



1. Policy Information

Policy title	Student Wellbeing Policy & Procedures
Policy version	S28.3
Classification	Students and Curriculum
Review cycle	1 year
Last review date	28 August 2023
Implementation date	10 October 2023
Next review date	28 August 2024
Approval Authority	Executive
Person/s responsible for policy	Executive

2. Overview

In the context of a Biblical Worldview, the wellbeing of students refers to their total health and growth as people created in the image of God.

At the centre of God's purpose for a people and His creation is 'Shalom', the wholeness and completeness of God's original design as revealed in Genesis 1 and 2. Shalom embraces God's desire to restore all things that have been affected by the Fall to wholeness and harmony of relationship. Through the life, death and resurrection of Christ, God's Kingdom is being realised in our world. At its heart is the restoration of relationship with God through Christ, with oneself, others and creation.

Other College policies relating to student wellbeing include, but are not limited to:

- *Attendance Policy & Procedures*
- *Child Protection Policy & Procedures*
- *Anti Bullying Policy & Procedures*
- *Behaviour Management Policy & Procedures*
- *Complaints Handling & Grievances Policy & Procedures*
- *Employee Code of Conduct*
- *Extra Curricular (Primary) Policy & Procedures* and *Extra Curricular (Secondary) Policy & Procedures*

3. Policy

3.1 Toongabbie Christian College, while meeting the NESAs requirements regarding welfare and wellbeing, aims to create a safe and supportive Christ-centred learning environment, where the wellbeing of students is integral to its existence. NESAs requirements related to wellbeing can be viewed at:

<https://rego.nesa.nsw.edu.au/starting-a-new-school/initial-registration/requirements/safe-and-supportive-environment/student-welfare>

4. Procedures

4.1 Teacher Responsibility

- 4.1.1 Teachers are responsible for fostering a safe and supportive environment for students. Teachers will develop teaching and learning strategies that meet individual learning needs. This will result in a positive learning environment that nurtures all students. Our students should be the beneficiaries of excellent teaching practice and be known by their teachers. Words of encouragement, praise and affirmation should be frequently heard.

4.2 Additional Support for Student Wellbeing

- 4.2.1 The key role of the HoJP/HoSP/HoWP and DoS7-9/DoS10-12 is to facilitate a range of pastoral care provisions.
- 4.2.2 Staff should refer students who require additional support to the relevant HoJP/HoSP/HoWP and DoS7-9/DoS10-12
- 4.2.3 The Secondary Learning Support Team facilitates a range of pastoral care provisions to support student learning.
- 4.2.4 Each sub-school has a Wellbeing Team, consisting of key staff. This group oversees general student wellbeing.
- 4.2.5 The Primary Chaplain works with individuals and groups who need additional wellbeing support.
- 4.2.6 The Counselling Team works with individuals and groups to develop social and emotional skills. The Counselling Team is available to meet with staff and parents/carers to discuss student needs and strategies for assisting a student. Please refer to the *Counselling Policy*.
- 4.2.7 Executive staff, where applicable.

4.3 External Agencies

- 4.3.1 When required, the College will consult with professionals from external agencies to seek advice regarding effective strategies for assisting students and/or partnering with families who are experiencing difficulties.

4.4 Gate Duty

- 4.4.1 Staff are stationed at the entrance gates each morning to welcome students to school. This helps foster a sense of belonging to the College Community and assists in transitioning students from the care of their parents/carers to the care of College staff.

4.5 Personal Development, Health & Physical Education Curriculum

- 4.5.1 The K-10 PDHPE Syllabus includes many aspects of student wellbeing, including managing change, developing resilience, empathy, inclusion, equality and respect. These are taught and developed through the College's teaching and learning programs.

4.6 Secondary Wellbeing/Biblical Life Studies

- 4.6.1 For information regarding the College's Wellbeing/Biblical Life Studies program, please refer to *Appendix D*.

4.7 General Implementation Procedures

- 4.7.1 The Counselling and Wellbeing teams collaborate with stakeholders regarding student wellbeing and the implementation of various programs.

4.8 Attendance

- 4.8.1 For strategies concerning attendance and student wellbeing, please refer to the College's *Attendance Policy & Procedures*.

4.9 Chapel Program

- 4.9.1 All students from K-12 participate in our Chapel Program, where students hear the gospel explained clearly, receive instruction on godly living, participate in worship and prayer times. Details regarding the aims for the specific age groups can be found in *Appendix A*.

4.10 Camp Program

- 4.10.1 The Years 3 –12 camping program creates an environment for students to bridge the gap between learning and living. These camps are designed specifically to foster students' growth in their ability to live in community. Details regarding the aims for the specific age groups can be found in *Appendix B*.
- 4.11 Primary Class Structure
 - 4.11.1 Class teachers are responsible for overseeing the day-to-day wellbeing of their students.
 - 4.11.2 Primary classes participate in Devotions daily with their class teachers.
 - 4.11.3 Please refer to *Appendix C*.
- 4.12 Secondary Family Group Structure
 - 4.12.1 Year 7 Family Groups are in homerooms
 - 4.12.2 Years 8 -9 in Junior family gender-specific groups
 - 4.12.3 Years 10-12 in Senior family gender-specific groups
 - 4.12.4 Family groups meet on a daily basis to share Devotions, pray and complete general pastoral and administrative activities.
 - 4.12.5 Please refer to *Appendix D*.
- 4.13 Management Plans
 - 4.13.1 Management Plans are created, as required, to meet the needs of students experiencing a range of challenges.
 - 4.13.2 For sub-school information, please refer to *Appendix C and D*.
- 4.14 Assemblies
 - 4.14.1 A variety of assemblies take place throughout the year.
 - 4.14.2 For sub-school information, please refer to *Appendix C and D*.
- 4.15 House Assemblies/Meetings
 - 4.15.1 In the Primary School, House Assemblies are held throughout the year.
 - 4.15.2 In the Secondary School, House Meetings are held throughout the year.
 - 4.15.3 The purpose of these meetings is to cultivate a culture of belonging, learn about the House values and discuss participation in House events.
 - 4.15.4 For sub-school information, please refer to *Appendix C and D*.
- 4.16 Secondary Student Mentors/Peer Support
 - 4.16.1 Secondary Student Mentors/Peer Support provide mentoring and support.
- 4.17 Award System
 - 4.17.1 Our award structure aims to encourage students for their efforts, achievements, attitudes and for displaying our College values. For details of the award structure, please refer to the *Behaviour Management Policy & Procedures*.
- 4.18 Special Events and Programs
 - 4.18.1 Throughout the year, the College organises events where students are taught about respectful relationships.
 - 4.18.2 From time to time, staff will invite visiting speakers or someone from the College Community to speak to students about specific topics, eg cybersafety.
- 4.19 Breaktime Groups
 - 4.19.1 These groups aim to provide students with an alternative activity to the playground during break times.

4.19.2 These small groups include a range of activities such as knitting, drawing, games, Bible study groups etc

4.19.3 Many of these groups are created to meet the interest of individual students/groups.

4.20 Extra Curricular Activities & Sport

4.20.1 A variety of extra-curricular and sport activities are made available to students.

4.20.2 For further information, please see *Extra Curricular (Primary) Policy & Procedures* and *Extra Curricular (Secondary) Policy & Procedures*.

4.21 Secondary Year Meetings

4.21.1 Secondary Year Meetings aim to promote engagement of students and to discuss relevant cohort-related matters.

4.21.2 Please refer to *Appendix D*.

4.22 Before and After School Secondary Library Arrangements

4.22.1 The Library is available to Secondary students before and after school to provide a safe, alternative venue.

5. References

- <https://rego.nesa.nsw.edu.au/starting-a-new-school/initial-registration/requirements/safe-and-supportive-environment/student-welfare>



CHAPEL PROGRAM

S28: APPENDIX A

Chapel	Overview
WAVES	The Primary Biblical Studies teacher will organise WAVES, which stands for Worship And Very Exciting Stuff. Students in K-6 meet together to pray, worship, learn memory verses and hear from the Bible. The messages are usually based on a particular topic or theme. WAVES usually runs twice a term.
7-12 Chapel	The DoS7-9/DoS10-12 will organise Chapel services where students meet together fortnightly to worship God through music, prayer, scripture reading, testimonies and hear a message. Students are able to share their gifts and talents and to enjoy community with one another. Students are involved in the running of the Chapel. Student-led pastoral care initiatives are also promoted.



CAMPING PROGRAM

S28: APPENDIX B

Year	Theme	Person Responsible
Year 3	God is always with us	HoSP
Year 4	Grace	HoSP
Year 5	Jesus Comes: The Good News	HoSP
Year 6	Who is Jesus?	HoSP
Year 7	To develop a sense of belonging in Secondary School	DoS7-9
Year 8	To live out their potential	DoS7-9
Year 9	Somerset Outdoor Retreat: Overcoming Adversity	DoS7-9
Year 10	Urban Challenge: Understanding the Mission Field before us	DoS10-12
Year 11	Focusing on personal and study issues relevant to senior students	DoS10-12
Year 12	Building faith and readiness for the end of Year 12 and life beyond school	DoS10-12



PRIMARY STRUCTURE FOR WELLBEING

S28: APPENDIX C

Class Teachers

If class teachers are concerned about the wellbeing of an individual student, they will discuss this with the HoJP/HoSP or HoWP. The student's parents/carers will be contacted and a Management Plan, LaST Action Plan, PLP or IEP may be developed. The plan may include consultation with the College Counselling team and health professionals. The DPP will always be notified by the HoJP/HoSP/HoWP of any concerns about student wellbeing.

Teachers will plan sessions in Devotions and PDH which address needs that groups of students may experience. Students are encouraged to, and given opportunities to pray for each other.

From time to time, teachers will organise special activities that are designed to improve the ability of students to relate to each other.

Management Plans

Management Plans are developed by the HoJP/HoSP/HoWP for students experiencing a range of challenges, eg medical matters, emotional/behavioural difficulties, family and social difficulties. Staff are informed of Management Plans on a need-to-know basis. Class Teachers are responsible for ensuring that relevant information is provided to any casual teachers.

IEPs

Please refer to the College's *Learning Support Policy & Procedures*.

Assemblies

Students have the opportunity to showcase what they have been learning in class. Principal's Awards are presented at assemblies. Assemblies aim to build community, a sense of belonging and provide a means to celebrate student achievement.

Morning Assemblies (Mondays and Fridays)

Students are welcomed and briefly instructed on topics such as safe behaviours. Ribbons, awards for extra-curricular activities and academic competitions are presented during morning assemblies. Elected Student Leaders present awards, do a Bible reading and share a thought for the week. Each assembly includes prayer. A key feature of these assemblies is to provide consistent messaging on key wellbeing topics.

House Assembly

During House Assemblies, students explore their House's value, the person their House is named after and other activities in order to build a sense of belonging to both a student's house and also to the College as a whole. House awards are presented at these assemblies.



SECONDARY STRUCTURE FOR WELLBEING

S28: APPENDIX D

Homeroom Teacher

Year 7 students have a homeroom teacher. This teacher is responsible for pastoral care and to foster a learning community where students bond and have a positive environment in the first year of their secondary education. The homeroom teacher has the same responsibilities as Family Group teachers.

Family Groups

In the Secondary School, pastoral care groups are called Family Groups. These groups meet daily and this provides an opportunity for discussion of issues relevant to the age and experience of those in the group, including prayer and Devotions. Junior Family Groups are gender based, with vertical groupings across Years 8-9. Senior Family Groups are gender based, with vertical groupings across Years 10-12. Students may remain in the same group for a couple of years for ongoing development of relationships.

Year Meetings

Each year level has regular year meetings which aim to foster and build positive community and provide information regarding wellbeing strategies and pastoral care.

Wellbeing/Biblical Life Studies

Years 7 - 12 have Biblical Life Studies lessons which include elements of wellbeing.

Management Plans

Management Plans are developed by the DoS7-9/DoS10-12 for students experiencing a range of challenges, eg medical matters, emotional/behavioural difficulties, family and social difficulties. Staff are informed of Management Plans. Teachers are responsible for ensuring that relevant information is provided to any casual teachers teaching their class.

IEPs

Please refer to the College's *Learning Support Policy & Procedures*.

Assemblies

Secondary students gather for assembly at allocated times. The time together may include teaching about safe and supportive practices, to remind students about events where they can be involved and contribute to the community, to receive awards and to listen to a student's devotion. The assembly is usually led by students, under the supervision of a staff member. Student-led pastoral care initiatives are also promoted.