



St Paul's
Catholic College
Booragul

Student Support & Wellbeing Framework



Building Connections, Creating Futures.

booragul.catholic.edu.au

Introduction

St Paul's Catholic College Booragul has developed a student support and wellbeing framework centred around the recognition that school nurtures the development of the whole child – spiritual, academic, social, emotional, psychological, and physical to prepare students for life after school. Consequently, the wellbeing of the whole child has a significant impact on their academic and learning outcomes.

In considering the whole child, a system of ongoing support has been developed to meet the needs of individual students, their families, and the wider community. In developing the growth of all students, respect for all will be fostered as we journey together in a community where all have a sense of belonging, pride, security and hope for the future.



Evidence Based Model

In considering these evidence-based models St Paul's will be able to evaluate:

- Where are we now?
- Where are we going?
- What is the greatest need for students, families, staff and the wider community?

With the aim of always building a collective agreement and standard of practice in all classrooms, the multi-tiered system of support will coexist with the academic system of support, which includes differentiation, "MTSS invites a partnership among students, teachers, parents and the community whereby all students achieving positive behavioural, social-emotional and academic outcomes is the priority." (p2. Hierck & Weber 2022) Additional to these methods is the aim that all students will be able to develop skills to be able to self-regulate as outlined by Strixrud, W., & Johnson, N. (2018). The self-driven child: The science and sense of giving your kids more control over their

lives. Consequently, the framework will build on the following:

- Positive Behaviour for Learning where the whole community contributes to develop a positive safe and supportive learning culture
- Multi-Tiered System of Support (MTSS) which will support and guide adolescents through their own personal growth and development
- Developing the whole child in their own spiritual, social, psychological, emotional and physical growth through a process of self-awareness and self-regulation.

Further to this, St Paul's will be guided by the CSO School Community Code of Conduct, the CSO Student Wellbeing Framework – Wellbeing Together and the Ten Principles of Catholic Social Teaching when interacting and communicating with students, parents and the wider community.

The system of support for the behavioural domain has considered educational research from Hierck and Weber (2022) from *The Road to Success with MTSS – A Ten-step Process for School*, *The High Impact Engagement Strategies (HIES) Poed, S., Cowan, I., Swain, N. (2020) and Positive Behaviour for Learning Model* - <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/positive-behaviour-for-learning>.

CSO School Community Code of Conduct

The Catholic School's Office developed the School Community Code of Conduct in 2018, to assist all members of diocesan school communities with a series of foundational principles. The text below is taken from the introduction and student sections.

Members of Catholic school communities in the Diocese of Maitland-Newcastle agree to nurture and support each other's individual growth in faith, to create communities of respect and tolerance and to engage in the promotion of peace, justice and service of others.

The School Community Code of Conduct reinforces our understanding of the rights and responsibilities each of us has in ensuring we provide an environment where our students can thrive.

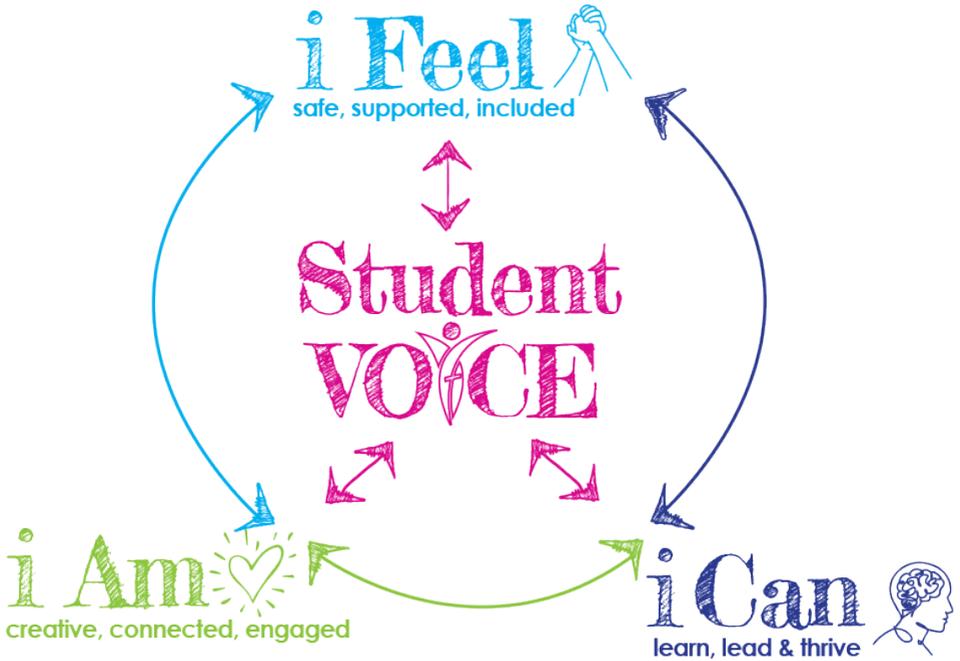
Upon acceptance of enrolment and as a condition of continuing enrolment in our Catholic schools, all members of the school community are bound by this Code of Conduct.

Students in Catholic school communities agree to:

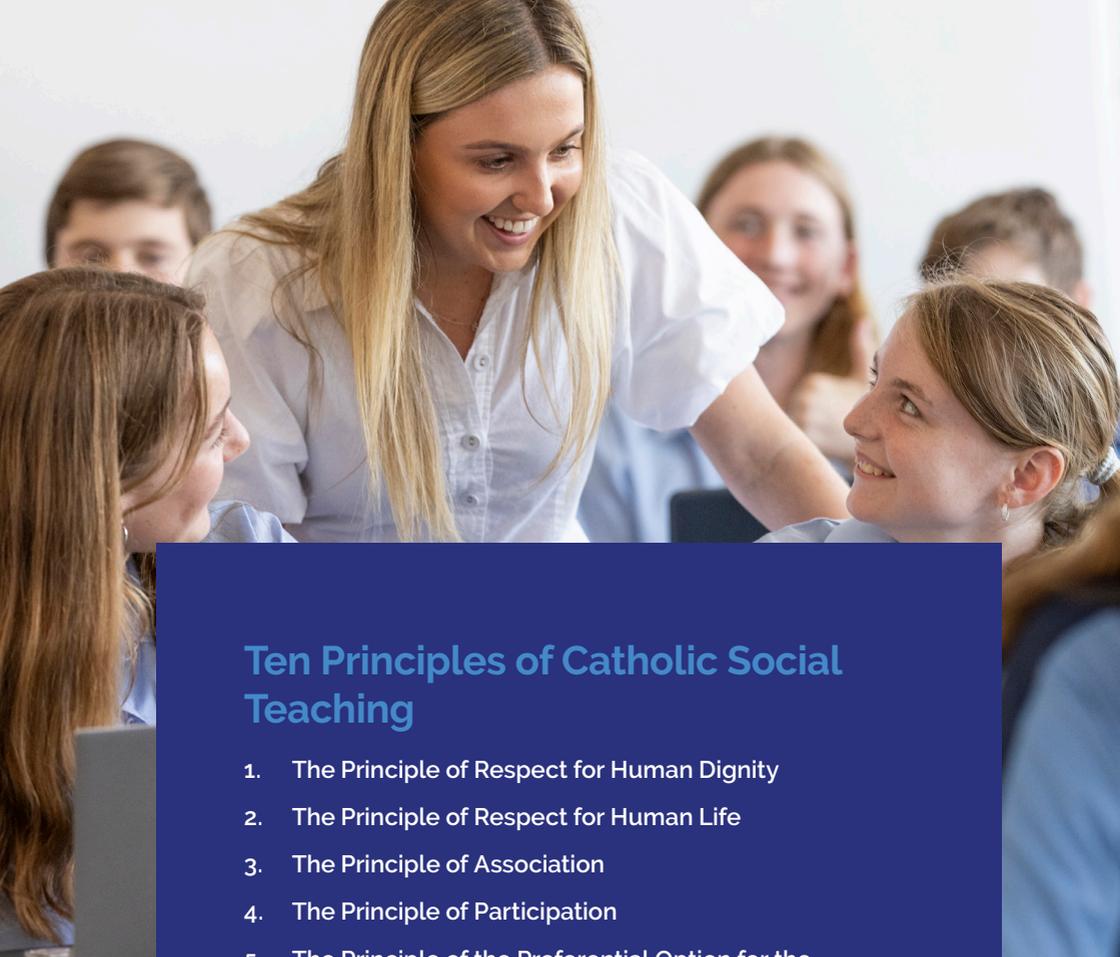
- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect themselves and other members of the school community both personally and through the use of all social media technologies at all times.
- Respect our school environment.
- Actively participate in our school community.
- Support the learning of others and make the most of our educational opportunities.

Source: <https://www.mn.catholic.edu.au/media/47930/school-community-code-of-conduct.pdf>

The CSO Student Wellbeing Framework – Wellbeing Together



Source: Click here to view the document <https://www.mn.catholic.edu.au/media/50287/student-wellbeing-and-pastoral-care-framework-2022.pdf>



Ten Principles of Catholic Social Teaching

1. The Principle of Respect for Human Dignity
2. The Principle of Respect for Human Life
3. The Principle of Association
4. The Principle of Participation
5. The Principle of the Preferential Option for the Poor and Vulnerable
6. The Principle of Solidarity
7. The Principle of Stewardship
8. The Principle of Subsidiarity
9. The Principle of Human Equality
10. The Principle of Common Good

Source: <https://www.scribd.com/document/154846207/Ten-Principle-of-Catholic-Social-Teaching>

Rationale

St Paul's is a systemic Catholic school within the Maitland Newcastle Diocese whose vision is: "At the heart of everything is Jesus Christ". This combined with St Paul's motto 'Vivere Christus Est' – To Live is Christ, will form the premise of the student support and wellbeing framework.

The Catholic principles and teachings of Jesus will be at the heart of the support network that will be created for students, families and the wider community. The core values of our CARE program – Compassion, Appreciation, Respect and Endurance will underpin the positive behaviour for learning and the multi-tiered system of support which will assist all students to meet their own potential and thrive in the contemporary educational setting at St Paul's.

A consistent and transparent approach to supporting the wellbeing needs of all students at the College is encapsulated in the Response to Intervention (RTI) Wellbeing Pyramid. The Wellbeing Pyramid will guide the school's response and support of all students in three areas – Attendance, Behaviour and Mental Health.

Attendance

There is a strong correlation between student attendance and student achievement. The more a student is absent from school the greater the cumulative effect on learning, motivation, and connection to the school community. Therefore 'every day counts and there is no 'safe' threshold for absences" (Hancock et al., 2013).

The aim for all students is to have a 90% or more attendance rate at school. This is to maximise the learning and engagement opportunities for all students at St Paul's. To assist students and families with school absences the MN CSO Attendance Policy will be followed where families will be notified when there are attendance concerns. Letters will be sent to families and at various stages families will be invited to meet with the school and create attendance plans for students. This process will attempt to provide specific support for students and families and continue the partnerships St Paul's has with families.

<https://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/attendance-matters.pdf>

Behaviour

Learning and academic achievement is also dependent on student behaviour. Students achieve when they feel safe, engaged and respected. St Paul's aims to promote safe and respectful learning, social and community spaces where all students can build connections so that their own futures are created.

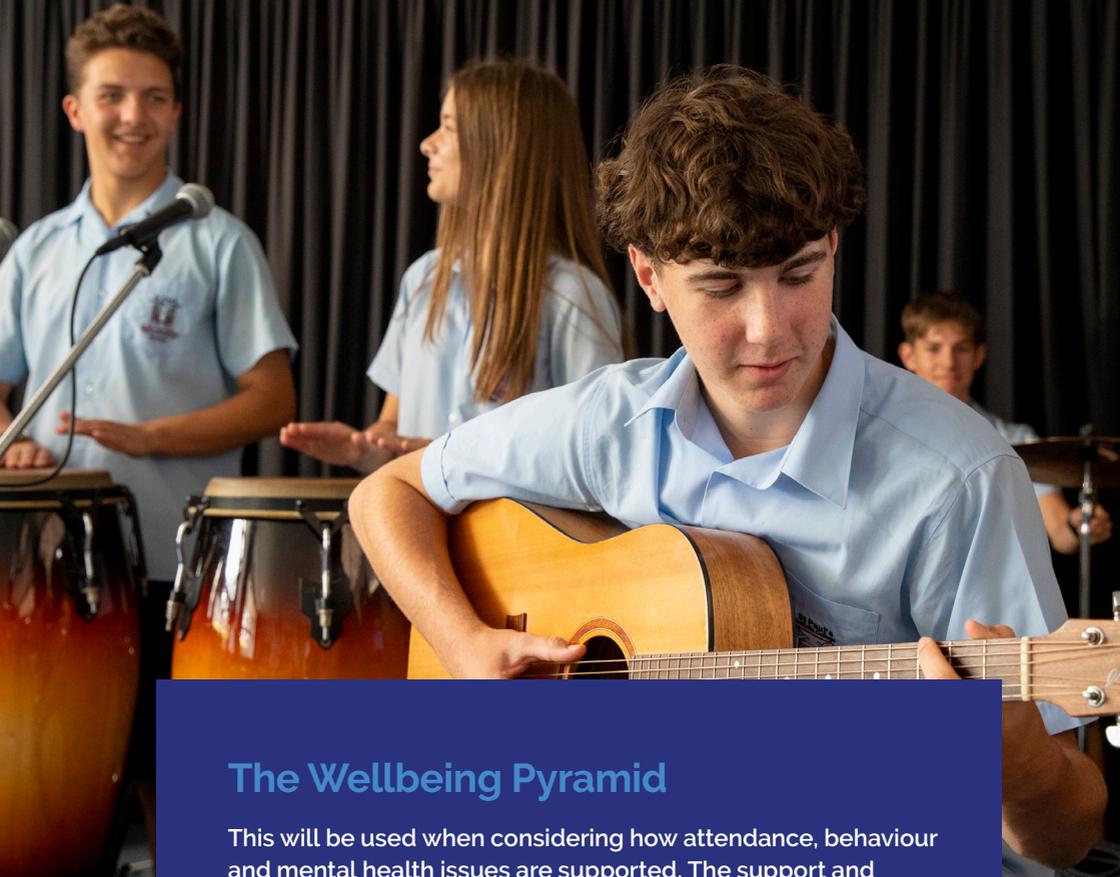
When students jeopardise the safety of others in the school community and/or are disrespectful in their behaviours the RTI method will be used to provide specific adjustments to guide and support students to follow and action the CARE values of Compassion, Appreciation, Respect and Endurance. An ongoing system of student review will be used and parents will be invited to engage in partnership with the school to repeat/reinforce, redirect and build student capacity to meet school outcomes/expectations.

Mental Health

Student wellbeing and achievement are also dependent on mental health. St Paul's will work in partnership with families and other agencies to assist students with supports to maintain a positive and healthy balance in their own lives. Supportive plans will be discussed with students and families to ensure that students are given the specific supports and guidance to manage and develop positive mental health.

School staff as well as Counsellors, Pastoral Care Support, Beyond the Gates Social Worker and the Learning Support team will at times assist students as part of their support plan. Students will be encouraged to sleep well, maintain a healthy diet, manage their social media usage and are encouraged to develop positive connections or relationships.

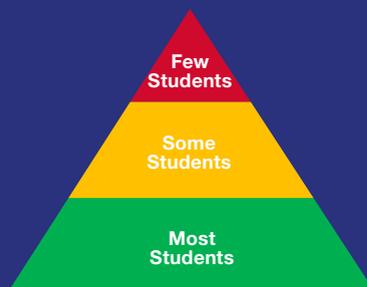




The Wellbeing Pyramid

This will be used when considering how attendance, behaviour and mental health issues are supported. The support and management strategies will be developed around the needs of the individual student. An underlying imperative of the pyramid is the development of the self-regulation capacity of the students as they grow and mature.

The purpose of the Wellbeing Pyramid is to allow students to become confident and active citizens who will make positive contributions to society.





The Positive Behaviour for Learning Model

Method

Positive Behaviour for Learning Model has been adopted to assist staff and students to create a consistent approach to student wellbeing and support. A framework has been developed using the four key values of Compassion, Appreciation, Respect and Endurance and the three spaces where students at St Paul's engage spiritually, academically, socially, culturally, physically and emotionally. This matrix will guide the standards and expectations from a positive perspective of students at St Paul's and will be reinforced throughout the day by all staff. Staff will also be guided by the teaching standard of creating and maintaining supportive and safe learning environments.

Response

If students are unable to meet the expected standards and expectations as outlined by the guiding documents **a Multi-Tiered System of Support (MTSS)** will be used to assist students to be supported in their growth and development. This system of support will include the Leaders of Wellbeing and Engagement and Assistant Principals meeting regularly to focus on individual needs. A differentiated approach will be taken to assist and support students at this point. Individual contexts will be considered, and students will receive the appropriate tiered level of support. Communication with families will be maintained throughout the process.

Outcome

The desired outcome is to develop students who are self-aware, self-regulated and self-driven. With schools and families working in partnerships, all students will have an opportunity to grow and thrive at St Paul's. In a nurturing environment the academic, spiritual, emotional, social and physical growth and development of all students will be maximised.





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