

School Wellbeing Support

Primary Schools Proposal

SEPTEMBER, 2023

TABLE OF CONTENTS

03	Centacare: A Centre of Excellence Our Story What do we believe in Our Partners
-----------	--

06	School Wellbeing Framework Roles & Responsibilities Chief Operations Officer
-----------	---

07	School Wellbeing Consultants Staff Schools Key Stakeholders
-----------	---

08	School Wellbeing Practitioners Counselling & Case Management Group work
-----------	--

09	Feedback from our communities
-----------	--------------------------------------

10	Critical incident response
-----------	-----------------------------------

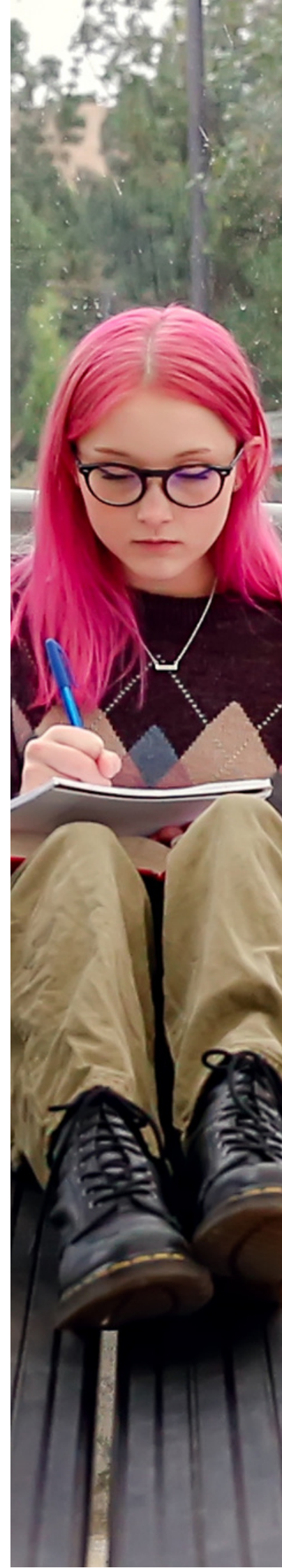
11	Group program delivery Classroom Wellbeing Sessions Bounce Back Sessions Targeted Group Work
-----------	--

12	Staged group summary guides
-----------	------------------------------------

14	Session summary guides
-----------	-------------------------------

19	Education for the adult community Parent information sessions
-----------	---

20	Staff professional development
-----------	---------------------------------------





Centacare: A Centre of Excellence

"In an increasingly complex, sedentary and rapidly changing world it is critical for every young Australian to not only be able to cope with life's challenges but also to flourish as healthy, safe and active citizens in the 21st century. This is a strong investment in the future of the Australian population." (Australian Curriculum, 2019)

The purpose of this proposal is to showcase Centacare's expertise in the wellbeing space, in particularly the organisation's ability to enhance mental health promotion in schools. Research into socio-emotional learning principles suggests that student wellbeing is best achieved by creating an environment that promotes:

- Student empowerment
- Universal value and respect for diversity
- Positive and healthy relationships
- Student connection and engagement
- Providing support to students who are vulnerable with appropriate interventions and supports (Brunzel et al., 2018; Mohoney et al., 2020).

Centacare prides itself in enhancing student wellbeing and encompassing the above principles in practice, which contributes to improved learning outcomes.

Our Story

Centacare South West NSW (CCSWNSW) is a social service agency of the Catholic Church in the Diocese of Wagga Wagga. We are a member of the wider network of Catholic social service organisations across Australia, known as Catholic Social Services Australia. Our brand is trusted and recognized across the Murrumbidgee, Riverina and Southwest region as is our reputation for child centered, family focused, and trauma informed collaborative practices. We are a not-for-profit, non-government organisation that has been providing professional services to individuals and families since 1991.

Head office is based in Wagga Wagga, with multiple offices and staff located in Mulwala, Griffith and Albury. We provide services to the following local government areas within the Catholic Diocese of Wagga Wagga: Wagga Wagga, Coolamon, Junee, Corowa, Murrumbidgee, Berrigan, Lockhart, Tumbarumba, Greater Hume, Leeton, and Griffith, and provide outreach to smaller communities dependent on need.

We are highly experienced in working with all people across the lifespan. We are ethical, committed, act with integrity and are accountable for our results. We have total respect for the uniqueness, dignity, diversity, cultures, and beliefs of all peoples.

As the Bishop's social service agency, we uphold the ethos and teachings of the Catholic Church and respect the mission of the CEDWW of faith, learning, care, service, and stewardship. We understand and acknowledge the uniqueness of working within regional, rural, and remote communities.

CCSWNSW recognises, respects and values Aboriginal and Torres Strait Islander peoples as the traditional owners and custodians of the land of the Wiradjuri and Yorta Yorta people, of which we work. We acknowledge and respect Aboriginal and Torres Strait Islander families in our community and acknowledge their physical and spiritual connection to this land.



Our Vision

To empower our communities, children, individuals and families to create change for the better. By creating thriving, resilient and connected communities.



Our Purpose

We are a Catholic Social Service agency of the Diocese of Wagga Wagga and we exist to make a positive difference in people's lives.

Our Objectives

Community needs are at the heart of everything we do

We are a leading social service agency providing quality services to the vulnerable, continually increasing services to meet the growing needs of our communities.

Centacare South West NSW are a recognised and trusted brand and a provider of choice. Along with our engaged staff who are leading brand ambassadors for Centacare, we will strengthen our community insight through consumer and carer consultation.

Demonstrating Organisational Sustainability

We are a strong and sustainable service, with good operational performance to ensure we can meet community needs now and into the future. By maintaining governance and performance frameworks that promote quality services with a professional and skilled workforce.

Fostering our Catholic Identity

As a Catholic Social Service Agency we are proud of our heritage, spirituality, vocation, and whole person care. We embed Catholic Social Teaching and social justice which guides our work and provides the foundation for our values. By working with the whole person, as an individual, as a family, as a community and as a unique spiritual being.

Our Values

Courage

Respect

Compassion

Excellence

Team

Faith

Our Partners

We employ passionate and committed staff who endeavour to walk alongside a client to help them achieve positive outcomes in their wellbeing journey. Our team's aim is to empower clients to reach wellbeing goals that are specific to their own needs.

Centacare South West NSW presently holds several State and Federal funded contracts to provide a range of programs and services to support people. Our reputation and ongoing relationships with these funding bodies is evidence of our ability to provide excellent service and reach meaningful results.

Home Affairs

Settlement Engagement Transition Services

Department of Social Services

- Families and Children's Services
- Children's and Parents Services
- Family and Relationships Services
- Specialised Family violence

Family Law Services

- Family law counselling
- Regional family dispute resolution
- Parenting orders program

Department of Communities and Justice Targeted Early Intervention Services

- Targeted Support
- Community Support
- Specialised Intervention Services (CASEC)

Headspace Griffith

Employee Assistance Programs

Primary Health Network

- Psychological services

School Wellbeing Program

NDIS

- Support Coordination
- Positive Behaviour Support
- Psychological Services (both assessment and intervention)

Centacare South West NSW currently partners with the Catholic Education Diocese of Wagga Wagga (CEDWW) in meeting the needs of children, young people, families and school staff to enhance the wellbeing and development of children and the school community. We currently work within the 24 Catholic primary schools in the Diocese of Wagga Wagga and have worked within Catholic schools delivering counselling and similar support since 1991.

Should you require any further information, please contact:
Annemaree Binger, Chief Executive Officer
Centacare South West NSW— 66-70 Coleman Street, Wagga Wagga;
T: 1300 619 379 E: bingera@centacareswnsw.org.au

School Wellbeing Framework

The School Wellbeing Program is a whole school approach that supports the mental health and wellbeing of every member of the school community. The program has been operational in Catholic schools for fifteen years.

With our extensive knowledge of school communities, we understand that schools are well positioned as first responders to emerging mental health concerns in children and young people. There are many reasons a child may present with some wellbeing needs, such as emotion regulation difficulties, grief and loss, worry and sadness, or family issues. There is an increasing demand for child mental health support in schools through in-school counselling services, curriculum-based classroom work, targeted group work and mentoring.

The focus of the School Wellbeing Program is on positive mental health initiatives, prevention, and early intervention; similar to how physical health concerns are approached. The program aims to teach students how to become socioemotionally aware, reflective and assertive about their own needs, identify positive coping strategies and engage with natural supports in their school and home community.

Data collected on the mental health demographics of young people in the diocese notes that 13% of young people experience psychological stress, and the rate of children at risk of significant harm is higher than the New South Wales average (Social Ventures Australia, 2020). The School Wellbeing Framework adopted by Centacare South West NSW aims to reduce these statistics by supporting young people early on to develop skills, awareness, and strategies to protect their mental health.

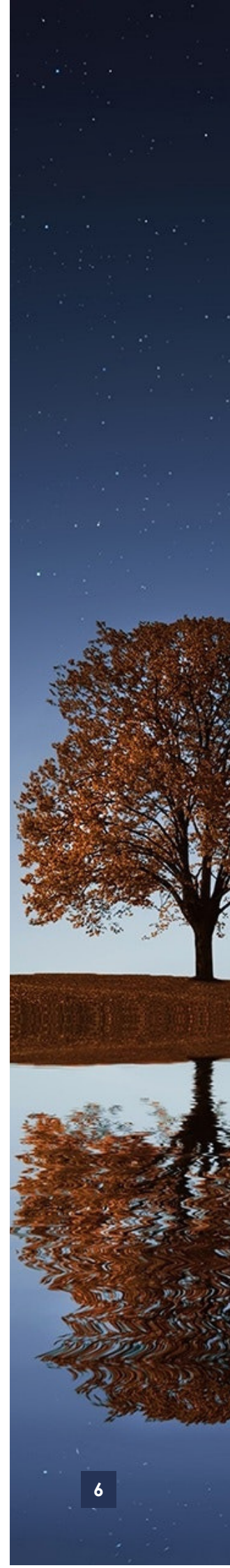
In addition, the School Wellbeing Framework intends to teach lifelong problem-solving skills, support healthy relationship development, and increase intrinsic self-worth in young people. Given there are 43000 adults in the region with a diagnosed mental health condition (Social Ventures Australia, 2020), the framework aims to reduce this by providing services to increase long term positive mental health outcomes.

The School Wellbeing Program's ultimate aim is to embed wellbeing and mental health promotion into schools daily activities to enable all children to feel safe, supported and a sense of belonging. We do this by operating from two approaches, positive mental health and early intervention.

Roles & Responsibilities

CEO & COO:

The CEO & COO are responsible for guiding the two wellbeing consultants to ensure that the program is meeting contractual requirements. The Chief Operations Officer also oversees any quality management and improvements to the program that may increase the program's transferability, improve processes, and maintain staff wellbeing. The CEO & COO work closely and collaboratively with the two School Wellbeing Consultants, who oversee the practitioners and day to day functioning of the program.



School Wellbeing Consultants



Staff

Two School Wellbeing Consultants (SWC's) are responsible for the onboarding, monitoring and mentoring of the School Wellbeing Practitioners, reporting to and liaising with the Chief Operations Officer to ensure that operational processes are being met. The SWC's ensure a thorough induction process has been completed, allowing staff to shadow them in schools and ensuring that they feel supported throughout their induction process. SWC's are responsible for seeking out further professional development for staff, as well as focusing on increasing connection in the team. SWC's hold fortnightly meetings with the team where they have opportunities to share new knowledge, and coordinate termly team days to focus on reflection and improving practice. Finally, the SWC's are regularly receiving professional development and training staff on new knowledge, procedures, and policy to ensure they are meeting the requirements of our contractors.

Schools

The School Wellbeing Consultants ensure that schools receive continuity of care, regardless of size or need. Where a practitioner is absent, a SWC will cover their allocated school for the day to ensure that all children receive continuous and evidence-based support. SWC's also are able to co-facilitate groups with practitioners, support schools where there are large and complex caseloads, and oversee all complex cases with the practitioner as primary support. SWC's also play an integral role in responding to critical incidents in school communities, sitting as part of the critical incident response team and being guided by the principal to manage events that impact the whole school community in a traumatic or life-threatening manner.

The School Wellbeing Consultants facilitate staff professional development and parent information sessions virtually and face to face. The SWC's note the need to be flexible in their program delivery styles to meet the needs of a specific community, however, utilise data collected from the schools to guide priority topics.

Key Stakeholders

The School Wellbeing Consultants recognise that relationships with leadership staff are the key to whole school wellbeing engagement, and pride themselves on their relationships with principal and wellbeing committee staff. The SWC's are regularly meeting with principals to discuss opportunities for wellbeing improvement, assess schools' current wellbeing needs and provide planning support to ensure that Centacare programs are easily accessible and transferrable to school curriculum. Principals are invited to attend all prospective interviews for new staff to ensure that staff align with specific school cultures and goals. The SWC's also collect quarterly formal feedback on the program and their school wellbeing practitioner to ensure the whole diocese needs are being met. The SWC's are proud to be a part of every school community.

Quarterly reports are collected from program data to compare, celebrate highlights and suggest improvements, which are provided to key stakeholders. This data is used to apply for new tendering opportunities, review current programs offered, allocate extra hours to schools where there is a need, and run pilot work in the schools. The SWC's are proud of the work that they do, hold child centred practices at the forefront and communicate effectively with all stakeholders to ensure that the School Wellbeing Program continues to lead the wellbeing space in all schools we support.

School Wellbeing Practitioners

The School Wellbeing Program boasts 10 School Wellbeing Practitioners from different therapeutic backgrounds, allocated to different schools dependent on need and school size. A school wellbeing practitioner focusses on two arms of support in a school: counselling and group work.

Counselling & Case Management

Practitioners receive wellbeing referrals from wellbeing committees and complete a thorough psychosocial assessment with all adult parties prior to commencing support with a child. Staff are trained in many initial assessments and pre-screens that can be run prior to deciding intervention approaches, as well as complete observations of a student in class or during break time. During intervention, practitioners draw from their theoretical knowledge and practice in cognitive behavioural therapy, play therapy, humanistic and existential therapy, and other modalities to work towards meeting a child's wellbeing goals. Practitioners work from a strengths-based approach, focusing on existing skill sets and natural supports to increase a child's wellbeing.

Staff are fully trained to manage risk and aware of their confidentiality limits, particularly around mandatory reporting and students becoming a danger to themselves or others. Staff are fluent in writing safety plans, communicating with external parties and mitigating risk for students if a student's welfare is compromised.

Practitioners are aware of their scope of practice and will complete referrals to other agencies to ensure a child's needs are met. Practitioners will write recommendation letters and continue to engage with other agencies to communicate helpful strategies back to the school network.

Practitioners will often take a case management approach if a child is well engaged with external services to give respect to the concept that children are primarily in the school space to learn.

Practitioners are mindful of their confidentiality limits working from a whole school approach and are consistently working with the young child to encourage them to share strategies and helpful changes to their natural supports both at school and at home. The aim of the practitioner is to increase self-efficacy and confidence in a child in communicating their wellbeing needs and upon case closure, referring them back to the natural supports in their community.

In addition, practitioners are regularly consulting with teachers and wellbeing team leaders around initial concerns for students to provide advice and support.

Group Work

The School Wellbeing Program recognises the importance of group work in upskilling all children in positive mental health practices, regardless of their mental health journey thus far. An analysis of the School Wellbeing Program's quarterly reports in 2022 noted the importance of group and classroom work in promoting positive mental health strategies in schools. It was observed that the sharp increase in students attending group work over the year (435 term 1, to 1746 term 4) was associated with the number of counselling sessions provided by practitioners beginning to plateau. It was also observed that there was still an increase in wellbeing referrals made and children engaging in counselling, indicating that with the increase in group work students are needing less individual sessions to reach their wellbeing goals.

All staff are trained to complete group work in classrooms, and Centacare has programs ranging from whole class positive mental health promotion to targeted group work. Practitioners encourage classroom teachers to co-facilitate and engage with the content to increase whole school knowledge, and are flexible with their delivery options.

Feedback from our Communities

The School Wellbeing Program relies on qualitative and quantitative feedback to ensure that the wellbeing needs of the school communities are met. This data is collected both verbally and virtually from all members of the school community; the community that we serve. Key highlights from 2022 are highlighted below.

Group work (students and teachers)

- One thing I enjoyed was finally looking back and focusing on my personal strengths over my weaknesses.
- I like when we got complimented by our peers.
- Protective Behaviours was the best program that could have been presented in our school!
- I am so happy that I learned so many things about my feelings.

On our quality of staff

- We are very thankful for the support we receive. We have recently welcomed a new practitioner and the transition was seamless with the support of the consultant. Thanks for your support.
- We love the role of the consultant as this provides great continuity of care when there have been interruptions to service.
- 'Practitioner' is an amazing practitioner in our school. She is professional, the students love her, she develops a wonderful rapport with students; she is competent and confident. Centacare is excellent to work with.

On our counselling skills

- Such an amazing resource to have. My daughter benefitted from it so much. Thank you.
- I am grateful for the meetings that 'practitioner' has had with my daughter and the positive outcomes from her. The sessions have been worthwhile.
- 'Practitioner' is amazing and I cannot recommend her enough.
- Many thanks for guidance, support, and education. Our whole families benefited in a very supportive, positive, and caring way.

On our parent sessions

- 95% of parents engaging in sessions throughout the year would recommend Centacare South West NSW webinars to others
- Thank you for such an informative session. I can't wait to try these strategies with my child.

On our professional development

- The presenter added relatable and well-expressed stories to her presentation
- Thank you for your very informative, expertly prepared, and professionally presented session today. You have such a gift of presenting complex content in an easily accessible way for us all. And how much fun did we also have! Really reflective of the beautiful soul you are. Thanks again.

Critical Incident Response

Both school wellbeing practitioners and school wellbeing consultants are trained to provide critical incident response support.

Critical incidents and traumatic events are typically extraordinary and unexpected circumstances that may cause a traumatic reaction, in that it is likely to cause physical, emotional, spiritual, or psychological harm. It is common for the person (or multiple people affected) to feel threatened, anxious, or frightened as a result. The aim of critical incident responses is to reduce trauma, provide crisis counselling, coordinate interventions to address student welfare concerns and provide referral for ongoing assistance if required.

The level of intervention required by an incident is not determined by what has happened, it is dependent on how the school community is impacted by the incident.

Interventions include staff briefings, student groups, parent consultations and individual student support. School Wellbeing Practitioners provide follow up support to schools impacted, ensuring best practise is adhered to.

Examples of critical incidents and traumatic events include but are not limited to:

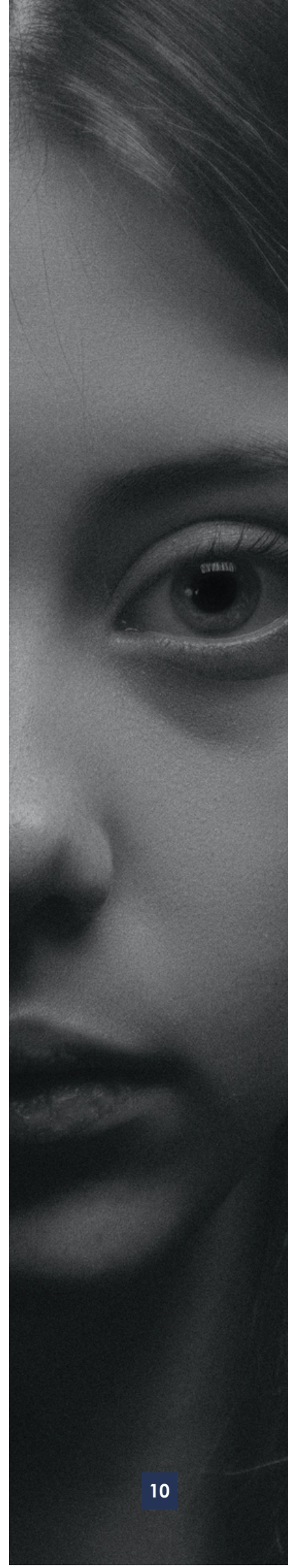
- Death, actual or threatened
- Vehicle accidents
- Assaults – physical, sexual or psychological
- Being witness to an event that caused someone harm.

School Wellbeing Practitioners are available to support schools during minor and major critical incidents in the following ways:

- Work with the Principal to plan and implement an appropriate response;
- Support the Principal and school during an incident;
- Additional counsellor support to work with school students, parents and staff
- Provide debriefing and support, as required, for staff
- Provide educational and debriefing sessions for parents

When an incident occurs the School Wellbeing Consultant will be contacted by the Principal to determine the level and type of support required will be contacted by the Principal to determine the level and type of support required.

* Critical incidents will be charged on a needs basis and services and support required will be determined in consultation with the Principal.



Group Program Delivery

All School Wellbeing Program classroom and group work meets curriculum outcomes for PDHPE, and relevant curriculum links. All teaching staff have access to program guides to support their curriculum planning. In addition, a flyer is provided prior to all sessions with practitioner contact details so parents can ask questions or seek clarification on the programs contents. Staff are all confident in all delivery of group work in schools, have pre-training and have the option of a co-facilitator to ensure that the material is delivered confidently.

The School Wellbeing Program is offering three types of group work in classrooms:

Classroom Wellbeing Sessions

A range of topics that can be implemented to promote positive mental health in your classroom, or to 'nip' early warning signs in the bud before they become more complex. These sessions run for 45 minutes to one hour and focus on psychoeducation and group activities to consolidate learning.

Bounce Back Sessions

These topics are more specific to a particular need in a classroom. The sessions are more interactive and use different learning formats to engage students and deliver the correct message. Some sessions have classroom activities as follow up, and the practitioner can return a few weeks after completion to reflect with students on their learning. These are most successful after a classroom wellbeing session has been completed and the content has exposed a greater need for some specific work, or if you are noticing a specific issue amongst a group of students, however the whole classroom can benefit from the intervention. These sessions run for approximately 45 minutes.

Targeted Group Work

Targeted group work is designed for teaching a specific topic in depth and explicitly. Targeted group work is completed over multiple sessions, encourages critical thinking and reflection on previous topics to support the improvement of complex or long-standing concerns. Often targeted group work runs in conjunction with parent and teacher sessions to ensure the whole school community has the skills to support their children after the program is complete. Targeted group work can be delivered to whole class groups or smaller groups of students where a need has been identified.



Staged Group Summary Guide

Stage One

Classroom Wellbeing Sessions	Bounce Back Sessions	Targeted Group Work
Peer relationships	Being a class clown can get you in trouble	Friendship treasures
Positive coping	Dealing with emotions	Protective behaviours
Problem solving	Inclusive friendships	Growth mindset
What to do with worry	Naming emotions	Stormbirds
Self-esteem	understanding bullying	
	Use humor to help & not hurt	
	Ways to disagree	

Stage Two

Classroom Wellbeing Sessions	Bounce Back Sessions	Targeted Group Work
Anger management	Self respect is important too	Protective behaviours
Peer relationships	Helpful disagreements	Growth mindset
Positive coping	Inclusive friendships	Boycode (year 4)
Problem solving	Making & keeping friends	Girl Squad (year 4)
Self care	You can change a bad mood into a good mood	Chillax
Self esteem		Stormbirds

Staged Group Summary Guide Continued

Stage Three

Classroom Wellbeing Sessions	Bounce Back Sessions	Targeted Group Work
Anger management	All feelings are necessary	Protective behaviours
Peer relationships	Inclusive friendships	Growth mindset
Positive coping	Unhelpful vs helpful thinking	Boycode
Problem solving		Girl Squad
Self care		Chillax
Self esteem		Stormbirds
		Transition to highschool
		Resilient kids
		Keeping kids connected online
		R.A.G.E

Session Summary Guides:



CLASSROOM WELLBEING SESSIONS

Anger Management (Stages 2 and 3)

This program aims to:

- Identify the difference between anger and aggression
- Discuss reasons around what might be behind an unhealthy anger presentation.
- Help students identify early warning signs of anger.
- Help students identify secondary emotions to anger and learn ways to deal with each other.
- Identifying coping strategies and de-escalation tools.

Grief and Loss (Stage 3)

This program aims to identify:

- What grief and loss is.
- How grief can be normalised and fits many different aspects of loss.
- What the grief and loss cycle is and the different domains.
- How to manage grief and loss and use safe adults to 'ride the waves'.

Peer Relationships (all stages)

STAGES 1 & 2 AIMS TO:

- Provide information on what is a friend and how can having friends benefit us.
- Identify characteristics of good friends, and students own characteristics that make them a good friend
- Provide scenario work on common friendship issues and how to be a good friend in supporting others

STAGE 3 AIMS TO:

- Provide information on why children need peer relationships.
- Help students identify what makes a good friend using discussion forums.
- Complete scenario work on common healthy and unhealthy friendships.
- Create a classroom commitment to their peer relationships.

Positive Coping (all stages)

STAGES 1 & 2 AIMS TO IDENTIFY:

- The different primary emotions and ways to cope with them in a positive and constructive way.
- Identifying primary emotions in others, and appropriate ways to respond.
- How everyone has different coping strategies, and for students to walk away from the program with a toolbox of calm down tools

STAGE 3:

- Reasons for intense emotions.
- Emotional vocabulary amongst peers.
- Recognize the biological need for intense emotions and associated brain structures.
- Learn about coping strategies and have opportunities to practice these in a classroom setting.
- Recognize how to correct mistakes around intense emotions.
- Learn how positive self-talk can support healthy wellbeing.



CLASSROOM WELLBEING SESSIONS CONTINUED

Problem Solving (All stages)

This program aims to:

STAGE 1:

- Increase students' ability to identify and name problems.
- Increase students' ability to reflect on how other people feel.
- Help students recognize that there are solutions to problems.
- Helps students explore the role of safe adults when they are struggling to problem solve on their own.

STAGE 2:

- Teach about different ways to problem solve.
- Teach students to find alternative solutions to problems that are more effective.
- Students will discuss as a group the concept of guilt, distress and making mistakes
- Students will learn how to problem solve logically by assessing the positive and negatives of each possible outcome.

STAGE 3:

- Recognize how emotions can sometimes control and take over our decision making brain structures
- Teach students about ways to solve problems that are emotional in a logical way
- Ways to assess a problem, analyze the pros and cons and make a decision that is wise and provides the best outcome for a person
- Apply the knowledge to a current problem in their life, and practice using the Daisy Problem Solving method to come to a logical conclusion.

Self-Care (Stages 2 and 3)

This program aims to:

- Teach about healthy brain structures and development.
- What benefits a healthy brain can provide?
- Practical strategies around self-care that focus on sleep hygiene, exercise, relationships and friendships, grounding, and spending time outdoors.

Self-Esteem (all stages)

This program aims to teach:

- That everyone is good at something
- That everyone has positive qualities
- About the positive qualities of personal reflection
- How communicating and acknowledging our positive qualities is important
- How celebrating our strengths and the strengths of others can be positive for our mental health.

What To Do with Worry (Stage 1)

This program aims to teach students how to:

- Manage worries by breaking them down and speaking up if something is bothering them.
- Identify key emotions that are associated with worry.
- Assess the level of worry they are experiencing by comparing current worries to generic worries.
- Identify and use coping strategies to manage worry.
- Apply worry manage strategies in their friendships.

BOUNCE BACK

Being a Class Clown Can Get You in Trouble

Students learn about using humour appropriately. Making other students laugh in class time can get us into trouble and can impact learning.

Inclusive Friendships

This session links inclusion with kindness and reflects on what it feels like to be left out. Students learn that they make others feel good by filling their invisible buckets.

Naming Emotions

Music and literacy is used to help students name their emotions and recognise the emotions of others.

Understanding Bullying

Students learn what bullying is, as well as the different types of bullying. This session highlights the difference between bullying and other unkind acts.

Use Humor to Help and Not Hurt

How do we joke with our friends whilst taking care not to hurt their feelings? How does it feel when our feelings are hurt?

Ways to Disagree

This session explores the concepts of disagreements and being mindful of others' feelings. Students learn strategies to help solve friendship issues.

Resilience

The STAR acronym is used to help children learn about persistence, giving things a go and working hard.

Normalising Bounce Back

The BOUNCE acronym is used to help students understand what it means to bounce back. Through stories and discussion, students reflect on what helps them to bounce back.

STAGE 2:

Self-Respect is Important Too

Students explore the concept of respect in their relationships and learn that having self-respect is vital in feeling confident in who they are and the person they are becoming.

Being Safe (Bullying)

This session introduces the acronym 'HERO' – Helping Everyone Respect Others. Students learn about types of bullying and how they can be an 'everyday hero'.

Catastrophising Worries

What does it mean to catastrophise our worries, what is the impact and how do we avoid this?



Helpful Disagreements

Students brainstorm positive friendship ingredients and discuss the importance of balance in friendships. Students learn that respectful disagreeing can be helpful.

Inclusive Friendships

The idea of bucket filling is introduced. We can make others feel good by filling their invisible buckets, but we take away from their bucket by being unkind and excluding them.

Making and Keeping Friends

How can we build a bridge and cross back over to a friend following a friendship rupture? Students explore the art of apologising.

STAGE 3:

All Feelings Are Necessary

Students learn that emotions can be a powerful thing if we let them. They are an essential part of being human and they play a major role in many aspects of life.

Inclusive Friendships

The idea of bucket filling is introduced. We can make others feel good by filling their invisible buckets, but we take away from their bucket by being unkind and excluding them.

TARGETED GROUP WORK SUMMARY

Girl Squad: (4x1 hr sessions, flexible delivery)

Aims to address many of the emerging social issues girls face as they transition into adolescence. This program focusses on friendship skills, self-esteem and places emphasis on social and decision-making skills, as well as accountability and empathy.

BoyCode: (4x1 hr sessions, flexible delivery)

Aims to address many of the emerging social issues boys face as they transition into adolescence. This program focusses on friendship skills, self-esteem and places emphasis on social and decision-making skills, as well as accountability and empathy.

Friendship Treasures: (3x1 hr sessions, flexible delivery)

This program aims to increase the knowledge of basic social skills, and help younger children practice them with confidence. This program teaches self-awareness, awareness of others and primary emotion identification and expression amongst peers; all socioemotional learning milestones to support healthy friendships in later school years.

Transition to High School: (2 hours)

Increase confidence for how to manage different social and classroom settings, increase understanding of risks and benefits to social media and cyber safety, increase skills in organization, time management and self-care and information about avenues for support for students and parents.

Protective Behaviors Program: (6x1 hour sessions, plus 1hr parent information session and 1hr teacher PD)

Protective Behaviors Program focuses on Body safety awareness and resilience building. This series of sessions are developmentally appropriate for each year level. They cover general safety and wellbeing including feelings, early warning signs, body safety, private vs public body parts, secrets vs surprises, safety networks, through various interactive activities.

TARGETED GROUP WORK SUMMARY CONTINUED

Growth Mindset: (3 x1 hour sessions, flexible delivery)

This program is designed to build a “growth mindset”, consisting of a series of three sessions that provide psychoeducation and skills building exercises in a group format. The program was developed from a cognitive behavioral therapy perspective and seeks to build resilience and support positive mental health. Development of a positive mindset early on is preventative in the emergence of mental health conditions. Growth mindset builds resilience in children and allows children to see mistakes and failures as opportunities for growth and can help develop a love of learning.

StormBirds (one day)

This program has been developed to help students cope with change, learn about circle of control and manage big emotions that are related to a natural disaster. StormBirds focusses on strengthening self and community, as well as normalizing feelings around grief and loss following a natural disaster. StormBirds aims to provide children strategies to build hope, resilience and recovery.

Resilience and Leadership Project (one day)

This single day program aims to provide children the necessary skills to become more resilient, particularly in their transition towards secondary schools. Combined with theoretical knowledge, this program was created by students to engage in the following topics; hope, strengths, belonging, brain and body stress responses and social media. These topics are identified as key subthemes of resilience and leadership, and combines trauma informed practices to increase engagement and relationships during the program.

Keeping Kids Connected Online

The evidence around children needing to learn about a healthy online environment is increasing. In a post-COVID world, students are more present on the internet and may be engaging in gaming, social media and other platforms that expose them to problem solving opportunities, peer interactions and conflict resolution events. The aim of this program is to teach students about the risks and benefits of different online platforms, how to interact with each other in a positive way and provide practical strategies to manage challenging situations with their peers. Students will have the opportunity to reflect on their own social media experiences and develop group strategies to increase positivity online.

R.A.G.E (Re-navigating Anger & Guilty Emotions)

RAGE is an award winning six week anger management course for adolescents aged between 11 and 17. RAGE is a strength based, solution focussed program that is hands on, practical and fun for the children. Run over six sessions, the RAGE program aims to teach students about the many faces of anger, the four T's anger cycle, healthy expressions of anger, anger and guilt, and the importance of relaxation, exercise and diet.

Education for the Adult Community

School Wellbeing Consultants can run staff professional development and parent sessions for a school community. All topics are evidenced based, come with resources and are relevant to primary school mental health. Both types of sessions aim to upskill parents and teachers to feel more confident in responding to mental health needs of children and provide knowledge and understanding to different mental health presentations in the classroom. These sessions aim to be practical and provide strategies as a primary outcome.

Parent Information Sessions

School Refusal in Children

The aim of this one hour session is to explore what school refusal is, and learn practical strategies to support parents to manage their child who may be displaying school refusal behaviours. By the end of this workshop, parents will have a better understanding of the continuum of school refusal, the impacts, and functions of school refusal, how to motivate their child, the role of anxiety, the importance of a whole school approach and different tools to manage school refusal at home.

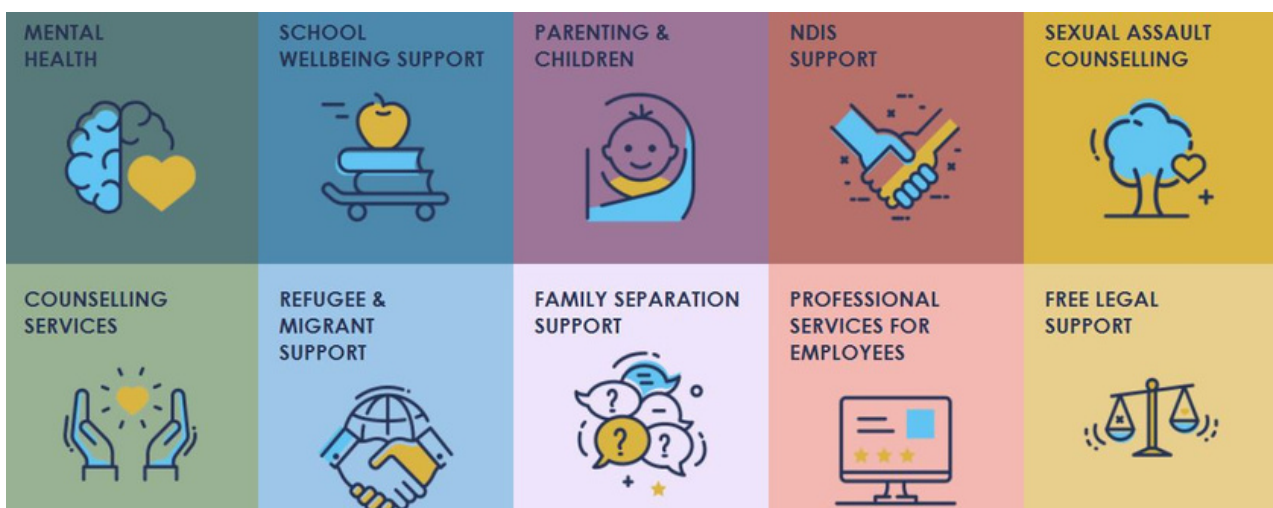
Keeping Families Connected Online

This one-hour session will provide strategies and resources to promote a healthy online environment at home by increasing connection, levels of honesty and working through problem-solving skills that are helpful. This program is designed to increase knowledge around the current social media presence of Australian young people and increase understanding of the benefits and downfalls of children being online. It also aims to build confidence in parents by providing practical support and 'how to' guides for common apps that young people use. The session concludes by looking at whole house strategies to promote a healthy online home.

Managing Challenging Behaviours at Home

The goal of this 1.5 hour parent session is to introduce parents to the elements of positive reinforcement and teacher parents how it is applied to change behaviour. Parents will learn co-regulation strategies and the importance of a warm and responsive environment and build a relationship with their child through connection.

SERVICES & SUPPORT WE OFFER



Staff Professional Development

Emotion Regulation in the Classroom

Broken into four key topics, this three-hour session provides information on the neuroscience of emotional development and emotional awareness skills, the importance of positive relationships and attachment, managing classroom behaviours through positive reinforcement and time in v. time out, de-escalation, individual and whole classroom sensory interventions, ways to create emotionally intelligent classrooms and the basics of emotion coaching. This professional development can be delivered in whole, or in two parts.

Trauma and Behaviour

This one hour session focusses on the relationship between trauma and behaviour. The session provides an overview of the definition of trauma, different types of trauma, and how it impacts different aspects of brain development. It then focusses on how trauma impacts different human aspects such as the body, memory, time, emotions and emotional engagements, relationships and behaviour. Practical considerations for the classroom and implications for learning are then discussed.

Beyond your Mandatory Report

The aim of this one hour session is to consolidate your knowledge on mandatory reporting and provide staff useful conversations skills to assess if a child is at risk. It discusses what types of interventions can be placed for children at risk, and addresses key points in a families' child protection journey and how staff aim to rehabilitate the families they come across. In addition, staff will learn more about what warrants a mandatory report, and learn vital skills in how to ask questions if they suspect a child is at risk of harm.

School Refusal in Children

The aim of this one hour session is to explore what school refusal is and learn practical classroom strategies to support children who may be displaying school refusal behaviours. This workshop is for school staff supporting students who display school refusal behaviours, which may include children who frequent the sick bay with a 'stomach ache' right through to children who refuse to go to school at all. Key topics covered in this session are: the continuum of school refusal, the impacts and functions of school refusal, the role of anxiety, the importance of a whole school approach and how to engage parents.

Staff Wellbeing

This one-hour session defines staff wellbeing specific to teaching staff. The session focusses on the difference between self-care and self-preservation, types of burnout and burnout prevention and different resilience strategies to promote a positive mindset towards teaching. The session also focuses on six realms of self-care, breaking each realm down and providing practical strategies to increase overall self-care practices.



For more information:

swp@centacareswsw.org.au or
centacareswsw.org.au