



School Counselling

2017

Activity Report





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INTRODUCTION

Purpose of this Report

Sydney Catholic Schools has contracted CatholicCare to deliver school counselling services to Primary and Secondary schools in the Sydney Archdiocese since 1993. This partnership has existed in excess of 20 years.

CatholicCare is committed to providing the best possible service to students and to deliver high quality outcomes for Sydney Catholic Schools. As part of this commitment the following will report on the activities and give feedback on the school counselling services for the period 2017.

Wellbeing

The services provided to schools are also supported by a wide range of programs provided by CatholicCare. Some of these include: Adoptions, Aged Care, Drug & Alcohol Services, Employment Programs, Family Support, Foster Care, Gambling, Parent Education Programs, Family Mediation, Financial Counselling, Homeless Youth Services, Parent Line NSW, Relationship Counselling, Sexual Assault Counselling and Youth Accommodation Services.

The CatholicCare Schools Program works closely with Sydney Catholic Schools Wellbeing teams. During 2017 we met with the Southern Region and the Eastern Region teams fortnightly.

The relationship that the School Counselling and Wellbeing teams have is of great benefit to the students. It ensures that the student remains the focus of our work. The meetings are a forum to discuss and plan strategies that will support school communities and individual students

using a consistent and comprehensive approach. The wellbeing of students and school communities is a pivotal part of providing support.

CatholicCare and Sydney Catholic Schools have joined together for several training opportunities. Combined training has provided both teams with a greater understanding of issues. It has also ensured that everyone has better understanding of what is available to students.

Complementary Activities

School Counsellors become an integral part of the school community and are often involved in many other school activities. Many counsellors assist with sports carnivals, retreats, formals, graduations, immersion programs, walkathons, parent evenings, staff development days, homework clubs, open days, lunchtime activities, work experience visits, fundraising activities, excursions etc.

“We are very satisfied with the Counsellor’s role within the school and we are grateful for all their support.”

Principal



Programs Provided by CatholicCare

CatholicCare provides a range of services to Catholic Schools through the delivery of professional and high quality discrete programs:

✔ School Counselling

This program operates across the Sydney Archdiocese. The overarching aim of this program is to provide counselling and other supports to students and their families where there is stress, significant student underachievement, relationship or behavioural difficulties, mental health issues and other factors impacting on the student's learning.

In addition to counselling, school counsellors conduct group programs for students as well as workshops for parents and school personnel. All activities are delivered by qualified and experienced professionals and aim to reduce barriers to educational and social engagement and promote general wellbeing.

✔ Students at Risk (STAR)

This program operates across all primary schools in the Eastern Region, and both Primary and Secondary schools in the Southern Region. STAR is an intensive program which improves outcomes for students considered to be at serious risk of their learning being disrupted by behavioural or social/emotional issues.

Crucially, students are provided with therapeutic interventions and support that complement both their learning and home environments. Support, training and referrals are provided to families and school personnel to

“My child seems generally happier. We are grateful for the concerted efforts of the counsellor and others at the school.”

Parent

ensure that all stakeholders are involved in working through solutions with the student, and that the student is receiving consistent messages and supports.

Counsellors offer individual and family counselling, undertake assessments and develop specific evidence-based strategies to support students and teachers. In addition to counselling, STAR counsellors conduct group programs for students as well as workshops for parents and school personnel around specific issues relevant to the school community.

✔ Student Services

The Student Services Program is a school-based counselling program that operates in Systemic Primary and Non-Systemic Secondary Catholic Schools. The program is time limited and may operate for periods ranging from 1 term to 1 year or longer.

The School Principal determines the need for this service and generally provides the funds from local grants. Counsellors offer the same services as the School Counselling Program. Through this program, CatholicCare may be contracted to provide services in a particular school to address specific issues for which school personnel require assistance and capacity building. Student Services operated in 13 Systemic Primary Schools and 3 Non-Systemic Secondary School in 2017.



Monitoring and Feedback

CatholicCare provides professional and quality services within a culture of continuous improvement. All CatholicCare programs, including school counselling and STAR are ISO9001:2008 certified. All programs undergo regular internal and external auditing to ensure that all practices and procedures are followed and up-to date.

All staff adhere to the CatholicCare Code of Conduct that has clear guidelines which ensure the privacy, dignity and respect of the people using the service. CatholicCare is a person-centred organisation that strives to assist people to reach their potential.

CatholicCare seeks feedback annually from schools participating in the counselling programs. During 2017 feedback was gathered from School Principals, parents and students about the service they had received.

Response to Critical Incidents

CatholicCare provides a response to critical incidents in the Eastern and Southern Regions. A critical incident is determined by the Regional Director or his/her delegate and a team is activated and coordinated by the Senior Manager. The aim of critical incident responses is to reduce

trauma, provide crisis counselling, co-ordinate interventions to address student welfare concerns and provide referral for ongoing assistance if required.

There were four critical incidents requiring a total of 6.5 working days of staff time. The level of intervention required by an incident was not determined by the event so much as by the impact it had on the school community. The interventions included staff briefings, student groups, parent consultations and individual student support.

These incidents included:

- Illness of a teacher
- Death of a primary student
- Death of a secondary student
- Death of a parent

While the number of critical incidents has reduced significantly in 2017, there was an increased number of higher level incidents that required complete and ongoing support.



Staff

The team is supported by a Senior Manager, a Team Leader, an Administrator and 2 Senior Clinical Supervisors and includes 40 Tertiary qualified, highly skilled and experienced counsellors.

Presenting Issues

Presenting issues are the observable behaviours that result in the child or young person being referred to the counsellor. For many of these children and young people those behaviours are the manifestation of underlying issues.

The classification of Social/Emotional and Behaviour reflect the identified behaviours, however, these are often symptoms of other more complex difficulties. Counsellors not only focus on presenting issues but seek to address the causes behind observable behaviours which have led to concern.

For the purpose of this report presenting issues are classified:

The presenting issues are classified at the point of referral and may change over time as the student becomes comfortable with the counselling process.

Social/Emotional	sadness, anxiety, mood, withdrawal, non-coping, non-engaging, avoidance
Behaviour	disruptive, aggressive, violent, defiant, destructive, harassing/bullying
Family	family breakdown, mental health, family law, parenting
Grief	reaction to death or loss
Child Protection	physical abuse, neglect, child sexual abuse, presence/threat of DV

The number of high-level incidents requiring urgent interventions increased in 2016.



ACTIVITIES AND PARTICIPATION

School Counselling & Student Services

Counsellors are based in a school for 1 – 5 days each week and work with students experiencing a wide range of difficulties.

Schools with a school based counsellor are:

- 25 Systemic Secondary Schools
- 3 Non-Systemic Schools

Secondary Schools by Region

REGION	SCHOOL	DAYS PER WEEK
SOUTHERN	Bonnyrigg, Freeman	5
	Burraneer, Our Lady of Mercy	4
	Caringbah, De La Salle	4
	Casula, All Saints Senior	4
	Cronulla, De La Salle	3
	Engadine, St John Bosco	4
	Fairfield, Intensive English Centre	1
	Fairfield, Patrician Brothers'	5
	Menai, Aquinas	5
	Revesby, De La Salle	2.5
	Wakeley Intensive English Centre	1
	West Hoxton Park, Clancy	5
	Kensington, Our Lady of the Sacred Heart	4
	Kogarah, Marist	5
EASTERN	Pagewood, Champagnat	5
	Penshurst, Marist	5
	Randwick, Marcellin	5

REGION	SCHOOL	DAYS PER WEEK
INNER WEST	Ashfield, De La Salle	3
	Ashfield, Bethlehem	4
	Eastwood, Marist	4
	Five Dock, Domremy	2
	Marrickville, Arrowsmith	1
	Ryde, Holy Cross	5
	Lakemba, Intensive English Centre	1
	Lakemba, Holy Spirit	4
NON-SYSTEMIC	Campbelltown, St Gregory's	5
	Potts Point, St Vincent's	5
	Strathfield, Santa Sabina	8 (term 4 only)



In 2017, there were a total of 13,707 counselling sessions provided by CatholicCare school counsellors.

Primary Schools by Region

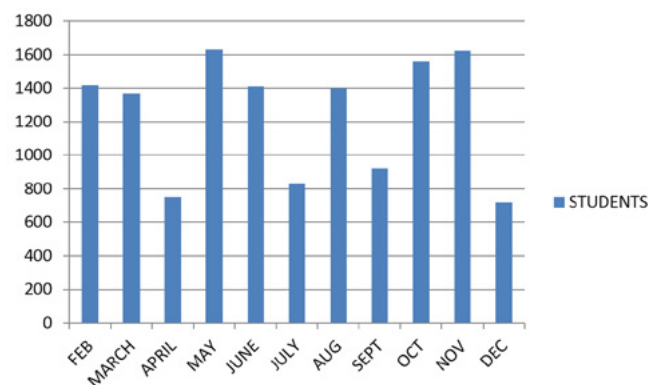
REGION	SCHOOL	DAYS PER WEEK
SOUTHERN	Bossley Park, Mary Immaculate	1
	Como, St Joseph's	1
	Engadine, St John Bosco	1.5
	Georges Hall, St Mary's Hoxton Park, Good Shepherd	2
	Fairfield, Our Lady of the Rosary	2
	Holsworthy, St Chistopher's	1
	Lurnea, St Francis Xavier's	1
	Prestons, St Catherine of Siena	2
	Sadleir-Miller, St Therese	2
	Smithfield, St Gertrude's	2
	Sutherland, St Patrick's	1
EASTERN	Lane Cove, St Michael's	2

During 2017 counsellors were provided to 13 primary schools for one or two days per week.

The Principal determines the needs of the school each year.

INDIVIDUAL COUNSELLING SESSIONS 2017

Total number of counselling sessions 2017





ACTIVITIES AND PARTICIPATION

School Counselling & Student Services

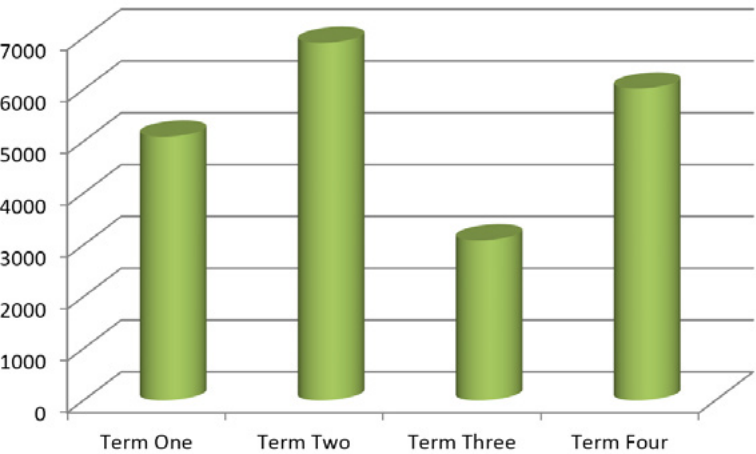
School-based counsellors saw 3,122 students in 2017, a further 555 participated in groups facilitated by the counsellor. 1347 students identified as CALD and 15 identified as being ATSI.

A total of 223 reports about the risk of significant harm were made to FaCS. Out of this number, 151 of them were males and 72 of them were females. Students living in situations of domestic violence accounted for 49% of reports. This is a 17% increase from the previous year.

NEW STUDENTS 2017



OCCASIONS OF SERVICE BY TERM

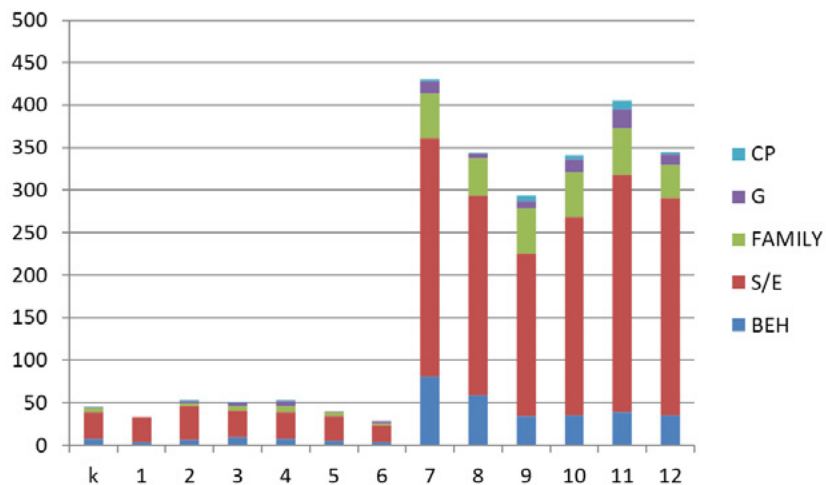


“The counsellor has been a wonderful support to the students and their families with whom he has worked in providing them with strategies to assist them.”

Principal



PRESENTING ISSUES BY AGE



Social/Emotional is the most common presenting issue, with most of the students being supported by CatholicCare school counsellors being in years 7 – 12. This is in line with previous years.

YEAR	BEHAVIOUR	SOC/EMO	FAMILY	GRIEF	CHILD PROTECT
K	7	32	4	1	1
1	4	29	0	0	0
2	6	40	3	3	1
3	9	32	5	4	1
4	7	32	7	6	1
5	5	29	5	1	0
6	4	19	2	3	0
7	80	281	53	14	2
8	59	235	43	6	1
9	34	191	53	9	7
10	35	233	53	15	5
11	39	279	55	22	10
12	35	256	39	12	3

ACTIVITIES AND PARTICIPATION

School Counselling & Student Services

Students at Risk (STAR) - Eastern Region

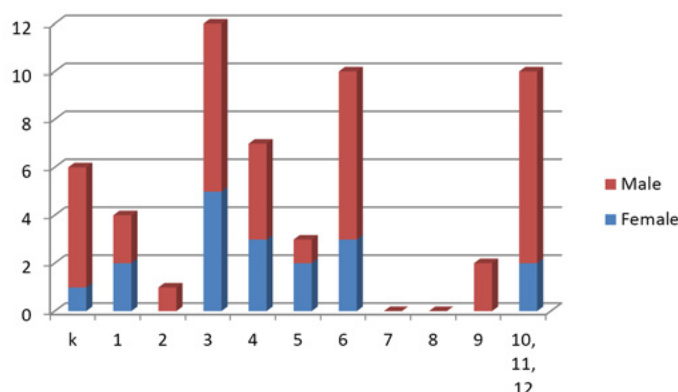
In 2017, in the Eastern Region, the STAR program was engaged in student support for 114 hours per week (2.5 full time equivalent positions) which were serviced by 4 staff, including the Senior Manager and Team Leader. A further 2 hours per week were allocated for management of the program.

The total number of students who accessed this service in 2017 was: 106

The number of schools requesting STAR counselling services was: 14

Cases carried over from 2016: 51

NEW STUDENTS ACCESSING STAR COUNSELLING BY SCHOOL YEAR 2017



INTERVENTION TYPE

STUDENT OBSERVATION (%)		INDIVIDUAL COUNSELLING (%)		FAMILY COUNSELLING(%)	
2		34		1	
PARENT COUNSELLING (%)	TELEPHONE CONSULT (%)	STAFF CONSULT (%)		AGENCY CONSULT (%)	
15	2	42		4	

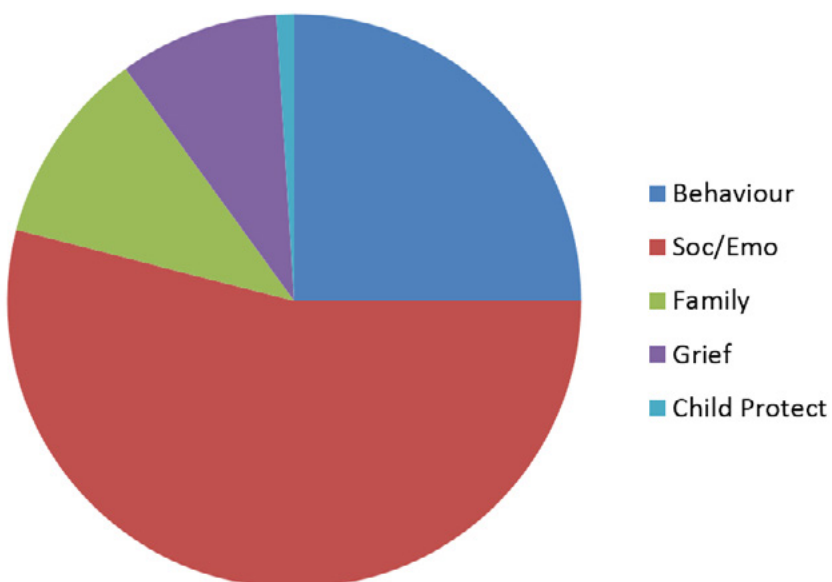
“The counsellor has brilliant punctuality, attendance, dress and communication skills. There has been some arranged flexibility in her hours at the college. This has worked well as she is always there when she says she will be. She is very reliable.”

Principal



Presenting Issues 2017

Social/Emotional (54%) was the single largest identified reason for referral to the STAR program. This has increased by 6% since 2016.



PRESENCE OF DOMESTIC VIOLENCE		
YEAR	M	F
K	0	0
1	0	0
2	0	0
3	0	2
4	0	1
5	0	0
6	0	0

NOTIFICATION TO FACS		
YEAR	M	F
K	0	0
1	0	0
2	0	0
3	0	2
4	0	1
5	0	0
6	0	0

“My child greatly appreciated the time he had with the counsellor and benefited from their time together.”

Parent



ACTIVITIES AND PARTICIPATION

School Counselling & Student Services

Students at Risk (STAR) - Southern Region

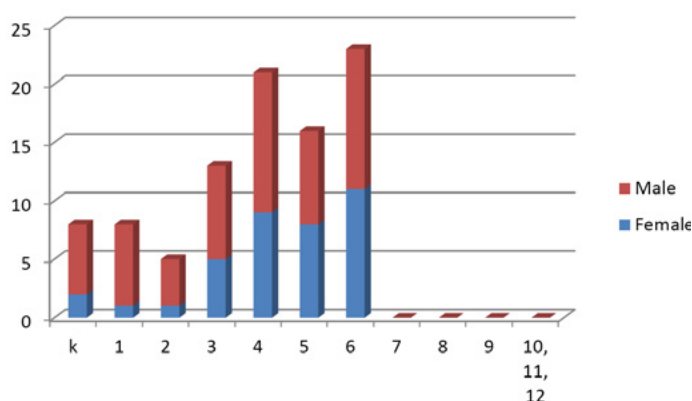
In 2017, in the Southern Region, the STAR program was engaged in student support for 182.6 hours per week (4.8 full time equivalent positions) which were serviced by 11 staff, including the Senior Manager and Team Leader. A further 4 hours per week were allocated for management of the program.

The total number of students who accessed this service in 2017 was: 146

The number of schools requesting STAR counselling services was: 16

Cases carried over from 2016: 52

NEW STUDENTS ACCESSING STAR COUNSELLING BY SCHOOL YEAR 2017



INTERVENTION TYPE

STUDENT OBSERVATION (%)		INDIVIDUAL COUNSELLING (%)		FAMILY COUNSELLING(%)	
2		50		1	
PARENT COUNSELLING (%)	TELEPHONE CONSULT (%)	STAFF CONSULT (%)		AGENCY CONSULT (%)	
8	7	30		2	

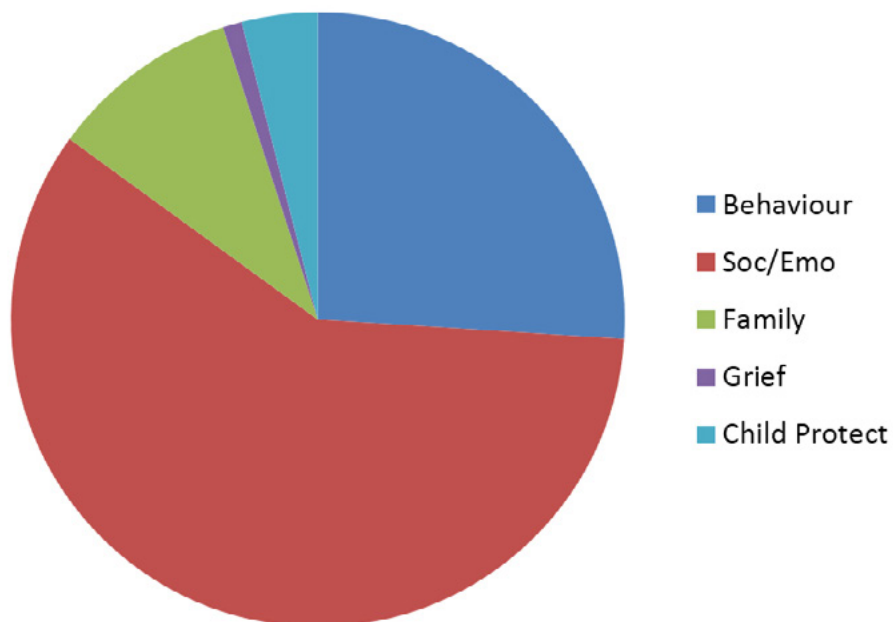
“The counsellor has been very helpful, I’m very grateful she’s there for my son when he needs to talk.”

Parent



Presenting Issues 2017

Social/Emotional (59%) was the single largest identified reason for referral to the STAR program. This has increased by 11% since 2016.



PRESENCE OF DOMESTIC VIOLENCE		
YEAR	M	F
K	0	0
1	0	0
2	0	0
3	0	0
4	0	1
5	0	0
6	0	1

NOTIFICATION TO FACS		
YEAR	M	F
K	0	0
1	0	0
2	0	0
3	0	0
4	0	0
5	0	0
6	0	1

“My child has improved in his relationships with his friends which was the primary problem. He still gets bothered by these few he has trouble with but I think he is handling things better.”

Parent



GROUPWORK

In 2017, school counsellors ran 21 different groups across the schools supported by the School Counselling program

Out of these groups, Circle Solutions was the most popular, followed by Drumbeat/R2R and Settling In.

Circle Solutions

Circle Solutions is a framework for group interaction. The foundations of Circle Solutions include Positive Psychology, Solution Focused approaches and Social Learning Theory. In Circle Solutions, appropriate activities are chosen to address the specific needs and circumstances of the group. Benefits of the program in schools have included improved relationships student-student and teacher-student, increases in pro-social behaviour, reduction in bullying and improvements in mental health and resilience.

Many CatholicCare school counsellors are trained facilitating Circle Solutions. Counsellors have run Circle Solutions with whole class and smaller groups, in both primary and secondary schools.

Drumbeat/R2R

The program was developed to combine the benefits of the group drumming process with cognitive behavioural therapy so that young people can transfer the lessons from the drum circle to their everyday lives. Analogies are used to create awareness of the links between the social skills developed as part of the music group and those required to form healthy and supportive relationships with others. In the program participants also look at specific social issues such as peer pressure, bullying, coping with emotions, tolerating diversity, risk taking, identity and social responsibility.

Rhythm to Recovery can also be used in one-to-one sessions with students and is flexible in terms of how many sessions are required. It can be used as a single session tool or as a group program spanning several weeks. The material can also be adapted to suit various needs and ages.

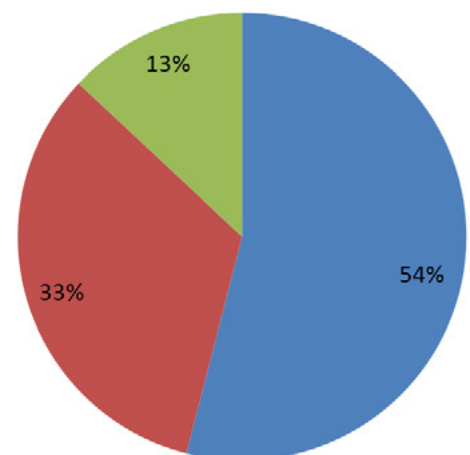
Settling In

The program was developed by STARTTS to assist newly arrived and refugee students adjust to life in Australia. During the 10 week program students learn from each other; have their feelings normalised; learn coping strategies and form good friendships.

ACROSS THESE 21 DIFFERENT GROUPS, A TOTAL OF 234 SESSIONS WERE HELD.

NAME OF GROUP HELD IN 2017	NO. OF SESSIONS
Social - Emotional Check in	1
Managing Uncertainty and Worry	1
Secret Men's Business	1
Secret Women's Business	1
Leadership Group	1
Restorative Group	1
New Students	1
Retreat	1
Pastoral Groups	2
Peer Support	2
Forums	2
Grief	4
Self Care	5
Mindfulness	6
Learning Support	12
Social Skills	18
Girls Group	29
Study without Stress	36
Settling In	37
Drumming	37
Circle Solutions	43

GROUP SIZES



- Small session (under 10 students)
- Medium session (over 10 students)
- Whole class



SCHOOL COUNSELLING FEEDBACK

Principals' Feedback

School Principals responded to a series of questions about the School Counselling Program by rating their responses as either unsatisfactory, satisfactory, very good, and excellent. The majority of Principals (90% and above) rated their experience of the Program (for every question) as either Very Good or Excellent.

Feedback from the School Principals included:

- "The counsellor is very accessible and organized"
- "The counsellor fits in well with the school community"
- "The counsellor shows professionalism of Case" Management and regularly follows up with teachers in teaching breaks"
- "The counsellor is always on time and communicates well with staff and families. Sometimes the counsellor appears to dress a bit casually but this may help them with their connection to students and in establishing rapport."
- "The counsellor is respectful in their dealings with students, parents and staff. The students engage well. This feedback has been provided by a number of parents."

Some suggestions for 2018 from the School Principals:

- "Provide counsellors in absence."
- "More interactive based therapies other than 1-1 counselling."
- "If there was an opportunity for them to address parents at an information meeting if the need arose."
- "A greater allocation in terms of counselling hours."
- "Lunch time drop in"
- "A breakout area for students"
- "That it's important there is a good match of counsellor to the culture of the school"
- "A handover to the new counsellor in the event the counsellor changes."

QUESTION:	Strongly Agree (%)	Agree (%)	Neither Agree or Disagree (%)	Disagree (%)
How well was your vision for School Counselling realized?	0	8	50	42
What was your overall impression of the counsellor in regards to punctuality, attendance, dress & communication?	0	4	38	58
What was the quality of school counsellor's professional relationships with staff & students?	0	4	38	58
How accessible was the counsellor and how well did the counsellor liaise with relevant personnel in regards to support for school and students?	0	4	25	71
What was the effectiveness of counsellor interventions, guidance & contribution, communication & sharing information appropriately?	0	4	38	58
What was the effectiveness and appropriateness of the counsellor's responding to risk of harm issues?	0	4	38	58
What was your general satisfaction of School Counsellor?	0	4	33	63
What was your general satisfaction of School Counselling Program?	0	4	38	58



“When I’m feeling angry or sad and you make me feel better about it.”

Age 11

Parents’ Feedback

QUESTION:	Strongly Agree (%)	Agree (%)	Neither Agree or Disagree (%)	Disagree (%)	This does not apply to my child (%)
My child is putting more effort into their studies	3	55	20	0	22
My child’s relationships with friends have improved	7	58	19	0	16
My child’s relationships with family (including myself) have improved	10	48	26	0	16
My child seems happier	6	64	20	0	10
My child’s physical safety has increased	13	35	27	0	25
My child has benefited from school counselling	62	32	3	0	3

Child’s situation since they started at this school:

“When I spoke with the counsellor before my child began counselling, the counsellor listened to what I had to say”

80 Strongly Agreed (%)

8 Agree (%)

2 Neither Agree nor Disagree (%)

0 Disagree (%)

0 Strongly Disagree (%)

10 Did not speak to the counsellor (%)

School Counsellor Referrals:

Some parents were supported with referrals to external services for their children. Of those who were provided with referrals, 64% accessed the external service. Of those who accessed the external referral, 73% felt it was very helpful.

Feedback from the School Principals included:

- “My child is genuinely happier. We are very happy with the efforts of the school counsellor”.
- “The strategies my child has been taught have helped him deal with his problems”.
- “The counsellor has been a wonderful support for my child and I this year”.
- “We have found the counsellor to be very helpful in our situation. She had been a great help to our son”.
- “The counsellor has been very helpful, I’m very grateful she’s there for my son when he needs to talk”.



ACTIVITIES AND PARTICIPATION

Primary Students’ Feedback

Feedback from primary students indicated that counselling was supportive, enjoyable and assisted with managing problems they were experiencing

QUESTION:	Yes (%)	Sometimes (%)	No (%)
Do you like talking to the school counsellor?	100	0	0
Does the school counsellor understand and listen to you?	100	0	0
Does going to the school counsellors help you feel happier?	99	1	0
Does school counselling help you to feel better about doing your school work?	62	35	3
Does school counselling help you to get along well with other people?	45	55	0

“It’s fun to go and talk to the counsellor, they are understanding and nice”.

Age 10



Secondary Students' Feedback

Feedback indicated that Secondary Students valued the opportunity to share their concerns in a confidential and supportive environment. It also showed that students believed engaging with the counsellor resulted in positive outcomes.

Student suggestions for service improvement included: making sessions longer, being more interactive with games and activities, as well as meeting in a 'more comfortable' room.

QUESTIONS	YES (%)	MAYBE (%)	NO (%)
During the first few sessions, did the school counsellor make an effort to understand your problems?	100	0	0
Are you happier since starting school counselling?	80	17	3
Do you feel comfortable talking to the school counsellor?	96	3	1
Are you happy with the goals you've talked about with the school counsellor?	YES (%)	NO (%)	N/A (%)
	89	1	10

Has school counselling made it easier for you:

ANSWER OPTIONS	Yes, much easier (%)	Yes, a bit easier (%)	Neither easier nor harder (%)	No, a bit harder (%)	No, much harder (%)
To cope when problems come up?	45	48	6	0	1
To get on well with other people?	40	48	12	0	0
To get interested in your school work?	35	29	33	3	0

“I like being able to discuss my problems with others who are willing to help and try and understand my problems.”

Age 18


















STUDENTS AT RISK (STAR) FEEDBACK

Students' Feedback

Feedback received from the STAR Students indicated that they liked being able to trust the counsellors with their problems, found counselling fun, enjoyed playing games, acknowledged counselling helped them navigate stressful times and found counselling improved their relationships at school.

Some students identified that they *'didn't enjoy being taken away when they were in the middle of something'*.

	YES (%)	SOMETIMES (%)	NO (%)
Do you like talking to the school counsellor?	 98	 2	 0
Does the school counsellor understand and listen to you?	 100	 0	 0
Does going to school counselling make you feel happier?	 93	 6	 1
Does school counselling help you to feel better about doing your school work?	 54	 32	 14
Does school counselling help you get along well with other people?	 93	 6	 1



Principals' Feedback

Feedback from the School Principals was very positive in 2017. The majority of Principals, 90% and above felt the work of the counsellor was either Very Good or Excellent.

Principals commented:

(The counsellor was a) wonderful support to the students and parents

Thank you for supporting us in meeting the needs of our students

The counsellor does an outstanding job. Very thorough, provides regular and valuable feedback to assist the students.

KEY | 1: Unsatisfactory (%) | 2: Satisfactory (%) | 3: Very Good (%) | 4: Excellent (%)

RESPONSIBILITIES	1	2	3	4
Arives on time and keeps appointments	0	0	25	75
There was a day the student was absent and the Counsellor was very good and rescheduled to come in another day				
Communicates/consults with staff and parents about students	0	10	45	45
The counsellor has ensured she communicates effectively and her feedback is valued and timely				
Creates positive relationships with staff	0	0	20	80
The counsellor is seen as one of the staff				
Engages well with students and families	0	0	0	100
All the students on the program enjoy their sessions with the counsellor, and the counsellor connects very well the students				
Implements effective interventions with students	0	10	45	45
These interventions are communicated with the class teacher so that the strategies can be implemented and encouraged at a class level as well				
Designs and implements behaviour management strategies when needed	0	10	60	30
These are well planned, although at times the cohort requires firmer boundary setting and adjusted timeframes for some activities to keep the students engaged				
Responds appropriately to situations involving risk of harm to students	0	0	65	35
The counsellor is a great support in team meetings				
Overall satisfaction with the allocated counsellor	0	0	25	75
We have been extremely fortunate to have the counsellor at our school, as she is lovely to deal with				
Overall satisfaction with the STAR program	0	0	35	65
n/a				

“I like how she listens to all my problems and helps me have a greater aspect on life. She’s very understanding and helpful. It helped me, and I am grateful for that.”

Age 11





CONCLUSION

CatholicCare provides a high quality professional service which fulfils its Mission and delivers outcomes for Sydney Catholic Schools.

The principles on which the programs are designed are founded on best practice for school counselling and counselling with young people, children and families. CatholicCare has been providing community services for over 70 years.

CatholicCare has provided services to children, young people and their families in Catholic Schools across the Sydney Archdiocese for over 20 years and prides itself on the quality of that service.

The partnership between CatholicCare and the Sydney Catholic Schools is built on mutual respect and a shared mission and vision.

CatholicCare is available to provide clarification on any of the above, or on the aims and structure of the programs as they relate to the wellbeing of children and young people within the Sydney Archdiocese.

Lyne Cunneen

Alanna McGee



APPENDIX

PRESENTATIONS BY COUNSELLOR TO STAFF/ PARENTS IN 2017

Mind Matters Presentation

Yr 12 managing stress

Social Skills Lunch group

Work shop – Managing uncertainty
and worry – gifted & Talented

Suicide prevention and mental health
return to school policy

Regional Counselling Meeting-
Presentations by Learning Links and
Headspace

Mindmatter presentation to all teaching
staff

Regional Counselling Meeting-
Presentations by Learning Links and
Headspace

Mindmatter presentation to all teaching
staff

Staff Development Drumming: Stress
and Resilience

Working with Refugee Students

PROFESSIONAL DEVELOPMENT IN 2017

In 2017, school counsellors undertook a variety of Professional Development training, as well as fortnightly individual clinical supervision. Counsellors attended team meetings twice a term which included peer supervision and presentations from Sydney Catholic Schools and external agencies. There were also opportunities in term breaks for additional one and two day Professional Development training.

CPR Diverse Learning PD

Bonsai parenting

Body esteem education workshop
– Butterfly Foundation

Circle Solutions

Drug and Alcohol safety

Grief, Loss, Transition and Change

Managing complex behaviours

Mental Health First Aid course

Mentoring in Violence Prevention

Mind matters – online training

Mind Matters Training

Professional Development:
Professional reading; resource
review;

Sand play therapy symbol papers

Sand play therapy training

Borderline Personality Disorder
(Webinar)

Social Anxiety, Stigma and Early
Psychosis (Webinar)

Without question –Mary Jo
McVeigh

Solution focused supervision –
Michael Durrant

Counsellors and the Law

Introduction to Acceptance and
Commitment Therapy

Responding to school refusal –
School Link

Strategies for managing abuse
related trauma online training
(Australian Childhood Foundation)

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