



S.W.I.M
Student Wellbeing Intervention
Meetings



Junior Learning 7-9 <i>“Building Independence”</i>	Senior Learning 10-12 <i>“Student Success”</i>
<p><u>Key Stakeholders</u></p> <ul style="list-style-type: none"> • Deputy Principals • Dean • Guidance Officers 	<p><u>Key Stakeholders</u></p> <ul style="list-style-type: none"> • Deputy Principals • Dean • Guidance Officers • TPO
<p><u>Aim of S.W.I.M</u> The S.W.I.M team is a regularly scheduled meeting of educators to discuss the student’s needs for whom there are concerns identified through a variety of sources such as One school data (attendance/behaviour/results), wellbeing referrals and feedback from teachers as well. These students are a targeted population and the team addresses the implementation and provide a support system in effective interventions for students who are experiencing challenges in learning, behaviour or goal setting difficulties at school. S.W.I.M overarching aim is to meet the needs of all students and result in a team action plan to ensure student success and measure sustainable outcomes.</p>	
<p><u>Proposed Meeting Time</u> Fortnightly basis – alternate weeks ie. JNr Wk 1, SS Wk 2, JNR Wk3 etc.</p>	
<p><u>Strategies</u></p> <ul style="list-style-type: none"> - High Quality transition - Develop Cavroadians - Knowing our learners - Research adolescent behaviours - Differentiated behaviours - Expert Teams 	<p><u>Strategies</u></p> <ul style="list-style-type: none"> - High Quality transition from school to real world - Develop Cavroadian Leaders - Aligning student pathways options (SETP) - Differentiated approaches for student education for academic success
<p><u>Actions</u></p> <ul style="list-style-type: none"> - Collaboration in expert teams - Partnerships with Primary school - Purposeful use of data - Intervention and targeted support - Positive culture and positive connections 	<p><u>Actions</u></p> <ul style="list-style-type: none"> - Increase external partnerships with RTO’s, local business and university pathway options - Opportunity to choose specialisation subjects in areas of interest and ability, enabling them to sample subjects that they can continue into Years 11 & 12. - Purposeful use of data - Early intervention at Unit junctures for General and Applied subjects

	<ul style="list-style-type: none"> - Early intervention from relevant stakeholders around TPO support.
<p><u>Measures (2021 > 2022)</u></p> <ul style="list-style-type: none"> - 10% increase in positives from 2020 to 2021 - 10% Reduction in OS negative behaviours - Smoother transition from Primary school (Yr 7 - perceptive data) - Increase in Student enjoyment and happiness (SOS – perceptive data) - Increase 10% in student EPA and BPA data 	<p><u>Measures (2021 > 2022)</u></p> <ul style="list-style-type: none"> - Reduction in yr 11 subject selection changes due to refinement of SETP process (10%) - 100% QCE attainment - 100% QCIA attainment - ATAR rank > 95 (Increase 10%) - Yr 11 and 12 PSC program academia focus of explicit cognitions - Above 90% employment, PT or FT study with school Next step data - Review of 2020 Year 12 Outcome and transition data.
<p><u>Outcomes</u></p> <ul style="list-style-type: none"> - Calm, confident and capable students - Positive and Visible Cavroadian Culture - Student owned learning journey - Independent learners – choice, change and curiosity 	<p><u>Outcomes</u></p> <ul style="list-style-type: none"> - Lifelong connected learners - Leadership without a badge - Cavroadian post school