



Kurmile
PRIMARY SCHOOL

Student Wellbeing and Engagement Policy

2026-2028





Help for non-English speakers

If you need help to understand the information in this policy, please contact the school administration.

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.

Kurmile Primary School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture, where student participation is encouraged and valued, helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive and inclusive school environment consistent with our school's values.

Scope

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

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Policy

School profile

Kurmile Primary School opened in 2024 and is located within the growing suburb of Officer and the municipality of Cardinia in Southeast Melbourne and is surrounded by many reputable Secondary Schools including Officer Secondary College which is only 2.8km away. The school caters for students from Prep to Grade 6 with a built capacity of 650 students.

The school grounds include several built and natural play areas which include vegetable gardens, hard court areas and large soccer/football fields. We have a community hub building that includes a full size indoor basketball/netball court, performing stage and kitchen/canteen facilities. There are three purpose-built learning neighbourhoods that house classrooms and collaborative learning spaces. A large section of one of our learning neighbourhoods is dedicated to STEM learning with purpose-built classroom spaces.

Kurmile Primary School is committed to building a dynamic learning environment that supports our students to be leaders in their community, demonstrating our core values of respect, responsibility, integrity and cooperation. Kurmile Primary School will deliver the Victorian Curriculum Levels F-10 (inclusive of levels A-D). We endeavour to incorporate students' passion and interest into our curriculum planning, as well as providing opportunity for authentic learning and real world connections.

The Officer community is culturally diverse with 33% of residents born overseas and 28% speaking a language other than English (LOTE) at home. The largest LOTE groups being Sinhalese and Punjabi. The school has been designed to celebrate a strong connection to our local indigenous community. This is represented in the soft furnishings, artworks, signage, and landscaping throughout the school. We are proud to be able to offer a learning space that celebrates diversity and promotes inclusion.

School values, philosophy and vision

Kurmile Primary School's Statement of Values and School Philosophy guides the work that we do and is the foundation of our learning community. Our students, staff, families and wider community are encouraged to live and demonstrate our core values of:

Respect, Responsibility, Integrity and Cooperation.

Our school's vision is that our students will graduate from Kurmile Primary School equipped with the attitudes, skills and knowledge needed to be lifelong learners enabling them to continue to make positive contributions to their communities.

Our Statement of Values and School Philosophy is available on our website or from our school administration.

Wellbeing and engagement strategies

Kurmile 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 building relationships and having supports in place to help 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.

School-wide Positive Behaviour Support

To assist in embedding strengths-based practice, Kurmile Primary School will implement the Schoolwide Positive Behaviour Support (SWPBS) framework. SWPBS is a framework for creating safe and positive learning environments in schools, while improving the social-emotional and academic outcomes for students.

It utilises a preventative approach that relies on research-based practices, including developing clear behavioural expectations, explicitly teaching these expectations, acknowledging appropriate behaviour, consistently correcting inappropriate behaviour, and using behavioural data to systematically solve problems.

Respectful Relationships Whole School Approach

The Respectful Relationships whole-school approach recognises that schools are a workplace, a community hub and a place of learning. Everyone involved in our school community deserves to be respected, valued and treated equally.

We know that changes in attitudes and behaviours can be achieved when positive attitudes, behaviours and equality are lived across the school community, and when classroom learning is reinforced by what is modelled in our school community.

Taking a whole-school approach we will review our procedures and culture to ensure that we model respectful relationships and gender equality practices across the entire school community.

Cultural and procedural change means that as a community we will look at staff practices, classroom management, school events, sport programs, and other occasions, to ensure all aspects of a school's operation and culture are underpinned by respect and equality.

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. This includes participating in the Cardinia Network NAIDOC week celebrations, Cardinia Council Flag Raising day, and the Koorie Student Leadership Days in terms 2 and 3. Our school will celebrate special cultural days that are important to our students and the community such as Deepavali, Harmony Day, Reconciliation week.
- 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 at Kurmile Primary School use a whole school instructional framework to ensure an explicit, common and shared model of instruction, to ensure that evidenced based, high impact teaching practices are incorporated into all lessons
- teachers at Kurmile 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. Our values are visible throughout the school via student friendly posters. They are also visible to our community when visiting our school in the school reception area.
- 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. Individualised student awards are given at assemblies that recognise the demonstration of our agreed values by students. Families are invited to these events to share in the celebration. These achievements are also celebrated in our newsletters.
- 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 and other forums including class meetings. 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 whole school events, athletics, music programs and peer support programs
- all students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, Year Group 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 with our staff and students, which includes programs such as:
 - Respectful Relationships
 - Berry Street Education Model and Zones of Regulation
 - School Wide Positive Behaviours Framework
- programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management, bullying, self-confidence programs)
- opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy programs, peers support programs

- Kurmile Primary School will comply with all requirements of Ministerial Order 1359 – Implementing the Child Safe Standards – managing the risk of child abuse in schools and school boarding premises, which outlines the minimum requirements schools and school boarding premises must meet to comply with the Child Safe Standards.

Targeted

- each year group has a senior teacher responsible for their year (Year Group Leader), 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. All Koorie students are connected with a Koorie Engagement Support Officer and mentor teacher.
- our English as a second language students are supported through our EAL program, and all cultural and linguistically diverse students are supported to feel safe and included in our school. Small groups and if necessary individualised support will be offered via our Education Support staff to assist our EAL students in communicating with their peers and their classroom teachers.
- 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](#).

Individual

Kurmile 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 reasonable environmental changes need to be made, for example changing the classroom set up
- referring the student to:
 - school-based wellbeing supports (Student Wellbeing Coordinator)
 - 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 Orange Door

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 Plan 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:
 - with a disability
 - in Out of Home Care
 - with other complex needs that require ongoing support and monitoring.

Identifying students in need of support

Kurmile Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Wellbeing team (which includes Assistant Principal and Student Wellbeing Coordinator) plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Kurmle Primary School will practice positive behavioural supports and interventions to engage students – identifying behaviour triggers, and teaching and reinforcing skills. The School-wide Positive Behaviour Support (SWPBS) framework will be used to teach school expected behaviours, inclusive of social-emotional coping strategies.

Kurmle 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 from peers
- involvement in incidents requiring external agencies such as Victoria Police or Department of Families, Fairness and Housing (DFFH) Child Protection

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 and School Philosophy 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.

Student behavioural expectations and management

Behavioural expectations of students are grounded in our school's Statement of Values and School Philosophy.

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, Kurmile 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
- referral to Year Group Leader/Assistant Principal/Principal
- 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.

The Principal of Kurmle 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.

Engaging with families

Kurmle 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:

- parents being part of School Council
- creating sub-committees where parents can be involved in leading and organising relevant cultural and fundraising events

- ensuring that all parents have access to our school policies and procedures, available on our school website and via the school administration
- 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.

Evaluation

Kurmile 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 (AtoSS, Pivot and classroom based)
- incidents data (from Compass)
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS.

Kurmile 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 Department’s Policy and Advisory Library (PAL):
 - [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](#)

Related Policies:

- Child Safety and Wellbeing Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy
- Complaints Policy
- Duty of Care Policy
- Communicating with School Staff Policy

Policy Review and Approval

Policy last reviewed	May 2026
Consultation	School council
Approved by	Principal
Next scheduled review date	May 2028

DATE: 19/05/2026	Date for Review: 31/05/2028
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