



DILLBADIN 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.

Dillbadin Primary School is where we develop values, attitudes, knowledge and skills, enabling students to become lifelong learners, embracing their futures as optimistic, contributing members of their local and global communities. Our School Motto is: "Growing Through Learning"

Dillbadin is committed to providing all students with a safe, secure and stimulating learning environment. 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. We recognise that early intervention is paramount responding to individual student needs.

This policy aims to support our school in creating and maintaining a safe, supportive, and inclusive school environment consistent with our school's values. We are committed to promoting gender equality and respectful relationships.

Scope:

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

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POLICY

1. School Profile

Dillbadin Primary School is located at the foot of the Dandenong Ranges. The school has spacious grounds and a dedicated art Room, library and BER building. We currently have 30 students enrolled across three classes with one principal, one learning specialist, two full-time teachers and one classroom shared part-time between two teachers. We have Specialist teachers in PE, STEM, Auslan and Visual Arts. In total we have 12 school staff members, along with other visiting practitioners. Our teachers and support staff are dedicated practitioners who care deeply about our students and seeing them flourish.



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Our primary mission is to offer a high-quality, inclusive education to all students within our community, in line with the curriculum and policies established for primary schools. We have remarkable teachers who excel in inclusive education and are highly skilled in creating an environment where every student feels valued and supported regardless of their background, abilities, or needs.

Our school is culturally diverse with 17% of families having a language background other than English (LOTE). The school also has strong representation from the Koorie community. We are proud of our diverse and inclusive school community.

The importance of student welfare and well-being underpins our academic and behavioural expectations, which are also underpinned by our school values, our commitment to the Tribes process, and our positive behaviour and well-being approach. The combination of engaged students, supportive staff, and a sense of community makes our school a vibrant, safe, and happy place to be.

2. School values, philosophy and vision

Dillbadin Primary School's Statement of Values and School Philosophy is integral to our work and the foundation of our school community. Students, staff, and members of our school community are encouraged to live and demonstrate our core values of Being Respectful, Safe, and a Learner.

Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our Bullying and Harassment Policy for more information.

Our Philosophy

At Dillbadin Primary School, we strive to develop the whole child physically, socially, emotionally, and academically and enhance their natural talents and abilities. We get to know our students, build positive relationships and tailor the learning to their individual needs. Our teaching and learning is focused on making our students literate and numerate and developing a curiosity to make sense of their world through real-life inquiry learning.

Our Vision

Dillbadin Primary School's vision is to empower students to reach their personal best and fully equip them to contribute positively to society as happy, healthy young adults. We aim for our students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global world and practise the core values of the school: respect, tolerance & inclusion, and excellence.

Our Values

At Dillbadin Primary School, our core values are central to the school's life and the foundation of our school community. Students, staff, and members of our school community are encouraged to live and demonstrate our core values at every opportunity.

Our core values are embedded in our School Wide Positive Behaviour Support (SWPBS) framework. At Dillbadin Primary School we demonstrate:

- Be Respectful
- Be Safe
- Be a Learner



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The Dillbadin Primary School behaviour matrix was developed in consultation with the entire school community and outlines how our school values can be enacted in all the different areas of our school.

3. Engagement Strategies

Dillbadin Primary School has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. 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
- prioritising 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. This culture will be reflective of the needs of all learners, incorporating equitable opportunities for all students to enhance their own and others' wellbeing through diverse and inclusive practice
- 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 Dillbadin Primary School use the instructional model developed by staff 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 Dillbadin 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 as documented in the Assessment Schedule
- 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. Students are also encouraged to speak with their teachers or Principal whenever they have any questions or concerns



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- 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 Wellbeing Leader or Principal if they would like to discuss a particular issue or feel 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:

- **Resilience, Rights and Respectful Relationships (RRRR):** A review of all policies and curriculum documents has been undertaken to ensure that the principles of the program are being demonstrated in our school. A gender lens is used when planning school events, curriculum and staffing, to ensure respectful relationships across the school. Teachers use the RRRR teaching document to deliver lessons to address the Personal and Social Learning domain in the Victorian Curriculum and to instill a culture of respectful relationships across the school.
- **School Wide Positive Behaviour Support (SWPBS):** SWPBS is a systems approach for establishing the social, cultural, and individualised supports needed for all students to achieve social and academic success. Through a multi-tiered framework, it aims to establish a framework to TEACH and ACKNOWLEDGE expected behaviour for all students and prevent problem behaviour. Students are explicitly taught the expected behaviours that relate to the school values. Please refer to the SWPBS Handbook for detailed information about this framework.
- **Zones of Regulation:** Zones is a systematic cognitive behavioural approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem-solve conflicts. The framework is designed to help move students toward independent regulation by giving them vocabulary and visual tools to identify and express their feelings and strategies to regulate.
- **Child Safe Standards:** The compulsory minimum standards for all organisations that provide services to children including Victorian schools. The Standards aim to ensure organisations are well prepared to protect children from abuse and neglect.
- **Positive Education:** Principles such as kindness, gratitude, mindfulness and character strengths are used across the school to promote wellbeing amongst staff and students. Lessons relating to these principles are included in weekly planning and incidental activities throughout the year.

Targeted

- teachers will monitor the health and wellbeing of students in their classroom, and act as a point of contact for students who may need additional support
- Koorie students have an ILP and regular Student Support Group Meetings
- 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



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- staff are trained in and will apply a trauma-informed approach to working with students who have experienced trauma
- data obtained through the SWPBS behaviour referral system, drive the direction of the explicit teaching of appropriate behaviours in particular year levels or areas of the school
- all students operating twelve months above or below expected levels will have an Individual Education Plan
- staff will undertake health promotion and social skills professional development each year in response to needs identified by student well-being data, classroom teachers, or other school staff.

Individual

- Student Support Groups (SSG) are held once a term for all students on the Program for Students with Disabilities and Disability Inclusion Program, or have an IEP. Please see: <http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- students that are not funded under the PSD/DIP program, but are experiencing challenging behaviour or need emotional and social learning support will be involved in SSG meetings as needed
- Individual Learning Plans, Behaviour Support Plans and Safety Plans will be adopted for students at risk relating to both academic and social and emotional learning
- Program for Students with Disabilities (PSD) and Disability Inclusion Program (DIP) is coordinated by the Principal and Wellbeing Leader and supports students funded under these programs through SSG meetings. Individual goals are developed to drive student learning, with an individual focus that supports their needs. These goals are developed in consultation with teacher, student and parent, and other health professionals engaged with the student.
- teachers refer students needing support to the Principal or Wellbeing Leader and Student Support Services are coordinated to support the student
- Lookout Centre is engaged if extra support is needed for students living in out of home care
- Tier 3 components of the SWPBS framework involve a functional behaviour analysis approach to students that are exhibiting ongoing behavioural concerns. This analysis provides evidence and guidance to implement behaviour plans and drives referral to appropriate community agencies or health professionals

Dillbadin Primary School implements various 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
- 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.



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- 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
- engaging with our regional Koorie Engagement Support Officers
- 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

Dillbadin 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 to help identify students in need of support and enhance student wellbeing.

Dillbadin 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.
- Annual academic performance as recorded against Victorian Curriculum standards
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- staff professional learning with a focus on trauma and functional behaviour to support teachers in identifying students needing extra support
- attendance, detention and suspension data
- provide an opportunity for parents to share knowledge about students at the 'Meet the teacher' interviews in Term 1, as well as continued engagement with families throughout the year
- outline as part of the new teacher induction the process to refer students to the Principal or Wellbeing Leader for Student Support Services or school-based Speech Pathologist or Counsellor
- communication between Principal and Wellbeing Leader around students needing extra support.

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect all students, staff, parents and carers to 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



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- 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. Our Complaints Policy provides further information about raising a complaint or concern.

6. Student behavioural expectations

Our behavioural expectations of students, staff and families are grounded in our commitment to SWPBS and stated in our school Statement of Values.

Our community that promotes a positive, respectful and engaging learning environment. Together we support each other to be responsible for our actions and to aspire to be our best. Our values of Be Respectful, Be Safe and Be a Learner are the basis for our expected behaviour matrix. This matrix outlines the behaviours that are expected to be demonstrated by students for each value in different settings around the school. The settings are: All areas locations, Learning spaces, Around the School, Using technology, On camps and excursions. The matrix is displayed throughout the school via individual area posters. They are to remind students of expectations and for teachers to use to redirect student misbehaviour in particular areas.

SWPBS promotes the acknowledgement of students demonstrating appropriate behaviours.

When a student is seen demonstrating one of the values or expected behaviours from the matrix, they are given a coloured token representative of a value, which is then added to the class tubes. Students work to earn class rewards and whole-school rewards. While the focus is on acknowledging appropriate behaviours, SWPBS does not ignore dangerous or threatening behaviours.

Major Behaviours (Tier 3)

Below are the major behaviours that Dillbadin Primary School have identified as not being tolerated:

- absconding or leaving the school grounds
- abusive or threatening language
- bullying
- intimidation or harassment
- physical aggression
- prejudicial language
- racism
- sexualised behaviour
- vandalism or destruction of property
- repeated minor (Tier 2) behaviours



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Managing Minor Behaviours

As stated in the rationale, defining and teaching explicit school-wide and classroom behavioural expectations is a key component of SWPBS. Therefore, when teachers observe or are informed of students demonstrating minor behaviours, they are to use them as teaching opportunities to explicitly teach students the expected behaviour.

Staff will remind the student to make positive changes in an attempt to redirect their behaviours, using the following steps:

- connect with the student, and view behaviour with curiosity
- ignore, distract and redirect
- reminder of expected behaviour
- offer choice, remove trigger, modify environment
- follow individualised behaviour support plan

Managing Major Behaviours

Whilst SWPBS focusses on positive reinforcement, it also involves consequences for negative behaviour. These consequences are discussed with the student and they are supported to reflect upon their actions, when they are calm and de-escalated after an incident.

The consequences will vary due to the nature and frequency of the incident. 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 and redirected to the appropriate behaviour expectation
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal from the yard at break times for half of each break • referral to the Year Level Coordinator
- removal to another classroom for a specified amount of time
- restorative practice conversation
- behaviour reviews
- suspension
- expulsion.

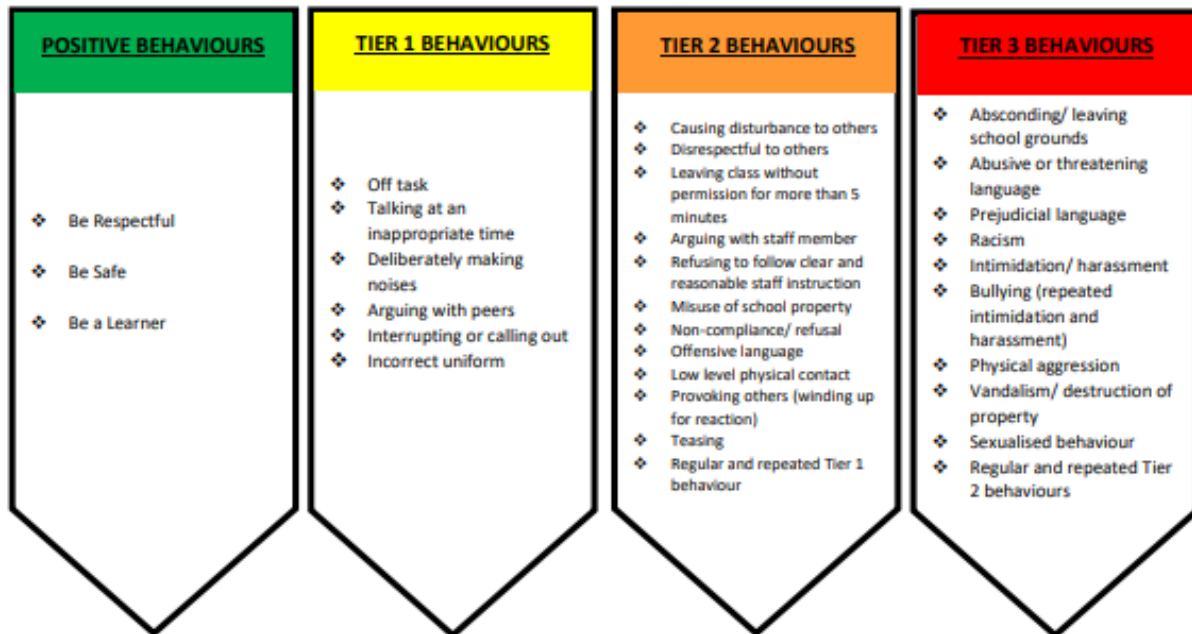


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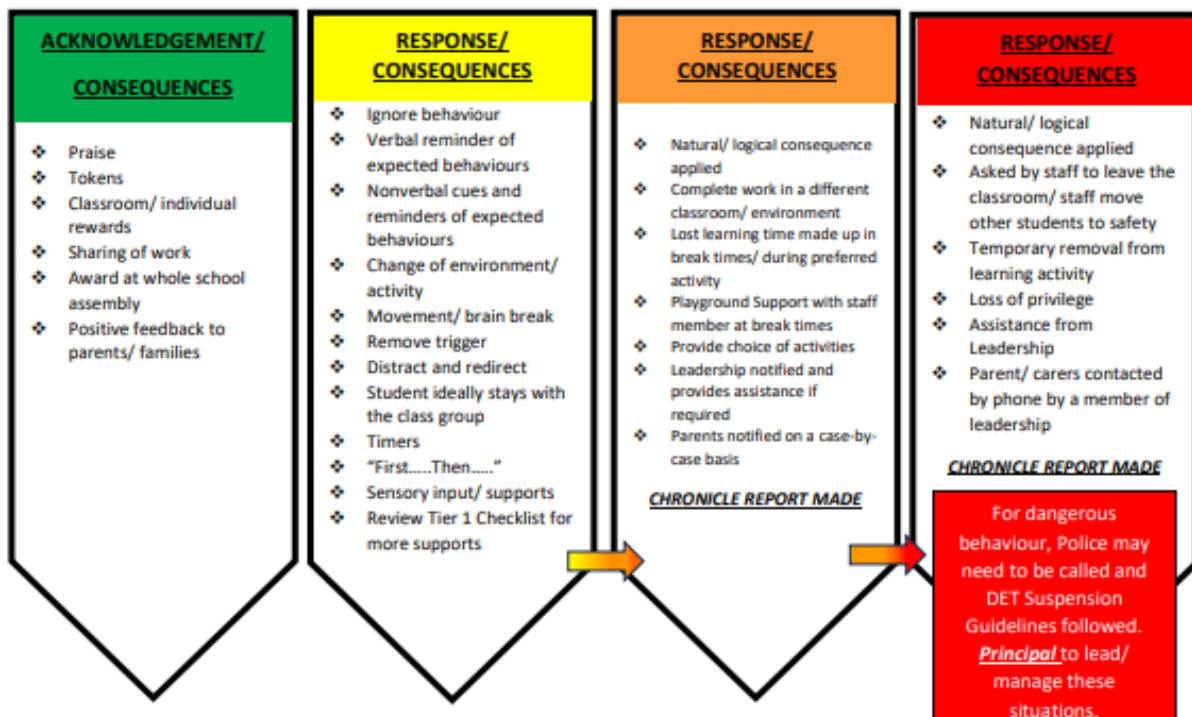


Dillbadin PS Behaviour Response Flow Chart



Below is a list of possible acknowledgements and consequences for behaviour at each tier.

Staff are expected to respond to student behaviours in ways that are **EMPATHETIC, CALM, RESPECTFUL, IMMEDIATE, BRIEF and CONSISTENT.**



For ALL Tier 2 and 3 behaviours, re-teach expected behaviours AFTER the incident, NOT during it.



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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 is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

7. Engaging with families

Dillbadin Primary values the input of parents and carers, and we will strive to support families in engaging in their child's learning and building their capacity as active learners. We aim to be partners in learning with parents and carers in our school community by offering them input into its operations and curriculum offerings and seeking feedback through the Parent Opinion survey and from parent representatives on the School Council. The School Council provides financial assistance and encouragement to the school community in our efforts to build a sense of 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, 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

Dillbadin Primary will collect data each year to understand the frequency and types of wellbeing issues that our students experience so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs.



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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
- SOCS

Dillbadin Primary School will also regularly monitor available data dashboards to ensure that any well-being or engagement issues are addressed in a timely manner and that 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
- Included as an annual reference in school newsletter
- Hard copy available 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:

The following Department of Education and Training policies are relevant to this Student Engagement and Wellbeing Policy:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy



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Approval

Created date	31/1/2024
Consultation	13/2/2024 School Council
Endorsed by	Penelope Harris Principal
Endorsed on	13/2/2026
Next review date	13/2/2026