



**MACKILLOP EDUCATION
WARANARA**

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NSW_EDU_WAR_15 MACKILLOP EDUCATION WARANARA SCHOOL STUDENT WELLBEING POLICY

NSW Education Standards Authority

B.8 Safe and Supportive Environment

B8.2 School must provide for student welfare Section 47(1)(g)(i) of the *Education Act*

Definitions

MacKillop Family Services (MacKillop Education Waranara School) will be referred to, forthwith, as MacKillop Education Waranara.

Parent(s)/Carer(s) - In this document the term parent is used to refer to a parent, parents, carer, carers or guardian.

MTSS - Multi-Tiered System of Support (Wellbeing)

The School – MacKillop Education Waranara School

Staff - means all employees, volunteers, support staff any other person employed the School or the Organisation.

Statement

The holistic wellbeing of young people is a key element of MacKillop Education Waranara School's educational philosophy. We endorse Article 26 of the United Nations' Declaration of Human Rights, and the assertion that education should enter domains related to "the full development of the human personality". In line with this, we view pastoral care provisions for individual students and family welfare support strategies as fundamental to the efficacy of our educational activities.

Scope

This policy applies to MacKillop Education Waranara School, the Principal and staff.

Context

The policy will be used to ensure the holistic health and well-being of the School's students and their families, alongside the School's educational attainment priorities.

Wellbeing Provision for all Students

- Breakfast and lunch provided to students as required.
- Individual Learning Support Plan (ILSP) – inclusive of personalised goals related to wellbeing.
- Support provided to assist students to plan and arrange transport to and from school where required.
- Provision of regular student workshops related to health promotion and general issues relevant to well-being and safety, such as: mental health; sexual health; healthy relationships, online/cyber bullying and safety etc.
- Student Wellbeing Advisers employed.
- Multi-Tiered System of Support (MTSS) Wellbeing.
- Student progress meetings discuss students' wellbeing support and adjustments.

Individual Student Support

- **Individual Counselling** - The School's students will Student Wellbeing Advisors. Staff will support students to access counsellors as required, gaining student permission to make a referral for additional therapeutic assistance where personal issues arise that are impeding well-being, health or educational goals.
- **External referral** - Students will be referred to external support agencies or health professionals on an as-needs basis. These referrals will occur in consultation with the student, school support staff and a student's parents/carers where appropriate. As well as wellbeing correspondence with external services.

Training

All staff participate regularly in trauma informed practices, de-escalation, specific disability training, eg., Autism Spectrum Disorder and Attention Deficit Hyperactivity Disorder.

Working with External Services and Supports

The School collaborates with students' external services and health teams such as a psychologists, psychiatrists, occupational therapists, counsellors and speech pathologists to ensure the school is providing the necessary adjustments to support their wellbeing and learning. Waranara School ensures consent is obtained before communicating with this resource. A student and parent/carer will in the Waranara School External Support Consent form.

Student Safety Plan

If a student discloses suicide ideation or plans, staff are to report it to the relevant Student Wellbeing Adviser and Principal or Deputy Principal. The student then meets with one of the above people and completes the Student Safety and Risk Assessment Plan. The parent(s)/carer(s) is then informed, and the plan is emailed to them, and the student given a copy. Their file is then updated, and the plan included in the student's case notes.

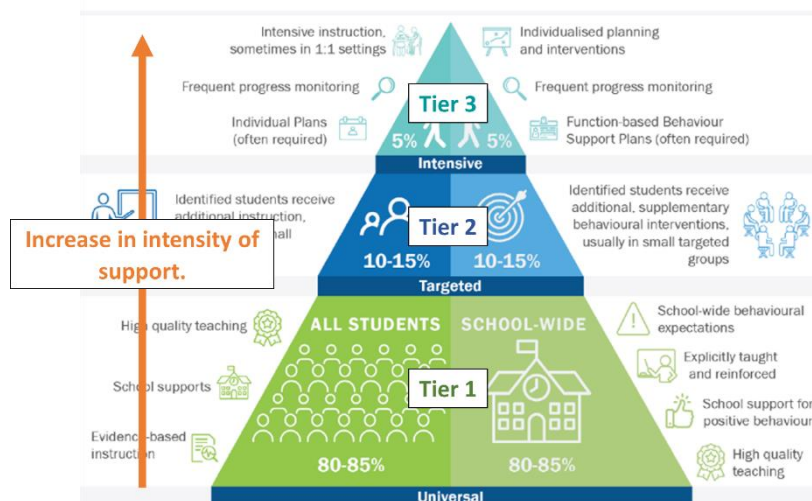
Case Notes

Each Student at Waranara School has case notes document that is saved on their digital file. Staff are to write case notes for a student to document evidence for some of but not limited to situations, meetings with a student, case conference with student health team, parent meetings, behaviour meetings and incidents, wellbeing discussions and disclosures, DCJ reports etc. The template includes actions to be taken and or follow up. Once a case note is written the staff member will post it on teams in the case note channel to inform staff of the student and the type of case notes that was written so that staff know to go read the case notes. Case notes allow us to have a record of the above for a student and ensure follow up of that case note when required.

Multi-Tiered System of Support (Wellbeing)

Using a Multi-Tiered System of Support (MTSS) model, MacKillop Education Waranara School routinely analyses and monitors wellbeing data to identify students at risk and implement individualised interventions.

An MTSS model is a data-driven decision-making tool whereby students are provided with an increased intensity of support and intervention based on their categorised tier.



Source: AISNSW, Fact Sheet, Multi-Tiered Systems of Support

The School MTSS Wellbeing Team

The School MTSS Wellbeing team at the School consists of the Principal, Deputy Principal and the Wellbeing Student Advisors who are responsible for supporting students wellbeing, interventions, referrals and case conferences as well as collecting wellbeing data.

Determining MTSS Wellbeing Tiers

The School MTSS Wellbeing team meets at the beginning of the school year to determine the percentage thresholds for Tier 3, Tier 2 and Tier 1 wellbeing students. This decision is based on historical data, the needs of students, the resourcing capacity of school staff and the school's overall strategic goals.

MTSS Wellbeing Monitoring Meeting

The School MTSS wellbeing team meets each fortnight.

Prior to each meeting, up-to-date wellbeing data is extracted from the Flourish Wellbeing survey platform. This is completed by students twice a year with the Student Wellbeing Advisor. Also used is the Waranara School Staff Wellbeing Assessment. This is completed twice a year by teachers, learning support assistants, student wellbeing advisors and Principal and Deputy Principal. This is inputted into a pre-formatted spreadsheet with wellbeing categories for each Waranara School student. The spreadsheet also includes the following:

- Level of support the student receives outside of school.
- If the student has external services involved.
- The current status tier of the student.

Based on the pre-determined tiered threshold students are determined to be a Tier 1, Tier 2 or Tier 3 wellbeing student in each category above. These tiers dictate the appropriate level of intervention for each student.

The following processes are undertaken as part of the fortnightly MTSS wellbeing meeting:

- Actions related to student wellbeing interventions from the previous MTSS meeting are reviewed.
- Discussion of Tier 3 wellbeing Student Updates, Issues and Intervention Plan/s.
- Discussion of Tier 2 wellbeing Student Updates, Issues and Intervention Plan/s.
- Any other students of wellbeing concern.
- Discussion of students who need to move tiers.
- Wellbeing Progress and Wins.

The spreadsheet plus action items is emailed to all staff and saved on the shared drive.

In a separate tab on the MTSS spreadsheet, notes are taken about each student including any update and actions plans for intervention. This is saved on the shared drive.

Following the meeting, an email is sent to all the School staff with the on-going wellbeing data spreadsheet, student wellbeing updates, plans of action for intervention discussed in the meeting and a list of the tier 3 students.

It is important to note that a student may move tiers based on the staff who form the MTSS Wellbeing meeting's judgement which is based off the student's current issues, concerns, mood and incidents.

There are various forms of wellbeing intervention utilised at the School such as but not limited to:

Tier 1:

- Wellbeing excursions
- Staff assessment of wellbeing
- School community days

- Therapy dog
- Positive texts and letters to parents
- Positive behaviour cards
- Waranara Student conduct process
- Flourish student self-assessment of wellbeing
- Access to food and nutrition
- Access to medication at school
- Case noting
- ILSP's + reviews + transition meetings
- Weekly individual case conference meetings
- Individualised learning support
- Student wellbeing advisors

Tier 2:

- Sensory toys
- In class traffic light system
- Self-regulation cards
- Wellbeing workshops
- Referral to external services
- One on one check ins with student wellbeing advisor
- Movement breaks
- Ready to learn plans
- Mediation
- Separate space
- Return to school meetings.

Tier 3:

- Home visits
- Safety plan
- School pick ups
- Individual student behaviour and wellbeing contracts
- DCJ reports
- Health team case conference
- Personalised regulation strategies
- Attendance plans
- Correspondence with specialist services
- Assistance with transport
- Daily 1:1 wellbeing support.

Student Progress Meeting

The purpose of the student progress meeting is to examine and monitor key evidence, data, reports and adjustments related to every student's learning, engagement and wellbeing needs at Waranara School. It provides all staff an opportunity to discuss observations and strategies adjustments as well as create a plan of action to better support a student.

Each week, all teaching, wellbeing, learning support and leadership staff participate in the student progress meeting.

Each School student has an *Individual Case Conference* file allocated to them. All notes and evidence are recorded in this on-going monitoring document during the student progress meeting whilst they are enrolled at the school.

This meeting is facilitated by two different staff members each week. A schedule is created on a termly basis and staff are allocated up to 4 students each week. It is their responsibility to prepare the *Individual Case Conference* document summarising up to date evidence related to each of their allocated students such as attendance, case notes, health reports, psychometric testing, ILSPs, literacy and numeracy data, wellbeing data, behaviour data and current adjustments.

Each student is also interviewed by the allocated staff member using the *MacKillop Education Waranara School Student Interview* form. Part of this interview allows for the student to identify and monitor a personalised goal and area of focus related to learning or wellbeing. The content of this interview is shared during the meeting. Notes taken during the interview are saved to the student's file.

Each student at the School is discussed at least once per term.

Below is the structure of the student progress meeting:

<i>Progress Meeting Structure</i>	<i>Approximate Timing</i>
<i>Action Items from Last Meeting</i>	
<ul style="list-style-type: none"> <i>Review and Discuss Actions from the previous Student Progress Meeting – one person to announce and update actions to whole group</i> 	8 minutes
<i>Next Steps for Students</i>	
<ul style="list-style-type: none"> <i>Senior Wellbeing Worker updates next steps for students</i> <i>Junior Wellbeing Worker updates on next steps for students</i> <i>Notes to be taken and distributed via email following the meeting</i> 	8 minutes
<i>Student Progress Discussion – 6-8 Students</i>	
<p><i>Roles:</i></p> <p><i>Facilitator x 2 – Facilitates Student Progress Discussion</i></p> <p><i>Note-Taker x 2 – Take Notes on Student File as the Discussion is held</i></p> <p><i>Structure the discussion for <u>each</u> student:</i></p> <ul style="list-style-type: none"> <i>Overview of findings ‘Key Monitoring Data’ and Evidence</i> <i>Discussion and recording of ‘Current Issues, Observations, Unmet Needs and Strengths’ of that student</i> <i>Discussion of ‘Student Interview Feedback’</i> <i>Discussion and recording of ‘Staff Suggested and Implemented Adjustments’ and ‘Professional Recommended Adjustments’</i> <i>Discussion and recording of ‘Plan of Action’</i> 	<p>10 minutes per student –</p> <p>60 – 80 minutes total – <i>depending on number of students covered</i></p>

Action List Collated and Distributed	
<ul style="list-style-type: none"> All action item lists are collated throughout the meeting and then distributed after the conclusion of the meeting via email 	
Total Time	96 minutes - Maximum

The minutes for each meeting include the actions and student next steps. These are emailed to all staff at the conclusion of the meeting.

Resources

See Forms:

1. MacKillop Education Waranara School Wellbeing Policy Student Safety And Risk Assessment Plan
2. MacKillop Education Waranara School Individual Student Learning Interview
3. MacKillop Education Waranara School Wellbeing Policy Consent to Share Information
4. MacKillop Education Waranara School Wellbeing Policy Student Case Notes
5. MacKillop Education Waranara School Wellbeing Policy Student Individual Case Conference

Approval and Review

Approval and Review	Details
Approval Authority	Group Director, The MacKillop Institute and MacKillop Education
Approval Date	06/03/2024
Recommended to Approval Authority by	Mackillop Education Waranara School Principal MacKillop Education Waranara Leadership Team
Next Review Date	06/03/2026
Version	1



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Mackillop Education Waranara School Wellbeing Policy Student Safety And Risk Assessment Plan

STUDENT NAME:	
INCIDENT DATE AND TIME:	
PLAN CONDUCTED BY:	

Current thoughts and feelings identified concerning suicide and/or self-harm?	
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Do you have a sense that you may act on your thoughts and/or at further risk to yourself or others? If yes, have you thought of a plan?	
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Any previous attempts? If yes, when was the last attempt? If no, what has stopped you?	
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Have you shared your suicidal or self-harm thoughts with anyone else? If so, who?	
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Have you been experiencing upsetting situations recently that's been impacting your mental health and wellbeing?	
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Are there people you trust and are able to talk to when you are feeling at risk? Please provide contact details.	
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What are your internal coping strategies which support you feeling grounded and safe?	
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LEVEL OF RISK (PLEASE CIRCLE)		
HIGH	MODERATE	LOW

Emergency Services called? Time of call?	YES	NO
Parent/Caregiver notified? If yes, time of notification	YES	NO
Outcome and next steps after meeting		

Student Signature:	
Student Wellbeing Advisor Signature:	
Principal or Deputy Principal Signature:	
Follow Up Date:	

HELPFUL NUMBERS (PLEASE TICK CHOSEN SERVICE)

- Kids Helpline: 1800 551 800 – 24/7 free telephone counselling service
- Mental Health Line: 1800 011 511 – 24/7 free support service from mental health specialists
- Beyond Blue: 1300 224 636 – 24/7 free telephone counselling service or webchat
- Suicide Call Back Service: 1300 659 467 – 6 free telephone counselling sessions
- QLife: 1800 184 527 – free telephone counselling and webchat for LGBTQI+ people available 3pm to midnight everyday
- Twenty10: (02) 8594 9555 – free f2f counselling for LGBTQI+ young people. Intake 1-3pm during weekdays

LEVEL OF RISK	SUGGESTED RESPONSE
<p>LOW:</p> <ul style="list-style-type: none"> • Student has no plans or intent • There are no prior attempt/s • There are few risk factors • Identifiable protective factors such as family/caregivers, counsellor, engaged in activities and school 	<ul style="list-style-type: none"> • Monitor and review risk as agreed with student and Student Wellbeing Advisor. • Identify possible professional supports and offer details if needed. • Request consent to contact family/caregiver if appropriate. Inform School Principal for support and broader team. • Student Wellbeing Advisor and student to create safety plan and strategies should they start to feel suicidal.
<p>MODERATE:</p> <ul style="list-style-type: none"> • Suicidal thoughts of limited frequency, intensity and duration • No plans or intent • Some risk factors present • Some protective factors 	<ul style="list-style-type: none"> • Request consent to organise a specialist mental health service or to liaise with existing professional support/s. • Refer student to their safety plan and strategies as above. • Request consent to contact family/caregiver if appropriate. Inform School Principal for support and broader team. • Remove means where possible if at school • Review risk as agreed between student and Student Wellbeing Advisor.
<p>HIGH:</p> <ul style="list-style-type: none"> • Frequent, intense, enduring suicidal thoughts • Clear intent, specific/well thought out plans • Prior attempt/s • Many risk factors • Few/no protective factors 	<ul style="list-style-type: none"> • If the student has an immediate intention to act, contact family/caregiver or police/ambulance immediately, ensure that the student is not left alone. • Remove means where possible if at school. • Student Wellbeing Advisor, School Principal and available staff to work cohesively to ensure primary student and the whole school are kept safe and calm.



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Mackillop Education Waranara School Individual Student Learning Interview

Name		Date		Class		Grade	
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How are you finding school at the moment?

Possible prompts: What are you finding difficult? What are you enjoying? What do you like/not like about the school?

What strategies or tools do you use to help you learn in class? What extra resources would you like?

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What could make school better for you?

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Feedback for Student from Staff + Feedback from Student to Staff:

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Student Identified Goal/Area of Focus	Goal/Area of Focus Discussion and Review
<p>Current Goal/Area of Focus:</p> <p>New Goal/Area of Focus (if applicable):</p>	<p>What have you done or need to do to achieve or work towards your goal? Is it academic, social or wellbeing focussed?</p>

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Actions/Things to do:

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Student Name: _____

Signed: _____

Teacher Name: _____

Signed: _____



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Mackillop Education Waranara School will work closely with other agencies to coordinate the best support for you.

Your informed consent for the sharing of information will be sought and respected in all situations.

Mackillop Education Waranara School Wellbeing Policy Consent to Share Information

Student Name:

.....
.....

Proposed use and disclosure of my personal information

I understand that the following service(s) are recommended and relevant information about me may be forwarded to the agency(s) that provide these services so that I receive the best possible service. The purpose of this service has been explained to me and I consent to the sharing of my personal information to assist in achieving it.

Service Type	Name of Agency	Type of Information

My Student Wellbeing Adviser has discussed with me how and why certain information about me may need to be provided to other service providers. I understand the recommendations and I give my permission for the information to be shared as detailed above.

Signed:

Student over 16 years old

**Parent/Carer of student
under 16 years old**

Signed:

Date:

Student Wellbeing Adviser



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Mackillop Education Waranara School Wellbeing Policy Student Case Notes

Student Name & Pronouns
Student Phone Number
Caregiver Name
Caregiver Phone Number
Student Year & Class

Click or tap here to enter text.
Click or tap here to enter text.
Click or tap here to enter text.
Click or tap here to enter text.
Click or tap here to enter text.

DATE OF INCIDENT:
DATE WRITTEN (IF DIFFERENT)
WRITTEN BY
IMPORTANCE:
CASE NOTE TYPE:
SUMMARY:

Click or tap to enter a date.
Click or tap to enter a date.
Click or tap here to enter text.
Choose an item.

Click or tap here to enter text.

FOLLOW UP:

Click or tap here to enter text.

POSTED ON TEAMS



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Mackillop Education Waranara School Wellbeing Policy Student Individual Case Conference

Student Name:	Year:
Pronoun/s:	
Term 1 – Meeting Date:	
Term 2 – Meeting Date:	
Term 3 - Meeting Date:	
Term 4 – Meeting Date:	
Official and Imputed Diagnoses:	Evidence Sources:
Medication:	
NDIS Status:	
NCCD status:	

Key Learnings from Evidence Provided – Term 1	
YARC:	
Attendance Data – (Year)	
Attitudes & Aspirations Data: 2023 Average:	
Highest domain:	
Lowest domain:	
Behaviour Data:	
+ ve Behaviour 2023: Total - Term 1:	
Reminders 2023 Total 14 - Term 1:	

Key Learnings from Evidence Provided – Term 2

Attendance Data – (year)

Attitudes & Aspirations Data: 2023 Average:

Highest domain:

Lowest domain:

Behaviour Data:

+ ve Behaviour 2023: Total - Term 2 =

Reminders 2023: Term 2 =

Key Learnings from Evidence Provided – Term 3

Attendance Data – 2023

Attitudes & Aspirations Data: 2023 Average:

Highest domain:

Lowest domain:

Behaviour Data:

+ ve Behaviour (year): Total - Term 3 =

Reminders (year): Term 3 =

Key Learnings from Evidence Provided – Term 4

Attendance Data – (year)

Attitudes & Aspirations Data: (year) Average:

Highest domain :

Lowest domain:

Behaviour Data:

+ ve Behaviour (year): Total -Term 4 =

Reminders (year): Term 4 =

Current Issues/Status, Observations, Unmet Needs and Strengths - Term 1

Current Issues/Status, Observations, Unmet Needs and Strengths - Term 2

Current Issues/Status, Observations, Unmet Needs and Strengths - Term 3

Current Issues/Status, Observations, Unmet Needs and Strengths – Term 4

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Student Interview Feedback – Term 1
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Student Interview Feedback – Term 2
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Student Interview Feedback – Term 3
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Student Interview Feedback – Term 4
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<p>Professional Recommended Adjustments – - Term 1</p>	<p>Staff Suggested and Implemented Adjustments – Academic & Wellbeing - Term 1</p> <p>-</p>
<p>Professional Recommended Adjustments – - Term 2</p>	<p>Staff Suggested and Implemented Adjustments – Academic & Wellbeing - Term 2</p>
<p>Professional Recommended Adjustments – - Term 3</p>	<p>Staff Suggested and Implemented Adjustments – Academic & Wellbeing - Term 3</p>

Professional Recommended Adjustments – - Term 4	Staff Suggested and Implemented Adjustments – Academic & Wellbeing - Term 4
Plan of Action - Term 1:	
Plan of Action - Term 2:	

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Plan of Action - Term 3:

Plan of Action - Term 4:
