



WELL-BEING POLICY

WYNDHAM COLLEGE
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WELL-BEING POLICY

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WELL-BEING POLICY

RATIONALE:

Wyndham College has a whole college approach to the well-being of our students. The aim of the program is to develop moral and social values, and to enhance each student's capacity to be emotionally resilient and socially competent.

Our whole college approach aims to foster a supportive and connecting environment which encourages students to learn from their experiences and the experiences of others. Students will develop important inter and intra-personal skills through the focus themes of co – operation, respect, responsibility and leadership.

Particular responsibilities for student welfare fall on the shoulders of Year Advisers, Head Teacher Well-Being, Deputy Principals, Principal, School Counsellor & School Chaplain. The Well-Being team meets weekly.

The role of the Well-Being team is to –

- Monitor student progress and behaviour through the “Referral and Notification” system used by **ALL** staff.
- Conduct case discussions of selected students involving class teachers, to pool information and develop strategies to assist students.
- Collect and share information relating to student welfare matters.
- Invite guest speakers to speak about aspects of student welfare.
- Co-ordinate Crossroads program in various events over the two years
- Co – ordinate and communicate with teachers, parents and students on matters concerning the welfare of students.
- Initiate, develop, co-ordinate and evaluate programs that promote student and staff welfare.
- Implement DoE policies including Child Protection and Anti-bullying program & Anaphylaxis.

Teachers are able to use the Well-Being team through–

- Referral of a student through the Head Teacher, Year Adviser or Counsellor.
- Having the committee assess the ‘whole school’ welfare of a student.
- Participating in meeting discussions.
- Requesting assistance and support in many areas-e.g. behaviour problems, student self-esteem, positive reinforcement, learning difficulties, home or peer problems.
- Requesting student “background in formation” which may help in planning classroom strategies for dealing with students.

Students and parents may also find the Well-Being Team of assistance for-

- Self-referral by students
- Referral of students by parents
- Parents coping with adolescents
- Students coping with life problems

WELL-BEING AIMS

1. To promote the academic, emotional, social and physical development of each student.
2. To promote the idea that student welfare is intrinsic to the education process.
3. To initiate and integrate programs into the school curriculum that will maximize student development and produce a broader based welfare network within the school.
4. To ensure the welfare of staff through support networks, counseling, professional learning and stress management.
5. To inform students, staff, parents and the community of the welfare program, the educational demands on, and the progress of students and the services available.
6. To implement DoE policies, including Child Protection, Anti-bullying & Anaphylaxis.

This is an ongoing process subject to continuous evaluation and annual review.

The student's needs will be addressed through a sequential and informative crossroads program for Year 11 and 12 students.

Differing stages of development and learning styles will be accommodated through a variety of approaches e.g. cognitive, behavioural, experiential, skills development and environmental.

The team seeks to provide for the basic needs of adolescents and also the specific needs of the students of this school. Students, staff and parents are regularly surveyed to determine areas of concern and the most effective methods of dealing with these concerns.

CHILD PROTECTION AND MANDATORY REPORTING

The Department of Education requires that all employees of DoE must report where they have reasonable grounds to suspect risk of harm to a child or a young person.

How to Report

Members of staff must:

- Inform their Principal/supervisor when they have reasonable grounds to suspect risk of harm to a child or young person or a “class” of children or young people.
- Provide relevant and available information required by the Principal to assist in the report to the helpline.
- Ensure that a report has been made to appropriate authority
- Report directly to the Helpline if there are reasons precluding a report being made to the Principal.

If a staff member is concerned about a child or young person but is unsure about whether to report, he or she should consult with the Principal or with the Helpline.

Where it is suspected that a crime had been committed, irrespective of the age of the victim or the passage of time, the police must be advised.

DoE staff are not to investigate reports – this is the responsibility of officers of the Police Service.

When to Report

The *Children and Young Persons (Care and Protection) Act 1998* refers to reports being made when there are reasonable grounds to suspect risk of harm to the child or young person.

A child or young person is at risk of harm if current concerns exist for the safety, welfare and well-being of the child or young person because of the presence of one or more of the following circumstances:

- (a) *the child’s or the young person’s basic physical or psychological needs are not being met or are at risk of not being met*

- (b) the parent or other carers have not arranged and are unable or unwilling to arrange for the child or young person to receive necessary medical care*
- (c) the child or young person has been, or is at risk of being, physically or sexually abused or ill-treated*
- (d) the child or young person is living in a household where there have been incidents of domestic violence and, as a consequence, the child or young person is at risk of serious physical or psychological harm.*
- (e) a parent or other carer has behaved in such a way towards the child or young person that the child or young person has suffered or is at risk of suffering serious psychological harm.*

(Section 23 Children and Young Persons (Care and Protection) Act 1998)

A report can also be made if a child or young person is homeless (Sections 120 and 121 *Children and Young Persons (Care and Protection) Act 1998*). For a child this will form part of the risk of harm considerations. For a young person, a report relating to homelessness needs to have the agreement of the young person.

Implementing Child Protection

In the course of their work, DoE staff have a duty to take reasonable care to protect children and young people against risks of harm which should have been foreseen.

Staff are expected to:

- Plan for a safe environment in all relevant activities conducted taking into account gender, age, maturity and cultural factors
- Assess the levels of risk of harm of specific activities and develop and implement strategies to minimize risk
- Support children and young people in ways that are responsive to their needs and are appropriate to staff roles
- Be aware of indicators of abuse and neglect in children and young people
- Report concerns about risk of harm
- Restrict the sharing of information to circumstances when it is absolutely necessary for professional reasons, bearing in mind the child's or young person's right to privacy

- Participate in relevant training and development
- Follow departmental guidelines in the provision and exchange of relevant information to progress investigations, assessments and case management as permitted by law.
- Document using Sentral system, ticking the confidentiality tag to ensure limited access to information.

ANAPHYLAXIS

- Relevant training to occur each year for all staff
- Use of ASCIA plans for all students and staff who suffer from anaphylactic reactions.
- ASCIA plans to be visible in a staff area with epipens provided at various locations around the school. This will be advertised to all staff regularly throughout the school year.

WELL-BEING TEAM

Principal
Deputy Principal – Year 12
Deputy Principal – Year 11
Deputy Principal – Collegiate
Head Teacher Well-Being
Head Teacher Support
Counsellor
Year 11 Advisers
Year 12 Advisers
Chaplain

ROLE OF WELL-BEING TEAM

- 1.** To raise issues of student welfare at Well-Being meetings, Faculty meetings and Staff meetings that relate specifically to student needs, or take up these issues with the school staff.
- 2.** To be an active member of the team, this meets each week.
- 3.** To liaise with the school counsellor.
- 4.** To preserve confidentiality where necessary.
- 5.** To maintain confidentiality between Counsellor and key personnel.
- 6.** To pass information to the appropriate person/level maintaining a respect for confidentiality.
- 7.** To involve parents in the welfare process.
- 8.** To participate in the development, implementation and evaluation of programs to meet the welfare needs of the school.
- 9.** To counsel students/teachers on a wide range of needs directly or indirectly associated with school.
- 10.** To maintain accurate and comprehensive records on each student in our care.
- 11.** To actively promote the Well-Being policy of the school and wherever possible broaden the school and communities awareness of and involvement in student welfare.
- 12.** To implement DoE policies, including Child Protection and Anti-Bullying Plan & Anaphylaxis.

ROLE OF HEAD TEACHER WELL-BEING

Education Leadership

- Collaboratively develop a shared student welfare vision and purpose
 - Student Welfare Management Plan
 - Student Welfare Programs
- Implement, monitor and support the college's Student Well-Being Policies, programs and practices in accordance with the departmental policy and guidelines, ensuring that all staff understand and apply appropriate procedures.

Educational Programs

- Collaboratively develop and manage the implementation of the Connect /Life Ready program. Evaluate and refine program(s).
- Collaboratively develop programs involving specific needs of the cohort in welfare issues (eg anti bullying)
- Ensure that student welfare is integrated into teaching and learning programs.

Learning Outcomes

- Welfare programs are expressed in terms of learning outcomes and indicators of success.
- Analyse school based and system-wide data to ensure that welfare programs and individual welfare plans meet the needs of all students
- Evaluate all programs and ensure that resources are allocated efficiently and effectively.

Student Welfare

- Implement, monitor and support the college's Student Welfare Policies, programs and practices in accordance with the departmental policy and guidelines, ensuring that all staff understand and apply appropriate procedures.
- Manage day to day student welfare issues
- Manage the Student Award Scheme with the College.
- Support and negotiate on behalf of students experiencing difficulties- support student on review.
- Liaise with the learning support team to support students with learning difficulties (Integration)
- A collaborative member of the Learning and Support team.

Team Well-Being, Development & Management

- Build a supportive, collaborative and effective Well-Being team.
- Negotiate specific roles, duties and responsibilities with team members

- Facilitate the growth and professional development of team members.
- Lead team in the development and implementation of effective communication and decision making processes.
- Chair meetings
- Liaise with Executive regarding issues raised by Well-Being Team
- Follow up issues referred by Year Advisers and other members of the team.
- Maintain all documentation.

Physical and Financial Resource Management

- Program budget is developed and monitored

School and Community Participation

- Promote school community participation and the development of effective working partnerships
- Liaise with parents, welfare team, senior executive, executive, external agencies, learning support team.

ROLE OF STUDENT ADVISER

- Attend Transition meetings and assist with the process of introducing the collegiate students to Wyndham
- Identified student issues from enrolment forms are followed up and assist with the creation of relevant plans for students that need them.
- Monitors their allocation of the grade actively
- Actively supports and encourages students with applications regarding scholarships, further opportunities etc.
- To welcome new students and ensure that they settle into Wyndham College as smoothly as possible.
- To be available to students for assistance and guidance in all matters concerning students in the year and refer on if needed.
- To raise issues of concern at Welfare Meetings
- To assist in the development and implementation of welfare programs for the benefit of the students. During long Connect sessions, Life Ready Days, School Spirit/Multicultural Day to actively supervise and support staff and students in the delivery of the materials.
- To co-operate with other staff members in identifying, counselling and monitoring students where underachievement in a number of their subjects and/or inappropriate social behaviour and/or poor attendance is evident. Assist Deputies with pre and post academic review process.
- To follow up student progress by commenting on students reports. HT'S to check the subject content and Year Adviser to make an overall comment.
- To collect and pass on work for students who are ill for extended lengths of time and liaise with teachers regarding their progress.
- To maintain a record on Sentral of interviews with students in the year.
- To hold parent interviews when appropriate and attend Parent Teacher events for duration of time.
- To hold Year Assemblies to disseminate information to the group. Issue Merit awards regularly to students on assembly. Extra assembly times can be created when needed providing it follows Connect, rotates between the days each time and Executive to be informed and approve it.
- To assist Year 12 Graduation and Year 11 Presentation Day organizer, assist the student and teacher helpers organize the formal, jerseys (hand out notes in term 1), Principals morning tea, HSC BBQ, etc.
- To co-ordinate the writing of references for the school leavers. Year 12 references to be handed out in term 4 the week after the HSC finishes. Sign out process organized with Deputy to issue references.

ROLE OF PLATINUM YEAR ADVISER

- Promotion of PLATINUM program at all feeder schools during the transition process from Year 10 to 11.
- To welcome new PLATINUM students, in both Year 11 & 12, and ensure that they settle into Wyndham College as smoothly as possible.
- To be available to all PLATINUM students for assistance and guidance in all matters and refer on if needed.
- To attend and raise issues of concern at Welfare Meetings
- To assist in the development and implementation of welfare programs for the benefit of the students, particularly those in PLATINUM. During long Connect sessions, actively supervising to support staff and students in the delivery of the materials.
- To co-operate with other staff members in identifying, counselling and monitoring students where underachievement in a number of their subjects and/or inappropriate social behaviour and/or poor attendance is evident.
- To follow up student progress by commenting on PLATINUM students reports in both Year 11 & 12. HT'S to check the subject content and Year Adviser to make an overall comment.
- To collect and pass on work for students who are ill for extended lengths of time and liaise with teachers regarding their progress.
- To maintain a record on Sentral of interviews with students in the year.
- To hold parent interviews when appropriate.
- To hold Year Assemblies to disseminate information to the group. Issue Merit awards regularly to students on assembly. Extra assembly times can be created when needed providing it follows Connect, rotates between the days each time and Executive are informed and approve it.

PROCESS GUIDE FOR YEAR ADVISERS

▪ Be an advocate for the student

▪ REFERRALS

Welfare

Feedback to teachers if requested

List on Welfare agenda

Asterisk if discussion needed

Unsatisfactory Progress

Informal investigation if necessary, otherwise only deal with these if you receive several on the same student within a relatively short space of time (e.g in a term)

If needed, a progress report on Sentral and contact with parents.

▪ PARENT CONTACT/REQUESTS

Progress report if required / information to teachers

Student interview if required

List on Meeting agenda

Phone follow-up

Parent interview if required

▪ APPROACH FROM STUDENT

Minute meeting

Welfare referral

Determine action (teacher advised if required, parent advised if required)

See Head Teacher Well-Being if unsure

▪ DIFFICULT SITUATIONS

Consult Head Teacher Well-Being

Refer to Counsellor

If DOCS referral a possibility, it is mandatory you see the Principal and no one else

Year Adviser – student advocate and support person

PARENT INTERVIEWS

Attempt phone interview

For sensitive interviews the Year Adviser is advised to have either the Deputy Principal, Head Teacher, School Counsellor or other staff member, present for interview at school

▪ ANY DISCIPLINE ISSUE

Refer directly to faculty Head Teacher or Deputy Principal

Year Adviser – student advocate and support person

- **MONITORING**

Refer to Monitoring Policy and Procedures

ROLE OF SCHOOL COUNSELLOR

The school counsellor works in the school to assist and complement the school's student welfare programs and practices. This is achieved in a variety of ways. Specifically, the school counsellor at Wyndham College provides a counselling and psychological service to students. This may involve working with parents and carers, and with staff.

The work includes:

- Assisting students in need of help with personal problems, educational and career planning difficulties.
- Working with staff in planning and facilitating appropriate responses to the welfare needs of students.
- Collaborating with members of the Learning Support Team and the Well-Being team on whole school and targeted initiatives to improve social and emotional wellbeing of the school community.
- Assisting schools to identify and address learning difficulties and disabilities that affect the learning and wellbeing of students.
- Liaising with other agencies concerned with the wellbeing of students.
- Providing information and advice relating to policy procedures and resources available to the Principal and staff.
- Documenting meeting appointments on Sentral

ROLE OF THE SCHOOL CHAPLAIN

- 1) Raise the students awareness of the Chaplain in school community, exploring student groups
 - HT Well-Being to introduce at school assembly .
- 2) Support the students physical, mental and spiritual well being
 - Spend the available lunchtimes and recess to walk around the playground and speak to the students on an informal basis.
- 3) Helping School Counsellors and Staff in offering Welfare Services
 - Referrals to/from Counsellors
 - Consulting with the School Counsellor & Deputies each day to discuss any matters.
 - To attend the Welfare Conference
 - To develop activities for SRE days along certain themes.
- 4) Support in cases of bereavement, family breakdown or other crisis and loss situation.
 - To be aware of any situation and show support to the family. At present this has only occurred through referral.
 - Approach family through the sending of a sympathy card in the case of bereavement and any follow up that may need to occur.

Wyndham Award System

Staff can nominate students for awards in a range of categories by using the Sentral system which provides a digital count of entries and the SASS person working in the Print room monitors the progress of students and prints out the next level certificate and delivers these to Head Teacher for distribution.

Categories-Academic, Sport, Extracurricular, Citizenship, Attendance

