

Student Wellbeing

All our staff across Baden Powell College are committed to supporting students with their personal wellbeing, whether it be physical, emotional, social or academic. We are committed to building a secure learning environment where all students feel culturally, emotionally and physically safe. For more targeted support we have a team to assist students to address their individual needs. The wellbeing team consists of:



Mrs Sue Falla ASSISTANT PRINCIPAL - WELFARE leads the wellbeing team and supports the other Assistant Principals and teaching staff with Student Wellbeing issues. Mrs Falla meets with parents, talks to students individually and in small restorative groups, works with students who have learning difficulties and liaises with outside agencies and community services who are supporting the students and families who attend Baden Powell College. Mrs Falla coordinates the Program for Students with a Disability and works closely with Education Support Officers who support these students daily in the classroom.



Miss Danielle Koning: SOCIAL WORKER provides individual and group support, parent support and consultation, and linkage to community services.

Individual work includes career planning, counselling, anger management, social skills, conflict resolution, physical and mental health support, school attendance and linkage to community services. Group Programs include social skills groups, conflict resolution, anger management, grief and loss, and teenage specific programs.

There are numerous services in our community that are available to assist families, many free or low cost. The Student Wellbeing Coordinator at Baden Powell College is a good starting point. Through parent consultations; allied health professionals can be accessed such as doctors, paediatricians, psychologists, occupational therapists, behavioural optometrists, counsellors, and specialised educational services.

Additional supports also include mental health services, family support services, parenting assistance, financial assistance, legal information and advocacy, and disability services.

The Social Worker at Baden Powell College is a free service and information provided is kept private and confidential.

In addition, through our school student wellbeing coordinator, students and families at Baden Powell College can access additional support for **Culturally and Linguistically Diverse Families, or families from an Aboriginal or Torres Strait Island Background**. Please contact your class teacher or a member of leadership or wellbeing, for additional information.



Mrs Melanie Todaro: SPEECH PATHOLOGIST. The Speech Pathology program operates across both campuses assisting students with communication difficulties including articulation, language and social difficulties. Students with language difficulties in Grades Prep-6 are seen weekly within a group by an Integration Aide who administers a program developed and monitored by our Speech Pathologist. The Speech Pathologist works in some of our early years classrooms focusing on language development as well as running blocks of small groups/ Individual therapy throughout the year with selected students in the Prep-6 area however mainly within the Prep-2 area. The children are grouped according to grade and level of communication difficulties with amazing results. In our Prep grades, the Speech Pathologist runs a pre literacy program fortnightly for the whole class where they learn skills such as syllables and rhyme. The Speech Pathology program continues to grow and is supported by two speech assistants and our parents with home practice.



Mrs Anthea Griffiths: OCCUPATIONAL THERAPIST. Mrs Griffiths provides a program that aims to promote optimal wellbeing, facilitate performance and participation at school and supports student's educational goals. The occupational therapist works within the classroom or school environment to assist students with achieving greater independence, developing skills and supporting participation in everyday activities that are appropriate for a student's age and their abilities. The program offers individual, small group and classroom programs that are aimed at enhancing the development of functional skills that are required for school. This includes fine motor skills that are important for success with daily tasks such as holding a pencil, handwriting and readiness to write, drawing, hand-eye coordination, cutting with scissors and doing up buttons and zippers, gross motor skills that are necessary for a stable posture for sitting, skipping and ball skills, sensory needs, attention and concentration and organisational skills. The occupational therapist also works collaboratively with classroom teachers and other allied health professionals to support student's educational goals and meet student's specific needs. Classroom consultation and recommendations are also provided for materials, tools and classroom modifications to enhance student's independence, facilitate learning and help students to function to the best of their ability; this involves adaptations to seating and desks, writing implements and paper. If you require any further information regarding the occupational therapy program at Baden Powell College please contact your class teacher or a member of the wellbeing team.

Student Wellbeing Programs

At our College we provide the following programs to support our students.

PROGRAM	PROGRAM OVERVIEW
Peer Mediation	Our 5/6 students are provided skills in problem solving which they use while in the school yard helping to solve minor disagreements. They are easily identified as they wear a bright yellow shirt.
CASEA	An 8 week program aimed at helping students from Prep to Year 3 to learn important skills to manage their emotions and behaviour. Program also provides a parenting component which provides parents with strategies to address student anti-social behaviours.
Restorative Justice Chat Circles	Restorative Justice is a process which encourages students to <ul style="list-style-type: none"> • reflect upon the consequences of their actions • enables students to make amends where their actions have harmed others • requires students to be accountable for their actions • encourages respect for all concerned
It's Not Okay To Be Away (INOTBA)	This program addresses student attendance, school refusal, lateness and provides tips for parents of students who are regularly late or absent.
Lunchtime Structured activities	A number of activities are provided at lunchtime. These range from art/craft, science, sport, music, electronic games.
Breakfast Club	A Breakfast Club has been established to provide for those students who attend school without eating a breakfast. It operates each Tuesday and Wednesday before school at each campus
Seasons	Seasons is an 8 week grief and loss program which offers counselling to students who have recently suffered grief or trauma.
Kool Zone	Kool Zone is a place where students, who find the school yard scary or overwhelming, can go at recess or lunch time. The zone is supervised by a staff member at all times.
Values Education	Each month we focus on one of our 8 College values. Staff include this focus in their curriculum planning. <ul style="list-style-type: none"> ▪ February – Relationships ▪ March/April – Respect ▪ May – Self-Awareness ▪ June/July – Feelings ▪ August – Responsibility ▪ September/October – Tolerance ▪ November – Honesty ▪ December - Values
EAL program	Students who have limited English are provided with extra support in small group withdrawal by our EAL staff. Referrals to WELS is coordinated by this team.
Buddies	Each class is connected with another where students are 'buddied' with each other. Throughout the year they develop a bond where the younger student knows they have someone to go to if the need arises.
Social Skills Program	A social skills program is provided for those students with special needs to give them everyday life skill experiences and to begin to develop skills and awareness they will need as an adult.
Active Afterschool Care	Physical activities and sports are provided after school for students to participate and develop their skills.

Rights and Responsibilities

All members of our college community have a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with respect and dignity. Our College have developed these rights and responsibilities through a process of consultation with students, staff and parents.

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ul style="list-style-type: none"> • participate fully in the school's educational program • feel safe at school and work in a secure environment where there is no intimidation, bullying (including cyber-bullying) or harassment, • learn without interference from others • be treated with respect and in a fair and equitable manner free from harassment • expect their property to be safe 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • participate fully in the school's educational program and to attend regularly. • learn and obey all school rules • display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community. • resolve differences through discussion and compromise, not conflict • attend class prepared to learn and not interfere with the learning of others • take care of their own and other's property

As students' progress through school they will be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community. This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.

Rights and Responsibilities of Parents/Carers

Rights	Responsibilities
<p>Parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.</p>	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> • promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours • ensure their child's regular attendance • engage in regular and constructive communication with school staff regarding their child's learning • support the school in maintaining a safe and respectful learning environment for all students

Rights and Responsibilities of Teachers

Rights	Responsibilities
<p>Teachers have a right to:</p> <ul style="list-style-type: none"> • expect that they will be able to teach in an orderly and cooperative environment • be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student 	<p>Teachers have a responsibility to:</p> <ul style="list-style-type: none"> • fairly, reasonably and consistently implement the engagement policy • know how students learn and how to teach them effectively • know the content they teach • know their students • plan and assess for effective learning • create and maintain safe and challenging learning environments • use a range of teaching strategies and resources to engage students in effective learning

STUDENT ATTENDANCE

Regular school attendance enables students to maximise their full educational potential and to actively participate and engage in their learning. It is important that children develop habits of regular attendance at an early age. Students who are regularly absent from school are at risk of missing out on fundamental aspects of their educational and social development.

It is important for your child to attend school every day. Regular learning provides building blocks for their future. Schools help children to develop important social skills, such as friendship building, teamwork, communication skills and a healthy positive self-esteem. We cannot teach your child if they are not at school.

However, children who are ill must be kept in the warmth and comfort of their home. The college does not have adequate facilities to cater for sick children. Children who are sick, injured or have an infectious disease should remain at home. It is requested that a **note** explaining **each absence** be sent to their class teacher when the student returns to school.

Your responsibility as a parent/carer is to:

Make sure your child

- ✓ attends school on **ALL** school days
- ✓ arrives at school on time every day



Please

- notify the school of your child's absence on the first day of the absence
- provide the school with an explanation of the absence when your child returns
- contact the school if your child does not want to go to school
- arrange doctor and dentist appointments out of school hours
- arrange personal shopping trips with your son/daughter or birthday celebrations out of school hours
- not allow your child to stay at home for minor reasons
- plan extended holidays during the **term breaks**
- notify the school in advance if an absence of any extended period is planned

Did you know students who stay away from school:

- ➔ miss the introduction of new work
- ➔ miss maths, reading and spelling assessments
- ➔ miss homework explanations and worksheets
- ➔ may lack confidence and feel embarrassed because they cannot do the work the class has been studying
- ➔ feel left out of class discussion when they have missed a special class activity and cannot do the associated work
- ➔ miss Curriculum Enrichment lessons because these lessons only occur once a week and so Art work is not completed, Physical Education skill work is not practised, Library work is not completed or skill information is missed
- ➔ miss notices and newsletters
- ➔ miss celebrations such as class awards, excursions, school visitors, assemblies
- ➔ can find it difficult to break into established friendship groups and develop good friendships with their peers
- ➔ can develop a poor attitude towards school believing 'I won't miss much if I am not at school'
- ➔ fail to realise that the teachers and students miss them

Students who arrive late to school.

It is also not okay to be late to school. Students who are late arriving affect the start of a school day in the following ways:

- ☹ miss out on talking to their class teacher before school
- ☹ miss out on playing with their friends before school
- ☹ miss out on getting themselves organised
- ☹ can arrive at the classroom and find out their class has gone to a specialist lesson or another place in the school and do not know where to go
- ☹ miss out on roll marking, lunch orders being sent to the canteen, taking monies and notices to the office. Often these notices stay in their school bag for the day.
- ☹ miss out on hearing what's happening for the day
- ☹ are often unsure about what they have to do in the lesson
- ☹ find their learning becomes disjointed and difficult
- ☹ they distract other students when they arrive
- ☹ tend not to see being late as a problem

Did you know that when a student is late, teachers:

- ☹ have to find the time to spend one-on-one with the student to 'catch them up' with what they have missed
- ☹ need to repeat instructions, find materials and work sheets before late students can begin working
- ☹ need to give late students extra attention so that they know what has happened or what the class is doing
- ☹ are taken away from their planned teaching of working with groups of other students from the class

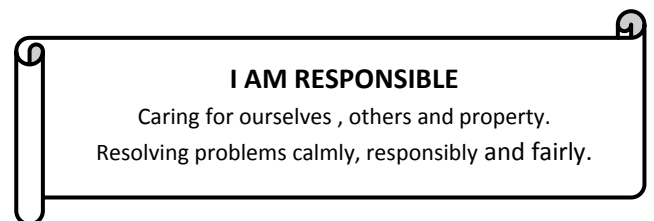
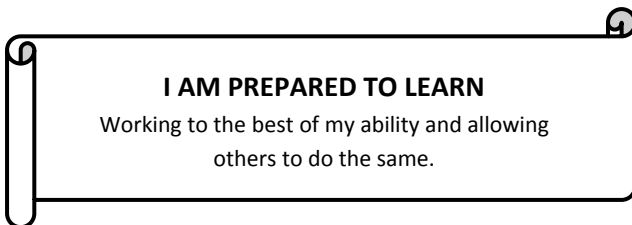
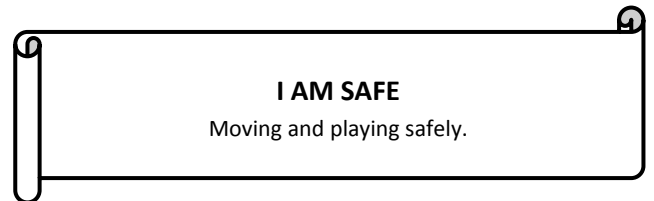
All staff at Baden Powell College worry when students regularly miss school or arrive late. Please make every effort to have your child at school every day, arriving on time.

STUDENT BEHAVIOUR

At Baden Powell College we strive to create a school community which is engaging and promotes a safe and inclusive environment. When a student begins to disengage from their learning or positive behaviours are not demonstrated, many intervention practices are implemented to reconnect the student.

Student Mantra

There are 4 statements which students have agreed to adhere to while at school. These are:



Restorative Justice

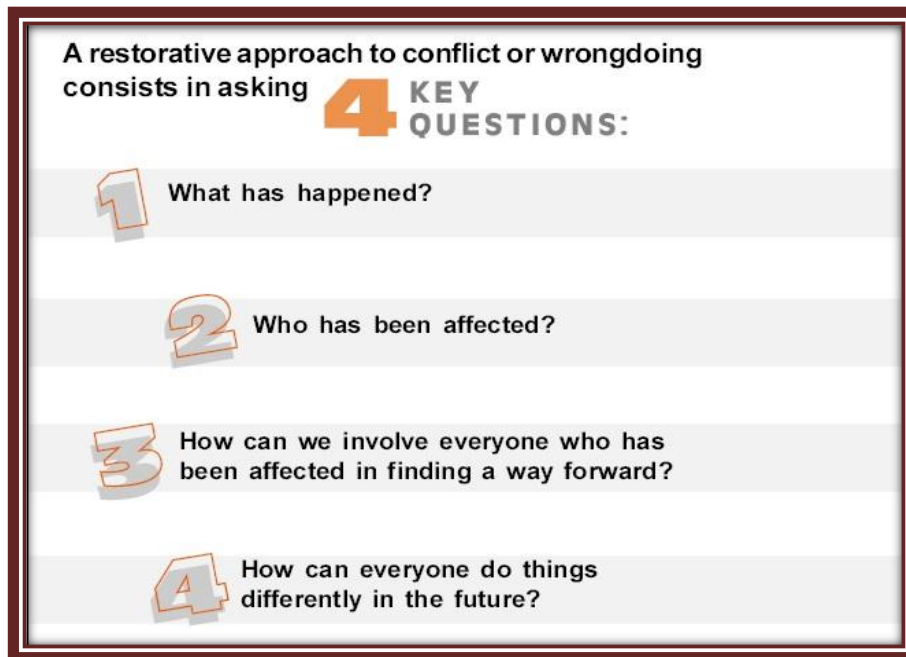
Baden Powell College is committed towards using restorative practices in developing positive behaviours in our children. A restorative approach

- encourages students to appreciate the consequences of their actions for others
- enables students to make amends where their actions have harmed others
- requires students to be accountable for their actions
- encourages respect for all concerned

Restorative Practices

- Are a powerful strategy when responding to misbehaviour
- Focus on repairing the harm done to people and relationships rather than on punishing offenders
- Engage students in meaningful dialogue
- Relate to Interpersonal Development domain (VELS) with emphasis on building positive social relationships, working and learning in teams and managing and resolving conflict
- Help students identify emotions (theirs and others)
- Teach the vocabulary for expressing feelings
- Teach how our actions affect others
- Teach strategies for working out problems
- Teach how to say sorry
- Teach forgiveness





The potential advantages of a restorative approach include:

- ✓ A safer, more caring environment
- ✓ A more effective teaching and learning environment
- ✓ A greater commitment by everyone to taking the time to listen to one another

Teachers will in addition establish positive classroom incentives which may include awards, certificates, stickers, goal books and contracts. Individual Learning Plans may also be established which invites parents, teachers and students to come together to determine future goals and improvements.

Remember happy, healthy students are eager, enthusiastic learners!