STUDENT WELLBEING AND ENGAGEMENT POLICY

Purpose

The purpose of this policy is to ensure that all students and members of our school community understand:

(a)   our commitment to providing a safe and supportive learning environment for students

(b)   expectations for positive student behaviour

(c)   support available to students and families

(d)   our school's policies and procedures for responding to inappropriate student behaviour.

Kurnai College 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.

Content

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

7.   Engaging with families

8.   Evaluation

Policy

1. School profile

Kurnai College is an inclusive Learning Community that offers a Pathway to Success for every student. Whether a student is university bound, interested in trades and vocational training or preparing for the world of work, our wide range of tried and tested programs offer success for every individual.

The College's four pillars, underpin all aspects of our work. They are:

- Work Ethic
- Engagement
- Relationships
- Excellence.

The current Strategic Plan focuses on building teacher capacity through Professional Learning Teams, improved data Literacy and Assessment for Learning Practices.

Our school is somewhat culturally diverse, with 7% of families having a language background other than English (LBOTE), and 12% are Aboriginal and Torres Strait Islander. We are proud of our diversity and inclusive school community.

We strive to provide a nurturing and challenging environment that empowers students to reach their personal best, both academically and socially.

2. School values, philosophy and vision

Kurnai College is a Learning Community where learning is the focus and all members of the college community accept the responsibility for increasing their own learning and assist others to increase their learning

Kurnai College's four pillars underpin all aspects of our work. They are:

- Engagement
- Excellence
- Work Ethic
- Relationships

Kurnai College supports and promotes the principles and practices of Australian democracy.

Kurnai College is committed to:

- An elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and acceptance of differences and diversity
- The safety of all children

The current Strategic Plan focuses on building teacher capacity through Professional Learning Teams, improved data literacy and Assessment for Learning practices. We are committed to creating positive learning environments through the Schoolwide Positive Behaviour Support Framework, incorporating a restorative approach that is informed by knowledge of generational poverty. The college values student, family and teacher voice.

Kurnai College takes pride in its inclusive learning environment and has done extra work to address the Marrung - Aboriginal Education Plan 2016-2026 and to build its intercultural understanding.

Kurnai College looks to the future with a sense of optimism and a positive frame of mind. With a stronger focus on our Kurnai identity and of belonging to one College, combined with an understanding

of and commitment to our purpose, we move confidently forward striving to provide the best possible learning opportunities for all members of our Learning Community.

Kurnai College welcomes all students, and we are particularly proud of our efforts to be a more inclusive Learning Community. The College has been recognised for its work in forging links with the Koorie community and continues to welcome students from all backgrounds, working with all to achieve success.

3. Wellbeing and engagement strategies

Kurnai College has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school. We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

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

Universal

- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive and that embraces and celebrates diversity and empowers all students to participate and feel valued
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- deliver a broad curriculum including VET programs, VCE, VCE VM and VPC to ensure that students can choose subjects and programs that are tailored to their interests, strengths and aspirations
- teachers at Kurnai College use the Gradual Release of Responsibility framework to ensure an explicit, common and shared model of instruction is an evidenced-based, high yield teaching practice.
- teachers at Kurnai College 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
- carefully planned transition programs to support students moving into different stages of their schooling
- positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.
- create opportunities for cross—age connections amongst students through school plays, athletics, music programs and peer support programs

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- all students are welcome to self-refer to the Advocates, Student Wellbeing Practitioner, School Nurse, Year Group 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 are proud to have an 'open door' policy where students and staff are partners in learning
- we engage in school wide positive behaviour support (PBS) with our staff and students, which includes programs such as:
    - o Respectful Relationships
    - o Bully Stoppers
    - o Safe Schools
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs
- 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.

Targeted

- each year group has a Year Team Leader, a senior teacher responsible for their year, 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.
- our English as another Language students are supported through our EAL program, assessed using the English as Another Language (EAL) curriculum standards and all cultural and linguistically diverse students are supported to feel safe and included in our school including through activities provided by the Centre for Multicultural Youth
- we support learning and wellbeing outcomes of students from refugee background through engaging with appropriate support networks
- 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 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

- all students from Year 10 and above will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Kurnai College assists students to plan their Year 10 work experience, supported by their Career Action Plan

Individual

Kurnai College 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:
  - o school-based wellbeing supports
  - o Student Support Services
  - o Appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child and youth mental health services or the Orange Door
  - o 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 Education Support Officers
- running regular Student Support Group meetings for all students:
  - o with a disability
  - o in Out of Home Care
  - o with other complex needs that require ongoing support and monitoring.

4. Identifying students in need of support

Kurnai College 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. Kurnai College 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

- 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 such as via Stymie

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 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.

6. Student behavioural expectations

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 a student acts in breach of the behaviour standards of our school community, Kurnai College 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.

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 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 Coordinator
- restorative practices
- detentions
- 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 will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Kurnai College is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

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

7. Engaging with families

Kurnai College 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
- providing regular updates on students' progress through Learning Behaviour Updates, continuous online reporting and Semester Reports
- 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.
- Involving parents and carers in cultural activities

8. Evaluation

Kurnai College 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 Attitudes to School survey
- Focus groups
- Bullying survey
- incidents data
- Semester Reports, Learning Behaviour Updates, and Continuous On-line Reporting.
- parent survey
- case management
- CASES21/Compass, including attendance and absence data
- SOCS

Kurnai College 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 induction processes
- Included in transition and enrolment packs
- Included as annual reference in school newsletter
- 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 and Training 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
- LGBTIQ 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 Policy

•   Bullying Prevention Policy

•   Inclusion and Diversity Policy

•   Statement of Values and School Philosophy

Approval and review

Policy last reviewed	17 February, 2026
Consultation	- SRC Groups - College Leadership - College School Council
Approved by	College Principal
Next scheduled review date	November, 2027