Glengala 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.

Glengala 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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1. School profile
2. School values, philosophy and vision
3. Wellbeing and engagement strategies
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POLICY

1. School profile

Glengala Primary School, a vibrant and supportive community where every day brings new opportunities for growth, innovation, and connection. Our small, community-focused school in Sunshine West, nestled by Kororoit Creek, honours the Wurundjeri people, the traditional custodians of the land, and celebrates our shared heritage with respect and pride.

We are a dynamic team of educators and support staff, comprising 20 teaching staff (full-time equivalent 16.7) and 10 non-teaching staff (full-time equivalent 7.6). Our leadership team, including a Principal and an Assistant Principal, is committed to fostering a collaborative environment where our core values of Passion, Respect, Openness to learning, Understanding, and Drive (PROUD) guide our daily interactions and inspire excellence. We aim to be PROUD of ourselves, PROUD of others, and PROUD of our school.

At Glengala, 73% of our students come from a language background other than English, enriching our school with diverse perspectives and cultural experiences. We are dedicated to supporting every learner through targeted programs, including the Program for Students with Disabilities, the Tutor Learning Initiative, and specialised literacy and numeracy interventions. Our commitment to student success is reflected in our strong focus on engagement, attendance, wellbeing, and achievement. With an ICSEA value of 898, placing us in the 10th percentile nationally, we recognise the challenges our community faces and are deeply committed to making a meaningful impact in the lives of our students and families.

2. School values, philosophy and vision

Our school is more than just a place to learn—it is a community hub. We work closely with local providers to offer parental programs, including adult English classes, and maintain strong partnerships with community agencies to provide holistic support for families. Our active School Council, supported by subcommittees such as Finance and Teaching & Learning, encourages parent and carer involvement in school governance and policy development. We promote School-Wide Positive Behaviour and Respectful Relationships, explicitly teaching expectations, calming strategies, and the Zones of Regulation to support student wellbeing. The overwhelmingly positive feedback from our 2023 Parent Opinion Survey reflects our commitment to fostering strong family-school partnerships.

We value the expertise and experience of all staff members and are committed to ongoing professional development. Our Professional Learning Communities are supported by a School Improvement Team, including the Principal, Assistant Principal, and Leading Teacher. Staff have access to mentoring, learning walks (feedback cycles), and induction programs, ensuring continuous growth in the areas of student achievement, wellbeing, engagement, and leadership.

Our school grounds provide a safe, clean, and engaging environment for students, with a variety of active and passive play areas, including:

- A modern adventure playground with shade sails
- Basketball courts and astroturf areas

- o   A sandpit and student vegetable garden
- o   An amphitheatre and passive green spaces for reflection
- o   Library and club activities during breaks for students who prefer quieter spaces

3.   Wellbeing and engagement strategies

Glengala 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 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

- ● High and consistent expectations of all staff, students and parents and carers
- ● Prioritising 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
- ● 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 Glengala Primary School use our instructional framework based on VTLM 2.0 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 Glengala 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 support students moving into different stages of their schooling
- ● Acknowledging positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents
- ● Monitoring 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 leadership team and other forums including year group meetings and Family groups. Students are also encouraged to speak with their teachers, a trusted adult, Assistant Principal and Principal whenever they have any questions or concerns.

- Creating opportunities for cross-age connections amongst students through school plays, athletics, music programs and peer support programs
- All students are welcome to self-refer to the Student Wellbeing Coordinator, School Nurse, School Chaplain, 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
- Programs, incursions and excursions developed to address issue specific needs or behaviour (i.e. anger management programs)
- Opportunities for student inclusion (i.e. sports teams, clubs, recess and lunchtime activities)
- Buddy programs
- 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

- Glengala Primary school has an Assistant Principal for wellbeing, who monitors the health and wellbeing of students in the school 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 students and carers are supported through Student Support Group (SSG) each term and engaging with KESOs
- Our English as a second language students are supported, and all cultural and linguistically diverse students are supported to feel safe and included in our school including through
- We support learning and wellbeing outcomes of students from refugee background through engagement with Foundation House and other services as required
- 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*
- 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

Glengala 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/or a return to school plan
- Considering if any environmental changes need to be made, for example changing the classroom set-up or students individual timetable
- 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 ChildFirst
  - Re-engagement programs such as The 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 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.

  Department Links:

  Student Support Groups

  Individual Education Plans

  Behaviour – Students

  Behaviour Support Plans

  Student Support Services

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

[Program for Students with Disabilities](#)

[Mental health toolkit](#)

[headspace](#)

[LOOKOUT](#)

4. Identifying students in need of support

Glengala 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. Glengala 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

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
- 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.

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, Glengala 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 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 Assistant Principal
- restorative practices
- detentions
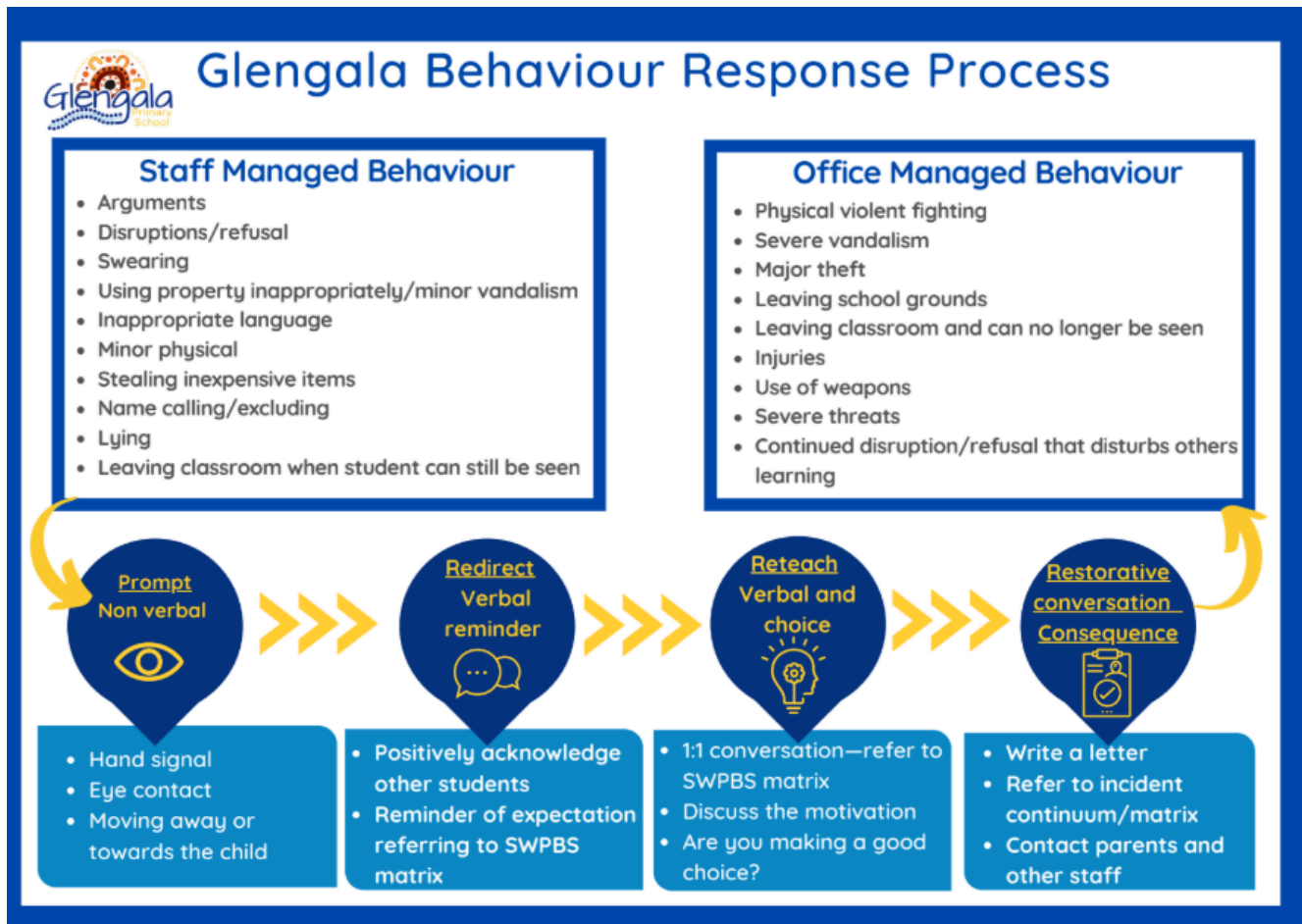- behaviour support and intervention meetings
- suspension
- expulsion

Expected behaviours at Glengala are based on our school values: Respectful, Responsible and Safe. A matrix has been developed of expected behaviours for different locations across the school. It is expected that each of the behaviours will be explicitly taught across the school. These have been reviewed and adjusted to incorporate, community voice, staff voice and student voice.

	YARD	LEARNING SPACE	TOILETS	ONLINE	ALWAYS
RESPECTFUL	• Music time = toilet, drink and line up • I communicate if I am feeling angry/frustrated/ unsafe • I take turns and include others in my games	• I'm proud of my learning space and keep it clean • I use whole body listening • I support my classmates to try their best	• I knock before going into the toilet • I keep the toilets clean • I always flush the toilet after use	• I treat my device with care • I use my device at agreed times	• I am polite • I patiently wait my turn • I follow staff instructions • I use appropriate language • I use gentle hands
RESPONSIBLE	• I am at the right place at the right time • I am sun smart	• I come to every session ready to learn • I have a go • I always try my best • I return my homework and home reader	• I always wash my hands • I go to the toilet at lunch and snack	• I use my device as instructed by staff • I use my own username and logins	• I arrive to school on time everyday • I meet deadlines and return notes/forms on time • I am resilient and learn from my choices
SAFE	• I let a yard duty teacher know if I need help • I kick balls on the grass areas • I move around the yard sensibly	• I move around the learning spaces sensibly • I communicate to a staff member before leaving the learning space	• I use the correct toilets • I put hand towels in the correct basket • I keep water in the sink	• I put my device away in its proper place • I always keep my device cover on • I keep my username and logins private	• I wear the correct uniform • I keep my hands and feet to myself • I am an upstander • I walk on decking • I sit when I eat

At Glengala we respond to behaviour using the Glengala Behaviour Response Flowchart. It provides a consistent understanding for students and staff. When we observe an inappropriate behaviour we follow the steps outlined for a mild, moderate or major behaviour. The purpose of this is to empower all staff to be able to reteach, redirect and provide opportunities for students to demonstrate their corrective behaviour. There will be times that you have provided enough 'reminders' and will need to move to the consequence stage. As a school we would like to empower all staff that they are able to provide an appropriate consequence prior to escalating to leadership support. It is important that students see you as a person to respect and follow your instructions. When providing a consequence, the most important step is the 'follow up' or restorative talk. Students need to be taught and shown the corrective steps that they are expected to follow. Consistency is the key.

Glengala Behaviour Response Process

Staff Managed Behaviour
- Arguments
- Disruptions/refusal
- Swearing
- Using property inappropriately/minor vandalism
- Inappropriate language
- Minor physical
- Stealing inexpensive items
- Name calling/excluding
- Lying
- Leaving classroom when student can still be seen

Office Managed Behaviour
- Physical violent fighting
- Severe vandalism
- Major theft
- Leaving school grounds
- Leaving classroom and can no longer be seen
- Injuries
- Use of weapons
- Severe threats
- Continued disruption/refusal that disturbs others learning

Prompt
Non verbal
- Hand signal
- Eye contact
- Moving away or towards the child

Redirect
Verbal reminder
- Positively acknowledge other students
- Reminder of expectation referring to SWPBS matrix

Reteach
Verbal and choice
- 1:1 conversation—refer to SWPBS matrix
- Discuss the motivation
- Are you making a good choice?

Restorative conversation Consequence
- Write a letter
- Refer to incident continuum/matrix
- Contact parents and other staff

In response to major behaviours, please follow the steps and use the code system to indicate the type of support required. You will be supported promptly. The most important component post de-escalation is the debrief with staff members and students and the follow up rectification plan.

Glengala Incident Continuum

	Behaviour	Response	Consequence	Follow Up
Minor	• Minor Vandalism - pencil markings and scribble • Disruptions (calling out, walking around) • Work refusal (one off) • Swearing (one off and not directed at others) • Minor arguments between students - 'they took my chair' • Exclusion from games and group work (one off) • Minor physical (one off without intent to hurt e.g pushing to get to the front of the line)	• Non verbal prompts, • Child moved away from the situation • Redirect to another area/task • Acknowledge good behaviours • Reminder of expectations	* Consequence may not be required • Verbal reminders and reference to the behaviour matrix • Moved away from a task or area	• If consequence of movement or a restorative conversation occurred chronicle entry • If no consequence no action needed
Moderate	• Repeated work refusal • Leaving the classroom (can still be seen if they do not have an agreement) • Late arrival after lunch/recess • Swearing at another person • Stealing inexpensive items (pencil) • Minor threats (I will take your hat, I will hide your book - not physical) • Name-calling • Moderate physical (pushing without intent to hurt) • Lying (creating false accusations of a serious nature) • Vandalism (of a more permanent nature or with distinct meaning or intent) • Moderate misuse of property (knocking over chairs) • Ongoing exclusion (a possible element of bullying) • Repeated defiance that does not stop others from learning	• Reteach - verbal choice given • Redirect - new task or area • Moved to be on their own • Verbal choice followed through • Restorative conversation	• Time out/time in to be between 5 and 15 minutes • Timeout within the room • Timeout in a buddy room • Timeout of lunch/recess • Write a restorative letter	• Restorative conversation after a consequence • Phone call home • Chronicle entry • If required/possible an immediate communication with the necessary adults
Major	• Physical contact fighting with intent to hurt • Major threat - I will kick you, I will meet you after school bringing an object with intent to hurt, violent gesture • Stealing expensive/known important items • Leaving classroom and can longer be seen • Injuries with intent • Major Vandalism - Permanent, racial, swear words • Leaving school grounds during recess or lunch • Repeated defiance that disrupts teaching and learnin	*When possible • 1:1 work with adult • Restorative conversation • Redirect - new task or area • Moved to be on their own • Office call	• Immediate removal • Timeout at lunch or recess for 15 minutes • Miss out on excursion • Write a restorative letter • Extended removal from the classroom/yard when needed	• Restorative conversation • Phone call home • Chronicle entry • Immediate conversation with necessary adults • 3 majors = Parent meeting (with Leadership) • Safety / Behaviour plan

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 Glengala 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

Glengala 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 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

Glengala 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
- SOCS

Glengala 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: https://www.glengala.vic.edu.au/
- Included in staff google drive
- 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 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:

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

POLICY REVIEW AND APPROVAL

Policy last reviewed	September 2025
Consultation	School council September 2025
	Student Leaders September 2025
Approved by	Principal
Next scheduled review date	Before September 2027