



NEAA Staff Conference 2023

Honouring the past, inspiring the future

Wellbeing, Access and
Enrichment



Acknowledgement of Country



*We pay our respects to the traditional custodians of this land
the palawa people.*

*We respect those that have passed before us, and acknowledge today's and
future Tasmanian Aboriginal communities; their Elders, Ancestors, cultures and
heritage.*



Prayer

God help us to change.

To change ourselves and to change our world.

To know the need for it.

To deal with the challenge of it.

To feel the joy of it.

To undertake the journey without always knowing the destination.

To embrace the art of gentle revolution.

Venerable Nano Nagle

Pray for us.



Learning Intentions

Learning to

- Define **Wellbeing** in terms of the **school landscape**.
- Explore ways to **design and implement a support pathway** for students to access learning while supporting their social and emotional needs.
- Discover how the development of **Wellbeing Plans** came about, to see how instrumental they have become in capturing student voice and providing key information vital for setting our young people up for success.
- Experience a **hands-on and collaborative application** of Wellbeing Plans using case studies.
- Take aways: how can you **impact** Wellbeing in you your school?



Welcome and introductions



How would students at your school explain Wellbeing?



STEPS

1. Scan the QR code
2. Press the plus sign
+
3. Type in your answer
4. Then press PUBLISH

<https://padlet.com/aclarke6/what-is-wellbeing-nkbh2jw80bqza91f>



Group Share

Take a moment to discuss the Padlet ideas with your table.

What are the common understandings of Wellbeing amongst the group today ?

What are some of the differences between responses?



St Mary's Student Responses



We asked the students of St Mary's College, what Wellbeing means to them:

What does Wellbeing mean to you?

How does SMC support Wellbeing?

How does the Wellbeing Centre help you?

Do you recognise an increase in Wellbeing needs amongst young people and why?

A young man and a young woman are sitting on a train bench, looking out the window. The man is wearing a light blue polo shirt with 'ST MAR COLLEGE' on it and glasses. The woman is wearing a dark blue and white striped blazer over a white collared shirt. The background is a bright window with a view of a landscape.

How would you define
Wellbeing?



Emergence of the Positive Education Movement



From one of our keynote speakers, Amy Green:

- *Helping people with Mental Health illnesses (Post War focus & funding)*
- *Assisting those with Gifted and Talented learning traits*
- *For human to thrive and get the most out of life = a non-deficit approach for enriching lives.*

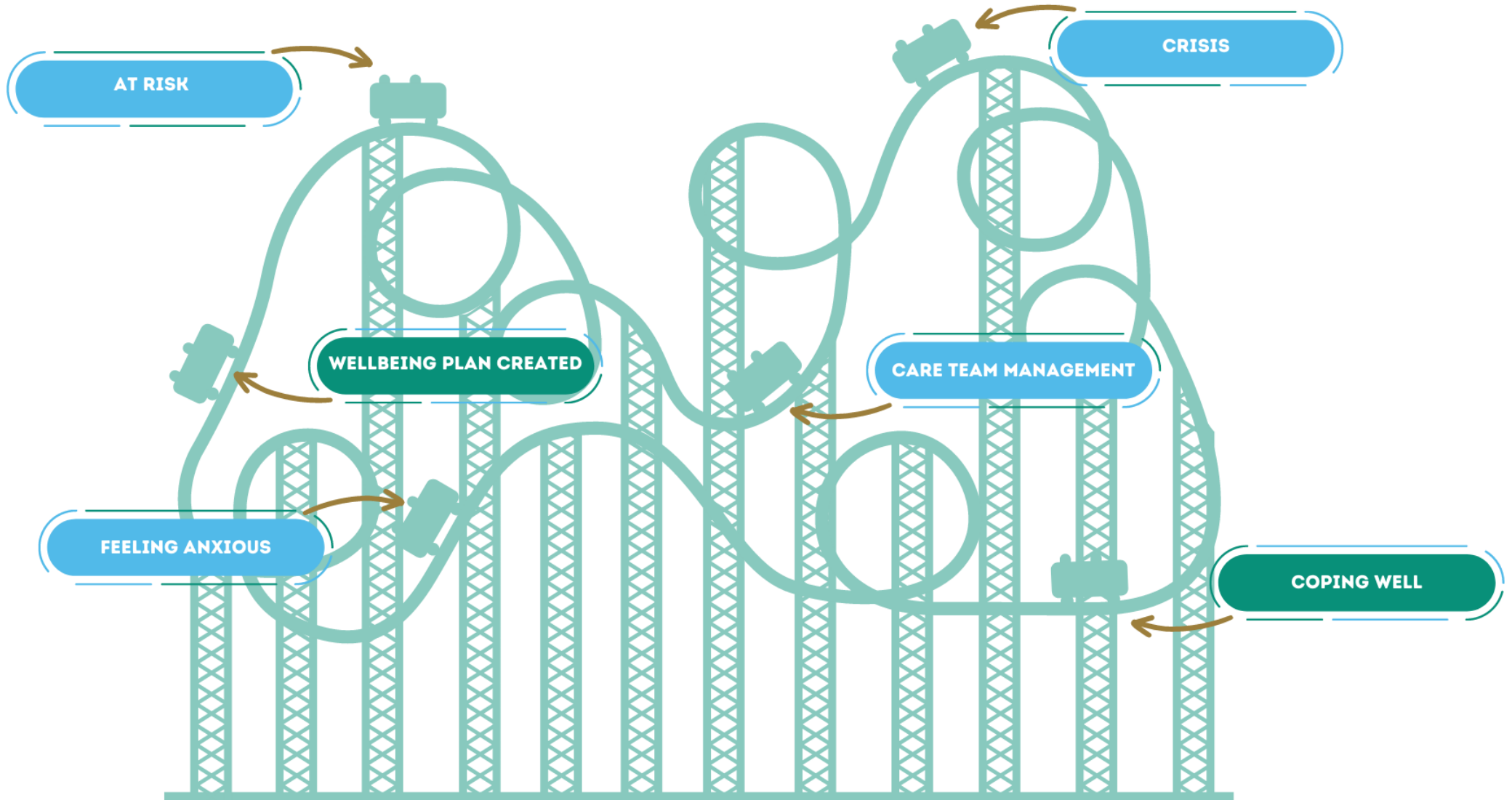
✓ *USA Psychologist review Positive Psychology Network Concept Paper 1999*
Professor Martin E.P. Seligman. [Paper can be found here](#)

Spotify
Episode 12 Feb 2023





Wellbeing Cycle





Mission Australia –youth survey 2022



CHALLENGES AND SOLUTIONS In young people's own words

Young people told us in their own words and unprompted, what their **biggest personal challenge** has been in the past year, what they found helpful in dealing with that challenge and what more could be done to help them address their challenge. The key themes of young people's responses are shown below.



SOLUTIONS SUGGESTED BY YOUNG PEOPLE



Having more and/or different supports available inside schools



Asking family and friends for additional support



Asking for help from healthcare professionals like psychologists, counsellors and doctors



Supports and systems to manage future pandemics and cope with the effects



SMC Resilience survey

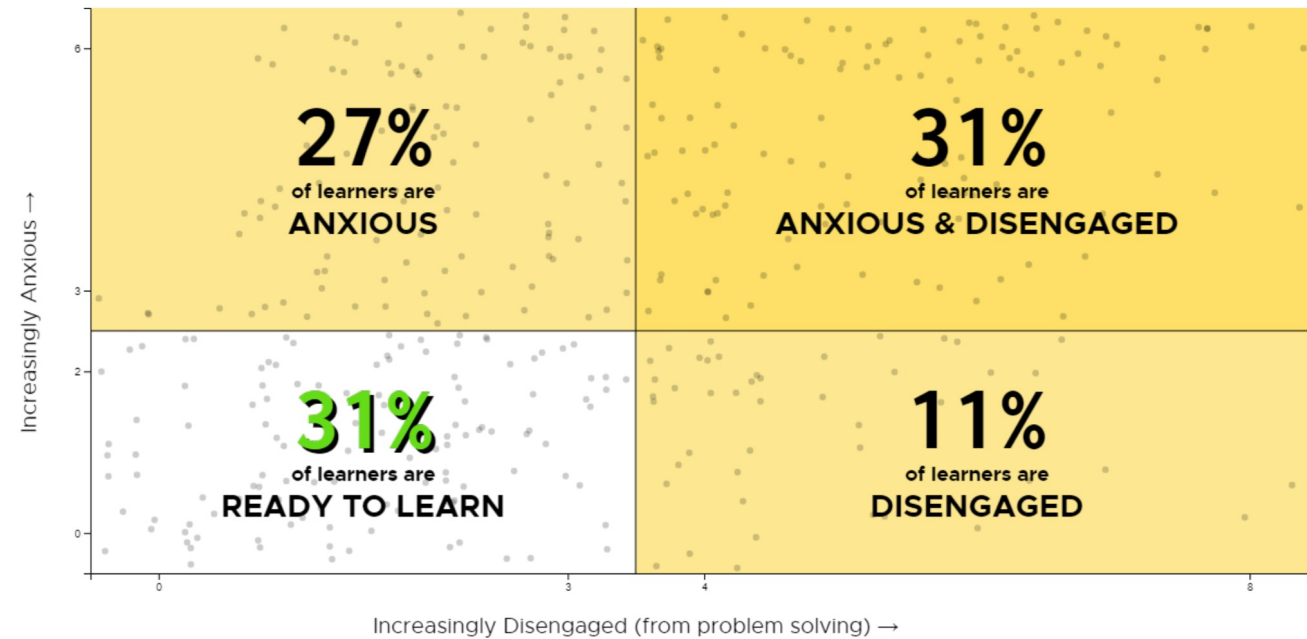
Writing goes here....

The Positive Learners Mindset

Mindset: GAD-2 and CSI-4

Year Levels 6-12 Genders Female

This scatterplot represents each student with a single dot. The position of each dot indicates each students reported symptoms of either anxiety, disengagement from problem-solving, or both anxiety and disengagement from problem-solving, or the absence these symptoms, suggesting a readiness to learn.





SMC – Our response

- 1) *Learning engagement framework*
- 2) *Highlight what exists under the Wellbeing banner (Positive Education, Wellbeing Centre, SWPB with the four Presentation Values, Certificates and Pins) Mental Health First Aid with key staff members to create a team support approach*
- 3) *Whole School Strategic Meetings + Student Focused Meetings with Wellbeing Team*
- 4) *The evolution of our Wellbeing model*
- 5) *How access and enrichment and wellbeing work together - infographic*
- 6) *Lantern developed Wellbeing Plans*
- 7) *Example of Wellbeing Plan*



Our Learning Engagement Framework & Strategic Plan





Wellbeing Supports



SchoolTV is a wellbeing platform for school communities that addresses the modern-day realities of raising safe, happy and resilient young people using credible information whilst offering realistic and practical strategies.

St Mary's College now has its very own SchoolTV portal, for sharing articles, videos and journals that support wellbeing with our community.

Best practice content is represented in the latest articles and journals from 48 trusted source organisations in Australia and New Zealand, including *Beyond Blue*, *Headspace* and *ReachOut*.

All SchoolTV topics are divided into series. The number of topics relating to a series will differ and over time new topics will be added. You are invited to take the time to explore each series and topic and make sure you visit the resources section. Here you will find useful factsheets, apps, books, websites and other additional videos – all on one single topic!

Topics include cybersafety, mental health, school survival, healthy body, positive parenting and special topics of timely relevance based on trending topics.

Your Mind Matters

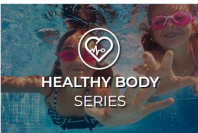
The library of useful resources from the Your Mind Matters collection is still available for you here via the link below, at any time you may wish to refer to a resource.

"The wellbeing of today's youth has never been more challenging."

Dr Michael Carr-Gregg

AN ARCHIVE OF TOPICS TO EXPLORE

SchoolTV topics are conveniently arranged into a number of series. Topics feature interviews with leading youth wellbeing experts and researchers from around the world offering hours of relevant and practical information. Additionally, each topic includes a compilation of related resources from key organisations providing a comprehensive stream of content. Resources include informative fact sheets, articles, apps, books, podcasts, websites, and other videos - all related to a single topic, in one place for easy access!





Pillars – Positive Education



We landed on our
Pillars Program.

SMC Pillars
Program—
prioritising
connection



Respect



Responsibility



Relationships



Resilience

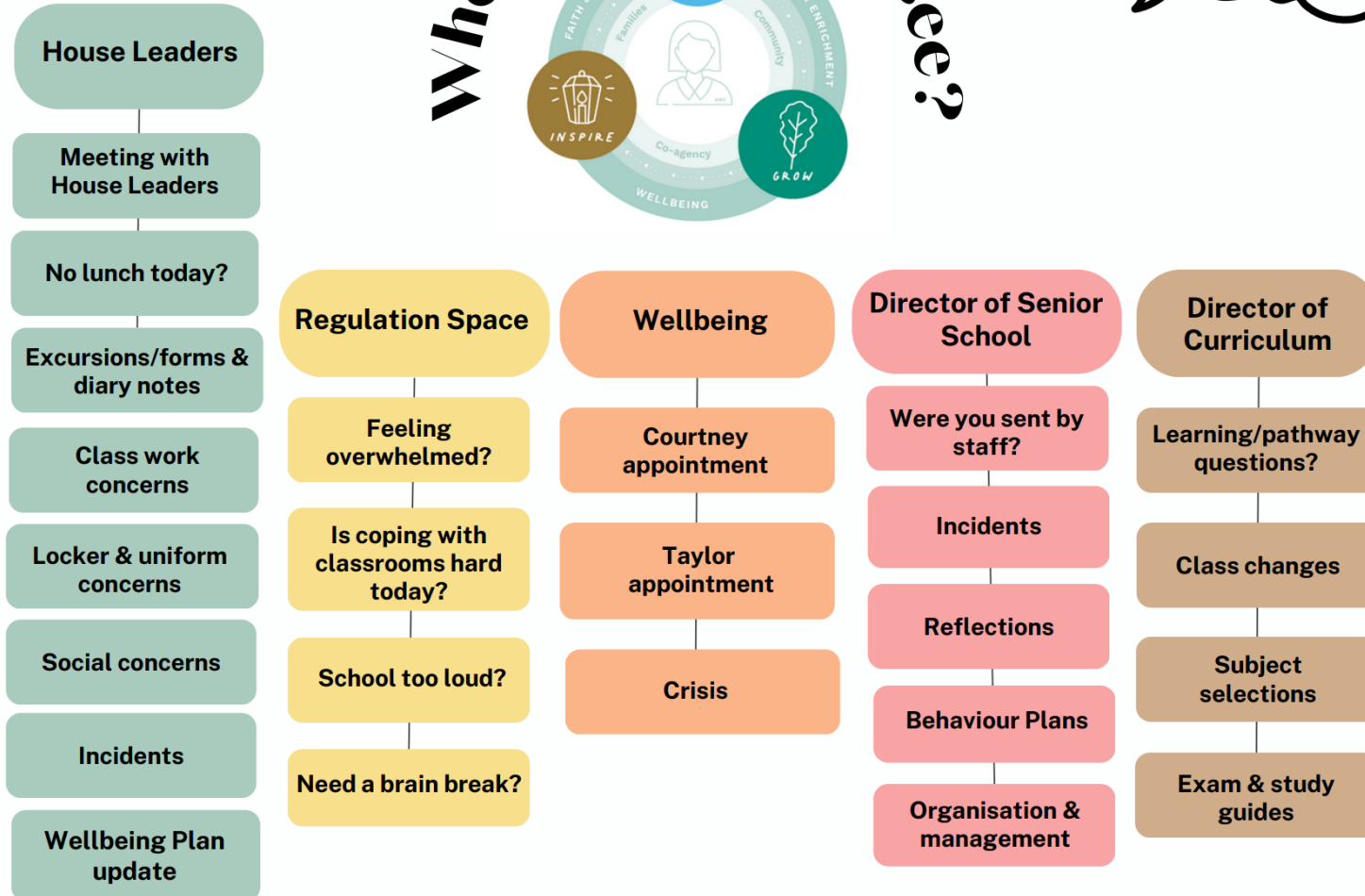




The Wellbeing Centre

Who do you need to see?

FIRST!
Does your teacher know you are here?



SWPB Values



Recognise and reward positive behaviours when you see them



Respect



Relationships



Responsibility

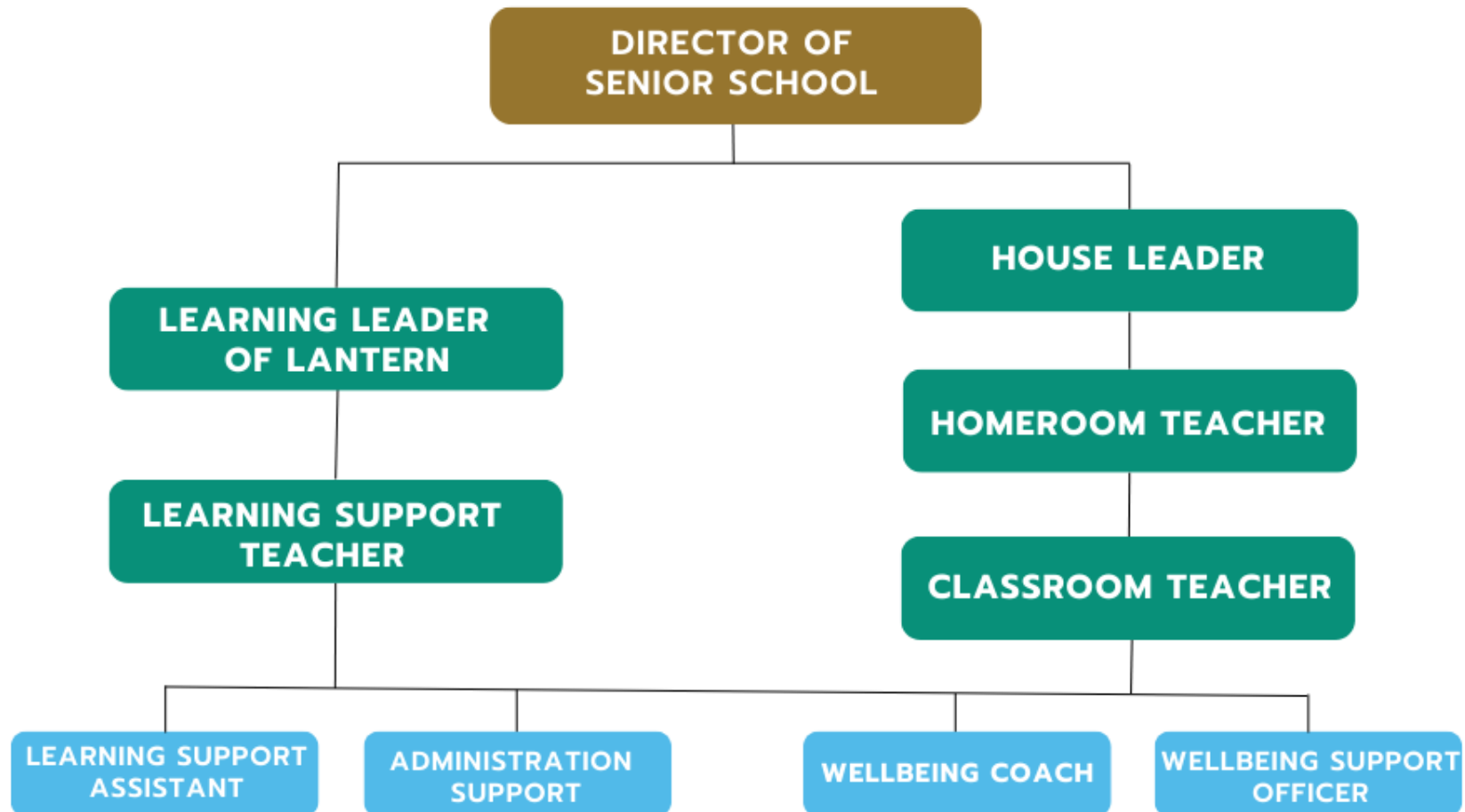


Resilience



Infographic Organisation Chart

Collaboration between Access & Enrichment and Wellbeing







Access and Enrichment

Focus is:

Providing pathways to support students in accessing the curriculum and school life.

This includes students with wellbeing needs.

- *NCCD – funding (adjustments include access to the Wellbeing centre, appointments with school psychologist, supervised eating, additional supervision for extra -curricular activities, students actioned at care team meetings etc.*
- *Key initiative was the development of wellbeing plans – endorsed by TCEO. Used as evidence to support adjustments for students with social/emotional needs.*



Wellbeing Plan



Key messages:

Team approach

Partnership between school, parent, student, specialist – central point of communication

Informs the care team

Student voice

Dynamic – working documents



Template

WELLBEING PLAN



Student Name	_____	Year Level	10
Date of Birth	_____ 2007	Home Room Teacher	_____
Date Completed	May 2023	House Leader	_____
Plan Author	_____		
Safety Plan	To be written	NCCD Level	Supplementary
Care Card	To be provided	NCCD Category	SEL
Engagement Plan		Imputed	



Current Wellbeing/Medical status – social participation, educational/curriculum, personal, mobility, safety

- _____ currently has access to CAHMS
- _____ is suffering from low motivation and struggling to get to school
- _____ is still struggling with her sleeping, as a result feeling very sleepy throughout the day
- GP follow up on medication –(decided to increase medication, was having dreams – dropped medication then started new)
- _____ is still adjusting to her new medication which may have side effects
- Solid friendship group – _____ support
- _____ feels she has avoidant tendencies
- When _____ misses school she feels increasing anxiety – being sick for a while in Term 1 impacted this
- _____ may not have had breakfast, allowing a snack if needed may help with energy
- _____ can access Lantern/wellbeing to check-in
- Regular appointments with _____ until an external provider is found



Template

Managing Stressors/triggers – what helps?			
- [REDACTED] finds being behind on assessments and missing school incredibly stressful, including emails of no submission - Physical activity is a positive routine for [REDACTED]. Rowing season is good for this - [REDACTED] may need help setting up an assessment and get started (A study line/support with the lantern team is available) - Modification to assessment requirements – Please remove all deadline/assessment expectations. [REDACTED] would like the opportunity to complete work in class however there will be no expectation on submission - [REDACTED] is struggling in her Core class feelings a little isolated (Main friend in her class [REDACTED]) - Disruption in the class also throws [REDACTED] off - [REDACTED] is good friend and support - [REDACTED] about teachers opinion of her (Having new teachers this year) – she would love the opportunity to celebrate her strengths - [REDACTED] will be issued a Care Card – be able to leave class and access Wellbeing and House leaders			
Student Goal – Thing I would like my teachers to know about me			
To be at school as much as possible and engage with classroom tasks – with no deadline expectations			
Medication	Lexapro (Anti-depressant medication)	Medication/supporting documentation on file	To be sent through

Adjustments		Wellbeing space	☒
Transition supports	☐	Supervision on excursions	☐
SRC – supervised	☐	Seating plan	☐
Care team meetings	☐	Exam Adjustments	
Home visit	☐	Extra time	☐
Supervised eating	☐	Quiet space	☐
Modified timetable	☐	IT supports	☐
Lantern program	☒	Study notes	☐



Template

Care Team (list names)

- [REDACTED] (School Wellbeing Coach)
- [REDACTED] (Lantern coordinator)
- [REDACTED] (House Leader)
- CAHMS ([REDACTED])
- External support to be included
- GP to be included

Communication notes – family/student/care team/ allied health professional

- CAHMS – Trigger has been overdue assessments. Recommendations are to reduce academic load and to assist [REDACTED] with strategies to complete work/homework
- Mental health plan – GP appointment 12/05 – plan to book in
- Parents have adapted schedules to provide support externally
- Blood test at GP: Iron and thyroid - exploring options for pain relief

Outcomes/Actions

- Parents to send through medication documentation – Diagnosis and medication documentation
- Psychologist appointment to be made
- Panadol/Ibuprofen authority form to be submitted

Review Date

Review Notes



Template

To be reviewed after information from CAHMS and Mental Health Professional

This document has been developed in consultation with – signatures required					
Student	Parent/Guardian	House Leader	Wellbeing Coach	Student Support Coordinator	Principal



Using a Wellbeing Plan

At your table:

- 1. Using the scenario on your table, take 10 minutes to discuss and complete the wellbeing plan.*



EXIT PASS

LEARN



What are your key take away ideas?

INSPIRE



How have you been challenged or what have
been the surprises for you?

GROW



Do you have the resources and supports to grow?
What would you like to action in your school?



Success Criteria

I am better able to

- *Define Wellbeing in terms of the school landscape.*
- *Design and implement a possible support pathway for students to access learning while supporting their social and emotional needs.*
- *Discuss how Wellbeing Plans came about at St Mary's College, to appreciate how instrumental they are in capturing student voice and supporting their learning success.*
- *Use case studies to write a Wellbeing Plan in a practical way.*
- *Identify ways that I you can impact Wellbeing you your school.*



Seligman Prof. Martin E.P. USA Psychologist review Positive Psychology Network
Concept Paper 1999

<https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fppc.sas.upenn.edu%2Fsites%2Fdefault%2Ffiles%2FPP%2520Network%2520Concept%2520Paper.docx&wdOrigin=BROWSELINK>

Mission Australia Youth Survey 2022 page 8 www.missionaustralia.com.au
>content>item

SchoolTV Portal - St Mary's College

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUJEwimr73z58GAAxWolJGwGHVY/aAEIQEnoECBcOAO&url=https%3A%3A>