STUDENT WELLBEING AND ENGAGEMENT POLICY

Help for non-English speakers

If you need help to understand the information in this policy, please contact Kala Primary School Administration Office Staff.

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.

Kala 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.

CONTENTS

1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
5. Student rights and responsibilities
6. Student behavioural expectations and management
7. Engaging with families
8. Evaluation

POLICY

1. School profile

Kala Primary School is located in Cranbourne North sitting on the traditional lands of the Bunurong people, with Berwick Springs Wetlands Reserve and Eden Rise Shopping Centre located close by.

Opening our doors in 2026, our school is determined to provide a nurturing and stimulating learning environment where every student can flourish academically, socially and emotionally. Our school caters for students from Foundation to Year 6 with a built capacity of 525 students. The community kinder onsite school also supports families who have pre-school aged kids at drop-off and pick up times and acknowledges the importance of a smooth transition into primary school when that time of their schooling commences.

Our school features modern facilities designed to enhance the overall learning experience. This includes classrooms that are equipped with cutting-edge technology, versatile outdoor spaces and state-of-the-art amenities, creating an environment conducive to exploration, creativity and growth. Our school is more than buildings – it is a place to grow, thrive and belong.

Our school is culturally diverse with a significant number of families having a language background other than English (LOTE), with the largest LOTE groups being Punjabi, Sinhalese and Hazaragi. As our mission indicates we strive to develop an inclusive and supportive school culture that welcomes every member of the community into a nurturing space, where curiosity is encouraged, diversity celebrated, and every learner is valued and supported.

We work to inspire, empower and prepare students for the future, and we offer a vibrant learning environment focused on academic excellence, inclusion and a child centred approach to learning. We believe in the importance of forging partnerships between home, school and the wider community to support student success and wellbeing.

At Kala Primary School our educational approach is grounded in evidenced-based teaching and learning practices. Our broad curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning, with the school delivering the Victorian Curriculum Levels F-10 (inclusive of Levels A-D). Aligned with the Victorian Curriculum standards, our programs are designed to maximize student achievement and engagement across all subject areas.

The Victorian Teaching and Learning Model is used to ensure; teaching is targeted, consistent and highly differentiated approaches to learning and teaching are evident in every learning space and within every learning experience. To support the delivery of the curriculum at Kala Primary School we access and select a wide range of suitable educational resources, set homework that enhances classroom learning and undertake a range of student assessment and reporting activities.
Our aim is that we strive to meet the diverse needs and interests of all our students, creating a safe, inclusive and supportive environment - where students feel valued, respected and empowered to thrive beyond the classroom.

2. School values, philosophy and vision

Kala 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, responsibility, resilience and kindness at every opportunity.

Our school's vision is to create an inclusive and supportive environment, underpinned by our school values of: **Respect, Responsibility, Resilience and Kindness**, that celebrates diversity and strives to develop individuals who have an active voice in their learning to achieve their personal best.

Our school values, philosophy and vision guide our organisational leadership, governance and culture to ensure that child safety and wellbeing are embedded in our school's daily practices.

Our *Statement of Values and School Philosophy Policy* is available on our school's website, or a hard copy can be requested from the Administration Office staff

3. Wellbeing and engagement strategies

Kala 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 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 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

- our school values of responsibility and resilience promote high and consistent expectations of all staff, students and parents/carers, which are further enhanced in our school polices, induction programs, ongoing staff training and development, at parent meetings and within the classroom daily.
- prioritise positive relationships between staff and students through Welcome Circles, Respectful Relationship program, Chill Out Zones and providing opportunities for Restorative Conversations, recognising the fundamental role this plays in building and sustaining student wellbeing.
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- to ease transitions for students starting school we have established a buddy program to build social connections and foster positive relationships between younger and older students.
- a child safe culture is championed and modelled at all levels of the school from the top down and bottom up. A Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities. Risk management strategies focus on preventing, identifying and mitigating risks to children and young people
- our school welcomes all parents and carers to be active participants in their children's schooling and are encouraged to join the school council, volunteer in the classroom or at school events, attend excursions, participate in school surveys and be involved in care team meetings (where required).
- 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 ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Kala Primary School use an instructional framework to ensure an explicit, common and shared model of instruction to ensure that evidenced-based teaching practices are incorporated into all lessons

- teachers at Kala 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 and School Philosophy are incorporated into our curriculum and promoted to students, staff and parent and carers 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 and carers
- 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 year level meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year level Team Leaders, Assistant Principal and Principal whenever they have any questions or concerns
- create opportunities for student inclusion and cross-age connections amongst students through, sports teams, music programs, student clubs, recess and lunchtime activities and buddy/peer support programs
- we support our staff to participate in the Community Understanding and Safety Training (CUST), which strengthens the capability of school staff to build more culturally inclusive practices, including embedding Aboriginal perspectives in the curriculum, and connecting with Aboriginal Community to support ongoing learning and partnership
- all students are welcome to self-refer to the student Wellbeing Team Leader, Year level Team Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or feel as though they may need support of any kind. We have an open-door policy in which 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
    - School Wide Positive Behaviours Program
    - URSTRONG
    - Cyber Safety Project
- programs, incursions and excursions developed to address issue specific needs or behaviour, for example, anger management programs, Cybersafety etc.
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment. Refer to our schools *Child Safety Responding and Reporting Obligations Policy and Procedures.*

Targeted

- each year group has a Year Level Team Leader who in conjunction with the Wellbeing Leader, are responsible for monitoring the health and wellbeing of students and act as a point of contact for students to check in with should they need additional support

- our school actively engages with Koorie Education Support Officers (KESO) to provide additional cultural and educational experiences for our Koorie students as part of our *Action Plan Aboriginal Learning, Wellbeing and Safety.*
- our English as an Additional Language (EAL) students and Cultural and Linguistically Diverse (CALD) students are supported to feel safe and included in our school through targeted programs and services, to facilitate their language development, academic achievement and social integration. These include English language support classes, bilingual resources, cultural orientation programs, and opportunities for peer engagement.
- we support learning and wellbeing outcomes of students from refugee backgrounds through differentiated learning and wellbeing processes, care team meetings and advice from working with families and external support services
- we provide a positive and respectful learning environment for our students who identify as LGBTIQA+ and follow the Department's policy on LGBTIQA+ Student Support. We conduct regular Student Support Group meetings with individual students and their families, to ensure their needs are met and they feel safe and supported at school
- all students in Out-of-Home Care are supported in accordance with the Department's policy on Supporting Students in Out-of-Home Care, including being appointed a Learning Mentor, having an Individual Education Plan and a Student Support Group and being referred to Student Support Services for an Educational Needs Assessment
- students with a disability are supported to be able to engage fully in their learning and school activities in accordance with the Department's policy on Students with Disability, such as through reasonable adjustments to support access to learning programs, consultation with families and where required, Student Support Groups and Individual Education Plans
- wellbeing and health 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
- support teachers to develop 'Plans for Play' for those students whose data shows reoccurring issues in the playground. Plans may include some of the organised recess and lunch time activities
- staff apply a trauma-informed approach to working with students who have experienced trauma

Individual

Kala Primary School implements a range of strategies that support and promote individual engagement. These can include:

- assigning a designated staff member (Year Level team leader/ Wellbeing team leader) to build constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with a student and their parent/or 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, this may include modifying seating arrangements, providing sensory supports or creating designated quiet areas to enhance the student's comfort and engagement
- 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 Orange Door
- re-engagement programs such as Navigator.

Where necessary, the school supports 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 to ensure culturally responsive supports and resources are available for Indigenous students and their families, fostering a sense of cultural identity, belonging, and engagement within the school community
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out-of-Home Care
  - with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Kala Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing Team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Kala Primary School utilises the following information and tools to identify students in need of extra emotional, social or educational support:

- transition program observations, meetings with Kinder staff and Transition Statements
- meetings with parents/carers prior to a student/s commencing at our school
- 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
- detention and suspension data
- engagement with families
- self-referrals or referrals from peers
- Student Support Groups (SSGs) and Individual Education Plans (IEPs).

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, racism, 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/carers and approach a trusted teacher or a member of the school Leadership Team (Wellbeing Leader, Year Level Team Leader, AP or Principal).

Further information about raising a complaint or concern is available in our *Complaints Policy*.

6. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values and School Philosophy and Student Code of Conduct.

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination are not tolerated and are managed in accordance with this policy and our *Bullying Prevention Policy.*

When a student acts in breach of the behaviour standards of our school community, Kala Primary School institutes a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents/carers are informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as 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 are applied fairly and consistently. Students are always 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 Leadership Team
- restorative practices
- behaviour support and intervention meetings
- suspension
- expulsion.

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 is expelled without the approval of the Secretary of the Department of Education.

The Principal of Kala Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

Kala Primary School values the input of parents and carers, and we 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 and carers have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and carers and staff via emails, compass, the school website, and social media platforms, further supported by our *Communication with School Staff Policy*
- providing parents and carers volunteer opportunities so that families can contribute to school events and activities
- involving families with homework and other curriculum-related activities
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing Individual Education Plans for students
- welcoming feedback and suggestions and actively seeking input from parents and carers through surveys, suggestion boxes, and school council to continuously improve school practices and policies
- organising information sessions, offering resources, guidance and referrals to support parents and carers in addressing challenges related to their child's education, behaviour, or wellbeing

- providing culturally sensitive and responsive support to our CALD families in the following ways:
    - respecting and valuing cultural differences and practices in our interactions
    - offering multilingual communication and resources and engaging interpreters to facilitate effective communication

8. Evaluation

Kala Primary School collects 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 assessed on an annual basis include:

- student survey data
- incidents data via Compass Chronicle
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- Student Online Case System (SOCS)

Kala Primary School also regularly monitors 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. Entries made on Compass Chronicle are linked to the Principal/Assistant Principal, so they are aware of what is taking place in the yard and classroom programs.

COMMUNICATION

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

- available publicly on our school's website
- included in staff induction processes
- included in staff handbook
- included as a reference in a school Compass post at the beginning of each school year
- made available in hard copy from the school Administration Office upon request.

Our school also ensures 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 policies and resources are relevant to this *Student Wellbeing and Engagement Policy:*

- Attendance
- Student Engagement
- Child Safe Standards

- Koorie Education
- Supporting Students in Out-of-Home Care
- Students with Disability
- LGBTIQA+ Student Support
- Behaviour - Students
- Suspensions
- Expulsions
- Restraint and Seclusion

The following school policies are also relevant to this *Student Wellbeing and Engagement Policy*:

- *Child Safety and Wellbeing Policy*
- *Complaints Policy*
- *Bullying Prevention Policy*
- *Inclusion and Diversity Policy*
- *Statement of Values and School Philosophy*
- *Complaints Policy*
- *Duty of Care Policy*
- *Action Plan Aboriginal Learning, Wellbeing and Safety*
- *Communication with School Staff policy*

POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2025
Consultation	Consultation with students, staff and parents/carers and/or School Council to take place in Term 1, 2026 (or as soon as the School Council is appointed)
Approved by	Principal
Next scheduled review date	Term 1, 2026 – to ensure ongoing relevance and continuous improvement, this policy will be reviewed every 2 years thereafter.

*The *Student Wellbeing and Engagement Policy* will be reviewed earlier if a significant incident occurs or due to legislative changes.