



Student Wellbeing - Student Support Services at Sacred Heart College

We are committed to creating inclusive, engaging and mutually respectful environments where each student:

- Is healthy and safe,
- Is engaged, supported and challenged,
- Has a sense of stewardship and service,
- Is able to optimise learning potential.

Our Wellbeing Practices:

- Aim to empower our students,
- Create empowering partnerships with parents/carers,
- Allow positive, respectful and empowering relationships to be formed within our College community,
- Are holistic,
- Are whole school and inclusive of students, staff and our community,
- Are complemented by a positive psychology approach and current best practice,
- Are consultative,
- Are proactive, integrated, innovative and empirically based,
- Focus on supporting and developing the mind, body, soul and individual for optimal functioning and learning.

Our College Wellbeing Vision aims for prevention, early intervention, intervention and the desire to support wellbeing. We are a Visible Wellbeing™ School.

The first level of support for students at school is the student's House Mentor followed by their Student Development Coordinator. When needed, additional support can initially be accessed within the College. This support is managed through a referral system to the Student Support Services.

The Student Support Services at Sacred Heart College comprises four areas:

- Mind:** Social Workers and a Psychologist
Body: First Aid Officer
Soul: A College Pastoral Worker
Capacity: Learning Diversity teaching staff in addition to Learning Support Officers and an Educational Psychologist.

Service Vision & Provision

The Mind Team

The Wellbeing Mind team apply the mercy ethos and values as a basis for a respectful, safe, non-judgmental environment that fosters individual differences within a community context.

The following is provided by the Wellbeing Mind Team:

- The provision of individual counselling to students on a short term basis.
- Recommendation for referral to external practitioner in consultation with parents/carers as required.
- A collaborative and team based approach to student support and managed with teachers, Student Development Coordinators and the Leadership Team.

- Class, Year Level and community presentations on mental health and wellbeing.
- Small group and community interactions based on data and need.

College Counsellor: Kerrie-Anne Winiacki

College Counsellor: Sonia Panek

College Psychologist: Sandra Jelley

Wellbeing Mind Hours of Operation: 9 – 12.00, 12.30 – 3.30pm.

The Body Team

Supports students and staff in the promotion of:

- A healthy lifestyle
- Positive choices
- General wellness

The Wellbeing Body Centre:

- Supports students with chronic medical concerns to strive for a harmonious balance meeting their health needs and educational capacity whilst at school.
- Provides health related education on topical and relevant health issues.
- Works in partnership with parents and carers to ensure best possible outcomes for students.

College First Aid Officer: Samantha Cain

Wellbeing Body Hours of Operation: 9 – 12.00, 12.30 – 3.30pm

Students may access the centre for non-emergency assistance at recess and lunch time.

The Soul Team

The College Pastoral Worker promotes quality care through advocacy, education, spiritual nurturing and pastoral support for all members of the College community. Services can include one-to-one discussions, group sessions, newsletter articles, visitations, educational and spiritual information for staff and the wider community. The College Pastoral Worker works closely with the SSS team members and has a particular focus around prevention & education around Bullying and Harassment, Cyber Bullying and Social Media usage.

College Pastoral Worker: Michelle Abbott

The Capacity Team

Builds capacity to differentiate and personalise the learning for students, by supporting differentiation in the classroom. This may involve information sharing, working individually with teachers, providing time for teachers to work on modification of materials, support strategies to differentiate in the classroom through observation and discussion. Working groups to prepare scaffolds and materials including modified work samples, share other teachers' expertise.

The model of operation is in response to the particular needs of the students involved in Learning Diversity.

- Providing support for students to promote capacity for learning.
- Working collaboratively with students, families, teachers and other professionals to plan for the individual needs of learners.
- Supporting classroom teachers to differentiate the learning through modification of topics, process, product or environment.
- Provision of explicit teaching programs that support and enhance student learning, increase independence and enable students to develop strategies for learning.

Leader of the Capacity Team Learning Diversity: Lisa Carew

Staff Members: Bronwyn Calnon, Nerrida Holland