

## STUDENT WELLBEING PROCESSES

### INTRODUCTION:

Wellbeing refers to students' social, emotional, moral, spiritual and physical development. Evidence suggests that these elements are integral rather than incidental to learning. Listed below are some of the initiatives we have in place in our school. This is not an exhaustive list.

<b>PRIMARY INTERVENTION</b>	
Primary preventions are structures that facilitate belonging and promote wellbeing.	
School Wide Positive Behaviours	School Wide Positive Behaviours is a framework that helps us create universally accepted behaviours, teach these to our students, and then positively reinforce students choosing to follow these behaviours.
School Celebrations	Every year we have a wide range of school celebrations including school camp, inter-school sport, student leadership program, Mother's & Father's day celebrations, swimming program, bush dance, ANZAC day and religious celebrations such as Sacraments, St. Margaret's Feast day and prayer services. These programs all promote general wellbeing.
Bravehearts	This program has been produced in consultation with experts from both child protection and education sectors to develop non-confrontational educational resources that engage children. An essential part of this program encourages children to speak to someone they trust when they feel unsafe or unsure.
Family Partnerships	This project aims to further develop and strengthen our Family-School Partnerships to enhance student learning. We acknowledge the value of working in partnership with families for the benefit of student outcomes, wellbeing and life chances. This is demonstrated through Learning Walks, open classrooms, learning expos, curriculum evenings, school assemblies and social events.
eSmart	We have participated in the national eSmart training program. The eSmart program aims to support students in learning about cyber safety and how to deal with cyber bullying.
First Aid	Our staff have completed and maintain up to date training in First-Aid. Staff have completed specific anaphylaxis and asthma training aimed at providing a safe environment for our students.
<b>EARLY INTERVENTION</b>	
Early interventions are programming and planning interventions that target students identified as at risk of not reaching their full potential.	
Program Support Group Meetings	For those students identified as 'at risk' in their academic or social learning we have Program Support Group Meetings (PSGs) each term. In these meetings parents, the student's teacher and school leaders discuss the student's

	progress and needs. When required or requested outside experts or a parent advocate may also attend these meetings
Personalised Learning Plans	For those students identified as 'at risk' in their academic or social learning we develop and implement a Personalised Learning and/or Behaviour Management Plan. In these plans teachers and parents identify strategies and set goals to support the student in his/her learning.
Speech Pathologist	The school's Speech Pathologist conducts a variety of language assessments and implements targeted intervention, small groups or one on one.
Developmental Psychologist	Students and parents have access to be referred to an internal Developmental Psychologist to provide necessary assessment procedures and relevant support to student needs.
Catholic Education Office Support Services	The Catholic Education Office provide specialist Speech Pathologists, Education Advisors, Visiting Teachers and Psychology services. When teachers refer students identified as 'at risk', these specialists assess and identify the student's learning priorities and provide advice and support to best meet the learning needs of the student.
Occupational Therapy	In partnership with Deakin University, we have undergraduate Occupational Therapy students provide support to individual students and advice to teachers.
Learning Intervention	We have systems within the school to help cater for early intervention across the school and small group targeted intervention. In the junior area there is a Learning Support Officer (LSO) in the foundation and grade one year levels that helps to delivery targeted intervention. In grades 2 – 6 there is a third teacher that assesses students and develops and implements modified learning programs that cater for students' needs
Peaceful Kids	A developmentally appropriate program that gives children the skills, practice and support to utilize coping strategies that lessen the symptoms of anxiety and stress through the use of mindfulness and positive psychology strategies. Students will be identified in conjunction with teachers and parents. This intervention program is delivered in a small group capacity.
<b>POSTVENTION</b>	
Postventions address circumstances that require specialist support, management of trauma, limiting impact and developing social learning.	
Communication	When a teacher judges that parents should be informed he/she will phone or speak in person with those parents. This is a key element in sending a message to the child that we are working together to support and guide his/her social learning.