STUDENT WELLBEING POLICY

Rationale:

- Student Wellbeing is inherent in the development and implementation of all policies at Kooweerup Secondary College.
- Our college endeavours to promote a healthy, supportive and secure environment for all young people and to raise awareness of what makes students resilient, to develop strategies to reduce vulnerabilities and to increase coping skills.
- Students are best equipped for success when their emotional, social, physical and academic needs are all being addressed.

Aims:

- The college is a positive environment in which all teachers assume responsibility for student wellbeing, endeavouring to provide successful experiences for all young people.
- It is a place where young people feel safe and secure in a supportive environment and where a sense of belonging and wellbeing are strengthened.
- Young people develop positive social behaviours and problem solving skills.
- Staff are confident, skilled and proactive in the management of student wellbeing issues.
- Communication processes and protocols are clear and well known to ensure the effectiveness of student wellbeing support.

Implementation:

- Student Wellbeing is a shared responsibility between school, home and the community.
- The college will appoint a staff member who will coordinate student wellbeing across the college.
- The college will adopt a proactive and strategic stance with issues of student wellbeing. Comprehensive and integrated support to all young people will be provided via the four levels of intervention:
  - primary prevention
  - early intervention
  - intervention
  - restoring wellbeing
  Refer to: ‘Framework for Student Support Services 1999’.

- The college will implement wellbeing support structures and programs which prioritise and address the identified needs of individual students or the school as a whole and that help implement the aims of the policy. Refer to: ‘Framework for Student Support Services 1999’.

- The college will endeavour to implement and maintain programs such as: -
  - Loss/Grief program
  - Student/Teacher Buddies/Mentors
  - Peer Mediation
  - Drug Education, including the “Why can’t you smoke in school program’
- Programs across the school to develop resilience, social skills, conflict resolution and problem solving eg: ‘You Can Do It’, ‘Me, Myself and Others’, ‘Stop, Think, Do’
- Pastoral care/activities.
- Parenting programs

• The college will provide the following support structures: -
  • Monitoring of, and responding to, protracted student absences
  • Trauma Management plan
  • Protocol for Mandatory Reporting, including support for students 17 yrs and over
  • Student Support Groups for young people in need
  • Addressing Bullying policy
  • Assistance with uniform and books

• The college will also access outside services to provide support for students and staff which include: -
  • Psychologist for psychological and academic assessment
  • Mentors – providing support for ‘at risk’ children
  • Department of Human Services case managers and support workers
  • Social Workers to provide services such as counselling, social skills and anger management programs.
  • Adolescent Health Nurse to provide counselling and to assist with programs
  • Relevant DE&T support staff
  • C.A.S.A. [Centre Against Sexual Assault]
  • Child and Adolescent Mental Health services (CAMHs)
  • Strengthening Families
  • School Focussed Youth Service
  • Uniting Care Connections/ Grassmere
  • Windermere Family Services
  • Alternative school settings eg Myuna Farm, Burremah, Blackwood
  • St Vincent De Paul
  • Service organisations eg Rotary, Masonic Lodge

• The college will endeavour to cater for: -
  • Children identified with specific wellbeing issues by creating support groups, developing appropriate individual programs including goals, monitoring performance and behaviour, and providing ongoing support.

• Longitudinal data (eg term reports to College Council) will be collected regarding frequency and types of wellbeing issues, so as to monitor and review school based strategies and approaches.