

MAY 2025

School Support and Wellbeing Teams Procedure

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1 Purpose

This Procedure, along with the [School Support and Wellbeing Teams Policy](#), outlines the Department for Education, Children and Young People's (DECYP) approach to establishing and maintaining School Support and Wellbeing Teams (SSWT), emphasising the critical role these teams play in planning and implementing strategies for student support and wellbeing.

2 Overview

The objective of this Procedure is to consolidate the expectations, activities, and guidance offered across related departmental policies and procedures. This ensures that Principals, School Support and Wellbeing Leads and team members, and all other staff can readily navigate and comprehend their respective roles and responsibilities.

3 Roles and responsibilities

3.1 Principal

The Principal is responsible for determining the strategic direction of the school's approach to student support and wellbeing initiatives and processes. They may delegate certain tasks to the SSWT as needed, but the ultimate decision-making authority rests with the Principal.

It is the Principal's responsibility to determine which member of the leadership team is the Lead. The SSWT Lead must hold the position of either the Principal, Assistant Principal or Advanced Skills Teacher. Considering the extensive responsibilities of the Principal, it is advisable to delegate the Lead role to an Assistant Principal or Advanced Skills Teacher whenever feasible. If this is not possible Principals should discuss with their Director Principal Leadership about leading the SSWT. For exceptional circumstances where the Lead cannot be assigned to the roles of the school's Principal, Assistant Principal or Advanced Skills Teacher, Principals must contact their Student Support Leader to discuss their school's arrangements.

It is important to acknowledge that certain school settings, particularly small or remote schools, may face challenges in facilitating regular meetings involving all required professionals within the SSWT. In such cases, it is advisable for the Leads to contact their Student Support Leader for further discussion on adaptations that can be made to team structures and processes.

3.2 Support and Wellbeing Team (SSWT):

The SSWT is responsible for:

- whole-school planning and processes relating to support and wellbeing
- targeted support for cohorts/groups of students
- oversight and coordination of individual support for students.

At a minimum, the SSWT must:

- hold a planning meeting at the start of each school year to determine the following: roles and responsibilities; whole-school approaches and key support and wellbeing activities; targeted group supports; individual student supports for student wellbeing and engagement. Schools may decide to cover these elements across more than one meeting, or out of session, where appropriate.
- regularly hold 'support coordination' meetings, at a minimum frequency of once per term.

Whole-school planning and processes relating to support and wellbeing

- The SSWT is responsible for ensuring that the school places a high priority on student support and wellbeing and for working collaboratively to achieve learning, support, and wellbeing outcomes for all students.
- In alignment with this, the SSWT is responsible for implementing relevant Our Approach to School Improvement expectations.
- To capture and monitor the efficacy of the school's efforts in addressing student wellbeing needs, SSWTs oversee the administration of the annual Student Wellbeing and Engagement Survey (SWES), communicate the survey results, and facilitate the school's analysis and actions based on the results.
- To assist in building staff capacity to support whole-school support and wellbeing processes, the SSWT is responsible for the coordination and/or delivery of in-school professional learning in relation to student support and wellbeing.

Targeted support for cohorts/groups of students and oversight and coordination of individual support for students

The SSWT oversees individual student and cohort group supports and processes for students with diverse and complex needs. This may include, but is not limited to:

- students with disability
- English as an Additional Language learners
- Aboriginal and Torres Strait Islander students
- students under Care and Protection Orders
- students who are same sex attracted, gender diverse or intersex
- students supported through an approved Tier 3 or 4 flexible learning option or re-engagement provision
- students impacted by trauma
- pregnant or young parenting students
- students who are currently at risk of decreasing engagement and attendance, and/or those who require short-term/transition arrangements involving adjustments to school attendance for a period of less than one term
- students at risk of non-participation in an Approved Learning Program (ALP).

The SSWT collaborates effectively using relevant information and data to identify the most suitable support strategies tailored to the needs of cohort groups and individual students. This includes managing subsequent student support processes such as behaviour support, attendance

strategies and re-engagement initiatives, NCCD/Disability Educational Adjustment Funding, and Individual Student Trauma Funding.

The SSWT has oversight of targeted group and individual student case-management coordination, which involves supporting Care Team Meeting processes and ensuring system record-management requirements are met.

3.3 Support and Wellbeing Team Members

School Support and Wellbeing Lead (the Lead)

The Lead:

- provides oversight of and is accountable for the functions of the SSWT as outlined
- is the school's representative within a network of School Support and Wellbeing Leads
- oversees internal communications with relevant school staff concerning the planning, priorities, and actions of the SSWT, ensuring the Principal remains informed and that key decision points are escalated to the Principal for consideration/approval
- supervises communication with the school's designated Inclusive Practice Coach to facilitate continual improvement of inclusive practices. They also manage communication with Learning Services-Student Support for students requiring assistance as determined by the SSWT.
- is responsible for organising the SSWT planning and support coordination meetings and facilitating processes that enhance communication among team members.

Safeguarding Lead

The Safeguarding Lead:

- facilitates the school's safeguarding risk assessments and the development and implementation of its risk management plans, focusing on preventing, identifying, and mitigating risks of child sexual abuse at a whole-of-school level
- ensures that the SSWT is informed of the school's progress in implementing its risk management plans, and the visibility of the school's child-safe culture, aligned with the National Child Safe Standards
- ensures that all staff know their mandatory-reporting obligations.

Professional Support Staff

The Professional Support Staff (PSS) include school psychologists, speech and language pathologists, and school social workers. These staff have expertise in the assessment, diagnosis, and treatment of students with a range of learning and wellbeing needs, including those with disabilities.

PSS are crucial members of the SSWT, particularly in supporting the planning of whole-school mental health and wellbeing programs and approaches, supporting relevant student support processes, and in devising and implementing strategies to support cohorts/groups or individual students with complex needs.

School Health Nurse

School Health Nurses lead the development and implementation of health promotion activities, in addition to clinical assessment, screening, short-term support and early intervention activities in the school setting. School Health Nurses are critical members of the SSWT, particularly in supporting the

planning of whole-school health-promoting programs and activities, and in considering and devising strategies to support cohorts/groups or individual students with specific health needs.

Support Teachers

Support teachers focus on the provision of quality programs for students with disability. They provide access to relevant curriculum, guidance, and effective instruction within a positive, inclusive learning environment.

Support Teachers contribute to the SSWT's oversight of whole-school, targeted and individualised support for students with disability, ensuring planning and actions align with and strengthen students' goals within their Learning Plans.

3.3.1 External to the team – Learning Services Student Support

The SSWT has access to a range of external supports beyond the school environment, which can support their roles in planning for whole-school enhancement and providing targeted and individualised support to students. Further detail on the functions of these external roles or teams can be found in the [Student Support Model](#).

Through the Lead, the SSWT can seek advice and assistance from their allocated Inclusive Practice Coach. Advice and assistance might include ways of working that maximise the use of school-based support staff and ensuring awareness of relevant additional support services to strengthen inclusive practice, guided by [Planning for Improvement – Inclusive Practice](#).

The Lead can also seek advice and support from their Student Support Co-ordinator regarding case management of highly complex individual student support, legislative and policy requirements, safety, and wellbeing matters.

4 Processes

The outlined functions of the SSWT are to be enacted through team meetings and subsequent regular 'support coordination' meetings, arranged by the Lead.

The following key support and wellbeing processes are overseen by the SSWT, with further guidance provided below.

4.1 Attendance

- The SSWT monitors and proactively mitigates risk in relation to attendance, guided by [Every School Day Matters: A Framework for Promoting Attendance and Reducing Absence](#).
- The SSWT's approach may include analysis of behaviour, suspension, wellbeing and engagement data, and identification and implementation of data and evidence-informed interventions.
- The SSWT also monitors and proactively mitigates risk in relation to students at risk of not continuing with an Approved Learning Program (ALP). Year 11 and 12 providers also adhere to the [Youth Engagement and Reengagement Flowchart](#) and [Enrolment Procedure](#) to monitor and support participation. For further information, SSWTs can refer to [Attendance Support and Resources](#).

- Professional Support Staff (including school social workers, school psychologists, and speech and language pathologists) and School Health Nurses play a crucial role within the SSWT, aiding in the planning and implementation of these attendance strategies.
- Additionally, SSWTs oversee the school's processes for contacting parents and carers regarding absences, ensuring that staff maintain accurate contact logs in SSS.
- Although SSWTs oversee the entirety of school-wide attendance data and support frameworks, Principals or teachers must work to address a student's recurrent absences internally before escalating individual matters to the SSWT.

4.2 Supporting Students with Disability

- The SSWT oversees school processes to support students with disability to access, participate, and engage in quality educational programs, with each SSWT member playing a crucial role.
- These processes include consultation with students and families, helping teachers determine educational adjustments and develop learning plans, coordination of Educational Adjustment moderation, allocating and utilising funding, reviewing and updating learning plans, and contingency applications. These actions are guided by [Educational adjustments - information for schools](#).
- Collaborative discussions involving Principals (or senior staff members), the entire SSWT (particularly the Support Teacher and Professional Support Staff), the School Business Manager (where applicable), and external supporting staff, such as Disability Educational Adjustment Moderators and Inclusive Practice Coaches, as relevant, are essential to supporting these processes effectively.
- It is recommended that the SSWT commence discussions on these processes during their initial planning meeting, with subsequent actions discussed and reviewed during ongoing SSWT 'support coordination' meetings.

4.3 Supporting Students Impacted by Trauma

- The SSWT has oversight of processes to support students impacted by trauma to strengthen their engagement in learning where barriers exist.
- Principals and SSWT Leads may participate in a referral process to nominate individual students with the highest level of need for funding consideration in the subsequent school year.
- To qualify for consideration, nominated students must be assessed at Level 4 using the [Wellbeing Assessment Tool](#) within the CMP Support and Wellbeing Tab and have a current Learning Plan uploaded in SSS.
- An annual moderation process takes place to assess school nominations, focusing on the intensity and frequency of supports being implemented by schools, as evidenced in the Learning Plan and other supporting documentation in SSS.
- Given the unique context of each school, Principals and SSWTs have discretion on the use of Individual Student Trauma Funding to address student needs. They can seek support from the relevant team in Student Support (such as the Student Support Leader, Inclusive Practice Coach, Intensive Student Support Coordinator, or Professional Support Staff) when assessing the level of

need and devising and implementing appropriate supports. For further information, SSWTs can refer to [Supporting Students Impacted by Trauma](#).

4.4 Case Management Platform (CMP) – Support and Wellbeing Tab

- SSWTs are responsible for maintaining up-to-date student information on the Support and Wellbeing Tab within the Case Management Platform.
- All Principals and Assistant Principals are automatically granted access to the CMP Support and Wellbeing tab via MyLogin. If the School Support and Wellbeing Lead does not hold a position as Principal or Assistant Principal it is the responsibility of the school's Principal to manage their CMP access through MyLogin.
- The [Child and Family Wellbeing Assessment Tool](#) is a versatile tool for assessing wellbeing, applicable to all service providers working with children, young people, and their families. SSWTs are responsible for evaluating students' support and wellbeing levels based on the Level of Need outlined in the Wellbeing Assessment Tool and documenting this information within the CMP.
- This assessment and updating process should occur at least once per year, but it is recommended to do so more frequently, especially in response to changing student circumstances, to ensure accurate and updated information is recorded. For further information, SSWTs can refer to Case Management Platform – Support and Wellbeing Tab.

4.5 Tier 4 Provision Application

- The SSWT Lead has oversight of processes to support student engagement, including the application process for T4 Engagement provisions and ongoing responsibilities of students receiving Tier 4 provision. For more information, refer to the Student Engagement Policy and Procedure.

Related policies

- [Attendance Policy](#)
- [Chaplaincy and Student Wellbeing Services in Tasmanian State Schools Policy](#)
- [Pregnant and Parenting Student Policy](#)
- [Risk Management Policy](#)
- [Safe Homes Safe Families Policy](#)
- [School Support and Wellbeing Teams Policy](#)
- [Student Behaviour Management Policy](#)
- [Student Engagement Policy](#)
- [Supporting Sexuality, Sex and Gender Diversity in Schools Policy](#)

5 Related procedures

- [Attendance Procedure](#)
- [Chaplaincy and Student Wellbeing Services in Tasmanian State Schools Procedure](#)
- [Learning Plan Procedure](#)
- [Mandatory Reporting Procedure](#)
- [Pregnant and Parenting Student Procedure](#)
- [Risk Management Procedure](#)
- [Safe Homes Safe Families Procedure](#)
- [Safeguarding Risk Management Procedure for Schools](#)
- [Student Behaviour Management Procedure](#)
- [Student Engagement Procedure](#)
- [Working with External Support Providers in Schools Procedure](#)

6 Supporting information/tools

- [Attendance Support and Resources](#)
- [Case Management Platform – Support and Wellbeing Tab](#)
- [Child and Student Wellbeing Strategy – Wellbeing for Learning](#)
- [Educational adjustments - information for schools](#)
- [Every School Day Matters: A Framework for Promoting Attendance and Reducing Absence](#)
- [Our Approach to School Improvement](#)
- [Planning for Improvement – Inclusive Practice](#)
- [Safeguarding Framework](#)
- [Step by step guidance for concerns, information and incidents of child abuse](#)
- [Student Support Model](#)
- [Supporting Students Impacted by Trauma](#)
- [Tasmanian Child and Family Wellbeing Assessment Tool](#)
- [Tasmanian Educational Adjustment Descriptor Tool](#)

7 Definitions

Care and Protection Orders:

Court orders that are made under State law for children who are at risk and in need of care and protection. The legislation provides for action that can be taken if a child is found to need care and protection, to ensure the child is kept safe and well cared for. There are a number of different care and protection orders. Care and protection orders can involve transfer of legal guardianship to an authorised department or individual, as well as supervisory orders in which guardianship is not affected.

Case Management Platform

The Case Management Platform (CMP) is an information-management system to access, manage and interpret information about learners. It is in a staged development and implementation process aiming to replace the current Student Support System (SSS) as part of the Student System Renewal Initiative.

Educational Adjustments

Adjustments are supports, accommodations or adaptations that assist a student to access meaningful learning opportunities, to achieve their learning goals and show evidence of their learning.

Educational Settings

Includes schools, senior secondary schools, early childhood settings including ECIS, and Child and Family Centres.

Learning Plan

Learning Plans identify students' current skills, priority learning goals and document adjustments to support the students' learning.

Principal

The person in charge of a school or their delegate.

Re-engagement provisions

Are directed at engaging students and can be described along a continuum ranging from 'Tier1' to 'Tier 4'. Tier 1 refers to universal strategies directed at engaging every student in all schools. 'Tier 4' re-engagement programs are directed at a few students who have disengaged from education and require specialised support.

Responsibilities: 'must', 'is to', and 'may'

Meaning of 'must', 'is to' and 'may':

- The word 'must' is to be construed as being mandatory.
- The words 'is to' and 'are to' are to be construed as being directory.
- The word 'may' is to be construed as being discretionary or enabling, as the context requires.

Student Support System (SSS):

Student Support System (SSS) is a reporting and data-entry system designed as an electronic file for all student supports.

8 Legislation

Child and Youth Safe Organisations Act 2023

Education Act 2016 (Tas)

Ministerial Instruction No 3 for Part-Time Attendance at School

Ministerial Instruction No 4 Students Excused from Daily Attendance at School

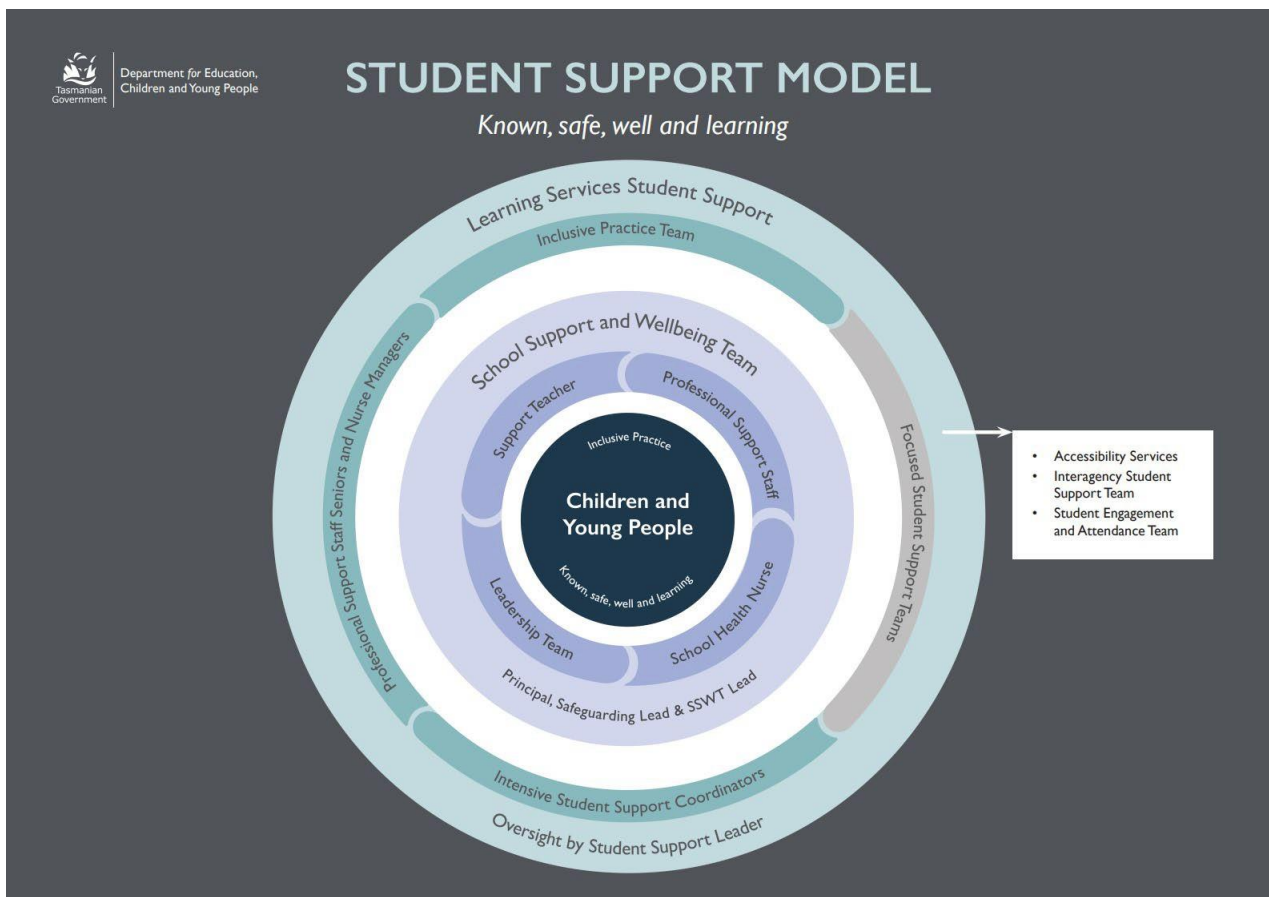
Ministerial Instruction No 6 Relating to School Student Absences

Ministerial Instruction No 7 for Eliminating or Ameliorating Risks to Health and Safety of Persons at School

Secretary's Instruction No 3 for Unacceptable Behaviour of Students and Volunteers at, and Visitors to, State Schools or School Activities

Secretary's Instruction No 4 for Suspension, Exclusion, Expulsion or Prohibition of State School Students

9 Appendix 1. Student Support Model



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