

Primary Welfare Officer Initiative

GUIDELINES 2008

Student Wellbeing Branch

Office for Government School Education

Department of Education and Early Childhood Development

November 2007



**Department of Education and
Early Childhood Development**

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Primary Welfare Officer Initiative

Guidelines 2008

Introduction

The Primary Welfare Officer Initiative Guidelines were developed following extensive consultation with central, regional and school-based Student Wellbeing personnel. These Guidelines have been updated following the extension of the Initiative through to the 2010-2011 financial year.

1. *Purpose*

1.1 Overview of the Primary Welfare Officer Initiative

The purpose of the Primary Welfare Officer Initiative is to enhance the capacity of schools to support students who are at risk of disengagement from school and who are not achieving their educational potential. The Initiative complements and extends existing programs that enhance student engagement, retention, academic achievement and the acquisition of life skills.

The Primary Welfare Officer is an active member of the school's student wellbeing team. Primary Welfare Officers assist schools in the implementation of the *Framework for Student Support Services in Victorian Government Schools*¹ (the Framework) in order to promote the resilience of young people and their engagement in school.

Primary Welfare Officers support schools to strengthen their whole school approach to the wellbeing of students. The Framework guides the implementation of practice to reduce risk factors within the school context and to promote protective factors by strengthening learning relationships in a supportive, healthy environment.

The Primary Welfare Officer initiative has been the subject of three evaluations; two undertaken by the University of Melbourne, and the final evaluation undertaken by Success Works in September 2006.

The evaluations concluded that the initiative has increased the capacity of schools to support at-risk students and their families, and that immediate impacts are being realised at both the school-level, including improved links with families and external agencies, and for individual students, including improved self-esteem and lower incidences of aggressive behaviour.

¹ <http://www.sofweb.vic.edu.au/wellbeing/welfare/framework.htm> as at date of publication.

Key impacts identified include, whole school approaches to wellbeing strengthened with school administration, classroom teachers and parents working together more effectively, improved links with community agencies and increased student attendance and connectedness.

1.2 Primary Welfare Officer Guidelines

These Primary Welfare Officer Initiative Guidelines will assist schools in the implementation of the Primary Welfare Officer Initiative and ensure a comprehensive, flexible integrated and accountable service within schools and across the state.

2. **Primary Welfare Officers in Effective Schools**

To achieve the vision of the *Blueprint for Government Schools*, the Department of Education and Early Childhood Development is working towards an excellent government school system, rather than a system with some excellent government schools.

An excellent school system is one that is made up of effective schools that are continuously improving.

The eight characteristics that help make a school effective are broadly outlined in the model adapted from the work of [Sammons, Hillman and Mortimore \(1995\)](http://www.le.ac.uk/education/ESI/doc1f.html) (www.le.ac.uk/education/ESI/doc1f.html):



Effective schools believe that all students can learn and, where necessary, ensure that appropriate supports and programs are in place for all students to succeed.

Primary Welfare Officers play an important role within effective schools. Their main leadership role is to enhance the capacity of schools to better support students who are at risk of disengagement and not achieving their educational potential.

Primary Welfare Officers inform the development of tailored programs to meet the individual needs, interests and abilities of at risk students.

Moreover, the work of Primary Welfare Officers is central to building and maintaining continuity of care for students and their families, by ensuring ongoing engagement with the school and school community and facilitating assistance with relevant services.

3. Service delivery model

3.1 Framework for Student Support Services in Victorian Schools

The Framework is the governing policy that informs the way in which Primary Welfare Officers work in school communities. The Framework describes principles, arrangements and the additional resources provided to enable a significant strengthening of student welfare and support services. It outlines how a continuum of services can be provided to students and their families within a comprehensive and integrated framework, with an increasing emphasis on preventive approaches and early intervention activities.

3.1.1 Levels of activity

The Framework outlines four interrelated levels to group together the wide range of activities currently being undertaken by schools and related support services:

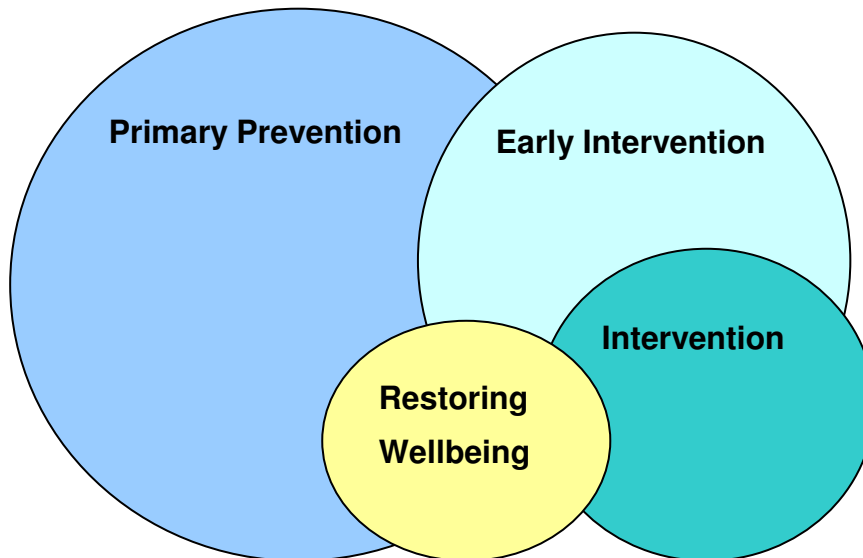
- primary prevention
- early intervention
- intervention
- postvention (restoring wellbeing).

To an extent, these levels overlap and span the range of provision of care from the support needed for all children and young people to the support needed in crisis situations.²

² Department of Education, Victoria, 1999, *Framework for Student Support Services in Victorian Government Schools: Teacher Resource*

The levels of activity and major concepts described in the Framework are outlined below:

Framework for Student Support Services: Levels of Activity



Primary prevention

Build belonging and promote wellbeing

Primary prevention refers to population-based strategies for whole groups, such as a school or a year level, that aim to strengthen protective factors and minimize the impact of risk factors in students.

Strategies include:

- build mutual respect and safety at school;
- implement comprehensive curriculum to engage all students;
- enhance school attendance;
- practice inclusive teaching and learning;
- encourage supportive relationships;
- involve parents/families and communities; and
- ease transitions.

Early intervention

Strengthen coping skills and reduce risk factors

Early intervention strategies are targeted at students displaying general disorganisation in coping skills and other personal and social vulnerabilities that place them at risk of not reaching their educational potential.

Strategies include the:

- assessment of risks and identification of needs;
- development of evidence-based programs to improve skills;
- provision of school-based support and information; and
- monitoring and evaluating of student support programs.

Early intervention strategies should be developed within the population-based approach.

Intervention

Provide access to support information and treatment

Intervention strategies are aimed at smaller numbers of students who experience serious or persistent difficulties, and who may need either short-term or ongoing access to additional professional intervention services and support. Intervention strategies are most effective when they are embedded in the school's existing wellbeing programs.

Strategies include:

- clarifying referral procedures;
- linking to counseling services;
- ensuring continuity of care; and
- monitoring and evaluating progress.

Restoring wellbeing

Manage trauma and limit impact

Restoring wellbeing strategies are aimed at students affected by critical incidences or potentially traumatic situations. These strategies also focus on re-connecting students who are disengaged from the school system.

Strategies include:

- increasing the awareness of trauma impact;
- planning for emergency response;
- providing counseling support; and
- monitoring recovery and evaluating plans.

3.1.2 Major Concepts

Continuity of care

Research has clearly identified the need for schools to assist students and families to adjust and negotiate periods of transitions in their lives. School related transitions include both entry to school and transition to a different school environment (such as primary to secondary school).

Continuity of care entails the negotiation and coordination of ongoing assistance with the student, the family, the school and relevant services.

Schools engage with relevant community agencies and develop local initiatives that provide a range of services for children and young people and their families during periods of transition. These initiatives aim to reduce parental isolation and to provide parents and students with new social networks, skills and opportunities.

The work of the Primary Welfare Officer is central to building and maintaining continuity of care for vulnerable students and their families.

Partnerships

Partnerships enhance and improve service delivery. Schools have a significant role in assisting students and families to utilise health and community wellbeing services. Together, schools and wellbeing agencies develop dynamic responses that strengthen protective factors for children and their families.

Schools play a critical and active role in assisting agencies to intervene with families in an appropriate and timely manner. Best Start research has defined principles of effective intervention programs with the early years age group (see Attachment 1).

Primary Welfare Officers can strengthen the responses of agencies to the needs of families. Agencies can deliver information and support to families in the non-stigmatising and family friendly environment that schools provide. Schools are uniquely placed to perform this vital role. With specialist wellbeing assistance, schools implement evidence-based, effective intervention programs and are able to assist community agencies and protective workers to actively engage parents and to build on their strengths.

Building Resilience

Primary Welfare Officers work within a whole school approach to focus on reducing risk factors and increasing protective factors. Research has identified a number of risk factors that increase the chances of young people developing health and

behaviour problems as well as a number of protective factors that contribute to the resilience of young people³.

4. Roles and responsibilities

4.1 Student Wellbeing Branch, Office for Government School Education

Student Wellbeing Branch, Office for Government School Education is responsible for:

- setting strategic directions and developing policy and guidelines;
- facilitating the resourcing of regions and managing the program budget.

4.2 Regions

Regions will:

- support schools with the recruitment and induction of Primary Welfare Officers;
- ensure the delivery of professional learning to schools and Primary Welfare Officers;
- provide opportunities for Primary Welfare Officers to develop professional networks;
- develop partnerships and protocols with regionally-based services, agencies and other government departments; and
- report to the Student Wellbeing Branch on the level of professional development provided to Primary Welfare Officers, the number of Primary Welfare Officer that have attended the professional development sessions.

4.3 Schools

Schools will:

- ensure that there is an appropriate structure to deliver a coordinated whole school approach to student wellbeing;
- take responsibility for employment matters, school based induction, ongoing support and work planning (the principal will oversee this); and
- report on the work of the Primary Welfare Officers on an annual basis.

4.4 Primary Welfare Officers

Primary Welfare Officers will:

- contribute to the development of a whole school approach to encourage student engagement, learning and wellbeing;
- promote a positive and secure environment through evidence based learning and wellbeing programs;
- develop community partnerships to strengthen student wellbeing;
- work within the whole school community to support students and their families;

³ Bernard, B. (1995). *Fostering Resilience in Kids*, Western Centre, Oregon; Catalano, R. (1993). *Communities That Care*; Fuller A., (1998). *From Surviving to Thriving*, ACER, Melbourne.

- promote greater student and family engagement within schools; and
- develop and support the school's approach to effective student case coordination.

5. Accountability and performance measures

Schools are responsible for ensuring that there is a focus on continually improving outcomes for students – student learning, student engagement and wellbeing, and student pathways and transitions. A School Strategic Plan replaces the current School Charter and sets out what outcomes a school is striving to achieve, and in broad terms, how it is going to achieve them ([School Improvement and Accountability Overview](#)).

Key measures of school performance, including those listed below, are contained within a School Level Report and are collected by DEECD Central Office. These data sources will also assist schools and Primary Welfare Officers in the process of identifying and prioritizing key welfare issues for students and their families:

- attainment data (such as P-2 reading, AIM, teacher judgement against Victorian Essential Learning Standards⁴ literacy and numeracy outcomes);
- absence data;
- suspension and expulsion data
- staff, student and parent opinion;
- destination data; and
- retention data.

These key measures will provide a platform for the monitoring and evaluation of the Initiative's effectiveness on student outcomes while minimising the administrative burden on schools.

It is anticipated that impact on student achievement and learning outcomes will occur as student attendance and engagement is improved over time.

Schools are required to report to DEECD Central Office on an annual basis. Reporting will be undertaken via a survey in Term 2 of each year.

There are also a number of ways in which Primary Welfare Officers can keep comprehensive qualitative records to assist with monitoring and reviewing whilst maintaining student confidentiality, such as:

- **Primary Welfare Officer Annual Report to School Council** that provides information concerning Primary Welfare Officer key roles and responsibilities; activities; expected outcomes as well as any anticipated changes to the Primary Welfare Officer role in the following year;
- **Primary Welfare Officer Action Strategy template** that allows for both strategic planning and the documenting of Primary Welfare Officer work; and
- **Primary Welfare Officer weekly diary** that records activities, outcomes and reflections in an action research type approach.

⁴ <http://www.sofweb.vic.edu.au/blueprint/fs1/learnings.asp>

6. Privacy

All Department of Education and Early Childhood Development staff must comply with the *Information Privacy Act 2000* and the *Health Records Act 2001*, whenever personal information about students or staff is collected, stored, transmitted, shared, used or disclosed. The Department is committed to protecting the privacy of personal and health information. The Department's Information Privacy Policy embodies this commitment and can be found on the following website:

<http://www.eduweb.vic.gov.au/edulibrary/public/govrel/Policy/privacy-pol.pdf>

At or before the time (or as soon as practicable after) of collecting personal information about an individual, all reasonable steps must be taken to ensure that the individual is aware of the purpose for which their personal information is being collected. Privacy notices templates for adaptation by all student wellbeing staff, including primary welfare officers, are available on the following website: www.eduweb.vic.gov.au/privacy.

Different disclosure standards apply to information relating to students' educational progress, and their health or personal information. This distinction is clarified and further information is available in the following DEECD documents:

- a) A Guide to Privacy and Transfer of Student Information between Victorian Government Schools;
(www.eduweb.vic.gov.au/privacy/transferstuinfo.htm)
- b) Checklist for Student Support Groups
(www.eduweb.vic.gov.au/edulibrary/Schools/Privacy/student_support_groups.pdf); and
- c) Supporting Privacy Practice:
(www.eduweb.vic.gov.au/edulibrary/Schools/Privacy/how_to_write_a_privacy_notice.pdf)

Additional resources supporting privacy practice in student wellbeing are available by contacting the Department of Education and Early Childhood Development's Privacy Officer at privacy.enquiries@edumail.vic.gov.au or by ringing the Department of Education and Early Childhood Development's Information Privacy Line on 9637 3601. Regional privacy officers and Student Support Services staff can also be contacted for more information.

6.1 Duty of Care and Mandatory Reporting

Schools have a key responsibility in the prevention and reporting of child abuse and neglect. The duty of care owed by student wellbeing personnel in schools to a student requires that personnel take reasonable steps to protect students in their care from the risk of injury that they could have reasonably foreseen. This may involve disclosing personal or health information to others if this is necessary to fulfil the student wellbeing staff's duty of care. Refer to **Supporting Privacy Practice** (www.eduweb.vic.gov.au/edulibrary/Schools/Privacy/how_to_write_a_privacy_notice.pdf) and **Circular S275-2007** Release of *Responding to Allegations of Student Sexual Assault – Procedures for Victorian Government Schools at*

www.eduweb.vic.gov.au/edulibrary/Schools/Circulars/2007/s275-2007_allegationsssa-clr.doc) for more detailed information.

7. Record keeping

Staff must also adhere to requirements of the *Public Records Act 1973*. There are two standards relevant for school staff: *General Disposal Schedule for School Records*, Public Record Office Standard (PROS) 01/01, and *General Disposal Schedule for Common Administrative Records* PROS 96/13 Version 2000, available on EduLibrary at Schools/Archives & Records/Public Record Office Standards.

Files established by Primary Welfare Officers are Departmental Confidential Student (DCS) files and must be maintained and stored separately to school student files. There is a clear distinction between those student files that a school might ordinarily keep about each student enrolled at the school and those that are established as a result of intervention by the Primary Welfare Officer.

Informed parental consent to current services provided should be in writing and kept in the secure file. Principals are responsible for the secure management of Department Confidential Student files located in schools.

Guidelines for Processing Department Confidential Student files can also be found on EduLibrary at:

www.eduweb.vic.gov.au/edulibrary/Schools/Archives%20and%20Records%20Management/Archives%20and%20Records%20Guidelines/

Further information is also available on the Schools Reference Guide section 6.29.2 Student Management: www.eduweb.vic.gov.au/edulibrary/public/schadmin/Management/6-29.pdf

8. Primary Welfare Officer Strategic Planning and Implementation Tool Box

The following **four levels** of Primary Welfare Officer strategic planning and implementation tools will support schools in the development, implementation and evaluation of this Initiative:

- a) **Level One: Primary Welfare Officer Program Logic** (Tool 1) demonstrates the dependent relationship between the Primary Welfare Officer role, school-level outcomes and student-level outcomes. This program logic will assist schools in identifying, clarifying and developing goals and outcomes for the Primary Welfare Officer Initiative at the individual school level.
- b) **Level Two: Primary Welfare Officer Action Plan Templates⁵** (Tool 2) provide schools with two examples of templates for determining a whole-school Primary Welfare Officer strategy. Suggested steps for developing the templates follow each example.

Example 1 is a simple matrix that details Primary Welfare Officer implementation across the key areas of curriculum, prevention/early intervention, policy and parents/community. Strategies that have been achieved are recorded at the end of the year as a means of indicating achievement. The final section allows the Primary Welfare Officer to reflect on aspects of the Action Plan that have not been achieved and possible focus areas for the following year.

Example 2 is a more comprehensive template that includes student wellbeing focus areas, target groups, implementation strategies, timelines and desired outcomes. This Primary Welfare Officer Action Plan demonstrates the links between program planning such as implementation strategies, resources and success indicators, as well as providing a means by which progress can be monitored and reviewed.

- c) **Level Three: Primary Welfare Officer Roles and Responsibilities Conceptual Chart** (Tool 3 a and b) assists schools in defining and promoting the Primary Welfare Officer roles and responsibilities so that there is a greater understanding throughout the wider school community of how the various Primary Welfare Officer's roles and responsibilities complement and strengthen a whole-school approach to student wellbeing. Examples (a) and (b) of the Primary Welfare Officer Roles and Responsibilities Conceptual Chart illustrate how two schools have looked at the Primary Welfare Officer Program

⁵ Primary Welfare Officer Action Plan Template draws on the Department's Individual School Drug Education Strategy Action Plan concept.

Logic's broader objectives and extracted key strategies that are being undertaken within their own school.

- d) **Level Four: Confidential Primary Welfare Officer Case Management Planner** (Tool 4) supports Primary Welfare Officers in the planning and recording of individual case-managed responses to supporting high needs students.

Tool One:

Primary Welfare Officer Initiative Program Logic

Source: Student Wellbeing Branch, Department of Education and Early Childhood Development, 2003

The Primary Welfare Officer program logic below, maps the activities of Primary Welfare Officers to a range of hypothesised school based outcomes.

Outcomes to which the Primary Welfare Officers should be striving include:

- Improved student engagement;
- Improved student attendance;
- Improved feelings of health, safety and happiness amongst students, and
- Increased positive attitudes and behaviours.

The fundamental range of activities that will lead to these outcomes include:

- Whole school approaches to the promotion of wellbeing
- Engagement of the school community
- Coordination of support for students and families
- Development of community partnerships.

Primary Welfare Officer Initiative Program Logic

Primary Welfare Officer Initiative Program Logic

Improved likelihood of students remaining in school and achieving their educational potential

Students learn more effectively

Improvement in student engagement and attendance

Students are healthy, feel safe and are happy

Students develop positive attitudes and behaviours

Enhanced capacity of schools to support students who are at-risk of disengagement and not achieving their educational potential

Positive whole school approach to promotion of wellbeing

Engagement of school community

Coordination of support for students and families

Development of community partnerships (other schools and community providers)

Promote development and implementation of wellbeing in schools

Develop whole school approach to student attendance, transition and transience

Develop case coordination strategies for student support

Facilitate delivery of intervention programs for students and families

Coordinate access and timely service delivery to students and families

Participate in student wellbeing professional networks

Student outcomes

Primary Welfare Officer outcomes

Primary Welfare Officer roles

Tool 2a:

**Primary Welfare Officer Initiative Action Strategy Templates:
Example 1**

**Developed in consultation with a number of Regional Office Student
Wellbeing personnel and Primary Welfare Officers**

Primary Welfare Officer Action Plan Template: Example 1

Year	Curriculum	Prevention/Early Intervention	Policy	Parents & Community
2008	eg <ul style="list-style-type: none"> • Review curriculum against VELS (Physical, Personal & Social Learning Strand) • Update units of work as required • Teach anti-bullying lessons p-6 	eg <ul style="list-style-type: none"> • Implement 'Seasons' grief and loss program • Conduct bullying survey & make recommendations • Undertake Welfare Coordinators' regional training • 	eg <ul style="list-style-type: none"> • Develop /Review school Student Engagement Policy • Develop anti-bullying policy 	eg <ul style="list-style-type: none"> • Develop & implement 'Kool Kids: Positive Parenting' program • Provide 'Seasons' program parent information session

Successful Targets (completed towards end of year): 'Seasons' implemented ; Anti-bullying lessons implemented, survey completed & recommendations implemented; completed Welfare Coordinators' training; parenting program completed.

Forward Planning (completed towards end of year): review Student Engagement Policy; review curriculum against VELS; introduce 'You Can Do It' across school.

Steps to Develop Primary Welfare Officer Action Strategy: Template Example 1

1. Student Wellbeing Needs Analysis

Conduct analysis of student wellbeing needs by:

- **Examining *School Strategic Plan*** and any other relevant documents (such as wellbeing policies) for identified school wellbeing priorities;
- **Consulting** with Principal, staff, students, parents, relevant community welfare agencies and other schools to identify gaps in and/or possibilities for school wellbeing provision;
- **SWOT analysis** (strengths, weaknesses, opportunities and threats) of current wellbeing structures/programs as part of a staff meeting; one-to-one discussions; regional Primary Welfare Officer discussions; and/or consulting School Council; and
- **Prioritising** student wellbeing areas of need for the year.

2. Implementation Strategies: Curriculum, Prevention/Early Intervention; Policy, Parents Community:

- What are the specific programs, activities and/or policies that will be addressed during the year?
- Ensure that implementation strategies are achievable, realistic and measurable.

3. Publicise and implement

4. Successful Targets (completed towards end of year)

- At the end of the year, what has been achieved?

5. Forward Planning (completed towards end of year)

- What has not been achieved?
- What are possible focus areas for the following year?

6. Review draft Primary Welfare Officer School Action Strategy

Ask the following questions:

- How can we improve the provision of school welfare/wellbeing?
- Are the areas of need the same/changed?
- Are the implementation strategies achievable, realistic and measurable?
- Are there adequate resources? Additional resources needed?

Tool 2b:

**Primary Welfare Officer Initiative Action Strategy Templates:
Example 2**

**Developed in consultation with a number of Regional Office Student
Wellbeing personnel and Primary Welfare Officers**

Primary Welfare Officer Action Strategy Template: Example 2

SCHOOL:

	School Wellbeing Focus Areas	Desired Outcomes	Implementation Strategies	Resources	Timeline	Success Indicators
	i. Student engagement	Increased student attendance	Case-manage support for high needs students;	Student Support Services Officers; Koorie Educators; School Focused Youth Service; classroom teachers; school welfare group	Semester 1 & 2	% of students attending school regularly
	ii. Family engagement in school	Increased family engagement in school	Parenting programs		Semester 2	% of parents attending parenting programs

Steps to Develop Primary Welfare Officer Action Strategy: Template Example 2

1. School Wellbeing Focus

Conduct analysis of student wellbeing needs by:

- a. **Examining *School Strategic Plan*** and any other relevant documents (such as Wellbeing/Welfare policies) for identified school wellbeing priorities;
- b. **Consulting** with Principal, staff, students, parents, relevant community welfare agencies and other schools to identify gaps in and/or possibilities for school wellbeing provision;
- c. **SWOT analysis** (strengths, weaknesses, opportunities and threats) of current welfare/wellbeing structures/programs as part of a staff meeting; one-to-one discussions; regional Primary Welfare Officer discussions; and/or consulting School Council;
- d. **Prioritising 2-3 focus areas** for the four year (immediate, intermediate, long term student wellbeing issues); and
- e. Ensuring that implementation strategies are achievable, realistic and measurable.

2. Desired Outcomes

What are we trying to achieve?

What is the rationale for choosing these focus areas?

What are the aims/objectives? (Short term, intermediate and long term outcomes)

3. Implementation Strategies

How will we do it?

4. Resources

What do we need to do it? (budget, staffing, professional development, timetable changes, library/classroom materials, other?)

5. Timeline: When will it be implemented?

6. Success Criteria

How will we measure progress/success? (such as % of staff attending professional development; number of incidents of poor behaviour reported in playground; or number of parents participating in parenting programs run by the school)

7. Publicise and implement

8. Review draft Primary Welfare Officer School Action Strategy

Ask the following questions:

- How can we improve the provision of school welfare/wellbeing?
- Are the focus areas appropriate/what has changed?
- Are the implementation strategies achievable, realistic and measurable?
- Are there adequate resources? Additional resources needed?
- Should the targets change?
- Is the timeline realistic?
- What are the success indicators telling us?

Tool 3:

***Examples of Primary Welfare Officer Roles and Responsibilities
Conceptual Chart Templates***

Developed in consultation with Regional Office Student Wellbeing personnel and Primary Welfare Officers

The following Primary Welfare Officer templates are two examples of the ways in which schools have looked at the Program Logic's broader objectives and extracted some of the key strategies that are being undertaken in their individual schools.

Primary Welfare Officer Roles and Responsibilities Conceptual Chart Template: Example One

How does your work as a Primary Welfare Officer contribute to the following? Please give specific examples of tasks/roles/work.

1. Contribute to the development of a whole school approach to encourage student engagement, learning and wellbeing:

eg. Increase teacher capacity to support the diverse needs of students

2. Promote a positive and secure environment through evidence-based learning and wellbeing programs:

eg. provide professional development for staff in aspects of student engagement; resilience and understanding poverty

3. Develop community partnerships to strengthen student wellbeing:

eg. develop individual behaviour recovery programs for identified children by drawing upon internal and external welfare expertise as appropriate

4. Work within the whole school community to support students and their families:

eg. arrange counselling, pastoral care and/or referrals for students

5. Promote greater student and family engagement within schools:

eg. Publish parent newsletters that relate to wellbeing initiatives

6. Develop and support the school's approach to effective student case co-ordination:

eg. contribute to regional and local network professional development activities

7. Other?

eg. provide a written report twice a year to School Council on role of Primary Welfare Officer; meet weekly with Welfare Group to discuss emerging welfare issues in school community.

Primary Welfare Officer Roles and Responsibilities Conceptual Chart

Template: Example Two

Linking Student Learning and Wellbeing

*Please note this one example of a Primary Welfare Officer's work; other Primary Welfare Officers may have a similar or quite different approach.

1. Whole-school Support

Primary Prevention: co-ordinated school approach to supporting all students

Early Intervention: targeted individual and group support

Intervention: case-managed support with specialized services

Restoring Wellbeing: getting students and families back on track

2. Working with Teachers & Students:

Organise and promote wellbeing focused professional development for teachers

Plan and implement school-wide values and social competency programs

Provide individual support for at-risk children

Provide group support for at-risk children

Co-ordinate student support network

Manage student referrals

3. Working with Parents:

Communication

Family support

Parenting programs

Parent meetings

Newsletter articles

Referrals

4. Working with Community:

Liaise with external welfare providers such as Student Support Services Officers (DEECD); Child & Adolescent Mental Health Services; School Focused Youth Service; Department of Human Services; and Centre Against Sexual Assault.

Tool 4:

Confidential Primary Welfare Officer Case Management Planner

Developed in consultation with Regional Office Student Wellbeing personnel and Primary Welfare Officers

Confidential Primary Welfare Officer Case Management Planner

Case Identification: Name of Student

School and Community Partners: Carillon Primary School and DEECD Psychologist

Prompting Questions: How to support student who has been suspended for inappropriate interaction with peers?

Meeting Date	Target Group	Implementation Strategy	Timeline	Resources Required	Responsibility
Thursday 2/5/05	Student and family	i. Daily communication book; & buddy partner ii. counselling	Review in 3 weeks	i set up communication book and buddy partner; ii. Arrange meeting with parents to discuss counselling option.	i. Psychologist ii. Primary Welfare Officer

9. Resources

9.1 Department of Education and Early Childhood Development

The Department's website contains descriptions of wellbeing focused programs and services and links to information. Many publications and policies are available from the Department's Student Wellbeing website www.sofweb.vic.edu.au/wellbeing.

The following are examples of information and links described in the online resources:

9.1.1 Policy and Guidelines

- Safe Schools are Effective Schools
- Framework for Student Support Services in Victorian Schools
- Responding to Allegations of Student Sexual Assault – Procedures for Victorian Government Schools
- It's Not OK to Be Away – Attendance Initiative
- Guidelines for Development of the Student Code of Conduct
- Student Attendance Guidelines
- Child Protection
- Program for Students with Disabilities
- Partnering Agreement: School Attendance and Engagement of Children and Young People in Out of Home Care (DEECD/DHS)
- Drugs, Legal Issues and Schools
- Managing School Emergencies
<http://www.sofweb.vic.edu.au/EMERG/secmang/schlemrg.htm>

9.1.2 Reports and Research

- Keeping Kids at schools – issues in student attendance
- Mind of Youth – what young people have to say about family, school, peers and the community

9.1.3 Community and School Partnerships

- School Focused Youth Service is designed to support effective links between primary prevention work done by school-based support services within the education sector and the early intervention strategies provided by the community sector <http://www.sfys.infoxchange.net.au/>
- Best Start: a whole of government prevention and early intervention project that aims to improve the health, development, learning and wellbeing of all Victorian

children from pregnancy through transition to school (usually taken to be eight years of age) <http://www.beststart.vic.gov.au>

9.1.4 Resources

- Safe Schools are Effective Schools – A resource for developing safe and support school environments
- Responding to Allegations of Student Sexual Assault – Procedures for Victorian Government Schools
- It's Not OK to Be Away – Attendance Initiative
- Partnering Agreement: Student Attendance and Engagement of Children and Young People in Out of Home Care
- Get Real: A harm-minimisation approach to Drug Education
- START: The School Transition and Resilience Training Project
- [School retention. What does it takes? A guide to keeping young people under 15 connected to school](#)
- [Preventing Drug-Related Harm: A manual for Student Welfare Coordinators](#)

9.1.5 Child Protection

- Protecting Children Protocol between Child Protection, Department of Human Services and Victorian Schools
- Safe From Harm: The Role of Professionals in Protecting Children and Young People

9.1.6 Regional Support

Student Wellbeing staff are located in all DEECD Regional Offices and provide support to schools in developing, implementing and reviewing student wellbeing programs, as well as facilitating professional development for school-based personnel.

DEECD Regional Office	Phone Number	Internet Address
Barwon South Western	03 5225 1000	www.bsw.vic.edu.au
Grampians	03 5337 8444	www.grampians.vic.edu.au/
Eastern Metropolitan	03 9881 0200	www.emr.vic.edu.au
Gippsland	03 5127 0400	www.gippsland.vic.edu.au
Hume	03 5761 2100	http://www.hume.vic.edu.au
Loddon Mallee	03 5440 3111	www.lcmdoe.vic.edu.au

Northern Metropolitan	03 9488 9488	www.nmr.vic.edu.au
Southern Metropolitan	03 9794 3555	www.smr.vic.edu.au
Western Metropolitan	03 9291 6500	www.wmr.vic.edu.au

9.2 External Information Sources⁶

Other student wellbeing resources and information are accessible on the following websites:

Disclaimer

Note that the Department of Education and Early Childhood Development provides these sources as information only. The Department does not necessarily endorse their content.

Better Health Channel (<http://www.betterhealth.vic.gov.au>)

VICNET Health Page (<http://www.vicnet.net.au/health/>)

Reach Out (<http://www.cwav.asn.au/>)

Kids Help Line (<http://www.kidshelp.com.au/>)

Law Stuff - legal advice for young people (<http://www.lawstuff.org.au/>)

Domestic Violence and Incest Resource Centre (<http://www.dvirc.org.au/>)

Centres Against Sexual Assault (<http://www.casa.org.au/>)

National Youth Suicide Prevention Strategy
(<http://www.health.gov.au/internet/mentalhealth/Publishing.nsf/Content/Home-1>)

beyond blue National Depression Institute (<http://www.beyondblue.org.au>)

9.2.1 Agencies and Organisations

[Australian Drug Foundation](http://www.adf.org.au/) (<http://www.adf.org.au/>)

⁶ URL addresses correct at date of publication.

[Australian Research Centre in Sex, Health and Society](http://www.latrobe.edu.au/arcs/)
(<http://www.latrobe.edu.au/arcs/>)

[The Australian Institute of Family Studies](http://www.aifs.org.au/) (<http://www.aifs.org.au/>)

[The Australian Early Intervention Network for Mental Health in Young People](http://auseinet.flinders.edu.au/)
(<http://auseinet.flinders.edu.au/>)

The Alannah and Madeline Foundation (<http://www.amf.org.au/index.cfm>)

[AICAFMHA promoting the mental health of Young Australians](http://www.aicafmha.net.au/)
(<http://www.aicafmha.net.au/>)

[Breaking Through, A whole school approach to a safer more tolerant school environment for all students](http://www.breaking-through.com/) (<http://www.breaking-through.com/>)

Carers Australia incorporating Young Carers (<http://www.youngcarers.net.au/>)

[Center for Adolescent Health](http://www.rch.org.au/cah/index.cfm) (<http://www.rch.org.au/cah/index.cfm>)

[Children's Welfare Association of Victoria](http://www.cwav.asn.au/) (<http://www.cwav.asn.au/>)

Child Protection Society (<http://www.cps.org.au/>)

[Department of Health and Ageing - Mental Health and Wellbeing](http://www.mentalhealth.gov.au/)
(<http://www.mentalhealth.gov.au/>) including the [LIFE suicide prevention initiative](http://www.health.gov.au/internet/mentalhealth/publishing.nsf/Content/doha-national-suicide-prevention-strategy-1)
(<http://www.health.gov.au/internet/mentalhealth/publishing.nsf/Content/doha-national-suicide-prevention-strategy-1>)

Headspace: National Youth Mental Health Foundation
(<http://www.health.gov.au/internet/mentalhealth/publishing.nsf/Content/headspace-1>)

[Help When You Need It](http://www.hwyni.com) (<http://www.hwyni.com>)

[QUIT](http://www.quit.org.au/) (<http://www.quit.org.au/>)

[Restorative Practices](http://www.restorativepractices.org) (<http://www.restorativepractices.org>)

[VicHealth](http://www.vichealth.vic.gov.au/) incorporating the Together We Do Better Campaign
(<http://www.vichealth.vic.gov.au/>)

[YSAS - Youth Substance Abuse Service](http://www.ysas.org.au/) (<http://www.ysas.org.au/>)

9.3 Student Wellbeing Topics

9.3.1 Understanding Poverty

‘**A Framework for Understanding Poverty**’ explores the culture of poverty and the implications for professionals who work with children and families living in poverty. The book covers topics such as definitions of poverty, the role of language and story,

hidden rules among classes, characteristics of generational poverty, and support systems.

Reference:

Paine, R.K. (1996) 'A Framework for Understanding Poverty' aha! Process Inc. USA.

<http://www.ahaprocess.com>

Phone: (03) 6328 1174 Fax: (03) 6328 1287

9.3.2 Promoting School Engagement

[Better Practice in School Attendance – Improving the School Attendance of Indigenous Students](#)

(<http://www.dest.gov.au/archive/iae/analysis/learning/1/absenteeism.htm>)

A recent report commissioned by the Department of Education, Science and Training Affairs (DEST) that has found absenteeism among Indigenous students is markedly higher than among non-Indigenous students, and that Indigenous students have higher rates of suspension and lower retention rates than non-Indigenous students.

The report notes that, as well as 'out of school' factors, there is a growing body of opinion that 'in school' or school-based factors are of primary importance in relation to non-attendance of Indigenous students.

[Managing School Attendance](#)

(http://www.audit.vic.gov.au/reports_par/agp100cv.html)

Auditor-General's report: December 2004 - download the report or read the interactive summary.

[National Center for School Engagement](#) (USA) (<http://www.truancyprevention.org/>)

This website contains examples of good practice in promoting school attendance, engagement and achievement as well as further research links.

[UK Dept for Education & Skills: School Attendance website](#)

(<http://www.dfes.gov.uk/schoolattendance/>)

This is a comprehensive resource that provides information, case studies and opportunities for the sharing of good practice on school attendance in England.

Student disengagement from primary schooling: a review of research and practice (http://www.cassfoundation.org/images/smilies/CASS_Main_25_5_05.pdf)

The report, undertaken by Monash University and commissioned by the CASS Foundation identifies a matrix of characteristics of engaging schools and a series of educational principles contributing to positive engagement in schooling, based on the analysis of case studies from Australia, Canada and the UK.

9.3.3 Building Resilience

i) Websites

Mental Health Associations (all Australian states and territories)

<http://www.mhfa.org.au/main.htm>

Mental Health Foundation of New Zealand

<http://www.mentalhealth.org.nz>

National Resilience Resource Centre

<http://www.cce.umn.edu/nrrc/>

Project Resilience is a private organization in Washington DC that consults to schools, clinics and prevention agencies. This website has core concepts, links, publications and products for schools associated with resiliency.

<http://www.projectresilience.com/framesproducts.htm>

Resiliency in Action: American experts in resiliency provide an informative look into resiliency in action at school, links to school specific resources etc.

<http://www.resiliency.com/>

Resilience Net

<http://resilnet.uiuc.edu/>

Resilience. Australia: Child Youth Health

<http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=287&id=1758>

ii) Books

Fuller, A, & McGraw, K., & Goodyear, M. (2002) Chapter 7: Bungy jumping through life: a developmental framework for the promotion of resilience. In Louise Rowling (ed.), **Mental Health Promotion and Young People** (pp. 84 - 97). NSW: McGraw-Hill Australia.

Fuller, Andrew. (1998) **From surviving to thriving: promoting mental health in young people.** Camberwell, Victoria: Australian Council for Educational Research.

Rowling, Louise (ed) (2002) **Mental health promotion and young people: concepts and practice.** Roseville, N.S.W.: McGraw-Hill Australia.

iii) Journal Articles

Benard, Bonnie (n.d) Fostering resiliency in kids: protective factors in the family, school and community. Western Regional Centre for Drug-Free Schools and Communities vol. 2. p 11-39.

Bickart, T. & Wolin, S. (1997) Practicing resilience in the elementary classroom. Principle Magazine 1997 <http://www.projectresilience.com/article17.htm>

Clauss-Elhers, C and Lopez Levi, L (2002) Working to promote resilience with Latino youth in schools: perspectives from the United States and Mexico. International Journal of Mental Health Promotion. Vol 4, Issue 4, November 2002: pg 14 - 20.

Denny, S., Clark, TC., Fleming, T., Wall, M. (2004) Emotional resilience: risk and protective factors for depression among alternative education students in New Zealand. American Journal Orthopsychiatry. April 2004, 74 (2): 137 - 49.

Fergusson, David M., Lynskey, Michael T. (1996) Adolescent resiliency to family adversity. Journal Child Psychological and Psychiatry. Vol 37, No 3, pg 281 - 292.<http://newsstand.pavilion.net/users/myszor/resilien.htm>

Gillerad, C. (2001) Life events and resilience among school aged children and adolescents. International Journal of Mental Health Promotion. Vol 3, Issue 3, September 2001: pg 16.

McCreanor, T and Watson, P. (2004) Resiliency, connectivity and environments: their roles in theorising approaches to promoting the well-being of young people. International Journal of Mental Health Promotion. February 2004, Vol 6, Issue 1: pg 39 - 42.

McDonald J, Hayes L. (2001) Promoting resilience in young people: progress in implementing a framework in schools. Health Promotion Journal of Australia, December 2001, Vol 12, Number 3.

Resnick, M. (2000) Protective factors, resiliency and healthy youth development. Adolescent Medicine. Vol 11, No 1, February 2000, pg 157 - 164.

Titterton, M., Hill, M & Smart, H. (2002). Mental health promotion and the early years: the evidence base: risk, protection and resilience. Journal of Mental Health Promotion. Vol 1, Issue 1, April 2002: pg 20 - 35.

9.3.4 Promoting School and Community Partnerships

Elias, M. (2003), *Academic and Social-Emotional Learning*, International Academy of Education (Belgium) & International Bureau of Education (Switzerland): <http://www.ibe.unesco.org>

Milbourne, L., Macrae, S. & Maguire, M., 'Collaborative solutions or new policy problems: exploring multi-agency partnerships in education and health work', *Journal Educational Policy*, 2003, Vol. 18, No.1, pp.19 – 35.

Sheldon, S. 'Linking School-Family-Community Partnerships in Urban Elementary Schools to Student Achievement on State Tests', *Urban Review*, June 2003, Vol.35, No.2, pp. 149 – 165.

Veel, L. 'Forging school-community renewal partnership', *Educare News*, May 2003, pp. 37 – 38.

9.3.5 Bullying

i) Websites

Bullying. No way! (Australia)

<http://www.bullyingnoway.com.au> .

National Coalition Against Bullying (Australia)

<http://www.ncab.org.au/>

Bullying UK

<http://www.bullying.co.uk/>

Kidscape (UK)

<http://www.kidscape.org.uk/>

Stop Bullying Me (Canada)

<http://www.stopbullyingme.ab.ca/>

No Bully (NZ)

<http://www.police.govt.nz/service/yes/nobully/>

Stop Bullying Now (US)

<http://www.stopbullyingnow.com/>

NetAlert

(<http://www.netalert.gov.au/home.html>)

Cybersmart Kids

(<http://www.cybersmartkids.com.au/>)

Str8tlk (AMTA)

(<http://www.str8tlk.amta.org.au/>)

ii) Books

Berne, S. (1996) *Bully-Proof your child*. Melbourne: Lothian

Field, E. (1999), *Bully Busting*, Finch Publishing, Sydney

Fuller, A. (1998), *From Surviving to Thriving: Promoting Mental Health in Young People*, ACER, Melbourne

Maines, B & Robinson, G 1992, *Michael's story: the 'no blame' approach*, Lane Duck Publishing, Bristol.

McGrath, Helen & Noble, Toni (eds.), *Bullying Solutions: Evidence-based approaches to bullying in Australian schools*. Pearson Education, Sydney.

Rigby, K. (1996,) *Bullying in Schools - and what to do about it* Camberwell, Melbourne: Australian Council for Educational Research.

Rigby, K. (2000) *Stop the bullying: a handbook for schools*. available in Australia through ACER

iii) Journal Articles

Department of Education, Training and Youth Affairs (1999) [Responding to School Violence: an annotated bibliography of resources to assist schools in responding to School Violence](#). Canberra: DETYA.

Petersen, L & Rigby, K 1999, 'Countering bullying at an Australian secondary school' *Journal of Adolescence*, 22, 4, 481-492.

Rigby, K. 2002 *A meta-evaluation of methods and approaches to reducing bullying in pre-schools and in early primary school in Australia*, Commonwealth Attorney-General's Department, Canberra

(download: <http://www.education.unisa.edu.au/bullying/intervention.htm>)

iv Video

Maines, B. and Robinson, G. 1992 The no blame approach. (The video) Bristol: Lame Duck Publishing

9.3.6. Staff Wellbeing

Staff Matters Web Based Resource provides information and professional development ideas for staff health and wellbeing.

<http://cms.curriculum.edu.au/mindmatters/staff/index.htm>

Webb, R. & Vuilliamy, G. 'The social work dimension of the primary teacher's role', *Research Papers in Education*, 2002, Vol. 17, No.2, pp. 165 – 184.

9.3.7 Grief and Loss

i) Organisations

[Centre for Grief Education \(http://www.grief.org.au/\)](http://www.grief.org.au/)

Largest provider of grief and bereavement education in Australia.

[The Compassionate Friends \(http://www.compassionatefriendsvictoria.org.au/\)](http://www.compassionatefriendsvictoria.org.au/)

The Compassionate Friends Victoria Inc. is part of a world-wide organisation offering friendship and understanding to families following the death of a son or daughter, brother or sister. The Compassionate Friends Inc offers support in the grief and trauma which follows the death of a child at any age and from any cause.

[Skylight \(http://www.skylight.org.nz/\)](http://www.skylight.org.nz/)

Skylight is a New Zealand based organisation that provides unique support to children, young people and their families through times of change, loss and grief.

[Grief: Community Information and Services](http://www.community.gov.au/Internet/MFMC/community.nsf/pages/section?opendocument&Section=Grief%20and%20Loss)

(<http://www.community.gov.au/Internet/MFMC/community.nsf/pages/section?opendocument&Section=Grief%20and%20Loss>)

Grief: Community Information and Services links to bereavement support, advice, coping mechanisms and support groups.

[Kids Help Line \(http://www.kidshelp.com.au/ \)](http://www.kidshelp.com.au/)

Kids Help Line is a national telephone counselling service for young people aged 5 – 18 years. It is free, anonymous and confidential.

[Kids Help Online](http://www.kidshelp.com.au/template/standard.aspx?s=129&p=104&r=2&b=1)

(<http://www.kidshelp.com.au/template/standard.aspx?s=129&p=104&r=2&b=1>)

This new website features online interactive tools that provide young people with their own counselling space and the ability to interact with counsellors visually. Icons help a young person visualise their feelings and rate the intensity and frequency of these emotions.

[Beyond Indigo](http://www.beyondindigo.com/children/) (<http://www.beyondindigo.com/children/>)

How to support young people through the process of grieving the loss of a loved one, family member, friend or pet.

ii) Teaching Materials

[All Kids Grieve](#)

(<http://www.cnomy.com/?dn=allkidsgrieve.org&pid=1PONU28HS&prvtof=8b2VkUqfXCaO1QRCsRxtLos84V71IE%2B5jg%3D%3D>)

A resource for teachers, parents and other caring adults.

[Bushfires and Children](#)

(<http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=114&np=141&id=1893>)

Information on the impact of bushfires on young people and how to deal with grief related to bushfires.

[Death And Loss: Helping Children Manage](#)

(http://teacher.scholastic.com/professional/bruceperry/death_and_loss.htm)

Tips for teachers talking about grief and loss with children.

Separation/divorce

[Divorce And Children](#)

(http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Family_break_up_supporting_children?open) and [Children and Divorce](#)

(<http://www.divorceinfo.com/challenges.htm>)

A child experiences a wide range of bewildering emotions when their parents separate or divorce and these websites gives practical tips to explain to young children what has happened.

Same Sex Attracted and Transgender Young People

Victorian Essential Learning Standards/Curriculum Planning Guidelines

<http://www.sofweb.vic.edu.au/blueprint/fs1/guidelines/phase1/psg/samesex.htm>

Learn to include

(http://www.hotkey.net.au/~learn_to_include/)

Early childhood education material (readers) which include same sex parent families

Writing Themselves in Again

Australian Research Centre in Sex Health and Society research

(<http://www.latrobe.edu.au/ssay>)

Hormone Factory

(<http://www.thehormonefactory.com/index.cfm>)

An example of a website with content designed for Primary School-aged children

Rainbow Network:

(<http://www.rainbownetwork.net.au>)

Social and support groups for young same sex attracted and transgender people.

11. Bibliography

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Brendtro, L., Brokenleg, M. and Van Bockern, S. 1990. *Reclaiming Youth at Risk: Our Hope for the Future*. Bloomington, IN: National Education Service

Catalano, R. 1993. *Communities That Care: Risk and Protective Factor – Focused Prevention using the Social Development Strategy*. Developmental Research and Programs, Inc.

Chung, H., Elias, M. and Schneider, K. 1998 *Patterns of Individual Adjustment: Changes during Middle Schooling Transition*, Journal of Psychology, Spring, Vol. 36 (1)

Commonwealth Department of Health and Aged Care 1997 Zubrick, S., et al. *Western Australian Child Health Survey: Developing Health and Wellbeing in the Nineties*. Cat. 4305.5, Institutes for Child Health Research and ABS, Western Australia

Department of Education 1999 *Framework for Student Support Services in Victorian Government Schools: Teacher Resource*, Victoria.

Fuller, A. 1998 *From Surviving to Thriving: Promoting Mental Health in Young People*. ACER Press, Melbourne

Funnell, S. 1997 'Program Logic: An Adaptable Tool for Designing and Adapting programs'. *Evaluation News and Comment*, 6 (1), 5-17.

Goleman, D. 1996 *Emotional Intelligence*. London: Bloomsbury

Owen, J. with Rogers, P. (1999). *Program Evaluation: Forms and Approaches*. 2nd edition. Allen & Unwin, NSW.

Perry, B. 1996 *Maltreated Children: Experience, Development and the Next Generation*. Norton: New York

Sylwester, R. 1995 *A Celebration of Neurons: An Educator's Guide to the Human Brain*. Alexandria, ASCD: Vancouver

Weare, K. 2000. *Promoting Mental, Emotional and Social Health: A Whole School Approach*. Routledge, London

Weissberg, R. and Elias, M. 1993 *Enhancing Young People's Social Competence and Health Behaviour: An Important Challenge for Educators, Scientists, Policy-Makers and Funders*. *Applied and Preventative Psychology* 3, 179–90

Attachment 1:

***Qualities of Effective Intervention Programs: Summary of
Research***

Source: Best Start. *Effective Intervention Programs*

Department of Human Services

December 2001

<http://www.beststart.vic.gov.au> as at time of publication

Qualities of Effective Intervention Programs: Summary of Research

Effective programs seek to **empower families**, enhancing their ability to solve problems for themselves. Programs that promote dependency are destructive. In many instances families have lesser needs for support over time.

Effective programs build on **existing strengths of families**, building on the existing competencies of family members. It is assumed that individuals are capable of becoming problem solvers, even though their previous attempts to resolve problems may not have been successful.

Effective programs are **individualised and responsive to family needs and circumstances**. Families are involved in determining what form services should take, and where and how they are delivered.

Effective programs are **well coordinated** with other programs and designed to make it easier for families to access them. The needs of families rather than the needs of professionals drive the ways in which services are delivered.

Effective programs start **where families are at developmentally** – what parents are capable of investing in and contributing into the helping relationship and in their own lives – and should begin with the parents own experience of their situation and their own perceptions.

Effective programs use a **family-centred** approach, based on building a therapeutic alliance or partnership with parents.

Effective programs are **community based**, and seek to strengthen community links and utilise community resources to meet the needs of families and young children.

Effective programs are **sensitive and responsive** to family, cultural, ethnic and socio-economic diversity.

Effective programs are based on clear, **scientifically-validated** theoretical frameworks.

Effective programs are **comprehensive** and address known risk variables.

Effective programs see the child in the **context of the family** and address the needs of all family members.

Effective programs are staffed by people who are **trained and supported** to provide high quality, responsive services. Staff need both technical training and training in establishing effective working relationships with parents.

The key principle underlying all these is that **how** programs are delivered is as important as **what** is delivered.

Attachment 2:

Primary Welfare Officer Position Description Template

Source: Department of Education and Early Childhood Development

¹⁰ Intending applicants are strongly recommended to become familiar with the Department of Education and Early Childhood Development policies as outlined in the *Framework for Student Support Services in Victorian Government Schools*, see reference next page.



Position Description Template

Department of Education and
Early Childhood Development

DEPARTMENT OF EDUCATION AND
EARLY CHILDHOOD DEVELOPMENT
PRIMARY WELFARE OFFICER
TEMPLATE

CLASSIFICATION/ REFERENCE NUMBER:

ONGOING OR FIXED TERM & LENGTH / TIME FRACTION:

SALARY RANGE:

SUMMARY OF DUTIES AND SELECTION CRITERIA FOR ADVERTISING PURPOSES

Provide a comprehensive and integrated framework to coordinate the school response to the wellbeing needs of students and their families, with an increasing emphasis on early intervention strategies and approaches through consultation and the development of programs, procedures and policy.

FULL POSITION DESCRIPTION

1. DUTIES

1.1. Provide high quality advice and support to whole school communities, in the development and implementation of programs, procedures and policies on the wellbeing of students, particularly those at risk of disengagement from school.

1.2. Collaborate with school staff, Student Support Services and support agencies to develop and implement a range of programs and interventions with students and the school community that foster resilience, improve attendance and respond to identified social, emotional and educational needs.

1.3. Increase awareness, understanding and skills of staff in the school community in the area of student wellbeing as outlined in the *Framework for Student Support Services in Victorian Government Schools*, particularly primary prevention and early intervention.

1.4. Establish and maintain links with Student Support Services, school networks and relevant support agencies with a view to optimising and coordinating service provision to students at risk of disengagement from school.

1.5. Provide leadership in the identification and analysis of emerging student wellbeing issues and coordinate specialist advice on the range of appropriate interventions.

2. KEY SELECTION CRITERIA

2.1. Qualifications in teaching, social work, youth work, psychology or a relevant community health or welfare field an advantage.

2.2. Understanding of common approaches, policies, programs and research relating to student wellbeing.¹⁰

2.3. Experience in the delivery of student and family wellbeing services in a relevant setting and, preferably, experience working with schools in the area of student wellbeing.

2.4. Demonstrated experience in the coordination of services and the provision of information, support and consultation.

2.5. Highly developed communication and interpersonal skills, including the ability to work collaboratively and network with the wide range of people within the education and wider community.

2.6. Demonstrated ability to design, deliver or coordinate professional development in the area of student, family or youth wellbeing.

3. OTHER RELEVANT SKILLS, KNOWLEDGE AND EXPERIENCE

3.1. A sound knowledge of current educational issues and the priorities of the Department of Education and Early Childhood Development..

CONTACT

Further information about the position(s) is available from _____

Phone: _____

The position is located at _____

Reporting to: _____

HOW TO APPLY

- Email applications send to
- Mail applications send to
- Applications addressing the key selection criteria will be accepted until / /.....

OTHER RELEVANT INFORMATION

Conditions apply.

Successful applicants are subject to a satisfactory police records check.

If appointed from outside DEECD, successful applicants will be required to complete a statutory pre-employment health declaration.

A probationary period of up to three months may apply for a person appointed to an ongoing position from outside the Public Service or the Teaching Service.

CONTEXT STATEMENT

The School

Description

DEECD Vision and Mission

- An assured future for all Victorians and a prosperous society through learning.
- The Department will ensure the provision of high-quality education

DEECD goals and targets

- The proportion of Victorian primary students achieving the national benchmark levels for reading, writing and numeracy will be at or above the national average..
- Ninety per cent of young people in Victoria will complete Year 12, or its equivalent, by 2010.

Program accountability and performance measures including:

1. Attainment data (such as P-2 reading, AIM, teacher judgment against Victorian Essential Learning Standards literacy and numeracy outcomes);
2. Absence data;
3. Staff, student and parent opinion;
4. Student destination data; and
5. Student retention data

Framework for Student Support Services in Victorian Government Schools.

The Framework is located on the student wellbeing website, under publications, policy and guidelines at www.sofweb.vic.edu.au/wellbeing/welfare/framework.htm

Key support documents for the Policy Framework include the Teacher Resource and Professional Development Support Materials.