



St. Martin de Porres School

Avondale Heights

STUDENT WELLBEING POLICY

RATIONALE

St. Martin de Porres' commitment to wellbeing is inspired and sustained through the Gospel: Jesus illuminates for us how we are called to live out our mission, approach our work and conduct our relationships with love, hope, dignity, compassion and forgiveness.

As a Catholic School, the Good News of Jesus Christ is carried in people's hearts, embedded in narratives, nurtured in relationships, demonstrated through actions and encountered in the teaching and learning cycle. Foundational in promoting authentic partnerships, communal obligations and a commitment to social justice, the Gospel affirms that, in God's love, every person is sacred.

Catholic Education Melbourne has developed *eXcel: Wellbeing for Learning in Catholic School Communities* as an explicit, practical guide to inform pedagogical practice, curriculum design and policies to strengthen children and young people's wellbeing and learning outcomes. Presented as four intersecting dimensions of enable, connect, engage and learn, the first letter of each has been combined to form the overarching concept of 'eXcel'. The articulation of these four foundational elements for optimal wellbeing is the result of extensive dialogue and consultation, gathering the collective wisdom of school leaders, student wellbeing staff in schools, Catholic Education Melbourne staff, research, experts in the field and critical friends.

The 'eXcel' guidelines encapsulate the spirit of 'being the best we can be,' with God's grace. It embraces the belief that children and young people have the capacity to achieve their full potential when their wellbeing is nurtured in faith-filled learning environments that are safe, inclusive and respectful.

Cultivated in **communion** with God and in relationship with others, wellbeing is nourished through the actions, interactions and attitudes of all community members. In Catholic Schools, human flourishing is supported by appreciating and celebrating the innate **dignity** and immeasurable worth of each person, who is made in the image and likeness of God (Genesis 1: 27).

Recognising that 'each human life is of unique value, loved by God, with his or her own gifts' eXcel integrates faith with life and the world in which children and young people live. Through authentic partnerships where school leaders, staff, students, families, parishes and communities collaborate as active, connected and empowered **agents**, wellbeing is **nurtured**, social capital is generated and common purpose is built.

St. Martin de Porres is committed to using this guide to inform its pedagogical practices, curriculum design and related policies to strengthen our students' wellbeing and learning outcomes.

GOALS

In adapting eXcel, St. Martin de Porres hopes to support the development of school-wide practices that enable our students to:

- ◆ deeply connect 'who they are' and 'how they can be' in the world to the Catholic faith;
- ◆ reach their potential;
- ◆ build positive and connected relationships;
- ◆ develop skills and attitudes that promote wellbeing and resilience;
- ◆ deepen their appreciation of learning, their perseverance and their stamina;
- ◆ lead optimistic, graced and hope-filled lives of impact.

IMPLEMENTATION

1. School leaders, school staff and families together commit to the goals of student wellbeing.
2. School Leadership commit to the staff leadership position of Student Wellbeing Leader, with a clear role description, statement of duties and time allocation which reflects fairly and accurately the role to be performed.
3. School leaders, school staff and families commit to the development of the four intersecting dimensions of student wellbeing for learning in Catholic schools:
 - **Enabling** safe, inclusive and respectful environments: this includes the promotion of justice, equity and respect reflected in school policy and practices.
 - **Connecting** and nurturing relationships between people, partnerships within communities and encouragement of students to connect, trust, grow and flourish.
 - **Engaging** motivated, empowered and adaptable learners who have a strong sense of self, purpose and integrity. This includes students having an authentic voice as agents in their learning and wellbeing, as well as students and community acting with integrity, honesty, courtesy and fairness.
 - **Learning** being explicit, purposeful and innovative to promote holistic development for lifelong success. This includes teachers knowing their students and responding to focused self-reflection and evaluation.
4. Continued termly implementation of 'Lifeskills' and 'Lifeskills Go' activities to promote and enhance student wellbeing.
5. Continued emphasis on promoting mindfulness, physical activity, healthy eating and initiatives in environmental sustainability as actions which can have significant positive effects on wellbeing.
6. Continued emphasis in staff planning developing the General Capabilities (Personal & Social Awareness, Critical & Creative Thinking, Ethical Understanding, Inter-cultural Understanding) and development of the over-arching question each term to place learning within more authentic contexts.
7. Continued programming of the necessary adjustments to programmes for students with particular learning needs. This includes the Nationally Consistent Collection of Data (NCCD), its management by the Student Wellbeing Leader and NCCD Team, with the support of the Student Wellbeing Support Group (SWSG).
8. Continued implementation of related policies : Religious Education, Learning and Teaching, Learning and Teaching Cycle, Pastoral Care, Behaviour Management and Anti-Bullying, Cyber-Bullying, Sexual Harassment, Feedback, School, Classroom, Playground Rules and Codes of Conduct.

ASSESSMENT & REPORTING

- ◆ Regular monitoring of student self evaluations via 'Lifeskills Go'.
- ◆ General capabilities assessed termly and reported at mid year and end of year.
- ◆ Self reporting of student personal goals at parent/teacher interviews each June and September.
- ◆ Regular 'nWellbeing' entries by classroom teachers and Education Support.
- ◆ Regular monitoring of 'nWellbeing' entries by Student Wellbeing Leader to ascertain patterns of concern or to identify individual concerns in student wellbeing.
- ◆ Regular monitoring of students with wellbeing concerns via the SWSG committee.

EVALUATION

Policy developed in May 2019, to be reviewed annually