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# Wellbeing

## PVCC

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2022

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PVCC

Because we are Christ's image bearers...



**Plenty Valley**

CHRISTIAN COLLEGE  
In Christ: Wisdom & Knowledge

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# What we think about Wellbeing

Because we are Christ's image bearers....

At Plenty Valley Christian College, we believe that we are all made in the image of God. His original plan was perfect, and all was good. All people were in a perfect state of wellbeing. Through the introduction of sin, we all fell from that perfect state. Then Jesus saved us and through his grace, we are redeemed and in the process of restoration.

*"Restore to me the joy of your salvation, and uphold me with a willing spirit" Psalm 51:12*  
*"For I know the plans I have for you, declares the Lord, plans for welfare and not for evil, to give you a future and a hope." Jeremiah 29:11*  
*"But seek first the kingdom of God and his righteousness, and all these things will be added to you."*  
*Matthew 6:33*  
*"May the God of hope fill you with all joy and peace in believing, so that by the power of the Holy Spirit you may abound in hope." Romans 15:13*

We seek a place of restoration to wellbeing for our community.

However, it is all too often the case, that as a society, a community, a family, a school – we are preoccupied with the immediate: what needs to be taught and learned? What is in the way of that right now? What illnesses, conditions and circumstances need special attention right now?

It is a good and right thing, to provide help, support, and interventions for those who need it. PVCC has experts in a variety of areas, who can provide specialised support to our students, when things are very difficult. Alongside those specialists, the college has a structure which provides proactive care to all our students, to help build their level of resilience, understanding of relationships, understanding of their own wellbeing, as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (WHO)

A school's primary purpose is the education of children. We know too, that a student's ability to be receptive, open and able to learn effectively, is directly correlated to their own wellbeing. Schools are in a central position in children's lives, and therefore in their development, and so at PVCC, we hold wellbeing as an equal mandate to the academic education of our students.

Previously, both governments and schools, approached wellbeing by using a deficit model of intervention. Basically, they looked for problems that were occurring, and then found ways to assist people with those

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problems. Research has moved on substantially and it is widely agreed that a holistic model of wellbeing is the most successful.

Noble and McGrath (2018) define student wellbeing as “a sustainable state of positive mood and attitude, resilience and satisfaction with self, relationships and experiences at school.”

Various models of wellbeing have been developed and researched and provide a sense of the holistic, balance and growth. The PERMA theory of wellbeing outlines five building blocks to enable flourishing: Positive Emotion, Engagement, Relationships, Meaning and Achievement. (M Seligman, 2011). Similarly, Carol Ryff developed the Six-factor Model of Psychological Wellbeing, which speaks to balancing positive relationships with others, personal mastery, autonomy, a feeling of purpose and meaning in life, and personal growth and development, to enable a person to face both challenging and rewarding life events.

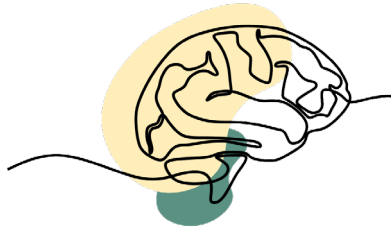
As a Christian school, we view all of creation; physical, academic, social and psychological, through the lens of Christ’s saving grace to a fallen world. We acknowledge that because of the fall, we are imperfect, broken and often hurting. However, through the redemptive work of the cross, we have a hope of restoration and wholeness.

We therefore seek to view student wellbeing through the values of our college. We recognise that every student is a precious creation of God and made in his image. Therefore, each person holds inherent value, and although broken and imperfect, is someone who Christ died for, and is thoroughly loved.

Because we are Christ’s image-bearers, we: learn courageously, strive for excellence, build community, actively steward and nurture Godly character. We believe that growth and development in each of these elements, will develop wellbeing in our students.

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# Our Model of Wellbeing

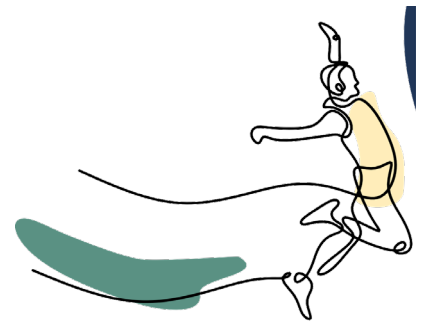


## Learn Courageously

By encouraging students to learn courageously, we seek to develop their resilience, enable and encourage appropriate risk taking, satisfaction with self, develop positive emotion, mood and attitudes, develop autonomy, encourage personal growth.

## Strive for Excellence

By encouraging students to develop a sense of achievement, sense of accomplishment, work toward personal mastery

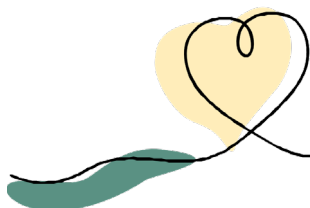


## Build Community

By encouraging students to develop a sense of connection, sense of belonging, shared experiences, positive relationships, engagement. We also take seriously our child safe standards and student, staff and parent codes of conduct

## Actively Steward

By encouraging students to understand and practice self-care, have an outward-looking focus, providing opportunities to take action, and develop meaning and purpose within their communities, both local and global



## Nurture Godly character

By encouraging students to know and understand the Bible, the character of God, the purpose of the Holy Spirit, and for students to nurture their own spiritual development, developing purpose and meaning in life

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# Our Model of Wellbeing

## **A sub-school structure that provides age-focused pastoral oversight and wellbeing care.**

Plenty Valley Christian College has four sub-schools, that provide pastoral oversight to the students and staff within that section. The Early Years Subschool, caters for the very youngest of students, in Prep, Year 1 and Year 2 and is cared for by the Head of Primary and two Assistant Heads of Subschool – early years. The Junior Years students in Years 3, 4, 5 and 6, are beginning to develop some independence and foundational academic skills, and learning about friendships and resilience. They are led by the Head of Primary and two Assistant Heads of Subschool – junior years. Moving into secondary schooling, the needs of students shift substantially, and as they go through physical, social and emotionally development, wellbeing is provided through the Middle Subschool, lead by the Head of Middle Subschool and two Assistant Heads of Subschool – middle years. The transition from middle years to senior years is significant, with students maturing into young adults, and preparing for life beyond school. The Senior Subschool is led by the Head of Senior Subschool and two Assistant Heads of Subschool – senior years.

The subschool structure provides intensive focus on the wellbeing needs of the students in each age-grouping and is directed by a whole school approach, utilizing a 3-tiered system.

The subschool structure is complemented by a college psychologist, chaplain, learning support department and Deputy Principal, who together, form the PVCC Wellbeing Team

## **A 3-Tiered System**

It is widely recognized that using a tiered approach to wellbeing, provides both coverage and safety nets for each member of the community. A tiered approach, provides a positive, supportive and inclusive school climate at a universal level; targeted interventions for particular cohorts and areas of need; and individual interventions for those who need intensive, tailored support.

**Tier 1 – Good for all**

**Tier 2 – Necessary for some**

**Tier 3 – Essential for a few**

## Tier 1 – Good for all

PVCC uses one of the most up-to-date and data rich tools available – EI-Pulse. Students in years 4 to 12 do a weekly Pulse check-in, reflect on their mental health and answer science-backed engagement and wellbeing questions. In 60 seconds students can provide statistically significant school-wide wellbeing data that us up to date, every week. Students complete this check-in during homeroom on a set day each week, and the data is instantly available to their homeroom teacher, subschool leaders and executive leadership. Teachers can track the ongoing wellbeing of their students and “flag” them, if they indicate a decline in wellbeing. Students also have an instant call for help available when using the Pulse check-in. This call will go directly to their nominated staff member, and they also have the option to contact eHeadspace or Kids Helpline if they are in an emergency situation or crisis. The wellbeing team, will monitor school-wide wellbeing data, and determine areas of need in curriculum or services and support.

### Sub-school specific tier 1 interventions and supports

Value	Early Years	Junior Years	Middle School	Senior School
<b>Learn Courageously</b>	<ul style="list-style-type: none"> <li>• Explicit Social and Emotional Learning programs: RRRR (Resilience, Rights and Respectful Relationships)</li> <li>• Inquiry Learning units</li> <li>• Mental Health Awareness education and activities (in curriculum and mental health week)</li> <li>• Exploring interoception</li> <li>• Quality differentiated teaching</li> <li>• Discovery Learning through purposeful, creative play</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit Social and Emotional Learning programs: RRRR (Resilience, Rights and Respectful Relationships)</li> <li>• Inquiry learning units</li> <li>• Mental Health Awareness education and activities (in curriculum and mental health week)</li> <li>• Exploring interoception</li> <li>• Quality differentiated teaching</li> <li>• Camping program in years 4, 5, 6</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit Social and Emotional Learning programs: RRRR (Resilience, Rights and Respectful Relationships)</li> <li>• Mental Health Awareness education and activities (in curriculum and mental health week)</li> <li>• The Resilience Project – homeroom</li> <li>• Quality differentiated teaching</li> <li>• Careers education and Work Studies to begin an outward and future focused learning</li> <li>• Year 9 resilience and “stretching” programs: City Cite, Urban Mission, Wollongarra</li> <li>• Camping program in Years 7, 8 and 9</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit Social and Emotional Learning programs: RRRR (Resilience, Rights and Respectful Relationships)</li> <li>• Mental Health Awareness education and activities (in curriculum and mental health week)</li> <li>• The Resilience Project – homeroom</li> <li>• Quality differentiated teaching</li> <li>• Work Studies education in preparation for Work Experience.</li> <li>• Students supported by fully qualified Careers Practitioner, to guide subject selection and post year 12 pathways</li> <li>• Opportunities for extended learning through Vocational Education and Training programs</li> </ul>
<b>Strive for Excellence</b>	<ul style="list-style-type: none"> <li>• Classroom expectations – fostering a stable and positive learning environment, through strong relationships within the classroom, creating a sense of belonging</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom expectations – fostering a stable and positive learning environment, through strong relationships within the classroom, creating a sense of belonging</li> <li>• Opportunities for extension through external competitions and projects</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom expectations – fostering a stable and positive learning environment, through strong relationships within the classroom, creating a sense of belonging</li> <li>• Duke of Edinburgh program to foster leadership and resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom expectations – fostering a stable and positive learning environment, through strong relationships within the classroom, creating a sense of belonging</li> <li>• Acceleration opportunities for high achievers</li> <li>• University credit opportunities for high achievers</li> </ul>

<b>Build Community</b>	<ul style="list-style-type: none"> <li>• Child Safe Education</li> <li>• Primary Senate</li> <li>• Consent Education in curriculum</li> <li>• Family Information on cyber safety, consent education and child safety</li> <li>• Promotion of Family partnerships – grandparents day, parent participation in special events (carnivals, performances, morning teas)</li> </ul>	<ul style="list-style-type: none"> <li>• Child Safe Education</li> <li>• Primary Senate</li> <li>• Consent Education in curriculum</li> <li>• Family Information on cyber safety, consent education and child safety</li> <li>• Promotion of Family partnerships – grandparents day, parent participation in special events (carnivals, performances, morning teas)</li> </ul>	<ul style="list-style-type: none"> <li>• Child Safe Education</li> <li>• Consent Education in curriculum</li> <li>• Family Information on cyber safety, consent education and child safety</li> <li>• Promotion of Family partnerships – parent participation in special events (carnivals, performances, morning teas)</li> </ul>	<ul style="list-style-type: none"> <li>• Child Safe Education</li> <li>• Senior Senate</li> <li>• Consent Education in curriculum</li> <li>• Family Information on cyber safety, consent education and child safety</li> <li>• Promotion of Family partnerships – parent participation in special events (carnivals, performances, morning teas)</li> </ul>
<b>Actively Steward</b>	<ul style="list-style-type: none"> <li>• Sustainability Education and focus</li> <li>• Child Safe Officer education and awareness</li> <li>• Happy Schools: Project Staff Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Senate sustainability projects</li> <li>• Child Safe Officer education and awareness</li> <li>• Happy Schools: Project Staff Wellbeing</li> <li>• Student Pulse checkins</li> </ul>	<ul style="list-style-type: none"> <li>• Child Safe Officer education and awareness</li> <li>• Child Safe Officer education and awareness</li> <li>• Happy Schools: Project Staff Wellbeing</li> <li>• Student Pulse checkins</li> </ul>	<ul style="list-style-type: none"> <li>• Child Safe Officer education and awareness</li> <li>• Child Safe Officer education and awareness</li> <li>• Year 12 – turning 18 education on legal obligations</li> <li>• Happy Schools: Project Staff Wellbeing</li> <li>• Student Pulse checkins</li> </ul>
<b>Nurture Godly Character</b>	<ul style="list-style-type: none"> <li>• Student, Staff and Parent Codes of Conduct</li> <li>• Christian Education</li> <li>• Chapel</li> <li>• Worship focused assemblies</li> <li>• Restorative Justice based discipline</li> <li>• Zones of Regulation education</li> <li>• Ladder of Inference education (staff)</li> </ul>	<ul style="list-style-type: none"> <li>• Student, Staff and Parent Codes of Conduct</li> <li>• Christian Education</li> <li>• Chapel</li> <li>• Worship focused assemblies</li> <li>• Restorative Justice based discipline</li> <li>• Zones of Regulation education</li> <li>• Ladder of Inference education (staff)</li> </ul>	<ul style="list-style-type: none"> <li>• Student, Staff and Parent Codes of Conduct</li> <li>• Christian Education</li> <li>• Chapel</li> <li>• Restorative Justice based discipline</li> <li>• Lunchtime missional programs including “Mustard”</li> </ul>	<ul style="list-style-type: none"> <li>• Student, Staff and Parent Codes of Conduct</li> <li>• Christian Education</li> <li>• chapel</li> <li>• Missions Trips</li> <li>• Senior Prayer groups</li> <li>• Restorative Justice based discipline</li> <li>• Lunchtime missional programs including “Mustard”</li> </ul>

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## **Tier 2 – Necessary for some**

- College Chaplain for informal counselling and social issues
- College Counselor for formalized counseling and referral. Development of Wellbeing Support Plans for interim and long term support.
- College Counselor led social skills programs
- Learning Support for students facing educational challenges – development of Student Support Documents and for diagnosed learning conditions, Individual Learning Plans
- Learning Support specific interventions (eg MiniLit, LOTE withdrawal)
- Learning enhancement and extension – for students who are high achievers
- Homegroup and classroom teachers – maintain strong routines in learning and behavioural expectations. Monitor changes in learning, behaviour and relationships. Consult with Head of SubSchool if situation escalates or continues. Consider “Where to go when a student is having problems” when deciding how and where to escalate.
- Referral for staff to Employee Assistance Program for staff wellbeing and counseling if needed
- Restorative Justice based discipline policy. Use of Behaviour Cards to scaffold change to behaviours in line with Student Code of Conduct

## **Tier 3 – Essential for a few**

- Counselor referral to external professional supports for diagnosed mental health disorders.
- Counselor collaborates with families and external supports for students
- Learning support referral to external professional supports for learning disorders
- Learning support collaborates with families and external learning supports. Parent Support Group meetings twice a year to develop SSDs and ILPs
- Learning support assistance to teaching staff for implementation of SSDs and ILPs
- Restorative Justice based discipline policy, with executive staff intervention to assist with scaffolding change to behaviours in line with Student Code of Conduct



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# Where to go when a student is having problems

The 3 tiered structure allows for interventions to become increasingly specific, as student need increases.

The sub-school structure provides a pathway for seeking assistance and intervention.

If a staff member needs support to meet the needs of a particular student:

*Heads of Sub School (HOSS) hold the ultimate responsibility for all students in their sub-schools and should ALSO be informed in case of ALL student diagnoses or concerns by the staff member seeking assistance from the specialist staff below.*

- If the student has received a **medical** diagnosis – please inform the College Nurse and Office Coordinator.
- If the student **has** received a **learning need** diagnosis or you suspect they have **learning needs** – please inform Learning Support (LS) for support, observation or advice.
- If the student has received a **psychological or mental health** diagnosis or you suspect they have **social or mental health** needs – please inform Wellbeing for advice and support.
- If the student is taking **VCE subjects** – all plans that include **special provisions** must be reviewed by the VCE Coordinator to ensure compliance with VCAA requirements.
- If a student is experiencing a **problem with a teacher's practice**, they should:
  - Be encouraged to talk directly to the subject teacher
  - Discuss the matter with the Head of Learning and Teaching

As a general rule:

*Individual Learning Plans (ILP) will be case managed by **Learning Support**  
Student Support Documents (SSD) will be case managed by **Learning Support**  
Wellbeing Support Documents (WSD) will be case managed by **Wellbeing**  
All VCE **special provisions** on ILP, SSD or WSD must be reviewed by the **VCE Coordinator** for compliance with VCAA requirements.*

Some students may have a combination of areas of concern and so ALL relevant departments should be contacted for support or advice.

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### **Case Manager - Students who need assistance beyond normal differentiation**

Students are rarely just “one or the other” and may have a have a series of more significant and/or complex needs that will require an ongoing team approach to providing accommodations for their education. The rule of thumb is:

- Home Group teacher is the first port of call and manage minor needs with advice and support from specialists. Home group teacher will give updates to subject teachers, until/unless the case is referred to HOSS.
- HOSS manages needs that require irregular but ongoing advice and support from specialists (Learning Support, Wellbeing etc).

HOSS asks a specialist to assist them by case managing students who require a team approach to provide accommodations. This will be based on where the majority of the need lies. Where this is difficult to decide, the Deputy Principal will make a determination on who is to carry to case.

#### **Example: A student is recently diagnosed with ASD and has accompanying anxiety.**

HOSSs retain ultimate responsibility, but Learning Support will provide specialist assistance to case manager for this student and will liaise with Wellbeing for advice on how to manage anxiety.

#### **Example: A student is suffering from mental health issues, which are manifesting in school refusal.**

HOSSs retain ultimate responsibility, but Wellbeing will provide specialist assistance to case manage for this student and will liaise with HOLT Secondary and VCE Coordinator to determine accommodations that can be made for secondary students. HOLT Secondary will liaise (where deemed appropriate) with LS to check learning accommodations. Where Wellbeing and HOLT make accommodations for VCE students, the VCE Coordinator should ensure that the accommodations are compliant with VCAA Special Provisions. HOSS Primary will liaise (where deemed appropriate) with Learning Support where WSDs include learning accommodations for primary students.

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## Process for assisting student with potential learning need, social wellbeing need, mental health or psychological issue.

1. Level 1: Home Group teacher or subject teacher becomes aware of a student issue (e.g. problems with learning or social interaction). Subject teacher refers the matter to the Home Group teacher, who then case manages the student to assist the student. The Home Group teacher may seek advice from specialists. If the matter becomes more complex, the Home Group teacher gives case management of the student to the HOSS. HOSS to provide updates to the Home Group teacher.



2. Level 2: HOSS has taken case management of the student and seeks assistance from specialists as required and coordinates the development of a strategy which may include “normal adjustments” and informs all teachers of the developed strategy.



3. Level 3: If this situation is more significant or requiring ongoing specialist support the HOSS determines (together with specialists) which specialist will assist HOSS by case managing the student from there. Examples of this may be where significant accommodations are required, such as ILP, SSD or WSD.



4. HOSS, Learning Support and Wellbeing will inform Deputy Principal on a regular basis of new diagnoses and student issues.

*Home Group teachers are expected to case manage low level student issues.  
Where crisis or emergency situations occur, HOSS and DP should be informed immediately.*



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*PVCC is*

*a Christ-centred college  
that pursues excellence  
in education and character,  
daring our students to be engaged,  
equipped and empowered,  
to transform their communities, local and global.*