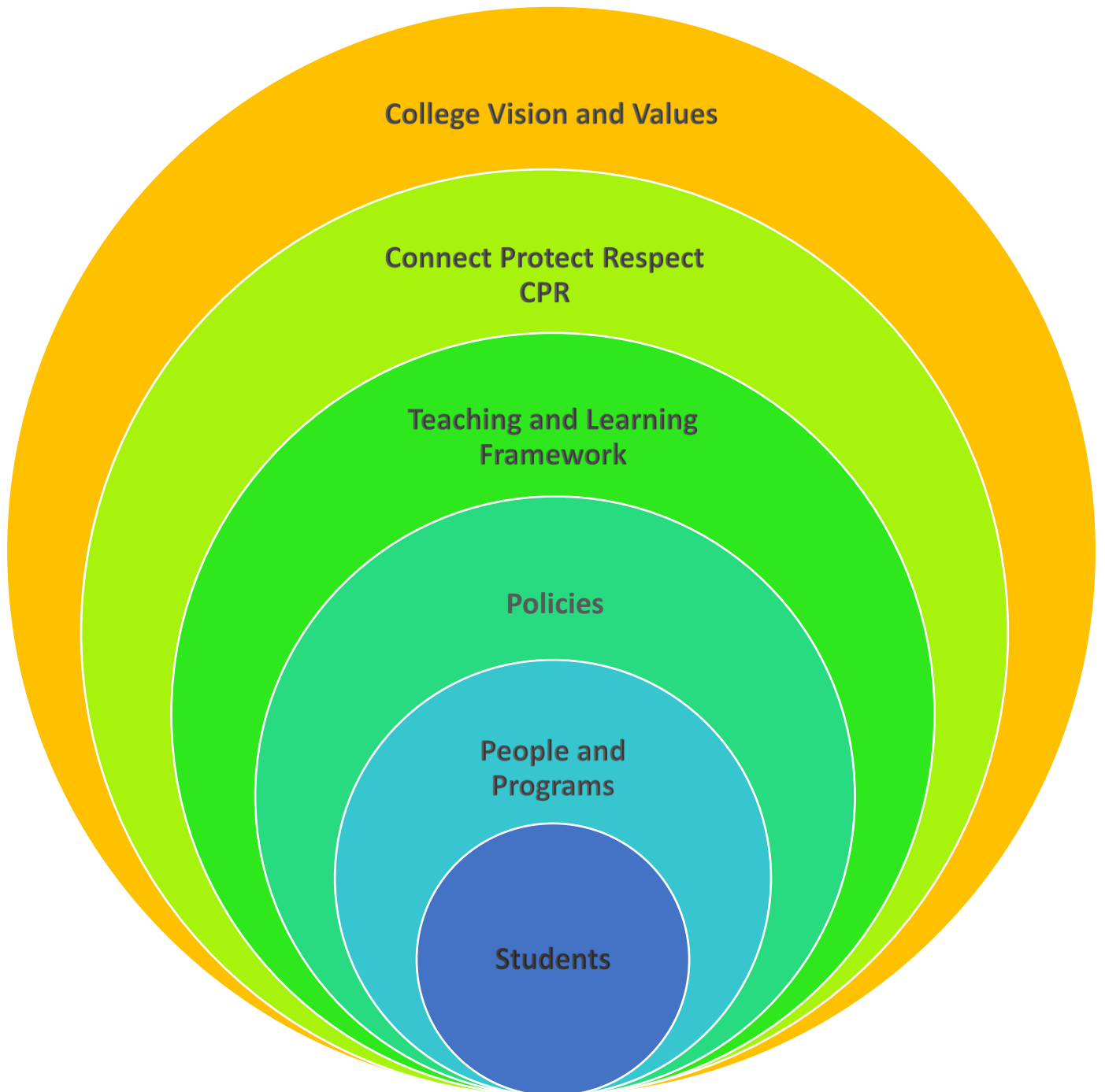




STUDENT WELLBEING FRAMEWORK

SUMMARY

The Student Wellbeing Framework provides a broad overview of the College's approach to student wellbeing. Students are at the heart of this Framework. Supporting all students to develop resilience through cultivating a culture where all feel Connected, Protected and Respected is fundamental to the success of this work. Students are supported by each layer of the framework starting, most broadly, with the vision and values of the College.



COLLEGE VISION AND VALUES

St Albans Secondary College's vision and values are integral to the work that we do and are the foundation of our school community. Students, staff and members of our school community are encouraged to live by and demonstrate our core values, at every opportunity.

Vision

St Albans Secondary College is dedicated to providing an environment that values excellence and is respectful of all members of the community. Our goal is to inspire each individual to achieve their potential and to take their place with confidence in our changing society.

Our Values are

Leadership, Excellence, Integrity and Respect

Our Statement of Values is available online at: <http://stalbanssc.vic.edu.au/our-college/our-vision-values/>

CONNECT PROTECT RESPECT - CPR

Our vision for wellbeing is to support all members of our school community to develop a resilient mindset by striving to ensure everyone feels **Connected**, **Protected** and **Respected**



Guiding Principles

- Resilience is key to staff and student wellbeing and is essential to ensure *EXCELLENCE* for all staff and students. Resilience refers to 'the ability to cope or 'bounce back' after encountering negative events, difficult situations, challenges or adversity and to return to almost the same level of emotional wellbeing' (Cahill, Beadle, Farrelly, Forster and Smith, 2014).
- *LEADING* a culture of resilience where everyone feels Connected, Protected and Respected is a fundamental aspect of everyone's core business. This involves *RESPECTING* diversity, celebrating difference, and demonstrating positive regard for each other
- Student wellbeing is maximised when we teach with *EXCELLENCE*. This means we are all committed to using our teaching and learning framework to create a safe, orderly classroom and a stimulating learning environment, where every student is engaged and challenged
- We have a collective responsibility (personal *INTEGRITY*) to work towards building resilient mindsets in ourselves, our colleagues, our students and our peers
- We are committed to student voice and staff engagement in order to increase the impact of teaching and learning, to maximise support and mutual *RESPECT* for all members of our school community, and to implement suggestions and innovation
- Collaboration is a key aspect of growing and maintaining a culture of resilience and *RESPECT*. Staff and students who work together and support each other feel Connected, Protected and Respected.

TEACHING AND LEARNING FRAMEWORK

Our Teaching and Learning Framework is our guarantee to students to ensure the College provides a supportive learning culture, a high quality curriculum, high impact teaching and learning, and diagnostic, formative & summative assessments that are used to monitor students' learning and to plan for teaching. The link between teaching and learning and wellbeing is clear: student wellbeing is improved if all students can experience success in the classroom in a safe and supportive learning environment.

POLICIES

Key policies that operationalise our vision for wellbeing are:

- Wellbeing and Engagement Policy
- Inclusion and Diversity Policy
- Bullying Prevention Policy
- Student Sexual Harassment Policy
- Student Management Policy
- Child Safe Policy and Code of Conduct
- Student Voice Policy
- Mobile phone Policy
- Digital Technology Policy
- DET Occupational Health and Safety Policies

PEOPLE AND PROGRAMS

Staff

All staff play an active role in supporting the wellbeing of students as outlined in the guiding principles. This involves prioritising building relationships with students, using and modelling the language and strategies of resilient mindsets and fostering a positive learning environment and culture of continuous improvement. This also includes modelling appropriate social interactions, emotional intelligence and productive coping skills, and assisting students with referrals to Sub Schools for wellbeing support when required.

Sub Schools

Sub Schools play a fundamental role in supporting the wellbeing and engagement of students. Each student is allocated a Year Level Coordinator (YLC), who is their key contact and support person while at school. This is to ensure that every student at the school is known well by at least one person. YLCs are also responsible for developing productive relationship with parents and supporting teachers to create a positive climate for learning. Building strong partnerships with families is paramount to the success of our approach to student wellbeing at the College.

Wellbeing Team

The Wellbeing team consists of three Wellbeing Officers/Social Workers, a Mental Health Practitioner, a part time Student and Family Engagement Officer and a part time Programs Officer. The Wellbeing Team also consists of a number of external partners: A General Practitioner, a Youth Health Promotions Nurse and a Psychologist. This team of skilled and specialised wellbeing staff provide case management and therapeutic interventions to students. They work closely with Sub Schools and parents to monitor and support the wellbeing needs of students. They also complete risk assessments and liaise with the Department of Education Student Support Services Team, as required.

Students may also access the Wellbeing space before school and during break times to self-refer for support from the Wellbeing team. The Wellbeing space is a quiet, inclusive space provided to support students' emotional and social wellbeing.

Individual Needs

The Individual Needs Team supports students who meet the criteria for the Program for Students with Disabilities to access the curriculum. The team is comprised of a program coordinator, Speech Pathologists and trained Education Assistants. They provide speech therapy and a range of targeted learning interventions to support students' learning and wellbeing. This includes the SPELD program and the Life Skills Program.

Proactive Programs

The school provides a range of targeted proactive programs to support students' social and emotional development and create a positive climate for learning. This includes the Respectful Relationships Program, Student Voice and Leadership programs, Breakfast Club, study support, a wide range of extracurricular programs and specific wellbeing programs and interventions.

Learning Manager Program

Each homegroup in Year 7-9 is monitored by a Learning Manager, who teaches them Integrated Studies (IS) in Year 7 and 8 and Humanities in Year 9. The Learning Manager works closely with the Sub Schools to monitor students' social and emotional wellbeing and academic progress. This is further supported through a targeted curriculum where students spend one lesson per week learning how to develop their resilience, engage in respectful relationships and develop effective study and effort goals.

SAFEMinds

Developed by Headspace in partnership with the Victorian Department of Education, SAFEMinds is a comprehensive professional learning and resource package that enhances the capacity of educators and school communities to effectively identify children and young people with early signs of mental health concerns, implement school-based interventions, and refer to other support services as needed. The school proactively uses this program and resources to ensure our responses to student wellbeing needs are evidenced based and align to industry best practice. All staff in Wellbeing, Sub Schools and Individual Needs are trained in SAFEMinds.

Restorative language

The school supports the use of restorative language in our conversations and interactions with students. Restorative language can be used to help support students repair relationships that have been damaged and help develop resilience in young people by growing relationships. The rationale behind this approach is that when people reflect upon their behaviour, they are more likely to demonstrate remorse and act restoratively. By focusing on the unacceptable behaviour rather than an individual's traits it can lead to healthier interpersonal relations among members of the school community and more effective learning. Sub School staff receive training in using restorative language and this concept is a key facet in our approach to behaviour management.

Self Care and resilience education

The College has developed self care strategies to promote students to develop healthy coping strategies and resilience. There are posters displayed around the College listing the self care strategies and they are also outlined in student diaries. The student diaries also contain evidenced based activities developed by the *Resilience Project* to support student grow their resilience and practice self care.

STUDENTS

As mentioned in the introduction of this document, students are at the heart of this framework. Students also play a role in supporting each other's wellbeing. Students are taught strategies to develop resilience and engage in help-seeking behaviour from appropriate support services. Students, through their social interactions and actions, ensure all students feel Connected Protected and Respected.

References

Cahill, H. Beadle, S., Farrelly, A., Forster, R. and Smith, K. (2014), *Building resilience in children and young people: A Literature Review for the Department of Education and Early Childhood Development (DEECD)*, <https://www.education.vic.gov.au/Documents/about/department/resiliencelitreview.pdf>

Fuller, A. (2019). *How to Increase Resilience*, <https://andrewfuller.com.au/wp-content/uploads/2019/06/HowtoBuildResilience.pdf>