

Lake Joondalup Baptist College 'Wings' Program for Student Care

School Improvement Planning – *grow with confidence*

The following document presents an overview of our new College Student-centred Care program. A team of 27 commissioned Leaders, inclusive of the College Management Team, worked together during the second half of 2014 to prepare, through several workshops, a new program with a new standard, for the effective nurture and care of students at Lake Joondalup Baptist College. This program is a whole school K-12 approach. Our program provides a philosophy that is underpinned by Christian values, informed by 21st century research and practices and intended to provide an improved response which will equip our students to grow with confidence so that they can achieve their hopes and dreams.

We are excited by our Wings program, now ready for flight from 2015. Special thanks to our professional associate Dr Phil Cummins of CIRCLE and our Wings Team, for the work we did together to create Wings.

Dawn Clements
College Principal K-12

A New Standard

- A whole school student-centred Care and Well-being approach to Student care
- A *provision of Tools* as opposed to an *edict of Rules*.
- A solutions focused approach as opposed to a reactive punitive approach
- A mercy with justice approach together with the discernment of learned wisdom (Micah 6:8)

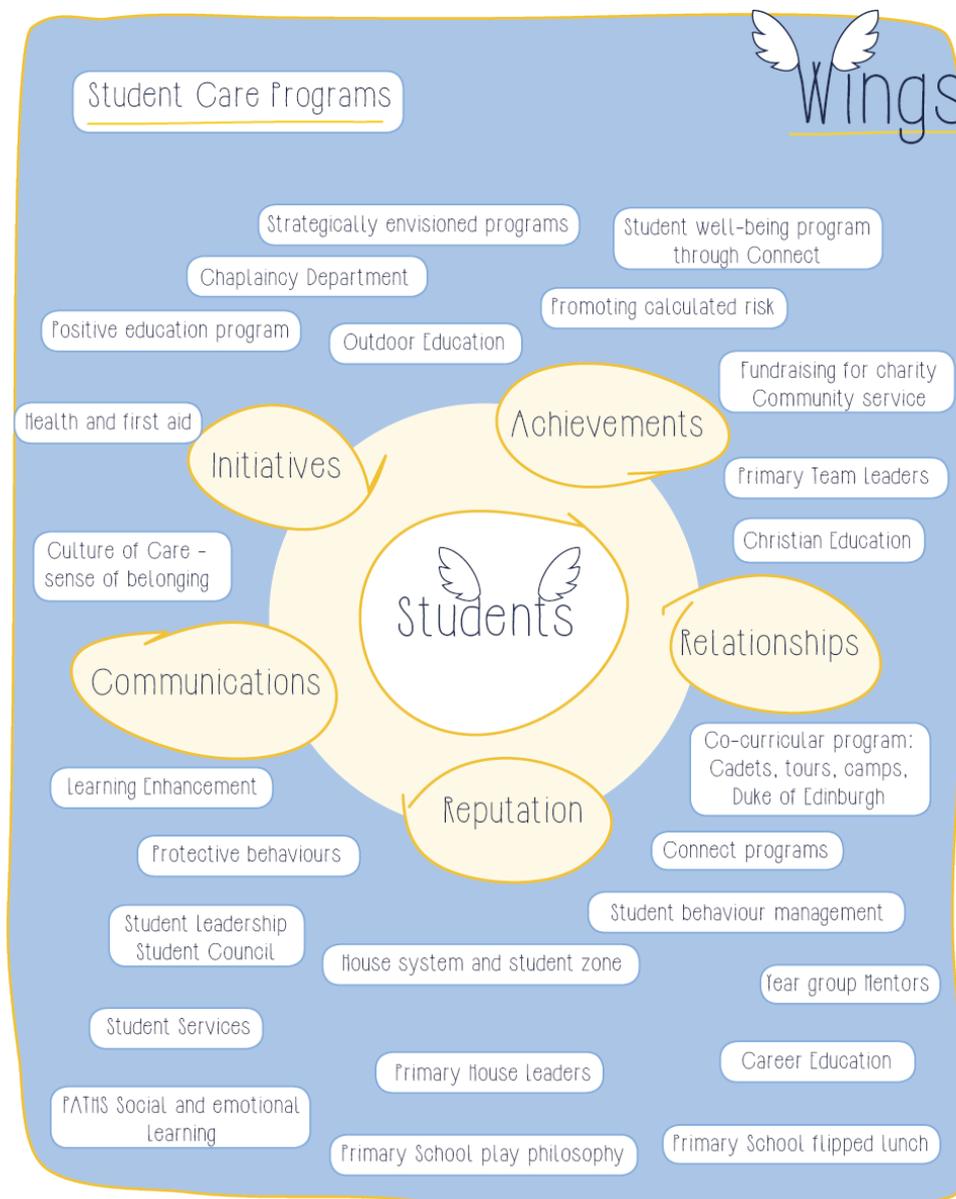
¹Whoever dwells in the shelter of the Most High will rest in the shadow of the Almighty. ²I will say of the Lord, "He is my refuge and my fortress, my God, in whom I trust."³Surely he will save you from the fowler's snare and from the deadly pestilence. ⁴He will cover you with his feathers, and under his wings you will find refuge; his faithfulness will be your shield and rampart. (Psalm 91:1-4)

Our Mission Statement (Strategic Plan 2013-2016)

To build a Christian learning community that is strong in its relationships, firm in its beliefs and dedicated to the education of every child.

Student Care Mission statement (Wings)

Our mission is to improve the consistency and quality of strategic and responsive Student care for every student across the College by implementing a whole school student-centred Care and Well-being approach to Student care. Our program will be strategically envisioned and structured for purposeful outcome



Our Vision

We model our care for others on Christ's example of the good shepherd who knows and protects his flock with a mutually reciprocal love.

We aspire for Student care that enhances the academic, physical, mental, social, emotional and spiritual growth of all students at Lake Joondalup Baptist College.

We envisage a set of programs and structures grounded in the House, Learning Area, Chaplaincy and Primary systems of care and support.

We expect our staff to respond to the need for care with appropriate context, accurate information, and timely intervention within strong and positive relationships.

We aim to support our staff with regular professional learning opportunities that will enhance the quality of outcomes for students, the College culture of Student care, and the capability of the staff to excel within this environment.

We aim to involve students, parents and staff in effective, informative and affirming processes in support of our Student care.

We aim to provide welcoming spaces where people gather of their own volition to share experience, solve problems and grow together.

Our Values

Our values are our fundamental beliefs, those principles, standards and qualities which we consider to be worthwhile and desirable in our Student care system.

- Kindness: we will work with and respond to people with a positive disposition and a generosity of spirit that flows from this.
- Respect: we believe in the inherent worth of all individuals and the need to acknowledge their unique nature and contribution in our care and leadership of them.
- Fairness: we believe in structures and interactions that recognise and dignify personal needs within a framework of processes and expectations informed by Christian values and standards.

We construct our identities as individuals and as members of our community by negotiating the relevance of our values in our daily lives.

We will try to answer the following questions and encourage the same in students:

Who am I?

Where do I fit in?

How might I serve others?

Our Philosophy for Student care at LJBC

Positive Education

Positive Education is a strand of Positive Psychology which is "the scientific study of the conditions and processes that contribute to the flourishing or optimal functioning of people" (Gable & Haidt, 2005). While mainstream psychology often focuses on people who already

suffer from mental health issues, Positive Psychology aims to proactively increase mental resilience and wellbeing through a focus on the strengths and virtues that enable individuals and communities to flourish and thrive.

We believe that an emphasis on Positive Education can play a crucial preventative role in reducing depression, anxiety and stress within the school environment. A positive education framework provides opportunities for students and staff to increase both their wellbeing and performance through specific learning experiences and the development of a shared language and understanding.

At LJBC we aim to use Dr Martin Seligman's 'PERMA' model of wellbeing, comprising the five elements; Positive emotions, Engagement, Relationships, Meaning and Accomplishment as detailed in his book 'Flourish.'

Well-Being program

Wellbeing refers to the students' physical, social and emotional development. Evidence suggests that these elements are integral rather than incidental to learning. Wellbeing has a prevention and early intervention focus and involves a whole-school approach with an emphasis on school organisation, ethos and environment, community links and partnerships, and curriculum teaching and learning.

A Wellbeing Program will provide strategies to build more resilient students while developing their character strengths which will align with the General Capabilities in the Australian Curriculum and consist of 5 main categories:

- Career and Time Management
- Personal Health
- Relationships
- Research Skills
- Study Techniques and Approaches

The program will be based on positive teaching models which will assist students to achieve more positive learning outcomes.

Our objectives for Student care at LJBC

- More differentiated and individualised
- Being student-focused: getting to know and acknowledge the whole story
- Being relationship-based
- Providing more opportunities for participation in community for students
- Providing multiple access points
- Providing opportunities for engagement for particular needs for students
- Creating strategic programs created for intake years
- Adapting programs suited for individual students and their individual needs
- Increasing student voice

- Encouraging whole staff involvement, whole school involvement, whole community involvement
- Focusing on student success: holistically equipping students to succeed through the strategies that meet our goals

Our Strategies

- We will create a genuine College-wide culture and systems of Student care
- We will ensure consistent ownership and implementation of Student care by all staff
- We will provide the right leadership to bridge the gap between expectations and practice

References and Inspirational insights

Leadership based on bureaucratic authority seeks compliance by relying on hierarchical roles, rules, and systems expectations.

Leadership based on personal authority seeks compliance by applying motivation theories that meet psychological needs, and by engaging in other human relations practices.

By contrast, leadership based on moral authority relies on ideas, values, and commitment. It seeks to develop a shared followership in the school – a followership that compels parents and principals, teachers and students to respond from within.

TJ Sergiovanni, Leadership for the schoolhouse, How is it different? Why is it important?, 2004

It takes real emotional strength to lead [as a teacher]. While becoming an emotional capitalist isn't easy, being intelligent about your emotions is critical to your success as a leader [teacher]. Your personal level of emotional capitalism will determine your capacity to inspire or demoralise others.

Martyn Newman, Emotional Capitalists

The New Leaders, John Wiley & Sons Australia, 2007

Instead, whoever wants to become great among you must be your servant, and whoever wants to be first must be your slave – just as the Son of Man did not come to be served, but to serve, and to give His life as a ransom for many.

Matthew 20: 26-28

Remember that when you leave this earth, you can take with you nothing that you have received...only what you have given: a full heart enriched by honest service, love, sacrifice, and courage.

Francis of Assisi

But they that wait upon the LORD shall renew their strength; they shall mount up with wings as eagles; they shall run, and not be weary; and they shall walk, and not faint.

Isaiah 40:31

Our Measurements of success:

Targeted PD's; conversations with staff; feedback with staff; and modelling

Everyone doing their part which looks different for different people: educating people to contribute appropriately

Open opportunities for people to share successes and tools with each other regularly

Potentially fewer unresolved at-risk students and higher end Student situations – more students at the higher end will benefit from our care

Improved student and staff satisfaction

Better academic and other results

Improved feedback - community

More proactive Student care with 'preventative' measures and programs

Less about behaviour management and more about focusing on student wellbeing/welfare

Better classroom management

Building relationships and community

Design, implement and evaluate learning (observe impact of results on outcomes for students, staff and behaviours)

Pre-testing to be alert to student needs

Busier and energised focus on strategic Care objectives from staff

The Plans to achieve our Goals

Goal: We will improve the quality and consistency of Student care within our information systems			
2014	2015	2016	Overarching and consistent
<p>Plan workshop information needs on SEQTA with all staff</p> <p>Meeting with HOH and Academic Mentors to clarify roles</p> <p>Begin changing the Language used around students in reporting and on TA.</p>	<p>Adapt and trial software and provide support eg injection of education and effort into TA for classroom teachers, with the support of Heads of House, Heads of Learning, Mentors and Connect teachers. Specifically the use of the Student care tab by Class teachers and Connect teachers to follow up students, and also to edit entries with action.</p> <p>Possible workshop on exploring one's own beliefs in relation to students – a good starting point for understanding why we use the language that we do.</p> <p>Ensure regular discussion around students at risk in Mentor Team meetings as well as in Learning Area meetings</p> <p>Ensure that all Heads of Learning and Academic Mentors develop a regular process to follow in terms of ensuring that there is follow up for information placed on SEQTA including understanding what they are able to resolve on the spot and when to get additional support.</p> <p>Establish regular meeting points between the different parties involved with different cohorts eg. HoLA, HOH and Mentors</p> <p>Open access and communication for mentors and teachers</p> <p>Identify tools to collate student data for easier access to information</p> <p>Consider creating private message portal to chaplains/HOH/Mentors from student portal or student log in at website.</p> <p>Create links or references from College website to mental health organisations.</p> <p>Educate House staff on features of Teachers Assistant's Pastoral Care features, including the care tab, editing and follow up, promote the use of data recording for all staff and follow up and communication. (staff need to take responsibility)</p> <p>'Language and tabs' of TA moving from a deficit-model to solution-focussed</p> <p>HoH revise categories on TA Encourage transparency in communication and follow-up, without breaching confidentiality and privacy, as a focus during training</p>	<p>Create shared student services space – go to place for everything: virtual and physical</p> <p>Academic Mentors and Heads of Learning to be included in shared space</p> <p>Review of accessibility and efficiency of links and communication</p> <p>Create a virtual space for House Centre with links to report alleged bullying, graffiti, helpful hints and tips (example mental health, friendship issues), instant message to Care Team – work with Student Council to update content regularly to make it relevant and student-centred</p> <p>Quantitative Analysis of use of Teacher Assistant for Pastoral care for Heads of House and Teaching staff (all staff). Support given to teaching staff with low numbers of input into TA for pastoral care to increase their use of the tool. Training passed on from HoH to House teachers.</p>	<p>Manage student data, behaviour and Student care effectively through a coordinated and aligned student management system</p> <p>Create time for handover of student information between relevant parties at all points.</p> <p>Change language of deficit in our information systems</p>

Goal: We will continue to implement a whole-College approach to Positive Education			
2014	2015	2016	Overarching and consistent
<p>Research Positive Education implementation at other schools through the Care team</p> <p>Discuss and encourage whole school approach to be investigated through existing structures in the College for leadership</p> <p>Activate a mindset of taking initiative in Care Team, staff Development team and classroom teacher</p> <p>Actively begin changing the language that we use with students and families and have a “strengths based focus”</p> <p>Mentors and Program Co-ordinators meet to ensure assessments for 2015 are spread as evenly as possible across each term and to encourage cross-curricular assessments amongst learning Areas.</p> <p>Encourage all staff to read and research around the notion of what “Positive Education actually means.</p>	<p>Trial Positive Education strategies through the K-12 Care team</p> <p>eg create in Secondary LAs and in Primary, 10 different positive strategies that teachers can use and change over the course of the year to ensure that all students in their classrooms have a happy and positive learning experience.</p> <p>Trial with Year 7 positive education program 12 positive education and protective behaviours through close collaboration between HoH, Chaplaincy department and HPE staff</p> <p>Trial inclusion PE in Year 6 Leadership program</p> <p>Implement a positive education week K-12</p> <p>eg entries by staff on TA should also have follow up solutions focused action recorded on TA as well</p> <p>Focus on the relational in every interaction with students and families</p> <p>Greater recognition and rewards for ALL students, not just top achievers</p> <p>Modify the Charter of Goodwill to include the idea of positive education. Make it more positive and student centred - A guide to provide positive consistency when dealing with negative behaviours</p> <p>As part of Well-Being program, Careers Department to work closely with co-ordinator to ensure that students have ample access to opportunities that help them meet life goals eg Work placement opportunities and external speakers who provide information about industry etc.</p> <p>Explore opportunities for students to be involved in the community and Curriculum initiatives that will unfold going forward.</p> <p>Whole school PD staff on positive education which includes resources and specific Learning Area implementation.</p> <p>Carry out audit of existing Wellbeing-programs</p> <p>Look at “High Impact, Low Effort” Positive Education Initiatives</p> <p>HoH to revisit principles and collaborate together regularly before filtering information to rest of staff and students</p> <p>Encourage student-driven ideas to improve House spirit, such as:</p> <ul style="list-style-type: none"> - House-yearbooks / newsletters 	<p>Implement Positive Education strategies through House and Curriculum</p> <p>Explore improved recognition and rewards for ALL students, not just top achievers</p> <p>Christian Education to incorporate Positive Education principles within program/lessons</p> <p>Implement Chaplaincy programs to accommodate issues pertinent to youth and specifically LJBC students</p> <p>PESA membership to allow networking and resources with key concepts of PESA</p> <p>Recommend Positive Ed training PDs for selected staff</p> <p>Implementing positive education through:</p> <ul style="list-style-type: none"> - House assemblies - House meeting with teachers - Connect class - Health and phys ed - Christian Education class - Student council meetings - Positive Education incorporated within camp-programs; - Positive Education Days (for specific year groups) - Guest speakers targeting gender-specific issues 	<p>Implement appropriate mental health programs</p> <p>Teaching protective behaviours in the curriculum</p> <p>Provide opportunities for positive health education</p>

Goal: We will provide enhanced opportunities to build a shared staff culture of Student care			
2014	2015	2016	Overarching and consistent
Gain staff feedback on systems and culture	<p>Implement new staff forums and collaborative opportunities - whole school</p> <p>Launch brochure for the K-12 Care project early 2015 and lead staff through the philosophy and concept in small groups</p> <p>Encourage reflection on staff effectiveness in delivering care to students through raising awareness in all Departments and sectors</p> <p>Encourage feedback from all staff for ideas/track success stories and needs for response that is solutions focused Survey staff on how they deal with difficult students to see what works and what doesn't to establish a norm for other teachers to implement in their classes.</p> <p>Provide more staff with a voice</p> <p>Encourage more staff collegiality through end of term social gatherings ie staff lunch</p> <p>Regular meetings with HOHs and Connect teachers to share pastoral care growth strategies</p> <p>Focus on fixed and growth mindsets of staff in relation to Student Care</p> <p>Incorporate prayer more frequently:</p> <ul style="list-style-type: none"> - After each interaction with student, offer them a prayer - Regular prayer meetings with HoH team <p>Regular reflection from HoH team, house connect staff and teaching staff through meetings and surveys, listen to ideas of staff and students</p> <p>HoH to mentor new staff regarding student care</p>	<p>Review and monitor our progress through staff discussion opportunities in various meetings with House, Departments and sector</p> <p>Get feedback from staff about what worked in 2015 and what didn't.</p> <p>Gain feedback to see whether staff felt they were heard.</p>	<p>Improve differentiating student learning needs, goals, welfare</p> <p>Implementing a whole-College approach to student wellbeing</p> <p>Encourage greater ownership and engagement of the program through Connect teachers and classroom teachers</p>

Goal: We will implement a program of evaluation and review of Student care			
2014	2015	2016	Overarching and consistent
Gain specific and constructive staff feedback on systems and culture	Implement PD program for staff on relationships and ownership through PDs, House, Departments and Care teams in the College K-12 Care team End of term staff feedback within departments to find out what is working and what is not Round table discussion between Curriculum and pastoral care team Evaluation of role of Chaplains in pastoral care and workings. Development of complementary interactions/role with HOH Structure student voice through House Councils to feedback to Heads of House Staff and student surveys – student voice through councillors – reflection days during connect where councillors go in and brainstorm/reflect with students – parent ‘exits’ surveys when students leave the College- feedback; – reflection staff share groups ‘what worked, what didn’t?’ Reflect on personal practice on Student Care	Conduct independent audit of Student care (and consider including parents unless parental feedback is sought within whole school surveys to be implemented as part of the College strategic plan) Review roles and effectiveness of role of Chaplains Review of Christian Ed programs based on social issues to avoid double up with wellbeing/protective behaviours	Promote student voice, service and responsibility (through use of surveying)
Goal: We will embed a solutions-focused approach to Student care			
2014	2015	2016	Overarching and consistent
Begin work to implement a Student care toolkit for staff through Care teams and the Development team Development of proactive programs instilling positive values and mental health. Staff training in Kids with Courage – chaplain’s work	Implement PD program for staff on responding to Student care through a solutions-focused approach Eg: address issues that the Shine Program covers, from an age that is preventative and not reactive and instil the values in the girls prior to high school. Continue the Shine program in secondary and develop a program for boys that is successful through chaplaincy Bring in outside speakers (Elevate as an example) to provide opportunities for students to improve on their organisational and study skills, goal setting skills etc Heads of House, Heads of Learning and Mentors meet once a term to discuss students with highest priority needs? Continue and Expand PATHS to Year 1-6 classes Implement “Kids with Courage” to build Primary students (targeted) Opportunity for students to engage in practical aspects of life with Godly principles to show God’s love in a practical way Variety of outlets for students to meet needs of a wider range of students – specific programs to target common areas of interest Possibility of internal and external providers to provide program facilitation Entries by staff on TA should also have follow up solutions focused action recorded on TA Create resources for student catch-up meetings, students with specific needs Implementation of restorative practises	Implement and review whole-College approach (including handbook/document and toolkit) to responding to Student care through a solutions-focused approach Identify tools that were needed in 2014 and 2015 to ensure that we have a whole school program to equip students. Develop relationships with local agencies to provide specialist help for mental health and pastoral care Targeted seminars / workshops for ongoing issues between students (such as Shine) and target gender-specific issues	Promote a solutions-focus approach to working with students through opportunities; goal-setting; attainment, reflective practice, choice theory, etc. Provide access and referrals to external agencies