

Wellbeing Together

STUDENT WELLBEING AND LEARNING ACROSS THE WHOLE SCHOOL



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ACROSS THE WHOLE SCHOOL

Student Wellbeing

Refers to a positive sense of self and belonging and the skills to make positive and healthy choices to support learning and achievement, provided in a safe and accepting environment for all students.⁽¹⁾

Student wellbeing encompasses the multi-dimensional and interconnected domains of cognitive, emotional, social, physical, and spiritual wellbeing.

**“When we nurture a child’s whole being,
we open doors to endless possibilities”⁽²⁾**

– Susan Wright

Student voice refers to the views of all students on their experiences of school, learning and wellbeing. Providing opportunities for all students to have their say shows students that they are listened to, valued and their experiences are important to their teachers and the school.⁽³⁾

i Feel 
safe, supported, included

The school environment is welcoming, inclusive, and respectful, provides a safe physical and psychological space for students and has known academic and wellbeing support structures.

Student VOICE

"Pastoral care takes place in the context of Paschal Mystery in the living, dying and rising of the human person, where Jesus Christ is placed at the centre of all we do. This is foundational to our Catholic faith and tradition. It assists in the cultivation of the spiritual, personal, emotional, physical, academic, moral, social, and aesthetic development of students as they grow to become fully human, active and informed global citizens."⁽⁴⁾

i Am 
creative, connected, engaged

Students have a positive sense of identity and belonging through respectful, authentic relationships; creative, strength-based and innovative teaching and a connection to their learning, each other and faith community.

i Can 
learn, lead & thrive

Students have support to grow spiritually, academically, socially and emotionally, and develop leadership skills, to be the best they can as life-long learners.

"Education becomes balanced and inclusive when the language of the  **head**, the language of the  **heart** and the language of the  **hands** is integrated."⁽⁵⁾

A photograph of two students, a boy and a girl, in school uniforms, sitting and talking. The boy is on the left, looking towards the girl on the right. They are both smiling. The background is slightly blurred, showing what appears to be a classroom or school setting. The image is partially obscured by a large, dark blue geometric shape on the right side of the page.

Student VOICE

Student voice refers to the views of all students on their experiences of school, learning and wellbeing. Providing opportunities for all students to have their say shows students that they are listened to, valued and their experiences are important to their teachers and the school.⁽⁶⁾

SCHOOLS DO THIS BY:

Providing opportunities which are accessible for all students to have an authentic voice, to feel empowered and confident to participate in decision making about their learning, wellbeing and environment.

Explicitly teaching students their rights and responsibilities to feel safe and giving them agency to seek help when needed.

Committing to continual improvement by critically analysing and evaluating school wellbeing data gathered by the CSO, school and reputable sources to inform decision-making on the learning and wellbeing of students.

Supporting students in leadership positions to model, inspire, advocate for their peers, and call on them to develop beyond themselves.

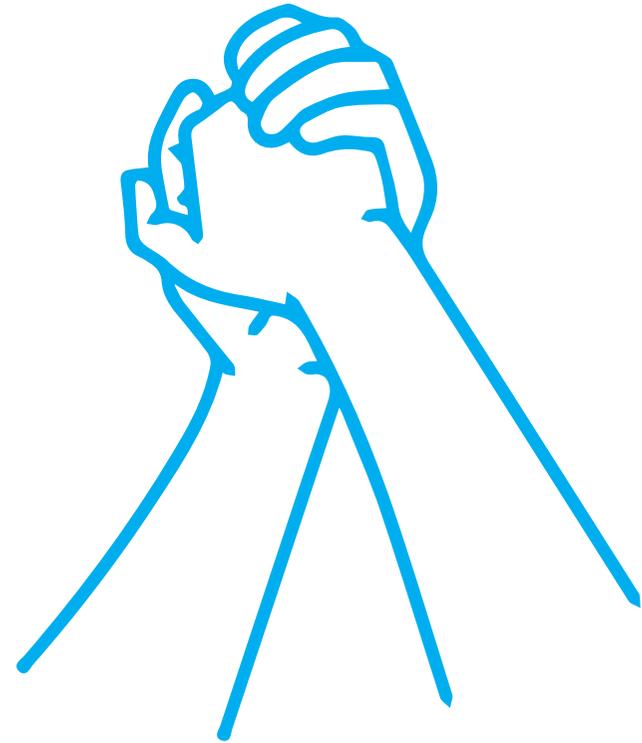
Creating an inclusive classroom culture that fosters student engagement and acceptance of all learning contributions.

Ensuring all students have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand.



iFeel

safe, supported, included



The school environment is welcoming, inclusive and respectful, provides a safe physical and psychological space for students, and has known academic and wellbeing support structures.

SCHOOLS DO THIS BY:

Having a shared belief and understanding that all staff, students and parents/carers have responsibility and accountability for contributing to a safe and supportive learning environment - “We all own all the faces in our care”
Lyn Sharratt

Valuing diversity by promoting a culturally safe and inclusive environment for all.

Ensuring pastoral care is nourished and strengthened through the integration of tradition, practice and the faith life of the Catholic school community in partnership with the parish community.

Creating and maintaining a welcoming, inclusive, safe space in which prevents discrimination, exclusion, bullying and abuse, and risks to safety are identified, addressed and minimised.

Clearly communicating the wellbeing support structures available for students to seek support and assistance.

Sourcing and implementing current, evidence-informed wellbeing resources, programs and support services, using a multi-tiered system of support, to meet the student needs of the school community.

Developing clear and consistent whole school approaches to model, support and promote positive behaviour.

Fostering culturally respectful partnerships with parents/carers including building awareness of and facilitating access to broader community resources.



i Am



creative, connected, engaged

Students have a positive sense of identity and belonging through respectful, authentic relationships; creative, strength-based and innovative teaching; and a connection to their learning, each other and faith community.

SCHOOLS DO THIS BY:

The Principal and school leaders actively building a positive, safe, connected and inclusive learning environment for the whole school community.

Empowering students to be a witness to Catholic social teachings by engaging in formation including stewardship, service, and social justice.

Prioritising the development of positive, authentic and caring relationships between staff and students, between students, and with parents/carers.

Educating students and promoting the importance of physical health, physical activity and its links to student wellbeing.

Recognising and providing opportunities for student engagement both in and out of the classroom to build a sense of identity and belonging to the school community.

Cultivating motivated, confident and engaged learners who can express themselves creatively to contribute and adapt to their world.



iCcan
learn, lead & thrive⁽⁷⁾



Students have support to grow spiritually academically, socially and emotionally, and develop leadership skills, to be the best they can as life-long learners.

SCHOOLS DO THIS BY:

Teachers knowing, valuing and caring for their students, and working in partnership with them to promote individual growth and achieve their learning intentions and goals.

Building a strong culture of mutual trust and collaborative partnerships with students, families, staff and communities to support student learning, safety and wellbeing, and the development of the whole child.

The explicit teaching of social and emotional skills to enable students to develop knowledge, skills and attitudes for managing emotions, maintaining supportive relationships, feel and show empathy, make responsible and caring decisions and develop healthy identities.⁽⁸⁾

Staff understanding diversity, and the adjustments and differentiation required for students to access and participate in their learning, ensuring equity for all.

Using high impact teaching strategies, maintaining high expectations for all students and having a shared belief that all students have a right to quality education and are capable of holistic successful learning.

Encouraging staff and students to embrace creativity and innovation in their teaching and learning.

Supporting students to develop and use leadership skills to be the best young leaders who are invested in their community and future.



NOTES

- (1) Ottawa-Carleton District School Board (2014), Framework for Student Wellbeing, Ottawa, Canada Retrieved from www.ocdsb.ca.
- (2) Susan Wright, Founder, Nurtured Inspirations, nurturedinspirations.com.
- (3) Centre for Education Statistics and Evaluation (2020), Supporting advocacy at school – Every student is known, valued and cared for in our schools, NSW Department of Education, cese.nsw.gov.au.
- (4) Catholic Education Office, Diocese of Sale, Pastoral Care Policy, https://drive.google.com/file/d/17bC__9BcsNBluMHT1B6kLorJCYAhrJoy/view.
- (5) Pope Francis (2015), Q&A remarks, World Education Congress, Paul VI Hall.
- (6) Rinaldi, Re-imagining Childhood, in Catholic Education South Australia (2015), Children: Close to the Mystery of God, A CESA Stimulus Paper, Thebarton.
- (7) Catholic Education South Australia (2015), Children: Close to the Mystery of God, A CESA Stimulus Paper, Thebarton.
- (8) The Collaborative for Academic, Social, and Emotional Learning (CASEL), <https://casel.org/about-2/>.

CATHOLIC SOCIAL TEACHING

Student wellbeing and pastoral care is informed by the principles of Catholic social teaching.

A Catholic Sociology

Human beings are inherently relational. We are most human in the context of community. We are called to respectful, life-giving relationships within our communities and have a responsibility towards others for the common good. Our communal nature reflects the inner life of the triune of God.

A Catholic Epistemology

We are called to develop and honour the whole person, to make sound judgements and good decisions, pursuing truth, critical and creative thinking.

Dignity of the Human Person

Human life is sacred. We are all made in the image and likeness of God. Everyone regardless of ethnicity, creed, gender, sexuality, age or ability should be treated with respect and dignity.

Subsidiarity

All people have the right to participate in decisions that affect their lives. Subsidiarity requires that decisions are made by the people closest and most affected by the issues and concerns of the community.

Information taken from a summary by Rose McAllister and Fiona Duque, Pastoral Ministries, Catholic Diocese of Maitland-Newcastle.

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