Student Wellbeing and Engagement Policy

Help for non-English speakers

If you need help to understand the information in this policy, please contact Ms. Sahra Potts, the EAL Coordinator or a member of the Principal Team on

03 9743 9211.

Purpose

The purpose of this policy is to ensure that all students and members of the Kurunjang Secondary College community understand:

- our priority is to improve student educational outcomes
- our commitment is to provide a safe, respectful and supportive learning environment for students
- our expectation is for school-wide positive behaviour
- that support is available to students and families
- school policies and procedures for responding to inappropriate student behaviour is for the benefit of all students.

Kurunjang Secondary 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 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, and travelling to and from school.

For the purposes of this document, all parents, carers, guardians and family will be referred to as 'parents'.

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1. School profile

Kurunjang Secondary College was established in 1986. There are over 900 students enrolled from Years 7 to 12. Kurunjang Secondary College is situated 35 km North West of Melbourne. Kurunjang Secondary College is well established in the Melton area. Kurunjang was named for the “red earth” of the area by First Nations Australians. The traditional owners of the land on which the City of Melton, where Kurunjang Secondary College is located, are the Wurundjeri and Woiwarrung people.

Our college grounds back onto Kurunjang Primary School, and is a major source of post primary enrolments. Most students that attend our college live locally and tend to walk, or ride their bikes to school. Kurunjang Secondary College has developed close ties to the local community, and enjoys support from the local businesses and community services.

Our college is culturally diverse with many families having a language background other than English. The school also has strong representation from the Koorie community. We are proud of our diversity and inclusive school community. We strive to provide an all-inclusive environment that empowers students to reach their personal best, both academically and socially.

Our Mission

Kurunjang Secondary College’s mission is to be an exemplary and inclusive learning community fostering achievement and growth in learning. Using 21st century approaches, we provide students with the means to achieve their potential and we challenge our students to grow academically, socially, culturally and emotionally. Collaboration and positive relationships are at the core of all our work.

Our Vision

Achieve success for our community through respect, responsibility and collaboration.

Our School is a Place Where

- Students feel safe and well cared for
- Students are engaged in the curriculum and are expected to reach their academic potential
- Students can engage in a range of co-curricular and extra-curricular activities
- Everyone is expected to "live" the College Values – Respect, Achievement and Responsibility
- Diversity is valued and celebrated

Our Values

2. Engagement Strategies

Positive Classroom Management Strategies are proactive, evidence-based approaches used to create calm, orderly and supportive learning environments. They focus on establishing clear routines, reinforcing expected behaviours, building positive relationships and responding to behaviour in consistent and respectful ways. By creating predictable classroom conditions and increasing opportunities for student success, these strategies support student self-regulation, engagement and improved learning and behavioural outcomes for all students.

As a Respectful Relationships school, Kurunjang Secondary College is committed to ensuring everyone in our school community is respected, valued and treated equally. We value positive attitudes, behaviours and equality in our school community and hold high expectations for all community members to demonstrate this in our school. Kurunjang Secondary College will not tolerate behaviours supporting discrimination, abuse or harassment towards particular people or groups of people in our school community. 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 and harassment. Kurunjang Secondary College is committed to the identification of and support for victims of violence and/or abuse.

Kurunjang Secondary College has developed a vertical four House pastoral care system (Lang/Barak/Pyke/Watts). This system ensures that students will be placed into one of these Houses for the duration of their schooling. This encourages a positive and constructive relationship with not only students, but families as well.

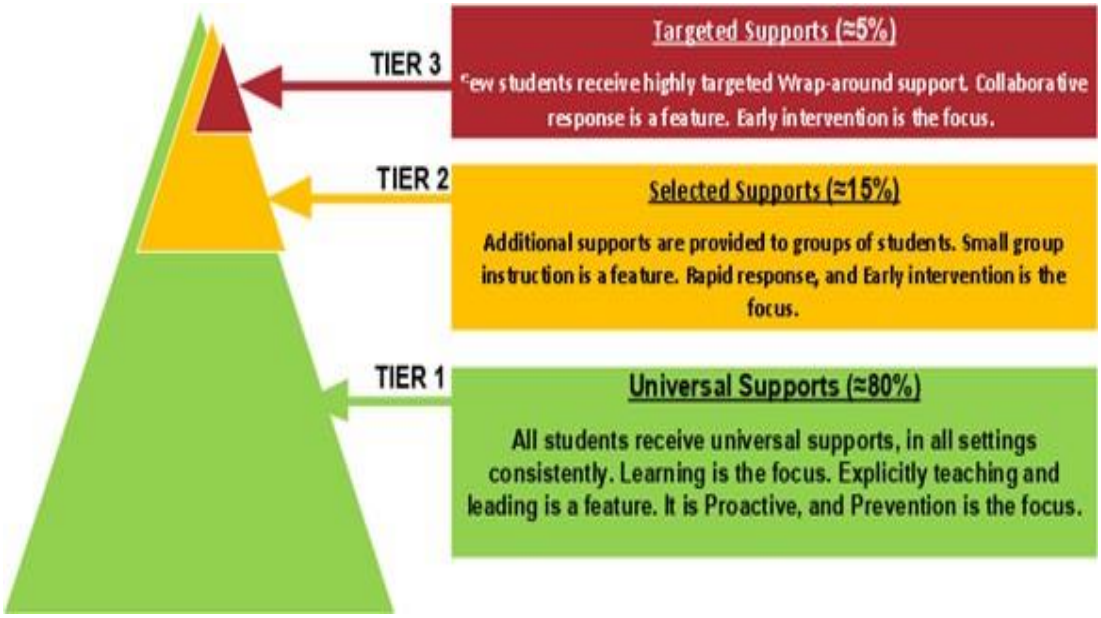
Kurunjang Secondary College is committed to ensuring school is a positive learning place for all students by providing regular professional learning enabling the ongoing implementation of the Positive Classroom Management Strategies.

Positive Classroom Management Strategies involves the establishment of strategies that supports students and teachers (5 C's approach). The approach includes proactive strategies for teaching and supporting appropriate student behaviours to create positive school environment.

Kurunjang Secondary College uses a Restorative Practices approach to student behaviour and wellbeing. Restorative Practices, based on the concept of Restorative Justice, are the link between care and support for our students and discipline procedures. They have at their foundation the belief that student wellbeing is integral to teaching and learning and they are based on cooperation, collaboration and respectful dialogue. The objective of restorative practices is to offer an opportunity for the student to make amends and restore the relationship.

When an incident or challenges occur, the two parties (staff and students) are encouraged to reflect on their behaviour and/or actions, helping them to understand how the situation came about and how they can change their action / response in the future if the same situation arises. Reflection opportunities allow growth for all parties involved.

Tiered approach to student management



Tier One – Primary Prevention

Primary prevention is significant as it moves the college community from reactive approaches to proactive systems. Primary prevention cohesively unites the staff at Kurunjang Secondary College in using

1) common language

2) common practices

3) consistent application of positive reinforcement

Primary Prevention, through positive behaviour support, works for over 80% of all students in a given school and is a school wide approach.

Primary Prevention consists of the Kurunjang Secondary College Agreed Behaviour Matrix, which outlines the expected behaviours and routines which are linked to our school values of Respect, Achievement and Responsibility. The Kurunjang Agreed Behaviours Matrix was constructed by seeking feedback from all areas of the college community. Within the college community we expect all staff to actively teach and reinforce positive behaviour school wide.

Tier Two- Secondary Prevention

Students who access the secondary prevention level of support equate to approximately 15% of students.

Secondary Prevention is designed to provide targeted interventions to support students who are not responding to Primary Prevention efforts. Interventions within Secondary Prevention are more intensive and aim to teach replacement behaviours specifically and explicitly. The 5 C's will be utilised in order to support students to revisit and choose expected behaviours (see ***Appendix C***).

Our school wellbeing team offers a variety of intervention programs at this Tier 2 level including but not limited to social skills group, gender specific groups (self-esteem, confidence building and resilience based), year level programs and whole school recognition events.

The **Ready to Learn Room (RtLR)** is a structured, short-term intervention space designed to support students who need assistance with **self-regulation, focus, or emotional management**, enabling them to re-engage with learning. It is not a withdrawal or punitive space. Rather, it provides students with an opportunity to reset and return to class ready to learn, supported through explicit teaching of self-regulation strategies.

The room also serves as a space for students who have made an effort to engage in learning but whose behaviour has been deemed disruptive to the classroom environment, resulting in their removal through relocation.

RtLR aligns with key evidence-based frameworks:

- Multi-Tiered System of Supports (MTSS): The RtLR functions as a Tier 2 intervention, providing targeted, structured support for students experiencing difficulties with focus, self-regulation, or emotional control. It aims to prevent unnecessary disruption while maintaining a high standard of learning in classrooms. For students with ongoing needs, RtLR can form part of a broader intervention plan.
    - Science of Learning:
        - *Cognitive Load Theory*: The RtLR helps reduce extraneous cognitive load

when students are dysregulated, so they can return with clearer working memory capacity for learning.

- *Retrieval & Self-Regulation Strategies*: By explicitly teaching de-escalation techniques and focus habits, the RtLR reinforces executive function skills and helps students apply self-regulation in class.

- Victorian Teaching and Learning Model (VTLM 2.0): The RtLR extends VTLM 2.0's focus on Explicit Teaching by teaching students clear, structured self-regulation, emotional regulation techniques, and engagement habits before they return to the learning environment. This ensures students have both clarity of expectations and tools for success.
- Positive Classroom Management Strategies: Positive classroom management strategies focus on fostering a supportive and engaging learning environment. Key strategies include building positive relationships with students, establishing clear expectations, using positive reinforcement, and creating a structured and predictable classroom. Active supervision, clear routines, and addressing minor disruptions promptly are also crucial. Furthermore, incorporating engaging activities, allowing for student input, and promoting a growth mindset contribute to a positive classroom climate.

Tier Three - Tertiary Prevention

Tertiary Prevention is designed to focus on the needs of individuals who repeatedly exhibit patterns of difficult behaviour. Students presenting behaviours within this tier are those with complex and chronic needs for whom both primary and secondary interventions have been insufficient to facilitate success. This accounts for approximately 5% of students.

Tertiary prevention is best executed when it is conducted in a comprehensive and collaborative manner. Support is tailored to student's specific needs and circumstances. This involves a comprehensive approach to understanding and intervening with the behaviour. Staff teams meet to work together to develop strategies, programs and systems that provide a higher level of support to individual students.

Tertiary Prevention will involve appropriate functional behavioural assessment and the development of an associated plan. These can be comprised of individualised, assessment-based intervention strategies, including a wide range of options such as:

(1) guidance or instruction for the student to use new skills as a replacement for problem behaviours (e.g., safety planning, positive behaviour planning, therapeutic intervention, doctors in secondary school or other agency referral)

(2) some rearrangement of the antecedent environment so that challenges can be addressed, and desirable behaviours can be encouraged.

(3) procedures for monitoring, evaluating, and reassessing of the plan as necessary. The plan will guide the actions of others to respond consistently, to reduce the distress of the student and to maintain the safety of all involved.

School-wide strategies to promote positive behaviour may include,

Tier 3 prevention strategies at Kurunjang Secondary College are targeted through the implementation of a Positive Behaviour Support Plan (PBSP). The PBSP for a student focuses directly on developing positive replacement behaviours and strategies which allow the student to interact positively, school wide.

- Our college values are incorporated into our curriculum and student expectations, and promoted to students, staff and parents so that they are shared and celebrated e.g. student awards and assemblies, student success curriculum and tutor group classes are based on our college values.
- Creating a culture that promotes positive behaviours with high and consistent expectations of all staff, students, parents and carers e.g. positive behaviour and student achievement is acknowledged in the classroom, reports, Parent Teacher Interviews, school and house team assemblies, and communications to parents; communication of expectations through school policies
- Prioritise respectful relationships amongst all members of the school community
- Welcoming and responding to all parents/carers as partners in learning
- Communicating daily student absences and lateness to school via Compass (Student management system)
- Analysing and being responsive to a range of school-wide data from enrolment information, attendance, student surveys, assessment, Attitudes to School Survey (AtoSS), student management, and logged behaviours (i.e. detention and suspension)
- Deliver a broad curriculum including VCE, VCAL, VET and AVID programs, and electives to ensure that students choose programs and subjects that are tailored to their interests, strengths and aspirations through course counselling and information evenings
- The school has developed and implemented a shared and explicit instructional model tightly aligned to VTLM 2.0. Our instructional model is underpinned by Positive Classroom Management Strategies (PCMS). Strong, proactive classroom management provides the conditions for learning and ensures that evidence-based, high-impact teaching and learning practices are consistently enacted across all classrooms.
- Prioritising engagement and differentiation as key foci of our teaching and learning
- Thoughtfully planned and implemented transition programs to support students moving into different stages of their schooling

- Opportunities for cross-age connections amongst students through recess and lunch time activities, athletics, swimming carnival, music programs, co-curricular programs, peer support programs and hands on learning
- Opportunities for inclusion in different environments through incursions, excursions, evening events, and camps
- Building a sense of belonging through the House system
- Students contribute to and provide feedback on decisions about school operations through the Student Executive, Class Captains meetings, School Captains (represented on the School Council). Students are also encouraged to speak with their captains, Homegroup teachers and House teams whenever they have any questions or concerns
- All students are welcome to self-refer and access the Student Support Services Team and/or House team staff to discuss any issues or seek support. We are proud to have an 'open door' policy where students and staff are partners in learning

Targeted strategies to promote positive behaviour may include,

- Referencing our Positive Classroom Management approach, including our Positive Behaviour Matrix and Respectful Relationships expectations
- Reinforcing positive behaviours with Kurunjang Secondary College's Student Success Tickets and reward system
- House teams including Assistant Principals as Heads of House and Coordinators monitor the wellbeing of students in each House and are the point of contact for students who may need additional support initially
- Students undertake development based education with a focus on personal, social, emotional and physical wellbeing
- Year 7 -12 students are assisted to develop a Career Action Plan, with targeted goals and support to plan for their future
- Year 10 students undertake work experience (opt in), supported by their Career Action Plan
- Application to programs and scholarships are considered including Young Scholars Program, Western Chances, and Trinity College summer camp.
- Connection of Koori students with our Koori education support staff member or a Koori Engagement Support Officer from region where needed via referral
- Koori students will be supported with a Marrung Aboriginal Education Support Plan in consultation with family where possible
- Students in *Statutory Out of Home Care* will be appointed a Learning Mentor, have an Individual Education Plan and will be referred to Student Support Services Brimbank/Melton for an Educational Needs Assessment. The school will host Student Support Group meetings and attend care team meetings where possible to support

- An Individual Education Plan will be developed for all Program for Students with Disabilities funded students with regular Student Support Group meetings hosted by the school, with school staff attending care team meetings as needed
- An Individual Education Plan will be developed for students with a diagnosis, or with additional needs supported by an assessment from a professional, with Student Support Group meetings as needed but at least twice a year
- An Individual Education Plan will be developed for all students involved in the Youth Justice System with attendance of staff at care team meetings as needed
- EAL students will be supported with appropriate strategies to access the curriculum
- A Positive Behaviour Support Plan will be developed with a key focus on strategies to support success
- Our English as a second language students are supported through out EAL program and all culturally and linguistically diverse students are supported to feel safe and included in our school including through dedicated EAL classes, programs, coordinator support and wellbeing programs.
- We support learning and wellbeing outcomes of students from refugee background through multicultural education aid support, program delivery and dedicated events to celebrate our diversity and cultures present at KSC.
- We provide a positive and respectful learning environment for our students who identify as LGBTIQA+ and follow the Department's policy on LGBTIQA+ Student Support . Our Prism group meets weekly and supports events to recognize and support LGBTIQA+ students and their allies.
- A commitment to ongoing professional learning of staff in areas of need
- Analysing and being responsive to a range of year level or group data such as attendance, student survey, year level assessment data, Attitudes to School Survey, student management data, detention and suspension data, and enrolment information

Individual strategies to promote positive behaviour may include,

- Being responsive and sensitive to changes in the student's circumstances or wellbeing
- Building constructive relationships with all students, including students at risk or students who are vulnerable
- Considering if any environmental changes need to be made e.g. changing the classroom set up, peer support, seating plan
- Being responsive to individual student data such as attendance, student survey, assessment, Attitudes to School Survey, student management data and enrolment information
- Meeting with the student and their carer to talk about how best to help the student engage with school
- Referrals are made to House teams or the Student Support Services team staff to enable access to learning, social and emotional support
- Student participation in mediation and restorative practices to restore and rebuild relationships
- Documented plans developed in conjunction with the student (e.g. Attendance

Plans, Individual Education Plan, Positive Behaviour Support Plan)
- Student Support Groups (SSG) every term/semester for students with funded support. Refer to *Student Support Groups*
- Referral to external organisations such as Child First, Headspace, and Navigator
- Short-term participation in specialised educational settings including our Flexible Learning Option settings.
- Implementation of Restorative Conversations, Positive Classroom Management Strategies and Respectful Relationships language.

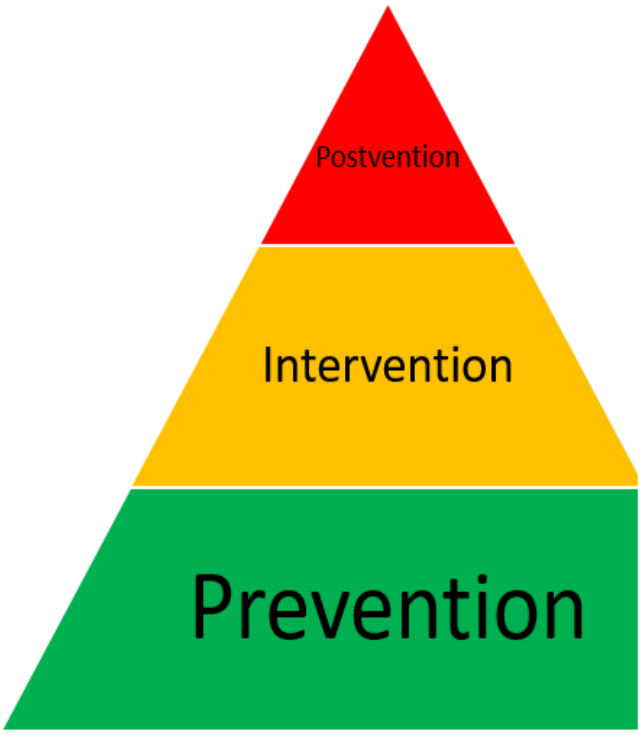
3. Identifying students in need of support

Kurunjang Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Support Services Team plays a significant role in developing and implementing strategies to help in identifying students in need of support and enhance student wellbeing and participation in their education. Kurunjang Secondary College uses the following information and tools to identify students in need of additional social, emotional or educational support:

- Details and data from enrolment, attendance, student survey, assessment, Attitudes to School Survey, student management, detentions and suspensions
- Observations and referrals by school staff such as changes in engagement, behaviour, and achievement
- Identification of concerns through writing, social media, in conversation and from their peers
- Communication with families
- Self-referrals or referrals from peers
- External organisations

Model of Student Wellbeing Provision at Kurunjang Secondary College.

Kurunjang Secondary College is committed to quality wellbeing support for each student throughout their time at school. The principles which underpin the College's approach are:
- *authentic*: based on positive relationships
- *individualised*: with the student at the centre. It values the individual, providing quality care and interest in the individual based on time, knowledge and contact.
- *collaborative*: staff work with students, with parents/guardians/carer(s) and in teams to address issues.
- *holistic*: valuing all aspects of a student's development including academic, social, emotional, physical and spiritual.
- *genuine*: each of the above elements is implemented consistently at all levels and settings



Postvention	- *Ongoing 1:1 support with student support services team member* - *Referral to external services* - *Referral to DISS program* - *Case management* - *Response to issue formed* - *Care team planning*
Intervention	- *Mediation* - *Assessment of needs* - *Practical Support* - *Documented plans (attendance, behaviour and/or contracting)* - *Parent contact*
Prevention	- *Evidenced based program implementation* - *Social and Emotional Learning Curriculum* - *Getting to know you groups* - *Transition programs* - *Pathways planning*

All students who are referred as a high-risk referral will be seen by a student support services staff member as immediately as it is practical to do so.

The Student Support Services work with students on an individual basis, in group intervention programs and deliver psycho-education programs for identified year levels.

4. 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 Values and Student Expectations highlight the rights and responsibilities of members of our community.

Our School Wide Agreed Behaviours is outlined in our Matrix ***(Appendix A).***

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 or a member of the school leadership team (in line with the College's Complaints Policy).

5. Student behavioural expectations and management

Behavioural expectations of students are founded on our school's values and can be found in Student Expectations (***Appendix A***).

When a student acts in breach of the behaviour standards of our school community, we will institute a staged response (behaviour flowchart – see ***Appendix B***), consistent with the DE policies on behaviour, discipline, and student wellbeing and engagement. More information can be found at the DE website: *Behaviour - Students*

Where appropriate, parents will be informed about the inappropriate behaviour and the action taken by teachers and other school staff.

Positive behaviour measures are used in combination with other engagement and support strategies to ensure that the factors that may have contributed to the student's behaviour are identified and addressed. Measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Measures that may be applied include:

- Reminding a student that their behaviour is inappropriate, with a warning of an appropriate consequence if the behaviour continues in line with our Positive Behaviours approach using the 5C's (see ***Appendix C***).
- Teacher-controlled consequences such as moving a student in a classroom, relocation process undertaken, or other reasonable and proportionate responses to misbehaviour
- Withdrawal of privileges
- Referral to the House teams
- Restorative Practices where repairs to physical or emotional damage is undertaken
- Lunch Detention for not more than half of the break time
- Suspension and expulsion, with opportunity for student and parent discussion

Suspension, expulsion and restrictive interventions are measures of last resort and may only be used in particular situations consistent with Department policy, available at:

http://www2.education.vic.gov.au/pal/suspensions/policy
http://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 Kurunjang Secondary 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.

6. Engaging with families

We value the input of parents and carers. We are committed to supporting and working with families to engage in their child's learning and build their child's capacity as active learners and global citizens.

We strive to create successful partnerships with parents and carers by:

- Maintaining an open, respectful line of communication between parents and staff within a timely manner, supported by our Communicating with School Staff policy
- Ensuring that all parents have access to our school policies and procedures, available on our school website and from the college
- Involving families with homework and other curriculum-related activities
- Communicating daily student absences and lateness to school
- Providing community volunteer opportunities so that families can contribute to school activities
- Involving families in school decision making
- Working in partnerships with families to support best fit referral options and support for learning, behavioural and wellbeing needs
- Coordinating resources and services from the school and community for families, such as supporting access to books and uniforms, state school relief applications, mental health services, and Camps and School Excursions funding
- Including families in Student Support Groups, (SSG) and in developing Individual Education Plans (IEPs) and Positive Behaviour Support Plans (PBSP) for students

7. Evaluation

Kurunjang Secondary College will collect data each year to understand the types and frequency of wellbeing issues that are experienced by our students so that we can measure the success of our wellbeing strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- Enrolment information
- KSC student survey
- Attitudes to Schools survey
- Documented student incidents
- School assessment reports
- Parent survey
- Case management
- CASES21, including attendance and absence data
- SOCs
- Compass data

COMMUNICATION

This policy will be communicated to the college community in the following ways:

- Available publicly on the college's website.
- Included in staff induction processes
- Included in transition and enrolment packs
- Included as annual reference in college newsletter
- Made available in hard copy from the college administration upon request

Our college will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outline 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:

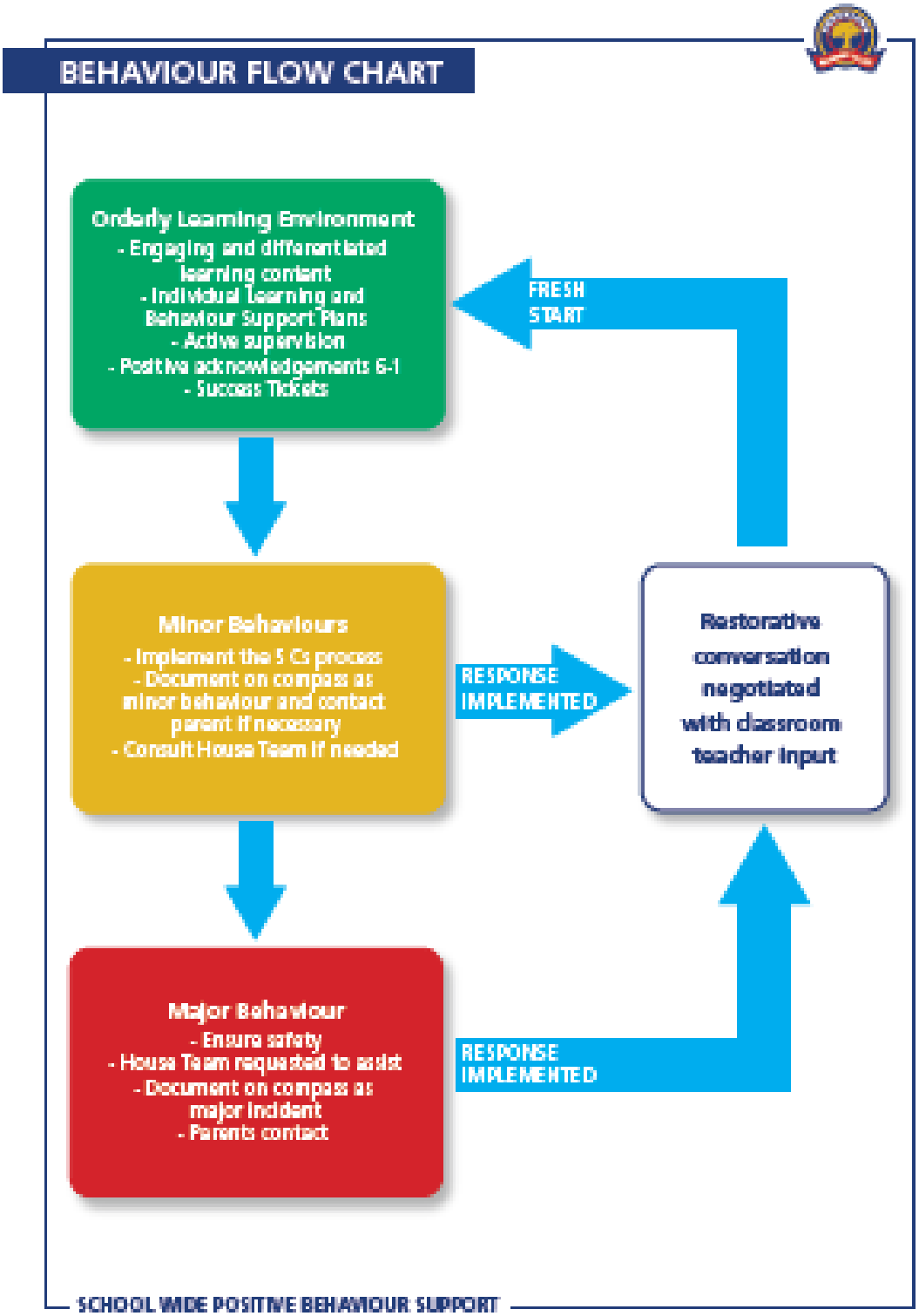
- Statement of Values and School Philosophy
- Bullying Prevention Policy
- Child Safety and Wellbeing Policy
- Behaviour Code
- Acceptable ICT User Agreement
- Communication with Staff Policy
- Attendance Policy

POLICY REVIEW AND APPROVAL

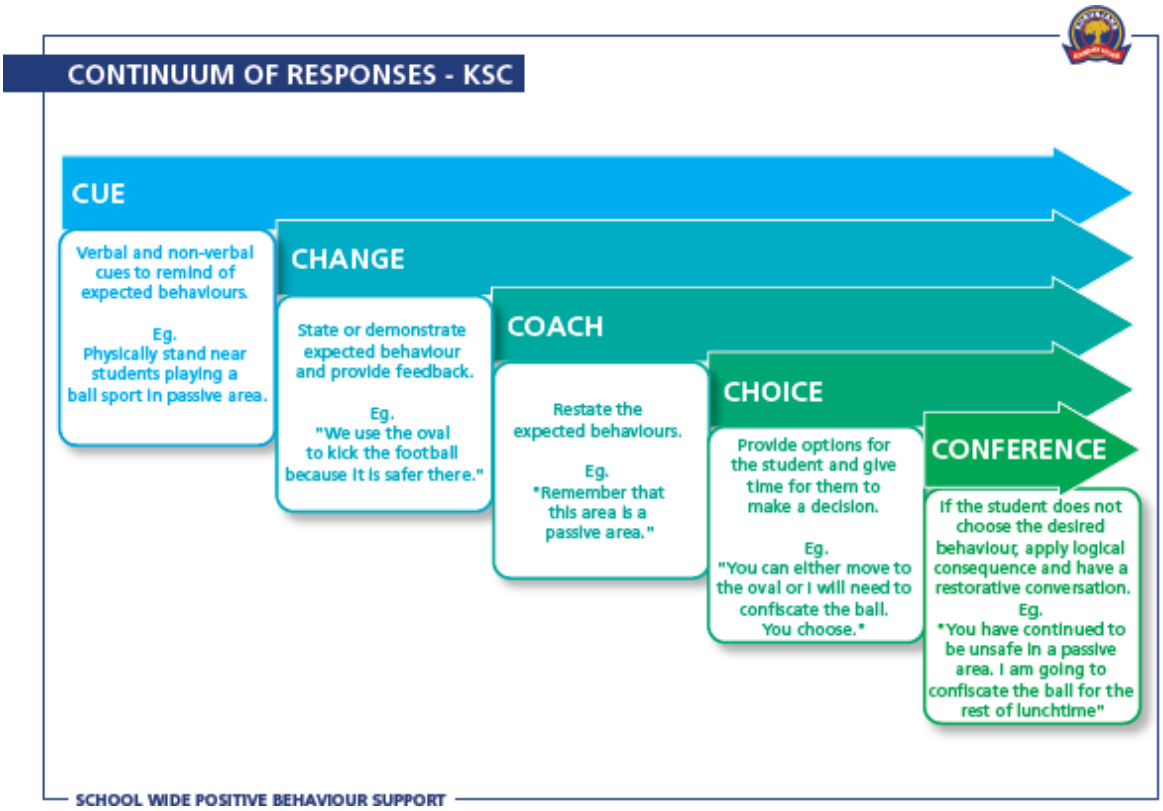
Policy last reviewed	March 2026
Consultation	College Council March 2026
Approved By	College Principal
Approval Date	March 2026
Responsible for Review	**Aylin Gökmen, Principal**
Review Date	March2028

Appendix A – Positive Behaviour Matrix

Appendix B – Positive Behaviour Flowchart



Appendix C – 5 Cs



Appendix D – Entry and Exit Routine

ENTRY ROUTINE

1. Students line up in the designated area while the teacher sets up for the lesson.

2. Teacher checks uniform, equipment readiness and greets students at the door (threshold).

3. Students enter the room silently and follow the seating plan by standing behind their chair.

4. The teacher secures the attention of all students.

5. Students sit and begin the 'Do Now' (retrieval), whilst the teacher marks the roll.

EXIT ROUTINE

1. Teacher summarises and concludes the lesson.

2. Students pack up their materials and return borrowed items and staff clean the whiteboard.

3. Rubbish is picked up and chairs are pushed in.

4. Students stand behind their chairs, ready for dismissal.

5. Teacher dismisses students and students leave in an orderly manner.