



McKinnon Primary School

Student Wellbeing and Engagement Policy

PURPOSE

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

- (a) our commitment to providing a safe and supportive learning environment for students
- (b) expectations for positive student behaviour
- (c) support available to students and families
- (d) our school's policies and procedures for responding to inappropriate student behaviour.

McKinnon 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.

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

McKinnon Primary School is recognised for high academic standards and outstanding achievements for all students in an inclusive environment. We are committed to developing internationally-minded learners in a safe and nurturing environment. McKinnon Primary School is an authorised International Baccalaureate (IB) World School implementing the Primary Years Programme (PYP) from Foundation to Year 6. Students are empowered to develop 21st-century skills and attitudes that develop respect, compassion, caring and understanding for their role as global citizens. As an International Baccalaureate (IB) school, McKinnon Primary School's values are aligned with the guiding principles outlined in the IB Learner Profile. The IB Profile represents 10 attributes that support guiding individuals and groups to become more responsible members of local, national and global communities.



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The school community is culturally diverse with a very high percentage of families with a language background other than English. We celebrate that we are a multicultural community.

Parents are actively involved in all aspects of school life, whether it be School Council, Parents' Club, classroom helpers, fundraising or social activities. A learning partnership is established between the teacher, parent and student, three-way and Student-led conferences are conducted throughout the year to reflect on learning achievement and develop future goals.

There is a strong educational support team including the administration team inclusive of the business manager, 3 office assistants, and a first aid officer (registered nurse). Additionally, we have a library technician, literacy intervention team including English as a Second Language (EAL) support and 18 education support staff working directly with students and teachers. McKinnon Primary School prides itself on supporting staff to regularly access professional learning and development to ensure teaching, learning and wellbeing are continually improving for our students.

2. School values, philosophy and vision

McKinnon 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 the attributes of the IB-PYP Learner Profile.

The International Baccalaureate mission to develop active, compassionate and lifelong learners is further enhanced through the ongoing development of these core values and attributes. These include: Caring, Open-Minded, Courageous, Thinkers, Inquirers, Reflective, Knowledgeable, Principled, Communicators, and Balanced.

Our "Be Expectations" also support student learning and behaviour - Be Caring, Be Safe, Be a Learner and Be Respectful.

Our school's vision is to develop internationally minded learners in a safe and nurturing environment, where students are empowered to develop 21st century skills and attitudes.

Our Statement of Values is available online at: <https://mckinnon-primary.vic.edu.au/about-us/#policies>

3. Wellbeing and engagement strategies

McKinnon 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 in helping children and students feel safe and less isolated. We acknowledge that some students may need additional social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

McKinnon Primary School works collaboratively with students and parents/carers and a variety of stakeholders to establish fair and respectful behaviour policies and practices, based on the school's values – Attributes of the IB Learner Profile, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

We aim to:

- Engage all students in learning.
- Meet the developmental needs of all students.



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- Foster a positive school culture based on healthy relationships between all members of the school community.
- Provide students with a child safe learning environment, where the risk of harm is minimised and students feel physically and emotionally secure and all Child Safety Standards are met.
- Foster high expectations of behaviour based on respect, cooperation, mutual responsibility, accountability and self-discipline.
- Have each student attend school every day, except in cases of illness or other exceptional circumstances.
- Provide support for individuals who are at risk of disengaging, not attending or developing unexpected behaviours.
- Provide support for students who are adversely affected by the inappropriate behaviour of other students.
- Embed Positive Classroom Management Strategies that stress prevention, support natural consequences and focus more on the development of values, relationships and teaching skills to enabling positive student behaviour rather than on punitive consequences.
- The Learner Profile, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

McKinnon Primary School embeds a multi-tiered system of support.

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, which 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 termly Wellbeing Surveys, attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- teachers at McKinnon Primary School use the school wide instructional model to ensure an explicit, common and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- teachers at McKinnon 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 is acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level
- students have the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council and other forums including year group meetings and Peer Support Groups e.g. buddies, wellbeing captains, playground pals. Students are also encouraged to speak with their teachers, Year Level Team Leader, Assistant Principal and Principal whenever they have any questions or concerns.
- all students are welcome to self-refer to the Principal, Assistant Principals (F-3, 4-6), Year level Team Leaders, School Nurse, 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



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- we engage in school wide positive behaviour support with our staff and students, which includes programs such as:
 - Schoolwide Expectations
 - Zones of Regulation (F – 2)
 - Social Stencil (3 and 5)
 - VIA Character Strengths (5 & 6)
 - Connecting Circles/Circle Meetings
 - Resilience, Rights and Respectful Relationships
 - Bully Stoppers
 - Racism No Way
 - Growth Mindset
 - Gratitude
 - Living and Growing Program
- programs, incursions and excursions developed to address issue specific needs or behaviour
- buddy programs, lunch clubs, extra curricular programs
- Fruit Club
- measures are in place to empower our school community to identify, report and address inappropriate and harmful behaviours such as racism, homophobia and other forms of discrimination or harassment.

Targeted

- each year group has a Year Group Team Leader and an Assistant Principal (F-3, 4-6), who monitors the health and wellbeing of students in their years, and acts 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 – including regular SSGs and support from Koorie Engagement Support Officer
- our English as an additional 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 including through as mandated through the International Baccalaureate Primary Years Program and the Australian Institute for Teaching and School Leadership.
- we support learning and wellbeing outcomes of students from refugee background through by working with families to access internal and external supports.
- 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 Care Team Meetings (CTMs) and being working with Student Support Services to conduct an Educational Needs Assessment
- students with a disability are supported to fully engage in learning and all aspects of school life through the school's Disability Inclusion profile. This includes implementing reasonable adjustments to support equitable access to learning programs, consulting with students and families, and, where required, developing Individual Education Plans (IEPs), convening Student Support Group (SSG) meetings, and accessing Disability Inclusion supports and funding to meet individual learning and wellbeing needs. This is in accordance with the Department's policy on [Students with Disability](#)
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- 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

McKinnon 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 Education Plan and/or a Behaviour Support Plan/ Behaviour Response 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
 - 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
 - Re-engagement programs such as Navigator

Where necessary the school will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Engagement 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

Examples of resources and strategies utilised by McKinnon Primary School include, but are not limited to:

- [Student Support Groups](#)
- [Individual Education Plans](#)
- [Behaviour - Students](#)
- [Behaviour Support Plans](#)
- [Student Support Services](#)
- [Student Safety Plans](#)
- Risk-management Plan
- Student Profile Pages
- Individual Education Program



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- Social Stories
- Video Peer/Self-Modelling
- Play Plans
- Safety Plans
- Student/Parent Voice Tools

- Communication Profile
- Task Analysis

as well as to other Department programs and services such as:

- [Mental health toolkit](#)
- [headspace](#)
- [Navigator](#)
- [LOOKOUT](#)

4. Identifying students in need of support

McKinnon 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 help identify students in need of support and enhance student wellbeing. McKinnon 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
- Antecedent-Behaviour Consequence Chart
- Functional Behavioural Analysis
- Record of Specialist Involvement
- Termly Wellbeing Surveys

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



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- 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

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, McKinnon 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:

- Referring to Individual Behaviour Support/Response Plans
- Provide direct and indirect responses based on the Positive Classroom Management Strategies
- Conversation: An individual, lengthier re-teaching or problem-solving opportunity when misbehaviour is more frequent or intense.
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Team Leader
- restorative practices
- withdrawal from class
- withdrawal from playground
- behaviour support and intervention meetings
- for special events, such as Year 6 Graduation week, additional processes to encourage appropriate behaviour may be introduced for groups of students, which will be communicated to students and families
- suspension
- expulsion



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

- [Suspensions Policy](#)
- [Expulsions Policy](#)
- [Restraint and 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 McKinnon 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

McKinnon 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.

8. Evaluation

McKinnon 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
- Student Online Case System (SOCS)



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McKinnon 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 [www. https://mckinnon-primary.vic.edu.au/](https://mckinnon-primary.vic.edu.au/)
- Included in staff induction processes
- 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](#)
- [Behaviour - Students](#)
- [Child Safe Standards](#)
- [Expulsions](#)
- [Koorie Education](#)
- [LGBTIQA+ Student Support](#)
- [Restraint and Seclusion](#)
- [Student Engagement](#)
- [Students with Disability](#)
- [Supporting Students in Out-of-Home Care](#)
- [Suspensions](#)

The following school policies are also relevant to this Student Wellbeing and Engagement Policy:

- Child Safety and Wellbeing Policy
- Complaints Policy
- Bullying Prevention Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy



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POLICY REVIEW AND APPROVAL

Policy last reviewed	21/07/2026
Consultation	MIPS Review Team 21/7/2026 Wellbeing PLT Leader – 21/7/2026 School Council – 21/11/2022 Student Well-being Captains – 02/12/2022 School Leadership Team – 05/12/2022
Approved by	Principal July 2027
Next scheduled review date	June 2027