



Wellbeing Leaders:

The Student Wellbeing Team consists of a group of dedicated qualified leaders, case managers and a pastoral care worker. Overseen by an Assistant Principal, this highly knowledgeable collaborative team supports all children in reaching their full potential.

A community of care provides strategies and preventative measures that helps overcome barriers related to physical, social, emotional, cognitive and spiritual state of being. Taking a holistic supportive approach is integral to achieving effective learning and growth.

The Wellbeing Team offers:

- Help to manage relationships with family, teachers and peers
- Support to manage issues of concern
- Course and career guidance
- Information about and referrals to external services and support agencies
- Support to encourage attendance and learning at school

Our Case Management teams are located onsite at PLHS and off-site at the Transition and Learning Centre (30 Edinburgh St).

Case Managers:

- support young people with their wellbeing concerns to minimise these impacting on their ability to engage as learners.
- provide a safety net and motivational support for students to remain engaged with their study, personal goals and transition to independence.
- maintain a strong working relationship with community networks to liaise and facilitate appropriate connection for student support and wellbeing when required.

Wellbeing Leaders:

There are two student Wellbeing Leaders at the Port Lincoln High School. There is a male counsellor with oversight of the Senior School and a female counsellor with oversight of the Middle School. There is a degree of overlap depending on the needs of the student and whether they feel more comfortable talking to a male or female counsellor. The brief of the counsellors is to ensure the emotional and physical well-being of staff and students at the Port Lincoln High School are catered for, to provide support and make referrals to outside agencies when necessary, to maintain confidentiality and to comply with legislative requirements associated with mandatory notification.

Wellbeing & Student Support

Dharna Groups

Dharna is the Barngala word meaning strong. At PLHS we value the relationships between students and teachers and teachers and families. Dharna is a time everyday that a small group of students (max 15) spend with their Dharna group teacher to foster these relationships. 10 mins in the morning per day with the exception of an extended time on Wednesdays that goes for 40 mins. Your student's Dharna group teacher should be the first point of contact for everything from attendance to excursions.

Middle School:

An important part of the counselling role is to facilitate smooth transitions for students going through a range of physical, emotional and personal changes as they become more independent and self-reliant. These include certain basic needs including the need for acceptance within their own social groups, the establishment of friendships, relationships and a set of values that enable them to express themselves as unique identities within the community. Problems arise as a result of family conflict, peer pressure, difficulty to engage with the process of learning and a range of personal issues that present as behavioural concerns within the classroom environment. Through counselling and support students are helped to understand the range of influences that may impact on their decision making and behaviour and students are supported to develop more socially acceptable ways of resolving their issues.

Senior School:

In Senior School, counselling also relates to assisting the transition from school to work or to further study at University or TAFE. Career counselling and subject selections for tertiary studies are additional to the counselling role outlined for Middle School. The counsellor facilitates the SATAC process and arranges for various representatives from tertiary institutions and other agencies to provide information to students and their parents. Support is given to assist students to achieve their goals and to cope with the significant stressors related to the management of Senior School studies, part-time work and community involvement. The transition to adulthood is often a traumatic event for students who do not have a clear direction and there is a propensity for students who flounder and see their dreams evaporate under the pressures of their daily lives, to struggle with anxiety, dejection and depression. The role of the counsellor is to help students find direction and to set realistic goals – and to suggest various pathways they may consider to find their place within the community.

Chaplaincy Service:

The school has re-instated a chaplaincy model of support that has seen Kerry join our student well-being team. Kerry has skills in social work and can provide support to students who are working through issues with spiritual concerns connected to their involvement with various church organisations.

Wellbeing & Student Support

In-Class Support:

Port Lincoln High School provides a range of options for students who require additional support with their learning. Students with learning difficulties may be assisted by Student Services Officers in mainstream classes, or they may be eligible for Special Class support. In-class support can be organised through the student counsellor after discussion with subject teachers. Students and families can seek support through a referral process. As a result Negotiated Education Plans are developed with students, families and teaching staff to ensure student learning needs are being addressed. Students with physical disabilities are also catered for. The school has ramps and a lift that provides easy access for students in wheelchairs or with mobility concerns. Disabled toilet facilities are available and accommodations can be made within classes wherever necessary. The school can make arrangements for students who need assistance.

Special Class/Learning Intervention Class (Rm 21/22/23):

The Port Lincoln High School's Special Class provides learning programs for students from Years 8 to 12 who experience significant learning difficulties and have a mild intellectual disability recognised by DfE as requiring more intensive support. Students enter this class through a referral process with families and make a planned transition to join the class. The small class size allows for individualised instruction and the accommodation of a wide variety of learning needs. Students are able to access aspects of mainstream curriculum if desired as well as utilising sporting, arts, cooking and technology facilities. The classrooms have an interactive whiteboard and computers for student use; the use of other technologies is also encouraged. Senior students are supported to complete their SACE and can do so through their Negotiated Education Plan. Entry is by application to a district assessment panel via the Middle School or Senior School Assistant Principals.

Bridge:

The Bridge centre provides a temporary learning environment for Year 8-10 students as an intervention for those who experience challenges within the mainstream. There is a strong focus on literacy, numeracy and skills for living. Practical learning activities are available. Students are also encouraged to participate in community projects and activities. Participants negotiate individual learning programs and develop a behaviour and learning contract which is reviewed weekly. There is a strong emphasis on families and school staff working together to improve school attendance. Entry to the program is by application or referral from the Middle School Assistant Principal for consideration by a review panel.

TLC Transition Learning Centre:

Students from the school can enrol in the Transition Learning Centre which provides a pathway for student learning through individual programs, TAFE access or negotiated courses. The centre is off-site and a number of students complete subjects at both places. Entry in the TLC program is negotiated through the school and the centre. For more information see the TLC Guide or contact the School on 8683 6000.

Wellbeing & Student Support

CLONTARF Academy:

The Clontarf Foundation exists to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal/Torres Strait Islander men. The Foundation uses a unique, innovative and highly successful approach; using the existing passion that these boys have for sport allows Clontarf to initially attract them to school, and then keep them coming. It is not a sporting program however – it develops the values, skills and abilities that will assist the boys to transition into meaningful employment and achieve better life outcomes.

The Foundation collaborates with schools and communities to create Clontarf Academies that are embedded within the school grounds and education program. Full-time, locally-based Clontarf staff mentor and counsel students on a range of behavioural and lifestyle issues while the school caters for their education needs.

Any Aboriginal and Torres Strait Islander male enrolled at the school is eligible to participate in the Academy.

Through the use of supportive relationships and environment, the students develop improved self-esteem and confidence which enables them to participate in education, employment and society in a positive way. Academy activities are planned within the focus areas of education, leadership, employment, well-being, life skills and sport. In order to remain in the programme, participants must continue to work at school and embrace the objectives of the Foundation.

This approach has been very successful, not only in attracting and retaining young men to school, but also in having them embrace more disciplined, purposeful and healthy lifestyles.