



## STUDENT WELFARE

### WELFARE PROGRAMS

#### YEAR 7 FOCUS - COPING WITH CHANGE

TIME	STRATEGY	DESIRED OUTCOMES	RESPONSIBILITY / EVALUATION
<b>TERM 1</b>	<ul style="list-style-type: none"> <li>• Orientation Booklet</li> <li>• Welcome to Baulkham Hills High School – first day. Principal - Student Adviser - Head Teacher Administration - Head Teacher Welfare</li> <li>• Evening for Parents, Expectations of Selective High School – 9 February</li> <li>• Self Esteem Testing (Counsellor)</li> <li>• Counselling of identified students of low self-esteem. Counsellor - Student Adviser</li> <li>• Anti-Bullying talks (1 period each class)</li> <li>• Study Skills Day (15 &amp; 17 March, 3 &amp; 4 April)</li> <li>• Peer Support Program</li> <li>• Vision Valley Orientation camp – 20 - 22 March</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the school structure: Report system, merit cards, school service, notification forms, late notes and leavers forms. Key items translated into appropriate languages.</li> <li>- Increase understanding of pressures and develop <b>realistic</b> expectations.</li> <li>- Identification of students "at risk".</li> <li>- Accept themselves as worthwhile and valuable individuals.</li> <li>- Value their own achievements.</li> <li>- Recognise the need for and adopt a set of values.</li> <li>- Develop the desire to achieve excellence.</li> <li>- Increase recognition of bullying behaviour and develop strategies to deal with it.</li> <li>- Improve goal setting and organisational skills</li> <li>- Develop friendships, support groups and a sense of belonging.</li> <li>- Become organised - time managers.</li> <li>- Improve organisation skills.</li> </ul>	<p>Student Adviser, Head Teacher Welfare, Principal and Deputy Principal</p> <p>Principal, Head Teacher Welfare, Community Liaison Officer</p> <p>Counsellor, Student Adviser</p> <p>Ms M Ward</p> <p>Student Adviser</p> <p>Student Adviser, Peer Support leader</p>
<b>TERM 2</b>	<ul style="list-style-type: none"> <li>• Identification and withdrawal of students for small group work/Counselling/Support - Student Adviser/Counsellor - Class Teachers.</li> <li>• Parent/Teacher Evening</li> </ul>	<ul style="list-style-type: none"> <li>- Individual improvement in specific area.</li> <li>- Establish communication links.</li> </ul>	<p>Student Adviser, Counsellor, Head Teacher Welfare</p> <p>All Teachers</p>

### YEAR 7 - COPING WITH CHANGE (Continued)

TIME	STRATEGY	DESIRED OUTCOMES	RESPONSIBILITY / EVALUATION
<p><b>ALL YEAR</b></p>	<ul style="list-style-type: none"> <li>• Monitoring of Students</li>   <li>• Organisational and Study Skills for targeted Students</li>   <li>• Recognition Assemblies</li>   <li>• Anti Racism Policy – Tolerance and Anti Discrimination</li>   <li>• PDHPE Program               <ul style="list-style-type: none"> <li>- Personal Awareness</li> <li>- Working Together</li> <li>- Changing</li> <li>- Smoking</li> <li>- A Healthy Lifestyle</li> <li>- Child Protection 1</li> </ul> </li>   <li>• Half Yearly, Yearly Reports</li> </ul>	<ul style="list-style-type: none"> <li>- Improved motivation, organisation, performance.</li>   <li>- Improve goal setting and organisational skills for targeted students.</li>   <li>- Address the immediate needs of students.</li> <li>- Enhance self-esteem through recognition of individual achievement.</li>   <li>- Promote understanding and tolerance.</li>   <li>- Accept themselves as they grow and change.</li> <li>- Value themselves as an important member of various groups.</li> <li>- Express a realistic perception of their personal capabilities.</li> <li>- Accept the importance of developing a personal value system.</li> <li>- Select appropriate human and material resources to assist in decision-making.</li> <li>- The ability to determine priorities for developing, maintaining healthy lifestyles.</li> <li>- Identify lifestyle decisions of importance.</li> <li>- Make positive contributions to group activity within both competitive and cooperation situations.</li> <li>- Be able to act to protect themselves in threatening situations.</li>   <li>- Top students congratulated by Principal.</li> <li>- Underachievers interviewed by Principal and progress assisted and monitored by Year Adviser.</li> </ul>	<p>Student Adviser, Nominated Teacher</p> <p>Student Adviser</p> <p>Student Adviser, Deputy Principal</p> <p>ARCO and PDHPE Faculty Peer Support Program</p> <p>Student Adviser, Principal</p>

## YEAR 8 FOCUS - MOTIVATION AND PERFORMANCE

TIME	STRATEGY	DESIRED OUTCOMES	RESPONSIBILITY / EVALUATION
<b>TERM 1</b>	<ul style="list-style-type: none"> <li>• Targeted students assisted with organisation skills, goal setting and motivation. [Refer Year 7 Reports]</li> <li>• Homework Centre – Room: P1 Tuesday 3 – 4 pm.</li> </ul>	<ul style="list-style-type: none"> <li>- Set goals, manage time</li> <li>- Positive attitudes, self-confidence, self acceptance.</li> <li>- Study technique, exam techniques, self-motivation.</li> <li>- Positive relationships.</li> <li>- Mentoring of students to achieve above.</li> </ul>	<p>Student Adviser, Counsellor</p> <p>Student Adviser</p>
<b>TERM 2</b>	<ul style="list-style-type: none"> <li>• Parent/Teacher Evening</li> </ul>	<ul style="list-style-type: none"> <li>- Enhanced Communication</li> </ul>	<p>All Teachers</p>
<b>TERM 3</b>	<ul style="list-style-type: none"> <li>• “The Hurting Game” Performance Date - TBA</li> </ul>	<ul style="list-style-type: none"> <li>- Healthy relationships/dealing with peer pressure/bullying.</li> </ul>	<p>Student Adviser, Counsellor, Brainstorm Productions</p>
<b>ALL YEAR</b>	<ul style="list-style-type: none"> <li>• Recognition Assemblies</li> <li>• Individual Attention/Monitoring of Students/Mentoring</li> <li>• Underachievers - identified through teacher referral, achievement tests, assessments, reports. Group sessions - Year Adviser, Counsellor</li> <li>• High achievers:               <ul style="list-style-type: none"> <li>- Gifted and Talented Programs</li> <li>- Encouragement to attend outside courses</li> <li>- Provision of extra opportunities, camps, enrichment curricular, clubs, mentors, competitions, acceleration.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Positive reinforcement.</li> <li>- Individual improvement in specific areas.</li> <li>- Improvement in motivation.</li> <li>- Improvement in self-esteem and performance.</li> <li>- Develop full potential.</li> <li>- Enriched knowledge.</li> <li>- Enthusiasm for learning.</li> </ul>	<p>Deputy Principal, Student Adviser</p> <p>Student Adviser, Counsellor, Head Teacher Welfare, Learning Support Team, Nominated Teachers</p> <p>Head Teachers, Student Adviser</p>

**YEAR 8 FOCUS - MOTIVATION AND PERFORMANCE (Continued)**

TIME	STRATEGY	DESIRED OUTCOMES	RESPONSIBILITY / EVALUATION
<p align="center"><b>ALL YEAR</b></p>	<ul style="list-style-type: none"> <li>• Community Awareness Program</li>   <li>• PDHPE Program               <ul style="list-style-type: none"> <li>- Lifestyle Disease</li> <li>- Fitness</li> <li>- First Aid and CPR</li> <li>- Alcohol 1</li> <li>- Body Image</li> <li>- Child Protection 2</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Develop Community responsibility.</li>   <li>- Distinguish between fact and opinion related to lifestyle issues.</li> <li>- Draw conclusions about lifestyle aspects based on accurate information.</li> <li>- Apply steps in decision making to a variety of lifestyle contexts.</li> <li>- Assess the impact their decisions may have on themselves and others.</li> <li>- Act to prevent themselves in threatening situations.</li> <li>- Higher self esteem.</li> </ul>	<p>Student Adviser, SRC Coordinator</p> <p>PDHPE</p>

## YEAR 9 FOCUS - WHO AM I?

TIME	STRATEGY	DESIRED OUTCOMES	RESPONSIBILITY / EVALUATION
TERM 1	<ul style="list-style-type: none"> <li>• Targeted students assisted with organization skills, goal setting and motivation (refer Year 8 reports)</li> </ul>	<ul style="list-style-type: none"> <li>- Set goals.</li> <li>- Manage time.</li> <li>- Positive attitudes.</li> <li>- Self confidence/self acceptance.</li> <li>- Study techniques.</li> <li>- Self motivation.</li> <li>- Exam techniques.</li> <li>- Positive relationships.</li> <li>- Improve goal setting &amp; organisational skills.</li> </ul>	Student Adviser, Counsellor
<i>TERM 2</i>	<ul style="list-style-type: none"> <li>• Year 9 Camp (24 – 26 May) Range of activities to build individual and group reliance skills</li> <li>• Parent Evening (15 June)</li> <li>• Parent/Teacher Evening</li> </ul>	<ul style="list-style-type: none"> <li>- Motivation of students (especially boys).</li> <li>- Enhanced self-esteem through the ability to accept and overcome challenges.</li> <li>- Increased sense of social responsibility.</li> <li>- Enhance communication and involvement of parents.</li> <li>- Increase understanding of pressures and develop realistic expectations.</li> <li>- Enhanced communication.</li> </ul>	L. Treanor, Student Adviser, Welfare Team  P&C, Principal, Head Teacher Welfare  Faculties
TERM 4	<ul style="list-style-type: none"> <li>• Lifesaving Instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Leadership skills.</li> <li>- Social responsibility.</li> </ul>	PDHPE Faculty
ALL YEAR	<ul style="list-style-type: none"> <li>• Recognition Assemblies</li> <li>• Monitoring of Students, Individual Attention (from Reports/Referrals)</li> <li>• Underachievers – Individual/Group Sessions – Student Adviser/Counsellor</li> <li>• Support groups on a needs basis for Emotional/Social Problems.</li> <li>• Duke of Edinburgh Program – Hikes, Skills, First Aid Training</li> </ul>	<ul style="list-style-type: none"> <li>- Positive reinforcement.</li> <li>- Identify specific individuals/concerns.</li> <li>- Develop appropriate remediation program.</li> <li>- Realisation of full potential.</li> <li>- Ability to cope with specific problems.</li> <li>- Increased skills and resilience.</li> </ul>	Deputy Principal, Student Adviser, Assistant Student Adviser  Student Adviser, Assistant Student Adviser, Counsellor, Deputy Principal, Head Teacher Welfare, Learning Support Team, Nominated Teachers  Student Adviser, Counsellor, Head Teacher Welfare, Nominated Teacher  Olafs Auzins



## YEAR 10 FOCUS - THE FUTURE - CAREERS

TIME	STRATEGY	DESIRED OUTCOMES	RESPONSIBILITY / EVALUATION
TERM 1	<ul style="list-style-type: none"> <li>• Winning Edge Strategies – Alternate Boys and Girls Sessions Goal Setting – Life Coaching Half day each Group – 3 March</li> <li>• Geography/History Overnight Excursion 3 – 5 April</li> </ul>	<ul style="list-style-type: none"> <li>- Self-protection.</li> <li>- Ability to make positive life choices.</li> <li>- Study Skills &amp; Motivation</li> <li>- Social development in lifestyle.</li> <li>- Positive staff/student interaction.</li> </ul>	<p>Head Teacher Welfare, Student Adviser, SRC Students</p> <p>Faculties, Year Adviser</p>
TERM 2	<ul style="list-style-type: none"> <li>• Parent/Teacher Night</li> </ul>	<ul style="list-style-type: none"> <li>- Enhanced communication.</li> </ul>	<p>Faculties</p>
TERM 3	<ul style="list-style-type: none"> <li>• Subject Selection Night – 20 July</li> <li>• ‘Cheap Thrills’ Monday 21 August</li> <li>• Work Experience</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding of HSC, UAI requirements and options.</li> <li>- Make confident subject selection for Years 11 and 12.</li> <li>- Ability to make positive life choices</li> <li>- Ability to function in a work situation.</li> </ul>	<p>Deputy Principal Curriculum/ Student Adviser</p> <p>Student Adviser, Brainstorm Productions</p> <p>Brainstorm Productions Careers Adviser, Teachers</p>
TERM 4	<ul style="list-style-type: none"> <li>• Support Unit Camp</li> <li>• Year 10 Leadership Camp (30 Oct – 1 Nov) at Collaroy</li> <li>• Final Recognition Assembly – 8 November</li> <li>• Year 10 Formal – 8 November Castle Hill RSL</li> </ul>	<ul style="list-style-type: none"> <li>- positive student interaction</li> <li>- Develop leadership skills/friendship networks</li> <li>- Develop leadership skills and friendships.</li> <li>- Develop a sense of personal and group identity.</li> <li>- Identify with positive role models.</li> <li>- Recognise how peer groups exert influence that effects the behaviour of their members.</li> <li>- Identify qualities that characterise good friends.</li> <li>- Recognise the importance of the peer group in decision making.</li> <li>- School Certificate Distribution</li> <li>- Group Bonding, Celebration</li> </ul>	<p>5 x Year 10 students</p> <p>Welfare Team, Student Adviser, Peer Support Coordinator</p> <p>Student Adviser, Assemblies Co-ordinator</p> <p>Student Adviser, Formal Committee.</p>

## YEAR 10 FOCUS - THE FUTURE - CAREERS (Continued)

TIME	STRATEGY	DESIRED OUTCOMES	RESPONSIBILITY / EVALUATION
<b>ALL YEAR</b>	<ul style="list-style-type: none"> <li>• Recognition Assemblies</li> <li>• Career Education - one period per week:               <ul style="list-style-type: none"> <li>- Careers Adviser, STLD and Student Adviser</li> <li>- Academic performance requirements:                   <ul style="list-style-type: none"> <li>- "Where Am I Headed?"</li> </ul> </li> <li>- Career/Subject choice</li> <li>- HSC - TER</li> </ul> </li> <li>• Monitoring of Student Progress re School Certificate Requirements               <ul style="list-style-type: none"> <li>- Information to Student Adviser/Parents</li> <li>- Study Skills/Homework/Assessment</li> <li>- Underachievers</li> </ul> </li> <li>• Individual Counselling/Support Groups</li> <li>• PD/H/PE Program:               <ul style="list-style-type: none"> <li>- Heart Health</li> <li>- Drugs in Sport</li> <li>- Alcohol 2</li> <li>- Driver Education</li> <li>- Stress Management</li> <li>- Sports Injury</li> <li>- Loss, Grief and Suicide</li> </ul> </li> <li>• Peer Mediation – Training + Implementation</li> <li>• Cadets</li> <li>• Duke of Edinburgh</li> <li>• SRC</li> <li>• Formal Committee</li> </ul>	<ul style="list-style-type: none"> <li>- Recognition of individual achievement.</li> <li>- Identify educational and career options that are potentially fulfilling.</li> <li>- Demonstrate a positive view of the future.</li> <li>- Development of student's full potential.</li> <li>- Identify specific individuals/concerns.</li> <li>- Develop appropriate remediation programs.</li> <li>- Involvement of parents.</li> <li>- Ability to cope with specific problems.</li> <li>- Behave as responsible road users.</li> <li>- Outline reasons for individual choices about lifestyle behaviours.</li> <li>- Value their health and that of others.</li> <li>- Appraise the values and attitudes of society in relation to lifestyle and health.</li> <li>- Describe positive ways of dealing with change and stress - explain the relationship between goal setting and productive life habits.</li> <li>- Recognise that decisions need to be made with regard to birth control.</li> <li>- Leadership skills.</li> <li>- Social responsibility.</li> </ul>	<p>Student Adviser, Deputy Principal</p> <p>Careers Adviser</p> <p>Faculties, Student Adviser, Deputy Principal Curriculum, Learning Support Team</p> <p>Student Adviser, Counsellor, Head Teacher Welfare</p> <p>PDHPE</p> <p>Teacher In Charge</p>

## YEAR 11 FOCUS - SKILLS FOR LIFE

TIME	STRATEGY	DESIRED OUTCOMES	RESPONSIBILITY / EVALUATION
TERM 1	<ul style="list-style-type: none"> <li>• Peer Support</li> <li>• Life Skills Seminar – e.g. Driving, Legal Issues re Drugs</li> <li>• Careers assessment program.</li> </ul>	<ul style="list-style-type: none"> <li>- Developing leadership skills conflict resolution</li> <li>- Awareness of demands of schools.</li> <li>- Awareness of risks and responsible behaviour.</li> <li>- Identification of students at risk.</li> </ul>	<p>Peer Support Coordinator</p> <p>Student Adviser, Assistant Student Adviser</p> <p>Careers Adviser</p>
TERM 2	<ul style="list-style-type: none"> <li>• Establish after consultation with Principal:               <ul style="list-style-type: none"> <li>- Formal Committee-Organise venue for Yr 12</li> <li>- Yearbook Committee</li> <li>- Jersey Committee</li> </ul> </li> <li>• Driving Education – TBA</li> <li>• Goal Setting / Motivation – 11 May (Antipodeans Abroad – Bernie)</li> <li>• Parent Evening (13 May)</li> <li>• Parent/Teacher Night</li> </ul>	<ul style="list-style-type: none"> <li>- Leadership skills.</li> <li>- Formal meeting procedure with minutes etc.</li> <li>- Organisational skills.</li> <li>- Social responsibility.</li> <li>- Awareness of their responsibilities to themselves and others</li> <li>- Development of necessary skills for responsible decision Making.</li> <li>- Ability to maximise performance in HSC course.</li> <li>- Developing self motivation, goals</li> <li>- Increase understanding of pressures and develop realistic expectations.</li> <li>- Enhanced communication.</li> </ul>	<p>Student Adviser, Assistant Student Adviser</p> <p>PDHPE</p> <p>Student Adviser, Assistant Student Adviser</p> <p>P&amp;C, Head Teacher Welfare, Student Adviser</p> <p>Faculties</p>
TERM 3	<ul style="list-style-type: none"> <li>• Study Skills – Peter Sheahan</li> <li>• Election of Prefects</li> <li>• Structured Senior Assessment Guidelines and Counselling Students re their implementation. Study Skills Booklet issued. Studying for the NSW HSC – Board of Studies Booklet.</li> </ul>	<ul style="list-style-type: none"> <li>- Assessing personal strengths and weaknesses.</li> <li>- Improved organisation and use of time - study goals and timetables.</li> <li>- Learning strategies to cope with and avoid stress.</li> <li>- Social responsibility.</li> <li>- Identify HSC course of study and implications of UAI and study approaches.</li> </ul>	<p>Student Adviser, Assistant Student Adviser</p> <p>Prefect Coordinator</p> <p>Deputy Principal Curriculum, Careers Adviser, Student Adviser</p>

### YEAR 11 FOCUS - SKILLS FOR LIFE (Continued)

TIME	STRATEGY	DESIRED OUTCOMES	RESPONSIBILITY / EVALUATION
<b>TERM 4</b>	<ul style="list-style-type: none"> <li>• Prefect Investiture</li> <li>• Book Formal Venue and organise Jersey and Formal Committees</li> <li>• Survey Year 11 - The Senior School</li> </ul>	<ul style="list-style-type: none"> <li>- Recognition of individuals.</li>   <li>- Identify areas of concern.</li> </ul>	<p>Prefect Coordinator</p> <p>Student Adviser, Assistant Student Adviser</p> <p>Student Adviser</p>
<b>ALL YEAR</b>	<ul style="list-style-type: none"> <li>• Ongoing Counselling and Self Esteem building for Selected Students</li>   <li>• Coping with Exams</li>   <li>• Peer Tutoring</li>   <li>• HSC Procedures – Misadventures and Appeals</li>   <li>• Monitoring of Student Progress re Preliminary/HSC Requirements               <ul style="list-style-type: none"> <li>- Information to Student Adviser/Parents</li> <li>- Underachievers</li> <li>- Mentoring Program</li> </ul> </li>   <li>• Recognition Assemblies</li>   <li>• Support Unit Reading Programme</li> </ul>	<ul style="list-style-type: none"> <li>- Accept themselves as worthwhile and valuable individuals.</li> <li>- Value their personal achievements.</li> <li>- Accept activities that build self-esteem.</li> <li>- Recognise the need for and adopt a set of values.</li> <li>- Appreciate that they can achieve personal excellence.</li>   <li>- Increased motivation.</li> <li>- Effective study skills.</li> <li>- Improved performance.</li>   <li>- Expertise in explanation of information.</li>   <li>- Understanding of requirements.</li>   <li>- Identify students causing concern.</li> <li>- Involve parents.</li> <li>- Develop remediation programs.</li>   <li>- Recognition of individual achievement.</li>   <li>- Develop sense of responsibilities</li> <li>- Develop listening/reading skills</li> <li>- increased communication / socialising</li> </ul>	<p>Student Adviser, Counsellor, Head Teacher Welfare, Learning Support Team</p> <p>Teacher In Charge</p> <p>Student Adviser, Deputy Principal Curriculum</p> <p>Faculties, Student Adviser, Assistant Student Adviser, Counsellor, Deputy Curriculum, Head Teacher Welfare</p> <p>Student Adviser, Assemblies Coordinator</p> <p>Support Unit Coordinator</p>

### YEAR 12 FOCUS - HSC AND BEYOND

TIME	STRATEGY	DESIRED OUTCOMES	RESPONSIBILITY / EVALUATION
<b>TERM 1</b>	<ul style="list-style-type: none"> <li>• Year 7 Roll Call - Prefects</li> <li>• Begin Yearbook Development</li> <li>• Collect jersey Money/place order (Dora)</li> <li>• Brainstorm Production – Wired – 23 February</li> <li>• Week 6 – Year Assembly</li> <li>• HSC Mentor Program begins after ½ Yearly Exam</li> </ul>	<ul style="list-style-type: none"> <li>- Leadership skills.</li> <li>- Peer support, tolerance.</li> <li>- Awareness of stress, depression</li> <li>- Development of strategies to cope</li> <li>- Organisation</li> <li>- Improve motivation and performance in specific areas.</li> <li>- Awareness, realistic goals.</li> </ul>	<p>Prefect Coordinator</p> <p>Year Adviser, Assistant Year Adviser</p> <p>Year Adviser</p> <p>Student Adviser, Assistant Student Adviser, Nominated Teachers</p>
<b>TERM 2</b>	<ul style="list-style-type: none"> <li>• Parent Teacher Night (Week 6)</li> <li>• Tertiary Awareness Market</li> <li>• Organise:               <ul style="list-style-type: none"> <li>- Jerseys – Arrive Week 8</li> <li>- Finalise Yearbook</li> <li>- Collect first instalment formal money</li> <li>- Last day picnic at Davidson National Park</li> <li>- Get suggestions for school gift.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Parent involvement.</li> <li>- Awareness of career options.</li> <li>- Responsibility for self and peers</li> </ul>	<p>All Faculties</p> <p>Careers Adviser Student Adviser, Committees Assistant Student Adviser</p> <p>Student Adviser, Assistant Student Adviser</p>

<b>TERM 3</b>	<ul style="list-style-type: none"> <li>• Complete Reference Information for Teachers</li> <li>• Year Assembly (Week 2)</li> <li>• Second Instalment of Formal Money</li> <li>• Final Assembly</li> <li>• Picnic at Davidson National Park</li> </ul>	<ul style="list-style-type: none"> <li>- Meaningful references for students</li> <li>- To encourage, motivate students</li>   <li>- Recognition of Achievement.</li> <li>- Group bonding of Year 12, staff</li> </ul>	<p>Student Adviser, Deputy Principal</p> <p>Student Adviser</p> <p>Student Adviser, Assembly Coordinator Student Adviser</p>
<b>TERM 4</b>	<ul style="list-style-type: none"> <li>• References Finalised</li> <li>• HSC Examination</li> <li>• Collection of Texts, Issue References-Sign Out Day – 9:30 – 11:30 am</li> <li>• Formal</li> <li>• “Back to Baulko” to Celebrate Results – Week 10 – Brunch</li> </ul>	<ul style="list-style-type: none"> <li>- Recognition.</li> <li>- Group bonding.</li> </ul>	<p>Student Adviser, Principal, Head Teachers and Teachers</p>

**YEAR 12 FOCUS : HSC AND BEYOND (Continued)**

TIME	STRATEGY	DESIRED OUTCOMES	RESPONSIBILITY / EVALUATION
<p><i>ALL YEAR</i></p>	<ul style="list-style-type: none"> <li>• Group/Individual Counselling</li> <li>• Monitoring of Students - Underachievers</li> <li>• Recognition Assemblies</li> <li>• HSC Procedures – Appeals, Misadventure, Assessment Information</li> <li>• Year Assemblies               <ul style="list-style-type: none"> <li>- Dissemination of Information eg BOS/UAI Developments/External courses.</li> <li>Recognition of Individual and Group successes.</li> </ul> </li> <li>• Cadetships/Scholarships/Possible Career Avenues/ University Choices/UAI Information</li> <li>• Educational Access Scheme</li> <li>• Formal Committee</li> <li>• Jersey Committee</li> <li>• Yearbook Committee</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to cope with specific problems.</li> <li>- Improved motivation, organisation, performance.</li> <li>- Recognition of individual achievement.</li> <li>- Enhance learning through awareness.</li> <li>- Self esteem.</li> <li>- Peer Support.</li> <li>- Awareness of choices.</li> <li>- Setting realistic goals.</li> <li>- Awareness of options available.</li> <li>- Leadership skills.</li> <li>- Organisational skills.</li> <li>- Social responsibility</li> </ul>	<p>Student Adviser, Counsellor, Head Teacher Welfare</p> <p>Student Adviser, Assistant Student Adviser, Nominated Teacher</p> <p>Student Adviser, Deputy Principal</p> <p>Deputy Principal Curriculum</p> <p>Student Adviser/Deputy Principal</p> <p>Careers Adviser</p> <p>Careers Adviser/Student Adviser</p> <p>Student Adviser, Assistant Student Adviser</p>

