

## **Brigidine College St Ives**

### **STUDENT WELLBEING**

#### **Policy Reference/Version – 1022-2**

##### **Policy**

Our Strategic intent for student wellbeing is to *ensure we know, listen and value each girl to promote personal growth and wellbeing* by enabling a nurturing learning environment which promotes and provides for the spiritual, physical, cognitive, social and emotional growth of our students.

Our contemporary and forward focused wellbeing policy is centred on relationships based on respect and inclusiveness. Our policy is supported by the Christian ethos of seeing Christ in others and loving your neighbour as yourself. Each Brigidine student and staff member has an inherent dignity and worth that enables us to work in right relationships to foster a positive outlook and to enhance the potential and capacity of each student to live a full and happy life. (Jn10:10)

Student Wellbeing Policy at Brigidine is underpinned by the [Australian Student Wellbeing Framework](#) which is based on evidence that demonstrates the strong association between safety, wellbeing and learning. The framework recognises five elements that are key to supporting the whole school community to build and maintain safe, positive relationships and wellbeing: leadership, inclusion, student voice, partnerships and support.

##### **Guiding Principles**

Students at Brigidine are provided with the support to flourish as individuals. To both feel good and to do good for others. Key pillars in the wellbeing framework are –

- Relationships based on respect
- A restorative justice framework for student management
- An inclusive approach for all students regardless of ethnicity, faith, learning ability, family background, personal identity or disability.
- A Positive Education program to build the capacity of each student to utilise personal strengths and enable students to flourish.
- Supportive wellbeing systems for pastoral care, including both physical and mental health.
- Support for engagement in classroom learning and cocurricular opportunities for a holistic education.
- An engaging faith and social justice program to provide a sense of purpose and meaning.

##### **Positive Psychology**

Positive Psychology aims to promote human strengths to enable people to thrive and flourish. In a community where a number of students are already engaged and thriving this approach to pastoral care will allow more students to experience a positive education at the College and develop some life skills in the process for the world beyond the College community.

The pastoral care of students is an essential aspect to girl's education and an essential component of the College charism. Student and teacher relationships are a key element of the education of girls at Brigidine and the overlaying of *Positive Psychology* into the pastoral program and into the everyday language of the community will have a number of beneficial factors –

- i) building a sense of resilience in students with effective strategies to focus on the positive aspects of life.
- ii) focusing on a pro-active position in a 'growth model or mindset' with the students regularly building up their capacity to reflect on the 'good' of their lives.
- iii) linking well with the academic aims of the College with a focus on effective *engagement* in learning.
- iv) linking well with the faith formation dimension of the College with the emphasis on '*meaning*' as a path to happiness and fulfilment.
- v) allowing more students to be acknowledged and supported and to manage more effectively the challenges they will face during their adolescence.
- vi) enabling more staff to feel connected and to enjoy their work in this community.

The College begins from a position of strength with a well-recognised and acknowledged position of pastoral care and a wide range of educational and co-curricular opportunities for our students.

#### **Foundational structures of Positive Education at Brigidine -**

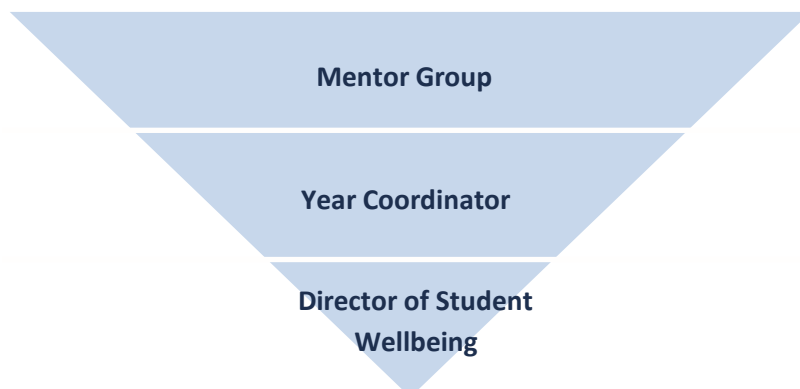
- Students using their character strengths to help themselves through challenging times.
- There is a culture of positivity in the College
- Students develop skills in mindfulness, meditation and stillness
- Students are stronger people – from within themselves
- There is a greater sense of health and wellbeing in the whole community
- The Camps program is sequenced to build on positive education concepts
- Annual surveys reflect the students understanding of Positive Education, PERMA and health
- A Student Leadership Program enables students to experience leadership and to build their capacity to lead and serve others
- A consistent approach to student wellbeing and health covers all aspects of schooling.

#### **Related Documents**

- Health Policy
- Student Management Policy
- Counselling Policy
- Disability & Discrimination Act

## PROCEDURES

### PASTORAL CARE AT BRIGIDINE



Pastoral Care is delivered through a range of structures and groups at Brigidine College.

#### Basic Structures

##### **Mentor Group**

The main small group system is called 'Mentor' and this occurs on 3 days from 8.30- 8.45am and on 2 days from 8.30-8.38am. The roll is taken and the daily notices are read. A prayer or reflection is given and then some discussion and support is offered by the Mentor teacher to the group. Messages are delivered by Mentor envelope which is collected from the Reception and returned at the end of the 15 mins. Mentor groups are organised horizontally in House groupings with 12 groups in each year cohort. As an inclusive school, all students are grouped to reflect this. Students are expected to be punctual to Mentor and contribute to the group. Birthdays and special achievements are often celebrated in Mentor and a Pastoral report is written each Semester by the Mentor teacher with regard to the holistic development of each student in the group. Students sit in Assemblies in Mentor Groups and the teacher sits amongst them as well.

##### **Year Coordinator**

Each Mentor group is coordinated by a Year Coordinator who takes responsibility for the care of the students in that year group. Mentor teachers will liaise with their Year Coordinator in regard to student concerns and welfare issues as well as working with the Year Coordinator to manage year assemblies, year group events and parent functions. It is expected that Mentor staff attend most functions and events related to their year group. Any absence notes are stored in a folder and forwarded to the Year Coordinator at the end of the year.

##### **Psychologist**

The College employs highly qualified College Counsellors with a focus to providing social and emotional support to adolescents and their mental wellbeing.

Students will sometimes utilise the College Counsellors for personal and family issues and related matters. The Counsellors will liaise with the Year Coordinators and Director of Student Wellbeing on

a regular basis to discuss the wellbeing of individual students. The role of the Mentor in supporting plans or strategies for students is important.

### **Director of Student Wellbeing**

The Director of Student Wellbeing primarily manages the Pastoral Care system in the school and ensures the students can learn in a safe and supportive environment. Year Coordinators and Counsellors meet regularly with the Director of Student Wellbeing to discuss student wellbeing matters and student management issues. Each year, the Director of Student Wellbeing develops a Management Plan which provides a framework for the management of student wellbeing. This is informed by the College's Strategic Plan.

### **Positive Education**

This framework has been embedded in the Pastoral program. Mentor teachers assist the Year Coordinator in delivering these programs and initiatives. Positive education works at developing human flourishing with an emphasis on strengths and positive emotions. Positive Education will be a framework for all classes and activities in the College to build student capacity and resilience into the future. In addition, all teaching staff have been inducted into Positive Education principles so that its benefits form the culture within the classroom in teaching and learning.

### **Pastoral Care Framework 2022 -2025**

#### **Strategic Intent**

*Ensure we know, listen and value each girl to promote personal growth and wellbeing*

#### **1. Positive Psychology Initiative**

- Implementing the ideas and feedback from a Positive Psychology team exploring key areas in the College.
- Embedding of Positive Psychology strategies and key themes into Pastoral Care.
- Building a 'growth' mindset in our students to overcome adversity and to deal with success

#### **2. Pastoral Time and Fortnightly Structures**

- Exploring the delivery of pastoral care time and the key structures to assist in student recognition.
- Reflecting on the key structures to enable students to flourish and be known and valued.
- Effectively using Assemblies and Year/Mentor time to reinforce key aspects of pastoral care.

#### **3. Pastoral Care Time**

- Developing a specialised programme and focus area for each year group.
- Designing mandatory sessions and resources for all Mentor staff.

#### **4. Camps Program**

- Linking Camps to Pastoral initiatives to create a sequence in Camp formats.

- Designing a Camp Brochure to emphasise the importance and to develop the scope and sequence of Camps.

#### **5. Co-Curricular**

- Reflecting on the place of cocurricular involvement and student participation levels.
- Refining and restructuring of Clubs and sports delivery.
- Improving in key areas of coaching, accountability and support for sport in the College.

#### **6. Links with Faith**

- Pastoral planning to develop links with outreach and community service in Years 7-12.
- Refining of charity initiatives to link with meaning and relevance to Year group and adolescent ideation.

#### **7. Pastoral Team**

- Exploring options for Counselling delivery and wider awareness among community of counselling services.
- Developing annual plans for each Year Coordinator linked to the particular cohort – these annual Operational Plans are informed by the Director of Student Wellbeing Management Plan and are shared with the relevant mentors (these are available in Sentral/Compliance Documents/Governance/School Improvement).
- Exploring Pastoral delivery options – plan for Year Coordinators to manage students in 2 year blocks since 2015 -2019. To be review in 2022

### **Positive Education 2022- 2025**

1. Increasing the knowledge and awareness of all Staff in Positive Psychology and PERMA; Staff meeting time allocated to Positive Education Input from Pastoral Team members;
2. Increasing the knowledge and awareness of all parents in Positive Psychology and PERMA; Use of Term 2 & 3 P&F information nights on wellbeing issues and Positive Education.
3. Developing a clear Model for PERMA; Scope and sequence of activities/ topics 7-12; Exploring how other schools use the material in their Pastoral time; Embedding the key concepts in Pastoral time and assemblies; Use of Surveys to measure student use of Positive Education
4. Developing clear and effective communication of Positive Education; A positive environment with effective communication tools – exploring phone apps and visual signage options; Use of Noticeboards, signs and slogans to build a positive culture. Student competitions and tasks to design these aspects.

**Person Responsible: Director of Student Wellbeing**

**Approved by: Principal**

**Version Control: 1022-1**

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**Next review date: 12/05/2025**