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# Student wellbeing leader - Induction checklist

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| Employee ID number | |
| Surname | Given name (s) |
| Position | Start date (dd/mm/yyyyy) |
| Site | |

## Instructions

This checklist is for new student wellbeing leaders. It does not replace the Department for Education’s standard induction process for new staff.

Before you start, look at the student wellbeing leader’s role:

<https://edi.sa.edu.au/supporting-children/health-and-wellbeing/student-wellbeing-leaders/the-role-of-leaders>

Together, the student wellbeing leader and the school principal will:

* look at the checklist
* check off and date each action - once done
* sign and date the induction checklist - once all actions are done.

### Instructions for student wellbeing leaders

As a new student wellbeing leader you should meet with your school principal when you start your role. Use this time to identify key responsibilities at the school. Keep a copy of the checklist for your own records.

### Instructions for school principals

After meeting with the student wellbeing leader, the principal needs to store the completed checklist. This is then part of their performance and development record.

### Site specific role

Use your Job and Person Specification to identify your key student wellbeing leader responsibilities at the school.

****This checklist will help you understand what’s required in your role. This minimises risks to you and the school. It helps you to work within department policies.

We agree that all items in the following checklist have been covered.

SIGNED:

Employee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Line Manager: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

## Understanding your new student wellbeing role

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| Role, responsibilities and expectations | Date completed |
| Clarify your role’s priorities, scope and boundaries. |  |
| Identify any responsibilities not part of your role. |  |
| Look at the school’s behaviour support policy. Talk about how you can support student behaviour in your role. |  |
| Discuss whether your role includes suspension and reconnection processes. |  |
| Look at the school’s attendance policy. Discuss how student attendance is followed up. |  |
| Re-read the [protective practices](https://edi.sa.edu.au/library/document-library/controlled-guidelines/protective-practices-staff-interactions-children-young-people.pdf). Discuss implications for your role. |  |
| Discuss the current services available to the school. Talk about which students and families they support. |  |
| Discuss current individual plans for at risk students. Talk about where to find the documents, for example [One Plan](https://edi.sa.edu.au/supporting-children/learning-and-plans/one-plan) , [Behaviour support plan](https://edi.sa.edu.au/supporting-children/behaviour-and-attendance/behaviour-support/behaviour-support-plans) and [Safety plans](https://edi.sa.edu.au/supporting-children/student-support-services/social-work-incident-support-service/safety-and-support-plan). |  |
| Discuss whether you are involved in inducting new students and staff. If so, talk about what you will cover. |  |
| Make sure you understand the [department’s enrolment process](https://edi.sa.edu.au/operations-and-management/school-preschool-and-fdc-admin/school-administration/enrolment-and-attendance/school-enrolment). For example, parenting orders, proof of identification, who can enrol the student. |  |
| Clarify when you are expected to collaborate and consult with the principal. Talk about when independent action works well. |  |

## Communication, ICT and budgets

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| Communication and ICT | Date completed |
| Get login details for administration computers and relevant online systems, for example EDSAS. |  |
| Talk about how you will communicate with parents and carers. For example:   * how appointments are made * how messages are relayed * the services you provide * confidentiality. |  |
| Talk about how you will promote your role with staff. For example:   * explain your role to staff * talk to staff about a whole-school approach to wellbeing. |  |

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| Budget | Date completed |
| Find out your budget for wellbeing initiatives and the purchasing processes. |  |
| Look into other funding options. |  |

## Student wellbeing and emergency procedures

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| Student wellbeing support | Date completed |
| Identify how students access student wellbeing leader support. |  |
| Identify how you can access individual students during class times. |  |

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| Students at risk | Date completed |
| Identify key meetings where you can discuss student wellbeing needs. For example, leadership meetings, year level meetings, student review meetings. |  |
| Identify names and contact details of the department’s support services and external services. For example, case managers at the Department for Child Protection. |  |

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| Identify local services that can support families and students. Find out the referral pathways and communicate this to staff and families. |  |
| Make sure you understand the referral processes for the department’s [support services](https://edi.sa.edu.au/supporting-children/student-support-services/getting-support-from-student-support-services). |  |

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| Emergency procedures | Date completed |
| Discuss the school’s critical incident response plan, including crisis intervention. For example, contact with CARL (Child Abuse Report Line), SWISS (Social Work Incident Support Service), and child wellbeing practitioners. |  |
| Make sure you understand your role in the school’s emergency response team. Especially under the [suicide response and postvention guidelines](https://edi.sa.edu.au/supporting-children/health-and-wellbeing/mental-health/suicide-postvention). |  |
| Identify the expectations of your role when you are acting as the site leader. For example, emergencies, during and after incidents, and in response to extreme behaviours. |  |

## Record keeping and information sharing

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| Confidentiality and consent | Date completed |
| Make sure you understand the [Information sharing guidelines](https://www.dpc.sa.gov.au/__data/assets/pdf_file/0009/45396/Information-Sharing-Guidelines.pdf) and what information is communicated to staff, parents, and services for students at risk. |  |
| Be aware that your new role has a higher level of confidentiality than teaching. |  |
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| Case note recording | **Date completed** |
| Make sure you understand:   * the department’s procedures for [record keeping](https://edi.sa.edu.au/supporting-children/health-and-wellbeing/student-wellbeing-leaders/record-keeping) * what records you need to keep as a student wellbeing leader * where confidential records are secured, including mandatory notifications. |  |

## Professional networking, learning and self-care

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| Professional support and networking | Date completed |
| Ask for a login to the Wellbeing Information Network (WIN). Email [education.wellbeing@sa.gov.au](mailto:education.wellbeing@sa.gov.au) |  |
| Log into the department’s intranet to view the [professional learning for student wellbeing leaders](https://edi.sa.edu.au/supporting-children/health-and-wellbeing/mental-health/suicide-postvention). |  |
| Identify who you should connect with. For example, key contact people and relevant local and regional student wellbeing leader network groups. |  |
| Set up regular meetings with your line manager. |  |
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| Set up self-care habits | **Date completed** |
| Set up a structure for ongoing professional debriefing. |  |
| Make time for self-care strategies - at and outside of school. |  |
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| Performance development plan (PDP) | **Date completed** |
| Talk about how your skills and knowledge support the site improvement plan priorities. |  |
| Discuss how the implementation of a whole-school approach to wellbeing can support the site improvement plan. |  |
| Think about future professional learning that will support your role. |  |
| Discuss and review case noting. |  |