



Glen Waverley Primary School

Wellbeing Multi-Tiered System of Support



This map sets out key mental health and wellbeing initiatives across Glen Waverley Primary School. This is not an exhaustive list. Some may operate across more than one tier or differ depending on specific student and cohort needs. Some initiatives are facilitated by external service providers who visit our school to facilitate the wellbeing sessions. Such programs are selected based on student and cohort needs and are made available where capacity allows. For more information regarding mental health and wellbeing support across the school please see Mr. Frank Catalano (Principal), Mrs. Vicki John (Assistant Principal - Wellbeing) or Mr. Ryo Sugihara (Mental Health and Wellbeing Leader).

Tier 1: Universal

Mental health and wellbeing initiatives delivered to all students to promote positive mental health and create an inclusive and supportive school climate, for optimal student learning, development and wellbeing.

The Resilience Project (TRP)	Whole school wellbeing program focusing on Gratitude, Empathy, Mindfulness and Emotional Literacy to bolster student resilience and connection.
Cyber Safety Project	Whole school wellbeing program focusing on digital wellbeing and online safety.
The Stand-Up Project (SUP)	Student-led whole school wellbeing program with a focus on anti-bullying and learning Upstander skills.
Mind, Body & Us	Developed by the teachers at GWPS, the Wellbeing Specialist program focuses on emotional, physical and social health through the Health and Dance curriculums.
Whole School Behaviour Expectations	Supports students to make positive behaviour choices through our School Values of Respect, Global Empathy, Initiative and Integrity.
‘Making Better Choices’ Restorative Roadmap	A flowchart of how teachers can support students to make better choices. This also supports students to reflect on their actions.
Readiness for Learning Tool	A tool to support teachers identify student needs in their classroom.
Wellbeing Surveys	The Resilient Youth Survey and Attitude to School Survey are used to collect student wellbeing data across the school. The TRP Family Survey is conducted to understand community perception of our school’s wellbeing programs.
GEM Chats	Conversation prompts linked to the TRP program to enhance student’s positive experiences.
Morning Routines	The structured morning routines in each year level supports student school readiness for the day.
Brain Breaks	Calming and energizing brain breaks are incorporated as needed throughout the day to support student wellbeing, focus and learning.
Whole School Transition Programs	Through 20XX Day and the First Two Weeks program, the school ensures new and current students have a successful transition into their new year level.
Peer Mediation Program	A student peer support program that supports the development of independence and problem-solving skills in the yard. The student leaders in the program also form the SUP student leadership team.

Tier 2: Cohort Specific

Mental health and wellbeing initiatives catered to specific student cohorts who have specific needs or vulnerabilities. Tier 2 supports are intended to compliment Tier 1 mental health and wellbeing initiatives.

Cool Kids in School Program	Evidence-based program targeting students with anxiety or anxious symptoms. Supports both students and parents through a 10 session program alongside 2 parent information sessions.
LEGO Club	Evidence-based program using LEGO as a therapeutic tool to develop social and communication skills in children.
Quiet Play	Teacher facilitated structured lunchtime play for students who require low stimulus environment.
Cohort Transition Support	Specific transition support targeting particular student needs including: additional Year 7 transition programs, new student groups and transition focused learning.
Social Stencil Program	Evidence-based program to support students to develop social and play skills. This is currently targeting Prep, Year 1 and Year 2 cohorts and is led by a trained facilitator.

Tier 2: Needs-Based Support

Some programs are facilitated by external service providers who visit our school to support the wellbeing program. These programs are selected based on student and cohort needs and data, and are made available where school capacity allows. Below are examples of some of these.

I Can Network: Imagination Club	A program that targets students who require additional support and neurodivergent students, to develop social skills and leadership. Led by a facilitator and a neurodivergent adult mentor.
Canine Comprehension Dog Therapy Program	Supports students with a range of social and emotional needs in a low stakes environment supported by a therapy dog.
SSS Social Skills Program	A targeted, small group program to help students strengthen their social, emotional, and interpersonal skills, facilitated by a trained SSS Social Worker. Currently targeting Year 3 and 4.
Lunchtime Clubs	A range of lunchtime clubs are offered to students to promote engagement and inclusion during playtime..
Interrelate Program	A relationship and sex education program offered to all Year 5 and 6 students linked to Topics 6 & 7 of the Respectful Relationship program.

Tier 3: Targeted

Mental health and wellbeing interventions targeted to individuals who are identified as requiring intensive tailored support to engage positively at school and with their peers.

Student Support Referral Pathways	GWPS has a clear referral pathway which outlines the process in which teachers can take to access individualised support for students.
Individual Education Plan (IEP)	Outlines personalised student goals in their area of need and a list of adjustments implemented to support the achievement of these goals. Certain cohorts of students are mandated to have an IEP (E.g. Koorie students, out of home care, etc).
Other Students Support Plans	Beyond IEPs, some students may have access to other personalised support plans such as Behaviour Support Plans, Toileting Plans etc.
Student Support Groups (SSG)	A partnership between schools, parents/carers, the student and relevant agencies. The group works together to plan and support the educational, health, social, cultural and emotional wellbeing of students with diverse learning needs.
Disability Inclusion Profile	Students who require substantial or extensive adjustments across a range of functional needs within school may meet the criteria for a Disability Inclusion (DI) Profile. The school follows the DI requirements outlined by the Department of Education: https://www.vic.gov.au/disability-inclusion-extra-support-children-disability
Individualised Transition Support	Personalised transition support including individual visits to their new classrooms, creation of personalised social stories and return to school plans.
School-Based Allied Health Services	GWPS currently provides school-based access to the following allied health services: school nurse, school counsellor, psychologist and speech pathologist.
Department of Education Student Support Services (SSS)	Psychology, speech pathology and social work services, as well as cognitive assessment can be accessed through the Department of Education to support a range of student learning needs.
1:1 Student Support during playtimes	Individual support from a teacher or learning assistant for students who benefit from adult scaffolding, guidance and structure to engage proactively and successfully in outdoor play.
1:1 Classroom Support	Individual support from a learning assistant for students who benefit from adult scaffolding, guidance and co-regulation to engage successfully in classroom learning.