



STUDENT WELFARE POLICY

PURPOSE:

Student Welfare refers to the mental, physical, social, spiritual and emotional wellbeing of the student. Policies, programs and services are essential in providing a safe and supportive environment at Christadelphian Heritage College Sydney (CHCS) and to comply with NESAs Registration and Accreditation.

POLICY STATEMENT:

At CHCS student welfare is incorporated into every area of school life, to provide for the academic, mental, physical, social, spiritual and emotional wellbeing of all students. This includes the nurture, protection and development of students in order to foster resilience, self-worth, and the love of God and others.

CHCS aims to provide:

1. a safe and supportive environment
2. engaging teaching and learning experiences
3. development of students' personal achievements
4. effective behaviour management
5. monitoring of student well-being, progress and attendance
6. positive partnerships with parent/carers and the wider school community
7. welfare strategies

PROCEDURES:

1. Safe environment strategies include:

- Staff awareness of and compliance with all policies associated with Child Protection, WHS, Student Welfare, Anti-Bullying etc. as listed in 'References'
- Induction of new staff and regular professional development of all staff in meetings, Staff Development days and/or meetings with supervisors to ensure compliance
- Code of Conduct for Parents and Staff
- Playground, classroom and bus duty supervision
- Security measures including secure entry, CCTV, fencing, volunteer and visitor procedures
- Risk assessments for activities
- Emergency evacuations procedures and drills
- Regular maintenance of buildings, grounds and facilities

2. Teaching and Learning experiences include:

- Bible studies for development of character and values
- Personal Development, Health and Physical Education programs (NESA syllabus) which address issues and provide opportunities to demonstrate aspects of physical and mental health
- Discipline policy and procedures which outlines rules and behaviour expectations
- Anti-bullying and resilience programs during Secondary Year advisor sessions and Primary class time
- Work experience and career advice
- Opportunities in Key Learning Areas to explore and discuss values.
- Heritage Learner Profile with emphasis on Character, Learning and teamwork.
- Transition class for new Kindergarten enrolments

3. Development of students' personal achievement

- Quality differentiated learning programs
- Individualised learning support with Learning Support team
- Heritage Learner Profile with emphasis on Character, Learning and teamwork
- Enrichment and extra-curricular opportunities such as Music, Sport, external competitions
- Outdoor education experiences in excursion and camps
- Celebration of achievements at assemblies, newsletters, performances, social media and displays.
- Student Leadership opportunities
- Collaborative planning for events such as fundraisers and service to others.

4. Behaviour management

- Discipline and Technology Use policies and procedures outlined to students each year
- Staff training in Child Protection, Code of Conduct and Discipline policies occurs annually on first Staff development day; and at other staff meetings or individual meetings as needed.
- Class teachers to set out positive expectations for students in their class
- Bible studies for development of character and values
- Personal, Health and Physical Education studies
- Welfare Team and Learning Support Team may be involved in ongoing behaviour issues and plans

5. Monitoring of student well-being, progress and attendance

- Staff to monitor students well-being through observation and interactions
- Communicate concerns to parent/carer
- Follow up with Welfare Team
- Student progress monitored through Australian Council for Educational Research (ACER) and NAPLAN testing, as well as College assessment policies.
- Mid-year and yearly reports to parents, as well as parent-teacher meetings and interviews.

- Attendance monitored and recorded by administration staff via Sentral as outlined by NSW Education Standards Authority (NESA) requirements
- Welfare team follow up ongoing absenteeism with parents and attendance plans

6. Positive partnerships with parent/carers and the wider school community

- Enrolment information and orientation to the College
- Learning Support Coordinator or delegated staff member for all new enrolment interview meetings to identify students with disability and required support and adjustments
- Transition class for Kindergarten students
- Welfare Team who regularly communicate and assist students and families
- Teacher meetings and communication with parents/carers on individual students
- Communication on all aspects of College life and events through newsletters, emails, annual report, Mid-year and Yearly student reports, promotions, information nights and social media etc.
- Community involvement in Parents and Friends committee, College Board, Fair, Information nights, student performances etc.

7. Welfare strategies include:

- Staff identify and refer children who have academic, mental, physical, social, spiritual and emotional needs to the Learning Support Coordinator and/or the Welfare Team
- Early communication to parents of educational, behaviour or welfare concerns regarding children.
- Child Protection concerns to be reported immediately to the Principal.
- Documented communications with parents about welfare concerns by relevant staff
- Regular minuted meetings of Welfare Team, comprising staff which may include Learning Support Coordinator and two staff members.
- Students with academic, mental, physical, social, spiritual and emotional needs will receive assistance from the Welfare Team, class teachers, year advisors or other appropriate staff, including external professionals
- Welfare Team plan and implement responses to identified student needs and inform relevant staff.
- Maintain welfare fund from donations to financially support resources for identified 'in need' students
- Staff Professional development on welfare issues, policies and procedures
- Documentation on requirements for Nationally Consistent Collection of Data (NCCD) and necessary adjustments for identified students by the Learning Support Coordinator and staff.
- Record keeping on Sentral, with limited access to authorised staff only for certain information
- Documentation includes but not limited to IEPs, LPs, Health Care Plans and Risk Assessments.

- Specific information such as flow charts, templates and additional welfare information will be included in the Welfare Handbook.
- The Principal or delegated staff report to the relevant stakeholders including College Board or relevant government agencies regarding welfare of students.

ACCOUNTABILITIES

Position	Accountabilities
Staff	Comply with College Policies and Procedures
Welfare team	Comply with College Policies and Procedures Maintain Minutes of meetings and other relevant documentation Refer Child Protection issues to Principal Maintain confidentiality when necessary due to Privacy concerns
Business Manager, maintenance staff	Maintenance of buildings, grounds and facilities

AWARENESS

Posted on College website

DEFINITIONS

Term	Definition

REFERENCES

Documents that should be referred to in conjunction with this Policy are listed below:

Document Type	Title

Legislation	Child Protection Anti-Discrimination
Code of Practice	Staff Code of Conduct, Parental Code of Conduct
Standards	NSW WHS
Other Policies	Enrolment Policy Anti- Bullying Policy Complaints and Allegations Policy Academic policy Discipline Policy WHS Policy Learning Support Policy Privacy Policy Volunteer Policy
Forms	Individual Education Plans

DOCUMENT CONTROL

1. Ownership and Approval

Role	Name	Position title	Date
Author	Felicity Shields	Principal	June 2019
Approver		Principal	June 2019

2. Review

Stage	Date
Original Policy	2012
Policy revised	October 2017
This review	June 2019
Next review	June 2024

