021 - Education Sub Committee 28/10 /2021 - School Council 29/10/21 – Student representatives
Approved by	Principal
Next scheduled review date	October 2022