



STUDENT WELLBEING AND ENGAGEMENT POLICY



Help for non-English speakers

If you need help to understand the information in this policy please contact the college on 8805 6700.

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.

Glen Waverley 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, 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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2. School values, philosophy and vision
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POLICY

1. School profile

Glen Waverley Secondary College is a large eastern suburbs neighbourhood non-select entry school of approximately 2400 students. GWSC provides excellent educational outcomes for all students in a positive, caring and supportive learning community, where diversity is highly valued, lifelong learning is embraced and all students have the opportunity to create their own personal futures.

Diversity adds to the richness and quality of the students' educational experience with a significant English as an Additional Language (EAL) student cohort and over 60 cultural groups represented in the school. The GWSC International School program provides a further global perspective.

Our unique facilities design provides an innovative learning environment where individual needs are central to the curriculum provision. The College supports personalised continuous progression of learning, through embracing the development of a collaborative learning culture which values innovative pedagogy and the explicit teaching and assessment of skills outlined within the student developed learner model. The school's holistic teaching and learning approach and collaborative teaching teams focus on enhancing the achievement of all students.

As a high performing school, achieving consistently outstanding VCE results, Glen Waverley Secondary College prides itself on academic excellence in an environment where individual and collective student academic, sporting, music and the arts achievements are recognised and celebrated. Underlying the focus on excellence is the recognition that this can only be achieved in an environment where students are happy, healthy and resilient.

2. School values, philosophy and vision

Glen Waverley Secondary College's vision is: Growing respectful, responsible, resilient global citizens who value diversity and lifelong learning.

This vision is underpinned by our values: Respect, Diversity, Commitment, Perseverance and Accomplishment.

Respect: A consideration for your surroundings, by consistently making a conscious effort to set an outstanding example.

Diversity: A willingness to embrace diversity and build shared respect between others.

Commitment: A commitment to the GWSC community across learning areas and through a diverse range of extracurricular activities.

Perseverance: An ability to maintain effort over a sustained period of time and despite setbacks.

Accomplishment: A capacity to achieve outstanding academic and/or extracurricular outcomes.

3. Wellbeing and engagement strategies

Glen Waverley Secondary College 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 extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal Engagement and Support Strategies (Whole School)
• <i>high and consistent expectations of all staff, students and parents and carers</i> • <i>prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student engagement and wellbeing</i> • <i>creating a culture that is inclusive, engaging and supportive</i> • <i>welcoming all parents/carers and being responsive to them as partners in learning</i> • <i>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 (progress reports, EOY reports, PAT etc)</i> • <i>deliver a broad curriculum that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations</i> • <i>teachers at Glen Waverley Secondary College use an GWSC instructional model to ensure an explicit, common and shared model of instruction that is evidenced-based, are incorporated into all lessons</i> • <i>teachers at Glen Waverley Secondary College 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 and AITSL</i> • <i>our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents and recognised and celebrated through the Gain Wisdom Program</i> • <i>carefully planned transition programs to support students moving into different stages of their schooling</i> • <i>Implementation of school-wide consistent approach to student management through our GWSC Student Management Framework and Restorative Practices approach</i> • <i>positive behaviour and student achievement is acknowledged in the classroom, and formally in school assemblies and communication to parents</i> • <i>monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level</i> • <i>students have the opportunity to contribute to and provide feedback on decisions about school operations through the Principal's Advisory Group, Senior and Middle School Executives and other student representative bodies including year group meetings and Peer Support Groups. Students are also encouraged to speak with their teachers, Year Level Coordinator, Assistant Principal and Principal whenever they have any questions or concerns.</i> • <i>create opportunities for cross—age connections amongst students through school productions, Glenny clubs program, athletics/swimming, music programs and peer support programs</i> • <i>All students are welcome to self-refer to the Director of Wellbeing, School Nurse, Year Level Leaders, Assistant Principal and Principal if they would like to discuss a particular issue or</i>

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 (lead school) and Safe Schools*
- *opportunities for students to build connection (i.e. sports teams, clubs, recess and lunchtime activities)*
- *buddy programs, peers support programs and mentoring programs*
- *School wide restorative practices framework adopted by teaching staff to support social and emotional learning*
- *We have a student-led clubs program which promotes connection with like minded peers*
- *We provide a lunch club program for all students who choose to attend*
- *We provide a safe space through the library for quiet reading during lunch times.*
- *We run 'Respect Connect' days for each year level from years 7-11 which promote a celebration of our diversity and support connectedness between peers.*
- *We have a school camp program which runs for all students in years 7 and 12*

Targeted Engagement and Support Strategies (Year Group Specific)

1. *each student has a Year Level Leader/Sub School Leader, responsible for their cohort, 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*
2. *all students from Years 7- 10 and will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future*
3. *connect all Koorie students with a Koorie Engagement Support Officer and will have regular SSGs which include the development of an IEP*
4. *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*
5. *Careers and Pathways team*
6. *ISP coordinator allocated to support all ISP students*
7. *MEAs employed to support our EAL students*
8. *DI leading teacher allocated to support all funded students*
9. *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*
10. *staff will apply a trauma-informed approach to working with students who have experienced trauma*
11. *The college runs targeted Tier two supports for students annually based on cohort needs, this includes but is not limited to: I Can' Program, 'Blue Light' Program, 'Study Without Stress' program or 'Cool Kids' program.*

Individual Engagement and Support Strategies

Glen Waverley Secondary College implements a range of strategies that support and promote individual engagement.

- *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*
- *considering if any environmental changes need to be made, for example changing the classroom set up*

- *Where students require ongoing supports to enable them to engage in learning an Individual Learning Plan or Behaviour Support Plan is implemented. The development of an IEP, Risk Management Plan, or Behaviour Support Plan can involve a range of strategies not limited to:*
 - *Student Support Groups, see:*
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
 - *SSGs are used to help develop Individual Learning Plan and Behaviour Support Plan. They are required for: Program for Students with Disabilities, Navigator, Lookout and Koorie students*
- *referring the student to:*
 - *school-based wellbeing supports such as the Wellbeing Team or Mental Health Practitioner*
 - *DET- Student Support Services*
 - *Appropriate external supports such as Monash Youth Services, Headspace, Child Youth Mental Health Service, Other Allied health services, Child Protective Services, or Orange Door*
 - *Re-engagement programs such as Navigator or the Attendance Officer*

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 (see above)*

4. Identifying students in need of support

Glen Waverley Secondary College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Sub School Teams play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Glen Waverley Secondary College 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*
- *Universal screening tools used upon enrolment*
- *academic performance*
- *learning behaviours*
- *observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation (underpinned by staff professional learning)*
- *attendance, detention and suspension data*
- *engagement with families*
- *self-referrals or referrals from peers*
- *MARAM trained staff in Principal, Wellbeing, and Sub School teams*

- *Mental Health First aid trained staff in Principal, Wellbeing, and Sub School teams*
- *Clear documentation processes to ensure transfer and accessibility of information*
- *Staff trained in ChildLink access*

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 and School Philosophy highlights the rights and responsibilities of members of our community.

Students have a right to:

- Learn in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment they are able to fully develop their talents, interests and ambition.
- Feel connected and supported at school
- Feel there is an adult who knows them and they can reach out to for support
- Participate fully in the College's educational program.

Students have a responsibility to:

- Participate fully in the College's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the College community.
- Uphold the Vision and Values of the College
- Demonstrate respect for the rights of others, including the right to learn, will contribute to an engaging educational experience for themselves and other students.
- As students' progress through College they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole College community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.
- Students should, with support, be expected to participate fully in the College's educational program and to attend regularly. Students should also display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the College community.

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 team, in particular their Year Level Leader. Further information about raising a complaint or concern is available in our Complaints Policy.

6. Student behavioural expectations and management

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

Violence, bullying, and other offensive and harmful behaviours such as racism, harassment and discrimination is not 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, Glen Waverley Secondary College will institute a staged response, consistent with the department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents and carers will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores and implement 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 the year level coordinator
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion
- re-education opportunities

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

- [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.

The principal of Glen Waverley 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.

7. Engaging with families

Glen Waverley Secondary College values the input of parents and carers, and we 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/carers have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents/carers and staff, supported by our Communicating with School Staff Policy.
- providing parent/carer 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

Glen Waverley Secondary College collects 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 are 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)

Glen Waverley Secondary College also regularly monitors 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 is communicated to our school community in the following ways:

- Available publicly on our school's website
- Included in transition and enrolment packs
- Included as a biannual 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 policies and resources are relevant to this Student Wellbeing and Engagement 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:

- Action Plan - Aboriginal Learning, Wellbeing and Safety
- Bullying Prevention Policy
- Child Safety and Wellbeing Policy
- Complaints Policy
- Inclusion and Diversity Policy
- Statement of Values and School Philosophy

POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2026
Consultation	PAG School Council Staff (Sub School Leaders)
Approved by	Principal
Next scheduled review date	July 2028