



# St. Luke the Evangelist School

## STUDENT WELLBEING

CEM [Policy 2.26, Pastoral Care of Students in Catholic Schools](#) acknowledges that 'Student wellbeing is best achieved within a school environment that is safe, supportive, inclusive and empowering, where diversity is respected and valued, where human rights and the common good are honoured, where interrelationships are positive, where students experience connectedness and engagement, and where those experiencing difficulty or special need receive particular care and support'.

### Rationale:

At St Luke's we believe the spiritual, physical and emotional wellbeing of a student is important to the person's academic success and contributes to the development of positive relationships. Student Wellbeing relates to the development, implementation and evaluation of a whole school approach to student wellbeing with a focus on prevention and early intervention. Enhanced student wellbeing contributes significantly to improved student learning outcomes. Effective pastoral care is therefore recognised as promoting the achievement of learning outcomes and thus contributing to a School Improvement Framework.

### Goals:

- To ensure that St Luke's provides a safe, secure, supportive and stimulating environment that is responsive to the social, emotional, and learning needs of all members of the school community.
- To build an awareness of Gospel values and enable students to enact them in their daily lives.
- To encourage cooperation, respect and consideration for and between all members of the school community.
- To support and encourage all students in their learning and development in the pursuit of excellence.

### Principles:

All students are acknowledged and valued as individuals regardless of gender, racial, cultural, physical or intellectual differences.

Teachers and students have a right to work in an atmosphere conducive and supportive to learning.

Students have a right to be educated in a positive, safe, encouraging environment with expectations of care, courtesy and respect for all.

Students have the right to be treated equally in an environment that values and encourages tolerance, inclusion, integrity and diligence.

Students have a right to work and play free from intimidation.

Principal and staff have a responsibility to be fair, reasonable, just and consistent in the implementation of behaviour management.

The school has a responsibility to identify children at risk both socially and academically and to devise programs and pathways to support these children.

The school has a responsibility to ensure that internal processes address students with specific learning, behaviour or social needs.

The school has a responsibility to ensure that internal processes refer students to agencies when appropriate.

The school provides the opportunity for students to develop resilience and independence within their community and relationships.

### **Implementation:**

The implementations of the approaches to student wellbeing at St Luke's are based on effective practices at each of the following levels.

#### **1. Primary Prevention**

Strategies at this level include:

- Building mutual respect and promote safety at school.
- Implementing comprehensive and inclusive curriculum to engage all students in an innovative and creative learning and teaching environment.
- Enhancing school attendance (see Attendance Policy).
- Encouraging supportive relationships.
- Implementing effective whole social and emotional skills programs.
- Building leadership capacity in students
- Developing through curriculum, the SEL program and The Resilience Project, good citizens, in the local community and globally through online interactions
- Engaging parents/families in the learning

- Develop partnerships within and beyond the school to support students and families
- Strategically planned transition for all students through their school journey
- Buddying system and opportunities for cross age collaboration

## 2. Early intervention

Strategies at this level include:

- Assessing children at risk and identifying their needs via assessments, surveys and tests.
- Providing PSG (Parent Support Group) meetings to set goals and review progress.
- Developing programs and individual learning plans to improve skills.
- Providing support through external professionals such as speech therapists, educational psychologists or educational advisors as required, utilizing the Catholic Education Office or other appropriate services.

## 3. Intervention

Strategies at this level include:

- Establishing a support group for the student at risk.
- Linking to appropriate support staff/agency.
- Monitoring and evaluating progress.

## 3. Postvention

Postvention relates to traumatic incidents. These incidents are extraordinary and are beyond people's normal coping abilities.

Strategies at this level:

- Critical Incident Management through implementation of strategic plan
- Providing counselling and support utilising the Catholic Education Office and other service providers
- Monitoring recovery and evaluate plans.

