



EUROA SECONDARY COLLEGE

“A united community where everybody has responsibility in preparing youth for their future.”

Challenge Empowerment Resilience Respect

Student Welfare Policy

Whilst this policy is aimed at providing support generally for “Students at Risk”, implicit in it is the inclusion of approaches to deal with issues relating to Youth Suicide Prevention.

Guidelines for this policy will be consistent with curriculum and welfare issues expressed in the Department of Education’s Schools of the Future Reference Guide and the Framework for Student Support Services in Victorian Government Schools.

Basic Beliefs

1. Euroa Secondary College promotes a healthy, supportive and secure environment for students, with targeted support for students with learning difficulties and those deemed to be “at risk”.
2. Euroa Secondary College has a responsibility to enhance the social, emotional and physical well-being of students so that their learning potential is maximised.
3. The College’s curriculum, organisation, culture and physical environment are important determinants of student welfare. A range of curriculum programs will be provided that are aligned with the VELs guidelines and which address prevention of and response to risk factors, particularly in the Health & Physical Education Domain areas.
4. Promoting the welfare of students relies on the co-operation of all sections of the community and is an essential aspect of every teacher’s role.
5. The College acknowledges the important role of the school nurse in teaching health issues to students and counselling where appropriate.
5. Relationships in our College are based on the core values and concepts of Challenge, Empowerment, Resilience, and Respect.

Principles

1. Student welfare is a shared responsibility between school, home and the community. All families are encouraged to be involved in issues relating to this policy.
2. School should be a positive environment in which all teachers assume responsibility for welfare and each student is provided with success experiences. Teachers are encouraged to respond and correspond in a proactive and positive way to families about the successes of each student.
3. All students have access to welfare and support services.
4. Clear, well known communication processes and protocols (*eg. with DHS, Police, agencies and service providers, Local Government*) are critical to the effectiveness of student welfare support. Protocols should address the confidential nature of dealing with student welfare issues.

Guidelines

1. The Student Management Team will be responsible for the co-ordination and regular review of this policy in consultation with families, staff and relevant community members.
2. The school will implement welfare support structures and programs which prioritise and address the identified needs of students. The stages at which support may be provided are:
 - a) **Primary Prevention** : programs which develop resilience, through enhanced life skills and protective factors - *Peer Support, Reach Foundation, Beacon Foundation, Student Forum, Camps*
 - b) **Early Intervention** : strategies and processes which assess and manage individuals and groups identified as high risk – *Numeracy and Literacy assessment, Corrective Reading,*

Numeracy Intervention, Psychological consultation with Lewis & Lewis. Also peer Group training, individual and group counselling

- c) **Intervention** : provision of crisis support for individuals with clear suicide behaviours. *Individual welfare plans, behaviour management programs with the psychologist*
 - d) **Post vention** : implement a critical incident response plan. This plan is to be reviewed annually and include responsibilities of co-ordinating personnel and other staff, flow chart of communication links, protocols and procedures for contacting and dealing with outside agencies, and debriefing arrangements for affected personnel. Refer to *Critical Incident Response Plan when applicable*.
3. Welfare programs and student service provision will be supported by funding and where possible time release for teachers to enable:
 - employment of services to conduct support programs which focus on addressing student welfare issues;
 - individual and group student counselling;
 - skill development for students, teachers and parents.
 4. Concerns regarding the appropriate nature of curriculum content for the teaching and learning of issues which may relate to “Student at Risk behaviours” will be referred to the Student Management & Services Team. The group will forward its recommendation to the Principal for a final decision. (Note: There is considerable evidence to recommend that Youth Suicide is not taught in schools as a means of addressing ‘at risk’ behaviour).
 5. For school based case management of students, continuity of care is supported by a process of co-ordination with other agencies, transfer to other schools and transition.
 6. A Code of Conduct exists to promote self discipline, the notion of natural consequences rather than punishment. This code has been developed according to the DoE guidelines (1994) and applies to all members of the College community.
 7. Students will be allocated to houses for home groups and sport organisation.
 8. Years 7 – 9 students are allocated to home groups in the Junior Sub-school, and similarly for years 10 – 12 students in the Senior Sub-school.
 9. The implementation of the Student Welfare policy within the College will be the responsibility of the Year Level Co-ordinators and Sub-school Leader in conjunction with the Home Group teachers, the Assistant Principal and Principal, with the support of all teachers and the School Nurse.
 10. Year Level Co-ordinators and the Sub-school Leader will liaise with the Assistant Principal prior to referring students to Regional and other welfare support personnel. Students may directly contact the School Nurse.
 11. Students’ welfare and learning will be enhanced by active participation in the College’s organisation and curriculum.

District Biannual Review Panel

The Strathbogie Cluster of schools should meet twice yearly to discuss welfare / youth concerns relevant to the district. The Cluster’s main focus will be to discuss, investigate and recommend best practice procedures to be available for use by schools in the district, ie. programs / guest speakers currently working well in one school could be utilised by others in the district. Data from the Attitude to School Survey should be central to any discussion.



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Student Welfare Programs

Year 7	<p>Gorgeous Girls (self esteem, body image) All about Me... Rock & Water Health Education (2 periods /week – personal hygiene, fitness, smoking) Motivational Media Transition Camp to Lake Nillahcootie</p>	<p>School nurse Trained teacher Health & PE teachers</p>	<p>Level Coordinator/Team leaders/class teachers Student Forum (bullying, peer connectedness, school connectedness, learning confidence) Aiming High</p>
Year 8	<p>Friends for Life (looking out for one another, addressing bullying, relationships) Health Education (4 periods /week – relationships, alcohol, diet, lifestyle illnesses) Motivational Media Year 8 camp to Melbourne</p>	<p>Trained teacher/school nurse/psychologist Health & PE teachers</p>	<p>Level Coordinator/Team leaders/class teachers Student Forum (bullying, peer connectedness, school connectedness, learning confidence) Aiming High</p>
Year 9	<p>Reach Foundation workshops (positive peer dynamics, self esteem & confidence) The Apprenticeship Factory – pathways for students seeking support Options for students at risk – social worker from NESAY Strathbogie Community Connections – pathways, mock interviews Personal Development (2 periods/week) Motivational Media “A Year With A Difference” Program</p>	<p>Reach Foundation personnel Brian Howley Michelle Steegstra Beacon Foundation/Berry Street/Rotary & local business Carmel Maguire Health & PE teachers</p>	<p>Level Coordinator/Team leaders/class teachers Student Forum (bullying, peer connectedness, school connectedness, learning confidence) Aiming High</p>
Year 10	<p>Reach Foundation workshops – leadership modules Peer leaders training Health & Human Development (elective – health issues across the life span especially adolescence) Options for students at risk – social worker from NESAY The Apprenticeship Factory – pathways for students seeking support Motivational Media Camp to Bogong</p>	<p>Reach Foundation personnel Health & Human Development teacher Michelle Steegstra Brian Howley</p>	<p>Level Coordinator/Team leaders/class teachers Student Forum (bullying, peer connectedness, school connectedness, learning confidence) Aiming High</p>
Year 11	<p>Reach Foundation workshops – goal setting, dreams and motivation Motivational Media Central Australia Camp (Biannual)</p>		<p>Level Coordinator/Team leaders/class teachers Student Forum (bullying, peer connectedness, school connectedness, learning confidence) Aiming High</p>
Year 12	<p>Pre Year 12 (November) Melbourne Camp</p>	<p>Classroom teachers</p>	<p>Level Coordinator/Team leaders/class teachers Student Forum (bullying, peer connectedness, school connectedness, learning confidence)</p>

