



Catholic Schools
Parramatta Diocese

STUDENT WELLBEING FRAMEWORK



“ *Our students and families are welcome in our schools; not because they are Catholic but because we are.* ”

BISHOP VINCENT LONG 2019

LEADERSHIP

School leaders have a Gospel mandate and moral imperative to build a positive Catholic learning environment. Modelling servant leadership, the community flourishes when the leader exemplifies inclusion, safety, respect and prayer.



Make hospitality your special care.

RM 12:13

Visible leadership to inspire positive school communities

PARTNERSHIPS

Families are the first and ongoing nurturers of their children. Through genuine partnerships, members of the community collaborate to support the diverse learning and wellbeing needs of every student.



Effective family, church and community partnerships

For just as the Body is one and has many members of the Body, though many, are one body, so it is with Christ.

1COR:12

STUDENT VOICE

In welcoming children in Jesus' name and becoming more like them, we recognise that students are active participants in their own world, learning, wellbeing and faith journey. By listening to their experience and ideas, we co-create a culture of wellbeing.



Authentic student choice and participation

Whoever welcomes one of these little children in my name welcomes me.

MARK 9:37

Wellbeing refers to the experience of using one's gifts to flourish in all aspects of life and for those gifts to be available for the service of others. Student wellbeing is inextricably connected to learning in a reciprocal relationship. Good learning is necessary for wellbeing and good wellbeing is necessary for learning.

The CSPD Student Wellbeing Framework is adapted from the **Australian Student Wellbeing Framework** and provides evidence-based effective practices that create the culture and environment within which students can flourish at school. The five elements are a useful framework for considering our strategies and actions as leaders, educators and support staff, which will enhance the school-wide focus on student wellbeing, safety and welcome. This supports the capacity of all students to learn.

Our Bishop has called us into a mission of liberation for our students and their families. We focus on the great strengths in our Catholic learning communities, thereby giving every student the best opportunity to learn and to become the young people God desires them to be. Our mission in student wellbeing is inspired by God's word in Scripture.

You who receives whomever I send receives me; and he who receives me receives Him who sent me.

JOHN 13:20



Inclusive and connected school culture

INCLUSION

Jesus is a model of radical inclusivity. All members of the Catholic school community are called to welcome all. The community fosters positive relationships and honours the histories, cultures, traditions and unique learning needs of each child.

Wellbeing and support for positive behaviour



We have different gifts, according to the grace given to each of us.

RM12:6

SUPPORT

We educate the whole of the child, 'head, heart and hands', by responding to individual needs. The school is a significant source of support, care and protection for our students.

For more information and to access professional learning resources, please visit and register at: studentwellbeinghub.edu.au





LEADERSHIP

- L1** Develop the school's Catholic identity and values, building on existing strengths, to enhance student learning and sustain the safety and wellbeing of the whole school community
- L2** Create structures and systems to incorporate students' perspectives about safety and wellbeing in order to promote positive learning outcomes
- L3** Communicate the priorities for student learning, safety and wellbeing and encourage collaborative partnerships to enact the school's vision and values
- L4** Collaboratively develop whole school procedures, plans and structures for protecting the safety and promoting the wellbeing of staff, students and families
- L5** Regularly monitor and review the school's capacity to support wellbeing, behaviour and attendance needs of students and families. Use data to identify strengths and have plans to address areas of improvement



INCLUSION

- I1** Recognise and value all members of the school community in building and sustaining schools as a place where students and families feel safe and a sense of belonging
- I2** Respect and celebrate the diversity of students, staff and families to build a cohesive and culturally safe community
- I3** Teach, model and promote Catholic values and respectful behaviour in order to create and maintain supportive and safe learning environments where student's strengths are identified and celebrated
- I4** Foster and maintain positive, caring and respectful student-peer, student-teacher, teacher-parent and teacher-teacher relationships
- I5** Engage in professional learning to build capacity for enhancing the social, emotional and learning outcomes of all students in order to promote staff wellbeing



PARTNERSHIPS

- P1** Proactively build collaborative relationships with families, parish and the community to create a shared understanding of how to support student learning, safety and wellbeing
- P2** Develop welcoming and inclusive strategies to sustain culturally respectful partnerships with families and communities
- P3** Build partnerships with Aboriginal and Torres Strait Islander families and community organisations to ensure a culturally safe environment and a reciprocal exchange of knowledge on wellbeing issues
- P4** Build links with CSPD support services and other agencies, to assist schools in the early identification of needs and to collaboratively plan targeted support for all students and families, including those from vulnerable groups
- P5** Regularly monitor and review school capacity to respond to specific instances of student and family need to protect their safety and wellbeing within the local school context



SUPPORT

- S1** Actively seek the involvement of school staff, students and families in the promotion and recognition of positive behaviour and attendance
- S2** Embed strategies that establish, teach and encourage positive behaviour whilst maintaining systems that appropriately discourage inappropriate behaviour
- S3** Implement the CSPD systemic approach to wellbeing, attendance and positive behaviour with tiers of support to meet the diverse needs of staff, students and families
- S4** Engage in professional learning to support the consistent implementation of the school's plan for wellbeing and support for positive behaviour
- S5** Create systems to record, monitor and analyse school data about wellbeing, behaviour and attendance to support decision making about students' needs



STUDENT VOICE

- V1** Provide authentic opportunities for students to understand and use their agency to participate in decisions that affect them
- V2** Create and maintain inclusive and interactive learning environments to encourage active student participation to foster a sense of connectedness
- V3** Identify and activate students' strengths to enhance their own agency, learning and wellbeing
- V4** Explicitly teach social and emotional skills using evidence informed practices related to personal safety, resilience, help-seeking and protective behaviours across the curriculum
- V5** Collaborate with students to co-create strategies to enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces