

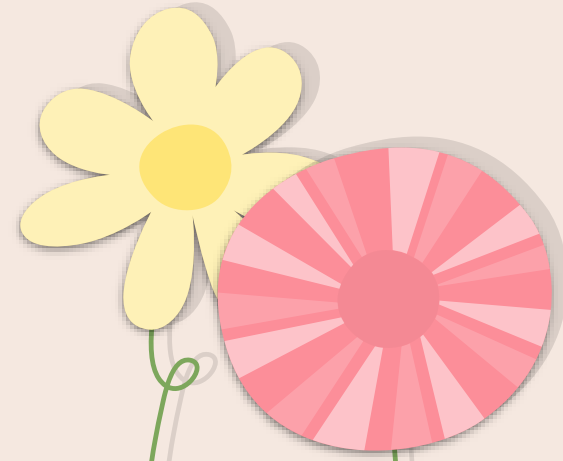
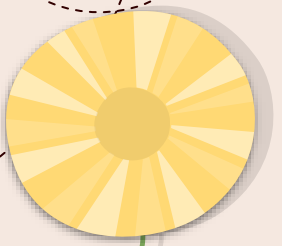
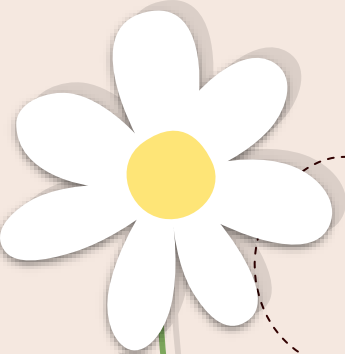
Enhancing Student Wellbeing: A Tiered Approach

Emma Meissner & Valentina Zevallos – Brookside College
Melton Health Forum 2024







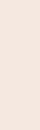
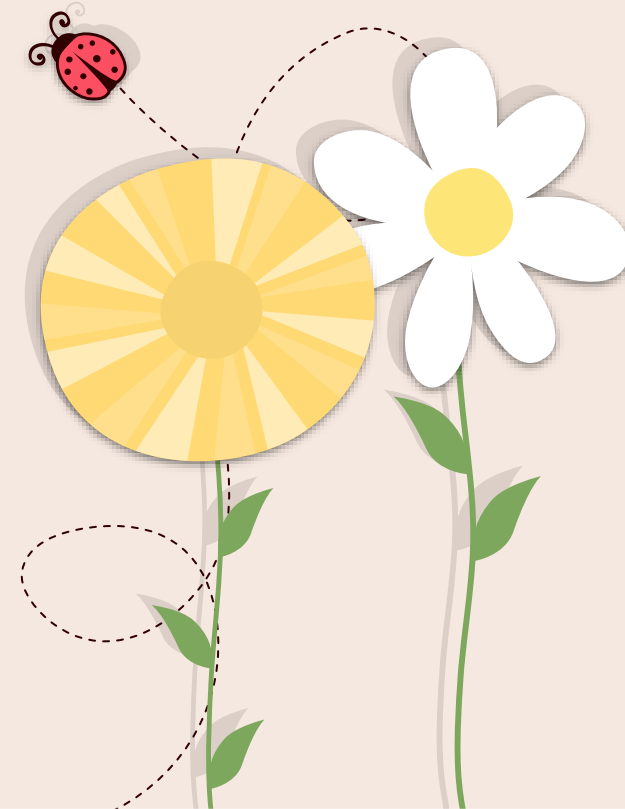


Welcome!

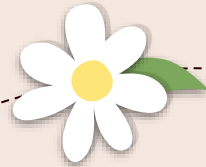


Importance of Mental Health in Education

-  Academic success
-  Social and Emotional development
-  Reducing stigma
-  Positive school climate



Brookside Wellbeing team



Wellbeing Assistant Principals

Inclusion

Leading teacher

IEP's, SSG's, Funding and individual support applications, HUB programs and supervision, Social skills groups.

Engagement and Wellbeing

Leading Teachers x 3

Attendance, Assemblies, RRRR, SWPBS, HOL, Student Voice, House Captains, Coaching, Koorie working party.

Clinical Team

MHP, MHiPs, Councillors x 2

Individual counselling, Community outreach programs and events, lunchtime programs, external service providers, onsite therapeutic programs, referral programs, health promotion.

Challenges faced by schools

Resources

Finances, Staffing, logistics and time.

Stigma

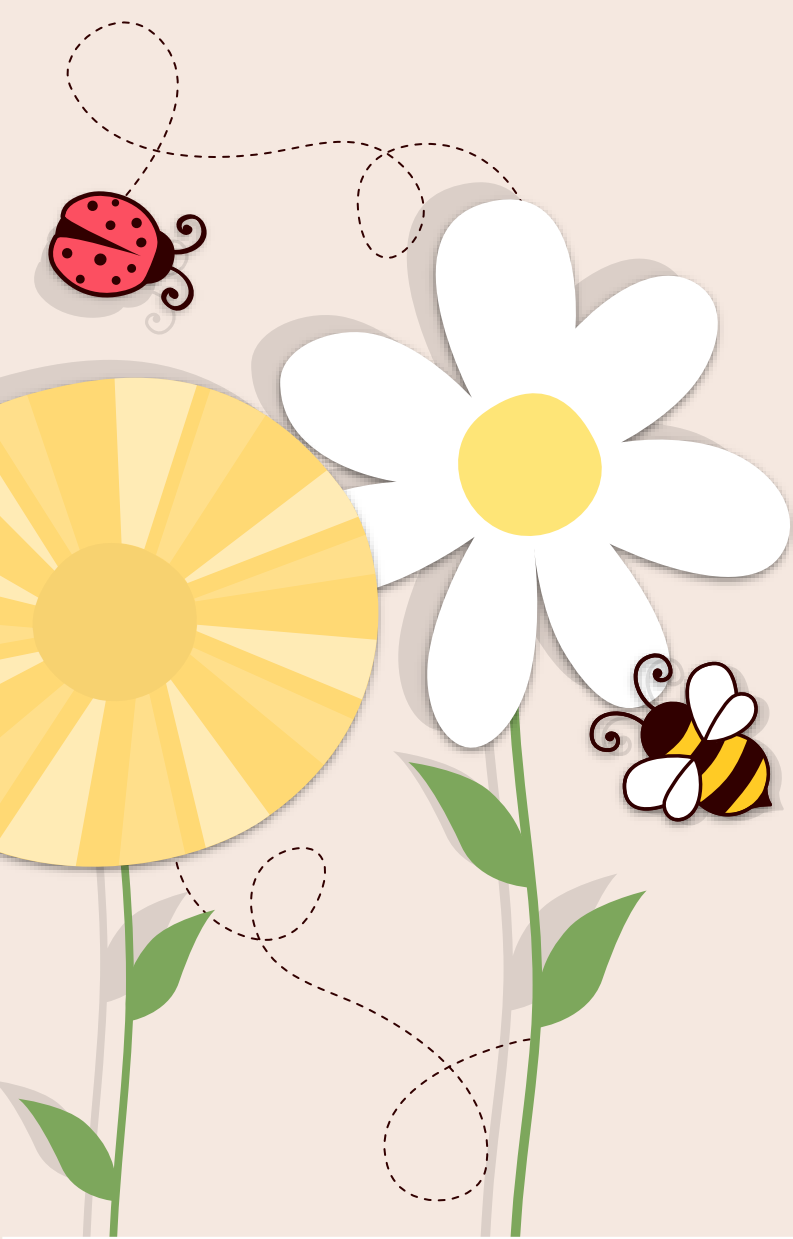
Reluctance to seek help and acknowledge concerns. Community and cultural acceptance.

Student needs

Individual backgrounds and support from home. Social, Emotional, Academic and behavioural considerations.

Identification

Students masking visible signs can make it challenging to identify students at risk.



Tier 1 supports



Tier 1 supports are universal for all students to establish a foundation of positive mental health and wellbeing, ensuring that every student has access to essential resources and strategies for promoting their overall health and success. These are implemented by all staff within the college.



UNIVERSAL

Universal interventions aim to create a positive, inclusive and supportive school climate, building the preconditions for optimal student learning, development and wellbeing.



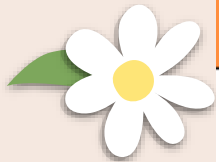
SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT (SWPBS)	A whole-school evidence based approach to promote improved behaviour that uses school level data (Chronical) to inform actions across all three tiers
RESPECTFUL RELATIONSHIPS	A whole school approach to deliver respectful relationships education
POSITIVE SCHOOL ATTENDANCE	Systems to monitor and support student attendance. (Refer to Attendance tiered support)
MORNING CIRCLES (BERRY STREET)	Morning circles are conducted school-wide each morning based on a Character Strength (weekly focus) (Refer to Brookside 4+1)
PROACTIVE PROGRAMS & EVENTS	Bully Stoppers, R U OK Day, Breakfast Club, NO BULL, Lunchtime Programs, PPU, Harmony Day, CAMPS, Excursions/Incursions, Buddy Programs, Winter Fest, Parent Information Sessions, Koori Working Party
STUDENT VOICE	Structures in place to promote Student Voice. School Captains, Student Voice & House Captains.
eSMART	eSmart Schools framework assists to develop a culture that promotes the safe, smart and responsible use of technology.
SAFE SCHOOLS	The Safe Schools program provides information, resources and professional learning to help foster a safe and inclusive environment.
PROTECT (Child Protection & Child Safe Standards)	Staff are required to comply by, identify and respond to signs of abuse and neglect. Staff undertake professional learning yearly; Mandatory Reporting module & PROTECT presentation



TARGETED

Targeted interventions complement universal interventions and provide essential additional support for cohorts of students who may have specific needs. Targeted interventions include individual interventions for a cohort.

STUDENTS WITH DISABILITIES	IEPs - Reasonable adjustments implemented, ABLES Assessments - SSG Meeting (termly) Engagement with DET SSS Key Contact, Parent Forums
STUDENTS IN OUT OF HOME CARE	IEPs - Educational Needs Assessments (ENAs) as required SSG Meeting (termly)
KOORIE STUDENTS	IEPs - Educational Needs Assessments as required SSG Meeting (termly) Engagement with KESO – Staff undertake CUST training
The HUB	The 'Hub' is a Structured Learning Support Centre Lunchtime Programs Zones of Regulation
TARGETED PROGRAMS	Stress Busters, RAISE, CORE/Edmund Rice Leadership Camp, Student Meditations NO BULL Leadership Training (Yr 9) Life Skills, Zones of Regulation, Social Skills & Social Stories Morrisby Assessments (Yr 9) Career Action Plans (CAP 7-9)
CASE CONFERENCING	A meeting conducted with the team working with identified students to implement goals and strategies for the students effectively.



Tier 2 supports

Tier 2 supports, aimed at early intervention or cohort-specific needs, provide targeted assistance to students who may require additional support beyond universal interventions, helping to address emerging concerns and prevent the escalation of mental health challenges. These targeted interventions are generally overseen by middle level leaders and the MHiPs program.

Tier 3 supports

Tier 3 supports, targeted at individuals, offer intensive, personalised interventions for students with significant or persistent needs, ensuring that they receive tailored support to address their specific challenges and promote their overall wellbeing and success. These interventions are typically overseen by the clinical team with a specialised skillset.



INDIVIDUAL

Individual interventions are designed for students who are identified as requiring intensive tailored support to engage positively in education.



CLINICAL TEAM SUPPORT

Referral processes
1:1 counselling
Risk Assessments
Case Management

DET REFERRALS

SSS support, Navigator, FLIP, Allied Health, Visiting Teacher Service, Behaviour Analyst

LINKS WITH EXTERNAL AGENCIES

Catholic Care, Child First, Mandatory Reporting Policy and Procedures, NDIS, BeYou, Headspace, Orygen)
Better Place Australia (Internal counselling)
Community Services – Melton Young Communities and Brimbank Youth Services

TARGETED STUDENT PLANS

Student Support Plans, Behaviour Management Plans, Conduct Agreements, Safety Plans, Attendance Improvement Plans, Alternative/Modified Timetables
Developed in collaboration with students, parents and allied health professional. Appropriate plans are developed for students who require additional supports and interventions.



Identification and measurement

Students

Attitudes to school survey

Pulse and chronicle data

Observations

Anecdotal records

Staff

SAEBRS

Referral pathways -
Consultations

Staff opinion survey

PIVOT

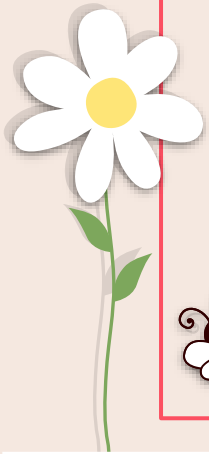
Families

Attendance

SOG's

Parent meetings

Parent teacher interviews



Successful Program Implementation

No Bull Program

Lunchtime 7-9 student program.

SWPBS

Whole school acknowledgement system

R U OK day

Whole school health promotion - wide recognition.

Better Places Australia

External, onsite therapeutic supports.

Thank you!

