



Arthur Phillip High School

# Stage Wellbeing Teams Policy

2020

Last Revision

Date: April 2020

By: Serena Pinzin

## Rationale

Completed with reference to **Wellbeing Framework for Schools** that enables schools to build on the individual strengths of students and positions them to succeed and thrive throughout life.

[https://www.det.nsw.edu.au/wellbeing/about/16531\\_Wellbeing-Framework-for-schools\\_Accessible.pdf](https://www.det.nsw.edu.au/wellbeing/about/16531_Wellbeing-Framework-for-schools_Accessible.pdf)

Arthur Phillip High School aims to provide a safe, positive and supportive learning environment in which all students are encouraged to reach their individual maximum potential. Student Welfare is the foundation of an effective teaching and learning environment that encompasses initiatives undertaken by the school community to meet the personal, social and learning needs of students. To ensure that these wellbeing needs of our students are met effectively, efficiently and appropriately, the school established **Stage Wellbeing Teams** to provide a structured process to target students. The Stage Wellbeing Team 'recognizes the importance of developing and shaping the character of the individual and maximizing opportunities for personal growth.'

## Stage Wellbeing Teams and STRIVE code aims to:

- create a safe, caring school environment wherein all students are supported as they learn
- provide students with a range of opportunities to demonstrate success, respect and responsibility
- support students in actively connecting to their learning
- students are provided with opportunities to succeed
- student learning occurs in a safe environment
- use of qualitative and quantitative evidence to inform Stage Wellbeing Teams planning decisions for wellbeing

## Roles and Responsibilities

All staff are responsible for student welfare. The Stage Wellbeing Teams plays a key role in providing support, assistance and help to all students and their parents/caregivers.

The Stage Wellbeing Teams consists of:

Stage 6 Team	Stage 5 Team	Stage 4 Team
Deputy Principal	Deputy Principal	Deputy Principal
HT Senior Studies	Head Teacher Teaching & Learning	Head Teacher Teaching & Learning
Year Advisors	Head Teacher Faculty	Head Teacher Faculty
Careers Advisor	Year Advisors	Stage Wellbeing Coordinator:
	Careers Advisor	Year Advisors
	LaST	LaST
	Youth Worker	Youth Worker

## **Roles and Responsibilities**

### **Teachers**

- follow policies and procedures that protect the rights, safety and health of the whole school population in line with our STRIVE expectations.
- establish well managed and safe learning environments
- identify and refer students of concern to YAs
- to work with the LaST teacher to provide programs, resources and support services for students identified as having specific needs by the Stage Wellbeing Team with specific needs

### **Year Advisors**

- Analyse student attendance data from SENTRAL and refer to the Stage Wellbeing Coordinator and Stage Wellbeing Team
- Interview students with documented concerns
- Contact Parents/Caregivers to arrange interviews based on discussions at Stage Team Meetings
- Support individual students with welfare concerns and address issues at Stage Wellbeing Meetings
- Attend Stage Wellbeing Meetings to discuss students with ongoing welfare concerns
- Liaise with outside agencies that are supporting the wellbeing of the students through programs and initiatives
- Attend Stage Wellbeing Team Meetings and document welfare concerns and issues on Google spreadsheet
- Identify, in conjunction with the Stage Wellbeing Coordinator, appropriate programs and initiatives

### **Stage Wellbeing Coordinator**

- To identify and propose Wellbeing Programs to the Stage Wellbeing Teams
- Identify students at risk through data, such as attendance, RoSA Course Warnings and negative incidents
- To support the Careers Advisor in the coordination of alternate educational opportunities
- To develop targeted and engaging STRIVE lessons that are relevant to the needs of the stage group
- To support executive with interviews of students who are not achieving the outcomes necessary to receive a RoSA
- To assist the YA in interviewing students at risk and communicating with parent/caregivers
- To assist Stage DP with the enrolment process including examining EOIs, interviewing potential enrolments and discussing recommendations with the Enrolment Panel.

## Careers Adviser

- To support Stage Wellbeing Teams by providing opportunities for targeted students to participate in alternative pathways, work experience, TAFE, etc.
- To support Stage Wellbeing Teams by interviewing targeted students and communicating with parent/caregiver regarding programs and expectations and requirements of participation

## Learning and Support Teacher

- To support targeted students and
- To assist teachers of targeted students to meet the learning needs of each student by supporting the student's learning needs through Educational or Behavioural Plans, scaffolded deconstructions of course work and assessments, differentiated work and providing appropriate resources
- To developing Individual Learning Plans (IEPs) for students with specific learning needs
- To support Wellbeing Team with parent interviews and communication with teachers of appropriate strategies for individual students

## Senior Executive

- To initiate, manage and implement targeted and innovative teaching and learning initiatives that will support the educational, emotional and social needs of the Stage

## Senior Executive

- Deputy Principals and Head Teachers to lead the team in making decisions regarding programs, initiatives, students to be targeted and the allocation of follow up processes to ensure appropriate measures are taken to support students' needs
- Deputy Principals and Head Teachers to lead discussions in the implementation of Teaching and Learning initiatives that will support student learning and achievement
- To develop appropriate links with outside agencies and coordinate the implementation of programs
- To evaluate programs and processes and determine the best programs and initiatives for student needs specifically related to data

## Responsibilities of Parents and Carers

Parents will be encouraged to:

- positively engage in opportunities provided by the school to support and develop their child's engagement in school
- share responsibility for shaping their children's understanding of acceptable behaviour in a school environment and in participating in programs/initiatives
- seek to actively support the school in alternate programs/options for their child
- seek to communicate any concerns regarding their child to their YA

# STRIVE

**Respect**

**Success**

**Responsibility**

@ APHS

