





























Wellbeing Monitoring Process

Forbes Public School

Classification	<input type="checkbox"/>  Tier-1 Whole School	<input type="checkbox"/>  Tier-2 Targeted Support	<input type="checkbox"/>  Tier-3 Individual																									
Purpose Statement:	We have a school-wide, collective responsibility for student wellbeing, which is shared by parents and students. Planning for individualized student support is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. A tiered layer of support is developed to support student need. We use our wellbeing officer, school chaplain and school support officer to assist staff, students, and families with wellbeing support. Individualized supports and programs are led by classroom teachers in conjunction with relevant staff and the learning support team. A student wellbeing monitoring response sheet supports Tier-3.																											
Wellbeing Support	<table border="1"> <tr> <td data-bbox="288 510 576 660"> <input type="checkbox"/> Classroom teacher  </td> <td data-bbox="576 510 1536 660"> Classroom teachers provide explicit teaching of PBL values every Tuesday fortnight. Classroom teachers are often the first contact for students and parents when wellbeing support is needed. Classroom teachers can provide Tier-3 support, help with Tier-2 support and work as a team to enable Tier-3 support. Classroom teachers often work with students and their families using the wellbeing monitoring response sheet. </td> </tr> <tr> <td data-bbox="288 660 576 810"> <input type="checkbox"/> School Chaplain/ Wellbeing Officer  </td> <td data-bbox="576 660 1536 810"> Often the school chaplain, wellbeing officer or student support officer works directly with classroom teachers, students and families to provide wellbeing support for students. These staff members provide Tier-3 support and Tier -2 support and work within a team to provide Tier-1 support. They too often work with students and their families using the wellbeing monitoring response sheet. </td> </tr> <tr> <td data-bbox="288 810 576 931"> <input type="checkbox"/> Assistant Principal  </td> <td data-bbox="576 810 1536 931"> The assistant principal will work with staff to ensure systems and processes are followed in response to student wellbeing support. The assistant principal can be a point of contact for students and parents with the classroom teacher or if needed after contact with the classroom teacher. </td> </tr> <tr> <td data-bbox="288 931 576 1052"> <input type="checkbox"/> Principal  </td> <td data-bbox="576 931 1536 1052"> The principal works across the school to ensure the wellbeing of all, ensuring all three tiered layers of support are enabled and followed. The principal can be a point of contact for students and parents with the assistant principal and classroom teacher or after contact has been made with the assistant principal and classroom teacher. </td> </tr> <tr> <td data-bbox="288 1052 576 1205"> <input type="checkbox"/> School Counsellor & Learning Support Team  </td> <td data-bbox="576 1052 1536 1205"> The school counselor and learning support team work together to support Tiered support across the school, in a targeted capacity and with individuals. They work to provide support to students and families when and where it is needed. </td> </tr> </table>			<input type="checkbox"/> Classroom teacher 	Classroom teachers provide explicit teaching of PBL values every Tuesday fortnight. Classroom teachers are often the first contact for students and parents when wellbeing support is needed. Classroom teachers can provide Tier-3 support, help with Tier-2 support and work as a team to enable Tier-3 support. Classroom teachers often work with students and their families using the wellbeing monitoring response sheet.	<input type="checkbox"/> School Chaplain/ Wellbeing Officer 	Often the school chaplain, wellbeing officer or student support officer works directly with classroom teachers, students and families to provide wellbeing support for students. These staff members provide Tier-3 support and Tier -2 support and work within a team to provide Tier-1 support. They too often work with students and their families using the wellbeing monitoring response sheet.	<input type="checkbox"/> Assistant Principal 	The assistant principal will work with staff to ensure systems and processes are followed in response to student wellbeing support. The assistant principal can be a point of contact for students and parents with the classroom teacher or if needed after contact with the classroom teacher.	<input type="checkbox"/> Principal 	The principal works across the school to ensure the wellbeing of all, ensuring all three tiered layers of support are enabled and followed. The principal can be a point of contact for students and parents with the assistant principal and classroom teacher or after contact has been made with the assistant principal and classroom teacher.	<input type="checkbox"/> School Counsellor & Learning Support Team 	The school counselor and learning support team work together to support Tiered support across the school, in a targeted capacity and with individuals. They work to provide support to students and families when and where it is needed.															
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Check In	<div style="text-align: center;">  Student Wellbeing MONITORING Response Sheet </div> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>BRIEFLY DESCRIBE REPORTED INCIDENT:</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> <p>1 WEEK MONITORING POST INCIDENT</p> <table border="1" style="width: 100%; text-align: center; font-size: small;"> <tr> <th>MONDAY</th> <th>TUESDAY</th> <th>WEDNESDAY</th> <th>THURSDAY</th> <th>FRIDAY</th> </tr> <tr> <td>⊙</td> <td>⊙</td> <td>⊙</td> <td>⊙</td> <td>⊙</td> </tr> </table> <p>COMMENTS/OBSERVATIONS:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>Feedback to parent week 1 post incident:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>2 WEEKS MONITORING POST feedback to parent</p> <table border="1" style="width: 100%; text-align: center; font-size: x-small;"> <tr> <th>MONDAY</th> <th>TUESDAY</th> <th>WEDNESDAY</th> <th>THURSDAY</th> <th>FRIDAY</th> </tr> <tr> <td>⊙</td> <td>⊙</td> <td>⊙</td> <td>⊙</td> <td>⊙</td> </tr> <tr> <td>⊙</td> <td>⊙</td> <td>⊙</td> <td>⊙</td> <td>⊙</td> </tr> </table> <p>COMMENTS/OBSERVATIONS:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>Feedback to parent 2 weeks post incident:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>RESOLUTION/OUTCOME:</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> </div>			MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	⊙	⊙	⊙	⊙	⊙	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙	⊙
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