



Dingley Primary School

Student Wellbeing and Engagement Policy

Policy last reviewed	September 2021
Approved by	Principal
Next scheduled review date	September 2023

1. Purpose

The purpose of this policy is to ensure that all students and members of our school community understand:

- our commitment to providing a safe and supportive learning environment for students
- expectations for positive student behaviour
- support available to students and families
- our school's policies and procedures for responding to inappropriate student behaviour.

Dingley 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.

2. Scope

This policy applies to all school activities, including camps and excursions.

3. Contents

- School profile
- School values, philosophy and vision
- Engagement strategies
- Identifying students in need of support
- Student rights and responsibilities
- Student behavioural expectations
- Engaging with families
- Evaluation

4. Policy

4.1 School Profile

Dingley Primary School is situated in spacious landscaped grounds located in the south-eastern suburb of Dingley Village. Established in 1925, the school has an enrolment of 455 students for the 2021 school year. Students come from a broad cultural base with over 38% of students from a Language Background other than English.

Dingley Primary School aspires to develop a community in which all members are respectful, compassionate, lifelong learners, who take action as global citizens. Through our commitment to a high quality inclusive and intercultural education within stimulating and challenging learning environments, we promote academic, social and emotional growth.

Our school is an authorized International Baccalaureate World School for the Primary Years Programme. A commitment to this programme is essential for the successful candidate.

Collaborative teaching and learning occurs across all levels of the school environment and is based on the premise of high expectations for all. There is a culture of distributive leadership with students at the centre of all conversations, decisions and allocation of resources. There is a commitment to building leadership capacity at all levels within the school and an emphasis on individual and collective accountability. Dingley Primary School became a Victorian Professional Learning Communities (PLC) school in 2021, and teachers plan and work collaboratively to assess, monitor and track student achievement. There is a pervading commitment to professional growth and personal accountability within the staff. Teachers participate in peer observation, mentoring and induction programs.

A broad enrichment program includes a range of extra-curricular offerings, including instrumental music tuition, coding & robotics, public speaking, swimming and after school sport tuition as part of the Sporting Schools initiative. Dingley Primary School





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also provides students with a comprehensive outdoor education program from Year 2 through to Year 6; inclusive of camps and interschool competitions. Our student leadership program includes Student Representative Council, with our school captains authentically leading student voice and agency within four action groups (school, community, national and international).

Dingley Primary School's out of school hours care provider is Team Kids - a leader in the area of Before and After School Care, and Holiday Programs. Our students benefit from a Breakfast Club which operates twice a week in conjunction with Food Bank. We also offer a school operated canteen three days a week, providing lunch orders and over the counter sales.

Dingley Primary School is compliant with the seven Child Safe Standards and promotes the safety, wellbeing and inclusion of all children. A high level of community spirit exists at Dingley Primary School.

4.2 School values, philosophy and vision

Our Values and Philosophy statement is available on our school website.

<https://www.dingleypps.vic.edu.au/>

4.3 Engagement strategies

Dingley 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 to enrich and engage our students
- teachers at Dingley 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 Dingley 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 home group circle time.
 - 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 the Buddies program, athletics, music programs and multi-age activity days
- all students are welcome to self-refer to their teachers, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind





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- 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:
 - Zones of Regulation
 - eCyber safety
 - Respectful Relationships
 - programs, incursions and excursions developed to address specific behaviour (i.e. resilient programs)
 - opportunities for student inclusion (i.e. sports teams, clubs and lunchtime activities)
 - buddy programs

Targeted

- each year group has a Year Level Leader, a teacher responsible for their year, who monitors the health and wellbeing of students in their year, and assists teachers in supporting students external to the day-to-day teaching and learning
- connect all Koorie students with a Koorie Engagement Support Officer
- 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
- all staff 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 Education Plan and Behaviour Support Plan
- Program for Students with Disabilities
- Referral to Student Welfare Coordinator and Student Support Services
- Referral to ChildFirst, Headspace
- Lookout

Dingley 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
- 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 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:
 - with a disability
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.

4.4 Identifying students in need of support

Dingley Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. All staff play a significant





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role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Dingley 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.

4.5 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.

4.6 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 Dingley Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Dingley 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.

Our school considers, explores and implement 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 Assistant Principal or Principal
- restorative practices
- detentions





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- 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:

- <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 Dingley 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.

4.7 Engaging with families

Dingley 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.

5. Evaluation

Dingley 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
- Compass
- SOCS

Dingley 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.

6. Communication

This policy will be communicated to our school community in the following ways:

- available on our school's Compass portal
- included in staff induction processes
- included in transition and enrolment packs
- included in student diaries so that it is easily accessible to parents, carers and students
- included as annual reference in school newsletter
- made available in hard copy from school office upon request.





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7. Further Information and Resources

- Related policies including Statement of Values and Philosophy, Bullying Prevention, Child Safe Standards, etc. are available on our website.

8. Review Cycle

This policy will be reviewed as part of the school's 3-year review cycle or as required.

