



Kialla Central Primary School - 1366

STUDENT WELLBEING & ENGAGEMENT POLICY

*Consultation with staff and School Council **June 2026** ~ approved by the principal.
Mandated review cycles every 2 years.*



Help for non-English speakers.

If you need help to understand this policy, please contact the Principal on 5827 1373.

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.

Kialla Central 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 values are shared, 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

Kialla Central Primary School is a small rural school approximately 10km south of Shepparton and was opened in 1874. Our school has a very strong sense of pride, ownership and community. Kialla Central offers a friendly, safe environment where parents are made to feel welcome, and the students are treated as

the important individuals they are. In partnership with our community, our school is committed to educating all students, encouraging them to be lifelong learners and responsible citizens within our rapidly changing society

Over the past 3 years, our average enrolments have been 74 students, with our Student Family Occupation mean is 0.3878 and Student Family Occupation and Education mean is 0.3465. Our students are drawn from a wide variety of Kindergartens across Shepparton based upon parent choice and the location of their employment.

Our staff have a wide variety of skills and experience that complement each other and allow us to offer a solid educational program in our unique rural environment. We provide a comprehensive Victorian Curriculum: English, Mathematics, Humanities (Civics & Citizenship, Economics & Business, History and Geography), Multi-groups (Digital Technologies, Health & Physical Education and Science), Design & Technology, Italian, Mobile Area Resource Centre (Library), Mobile Art & Craft Centre and Performing Arts.

All teachers and the principal teach across each of the grades from Foundation to Year 6. Our grades are composite year levels and vary depending on student numbers. Our Education Support staff support students based upon their needs and PSD/DI funding, in the classroom as well as with specialist programs. Our Business Manager is 0.6 working Tuesdays, Wednesdays and Thursdays.

Our students have a wide variety of opportunities to participate in activities with students from Kialla West, the FISO Alliance Schools as well as schools from the Small Schools Network. These include: leadership roles, sports teams, special events, camps and incursions. They are genuinely inclusive and accepting of individual differences. They have a strong sense of belonging which is further enhanced by leadership opportunities, high expectations of behaviour from each other and a willingness to try their best and reach their potential.

We operate our Outside School Hours Care (OSHC) Service. During school terms we have before school care from 7.00 am until 8.30 am and after school care from 3.15 pm to 6.00 pm, as well as a service for curriculum days, if there is enough interest.

We also have a long-running Playgroup that operates every Wednesday from 9.00 am to 10.30 am for a gold coin donation.

2. School Values, Philosophy and Vision

Kialla Central 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 the school community are encouraged to live and demonstrate our core values. This year, in consultation with our students, we have changed and simplified our values.

KNOWLEDGE ~ Developing strategies, skills and understanding.

CONNECTION ~ a sense of belonging.

PARTICIPATION ~ Have a go and try your best.

SUCCESS ~ work together to achieve success.

Kialla Central Primary School's vision is ensuring all students reach their full learning potential and celebrate their success.

3. Wellbeing and Engagement Strategies

Kialla Central 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, and that 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:

- high and consistent expectations of all students, parents/carers, and staff.
- 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 engaging curriculum to ensure programs are differentiated for students' interests, strengths, and aspirations.
- teachers at Kialla Central Primary School use the DE instructional framework to ensure an explicit, common, and shared model of instruction to ensure that evidence-based, high-yield teaching practices are incorporated into all lessons.
- teachers at Kialla Central 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 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 are acknowledged in the classroom, and formally in school assemblies and communication to parents/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 Junior School Council, School Captains, House Captains and other forums such as year group meetings. Students are also encouraged to speak with their teachers, education support staff and Principal whenever they have any questions or concerns.
- create opportunities for cross-age connections amongst students through whole school activities such as Education Week celebrations, buddy program, House activities such as athletics etc.
- All students and parents/carers are welcome to talk to their teacher or the 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 with our staff and students using a variety of strategies such as: Respectful Relationships and the Social and Emotional Curriculum as a multi-group rotation across the school.

- programs, incursions and excursions developed to address issue-specific needs or behaviours, i.e., Life Ed Van, Bravehearts Ditto program, access to the SSS Team.
- opportunities for student inclusion (i.e., sports teams, clubs, recess and lunchtime activities).
- 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 classroom teacher is responsible for their grade and monitors the health and wellbeing of their students, and acts as a point of contact for students who may need additional support.
- education support staff are also responsible for monitoring the health and wellbeing of students.
- Koorie students are supported to engage fully in their education, in a positive learning environment.
- Our English as a second language students are supported through our EAL program, and all culturally and linguistically diverse students are supported to feel safe and included in our school, including support from the Shepparton English Language Centre, if eligible and through celebration of Harmony Week, posters displayed in classes, Book Week celebrating diversity, characters and settings.
- we support learning and wellbeing outcomes of students from refugee backgrounds through support from the Shepparton English Language Centre.
- 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.
- all students in Out of Home Care will be appointed a Learning Mentor, have an Education Learning Plan and will be 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.
- 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 as well as through Acknowledgement and acceptance of gender diversity taught across all year levels and reinforced through the Respectful Relationship curriculum with information on this to parents via school newsletter; Special person days for both Mother's and Father's Day to support inclusion; Book Week celebrating diversity, characters and settings.
- 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

Kialla Central Primary School strategies:

- Student Support Groups.
- Individual Education Plan and Behaviour Support Plan.
- Referral to Student Support Services.
- Referral to external services such as ChildFirst, DFFS, Orange Door or Headspace.

As well as other Department programs and services such as:

- Program for Students with Disabilities.
- Mental health toolkit.
- LOOKOUT.

Kialla Central 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 the student and their parent/carer to talk about how best to help the student engage with school.
- developing an Education 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; and
 - Appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child and adolescent mental health services or Child First.

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.
- engaging with our regional Koorie Engagement Support Officers.
- monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family.
- 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

Kialla Central Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, and socially. The whole staff plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing.

Kialla Central 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.
- 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.

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, 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, education support staff member or the 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 K.C.P.S. Behaviours and Consequences document.

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, Kialla Central Primary School will institute a staged response, consistent with the Department's Student Engagement and Inclusion Guidelines. Where appropriate, parents/carers 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.
- timeouts ~ a timeout (5 to 10 minutes) is given for minor behaviour issues dealt with at school as they happen. Parents/carers are not required to be notified of a timeout unless it becomes a regular occurrence and escalates to a detention.
- withdrawal of privileges.
- referral to the principal.
- restorative practices.
- detentions ~ are for major behaviour issues, such as physical fighting, severe use of language, etc. Detentions are given as soon as possible, with the student missing out on half of their lunchtime. They are required to complete a proforma reflecting on their behaviour, the impact on others and how to refrain from doing it again in the future. Notification to parents/carers is via a chronological entry on COMPASS, and parents/carers can acknowledge the detention. Parent/carers may receive a follow-up phone call or face-to-face discussion from the staff member giving the detention.

- behaviour reviews / Communication Books.
- suspension; and
- expulsion.

Refer to our Behaviours and Consequences document.

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 Kialla Central 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.

7. Engaging with families

Kialla Central 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 or in hard copy from the office.
- maintaining an open, respectful line of communication between parents and staff.
- 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; and
- including families in Student Support Groups and developing individual plans for students.

8. Evaluation

Kialla Central 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.
- Compass.
- Student Online Cases System (SOCS).

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 in student diaries so that it is easily accessible to parents, carers and students.
- 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/carers 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 and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy updated	28 th May 2026
Consultation	Staff and School Council
Approved by	Principal
Next scheduled review date	May 2028 ~ mandated review cycle is every 2 years