

STUDENT WELLBEING POLICY

RATIONALE:

St Mary's College aims to develop the capacity of our students to build and maintain healthy relationships, hold a positive and strong sense of self, a belief in their worth and the value of their contributions as global citizens and have a sound understanding of their place in the world as deaf or hard of hearing children and young adults.

INTRODUCTION

The Student Wellbeing Policy of St Mary's College both reflects the values on which our pastoral care is based and that of our partner schools. The policy is informed by *Positive Behaviour for Learning (PBL)* and our belief in tolerance and acceptance of diversity. It emphasises the Christian values of love, justice and respect for all members of the community and endeavours to create safe and supportive learning environments in line with the *National Safe Schools Framework*. We aim to foster social and emotional capacity along with self-acceptance and the self-advocacy critical to our students' success.

UNDERLYING PRINCIPLES

The Student Wellbeing Policy aims to highlight opportunities for students to reach and aspire in learning and in life. It emphasises the vision of the *Australian Student Wellbeing Framework* and promotes wellbeing, safety and positive relationships so that students can reach their full potential. The underlying principles, on which this Policy has its foundation, are based on the following understandings:

1. Leadership

Principals and school leaders play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community are active participants in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student Voice

Students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborate as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families share and cultivate an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

STRUCTURES, PROCEDURES AND PROGRAMS

A wide range of College operating structures, procedures and programs provide opportunities, encouragement, support and direction for students and staff in promoting wellbeing and discipline.

Leadership

- PBL Team
- Child Safety Team
- Reviewing and monitoring of CEMSIS student data
- SIF & AAP goals for Student Wellbeing
- Procedures providing guidance on behaviour and procedures for student management include:
 - Bullying & Harassment
 - Approaches to Student Management
 - Attendance
 - Critical Incident Management
 - Behaviour Support, Safety and Return to School plans
 - Supporting gender diversity

Inclusion

- SMC whole school Opening Assembly
- SMC whole school St Dominic's Day liturgy & celebration
- School newsletter regular wellbeing content
- Deaf awareness and identity events e.g role models, State-wide Deaf Sports Days
- PL for partner school staff (annual and ongoing)
- St Mary's Social Justice statement

Student Voice

- Campus Student Leader roles
- Student led PSG meetings (secondary) & PLP goal making
- Social Emotional Learning Curriculum
- Student developed Child Safety resources
- Participation in pastoral and House groups within each partner school
- Participation in camps, excursions and retreats with partner schools

Partnerships

- Regular PSG meetings have the child at the centre of discussion
- Service Agreements with Partner school wellbeing teams enabling qualified, responsive support
- Connections with community supports: general (Headspace), specific (Deaf Children Australia) and pastoral (John Pierce Centre).
- Work Experience/Career Pathways Programs
- NDIS provider engagement

Support

- Positive Behaviour for Learning Matrix developed by students and staff
- Acknowledgement system celebrated with families monthly
- Behaviour Flowchart of Minor and Major consequences
- SWIS data collection and analysis
- PBL/SEL targeted explicit teaching of positive behaviours
- Deaf Youth Worker

RELATED DOCUMENTS

- *Student Wellbeing Guidelines*
- *CEM Policy 2.26: Pastoral Care of Students in Catholic Schools Student wellbeing Hub*

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