



## Glenroy Specialist School

### Student Wellbeing and Engagement Policy



#### Help for non-English speakers

If you need help to understand the information in this policy please contact Glenroy Specialist School on 03 9304 2263.

### 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.

Glenroy Specialist 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

#### 1. School profile

Glenroy Specialist School is one of four schools in Victoria for students who have physical and multiple disabilities and significant health concerns. In 2026, the enrolment is 166 EFT students, ranging in age from 5 to 18 years. The student population is drawn from across the Northern and Western suburbs of Melbourne, and most students travel to and from school in a fleet of 20 buses.

Glenroy Specialist School is housed in a world-class facility designed by architects, working closely with the school community, to support the specific learning and care needs of our students. The building features natural light, wide spaces, specialist learning and physical activity areas and integrated manual handling and care systems to support the occupational health and safety of all members of the school community. Extensive landscaping enables the students to enjoy learning in protected and engaging outdoor environments.

The school is divided into Junior, Middle and Senior sub schools. Each student's learning program addresses goals set in their Individual Learning Plan, which is formulated and reviewed in Student Support Group meetings.

The school has a multi-disciplinary team of teachers, mental health and wellbeing leader, mental health practitioner, educational support staff, administration officers, mealtime assistants, speech pathologists, occupational therapists, physiotherapists, musical therapists and nurses.

The school curriculum program is developed using the Victorian Curriculum with the majority of students working on levels A, B, C and D. The Post Compulsory Years senior students work to a modified senior secondary timetable including Literacy, Numeracy, specialist activities and Career Action Planning.

There is a School Wide focus on Augmentative and Alternative Communication (AAC) and the active participation of all students in all aspects of school life. A School Wide Positive Behaviour culture aims to maximise engagement in learning. The Mealtime Program provides students with 1:1 time for nutrition and hydration, mealtime skill development and communication practice. Partnerships between the school and community agencies support and enrich the work of the school. Links with Early Intervention, Vocational and Futures for Young Adults providers enhance transitions into and beyond the school

Close links with Royal Children's Hospital medical staff and with specialist equipment providers maximise the opportunities for school-based services for families. Links with the Royal Children's Hospital Education Unit support continuity of learning for students during long hospital admissions.

## 2. School values, philosophy and vision

Glenroy Specialist School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff and members of our school community are encouraged to live and demonstrate our core values of respect, inclusion, creativity and kindness at every opportunity.

Our school's vision is to educate in an inclusive, respectful, compassionate and creative learning environment. This provides the opportunity for our community to feel empowered, happy, resilient and proud.

Our Statement of Values and School Philosophy is available online at: <https://www.glenroyss.vic.edu.au/policies>

## 3. Wellbeing and engagement strategies

Glenroy Specialist 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 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 and individual engagement strategies used by our school is included below:

### *Universal*

Glenroy Specialist School employs a range of strategies to meet the individual needs of all the students across the school. These include the Behaviour Purpose Statement for staff and the Matrix of Expectations for students. Working under the ethos of T-I-M-E, we maintain;

- Student Support Groups
- Individual Learning Plan
- high and consistent expectations of all staff, students and parents and carers
- prioritise positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging and supportive
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, parent survey data, student management data and school level assessment data
- delivering a broad curriculum, to ensure that students can choose subjects and programs that are tailored to their interests, strengths and aspirations
- adopting 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
- that our school's Statement of Values are incorporated into our curriculum and promoted to students, staff and parents so that they are shared and celebrated as the foundation of our school community
- that positive behaviour and student achievement are acknowledged in the classroom, and formally in school assemblies and communication to parents
- monitoring student attendance and implementing attendance improvement strategies at a whole-school, cohort and individual level
- encouraging students to speak with their teachers, Sub-school leaders, Assistant Principal and Principal whenever they have any questions or concerns.
- creating opportunities for cross—age connections amongst students through school plays, sports, music, gardening programs and peer support programs
- incursions and excursions developed to enhance learning at all curriculum levels and areas
- opportunities for student inclusion and student voice (i.e. sports teams, clubs, recess and lunchtime activities)
- buddy and/or peer support programs
- School Wide Improvement Team (SIT) Wellbeing and Relationships, Sexual Education to review school wide programs and initiatives to promote wellbeing and engagement of all students
- Mental Health and Wellbeing Leader (MHWL) to complement wellbeing initiatives and be a point of contact for staff
- MHWL to educate and disseminate information to all staff about wellbeing programs and initiatives.

### *Targeted*

At Glenroy Specialist School, we recognise that some students exhibit behaviours that require a more targeted approach. In these instances, the Team Around the Learner (TAL) and Sub School Leader work together to collate data to inform a behaviour support plan. The behaviour support plan follows the Prevent, Teach, Reinforce model (PTR). The plan aims to put in place specific strategies to prevent the occurrence of a behaviour, to teach an alternative behaviour and to reinforce this in a positive way. In addition to the management of behaviour concerns,

mental health and wellbeing are also supported at a targeted level. The Mental Health Practitioner (MHP) will be involved at this level. At Tier 2, supports can include;

- Development of a 'How to Work with Me' document
- a sub-school has a leader who monitors the health and wellbeing of students and acts as a point of contact for students or staff who may need additional support
- assisting all students and families in their graduating year to develop a Career Action Plan, with targeted goals and support to plan for their future
- where appropriate assisting students to plan work experience, supported by their Career Action Plan
- the MHP will undertake reviews with students transitioning; moving between sub schools, finishing at GSS or have recently started at GSS (not as a prep) to monitor their concerns and provide a point of contact
- connecting all Koorie students with a Koorie Engagement Support Officer
- all students in Out of Home Care will be appointed a Learning Mentor, have an Individual Learning Plan and will be referred to Student Support Services for an Educational Needs Assessment
- 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

### *Individual*

Glenroy Specialist 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 students and their parents/carers to talk about how best to help the students engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- 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 The Orange Door
  - 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 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

#### 4. Identifying students in need of support

Glenroy Specialist School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The student wellbeing team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Glenroy Specialist 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
- engagement with families
- self-referrals or referrals from peers or school staff
- Student Support Groups and Individual Education Plans
- asking students directly

#### 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 the right to:

- participate fully in their education
- feel safe, secure and happy at school
- learn in an environment free from bullying, harassment, violence, racism, discrimination or intimidation
- express their ideas, feelings and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team. Further information about raising a complaint or concern is available in our [Complaints Policy](#).

#### 6. Student behavioural expectations and management

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 are 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, Glenroy Specialist School 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 implements positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as 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 sub school leader, principal or assistant principal
- 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:

- [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 Glenroy Specialist 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

Glenroy Specialist School 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.

- 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 community and family engagement opportunities so that families can participate in school activities (e.g. Parent morning teas, Family Fun Day/Nights)
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

- Regular communication with parents and carers through home-school communication diaries and Xuno

## 8. Evaluation

Glenroy Specialist School 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:

- observational data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- Xuno data
- Student Online Case System (SOCS)

Glenroy Specialist School 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 staff induction processes
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carers 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:

- [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       | 30/07/2026                                                            |
| Consultation               | School Community – via Xuno 25/08/2026<br>School Council – 17/08/2026 |
| Approved by                | Principal                                                             |
| Next scheduled review date | 30/07/2028                                                            |