



FLINDERS
CHRISTIAN COMMUNITY COLLEGE
Hope & Purpose through Christian Education

Student Wellbeing Practitioner – Waymaker Program

1. POSITION IDENTIFICATION

Title	Student Wellbeing Practitioner	Level	Grade 4-5 (6 weeks purchased leave)
Campus	Waymaker (Carrum Downs)	Agreement/Award	Flinders General Staff EBA. Educational Services (Schools) General Staff Award.
Reporting To	Waymaker Program Director	Date effective	Term 1, 2027
Last updated	September 2026		

2. INHERENT REQUIREMENTS

Purpose

We bring hope and purpose to our community through Christian education.

Vision

To be a Transformative Christian Learning Community.

Values

We value:

- Love, Faith, Integrity, Humility, Grace, Excellence, Perseverance.

All staff at Flinders Christian Community College model and demonstrate the reality of the Gospel by the way they undertake their employment responsibilities and by the way they live. Every activity undertaken by the College must be characterised by love, mercy, forgiveness, reconciliation, humility and justice, all elements demonstrated by Christ's life, death and resurrection, which is the core of the Gospel.

Employees must agree with the College's:

- Purpose, Vision, Values, Philosophy of Christian Education;
- Statement of Identity;
- Statement of Faith;
- Nicene Creed and Apostles Creed.

The Employee shall have an in-depth knowledge of the ethos of the College (below) and the principles by which it operates, and must be willing to support these unreservedly.

3. CULTURE AND VALUES

Ethos

Employees are expected to:

- Uphold the practical demonstration of Faith in Christ, and the College's underlying Christian beliefs, in dealing with others
- Comply with Biblical standards of equity, justice, fairness and compassion in dealing with others inside and outside the College
- Act responsibly to protect the safety and security of our students and other staff at all times

- Encourage positive behaviours and attitudes in students and others that demonstrate respect for all
- Perform duties in a responsible and professional manner, with due regard for the College's policies and other legal requirements and obligations
- Exert responsible stewardship of College resources
- Promote and protect the College's reputation in the wider community
- Act appropriately when a conflict arises between the individual's personal interest and their duty to the College.

Employees must support the College values and policies, and conduct themselves in a way which is consistent with this ethos. Specific expectations of employees are detailed in the College's Policy Handbook which is located on the Colleges' intranet.

4. RISK AND COMPLIANCE

It is the responsibility of every staff member to actively participate in the management of risk and to ensure a safe work environment for themselves, their co-workers, students and the College. This position description is subject to the Risk Management Strategy/Policy and OH&S Policy. Employees must ensure that tasks are performed subject to established risk assessments and safe work practices. To that end, the following are also requirements of this role:

- a) Report all hazards observed, including any potentially unsafe work practices;
- b) Report all incidents of injury or near miss;
- c) Actively participate in all professional development and training re: risk management and OH&S;
- d) Co-operate with any reasonable request for action to ensure the safety of themselves and others, and the mitigation of risk to the College.

5. CHILD SAFETY

Our College is committed to child safety. We have zero tolerance of child abuse. Our robust HR practices are strictly adhered to ensure that all employees understand their obligations with respect to Child Protection and the College's commitment to keeping our children safe.

6. PURPOSE OF POSITION

The Wellbeing Practitioner assists and supports in the engagement of young people and facilitates proactive and preventative practices and initiatives for the holistic development and wellbeing of Waymaker students and families. The Wellbeing Practitioner plays a key role in supporting students who require guidance and support, providing direction to staff and families in assisting students' personal development through the conceptual frameworks of unconditional positive regard and restorative practice.

The employee in this role is required have a thorough knowledge of youth work and/or social work theories and practices and relevant skills and experience in applying this knowledge in an education setting.

A key function of this role is to provide professional support and guidance to the Waymaker Director and staff in relation to student wellbeing and mental health and implement school policies and procedures to maintain safety across Waymaker, identifying potential wellbeing concerns.

Reporting to the Waymaker Director, the Wellbeing Practitioner role has wellbeing, risk assessment, administrative and student management components. This role requires the capacity to work cooperatively and communicate effectively with the Lead School Counsellor, all members of the school community and professionals from external agencies.

7. WORKING RELATIONSHIPS

Reports to:	Waymaker Director
Indirect Report to:	Head of Campus and Lead School Counsellor
Direct reports:	Nil

8. ACCOUNTABILITIES AND RESPONSIBILITIES

Student Support	• Provide one-on-one support to students facing personal, social, or academic challenges. • Provide small group support to students to meet identified needs • Develop and implement individualised wellbeing plans for students in need. • Act as a first point of contact for students experiencing emotional distress or crisis, triaging student support needs • Participate in classroom program and camps/excursions/incursions provision to ensure wellbeing in an inclusive learning environment. • With support, plan and conduct engaging community access experiences, excursions and incursions • Collaborate with the Waymaker team and conduct a range of assessments with young people to support a socially inclusive program that responds to the physical, intellectual, social, spiritual cultural needs of students. • Participate in the daily routines and activities of the Program e.g. morning meetings, lunch, duties, electives, excursions, incursions, classroom lessons, camps etc. • Provide in home support for students through an outreach model, as required. • Support teachers with program provision with a focus on wellbeing and engagement within the school. • Liaise with external support networks, including Families, OTs, Psychologists and Counsellors • Support and encourage students to access services e.g. counselling, health support, community activities. • Work collaboratively with the team to support and develop cultural links and community and family connections, which encourage engagement and connection of young people to learning and the wider community. • Work collaboratively with the team to ensure program provision is culturally and contextually appropriate for a faith-based school. • Participate in regular Student Support Group meetings. • Be a passionate advocate for the Waymaker Program and the young people and staff participating in it. • Work within the Waymaker Program Team and support teachers to facilitate the Pastoral Care Program. • Provide opportunities for students to develop and work alongside the College Chaplain to explore their faith and actively seek opportunities to connect informally with students during lunch times, camps, excursions, sporting, or coaching programs. • In consultation with the Waymaker Director, support students and families by referring them to approved external providers such as counselling and psychological services. • Support mainstream Secondary students during morning transitions as directed by Waymaker Director
Administration	• Maintain appropriate records and prepare reports, including communications to parents • Record adjustments and assist with collection of data for NCCD • Maintain up to date file notes on School database - adhere to processes for recording and documenting student information, with a consideration of confidentiality. • Support the development of personal learning plans (ILPs), safety and support plans and engagement plans. • Participate in team meetings. • Complete attendance check-in calls as appropriate • As directed, complete other administrative tasks which support program and class functioning.

Professional Development	• Model effective and enthusiastic engagement in learning. • Participate in professional development, supervision and learning. • Participate in whole team reflective practice sessions. • Be willing to upskill and attend external professional development sessions or courses.
Compliance	• Ensure standards, quality and performance of the Program is maintained in line with relevant policies and procedures. • Ensure that appropriate Program procedures and processes are in place in relation to the health and wellbeing of young people. • Abide by FCCC Child Protection Policies, Code of Conduct, and Child Safe Code of Conduct. • Abide by FCCC OH&S Policy and Code of Conduct. • Understand and follow the FCCC Emergency Management Plan. • In consultation with the Waymaker Director, provide support to young people and families dealing with issues of child safety. • Provide a referral point for young people and families to appropriate support services.
Other	• Regular attendance and participation in staff devotions and College meetings. • Transport young people to and from school and activities in college vehicles. • Carry out other duties and tasks assigned by the Waymaker Director/Head of Campus that relate to the participation of Waymaker staff and students in the community life of the College.

9. WORK RELATED REQUIREMENTS / SELECTION CRITERIA

Essential knowledge:

- Tertiary Qualification in Youth Work, Social Work, Mental Health and/or equivalent experience
- Demonstrated capacity to utilise relevant community sector qualifications and experience to enhance engagement and support of young people with complex needs, their families and community, in order to support young people's engagement in learning.
- Ability to provide a range of flexible programs and activities which successfully engage and support young people.
- Thorough knowledge of youth work and/or social work theories and practices and experience in applying this knowledge in an education setting.
- Adhere to College Policies & Procedures pertaining to Student Safety, Wellbeing and Mandatory Reporting (DFFH).
- Ability to relate to parents, students, staff and members of the general public in a professional yet friendly manner.
- Commitment to the safety, wellbeing and development of all students (P-12).
- Experience supporting young people with diverse needs, backgrounds and presentations.

Preferred knowledge/experience:

- Experience working in a secondary school environment.
- Experience in alternative education setting.
- Commitment to professional growth and demeanour.
- Medium – Heavy Rigid (Bus) licence or willingness to obtain.

Skills:

- Strong interpersonal skills.
- Strong technical writing and documentation skills.
- Capacity to learn and effectively utilise processes and systems.
- Capacity to use information technology platforms to record student data.
- Excellent communication, customer service and stakeholder management skills.

Attributes:

- **Makes students and their needs a primary focus** - Develops and sustains productive relationships.
- **Seeks to understand students** —Actively seeks information to understand circumstances, problems, expectations, and needs.

- **Educates students**—Shares information with students to build their understanding of issues and capabilities.
- **Builds collaborative relationships**—Builds rapport and co-operative relationships.
- **Takes action to meet needs and concerns**—Considers how actions or plans will affect students; responds quickly to meet needs and resolve problems; avoids over-commitments.
- **Sets up feedback systems**—Implements effective ways to monitor and evaluate concerns, issues, and satisfaction and to anticipate needs.

Decision Making

Identifying and understanding issues, problems, and opportunities; comparing data from different sources to draw conclusions; using effective approaches for choosing a course of action or developing appropriate solutions; taking action that is consistent with available facts, constraints, and probable consequences.

- **Identifies issues, problems, and opportunities**—Recognises issues, problems, or opportunities and determines whether action is needed.
- **Gathers information**—Identifies the need for and collects information to better understand issues, problems, and opportunities.
- **Interprets information**—Integrates information from a variety of sources; detects trends, associations, and cause-effect relationships.
- **Generates alternatives**—Creates relevant options for addressing problems/opportunities and achieving desired outcomes.
- **Chooses appropriate action**—Formulates clear decision criteria; evaluates options by considering implications and consequences; chooses an effective option.
- **Commits to action**—Makes decisions within a reasonable time.
- **Involves others**—Includes others in the decision-making process as warranted to obtain good information, make the most appropriate decisions, and ensure buy-in and understanding of the resulting decisions.

Planning and Organising

Establishing courses of action for self and others to ensure that work is completed effectively

- **Prioritises**—Identifies more critical and less critical activities and assignments; adjusts priorities when appropriate.
- **Determines tasks and resources**—Determines project/assignment requirements by breaking them down into tasks; identifying equipment, materials, and people needed; and coordinating with internal and external partners.
- **Schedules**—Allocates appropriate amounts of time for completing own work; avoids scheduling conflicts; develops timelines and milestones.
- **Leverages resources**—Takes advantage of available resources (individuals, processes, departments, and tools) to complete work efficiently.
- **Stays focused**—Uses time effectively and prevents irrelevant issues or distractions from interfering with work completion.

Leading/Living the vision and values:

Keeping the vision and values of Flinders at the forefront of decision-making and action.

Personal

- An active, strong personal Christian faith.
- Adherence to and acceptance of the College's Statement of Faith and Identity, Mission and purpose.
- Able to model Christ in all aspects of work and in relationships within the College community.
- Professional presentation.
- Actively pursues best practice in all areas of responsibility.
- Ability to work independently and as an effective team member.
- Readily adjusts to changes in the work environment.
- Reliable and able to maintain confidentiality and monitor level of disclosure on sensitive matters.
- Patient
- Possessed of a ready but measured and appropriate sense of humour.

10. POSITION DIMENSIONS	
NUMBER OF STAFF REPORTING TO POSITION	Nil
ALLOWANCES/SPECIAL CONDITIONS	Nil
SPECIALISED EQUIPMENT/SPECIAL LICENCE REQUIREMENTS	Working With Children Check Police Check Right to work in Australia
OTHER IMPORTANT DIMENSIONS	Works closely with Waymaker staff, Education Support, School Counsellors and Chaplains.