

KIEWA VALLEY PRIMARY SCHOOL

STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact the Office on 0260273275.

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.

Kiewa Valley 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 of RESPECT, INCLUSION, KINDNESS and INTEGRITY.

SCOPE

This policy applies to all school activities, including camps and excursions.

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1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
4. Identifying students in need of support
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POLICY

1. School profile

Kiewa Valley Primary School was established in 1953 and is located in the small township of Tangambalanga, approximately 20 kilometres from Albury/Wodonga. We have 142 students

enrolled from Foundation to Year Six and twenty-three school staff members (full and part time) including classroom teaching staff, specialist teaching staff and education support staff.

Kiewa Valley Primary School has developed close ties to the local community and enjoys support from our local shops and community services. In particular, close ties exist with our local Lions Club, RSL Club and CWA groups. We are an active contributor to our community newspaper The Kiewa River Gazette.

Approximately thirty percent of our students travel to school by bus from nearby communities such as Kergunyah, Gundowring, Charleroi, Huon, Kiewa and Allan's Flat. We serve a wide range of different communities, who share our school as a common link to one another. We are proud of our inclusive and supportive school community.

Our school community is predominantly English speaking and mid to high socio-economic status. In 2025 we have a seven-class structure. Auslan, Visual Arts, Performing Arts, Digital and Design Technology, Science, Humanities and Physical Education are specialist areas of the curriculum which support and connect to our classroom programs.

Our school community is built on positive and respectful relationships and great value is placed on strong home school connections and links. Along with relationships, the education, safety and wellbeing of each child is paramount to our work. 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

Kiewa Valley Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values at every opportunity.

VISION - Our community grows together through kindness as empowered, creative learners who believe we can all make a difference.

VALUES - At KVPS we believe in 'Being our Best' through: Kindness, Respect, Integrity & Inclusion.

KVPS SCHOOL MOTTO is "Believe, Belong, Become, Be Kind".

Our Statement of Values is available online at: <https://www.kiewavlyps.vic.edu.au/>

3. Wellbeing and engagement strategies

Kiewa Valley 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 - Tier 1 (whole of school), Targeted - Tier 2 (small group specific) and Individual - Tier 3 engagement strategies used by our school is included below:

Universal (Tier 1)

- 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.
- 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.
- Teachers use a Workshop Model across all learning areas that promotes the Gradual Release of Responsibility and the implementation of the VTLM 2.0 (Victorian Teaching and Learning Model). This provides a consistent, explicit, and evidence-based approach to instruction, ensuring high-quality teaching practices are embedded in every lesson.
- Our school's Statement of Values 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 through our CWA Awards and Invisible Awards.
- Students are acknowledged regularly for positive behaviour through our SWPBS token system which aligns with our values. The whole school community is rewarded and acknowledged when the token reach the top of the tube in any one colour.
- 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 whole school student focus groups with the principal. Students are also encouraged to speak with their teachers, Inclusion and Wellbeing Leader, Education Support Staff and Principal whenever they have any questions or concerns.
- Create opportunities for cross-age connections by holding regular whole-school multi-age activity sessions that incorporate the buddy program and offer engaging activities to promote belonging, catering to a wide range of interests such as art, sport, literacy, play, and the celebration or recognition of significant calendar events.
- Regular whole school assemblies led by the Senior Student Representative Council to acknowledge and celebrate achievements and special dates, including SWPBS tokens, CWA Awards, sporting, academic and other curriculum area achievements, attendance, home reading, national maths competitions, birthdays and to inform the school community of upcoming events and outcomes of SRC fundraisers.
- All students are welcome to self-refer to the Classroom Teacher, Inclusion and Wellbeing Leader 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 with our staff and students, which includes the delivery of the Respectful Relationships and Personal and Social Capabilities curriculum.
- Programs developed to address issue specific behaviour (e.g. social skills programs).
- Opportunities for student inclusion and connection (i.e. sports teams, clubs, lunchtime activities).

- Buddy programs.

Targeted (Tier 2)

- Connect all Koorie students with a Koorie Engagement Support Officer.
- All students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment.
- Our Wellbeing Team 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.

Individual (Tier 3)

Kiewa Valley 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.
- Completion of a Disability Inclusion Profile.
- 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.
- Running regular Student Support Group meetings for all students:
 - with a Disability Inclusion Profile
 - in Out of Home Care
 - and with other complex needs that require ongoing support and monitoring.
- Reengage in school wide positive behaviour support with our staff and students, which includes programs such as Respectful Relationships and anti-bullying curriculum.
- Programs, incursions and excursions developed to address issue specific needs or behaviour (e.g. social skills programs).

- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities).
- Buddy 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.

Some of the specific programs, supports and interventions currently offered are presented in the

KVPS MULTI-TIER SYSTEM OF SUPPORT



Wellbeing and Engagement

- Counselling
- Engagement with external counselling services eg CHIPS
- IEPs and SSGs
- Disability Inclusion Profiles
- CASEA - 1:1 Parent/Child support
- Provide access to external therapists working 1:1 with students
- Zones Club for regulation
- ES support and appropriate PL provided
- SSS Allied Health Support
- Inclusion Leader
- Foodshare connections/support
- Financial assistance
- Protective Intervention Training

- Social Stencil - small group
- CASEA - Sunshine Circles - small group
- Allied Health Assistant (OT) - small group
- Triangulation of Data for NCDD, Disability Inclusion, Equity and wellbeing and learning supports
- CHIPS, Rhythm to Recovery

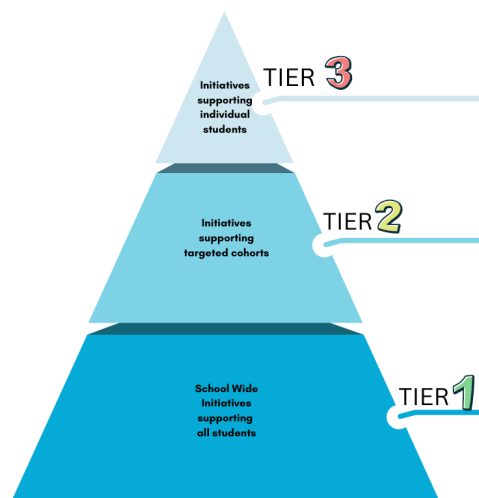
- SWPBS
- Teaching Matrix with RRRR (and supporting lessons scope and sequence)
- Token recognition system
- CWA Awards system - based on school-wide values
- No one is invisible! Awards
- Daily Lunch Clubs
- Weekly Breakfast Club
- Multi-age activity afternoons Buddy program
- Monthly whole school assembly
- Daily unit assembly
- Wellbeing check-in tool quarterly
- Positive Classroom Management Strategies
- Attendance Wall
- Attendance Awards
- Wellbeing Data Wall
- Whole school morning walk-around and check-in
- Zones of Regulation
- The School of Play
- Transition programs
- Life Education
- Bullying No Way Week
- R U OK? Day
- SRC - student voice
- Wellbeing PLC and LWT
- Student Focus Groups
- Marrung Lead
- Connections with KESO
- Belonging Community of Practice
- Mental Health and Wellbeing Leader
- Wellbeing lessons and student goals
- High Impact Wellbeing Strategies
- VILM 2.0
- Inclusive toilet
- CASEA - Sunshine Circles whole class
- Crunch and Sip time
- Mother's and Father's Day Breakfasts
- Whole school welcome back breakfast
- Whole School Fete/Harmony Day
- Whole School Sports Days
- Colour Run
- Arts Festival
- Pool Party
- Book Week Celebrations
- Grade 6 Graduation
- Newsletter articles
- Positive Peers 4 - 6

Teaching and Learning

- IEPs and SSGs
- ES Support
- Case Management
- Timetables, attendance adjustments and re-engagement plans
- Disability Inclusion Profiles
- VHAP

- Classroom targeted teaching groups
- TLI Intervention
- Sounds Write Intervention
- Triangulation of Data for NCDD, Disability Inclusion, Equity and wellbeing and learning supports

- Differentiated teaching practice and targeted teaching
- Whole school instructional models
- PLCs
- Teaching Matrix with RRRR
- Positive Classroom Management Strategies
- VILM 2.0
- Collaborative planning and assessment
- Literacy and Numeracy Specialist attend weekly collaborative planning
- Inclusion Leader attends weekly collaborative planning
- Learning Data Wall
- Lesson Studies
- Learning Walks and Talks
- Assessment Waterfall
- Collaborative Community of Practice
- Visibly Random Grouping
- Parent Teacher/Student Interviews
- Learning Goals
- Newsletter articles



Multi-Tiered System of Support visual below:

4. Identifying students in need of support

Kiewa Valley 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 to help identify students in need of support and enhance student wellbeing. Kiewa Valley 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
- DET Wellbeing Check in tool
- 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

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 and management

Our school uses the School Wide Positive Behaviour Support framework to clearly outline expected behaviours in line with our school values. Each expectation of the matrix is explicitly taught to students and retaught as required either as a whole class, small group, or individually.

Kiewa Valley Primary School Positive Teaching Matrix

	All Areas	Learning Spaces	Yard, Oval, Playground	Eating Areas	Toilets	Bus	Hallway/Breezeways	OHSC
Respect	<ul style="list-style-type: none"> Use manners Look after equipment and my belongings Use appropriate talking voice Follow adult instructions 	<ul style="list-style-type: none"> Use whole body listening Take turns in discussions Allow everyone to learn in a calm and safe environment 	<ul style="list-style-type: none"> Wait my turn Be a good sport Take care of our buildings, grounds and environment 	<ul style="list-style-type: none"> Put rubbish in bins Sit quietly when eating for allocated time Chew with our mouths closed 	<ul style="list-style-type: none"> Flush the toilets Use toilets only when I need to Wait my turn quietly 	<ul style="list-style-type: none"> Remain in seat Keep feet off bus seats Talk quietly to the people around you Line up quietly 	<ul style="list-style-type: none"> Only touch my belongings Keep hallways neat and tidy 	<ul style="list-style-type: none"> Leave the spaces as you found it
Inclusion	<ul style="list-style-type: none"> Accept everyone for who they are Consider all students sensory needs Ensure rules are inclusive 	<ul style="list-style-type: none"> Work with classmates in a positive manner Regulate my emotions Be in the green zone for learning 	<ul style="list-style-type: none"> Be open to new friendships Play by the rules of the game 	<ul style="list-style-type: none"> Invite new people to join our eating circle 	<ul style="list-style-type: none"> Keep toilets clean Ensure everyone's privacy 	<ul style="list-style-type: none"> Sit with different people when allowed Share bus roll responsibility 	<ul style="list-style-type: none"> Allow others to move through spaces safely Be safe so everyone feels safe 	<ul style="list-style-type: none"> Be inclusive of all students in all year levels
Integrity	<ul style="list-style-type: none"> Be inside only if I have permission Clean up after myself Be my best self Be honest and trustworthy 	<ul style="list-style-type: none"> Sit on chair correctly Keep my body to myself Take on feedback Stay on task 	<ul style="list-style-type: none"> Ask for help from adults when needed Return to classroom on time Wear my hat when I need to 	<ul style="list-style-type: none"> Try for a rubbish free lunch Put our food scraps in the right bin Eat my own food, healthy food first 	<ul style="list-style-type: none"> Wash my hands with soap and water Dry my hands and put paper towel in bin Use toilets during break times 	<ul style="list-style-type: none"> Sit in allocated seat Keep seat belt on at all times Follow the device use guidelines 	<ul style="list-style-type: none"> Unpack and pack bag Carry belongings to class safely Walk quietly 	<ul style="list-style-type: none"> Follow the school values and expectations at all times
Kindness	<ul style="list-style-type: none"> Share and take turns Use kind words 	<ul style="list-style-type: none"> Encourage peers with a growth mindset Use positive language 	<ul style="list-style-type: none"> Help others in need Share with others Give people space when they need it 	<ul style="list-style-type: none"> Ensure our area is clean before we go and play 	<ul style="list-style-type: none"> Ensure toilet doors are closed Conserve water and resources Keep toilets quiet and calm 	<ul style="list-style-type: none"> Use kind words on the bus Greet and thank the bus drivers and staff 	<ul style="list-style-type: none"> Open doors for others Wait at the door if someone else is coming through 	<ul style="list-style-type: none"> Thank our carers Offer to help and assist carers and younger students

A Behaviour Flow Chart clearly outlines the minor and major behaviours and the processes for staff to follow, should students display these behaviours at school. This flow chart is regularly reviewed and any updates to the list of behaviours and/or processes will be communicated to families via the newsletter.



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, Kiewa Valley 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.

Our school considers, explores and implements 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 (attending sports days, camps and excursions)
- Restorative practices
- Detentions
- Behaviour support and intervention meetings
- Suspension (physical violence will result in immediate internal suspension, a meeting with parents and or carer and possible internal or external suspension following DET guidelines)
- 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 Kiewa Valley 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

Kiewa Valley 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.
- Providing opportunities for all families to engage in parent-teacher interviews/getting to know you chats.

8. Evaluation

Kiewa Valley 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

Kiewa Valley 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 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 and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	October 2025
Consultation	Learning Environment Sub Committee – October 2025 School Community consultation October 2025 School Council October 2025
Approved by	Principal
Next scheduled review date	October 2028