



STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the wellbeing assistant principal on 9787 6102.

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.

Kunyung 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

Kunyung Primary School was established in 1979 and is approximately 65 kilometres south of Melbourne. We have experienced substantial growth in enrolments since the foundation of the school. In 2025, 766 students were enrolled from Prep to Grade 6, with 70 full-time and part time

staff members including three assistant principals, administration staff, education support staff and first aid officer.

Our school grounds are set on 2.5 hectares in the beautiful coastal environment of Mt Eliza, with sweeping views of Port Phillip Bay. Our motivated students come from far and wide and are well prepared for learning. A strong partnership between staff and parents supports student endeavours. Our students enjoy access to modern, well-equipped facilities, supporting classroom and specialist programs.

Kunyang Primary School offers an exceptional, balanced education that builds on the diverse gifts and talents students bring to our learning community. We educate our students through challenging, coherent programs, using exemplary learning and teaching practice. We aim to develop inquiring, life-long learners who appreciate the richness of the world, view life through confident eyes and act to promote a peaceful, sustainable world. Our values are central to ensuring a safe and secure environment for our students to flourish.

Kunyang Primary School has a reputation for high academic achievement. We educate our students through challenging, coherent programs, using exemplary learning and teaching practice. We aim to develop inquiring, life-long learners who appreciate the richness of the world, view life through confident eyes and act to promote a peaceful, sustainable world.

We are a proud International Baccalaureate World School and Victorian Department of Education School who places the students at the centre of their own learning. Our students are supported to become agentic learners, who are empowered to make informed choices about what they are learning, how they can learn it and how they will know what they have learned.

Inquiry learning, personalised learning, concept driven learning and agency are at the core of how we teach. Consistency of language and this way of learning in all classrooms is an expectation at Kunyang. We support our staff to be the best they can be through collaboration, coaching, mentoring and a rigorous observation process to support continual growth and development.

A wide range of curriculum opportunities provides thoughtful enrichment of the learning of every student and early access to specialisation. Specialist programs in Visual Arts, Physical Education, Performing Arts, STEM and French provide students with outstanding opportunities to discover and develop their interests and skills.

School values, philosophy and vision

Kunyang Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

Kunyang 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 value of responsible citizenship through the following attitudes: Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect, and Tolerance, at every opportunity.

At Kunyung Primary School we value the integrity and goodness all members bring to our diverse school community. We value and promote international mindedness through following qualities of the Learner Profile in our everyday life: Inquirers, Knowledgeable, Thinkers, Communicators, Principles, Open Minded, Caring, Risk Takers, Balanced, and Reflective.

We are committed to the philosophy of student-centred, inquiry-based learning. Programs are personalised to ensure student learning is optimised and our students are engaged and challenged.

Our school's vision is 'Learners teaching learners.' We are problem finders and problem solvers who take action on our learning! Our Statement of Values is available in our Statement of Values and School Philosophy Policy. We see these values as being central to the life of our school.

2. Wellbeing and engagement strategies

Kunyung 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 recognize 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 school), targeted (year level specific) and individual engagement strategies used by our school is included below:

Universal

Kunyung Primary School uses the School Wide Positive Behaviour Support framework. The School Wide Positive Behaviour Support (SWPB) involves the establishment of a Continuum of Behaviour Support that considers all students and emphasises prevention, to develop positive, safe, supportive learning cultures.

SWPB is a proactive approach and focuses on teaching all students agreed expected behaviours and pro-social skills rather than reacting to inappropriate behaviour. This in turn creates a safer and more effective school environment.

The primary prevention aspect of SWBP consists of values which are explicitly taught and modelled by school staff to encourage appropriate behaviour. Teaching behavioural expectations and acknowledging students for meeting them is a much more positive approach than waiting for misbehaviour to occur before responding.

At Kunyung Primary School the students own the behaviours that are expected using our Approaches to Learning (ATL). The Approaches to Learning are a set of strategies and skills which are intrinsically linked to the learner profile attributes.

The SWPBS framework assists to improve social, emotional, behavioural and academic outcomes for our students.

The whole school strategies used at Kunyung Primary School to promote positive behaviour and inclusion are:

- high and consistent expectations of all staff, students and parents and carers

- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- encourage a climate of cooperation and mutual respect through leadership, teaching practices and modelling desired behaviours
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- incorporate students' needs and student voice into daily activities with authentic, relevant and timely feedback
- encourage student leadership skills through various leadership programs and opportunities
- 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, Staff Opinion Survey, parent survey data, student management data and school level assessment data
- ensure that school organisation and management practices are democratic, inclusive and collaborative
- teachers use the Kunyung Primary School Instructional Model to ensure an explicit, common and shared understanding of instruction to ensure that evidence-based, high quality teaching practices are incorporated into all lessons and whole school curriculum
- teachers at Kunyung 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 and the International Baccalaureate (IB) - Primary Years Program (PYP)
- provide explicitly planned social skills teaching opportunities for all students through a split-screen approach drawing on the Approaches to Learning and the Learner Profile Attributes
- our school's Statement of Values and School Philosophy 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 policies, programs and strategies are put in place that aim to build a sense of belonging and promote wellbeing
- students have the opportunity to contribute to and provide feedback on decisions about school operations through student instructional rounds, student classroom surveys and other forums. Students are also encouraged to speak with their teachers, Year Level Leader, Assistant Principals and Principal whenever they have any questions or concerns
- all students are welcome to approach the Assistant Principal - Wellbeing Leader, First Aid Officer, Year Level Leaders, Assistant Principal - PYP Curriculum Leader and Principal as well as their classroom teacher if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an environment where students and staff are partners in learning.
- ensure the consistent and fair application of the Student Wellbeing and Engagement policy
- we engage in school wide positive behaviour support with our staff and students including:
 - respectful relationships
- 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.

- create opportunities for cross—age connections amongst students through buddy and peer support programs
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs (peer mediators)

Targeted

- each year group has a Level Leader, a teacher responsible for their year level, who monitor the health and wellbeing of students in their year, and act as a point of contact for students who may need additional support
- Koorie students are supported to engage fully in their education, in a positive learning environment that understands and appreciates the strength of Aboriginal and Torres Strait Islander culture – refer to our Kunyung Primary School Action Plan Aboriginal Learning, Wellbeing and Safety for further information
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school through ensuring our programs and practices are inclusive
- we support learning and wellbeing outcomes of students from refugee background
- we provide a positive and respectful learning environment for our students who identify as LGBTIQA+ and follow the Department’s policy
- 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 Learning Plan and a Student Support Group (SSG) 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 will 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 will apply a trauma-informed approach to working with students who have experienced trauma
- students enrolled under the Department’s international student program are supported in accordance with our legal obligations and Department policy and guidelines at: [International Student Program](#)

Individual

- referral to Assistant Principal – Wellbeing Leader and Student Support Services

Kunyung Primary School implements a range of 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
 - 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
 - with other complex needs that require ongoing support and monitoring.

3. Identifying students in need of support

Kunyang 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 help identify students in need of support and enhance student wellbeing. Kunyang 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
- academic performance
- student at risk spreadsheet including: observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation
- attendance, detention and suspension data
- engagement with families
- self-referrals or referrals from peers
- external specialist reports

4. 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.

Our school pledge reflects student agency and the supportive environment at Kunyung Primary School:

'We grow our gifts and talents to be the best that we can be,
We take action to make our school and world a fair and peaceful place.
We support each other to develop our community.
We confidently lead our learning and proudly use our voice;
Together we are Kunyung Primary School'

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

5. Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values/Student code of conduct.

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

When managing inappropriate student behaviour Kunyung Primary School uses a Staged Response Model.

Kunyung Primary School incorporates a Restorative Practice framework when responding to inappropriate behaviour. We aim to restore relationships that have been affected by a member of the school community.

When a student acts in breach of the behaviour standards of our school community, Kunyung Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. 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
- 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 Year Level Leader
- restorative practices
- reflection room
- behaviour reviews
- 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 will be expelled without the approval of the Secretary of the Department of Education.

The Principal of Kunyung Primary School 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.

6. Engaging with families

Kunyung Primary School values the input of parents and carers, and we will 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 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.

7. Evaluation

Kunyang Primary School will collect 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 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

Kunyang Primary School will also regularly monitor 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 will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in staff handbook/induction processes
- Made available in hard copy 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 policies are relevant to this Student Engagement and Wellbeing 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](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy and can be found on our website:

- Child Safety and Wellbeing Policy

- Child Safety Code of Conduct
- Child Safety Responding and Reporting Obligations (Including Mandatory Reporting)
- Communication with School Staff
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Respect for School Staff
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	28/08/2025
Consultation	School Council Subcommittees School Improvement Team (SIT)
Approved by	Principal
Next scheduled review date	28/08/2027