DUNOLLY PRIMARY SCHOOL

STUDENT WELLBEING AND ENGAGEMENT POLICY

Help for non-English speakers
If you need help to understand the information in this policy please contact the Principal on 54681111.

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.

Dunolly 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, where student participation is encouraged and valued, 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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2. School values, philosophy and vision
3. Wellbeing and engagement strategies
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POLICY

1. School profile

Dunolly Primary School is nestled in a peaceful bush setting on the edge of the Dunolly Township in Central Victoria. It has a rich history of involvement in the community, catering for the educational needs of students since 1875.

As the hub of a cluster of rural schools including Bealiba, Talbot, Tarnagulla, Timor and Newstead, it is also attached to the broader Mt Alexander/Goldfields Network. The school serves Dunolly as well as the neighbouring areas of Bet Bet, Betley, Bromley, Eddington, Moliagul and Rheola. A contract bus service covers these districts.

As a member of the Dunolly Cluster, the school participates in combined activities including The Arts, Cross Country, Athletic Sports, Swimming and Year Six Transition Days. This sharing of resources and activities provides students with a broad range of educational and cultural experiences.

As a member of the Central Goldfields Cluster, Dunolly Primary School participates in Professional Development Programs. Our school has a particular emphasis on Literacy, Numeracy and wellbeing. Staff are involved in Professional Development to improve outcomes through quality teaching and learning in their classrooms. Quality teaching and learning programs provide opportunities for all students to reach their highest potential. We are committed to providing a caring, supportive and educationally challenging environment.

Specialized programs include:

- MacqLit and MiniLit
- Little Learners Love Literacy – structured literacy instruction.
- Heggerty – phonemic awareness instruction.
- SPAides – speech and literacy support.
- Colourful Semantics
- Cued Articulation
- Tutor Learning Initiative (TLI)
- Performing Arts
- Bike Education
- Swimming Program
- Camps for Years 3 to 6
- School-Wide Positive Behaviour Support (SWPBS)
- Berry Street Education Model (trauma-informed classroom and wellbeing strategies)
- R U OK? Day activities (mental health awareness, help-seeking and peer support)
- The Resilience Project (SEL program)
- Respectful Relationships (RRRR)
- Kinder/Prep transition program
- Preparing for Puberty (P4P) program
- I CAN Network- Imagination Club (mentoring program for Year 3/4/5 students, supporting social connections, confidence and strengths)
- LEGO Group program (A targeted social skills program facilitated through Loddon Locals, subject to successful referral)
- Elderly Buddies program (weekly visit to the local nursing home)
- Year 6 and Foundation Buddies program
- PLAY (Positivity, Leadership, Activated Youth program for Year 5 students facilitate fun break time games)
- LASER (Year 5/6 program for students to develop leadership skills within peer groups: Ecos, Sportos, SRC and Techies)
- Psychs in School program

Dunolly Primary School has excellent facilities including:

- A comprehensive, automated library in an aesthetically appealing mud brick structure with a reading courtyard

- A multi-purpose centre for assemblies, music and various programs
- An extensive well-organised playground
- Adventure equipment with shade cover especially set aside for junior students
- Bright open learning spaces

Parents are welcomed and encouraged to participate in school activities. This involvement and support enriches many aspects of students' education and well-being. Classroom teachers highly value the assistance given on a daily basis.

Contributions made by members of the School Council and Parents & Friends Association through development and maintenance of facilities and fundraising, help provide an excellent environment for the broader school community.

2. School values, philosophy and vision

Dunolly 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, resilience, community and achievement at every opportunity.
Our vision is to prepare young people to be engaged, responsible and resilient citizens of the local and global community. We aim to prepare students to contend with a very dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features. The school aspires to provide a contemporary approach to teaching and learning in a purposeful learning environment.

3. Wellbeing and Engagement

Dunolly Primary School is committed to providing a safe, inclusive and supportive learning environment where every student feels valued, connected and respected, and is supported to engage in learning and achieve their full potential.

Our approach to student wellbeing, inclusion and engagement is guided by the Victorian Department of Education's policies, frameworks and initiatives, including the Framework for Improving Student Outcomes (FISO 2.0), the Victorian Teaching and Learning Model 2.0 (VTLM 2.0), the Disability Inclusion reform, the Mental Health in Primary Schools (MHiPS) initiative, and the Department's policies relating to student engagement, wellbeing, inclusion and child safety.

We recognise that student wellbeing and learning are closely connected. Positive relationships, student voice and agency, a strong sense of belonging, inclusive teaching practices and high expectations are central to improving student engagement, wellbeing and achievement.

Dunolly Primary School uses a Multi-Tiered System of Supports (MTSS) approach to identify and respond to the diverse and changing needs of students. This includes universal wellbeing and inclusive education practices for all students (Tier 1), targeted interventions for students requiring additional assistance (Tier 2), and intensive, individualised supports for students with complex or ongoing needs (Tier 3).

Our school implements a range of evidence-informed programs and initiatives, including School-Wide Positive Behaviour Support (SWPBS), The Resilience Project, Respectful Relationships, the Berry Street Education Model, Social Connections, student leadership programs and targeted learning interventions. These are complemented by

specialist services, family partnerships and individualised adjustments to ensure students can participate meaningfully in all aspects of school life.

Through early identification, ongoing monitoring, collaborative planning and strong partnerships with families, allied health professionals and external agencies, we aim to remove barriers to learning, strengthen student wellbeing and promote positive educational and social outcomes for every student.

Multi-Tiered System of Supports (MTSS)

Dunolly Primary School implements a Multi-Tiered System of Supports (MTSS) to promote student wellbeing, engagement, learning and inclusion. This approach aligns with the Victorian Department of Education's Framework for Improving Student Outcomes (FISO 2.0), Student Engagement Policy, Disability Inclusion reform and Mental Health in Primary Schools (MHiPS) initiative.

Our three-tiered approach ensures students receive appropriate support according to their individual needs, with increasing levels of intervention and individualisation where required.

Tier 1: Universal (Whole-School) Supports

Tier 1 supports and promotes a safe, inclusive and positive learning environment for all students.

At Dunolly Primary School, we:

- Establish consistent expectations for positive behaviour, respectful relationships, learning and attendance.
- Implement School-Wide Positive Behaviour Support (SWPBS), The Resilience Project, Respectful Relationships and the Berry Street Education Model.
- Promote mental health and wellbeing through the Mental Health in Primary Schools (MHiPS) initiative.
- Provide inclusive and differentiated teaching practices aligned with the Victorian Teaching and Learning Model 2.0 (VTLM 2.0).
- Deliver specialist curriculum programs, including Science, Music, Art, Physical Education, Library and Auslan.
- Promote student voice, leadership and positive peer relationships through PLAY, LASER leadership groups (Ecos, Techies, Sportos and SRC), buddy programs and whole-school activities.
- Build strong partnerships with families and provide structured school transition programs.
- Monitor student learning, attendance, behaviour and wellbeing using school-based assessments, Compass, student surveys and other relevant data.
- Maintain a culturally safe and inclusive environment that promotes belonging and responds to bullying, racism, discrimination and harmful behaviours.

Tier 2: Targeted Supports

Tier 2 supports provide additional assistance for students identified as requiring support beyond universal classroom and whole-school strategies.

These may include:

- Targeted literacy and numeracy interventions, including MiniLit, MacqLit and small-group instruction.
- Social Connections groups to develop friendships, communication, emotional regulation, cooperation and problem-solving skills.
- I CAN Network mentoring and LEGO Group programs, subject to referral, eligibility and availability.
- Targeted wellbeing programs, emotional regulation strategies and additional staff check-ins.

- Individual Education Plans (IEPs), reasonable adjustments and Student Support Group (SSG) meetings where appropriate.
- Targeted attendance monitoring, transition support and family engagement.
- Consultation with the Mental Health and Wellbeing Leader, Disability Inclusion Coordinator, Student Support Services and relevant external agencies.
- Additional support for students with disability, students in Out-of-Home Care, Koorie students and other students requiring targeted assistance.

Tier 3: Intensive and Individualised Supports

Tier 3 supports are provided for students with complex, significant or ongoing needs requiring intensive, coordinated and individualised intervention.

These may include:

- Individualised learning programs, modified curriculum and intensive one-to-one Education Support assistance.
- Individual Education Plans (IEPs), Behaviour Support Plans (BSPs), Escalation Plans, Safety Plans and Attendance Improvement Plans.
- Disability Inclusion Profile (DIP) processes and implementation of specialist recommendations.
- Individualised emotional regulation, behaviour and safety interventions, including environmental adjustments and increased supervision.
- Regular Student Support Group (SSG) and Team Around the Learning (TAL) meetings involving families and relevant professionals.
- Intensive attendance and school re-engagement support, including referral to Navigator where appropriate.
- Referral to Student Support Services, Psychologists in Schools, allied health professionals, mental health services and community agencies.
- Ongoing collaboration with families, school staff and external specialists to monitor progress and review adjustments.

Monitoring and Review

Dunolly Primary School regularly monitors student learning, wellbeing, behaviour and attendance to identify emerging needs and evaluate the effectiveness of interventions. Supports are reviewed and adjusted in consultation with students, families, staff and relevant professionals.

Students may access supports across multiple tiers simultaneously, depending on their individual needs. Our approach prioritises early intervention, inclusive practices and coordinated support to ensure every student has the opportunity to participate, engage and succeed.

Student Voice, Inclusion and Safety

Dunolly Primary School is committed to providing a safe, inclusive and respectful environment where all students feel valued, connected and supported. Students are encouraged to actively participate in school life, express their views and contribute to decisions affecting their learning and wellbeing.

Students can seek support from a trusted staff member, classroom teacher, Mental Health and Wellbeing Leader or Principal. The school promotes student voice, positive relationships and a consistent approach to preventing and responding to behaviours that affect safety, wellbeing and engagement.

4. Identifying students in need of support

Dunolly Primary School takes a proactive approach to identifying students who may require additional support with their learning, behaviour, wellbeing or engagement.

Consistent with the Department of Education's Student Engagement Policy, Disability Inclusion reform and the school's Multi-Tiered System of Supports (MTSS), staff use observations, assessment data and consultation with families to identify emerging concerns.

The Principal and Mental Health and Wellbeing Leader/Disability Inclusion Coordinator work collaboratively with staff, families and relevant professionals to coordinate timely and appropriate support.

Data-Informed Identification Processes

Dunolly Primary School uses a range of information to identify students requiring additional or intensive support.

Enrolment and Background Information

- Relevant health, disability, learning and wellbeing information provided at enrolment.
- Information shared by families, previous schools and external professionals.
- Existing learning, behaviour, medical and support plans.

Attendance and Engagement Data

- Daily attendance, lateness and patterns of absence.
- Student engagement, participation and school attendance concerns.
- Attendance improvement plans and student check-in information.

Academic and Learning Data

- Classroom and school-wide assessment results.
- Teacher observations and monitoring of learning progress.
- Evidence of ongoing learning difficulties or disengagement.

Behavioural and Wellbeing Indicators

- Changes in behaviour, emotional regulation, social interactions or participation.
- Concerns relating to student safety, relationships or emotional wellbeing.
- Compass behaviour and wellbeing records, including incident patterns.

Student Voice and Peer Referral

- Students seeking assistance or expressing concerns about themselves or others.
- Concerns raised by peers regarding a student's safety or wellbeing.
- Student feedback gathered through conversations, surveys and school activities.

Family and Staff Engagement

- Concerns or information shared by parents and carers.
- Referrals from classroom teachers, Education Support staff or other school personnel.

- Consultation with the Principal, Mental Health and Wellbeing Leader/ Disability Inclusion Coordinator and relevant professionals.

Early Intervention and Response

When concerns are identified, Dunolly Primary School follows its Wellbeing Care Pathway and referral processes to:

- Review available information and consult with relevant staff.
- Engage with the student and their family to identify strengths, concerns and support needs.
- Determine appropriate universal, targeted or intensive supports within the MTSS framework.
- Implement reasonable adjustments, wellbeing interventions or individualised plans as required.
- Consult with Student Support Services and external agencies where appropriate.
- Monitor student progress and review the effectiveness of supports.

This approach supports early intervention, coordinated planning and positive learning and wellbeing outcomes.

5. Student rights and responsibilities

All members of the Dunolly Primary School community have the right to a safe, inclusive and respectful learning environment. Our Statement of Values outlines the expectations and responsibilities of students, staff and families.

Students have the right to:

- Participate fully in their education and school activities.
- Feel safe, respected, included and supported.
- Learn in an environment free from bullying, violence, racism, harassment and discrimination.
- Express their ideas, feelings and concerns and have their views heard.
- Access reasonable adjustments and additional support according to their individual needs.

Students have the responsibility to:

- Participate in learning and school activities to the best of their ability.
- Demonstrate respectful and safe behaviour towards others.
- Follow the school's SWPBS expectations and support a positive school environment.
- Respect the rights of others to feel safe and learn without disruption.
- Seek assistance from a trusted adult when they have concerns.

Students and families are encouraged to raise concerns with a classroom teacher, the Mental Health and Wellbeing Leader or Principal. Concerns and complaints are managed in accordance with the school's Complaints Policy.

6. Student behavioural expectations and management

Dunolly Primary School's behavioural expectations are guided by our Statement of Values, School-Wide Positive Behaviour Support (SWPBS) framework and Behaviour Management procedures.

Bullying, violence, racism, harassment, discrimination and other harmful behaviours are not tolerated and are addressed in accordance with Department of Education policies and the school's Bullying Prevention Policy.

The school uses a **staged, positive and inclusive approach to behaviour support**, prioritising prevention, explicit teaching, early intervention, restorative approaches and reasonable adjustments.

When responding to behaviours of concern, staff consider the student's age, developmental level, disability, individual circumstances and factors contributing to the behaviour. Students are given an opportunity to be heard, and families are involved where appropriate.

Behaviour support strategies may include:

- Explicit teaching and reinforcement of expected behaviours through SWPBS.
- Verbal reminders, redirection and reasonable classroom-based consequences.
- Restorative conversations and supported conflict resolution.
- Additional check-ins, emotional regulation strategies and supervised breaks.
- Consultation with the Mental Health and Wellbeing Leader, Disability Inclusion Coordinator or Principal.
- Individual Behaviour Support Plans, Escalation Plans and Safety Plans.
- Student Support Group meetings and specialist consultation.
- Referral to Student Support Services or external professionals where required.

Where behaviour continues or presents a significant safety concern, disciplinary measures may be considered as part of a staged response, consistent with Department policy.

These may include:

- Warnings and reasonable, proportionate classroom consequences.
- Withdrawal of privileges where appropriate.
- Structured, supervised alternative activities or temporary removal from an activity.
- Behaviour support and intervention meetings.
- Suspension or expulsion, strictly in accordance with Department of Education requirements and applicable Ministerial Orders.

Disciplinary measures are applied fairly, proportionately and consistently, with consideration of individual circumstances, reasonable adjustments and the student's right to education.

The school prioritises maintaining student dignity, safety, engagement and positive relationships while supporting students to develop appropriate behaviour, emotional regulation and social skills.

Suspension, Expulsion and Restrictive Interventions

Suspension, expulsion and restrictive interventions are measures of last resort and must only be considered and implemented in accordance with Victorian Department of Education policy and relevant legislative requirements.

The school follows the Department's policies relating to:

- Suspensions
- Expulsions
- Restraint and Seclusion

In accordance with Ministerial Order 1125, the expulsion of a student aged 8 years or younger requires approval from the Secretary of the Department of Education.

The Principal is responsible for ensuring all suspensions and expulsions are appropriately documented and recorded in CASES21, and that required notifications and procedures are followed.

Corporal punishment is prohibited by law and will not be used under any circumstances at Dunolly Primary School.

7. Engaging with families

Dunolly Primary School values strong partnerships with parents and carers and recognises their important role in supporting student learning, wellbeing and engagement.

We encourage family participation and maintain positive relationships through:

- Open, respectful and regular communication using Compass, newsletters and school meetings.
- Providing access to school policies, procedures and relevant information.
- Involving families in school activities, volunteering, celebrations and community events.
- Encouraging family involvement in learning activities and school decision-making.
- Consulting with families through Student Support Groups (SSGs), Individual Education Plans (IEPs) and wellbeing planning.
- Connecting families with relevant community services and external support agencies.
- Providing opportunities for family engagement through school events and activities.

8. Evaluation

Dunolly Primary School regularly monitors student wellbeing, behaviour, attendance and engagement to evaluate the effectiveness of school-wide and individual support strategies.

Data reviewed includes:

- Student, parent and staff survey results.
- Compass behaviour, wellbeing and incident records.
- Attendance and absence data, including CASES21.
- Student learning and achievement data.
- Student Support Group and case management information.
- Classroom observations and staff feedback.
- Relevant school performance and wellbeing data.

The school leadership use this information to identify emerging concerns, monitor interventions and inform whole-school, targeted and individualised supports within the MTSS framework.

Communication

This policy will be communicated to the school community through:

- Publication on the school website and Compass.
- Staff induction and ongoing professional learning.
- School newsletters and relevant family communications.
- Hard copies available from the school office upon request.

The school will comply with the Department's mandatory parent/carer notification requirements relating to suspension and expulsion:

- Suspension Process
- Expulsions – Decision

FURTHER INFORMATION AND RESOURCES

Relevant Victorian Department of Education policies:

- Attendance
- Student Engagement
- Child Safe Standards
- Supporting Students in Out-of-Home Care
- Students with Disability
- LGBTIQ Student Support
- Behaviour – Students
- Suspensions
- Expulsions
- Restraint and Seclusion
- Disability Inclusion
- Mental Health in Primary Schools

Related Dunolly Primary School policies:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy
- Behaviour Promotion Policy
- Complaints Policy
- Attendance Policy

POLICY REVIEW AND APPROVAL

Policy last reviewed	September 2026
Consultation	School Council- October 2026 Judith Gibbs - October 2026
Approved by	Principal
Next scheduled review date	September 2028