



**ST MARY'S  
COLLEGE**

EST. 1869



**WELLBEING  
FRAMEWORK**



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## WELLBEING FRAMEWORK STATEMENT

The Student Wellbeing Framework outlines the holistic approach to wellbeing at St Mary's College. It captures our philosophical and theological foundation, our beliefs about wellbeing and our policy, procedures and educational approach.

The Framework outlines:

- What is wellbeing?
- Our team-based approach.
- Individual support/Case management model.
- Restorative Justice and Restorative Practices.
- Social and Emotional Learning and Development.

## WELLBEING - DEFINITION

Wellbeing is a state in which every individual realises their potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to community (WHO, 2014)

**“Wellbeing isn't something you're just born with; you learn how to be a well being.”**

- Year 10 Student

## WELLBEING COMMITMENTS

At St Mary's College we aim to:

- Ensure that our approach to wellbeing expresses our Catholic Dominican ethos in its fullness, embracing our values of truth, justice and community.
- Create a whole school environment for positive relationships, learning and wellbeing.
- Provide safe environments where all students can thrive.
- Support all students to experience a sense of connection and belonging.
- Develop educational and pastoral approaches that demonstrate the integral link between wellbeing, learning and inclusion.

- Educate students in each of the social and emotional learning competencies: self-awareness, social awareness, self-management, relationship skills, responsible decision making.
- Proactively support every student's wellbeing so that they can engage in learning.

## WELLBEING, LEARNING AND INCLUSION

Wellbeing constantly changes. How students feel about themselves shifts over time and in response to a range of factors. Wellbeing, or the lack of it, can affect a student's engagement and success in learning. There is also an integral connection between a student's wellbeing, their sense of belonging, and their capacity to engage with and succeed in their learning. Students who are connected with their peers, teachers and school community, are better equipped to thrive.

Strong relationships are a protective factor for young people as they navigate the developmental stages of childhood and adolescence. At St Mary's College we provide students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

**“I think wellbeing and learning go hand in hand. Without a positive wellbeing, you can't effectively learn, and you can't be good at wellbeing without learning how. To be in a space to learn mentally is so important, without positive wellbeing or a positive mindset you can't be an effective listener or learner.”**

- Year 10 Student

### Trauma-Informed Practice

There is considerable research that has been undertaken in terms of trauma-informed practice within classrooms and education which supports student's learning and wellbeing.

Our trauma-informed practice focuses on how all adults in the community can better relate to and support the wellbeing and learning of our students who have experienced trauma. Trauma-informed practices involves all adults in the community understanding trauma and the impact of trauma, knowing our students, creating structure and predictability in the classroom, relational pedagogy, and teaching emotional regulation to all students.

### Wrap Around Support

Wrap around support is important to ensure the learning and wellbeing of students. The student is at the centre, and activating their voice is paramount. Student learning and wellbeing is enhanced when schools connect with and draw on the expertise, contribution and support of their family. The work of the school is enhanced by the full engagement and cooperation of the family. Where necessary, wrap around support will also include consultation with allied health and medical professionals.

Wrap around support recognises that whatever is happening to a student can change over time, so systems of support need careful monitoring and review. This is provided through a collaborative process with key college staff engaged in cycles of monitoring, reviewing and planning to support student engagement with learning.

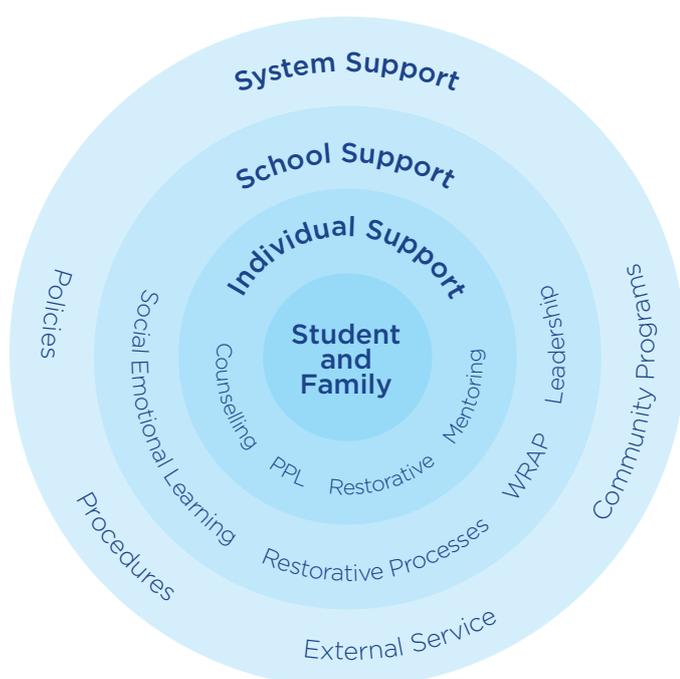


Figure 1: St Mary's College Wrap Around Support model

### Family Partnership and Education

We are committed to working in relationship with families to support the growth and development of the young people in our care. We draw on, and share with our families, resources such as School TV, we facilitate parent nights focused on key themes and ensure families are sent home information that is related to contemporary topics.

### Personalised Plan for Learning

An important component of the wrap around support model is the development of the Personalised Plan for Learning (PPL). The PPL sets out a student's needs, their educational aspirations, support systems, and goals for engaging with learning. It is developed in a collaborative process between the student, family and school.

## ST MARY'S COLLEGE WELLBEING TEAM

### Wellbeing is everybody's business

At St Mary's College wellbeing is everybody's business. This informs a team approach with the student at the centre. We achieve the best possible outcomes for students when all of the adults working with them are invested in their care and wellbeing.

### Leadership

While the Care Group and subject teachers are the first point of connection for students and families, there is a well developed leadership structure to support wellbeing. Led by the Director of Wellbeing and Inclusion, each sub-school has a Director. In the middle and senior years, each year level has a coordinator. Within these smaller units, all students are known and cared for in the wrap around support model.

### Social Work Team

Our qualified Social Workers have extensive experience in supporting children and young people's mental health and provide more specialised services for our students. They work from a systemic lens understanding the significant connection between learning and wellbeing. Partnership with teachers, school staff, external services and families is a foundational element of their approach.

Our team provides a range of services including brief intervention, crisis response, counselling and case management. At St Mary's College, the social work approach acknowledges that school is for learning, so supporting students to be in class is of the highest priority.

Providing responsive intervention rather than fixed, regular appointments, can address the issue in the moment. Waiting for an appointment can increase risk for the individual, conversely the issue impacting on the student is no longer present when their appointment time arrives. Crisis presentation in schools can occur requiring a timely response and having a purely appointment-based service can limit the ability to respond appropriately to such crisis.

## **SOCIAL AND EMOTIONAL DEVELOPMENT - WRAP**

WRAP is St Mary's College Wellbeing Program. It has four domains:

**W**ellbeing,  
**R**elationships,  
**A**gency and  
**P**ersonal Responsibility

The Reception to Year 12 program explicitly teaches social and emotional well-being. It has a solid focus on teaching personal and social capabilities, safety, social skills, empathy and building respectful relationships with others. WRAP covers complex topics in an age-appropriate way through weekly lessons. Parent sessions and resources support families to reinforce this learning at home.

WRAP happens weekly on Wednesday afternoons from Reception to Year 12.

- WRAP is designed to meet the needs of girls and young women in a complex and changing world.
- WRAP is evidence informed, using data from our students to review and shape the program.
- WRAP is shaped by research. Firstly, about the skills young women need to navigate their world. Secondly, by contemporary wellbeing literature.
- WRAP nurtures and develops social and emotional wellbeing.
- WRAP strengthens our students capacity for learning in all areas.

- WRAP develops the social and emotional learning competencies: self-awareness, social awareness, self-management, relationship skills, responsible decision making.
- WRAP explicitly teaches skills such as personal safety, empathy, cyber safety, setting personal boundaries and building respectful relationships with others.
- WRAP incorporates the explicit teaching of the Child Protection Curriculum along with diverse, age appropriate Social-Emotional Learning Programs.
- WRAP is delivered through a collaborative approach utilising industry experts, professional guest speakers, and the expertise of our wellbeing team.

## **WELLBEING DATA**

Understanding our student's wellbeing is important to our wrap around support of students. Pulse (a wellbeing and engagement platform for our year 5 - 12 students) is an online weekly check in, that provides students and staff an opportunity to connect regarding their wellbeing. It empowers students to ask for help when they need it through the 'reach out' function.

From this data we can provide further wrap around support systems for our students, including early intervention through starting a conversation. We also use this data to inform and evaluate key school initiatives using comprehensive real-time data.

### **University Partnerships**

To ensure that our wellbeing programs and approaches are developed with research and best practice in mind, we work with university partners. These partnerships involve supporting research projects, developing our WRAP program, guest speakers and work with our staff to develop an understanding how wellbeing is enacted within our community.

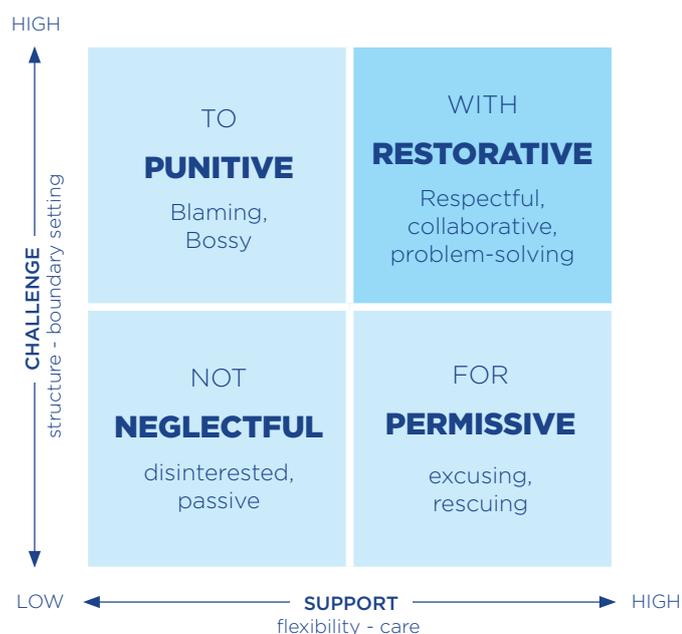
## **WELLBEING THROUGH A RESTORATIVE LENS**

### **Restorative Justice**

A whole school restorative culture is grounded in an unshakeable commitment to relationships above all else. Any approach that isolates, shames or removes people from connection with others, is not supportive of optimal growth and development.

In a restorative culture, we are aiming for an approach that is both challenging and supportive; firm and fair. Limit-setting and discipline is critical for the healthy formation of young people.

This is outlined in the Social Discipline Window and expressed using the language of a “high support, high challenge” environment.



*Bill Hansberry, A practical introduction to restorative practice in schools. Theory, skills and guidance.*

In our ongoing human development, we make mistakes and push boundaries. We grow and develop in relational contexts and at times, those relationships break down. A restorative culture means that in those moments, we are committed to working with the parties involved to identify and repair harm.

A community grounded in a restorative philosophy requires the commitment of all members – parents and carers, staff and students.

As a community we have a responsibility to provide an educative and supportive framework to maximise the wellbeing of the young people in our care and their capacity for positive mental health and flourishing relationships.

### Restorative Practices and our Catholic Dominican Ethos

Developing a restorative culture within the school community offers a transformative view of the human person that is grounded in our Catholic Dominican ethos. We value the inherent dignity

of the human person and believe that all human beings are fundamentally good.

The Dominican commitment to the pursuit of truth through dialogue is lived out in the restorative process. We work through the challenging process of naming our truth, listening to the truth of another and working to a place of shared understanding. This is a complex discipline that is the work of a lifetime.

Our school values of truth, justice and community, are each lived actively within a restorative school culture.

### RELATED DOCUMENTS

Supporting documents include:

- Building Respectful Relationships: Behaviour Education and Student Behaviour Support Policy.
- Countering Bullying and Harassment Policy.
- Restorative Practices Procedure.
- Student Grievance Procedure.
- Learning and Wellbeing Map.
- Restorative Plan.



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