STUDENT WELFARE POLICY

Vision
St Francis of Assisi school: A vibrant Catholic learning community of peace, justice, respect and excellence.

RATIONALE:
Our fundamental belief is that in Jesus is seen God’s image and likeness in its human expression, and that Jesus’ values and teachings show all people ‘the way, the truth and the life’. (John 14:6). Therefore student wellbeing needs to be addressed in personal, social, physical, emotional, mental and spiritual dimensions. Key elements of students wellbeing are positive self-regard, respect for others, positive relationships, responsible behaviours and personal resilience.

PRINCIPLES:
We therefore endorse the principles of Pastoral Care of Students in Catholic Schools (CEOM Policy 2.26) and the principles of the National Safe Schools Framework.

We will strive to:

1. Be aware of the presence of God in each individual
2. Work collaboratively with parents to support student and community wellbeing
3. Honour human rights and the common good
4. Encourage connectedness and engagement
5. Affirm the right of all school community members to feel safe at school
6. Promote care, respect and cooperation, and value diversity
7. Implement policies, programmes and processes to nurture a safe and supportive school environment
8. Recognise that quality leadership is an essential element that underpins the creation of a safe and supportive school environment
9. Develop and implement policies and programmes through processes that engage the whole school community
10. Ensure that roles and responsibilities of all members of the school community in promoting a safe and supportive environment are explicit, clearly understood and disseminated
11. Recognise the critical importance of pre-service and ongoing professional development in creating a safe and supportive school environment
12. Have a responsibility to provide opportunities for students to learn through the formal curriculum, the knowledge, skills and dispositions needed for positive relationships
13. Focus on policies that are proactive and oriented towards prevention and intervention
14. Regularly monitor and evaluate policies and programmes so that evidence-based practice supports decisions and improvements
15. Take action to protect children from all forms of abuse and neglect

Developed 2011
Review 2017
WHOLE SCHOOL INTERVENTION MODEL FOR AT RISK STUDENTS

GOAL
To provide students with opportunities to experience personal success, enjoyment, responsibility, co-operation, respect and a sense of achievement through their educational activities.

At St Francis of Assisi we believe that each teacher has the responsibility of providing an effective teaching and learning program. The program needs to be based on the school’s beliefs and understandings for improved learning outcomes.

ROLE OF INTERVENTION LEADER
● To provide a co-ordinated approach to supporting at risk children
● To provide guidance in identifying students who require additional assistance
● To assist classroom teachers to modify activities to include at risk students
● To ensure individual programs are within the school/classroom curriculum
● To regularly monitor progress
● To monitor files of all at risk children (assessment data, reports from outside agencies, learning goals, behaviour management plans, relevant incidents, work samples, submissions)
● To consult with external, specialised personnel

ROLE OF INTERVENTION TEAM
1. Oversee and monitor the ongoing support of at risk children.
2. Share expertise:
   ● To distribute support in a co-ordinated, manageable way
   ● To evaluate support practices within the school
   ● To oversee the placement of students into class groupings
   ● To empower teachers to provide a program for their students that meets their needs.

The Intervention Team consists of:
● Principal
● Student Well Being (Special Needs) Leader
● Deputy Principal
● Other leaders as identified

Developed 2011 Review 2017
INTERVENTION PROCESS FOR AT RISK STUDENTS

Classroom/Support Teacher to identify at risk students:
Eg. Low achievers, high achievers, behavioural, social, emotional needs
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Seek information about identified students from all available sources

● School Records
● Parents
● Intervention Team
● Previous Teachers

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Assess students using all available School Assessment Tools

✓ ↓
English Assessment Schedule Maths Assessment Schedule Others

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With Intervention team member

● Discuss outcomes of assessments
● Discuss the possibility of accessing outside agencies to make further assessments/suggestions for improving student outcomes
(If further assessment is necessary a referral needs to be made by the classroom teacher supported by all necessary documentation)
● Devise achievable learning goals for child and prepare an Individual Learning Plan
● Evaluate program each term

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Intervention team member and/or class teacher to meet with parents each term for a Program Support Group meeting to discuss child’s learning plan, progress and future goals.

EVALUATION:
This policy will be revisited regularly and formally reviewed as part of the School Improvement Plan.

References:
Catholic Education Office Melbourne Policy 2.26 Pastoral Care of Students in Catholic Schools (revised 2009) http://www.cecv.vic.catholic.edu.au/

Developed 2011 Review 2017