



## Student Wellbeing Package

# Wellbeing professionals

## Outline of school-based support

The Student Wellbeing Package commits \$100 million to increase the wellbeing workforce by up to 464 full-time equivalents over three years. Funding has been allocated to regions to distribute to schools based on understanding of local needs.

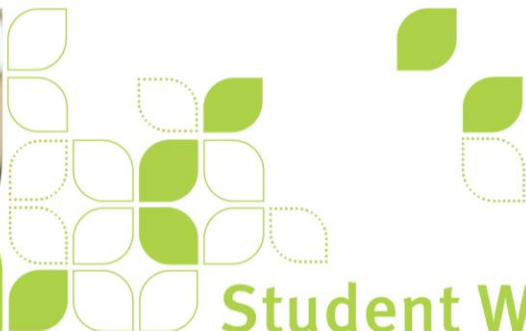
The employment of **psychologists** is the preferred option for additional wellbeing professionals. Where required to meet the specific needs of school communities, or the recruitment of a psychologist is not possible, regions and schools may employ other wellbeing professionals. Regional staff will work closely with principals to make decisions about wellbeing professionals that best meet the needs of the students in the school community.

To guide decision-making, the tables below provide information about the four wellbeing professionals that may be employed through the Student Wellbeing Package, including:

- detail of what school-based support looks like for each professional; and
- examples of identified student wellbeing needs in the school community that may be addressed through employment of each wellbeing professional.

All wellbeing professionals employed through the Student Wellbeing Package will work as part of schools' established wellbeing/support team.





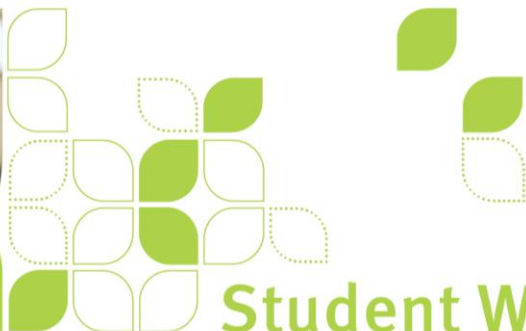
## Student Wellbeing Package

### Psychologist

Role description available [here](#).

Classification	Model of school-based support	Possible identified student wellbeing needs
HP3	<p>Psychologists employed through the Student Wellbeing Package will:</p> <ul style="list-style-type: none"> <li>• Use their professional knowledge of psychological interventions and treatments to deliver appropriate and tailored therapeutic intervention to support students' mild to moderate concerns, including:               <ul style="list-style-type: none"> <li>○ Mental health concerns including anxiety, eating disorders, depression.</li> <li>○ Personal relationships</li> <li>○ Stress</li> <li>○ Trauma and crisis.</li> </ul> </li> <li>• Provide support and ensure safety plans for the school context are implemented for students who are self-harming and/or at risk of suicide.</li> <li>• Apply their understanding of the mental health continuum to identify when students require additional mental health support outside of the school context.</li> <li>• Use their understanding of the mental health system to provide students who need additional support for their mental health concerns with warm referrals to external agencies.</li> <li>• Support students following a critical incident or emergency, ensuring their wellbeing is monitored and supported.</li> <li>• With student permission, work with other wellbeing and school staff to ensure strategies developed for the student can be put in place in the classroom and the wider school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Early indicators of students with mental health concerns including:               <ul style="list-style-type: none"> <li>○ anxiety</li> <li>○ depression</li> <li>○ eating disorders.</li> </ul> </li> <li>• Self-harm; students at risk of suicide.</li> <li>• Trauma.</li> <li>• Students facing barriers to accessing therapeutic intervention.</li> </ul>





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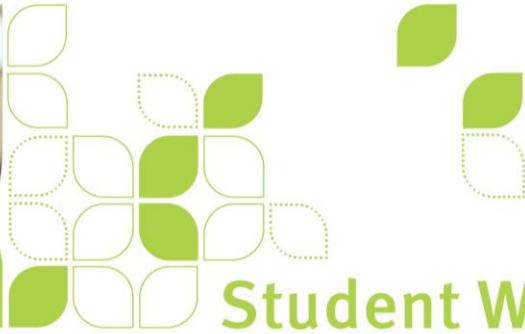
## Guidance Officer

Role description available [here](#).

Classification	Model of school-based support	Possible identified student wellbeing needs
Stream 2	<p>Guidance Officers employed through the Student Wellbeing Package will:</p> <ul style="list-style-type: none"> <li>• Provide wellbeing support and counselling to students with a focus on prevention and early intervention.</li> <li>• Provide individual and small group counselling to students on a range of issues, including: <ul style="list-style-type: none"> <li>○ Mental health</li> <li>○ Education</li> <li>○ Peer relationships</li> <li>○ Family issues</li> <li>○ Career planning.</li> </ul> </li> <li>• Support students to develop strategies to manage challenges related to: <ul style="list-style-type: none"> <li>○ Stress</li> <li>○ Relationships</li> <li>○ Behaviour</li> <li>○ School attendance</li> <li>○ Engaging with the curriculum.</li> </ul> </li> <li>• With student permission, work with other wellbeing and school staff to ensure strategies developed for the student can be put in place in the classroom and the wider school community.</li> <li>• Provide support to students as they transition into alternative education programs and reintegrate back into mainstream schooling.</li> </ul>	<ul style="list-style-type: none"> <li>• Social dysfunction.</li> <li>• Mild to moderate mental health concerns.</li> <li>• Behaviour concerns.</li> <li>• School avoidance.</li> <li>• Students needing career development support.</li> </ul>

\* It is important to note that the generic Guidance Officer Role Description has been provided. Guidance Officers employed through the Student Wellbeing Package must have a narrower focus on delivering wellbeing support and counselling to students. Verifications and assessments, for example, will continue to be provided by Guidance Officers funded through WSS-SLR or additional school funding/top-up.





## Student Wellbeing Package

### Social Worker

Role description available on request [here](#).

Classification	Model of school-based support	Possible identified student wellbeing needs
PO2/PO3	<p>Social workers employed through the Student Wellbeing Package will:</p> <ul style="list-style-type: none"> <li>• Work with students to connect, engage and support them to maximise their education outcomes.</li> <li>• Recognise when students need additional support and refer to other support staff in the school or external agencies.</li> <li>• Identify issues and implement strategies to improve student non-attendance, school refusal, and address the personal and academic impacts of suspension and exclusion.</li> <li>• Act as the contact for parents/carers and the community to and put in place strategies to improve relationships between the school and community.</li> <li>• Help students and parents/carers to navigate the welfare system and access relevant support.</li> <li>• Provide professional social welfare assessments, interventions and follow up support to students and parents/carers as required.</li> </ul>	<ul style="list-style-type: none"> <li>• High-risk families.</li> <li>• Families facing barriers to accessing support services.</li> <li>• Poor attendance.</li> <li>• SDAs.</li> <li>• Complex home relationships.</li> <li>• Family violence.</li> <li>• Students in juvenile justice or in care.</li> </ul>





# Student Wellbeing Package

## Youth Worker

Role description available [here](#).

Classification	Model of school-based support	Possible identified student wellbeing needs
AO3	<p>Youth workers employed through the Student Wellbeing Package will:</p> <ul style="list-style-type: none"> <li>• Use school attendance and other data to monitor students and intervene early by providing counselling and support to address reasons for disengagement.</li> <li>• Work with students, and their families, to determine and implement strategies suited to their context that help students to have a more positive educational experience.</li> <li>• Enhance students' social skills, assertiveness, self-esteem and problem-solving skills through a strengths-based approach to providing support.</li> <li>• Develop targeted strategies with students to address school avoidance or difficulties navigating social and learning situations.</li> <li>• Work collaboratively with cohorts of students who may be facing similar challenges to build peer relationships and establish social networks for support.</li> </ul>	<ul style="list-style-type: none"> <li>• Poor attendance.</li> <li>• School refusal.</li> <li>• Students with social and emotional skill deficits.</li> <li>• Cohorts of students requiring extra support.</li> </ul>

