

STUDENT WELLBEING AND ENGAGEMENT POLICY



**DHURRINGILE
PRIMARY SCHOOL**

'Aim High' Respect Achievement Resilience

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.

Dhurringile 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

School Community

Dhurringile Primary School is located 25km from Shepparton in the Goulburn Valley. Established over 100 years ago in 1917, Dhurringile Primary School is a family and community orientated school with members committed to providing quality educational opportunities for all students.

Students come from Dhurringile and the surrounding areas. Our student enrolment is 11 students in 2019, with 1.6 teaching staff. The school council and staff believe that students' best learn in a happy, caring and supportive environment. The strong sense of family belonging gives the students a sense of identity where all individuals are valued and respected.

The school is set in a large park environment. Social interaction is fostered with cooperative learning strategies, and spontaneously through cross-age friendships. Dhurringile Primary School actively pursues opportunities for all students to engage with other schools in sporting, environmental and cultural activities. These include Murchison, Wunghnu, Zeerust and Waaia-Yalca South Primary Schools. Our school motto is 'Aim High' with the school values being Respect, Achievement and Resilience.



STUDENT WELLBEING AND ENGAGEMENT POLICY



**DHURRINGILE
PRIMARY SCHOOL**

'Aim High' Respect Achievement Resilience

Educational

The curriculum focus is on the development of students' literacy, numeracy, creativity, digital technology skills and personal wellbeing through varied learning experiences in across the curriculum. Two specialist teachers visit fortnightly: the Mobile Area Resource Centre (MARC) library service and Mobile Art and Craft Centre (MACC) Art Program. Italian is taught by a specialist teacher using virtual communications. The curriculum and reporting systems are aligned with the Victorian Curriculum Framework.

The Victorian Digital Technologies Curriculum is being implemented across all levels of the school, with funding allocated to maintaining systems and devices such as interactive whiteboards, videoconferencing, iPads, laptops and robotics. The school has a 1:1 ratio for iPads and Windows computers.

Environmental

The grounds, buildings and facilities include:

- Shaded play areas
- Adventure playground for all students
- Sensory garden
- Park like setting
- Naturally grassed oval
- Wetland with boardwalk

We are fortunate to have access to the community tennis courts and hall next to school which we use for indoor sports or incursions and our Annual Christmas concert.

2. School values, philosophy and vision

Dhurringile 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, achievement and resilience at every opportunity.

**AIM HIGH
DHURRINGILE P.S.**

Dhurringile Primary School is a caring and inclusive school. All children are supported to build their strengths and be outstanding learners.

Our values:
Respect Achievement Resilience

RESPECT for others, for property and for ourselves.
ACHIEVEMENT - We aim high in our learning.
RESILIENCE - We bounce back and keep on trying.

Dhurringile Primary School's vision is to foster and encourage an inclusive community of learners who are confident, creative and challenged to achieve their full potential by 'Aiming High'. Learners participate within a safe, happy and supportive country life style environment that values a love of learning and strives for a strong sense of community.

Our Statement of Values is available online at: <http://dhurringileps.weebly.com/>



3. Engagement strategies

Dhurringile 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 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 Dhurringile 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 Student Representative Council and other forums including group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, 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 programs
- All students are welcome to self-refer to the teachers or 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
- programs, incursions and excursions developed to address issue specific behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. recess and lunchtime activities)

**Dhurringile
Values**

Respect:
For others,
for property and
for ourselves.

Achievement:
We 'aim high'
in our learning.

Resilience:
We bounce back
and keep
on trying.

STUDENT WELLBEING AND ENGAGEMENT POLICY



**DHURRINGILE
PRIMARY SCHOOL**

'Aim High' Respect Achievement Resilience

Targeted

- connect all Koorie students with a Koorie Engagement Support Officer (KESO)
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- 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

Individual

- 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 Support Services
- referral to ChildFirst, Headspace support services
- Lookout Centre

Dhurringile 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, sitting the student away from light sources or close to the teacher.
- 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
 - 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:
 - who are identified as Koorie or Torres Strait Islanders
 - who receive PSD funding
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

**Dhurringile
Values**

Respect:
For others,
for property and
for ourselves.

Achievement:
We 'aim high'
in our learning.

Resilience:
We bounce back
and keep
on trying.

4. Identifying students in need of support

Dhurringile 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. Dhurringile 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

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:

- model positive behaviour to other students
- communicate politely and respectfully with all members of the school community.
- comply with and model school values
- behave in a safe and responsible manner
- respect ourselves, other members of the school community and the school environment.
- actively participate in school
- not disrupt the learning of others and make the most of our educational opportunities.

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 the Principal.



6. 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 Dhurringile Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Dhurringile 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
- restorative practices
- detentions
- behaviour 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.

7. Engaging with families

Dhurringile 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 at <http://dhurringileps.weebly.com/>
- 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
- coordinating resources and services from the community for families
- including families in Student Support Groups, and developing individual plans for students.



8. Evaluation

Dhurringile 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

FURTHER INFORMATION AND RESOURCES

Related policies include:

- Statement of Values and School Philosophy,
- Bullying Prevention Policy
- Child Safe Standards policies
- Digital Technologies Policy
- Inclusion and Diversity Policy

REVIEW CYCLE

This policy was last updated on October 2019 and is scheduled for review in October 2021

