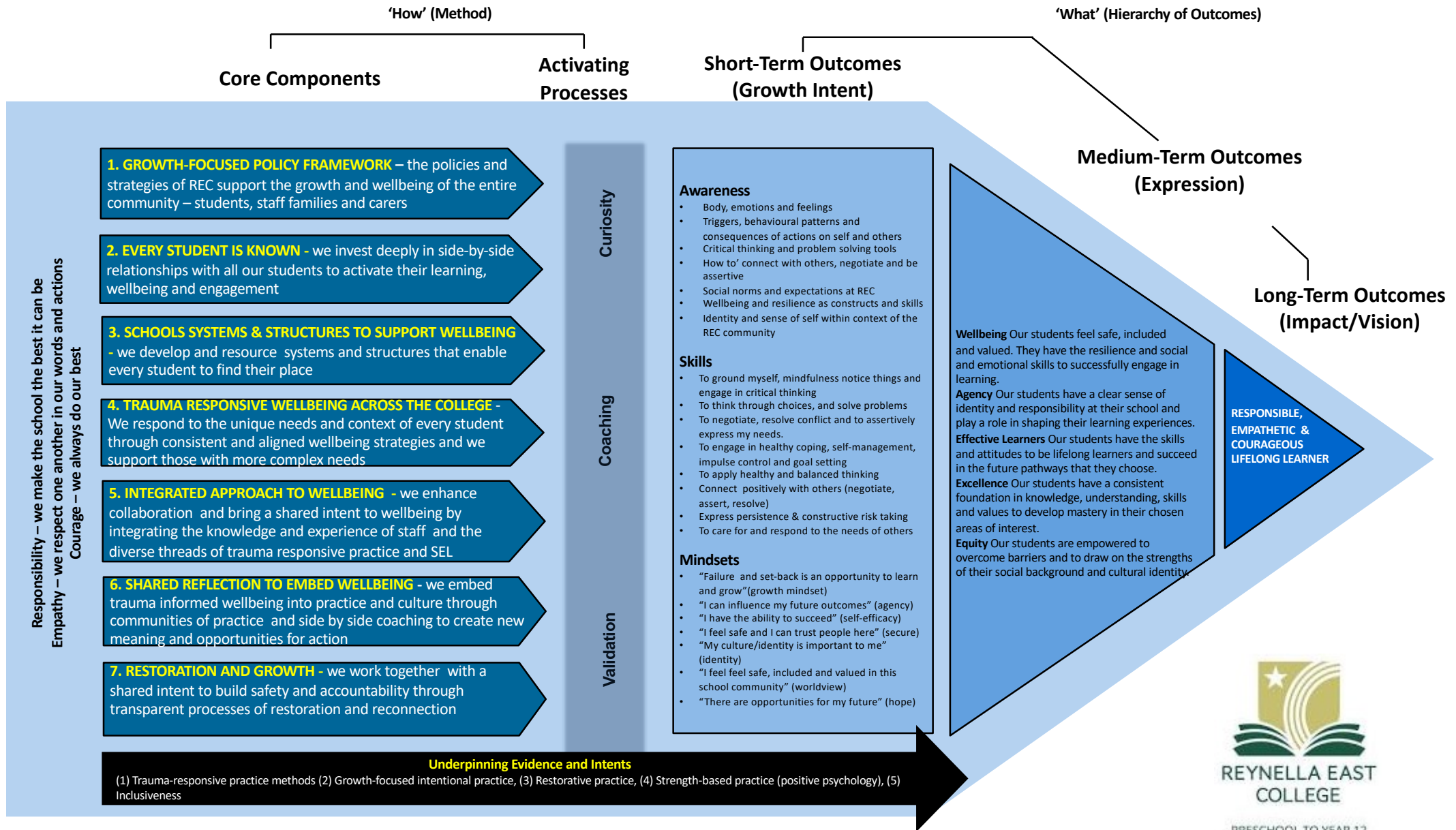


Reynella East College Wellbeing Framework



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Core Components and Local Actions

1. GROWTH-FOCUSED POLICY FRAMEWORK – the policies and strategies of REC support the growth and wellbeing of the entire community – students, staff families and carers

- Framework is reviewed yearly (and as required).
- Framework is embedded within site improvement plan.
- A communication summary of framework is provided to families.
- Leaders and School Board review and update policies related to student behaviour and responsibility against 5 principles of Wellbeing and Trauma responsive Practices, this framework and the IMPACT Program content

2. EVERY STUDENT IS KNOWN - we invest deeply in side-by-side relationships with all our students to activate their learning, wellbeing and engagement

- Students are validated through relationship – through being known by name by staff
- Knowing students is elevated as a primary wellbeing practice at REC
- Warm handovers are implemented for all transitions for vulnerable students
- Targets are developed and monitored via WEC student engagement data

3. SCHOOLS SYSTEMS & STRUCTURES TO SUPPORT WELLBEING - we develop and resource systems and structures that enable every student to find their place

- The wellbeing role and function of the House structure is further developed and resourced
- The capacity of specialist academies and programs is extended in order to enable more students more students to find their place
- Formalise a wellbeing working group within the leadership structure
- Formalise structured student peer mentor programs across the college

4. TRAUMA RESPONSIVE WELLBEING ACROSS THE COLLEGE - We respond to the unique needs and developmental context of every student through consistent and aligned wellbeing strategies across the College and we support those with more complex needs

- Staff focus on identifying safe space and safe base structured lunchtime activities for vulnerable students
- Leadership continues to grow and promote the role of House wellbeing leaders and the Wellbeing team
- IMPACT Coaches are coaching colleagues on the development of Growth Action Plans for students with complex needs.
- Growth Action Plans are co-designed with families (where possible) for all students with complex needs.
- RC formalises links and relationships with community-based mental health, wellbeing and youth agencies
- Ongoing promotion of LGBTQ+, Aboriginal and Neurodivergence and other identity based wellbeing groups across the College

5. INTEGRATED APPROACH TO WELLBEING - we enhance collaboration and bring a shared intent to wellbeing by integrating the knowledge and experience of staff and the diverse threads of trauma responsive practice and SEL

- All REC staff complete IMPACT Foundations workshop.
- 10-12 REC champions are accredited to the IMPACT Coach level, and are empowered to understand and fulfill their agreed roles.
- Undertake an audit of Social Emotional Learning (SEL) programs currently deployed within the school and identify staff with specialist knowledge & skill.
- The growth intent of all new and existing SEL and wellbeing programs is documented and clearly identified.

6. SHARED REFLECTION TO EMBED WELLBEING - we embed trauma informed wellbeing into practice and culture through communities of practice and side by side coaching to create new meaning and opportunities for action

- Sub-school communities of practice (CoP) are established and resourced to develop trauma-informed wellbeing strategies
- CoPs with guidance from Coaches focus on empowering and building capacity in educators to incorporate IMPACT tools & strategies into their explicit & implicit coaching, teaching and support roles with students, colleagues and families
- The CoPs should be viewed not as an additional task for teachers but a means of operationalizing REC's commitment to student wellbeing by adding value to existing project and program priorities.

7. RESTORATION AND GROWTH - we work together with a shared intent to build safety and accountability through transparent processes of restoration and reconnection

- All staff undertake Restorative practice introductory training
- Restorative practices such as circle are introduced into all junior classes
- The positive behaviours that embody college values are described and made visible through the college
- When things go wrong we implement clear restorative protocols to maintain safety, repair harm and restore and reconnect relationships