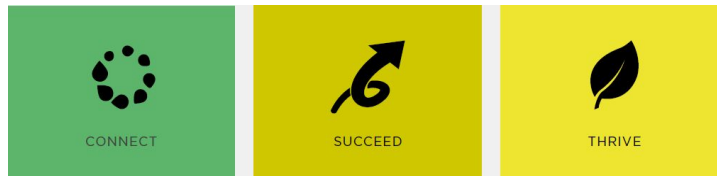


Tutorials and Mentoring Policy

Georges River College Oatley Campus



The two main wellbeing programs at Oatley are Crossroads Tutorials and Mentoring for year 12 students. The Wellbeing Framework for Schools shapes both programs. Tutorials take place for one hour per fortnight and are based on the Department of Education 25 hours PDHPE Crossroads course. Mentoring sessions are weekly, 20 minutes, groupings are selected by student preference.

Crossroads Tutorials	Mentoring
<ul style="list-style-type: none"> ● 25 hours Crossroads PDHPE course ● Functioning well and feeling good during the Preliminary course ● guest speakers program ● PBL at Oatley 	<ul style="list-style-type: none"> ● Functioning well and feeling good during the HSC course ● My Exit Plan (post school) ● regular engagement monitoring e.g. attendance, lateness on IRIS rolls ● academic monitoring e.g. school reports, <i>Starsearch</i>
Both programs	
<ul style="list-style-type: none"> ● engagement - behavioural, emotional, cognitive ● wellbeing domains These domains include cognitive, emotional, social, physical and spiritual wellbeing. 	
Resources for staff and students	
<ul style="list-style-type: none"> ● Head Teacher Welfare notes - hard copy, email, moodle ● www.MindMatters.edu.au ● www.youthbeyondblue.com ● www.reachout.com.au ● Headspace ● Guest speaker program for year 11 	
Practical principles	
<ul style="list-style-type: none"> ● Wellbeing team members should be tutors if possible e.g. student advisers, HTW ● Tutorials are organised into random groups but within house blocks e.g. 4 groups of 7 tutorials ● Mentoring groups allow student preferences but students who have unauthorised absence or who do not select 5 preferences will get lower priority ● Learning and teaching resources are placed online e.g. moodle or google docs. ● Mentors should monitor engagement by checking IRIS for attendance, lateness and <i>Starsearch</i> for their group as required by the mentoring program and HTW. 	

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Mindmatters

GRC Oatley has engaged MindMatters, a whole school mental health framework. Staff are invited to access these resources online or to join the MindMatters action team. See the GRC Oatley Mindmatters page or one of the Head Teachers Welfare.

Wellbeing Framework for Schools

(Department of Education, 2015)

Wellbeing for Oatley - mentors/tutors contribute to wellbeing by working towards a positive climate as well as these wellbeing domains (Wellbeing Framework for Schools, 2015, p. 3)

1. Cognitive wellbeing is associated with achievement and success. It includes how information is processed and judgements are made. It is also informed by motivation and persistence to achieve. Cognitive wellbeing is important for attaining knowledge and experiencing positive learning.
2. Emotional wellbeing relates to self-awareness and emotional regulation. It includes how well we cope, and is often reflected by the level of a person's resilience. Emotional wellbeing is in part informed by our capacity for self-reflection.
3. Social wellbeing includes the extent to which we experience positive relationships and connectedness to others. It is important for pro-social behaviour and our empathy towards others. (staff view mindmatters 1.4 - relationships and belonging)
4. Physical wellbeing is associated with the extent to which we feel physically safe and healthy. It includes nutrition, preventative health care, physical activity and physical safety and security. Physical wellbeing enables positive health outcomes.
5. Spiritual wellbeing relates to our sense of meaning and purpose. It can include our connection to culture, religion or community and includes the beliefs, values and ethics we hold.

Schools positively influence the wellbeing of students by providing opportunities for choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health, and safety.

- **Choice** is important because it impacts positively on a student's learning and engagement in schooling. It contributes to enhanced motivation, interest and commitment to tasks. The provision of choice supports self-regulation, self-discipline and achievement. When students have choice and opportunities to engage in activities that are of interest and value to them, their wellbeing is enhanced.
- **Achievement** contributes positively to a student's wellbeing, and can contribute to a student's confidence and self-esteem. It can help to foster student self-discipline and effort, encourage students to stretch themselves and take risks in their learning. Achievement fosters positive emotions which can build further **engagement** and effort.
- **Positive relationships foster connectedness and feelings of belonging** and are essential for wellbeing. These relationships are characterised by constructive interactions that provide enthusiastic and genuine support. They are important because they help us to build social and emotional skills and in turn nurture other positive, caring and respectful relationships.
- **Enjoyment**, or the presence of positive emotion, can increase a student's wellbeing. Learning occurs more effectively in the context of positive emotions. Enjoyment broadens a student's ability to think creatively, be innovative and to problem solve more effectively.
- **Development and personal growth** can lead to a student having greater satisfaction with life, more confidence and **self-efficacy** and greater feelings of resilience, health and wellbeing. Development contributes to social competence, self-esteem and a student's sense of meaning and purpose.
- **Feeling physically safe** and being in good physical **health** contributes to wellbeing. Environments that provide for safety, and support good health, optimise learning experiences.