

POLICY: Student Wellbeing

1. PURPOSE

The purpose of this policy is to describe Brisbane Catholic Education's (BCE) approach to student wellbeing. BCE is committed to creating quality learning opportunities for all students and to grow engagement, progress, achievement and wellbeing. Student wellbeing and learning are inextricably linked, embedded in the life of the school, and achieved with the cooperation of family, school, parish and community.

This policy must be read in conjunction with: Student Protection policy; Student Behaviour Support policy; Student Attendance policy; Preventing and Responding to Student Bullying and Harassment in Schools policy; Learning and Teaching framework; and the Code of Conduct.

2. RATIONALE

BCE's Student Wellbeing policy emphasises the interconnectedness of wellbeing and improved learning outcomes so that holistic growth is supported, and each student can thrive in school and beyond. BCE's commitment to our students, parents and community is that our schools will be learning and teaching environments where students are successful learners, confident and creative individuals and active and informed citizens and able to achieve their full potential.

There are strong links between a positive sense of wellbeing and higher levels of achievement, engagement with learning, attendance, resilience and positive student behavior.

3. PRINCIPLES

BCE achieves a whole school approach to student wellbeing through eight key elements:

- *leadership*: teachers and school leadership take responsibility for developing and implementing wellbeing and pastoral care initiatives and by modelling personal and social skills that promote wellbeing and resilience
- *policy*: communicating policies, procedures and structures that reflect Catholic values and are collaboratively developed to support student wellbeing
- *engagement and culture*: supporting students to feel safe and supported, connect to teachers and the learning context, be socially responsible and reach positive life goals
- *safety*: students learn best in school environments where they feel safe, both physically and emotionally
- *learning*: each student clearly understands what they are learning and why, receives timely and relevant feedback on progress, sets goals to improve their own learning, and has a range of strategies to use. Strengths-based and student-centred learning ensures that students have a voice and there is a focus on engagement in learning, enhancing motivation and using a growth mindset
- *evidence-based interventions*: strengthening the mental health of our students through current, relevant and evidence-based proactive, preventative initiatives
- *early interventions*: establishing effective processes for early identification of students who need, or could benefit from, additional support
- *partnerships*: working collaboratively with employees, students, families, parish and community to care for the cognitive, spiritual, physical, intellectual and emotional wellbeing of students.

4. REFERENCES

- Code of Conduct
- Pastoral Care and Student Wellbeing Position
- Preventing and Responding to Student Bullying and Harassment in Schools policy
- Student Attendance policy

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- Student Behaviour Support Management policy
- Student Protection policy.

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5. DOCUMENT INFORMATION

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| Version | Final |
| Audience | BCE staff |
| Directorate | Learning Services |
| Key words | Pastoral care; student behaviour support; student wellbeing |
| Policy Owner | Doug Ashleigh |
| Policy Manager | Kathy Shelton |
| Procedure Author | Anita Smith |
| Effective date | 1/04/2018 |
| Next review date | 1/04/2021 |
| Related documents | <ul style="list-style-type: none"> • Code of Conduct • Pastoral Care and Student Wellbeing Position • Preventing and Responding to Student Bullying and Harassment in Schools policy • Student Attendance policy • Student Behaviour Support Management policy • Student Protection policy. |