



Student Engagement & Wellbeing Policy

Purpose

The purpose of Donburn Primary School is to provide a nurturing, inspirational and challenging educational environment that encourages each student to strive to achieve their personal best and look confidently to the future as caring, confident and responsible, lifelong learners.

Vision

Donburn is and will 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.

Values

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

Nine Values for Australian Schooling:

1. *Care and Compassion*
Caring for yourself and others.
2. *Doing Your Best*
Seeking to accomplish something worthy and admirable, trying hard and pursuing excellence.
3. *Fair Go*
Pursuing and protecting the rights of everyone to be treated fairly.
4. *Freedom*
Enjoying all the rights and privileges of Australian citizenship free from unnecessary interference or control and standing up for the rights of others.
5. *Honesty and Trustworthiness*
Being honest, sincere and seeking the truth.
6. *Respect*
Treating others with consideration, regard and respecting another person's point of view.
7. *Responsibility*
Being accountable for one's own actions, resolving differences in constructive, non-violent and peaceful ways, contributing to society and to civic life, and taking care of the environment.
8. *Understanding, Tolerance and Inclusion*
Being aware of others and their cultures, accepting diversity within a democratic society, being included and including others.
9. *Integrity*
Making all your words and actions consistent with these values.



Principles for Health and Wellbeing:

Donburn Primary School incorporates these principles throughout all facets of the community and learning continuum to promote, nurture and support the health and wellbeing of Victorian children and young people.

Principle 1 – Maximise access and inclusion

Quality education and support for all, with extra effort directed to ensuring education and support is accessible and inclusive to the most vulnerable and disadvantaged.

Principle 2 – Focus on Outcomes

A focus on health, learning, development and wellbeing outcomes is upheld when designing, delivering, evaluating and improving education and support services.

Principle 3 – Evidence-Informed and Reflective Practice

Policy and practice is informed by current and relevant evidence, known to be effective in improving outcomes. Research and evaluation is undertaken to grow the evidence base and enable effective and reflective practice.

Principle 4 – Holistic Approach

Educators and support staff work collaboratively and professionals use multidisciplinary approaches and focus on the range of goals, aspirations and needs of children, young people and families.

Principle 5 – Person-Centred and Family Sensitive Practice

Successful schools see people in the context of their families and environment, and seek to support and empower people to lead and sustain healthy lives.

Principle 6 – Partnerships with Families and Communities

Ensuring children and young people have good health and wellbeing is the collective responsibility of families, schools, the community and government; requiring shared commitment and action.

Principle 7 – Cultural Competence

To effectively meet the needs of all children, young people, requires an ability to understand and effectively communicate with people across cultures and recognise one's own world view.

Principle 8 – Commitment to Excellence

Education providers and services have high expectations for those they work with, and continually assess their own work practices to find opportunities for improvement.

1. Environmental Context

Profile

Donburn Primary School has a community expectation of excellence in teaching and learning. Students are respected as individuals, treated equally and expected to strive for and achieve their personal best. They are encouraged to be active, co-operative, independent learners who are able to accept increasing responsibility for their own learning. They are encouraged to develop critical and higher order thinking, decision-making, resilience and problem-solving skills.



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Parents and carers are actively involved in the daily function, operation and governance of the school and share the school's high regard for social cohesiveness and co-operation. Both the school and parent community consider a strong and healthy, respectful partnership between parents and carers, students and staff an essential component of making Donburn Primary School; a school which respects traditions and energetically works towards realisation of community determined priorities and a better future.

Context

Located in Doncaster East, Donburn Primary has approximately 420 students, 18 classes, specialist teachers in art, library, music, physical education and the LOTE is Mandarin.

Donburn Primary School is very proud of its 40 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

2. Whole-School Prevention Statement

The School will:

- Develop in students a strong sense of belonging, safety and wellbeing by implementing an agreed upon and effective code of co-operation.
- Extend student leadership skills and build resiliency skills.
- Foster an enjoyment of learning and high intrinsic motivation to learn.
- Implement a restorative approach to student welfare.

The School will achieve this by:

- Cooperative development of a well-structured school wide program in support of students' resilience and welfare.
- Cooperative development of a well-structured school wide program in support of a 'Student Code of Cooperation' based upon values.
- Enhanced opportunities for students to consider and set goals for themselves and have an active voice in the school and their learning.



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- Ongoing improvement to teaching strategies aimed at motivating and extending students to take on leadership roles and skills.
- Ongoing professional development of all staff in restorative approaches.
- Undertake review of school data to support decision making and improve outcomes.

The School will also:

- Provide programs that engage students cognitively, behaviourally and emotionally; (Implement E5, camps, increased use of technology, increased ICT PD, active programs).
- Engage students in weekly restorative circles to enhance classroom culture.
- Provide a safe and supportive learning environment where teachers recognise and cater for individual learning styles and have high expectations of student learning.
- Foster self-esteem and leadership skills; (Resilience Program).
- Implement proactive behaviour management strategies; (Bounce Back program, Leadership Skills, Buddies, eSmart, Junior School Council, Sustainability Program).
- Utilise school wide and classroom processes to identify vulnerable students or students at risk of disengagement and provide access to social, emotional and education supports.
- Provide information and access to a range of preventative and support services, such as: School Nurse, Guidance Officer, Speech Therapist, Visiting Teacher service.
- Conduct effective communications between teachers, parents and carers and students; parents and carers visiting classrooms, involved in activities, parent and carer representative program.
- Promote and model positive behaviours and our values of respect and participation.
- Encourage punctual and regular attendance.

3. Rights and Responsibilities

1. Charter of Human Rights

The school community will comply with and actively affirm the basic principles from the Charter of Human Rights: freedom, respect, equality and dignity. This means we will act compatibly with human rights and consider human rights when making decisions and delivering services.

These rights include:

- The right not to be discriminated against.
- The right to privacy and reputation.
- The right to freedom of thought, conscience, religion and belief.
- Cultural rights.

All members of the school community will be asked to:

- Encourage compliance with the Charter.



- Support others to act compatibly with the Charter.
- Respect and promote human rights.

2. Equal Opportunity

The school community will comply with and actively affirm the principles outlined in the *Equal Opportunity Act 1995*. Under the act it is unlawful to discriminate against a person on the basis of the following attributes:

- Age
- Breastfeeding
- Gender identity
- Impairment
- Industrial activity
- Lawful sexual activity
- Marital status
- Parental status or status as carer
- Physical features
- Political belief or activity
- Pregnancy
- Race
- Religious belief or activity
- Sex
- Sexual orientation
- Personal association (with a person who is identified by reference to any of the above attributes).

As an exemplar education community, we also affirm that every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive. We recognise and affirm all learning styles and ensure our teachers and school programs include teaching and engagement activities which cater for these styles.

We accept the following below definitions of harassment, bullying and cyber bullying and will not tolerate any such behaviours, both subtle and explicit. Our programs and practice will encourage students to:

- Use respectful language.
- Use respectful behaviour towards people and property.
- Be considerate in the online sites they visit.
- Protect their own privacy.
- Protect the privacy of others.
- Take action to let someone know if there is something is 'not quite right'. At home this would be a parent or carer, at school a teacher.
- Speak out if they see harassing or bullying behaviour by telling the person involved their behaviour is inappropriate and discussing the incident with a teacher. All



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teachers will be expected to take all such concerns seriously, treat all concerns in confidence and follow-up the incident using the restorative approach where appropriate.

Definitions:

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).

Examples of cyberbullying behaviour are:

- Teasing and making fun of someone,
- Spreading rumours online,
- Sending unwanted messages,
- Defamation.

3. Disability

The School community will comply with and actively affirm The Disability Standards for Education 2005 and the rights of students under the *Disability Discrimination Act 1992*.

In so doing, Donburn Primary School will take all reasonable steps to ensure a student with a disability can actively participate in school life on the same basis as other students and will affirm this right among the school community.

All efforts will be made by the school and persons involved to ensure effective evaluation of these reasonable steps.

4. Shared Expectations

Our school staff are expected to:

- Implement inclusive teaching practices using a restorative approach; (listen, accept, involve everyone).
- Develop a challenging curriculum that caters for individual differences and gives all students the opportunity to succeed; (expect all students will do their best).
- Continually investigate strategies that will improve relationships and curriculum delivery (investigation of survey data).
- Model fair, respectful, non-judgemental and positive behaviour when communicating with others.
- Support community partnerships.



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- Support the provision of appropriate student services.
- Use a range of teaching strategies and resources to engage students in effective learning.
- Provide a safe environment free from intimidation bullying or harassment to enable students to fully develop their talents ambitions and interests.

Our students are expected to:

- Increasingly take more responsibility for their own learning and community participation (complete homework and be independent learners).
- Actively participate in restorative circles.
- Participate fully in the schools educational program.
- Display positive behaviours that show respect for the rights of all others (don't distract others; listen).

Our parents and carers are expected to:

- Promote positive educational outcomes for students by taking an active interest in their progress (spend time with their children, talk to children and encourage responsibility in learning).
- Involve themselves in regular and constructive communication with the school regarding their children's learning and wellbeing.
- Support their children by ensuring regular attendance, modelling positive behaviours and assisting with their school work.
- Support the school in maintaining a safe and respectful environment for all students.

5. School Actions and Consequences

The school will support relationship based, whole school and classroom based practices by:

- Providing personalised learning plans.
- Involving students in decision making, establishing fair, predictable and democratic classrooms and school environments (e.g.: SRC, development of classroom norms).
- Involving students in the development of classroom and whole school expectations.
- Consistently acknowledging all students; (e.g.: assemblies, commenting on personal successes, student of the week awards).
- Providing professional development on restorative practices and other issues relating to student wellbeing.

When implementing actions and consequences the school will:

- Foster a consistent, fair, respectful and reasonable response to inappropriate behaviour and poor attendance.



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- Ensure that the students' best interests are the basis of decision making.
- Place equal emphasis on both positive consequences and meeting expectations and negative consequences.
- Deal with each individual case in a confidential manner whilst ensuring that all appropriate bodies are engaged in the process.
- Implement a broad range of support strategies where necessary; class teachers, parents/carers, mentoring, counselling, individual learning plans, student support group, behaviour plans, community support.
- Avoid student isolation where possible.

Suspension should only be considered when all other measures have been implemented without success or where immediate suspension is the only appropriate course of action in response to a students' behaviour.

Corporal punishment is not permitted under any circumstances.

Breach of Policy

All breaches identified must be reported to the Principal.

If a person breaches the law they may held be personally liable.

Other Considerations & Related Donburn Policies

Donburn Primary School, Assessment and Reporting Policy

Donburn Primary School, Attendance Policy

Donburn Primary School, Behaviour Management Policy

Donburn Primary School, Bullying and Prevention & Management Policy

Donburn Primary School, Child Safe & Working with Children Check Policy

Donburn Primary School, Curriculum Policy

Donburn Primary School, Duty of Care Policy

Donburn Primary School, Homework Policy

Donburn Primary School, IT-ICT& eSmart Policy

Donburn Primary School, IT- Social Media Policy

Donburn Primary School, IT Cyberbullying Policy

Donburn Primary School, Mandatory Reporting Policy

Donburn Primary School, Student Voice Policy

Donburn Primary School, Student Welfare and Discipline Policy

References

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Department of Education & Training, *What an Engagement Policy Should Include*, Government of Victoria. Available from: [25 April 2018] <http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/policyinclude.aspx>

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Approval

Contact Person:	Policy Owner:
Principal	Donburn Primary School Council, Education Sub Committee

Document Control

Version / Issue Date	Nature of Amendment
2016	New document
2018	Revision in line with Department of Education Guidelines and addition of sections: Principles for Health and Wellbeing and the related Donburn Primary School Policies.