



# WELLBEING AT CJC



## Wellbeing at CJC

Caulfield Junior College has developed a range of strategies to promote engagement, an inclusive and safe environment, positive behaviour, and respectful relationships for all students in our school.

We recognise the importance of student friendships and peer support in helping children and students feel safe and less isolated. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

### Universal

At Caulfield Junior College it is an understanding that students will develop the knowledge and skills to appreciate our own and other people's cultures; exploring differences, embracing them when we can, to become responsible citizens of the world.

The school's values of Honesty, Empathy, Respect, Resilience and Optimism underpin all teaching and learning and combine with the pedagogy of thinking, inquiry, cooperating, global and self-evaluating.

Student welfare and wellbeing is a high priority, with a dedicated staff member in the role of Wellbeing and Intervention Team Leader. Many programs have been implemented to support the emotional and social wellbeing of students, including Restorative Practices, the Zones of Regulation and a whole school approach to behaviour management.

Students who receive funding from the Program for Students with Disabilities or are classified as Out of Home Care have dedicated support and regular Student Support Group (SSG) meetings to ensure their ongoing success in their learning and behaviour is monitored and catered for.

### Targeted

Each year group has a Year Group Leader, a senior teacher responsible for their year, who monitor the health and wellbeing of students in their cohort, and act as a point of contact for students who may need additional support.

- Our English as a second language students are supported through our EAL program.
- We provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's policy on LGBTIQ Student Support
- All students in Out of Home Care are supported in accordance with the Department's policy on Supporting Students in Out-of-Home Care.



# WELLBEING AT CJC



## Wellbeing at CJC

### Targeted continued

- Wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year.
- Staff will apply a trauma-informed approach to working with students who have experienced trauma.
- Students enrolled under the Department's international student program are supported in accordance with our legal obligations and Department policy and guidelines at: International Student Program.

### Individual

Individual students will have a range of support services in place. Processes for teachers and families to access support are in place and communicated to staff and families through Professional Learning opportunities, Parent/Teacher meetings at point of need, or parent initiated.

Ways individual students are supported include:

- Student Support Groups, see:  
<http://www.education.vic.gov.au/school/principals/spag/participation/pages/supportgroups.aspx>
- Individual Education Plans and Behaviour Support Plans
- Funding via Disability Inclusion Program
- Referrals to Student Welfare Coordinator and Student Support Services
- Referral to ChildFirst, Headspace, Orange door.
- Support for students in Out of Home Care.
- On-site access to a Masters of Counselling students (Monash University).

Next week we will provide you with an update regarding Luna, our Wellbeing Dog.