



STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact the Kerribana Primary School administration office in Pavillion A.

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.

Kerribana 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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POLICY

1. School profile

Established in 2026, Kerribana Primary School has capacity for 525 enrolments from Foundation to Year 6, including 50 places for students with disabilities. Located on the traditional lands of the



Dhudhuroa people, Kerribana Primary School is approximately 6km south of the Wodonga city centre and easily accessible from the rapidly growing housing estates on the city's southern fringe. The school has strong representation from the Koorie community. Our school welcomes and embraces First Nations peoples and culturally and linguistically diverse (CALD) families. We are proud of our inclusive culture.

Kerribana Primary School is a [supported inclusion school](#) (SIS). A supported inclusion school is a local government school with additional professional capabilities and facilities designed to cater to a higher proportion of students with a disability. Students with a disability are provided with enhanced support to receive high-quality, evidence-based educational provision alongside their peers without disability in a safe, accessible and supportive environment.

Kerribana Primary School provides students with modern, accessible facilities in a beautiful native landscape with extensive play areas. Guidance from local Elders has informed decisions about Indigenous aspects of the school. Our school includes:

- a two-storey pavilion with administration areas, library, flexible teaching and learning spaces, specialist spaces for science, technology, engineering, art and mathematics (STEAM), a makerspace and a canteen
- a two-storey pavilion with flexible learning neighbourhoods and STEAM spaces
- performing arts spaces including an amphitheatre
- a gymnasium with competition-level basketball court
- outdoor hard courts
- playgrounds and playing fields
- onsite kindergarten.

As a supported inclusion school, we also have specialised facilities including sensory areas, accessible play spaces, wider corridors and spaces with improved acoustics and lighting.

The onsite kindergarten offers the convenience of a simpler drop-off/pick-up for parent/carers with both pre-school and primary school-aged children and enables a smoother transition to primary school.

At Kerribana Primary School our 21st century curriculum presents students with differentiated opportunities to develop deep understandings on a range of concepts throughout their school lives. Kerribana Primary School delivers the Victorian Curriculum for Levels F-10, this is inclusive of Levels A-D. Our rigorous, differentiated curriculum is planned and taught sequentially and allows students to have some ownership in all aspects of their learning.

We use the High Impact Teaching Strategies, High Impact Wellbeing Strategies and use strength based, trauma informed practices when planning our learning and wellbeing curriculums. The Victorian Teaching and Learning Model (VTLM) 2.0 is used to ensure teaching is targeted, consistent and highly differentiated approaches to learning and teaching is in every learning space, and within every learning experience. We are proud of the high-level differentiation for our students with diverse range of needs, whether they be social, emotional or educational needs. This high-level differentiation is designed to further develop thinking and social skills, foster engagement with the wider community and include use of a wide variety of technology to assist in student learning.

2. School values, philosophy and vision



Kerribana 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.

Vision

Kerribana Primary School's vision is 'Celebrating Everyone's Best'. We empower each student to explore their potential, embrace their uniqueness, and excel in a caring and supportive community.

Mission

Kerribana Primary School's mission is to value and champion every student and their unique strengths and abilities. We are inclusive of all and welcome and celebrate diversity. Our vision of 'Celebrating Everyone's Best' underpins our mission.

Values

The acronym **BEST** unpacks the actions of our Kerribana Primary School values:

B – Be Brave and Participate

E – Encourage Everyone's Best

S – Speak Kindly and with Care

T – Treat All with Respect

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* is available on our website.

3. Wellbeing and engagement strategies

Kerribana Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal:

- a child safe culture is championed and modelled at all levels of the school from the top down and bottom up. Our 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
- high and consistent expectations of all staff, students and parents/carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- maintain our culture that is inclusive, engaging and supportive, underpinned by whole-school social and emotional learning programs that are delivered across the whole school with fidelity
- 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/carer survey data, student management data and school level assessment data
- deliver social and emotional learning (SEL) program focused on developing students' self-awareness, social awareness, decision-making and promote student agency and student voice
- teachers at Kerribana Primary School use common language across curriculum areas and for behaviour education
- teachers at Kerribana Primary School use the VTLM 2.0, High Impact Teaching Strategies, High Impact Wellbeing Strategies, and a high differentiation approach to deliver a broad curriculum to students
- teachers at Kerribana 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
- 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/carers
- monitor student attendance and implement attendance improvement strategies
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the student representative council (SRC), and various other methods. Students are also encouraged to speak with their teachers, or members of the Wellbeing and Engagement Team whenever they have any questions or concerns
- create opportunities for cross—age connections amongst students through school plays, athletics, lunch time clubs and peer support programs
- all students are welcome to self-refer to their teacher or a member of the Wellbeing and Engagement Team if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud that our students across the board feel that they have someone on staff that they can talk to if they need
- we engage in school wide positive behaviour support with our staff and students, which includes programs such as Respectful Relationships
- creating multiple means of participation and empowerment for students in school decision-making, events and activities (ie. Student leadership roles, participating in student surveys)
- programs, incursions and excursions developed to address specific topics or behaviours
- our school creates a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture
- 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 the Aboriginal community to support ongoing learning and partnership
- opportunities for student inclusion including sports teams, recess and lunchtime activities
- buddy programs.

Targeted

- each year group has a Year Group Leader/Coordinator, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their year (F-2) (3-6), and act as a point of contact for students who may need additional support

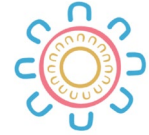


- Students who are achieving above the expected academic level are supported to access extension programs to provide rigorous learning experiences including the WINGS program, ICAS and Individual Education Plans (IEP)
- our school actively engages with Koorie Education Support Officers (KESO) to provide additional cultural and educational experiences for our Koorie students as part of our *Action Plan Aboriginal Learning, Wellbeing and Safety*
- incorporate culturally response teaching approaches that honour and celebrate Aboriginal and Torres Strait Islander culture, languages and history. This includes fostering connections with the local Indigenous communities and providing targeted support to address the unique needs and strengths of Indigenous students
- our Koorie students are represented by a Bindi Committee where student voice and self-determination are valued
- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on [LGBTIQ+ Student Support](#) all students in Out of Home Care are supported in accordance with the Department's policy on [Supporting Students in Out-of-Home Care](#). This includes having an IEP, students are also referred to Student Support Services (SSS) 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, SSG and IEPs
- students with complex medical needs are supported to access the curriculum and school facilities. Modifications occur, if required, after consultation with parents/carers and the student's medical team, which may include doctors, paediatricians, NDIS support workers and other relevant parties
- our English as an Additional Language (EAL) students are supported through our EAL program, and all Cultural and Linguistically Diverse (CALD) students are supported to feel safe and included in our school. This includes liaising with our Leading Teacher (EAL) as part of their transition to Kerribana Primary School. Sociolinguistic profiles are also developed for newly arrived students to best support their transition to our school
- we support learning and wellbeing outcomes of students from refugee backgrounds through the expertise, advocacy and linkages provided by our Leading Teacher (EAL)
- we have a dedicated Wellbeing and Engagement Team comprising of the Principal, teachers and ES staff members with dedicated roles and responsibilities
- Wellbeing and Engagement Team staff undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff apply a trauma-informed approach to working with students who have experienced trauma.

Individual

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

- support the student's family in engaging with the school by remaining responsive and sensitive to changes in the student's circumstances and wellbeing



- 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
- advocating for service provision for families who may have difficulty in sourcing specialist professionals or medical supports
- developing an Individual Education Plan and/or a Behaviour Support Plan which include student strengths and student voice/opinions
- considering if any environmental changes need to be made, for example changing the classroom set up, 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 including the Wellbeing and Engagement team
 - 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 KESOs who ensure culturally responsive support and resources area available for indigenous students
- running regular Student Support Group (SSG) 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

Kerribana Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Wellbeing and Engagement Team plays a significant role in developing and implementing strategies that help identify students in need of support and enhance student wellbeing. Kerribana Primary School 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
- Social, Academic, and Emotional Behaviour Risk (SAEBR) tool information
- 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/carers treat each other with respect and dignity. Our school's *Statement of Values and School Philosophy* highlights the rights and responsibilities of members of our community.

Students have the right to:

- feel welcomed, supported, and valued
- 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
- a welcoming, diverse and knowledgeable community
- achieve their goals.

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
- take ownership of their actions
- demonstrate accountability and integrity
- respect school property and resources, maintaining a clean and orderly environment for themselves and others
- participate constructively in classroom activities and discussions
- strive to uphold the values and principles outlined in the schools' *Statement of Values and School Philosophy policy*
- 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 or wellbeing and engagement team. Further information about raising a complaint or concern is available in our *Complaints Policy*.

6. Student behavioural expectations and management

We have set high behavioural expectations for students, staff and families, but recognise that behaviours are not learnt in a vacuum and people have varying skill levels regarding self-regulation and social interaction. With this at the forefront of our mind and in line with our therapeutic approach, vary our expectations and our approaches to meet our students point of need, and work with them



to develop their capacity to behave appropriately. 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, Kerribana Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents/carers will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school 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
- redirection to a different activity, peer group or area
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to School Leadership or Well-Being Team
- restorative practices
- behaviour reviews and documented Behaviour Plans
- detention
- 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 Kerribana 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



Kerribana Primary School values the input of parents/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/carers in our school community.

We work hard to create successful partnerships with parents/carers by:

- maintaining an open, respectful line of communication between parents/carers and staff, supported by our *Communicating with School Staff policy*
- providing parent/carer volunteer opportunities so that families can contribute to school activities
- involving families in school decision making through the school council
- coordinating resources and services from the community for families
- including families in Student Support Groups (SSG), and developing IEPs for students that include student voice
- offering multilingual communication and resources to ensure information is accessible
- respecting and valuing cultural differences and practices in our interactions
- ensuring that all parents/carers have access to our school policies and procedures, available on our school website.

8. Evaluation

Kerribana 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
- yard behaviour data
- school reports
- parent/carer survey
- case management
- CASES21, including attendance and absence data
- Student Online Case System (SOCS).

Kerribana Primary School 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.

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 transition and enrolment packs
- included as annual reference in school newsletter
- made available in hard copy from administration office in Pavillion A 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](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQA+ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)
- [Koorie Education: Policy | education.vic.gov.au](#)
- [Preventing and Addressing Racism in Schools](#)
- [Multicultural education programs and resources](#)

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

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

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.