



# Snowy Mountains Christian School

## Student Wellbeing Policy

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1.0	April 2020	Student Welfare
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## **Core Purpose**

Snowy Mountains Christian School exists to prepare children for life by training them, in partnership with their parents, to grow in character, skills and knowledge; realizing their full potential in Christ to serve, as they understand more of God's truth in an atmosphere of God's love and mutual respect.

## **Core Values**

Each Core Value springs out of a Christ-centred worldview where every thought, word and action is consistent with the person of Jesus Christ, as recorded in the Bible.

Love - Love God and each other; Respect - Respect each other in word and action; Truth - Grow in the knowledge of the truth; Integrity - Possess and express integrity.

This policy and procedures align with the following Snowy Mountains Christian School (SMCS) Policies which are combined to ensure that SMCS provides a safe and supportive environment for our students.

## **Rationale**

The wellbeing of students at Snowy Mountains Christian School is a paramount responsibility and privilege of the school as it partners with parents and guardians in the education of their children.

SMCS follows the Australian Student Wellbeing Framework.

Student wellbeing at SMCS is founded on the Biblical principles of grace, mercy, justice, kindness, and humility (Micah 6:8) and through this the goal is the full restoration of relationships. It encompasses the whole of a student's well-being and healthy development. It therefore includes nurturing, building, and encouraging; protection from harm; and training, direction, and correction. Student wellbeing is built into everything that happens in the school to meet the physical, emotional, psychological, spiritual, social, and learning needs of students, and is essential for developing students' sense of self-worth and fostering personal development and reaching their full potential.

The School partners with parents, and the wider community, in strategies which are preventive and proactive in caring for students; and responsive in identifying welfare needs and determining best actions.

Staff will encourage student awareness of the nature of Christ and seek to model Christian love and the fruit of the Spirit and students are enabled to develop positive, constructive behaviours which go beyond mere compliance.

## **Important related documents at Snowy Mountains Christian School:**

### **Security**

Maintenance and WHS Policy and Manual  
Evacuation and Lockdown Procedure  
Critical Incident Policy and Procedure

### **Supervision**

Staff Policy and Procedure  
Parent and Staff Handbook

### **Conduct and Behaviour Management**

Code of Conduct (Staff, Student and Visitor)  
Child Safe Policy and Procedure  
Nurture & Discipline Policy & Behaviour Management Procedure  
Anti-Bullying Policy and Procedure

### **Grievances**

Grievance Policy and Procedure

### **Pastoral Care**

Student Wellbeing Policy and Procedure  
Health Care Policy and Procedure

### **Enrolment and Attendance**

Attendance Policy and Procedure  
Enrolment Policy

### **Stakeholder Communication**

Parent and Staff Handbook

### **Staff Training**

Staff Handbook

Training with respect to student wellbeing issues is provided to all staff who have direct contact with students.

### **Relevant Legislation**

Schools must know and comply with their obligations under the following NSW laws:

- Child Protection (Working with Children) Act 2012
- Children and Young Persons (Care and Protection) Act 1998
- Children's Guardian Act 2019

## Wellbeing Team roles

<b>Role</b>	<b>Responsibility</b>
Principal	Mandatory Reporting Leadership Communication
Executive Team	Leadership Communication Compliance
Office Administrator	First Aid Administration Support
Chaplain	Spiritual development and support in consultation with the Principal
Wellbeing Aide	Contribute to and assist with wellbeing program structure
SMCS Staff	Student Wellbeing Policy and Procedure

### **1.1 Teacher Responsibility and Parental Partnership**

1.1.1 Teachers are responsible for fostering a safe and supportive environment for students. In partnership with the family, teachers will develop teaching and learning strategies that meet individual learning needs. This will result in a safe, supportive, and positive learning environment that nurtures all students. SMCS 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. Students are also active participants in their own learning and wellbeing and use their social and emotional skills to be respectful, resilient, and safe. Refer to SMCS Nurture, Discipline and Behaviour Management Policy and Procedure.

1.1.2 Staff work with individuals and groups to develop social and emotional skills. Teachers partner with staff and parents/carers to discuss student needs and strategies for assisting a student.

### **2.1 Support for Student Wellbeing**

2.1.1 The class teachers, teacher's aides, with the help of Office Administration staff, facilitate a range of pastoral care provisions to support student learning.

2.1.2 For Secondary students, there is a home room for Secondary with home room teachers who oversee general student wellbeing.

2.1.3 The Chaplain is to facilitate spiritual development

2.1.4 The Wellbeing Aide contributes to and assists the teachers with implementing the wellbeing program.

2.1.5 Trained First Officer is onsite and available for student wellbeing care and emergencies. The school has adopted a whole school approach to managing mental health. This approach has the following characteristics: a broad and inclusive view of health, which acknowledges the importance of mental health promotion; an emphasis on creating an environment that has the best possible impact on health; an integrated whole-school approach, which recognises that a range of interconnected factors influence

health. Mental Health toolkits and resources are placed around the school and available links for these services are placed on the school's website.

2.1.7 The Principal and Executive staff play an active role in building a positive learning environment where the whole school community feels connected, safe and respected. The Principal and Executive staff support staff and families and collaboratively develop whole school policies and structures for protecting the safety and promoting the wellbeing of staff, students, and families.

#### 2.1.8 Physical Security and Maintenance

- Playground and bus supervision by teachers and staff
- Visitor sign-in, WWCC for volunteers; Code of Conduct for Staff, students, and Parents and Visitors within the Handbooks.
- Late and early notes for students arriving or departing during class hours
- Administration office overlooks front grounds to be aware of a child leaving without authorisation
- Maintenance of buildings, grounds, facilities (SMCS Maintenance Policy)

### 3.3 External Agencies

- a) External providers e.g. medical, educational specialists, who contribute towards planned programs for additional support of students within the school.
- b) Training partners for staff and school procedures e.g. Association of Independent Schools, Christian Schools Australia, NSW Education Standards Authority
- c) Local churches for family and spiritual support
- d) Police Youth Liaison Officer
- e) Children & Adolescent Mental Health Service
- f) Department of Communities and justice

3.3.1 When required, the school will seek to partner with professionals from external agencies to seek advice and assistance regarding effective strategies for student wellbeing and may refer both students and staff to outside services when circumstances indicate additional support or training may be required.

3.3.2 SMCS has access to a professional Christian counsellor to whom students are referred by the Principal. Parents are always consulted before the student is referred. It is preferable to use the service of a trained counsellor when necessary.

## 4 Programs and Activities

### 4.1 Before School Duty

4.4.1 A Teacher is on duty from 8:30 in the Link each morning to welcome students to school. This helps foster a sense of belonging to the School Community and assists in transitioning students from the care of their parents/carers to the care of School staff.

## **4.2 Personal Development & Health/Physical Education Curriculum**

4.2.1 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 school's teaching and learning programs.

## **4.3 General Implementation Procedures**

4.3.1 The Principal, Executive Staff and SMCS staff collaborate with stakeholders regarding student wellbeing and the implementation of various programs.

## **4.4 Attendance**

4.4.1 For strategies concerning attendance and student wellbeing, please refer to the School's Attendance Policy & Procedures.

## **4.5 Christian Perspectives Program**

4.5.1 All students from Kindergarten to Year 10 participate in our Christian Perspectives Program. Part of this is seen in assemblies, peer support programs and the Student Service Council, where students hear the gospel explained clearly, receive biblically encouraging messages, and grow in service to one another and the community.

## **4.6 Excursion Program**

4.6.1 The Kindergarten to Year 10 excursion program creates an environment for students to bridge the gap between learning and living. These excursions are designed specifically to foster students' growth in their ability to live in community and make a genuine contribution to student's learning. When able, a member of the wellbeing team will attend these excursions.

## **4.7 Camp Program**

4.7.1 The Years 3 –10 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, develop relationships and grow team building skills.

## **4.8 Primary Class Structure**

4.8.1 Class teachers are responsible for overseeing the day-to-day wellbeing of their students.

4.8.2 Primary classes participate in Devotions daily with their class teachers.

4.8.3 Primary library time strengthens student wellbeing, developing students desire to read and explore the world God has made.

4.8.4 Key programs include: Cyber safety and anti-bullying, focus on SMCS Values, Positive Connections.

## **4.9 Secondary Home Room Structure**

4.9.1 Year 7, 8, 9 and 10 form a homeroom with Secondary Teachers overseeing the wellbeing of these students.

4.9.2 Students meet daily to share Devotions, pray, and complete general pastoral and administrative activities.

4.9.3 Key Programs include: Cyber safety, Anti-bullying, Conflict resolution and positive relationships, focus on SMCS Values, developing positive mental health and wellbeing, leadership development.

#### **4.10 Parent/Student/Teacher Conferences**

4.10.1 Further to regular communication, it is encouraged for parents/guardians and children to meet with the class Teacher at these formal conferences held in Term 1 and 3 so that collaborative relationships can be formed to create a shared understanding of how to support student learning, safety, and wellbeing.

#### **4.11 Student Service Council**

4.11.1 Primary students in Year 5 and 6 and Secondary Students are selected to represent the school as leaders on the Student Service Council.

4.11.3 Students on the Student Service Council: seek to serve the school community willingly and cheerfully, reflecting the servant heart of Jesus; grow in leadership and service of the community, through training and development in the year; and in representing the school with pride at various functions; MC Monday Assemblies; organise end of term activities and setting a good example to all students. The nominated Staff member aims to train and develop students in these areas.

4.11.4 Refer to SSC Roles and Responsibilities for further information.

#### **4.12 Inclusive Education**

4.12.1 Staff implement reasonable adjustments, in line with Disability Standards for Education, for students with disabilities to support them to enrol and participate in all aspects of school life on the same basis as all students. Staff will partner with students and parents or carers on reasonable adjustments; support students to access the curriculum through reasonable adjustments and personalised support; develop and implement strategies to prevent harassment, discrimination and victimisation of any student.

4.12.2 Individual Learning Plans are created, as required, to meet the needs of students experiencing a range of challenges. Teachers and Staff meet with parents and students regularly, as needed, to discuss and partner in their education and adjustments are included in student learning and Teacher programs.

#### **4.14 Extra-Curricular Activities**

4.14.1 SMCS seeks to encourage students of all ability levels to foster their God-given abilities. Amongst the variety of extra-curricular activities offered at SMCS are a range of sports, instrumental tuition, drama, chess, public speaking, skiing, gardening, caring for the environment, visiting pre-schools and nursing homes.

#### **4.15 Assemblies**

4.15.1 A variety of assemblies take place throughout the year.

4.15.2 Monday Assemblies. Students are welcomed, share in devotions, and briefly instructed on topics such as safe behaviours. Awards for extra-curricular activities and

academic competitions are presented during morning assemblies. Student Service Council representatives host the assembly, while staff present awards, and share a biblically encouraging message or thought for the week. Each assembly includes prayer. A key feature of these assemblies is to provide consistent messaging on key wellbeing topics in line with school values and it is a chance for the whole school to be together and grow community and connection.

#### **4.16 Meetings**

4.16.1 Primary School, Sporting Meetings and Assemblies are held throughout the year.

4.16.2 The purpose of these meetings is to cultivate a culture of belonging, learn about sporting house values and discuss participation in school and sporting events.

#### **4.17 Award System**

4.17.1 Our award structure aims to encourage students for their efforts, achievements, attitudes and for displaying our school values.

#### **4.18 Special Events and Programs**

4.18.1 Throughout the year, the school organises events where students are taught about respectful relationships, e.g. Remembrance Day, International Day of Peace.

4.18.2 From time to time, staff will invite visiting speakers or someone from the School Community to speak to students about specific topics, e.g. cybersafety, bullying.

#### **4.19 Breaktime Groups**

4.19.1 These groups are created to meet the interest of individual students/groups and 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 chess, library, drawing, games, Bible study groups etc.

#### **5.0 Review**

Initial review will be conducted by the Executive Staff each year.

#### **6.0 Accountabilities**

The Principal is responsible for the focus, content and maintenance and compliance of the policy.

#### **7.0 Policy Adviser**

SMCS Board

SMCS Staff