Contents

Rationale for a Wellbeing Framework:

While all educators are focused on the wellbeing of their students, Mercy Regional College has a particular orientation to wellbeing. Illuminated by faith and the words of Jesus who said, 'I have come that you may have life, and have it to the full' (John 10:10). MRC staff nurture young people's spiritual and religious dimensions to enable them to truly understand what it means to be alive and well as a human person (Catholic Education Melbourne, 2017). And so, as people of faith, as partners in Catholic Education, we carry with us and announce the good news exemplified by Jesus the Christ. We are open to God's presence and pursue fullness of life for all.
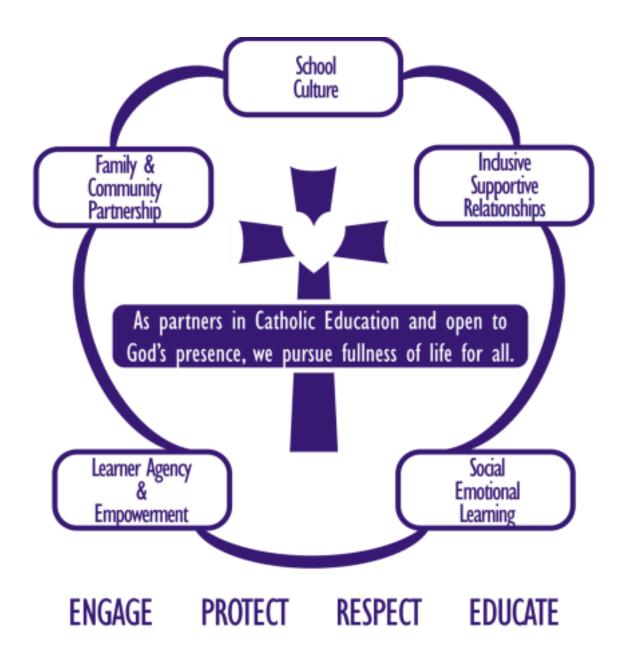
There is an intentional focus on the social, emotional and mental wellbeing of all members of the school community, ensuring a culture of child safety. It promotes a sense of meaning and purpose in life that is supported by the spiritual dimension of a Catholic school (Diocese of Ballarat Catholic Education Limited, 2018).

This framework affirms children's rights to education, safety and wellbeing under the United Nations Convention on the Rights of the Child. It emphasises the importance of students having genuine opportunities to contribute their voices to decision-making over matters that affect them. This framework also aligns with the Australian Student Wellbeing Framework as they are both grounded in evidence that demonstrates the strong association between safety, wellbeing and learning (Catholic Education Diocese of Rockhampton, 2020).

Mercy Regional Colleges vision and mission of 'Fullness of Life for All' implies a growing and expanding sense of wellbeing for all. Our commitment to our students, parents and members of the community is that Catholic schools across the diocese will be teaching and learning environments that enable the development of healthy, happy, successful and productive individuals. In turn, our students will be expected to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their communities. In this way schools in partnership with parents and carers will equip children and young people to be active and positive contributors to the society in which they live.

School Culture

Family & Community Partnership

Inclusive Supportive Relationships

As partners in Catholic Education and open to God's presence, we pursue fullness of life for all.

Learner Agency & Empowerment

Social Emotional Learning

ENGAGE   PROTECT   RESPECT   EDUCATE

The purpose of this framework is to facilitate the creation of an environment in which this can be achieved, by promoting protective factors which enhance wellbeing and limit potential barriers that may restrict the achievement of wellbeing.
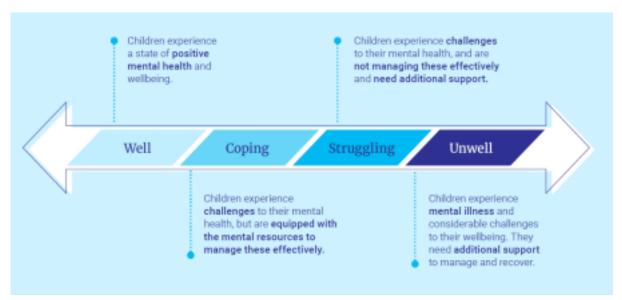
There are strong links between school excellence and wellbeing. Schools should consider teaching and learning and the development of wellbeing as parallel, integrated, complementary processes. All schools are required to have a planned approach to wellbeing in place that incorporates the elements of the Wellbeing Framework. The Mercy Regional College Wellbeing Framework includes the following five elements: School Culture, Inclusive and Support Relationships, Social Emotional Learning, Learner Agency and Empowerment and Family and Community Partnership. These are embedded in our school communities using a Multi-Tiered System of Supports (a systematic, continuous improvement framework that focuses on the positive educational experiences and outcomes of all students).

MTSS is a strong foundation of universal, research-based approaches which increase in intensity and individualisation until the barriers are addressed. The result is a continuum of resources, strategies and structures that directly address the academic, communicative, social, wellbeing, and behavioural variances across all cohorts.

The Mercy Regional College Wellbeing Framework also wishes to highlight the fundamental, cultural shift in the way we think about the mental health and wellbeing of children. This shift includes a change in language, adopting a continuum-based model of mental health and wellbeing. This moves away from terminology that may be stigmatising or too narrow to capture the full range of a child's emotional experiences (National Mental Health Commission, 2021).

Children experience a state of **positive mental health** and wellbeing.

Children experience **challenges** to their mental health, and are **not managing these effectively** and **need additional support.**

Well Coping Struggling Unwell

Children experience **challenges** to their mental health, but are **equipped with the mental resources to manage these effectively.**

Children experience **mental illness** and considerable challenges to their wellbeing. They need **additional support** to manage and recover.

By shifting to a continuum approach, it specifically acknowledges that there are opportunities to promote improved wellbeing and possibly intervene before a child becomes unwell. It also acknowledges that a child may have a diagnosed mental illness, but function well socially and educationally (i.e. 'coping'). Similarly, a child who is 'struggling' would not require a diagnosis but would be experiencing a decline in their usual functioning or anticipated developmental trajectory (National Mental Health Commission, 2021).

The continuum is fluid and dynamic and recognises that a young person may shift back and forth along the continuum at any given time. The goal for MRC is to:
1) **Prevent** by embedding a school wide wellbeing plan that encourages and supports students to flourish,
2) **Reduce** the severity and frequency of shifts

towards students becoming unwell by establishing strong social emotional learning curriculum that includes coping skills, self awareness and management, problem solving, decision making and help seeking behaviours, 3) **Respond** to risk and functional need, rather than diagnostic interventions.

Elements of Wellbeing

School Culture

Mercy Regional College supports the embedding of School Wide Positive Behaviour Support to assist schools in promoting a positive and sustainable culture of safety and wellbeing where learning flourishes. These whole school approaches encourage staff and students to feel connected, respected and accepted by engaging in an open dialogue with the aim to be welcoming and engaging towards not only those who identify as Catholic, but those who are seeking truth and meaning within the school's diverse, inclusive community. The adoption of evidence-based strategies creates a positive and safe learning environment embedded in the richness of Catholic identity, religious diversity and faith tradition.

Key Indicators

• Promote a culture of respect, fairness and equality and adherence to the relevant codes of conduct.

• Encourage learning opportunities to build student and staff capacity to enhance their own social, emotional and resilience skills.

• Work collaboratively with staff and students to create a shared vision and understanding for learning, safety and wellbeing.

• Whole-school approaches to wellbeing and positive behaviour with appropriate tiers of support to meet diverse needs.

• Regular collection and analysis of data to ensure a positive work life balance for all.

• Provision of opportunities for leadership to access learning in quality management support strategies to ensure leadership practices are health giving.

Inclusive and Supportive Relationships

All members of the school community are active participants in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

The wellbeing and learning of students is positively impacted by the quality of positive relationships. Positive relationships with adults in the school and with students at all levels increases engagement and motivation. (Hattie, 2009) Relationships may be enhanced by the use of whole school strategies, frameworks and philosophies. Such curriculum and strategies explicitly teach behaviour, mood management, recognition and naming of emotions and regulation of emotion. Positive relationships foster connectedness and feelings of belonging. These relationships are characterised by constructive interactions that provide enthusiastic and genuine support.

``Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up." Galatians 6:9

Key Indicators

• Encourage the formation of meaningful, positive and supportive

relationships. • Use of trauma informed practices to promote inclusion.

• Promote the use of effective classroom management with positive behavioural norms and organisational support.

• Promote the restoration of relationships and assist in the resolution of conflict.

• Build an inclusive, empowering environment which encourages choice and

positively contributes
to a sense of belonging,
connectedness and engagement.

• Build a positive, diverse and
culturally safe environment to
encourage inclusion, connection
and respect.

Social & Emotional Learning

Provide an environment and integrated approach to support the development of knowledge, understanding and skills to enhance resilience, positive behaviour and wellbeing.

"Train up a child in the way he should go; even when he is old he will not depart from it."
Proverbs 22:6

Key Indicators

• Explicit teaching and modelling of social emotional skills enabling the self-regulation of emotions and behaviours, using evidence-based practices and whole school approaches.

• Opportunities to exercise choice to enhance self-regulation, decision-making skills and self motivated engagement in learning.

• Creation of a safe environment where staff and students are encouraged to take risks with their learning, leading to life-long learning habits.

• Support to develop knowledge, understanding and skills to manage their own health and wellbeing.

• Implement a whole school systemic approach to wellbeing and positive behaviour with tiers of support to meet the diverse needs of staff, students and families.

• Critically analyse and evaluate school data to inform decision-making in order to effectively respond to the changing needs of students and families.

Learner Agency & Empowerment

Students and staff actively contribute to decision-making processes, having the opportunity to express their thoughts and ideas in a safe and supportive environment. This will increase the magnitude of attention, curiosity, interest, optimism and passion that all members of the school community will experience when participating in school activities.

Student's learning and engagement is positively impacted by the provision of choice. This has been shown to enhance motivation, interest and commitment to tasks. The provision of choice supports self-regulation, self-discipline and achievement. When students have choice and opportunities to engage in activities that are of interest and value to them, their wellbeing is improved. (Anderson, 2016)

'The point is this: whoever sows sparingly will also reap sparingly and whoever sows bountifully will also reap bountifully." Corinthians 9:6

Key Indicators

• Participation and engagement in scholastic

and cultural and community experiences to build on and expand knowledge and skills through meaningful personalised learning experiences.

• Provision of opportunities for student and staff voice and choice. Such opportunities should be authentic and provide a voice in matters that affect students and staff.

• Use evidence informed, strength-based approaches to actively engage students and staff in enhancing their own wellbeing and learning.

• Leadership to actively seek staff and student perspective about safety and wellbeing in order to promote positive learning outcomes.

• Collaboration between leadership, students and staff to develop strategies to enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.

Family/Community Partnerships

Families and communities collaborate as partners with the school to support student learning, safety and wellbeing.

And let us consider how we may spur one another on toward love and good deeds, not giving up meeting together, as some are in the habit of doing, but encouraging one another – and all the more as you see the Day approaching. Hebrew 10: 24-25

Key Indicators

• Collaboration and co-operation with families to build and sustain inclusive, respectful relationships and to create a shared understanding of support for learning, safety and wellbeing.

• Partnerships with Aboriginal and Torres Strait Islander families and organisations to ensure a culturally safe environment and a reciprocal exchange of knowledge on wellbeing issues.

• Monitor and review school capacity to protect the safety and wellbeing of all members of the school community.

• Encourage interaction with specialised agencies who are able to provide assistance and knowledge to staff in areas of need.

• Regularly monitor and review capacity to respond to need, within the school and community context.

School Culture and Leadership	Inclusive and Supportive Relationships	Social Emotional Learning	Student Agency and Empowerment	Family and Community Partnership

The adoption of strategies to ensure a positive and safe learning environment to encourage staff and students to feel connected, respected and accepted within the school's diverse community.	All members of the school community are active participants in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.	Provide an environment and integrated approach to support the development of knowledge, understanding and skills to enhance resilience, positive behaviour and wellbeing.	Students actively contribute to decision-making processes, having the opportunity to express their thoughts and ideas in a safe and supportive environment.	Families and communities collaborate as partners with the school to support student learning, safety and wellbeing.
Promote a culture of respect, fairness and equality and adherence to the relevant codes of conduct Encourage learning opportunities to build student and staff capacity to enhance their own social, emotional and resilience skills Work collaboratively with staff and students to create a shared vision and understanding for learning, safety and wellbeing Whole-school plan for wellbeing and positive behaviour with appropriate tiers of support to meet diverse needs Regular collection and analysis of data Provision of opportunities for leadership to access learning in quality management support strategies to ensure leadership practices are health giving	Encourage the formation of meaningful, positive and supportive relationships Use of trauma informed practices to promote inclusion Promote the use of effective classroom management with positive behavioural norms and organisational support Promote the restoration of relationships and assist in the resolution of conflict Build an inclusive, empowering environment which encourages choice and positively contributes to a sense of belonging, connectedness and engagement Build a positive, diverse and culturally safe environment to encourage inclusion, connection and respect Embed staff team building and collaboration	Explicit teaching and modelling of social emotional skills enabling the self regulation of emotions and behaviours, using evidence-based practices and whole school approaches. Opportunities to exercise choice to enhance self regulation, decision making skills and self-motivated engagement in learning Creation of a safe environment where students are encouraged to take risks with their learning Support to develop knowledge, understanding and skills to manage their own health and wellbeing Implement a whole school systemic approach to wellbeing and positive behaviour with tiers of support to meet the diverse needs of staff, students and	Participation and engagement in scholastic, cultural and community experiences to build on and expand knowledge and skills through meaningful personalised learning experiences Provision of opportunities for student and staff voice and choice. Use evidence informed, strength-based approaches to actively engage students and staff in enhancing their own wellbeing and learning Leadership to actively seek staff and student perspective about safety and wellbeing in order to promote positive learning outcomes Collaboration between leadership, students and staff to develop strategies to enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces	Collaboration and co operation with families to build and sustain inclusive, respectful relationships and to create a shared understanding of support for learning, safety and wellbeing Partnerships with Aboriginal and Torres Strait Islander families and organisations to ensure a culturally safe environment and a reciprocal exchange of knowledge on wellbeing issues Monitor and review school capacity to protect the safety and wellbeing of all members of the school community Encourage interaction with specialised agencies who are able to provide assistance and knowledge to staff in areas of need Regularly monitor and review capacity to respond to needs within the school and community context.

		families		
		Critically analyse and evaluate school data to inform decision making in order to effectively respond to the changing needs of students and families		

Appendix 1: Relevant Policies and Documents

Mercy Regional College Emergency and Critical Incident Management Policy
https://dobcel.catholic.edu.au/wp-content/uploads/Emergency-Critical-Incident-Management-Policy-20211020.pdf

Mercy Regional College PROTECT: Identifying and Responding to Student Sexual Offending
https://dobcel.catholic.edu.au/wp-content/uploads/DOBCEL-PROTECT-Identifying-and-Responding-to-Student-Sexual-Offending.pdf

Mercy Regional College Safeguarding Children and Young People: Code of Conduct
https://dobcel.catholic.edu.au/wp-content/uploads/DOBCEL-Safeguarding-Children-and-Young-People-Code-of-Conduct.pdf

Mercy Regional College Student Empowerment and Participation Policy and Procedure
https://dobcel.catholic.edu.au/wp-content/uploads/DOBCEL-Student-Empowerment-and-Participation-Policy-Register.pdf

Mercy Regional College Attendance Policy and Procedures
https://dobcel.catholic.edu.au/wp-content/uploads/DOBCEL-Attendance-Policy-and-Procedures-20210223.pdf

Mercy Regional College Behaviour Management Policy and Procedures
https://dobcel.catholic.edu.au/wp-content/uploads/DOBCEL-Behaviour-Management-Policy-and-Procedures-20210603.pdf

Mercy Regional College Child Safe Governance Policy
https://dobcel.catholic.edu.au/wp-content/uploads/DOBCEL-Child-Safe-Governance-Policy-Procedures-20210217.pdf

Mercy Regional College Child Safe School Policy
https://dobcel.catholic.edu.au/wp-content/uploads/DOBCEL-Child-Safe-School-Policy.pdf

CECV Commitment Statement to Child Safety
https://dobcel.catholic.edu.au/wp-content/uploads/CECV-Commitment-Statement-to-Child-Safety.pdf

OUT-OF-HOME CARE EDUCATION COMMITMENT
https://www.cecv.catholic.edu.au/getmedia/11631bac-6208-4324-887e-0aca88189126/OoHC-Education
Commitment.aspx?ext=.pdf

Educational Needs Analysis Guidelines STUDENTS IN STATUTORY OUT-OF-HOME CARE Catholic
schools edition (September 2021)
https://www.cecv.catholic.edu.au/getmedia/20a754c2-f742-41ba-9113-1761ebf75537/OoHC-ENA-Guidelines-Catholic
schools-edition-Updated-September-2021.aspx?ext=.pdf

Gifted and Talented Students: A resource guide for Victorian Catholic Schools
https://www.cecv.catholic.edu.au/getmedia/0d923109-6fb2-4f32-a2e6-c437073dfccf/Gifted-and-Talented
handbook.aspx?ext=.pdf

Transition for students with Diverse Needs
https://www.cecv.catholic.edu.au/getmedia/6190a38b-f536-4c30-9cc1-de95a8fc6668/Transition-students-diverse
needs.aspx?ext=.pdf

CECV Positive Behaviour Guidelines
https://www.cecv.catholic.edu.au/getmedia/bc1d235d-9a98-4bb4-b3ac-84b50fa7c639/CECV-Positive-Behaviour
Guidelines_FINAL2.aspx?ext=.pdf

Child Information Sharing Scheme
https://www.vic.gov.au/child-information-sharing-scheme

Appendix 2: Additional Curriculum

Highly Recommended

FULLNESS OF LIFE FOR ALL
Relationships & Sexuality Education Years F - 10 Diocese of Ballarat
https://cevn.cecv.catholic.edu.au/Ball/Curriculum/Relationships-and-Sexuality-Education

The Hive
Catholic Education Ballarat's home of School Improvement resources. This site has been designed to support all educators across the diocese as they work in partnership to achieve fullness of life for all.
https://hive.ceob.edu.au/

Be You
Professional Development & Resources that support the Wellbeing Framework. School staff can complete modules on the following topics: Mentally Healthy Communities, Family Partnerships, Learning Resilience, Early Support and Responding Together. Be You provides teachers with 13 hours of free accredited professional learning. https://beyou.edu.au/

Australian Student Wellbeing Framework
Professional learning courses for educators and pre-service teachers.
https://studentwellbeinghub.edu.au/educators/framework/
Resources to build safe, inclusive and connected school communities. Webinars, resources, links and more. https://studentwellbeinghub.edu.au/

SAFEMinds
SAFEMinds provides schools with access to facilitated training and a comprehensive learning

package that will assist staff to develop the skills and confidence to effectively identify, respond, support and refer school students with mental health concerns. It provides a whole school approach to recognising and responding to the early warning signs of depression, anxiety and emotional distress communicated through self-harm, suicide ideation and suicide.
https://safeminds.org.au/schools/

CEVN Ballarat Diocese
Keep up to date with the latest resources available in a wide range of student support, professional learning and compliance from Catholic Education Network Victoria.
https://cevn.cecv.catholic.edu.au/Ball

CECV Students at Risk Planning Tool
https://docs.google.com/document/d/1-fxQi5fUHHZZWnpsTfG77yGapAKcCgwM/edit?usp=sharing&ouid=109277234665308484738&rtpof=t rue&sd=true

Additional Supporting Resources

Attendance

CEVN Ballarat Diocese
Resources including flow charts, webinars, fact sheets and templates.
https://cevn.cecv.catholic.edu.au/Ball/Student-Support/Attendance#resources

DET - Guidance and Resources
https://www2.education.vic.gov.au/pal/attendance/policy

Every day counts - Anxiety information sheet for parents
https://cevn.cecv.catholic.edu.au/Melb/Document-File/Students-Support/Implementing-reforms to-Attendance-and-Enrolment/2015-School-anxiety.pdf

Navigator
Provides support for students who are disengaged or at risk of disengaging. Navigator service provider details for each area can be found at:
https://www.education.vic.gov.au/school/teachers/behaviour/engagement/Pages/navigator.aspx#link17

Spotlight: Attendance Matters
Professional reading from AITSL - Including impacts, contributing factors and how to address non attendance.
https://www.aitsl.edu.au/tools-resources/resource/spotlight-attendance-matters

Bullying

You can do it! Bullying - The Power to Cope

This prevention mental health cognitive-behavioural program provides students (years 4 – 9) with strategies they can use when faced with bullying behaviour and other types of anti-social behaviour. 4 Lessons consisting of animated videos, accompanied by a teaching manual.
https://www.youcandoiteducation.com.au/product/bullying-the-power-to-cope-years-4-9/

Bullying No Way!
Resources, fact sheets and professional development.
https://bullyingnoway.gov.au/

Alannah and Madeline Foundation
A range of initiatives including eSmart, Better Buddies, Dolly's Dream and more. Teacher, student and school wide resources.
https://www.amf.org.au/

National Centre Against Bullying
Advice and resources for school staff, parents and students.
https://www.ncab.org.au/

Bully Stoppers
Bully Stoppers supports teachers, principals, parents and students in working together to help put a stop to bullying.
https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx

Mental Health

BeYou
Be You is the national mental health in education initiative delivered by Beyond Blue, in collaboration with Early Childhood Australia and headspace. https://beyou.edu.au/resources
Suicide Prevention and Support https://beyou.edu.au/resources/suicide-prevention-and-response
Professional Learning https://beyou.edu.au/learn
Program Directory https://beyou.edu.au/resources/programs-directory
Tools and Guides https://beyou.edu.au/resources/tools-and-guides
Indigineous and Torres Strait Islander perspectives https://beyou.edu.au/resources/always-be-you
Fact Sheets https://beyou.edu.au/fact-sheets

SAFEMinds
SAFEMinds provides schools with access to facilitated training and a comprehensive learning package that will assist staff to develop the skills and confidence to effectively identify, respond, support and refer school students with mental health concerns. It provides a whole school approach to recognising and responding to the early warning signs of depression, anxiety and emotional distress communicated through self-harm, suicide ideation and suicide.
https://safeminds.org.au/schools/

Headstrong 2.0
HeadStrong 2.0 is a free curriculum resource that can be used to help students better understand mental health while developing personal wellbeing and resilience. It is linked to the Health and Physical Education curriculum for Years 9-10 and includes 5 modules that are split into a series of ready-to-use classroom activities and teacher development notes.
https://www.blackdoginstitute.org.au/education-services/schools/school-resources/headstrong-2-0/

MindStrength
MindStrength is a series of short online interactive courses aimed at increasing your students' understanding of mental health and developing their resilience. Strategies used in the courses

include: mindfulness meditation, taming your emotions, identifying and using your strengths and problem solving. https://www.blackdoginstitute.org.au/education-services/schools/school resources/mindstrength/

Reach Out
Classroom resources, teaching programs, lesson plans on a large variety of wellbeing topics. Also available is the Regional and Rural Schools Action Pack - it provides staff professional learning, a practical lesson to use with students in Years 9–12 and resources and tips to engage parents and the local community. https://schools.au.reachout.com/

DET - Mental Health Toolkit
Includes links to Mental Health Menu of tiered programs and interventions as well as other mental health resources.
https://www.education.vic.gov.au/school/teachers/health/mentalhealth/Pages/mentalhealthtoolkit .aspx

DET - Youth Early Intervention Guide
This resource is a practical guide to early intervention in youth mental health. It's designed for teachers, school staff and other staff who work with students in a school setting.
https://www.education.vic.gov.au/Documents/school/teachers/health/mentalhealth/youthmentalh ealth_earlyinterventionguide.pdf

Drugs and Alcohol

Positive Choices
Drug and Alcohol information, links, resources, facts sheets, program reviews and more. Developed by University of Sydney and supported by the Australian Federal Government. https://positivechoices.org.au/teachers/

Drug Education and Teaching Resources
https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/physed/Pages/dru gedulearn.aspx

In Tune
A resource to assist students and teachers to work together towards a common solution to address drug issues within schools.
https://www.education.vic.gov.au/documents/school/teachers/health/intuneresource.pdf

Body Image

Butterfly Foundation
Butterfly Foundation has resources, programs, fact sheets, speakers and workshops on developing and supporting positive body image. https://butterfly.org.au/school-youth-professionals/for schools/education-resources/

Butterfly Body Bright takes a whole school approach to support positive body image in children. Developed by Butterfly's Prevention Team, Body Bright is a strength-based, evidence-informed program designed for Australian primary schools. https://butterfly.org.au/school-youth professionals/about-our-programs/bodybright/

RESET - Boys Body Image Education Resource https://butterfly.org.au/get involved/campaigns/reset/

BodyKind Schools has curriculum activities that have been developed for young people in late primary and secondary school students. https://butterfly.org.au/get involved/campaigns/bodykindschools/

Inclusion

FULLNESS OF LIFE FOR ALL
Relationships & Sexuality Education Years F - 10 Diocese of Ballarat
https://cevn.cecv.catholic.edu.au/Ball/Curriculum/Relationships-and-Sexuality-Education

Multicultural Education Programs and Resources DET
Resources and information to help schools build intercultural capability and strengthen inclusion. Links to a range of relevant external resources.
https://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/multidepth.aspx

Schools Standing Up to Racism
A resource for Victorian Secondary Schools - Developed by the Centre for Multicultural Youth & supported by the Victorian State Government. https://www.cmy.net.au/schools-standing-up-to racism/

Be You Disability Inclusion
https://beyou.edu.au/resources/disability-inclusion-guide

School Wide Positive Behaviour Support

Centre on Positive Behavioural Interventions and Support
Tools, publications, resources and videos.
https://www.pbis.org/

PBIS APPS
https://www.pbisapps.org/resources/publications

KOI Education
PBIS resources for Tier 1, 2 and 3
https://www.koi-education.com/resources

PBIS World
Resources and Data tracking forms
https://www.pbisworld.com/

Centre for Instructional and Behavioural Research in Schools
https://cibrs.com/

Transition

CECV TRANSITION FOR STUDENTS WITH DIVERSE NEEDS

https://www.cecv.catholic.edu.au/getmedia/6190a38b-f536-4c30-9cc1-de95a8fc6668/Transition students-diverse-needs.aspx?ext=.pdf

DET Grade 6 - Year 7 Program
https://www.education.vic.gov.au/Documents/school/principals/transition/startresource.pdf

Trauma Informed Practice

Calmer Classrooms
Assists professionals within schools in understanding and working with children and young people whose lives have been affected by trauma, primarily through abuse and neglect.
https://earlytraumagrief.anu.edu.au/files/calmer_classrooms.pdf
https://emergingminds.com.au/resources/calmer-classrooms-a-guide-to-working-with-traumatised children/

Australian Childhood Foundation
Educating and supporting adults who look after and work with traumatised children to be better able to understand and respond to their complex needs.
https://professionals.childhood.org.au/resources/
http://www.theactgroup.com.au/documents/makingspaceforlearning-traumainschools.pdf

AUSTRALIAN CHILD AND ADOLESCENT TRAUMA, LOSS AND GRIEF NETWORK
https://earlytraumagrief.anu.edu.au/resource-centre/schools-trauma

Appendix 3: Social and Emotional Learning Programs

Recommended Secondary School Programs

Program	Details
Aussie Optimism	Target: Prep - Year 8 Website under re-design, alternatively information can be found at https://www.facebook.com/aussieoptimismprogram/ The Aussie Optimism program is a universal mental health promotion strategy designed to reduce and prevent anxiety, depression, and suicidal behavior in young adolescents.
Climate Schools	Target: Secondary https://www.climateschools.com.au/ The Climate Schools programs are universal, web-based programs designed to prevent substance use and related harms among secondary school students. The Climate Schools programs aim to empower students with knowledge about their own health and wellbeing. The courses are designed to impart education about mental health and substance use, including knowledge about anxiety and depression, the responsible consumption of alcohol and ways to reduce alcohol- and drug-related harms.
Resourceful Adolescent Program	Target: Secondary - Whole school, Individual, Small group https://www.rap.qut.edu.au/ RAP-A aims to support young people to increase their resilience to depression risk factors, identify strengths, develop new strategies to increase their coping ability, regulate their emotions and sense of self in stressful situations.
Respectful Relationships	Target: Whole school Secondary https://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=2JZX4R Resilience, rights and respectful relationships is a suite of teaching and learning materials for Foundation to year 12. Respectful Relationships support schools to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence.
Second Step School Program	Target: Year 7 & 8 https://www.positivepieces.com.au/ The Second Step social emotional learning (SEL) program for primary school to year 8 is a universal classroom-based program designed to increase students' school success and decrease problem behaviours. The program promotes social-emotional competence and self-regulation. It teaches skills that strengthen students' ability to learn, have empathy, manage emotions and solve problems. Positive Pieces also have a Bullying Unit/Program available.
Smiling Mind Schools Program	Target: Whole School Secondary https://www.smilingmind.com.au/regional-and-rural-schools-program The Smiling Mind School Program aims to support students to develop social and emotional skills as a key factor in supporting good mental health and wellbeing. The program aims to support the development of skills across three key domains: the development of emotion regulation skills, the development of skills to help support learning and the development of social awareness.
The Resilience Project: School Partnership Digital Program	Target: Whole School Secondary https://theresilienceproject.com.au/digital-program/ The School Partnership Program works with the whole school community to build and maintain social and emotional skills and strategies, and enhance resilience.

You can do it! Program Achieve (Secondary)	Target: Whole school Secondary https://www.youcandoiteducation.com.au/ Program Achieve (Secondary) is a socio-emotional learning program that teaches children positive attitudes to influence their wellbeing and achievements.

Zones of Regulation	Target: Whole school / Individual https://www.zonesofregulation.com/index.html The Zones of Regulation framework and curriculum teaches students scaffolded skills towards developing an awareness of the feelings and utilises a variety of tools and strategies for regulation, prosocial skills, self-care and overall wellness.

For further social emotional programs available see: Be You Program Directory
https://beyou.edu.au/resources/programs-directory

Appendix 4: Wellbeing Health Check

Wellbeing Health Check

Adapted from the Australian Wellbeing Frameworks: School Wellbeing Check, informed and aligned with DOBCEL Wellbeing Framework, Australian Professional Standards for Teachers (AITSL), Child Safe Standards, Characteristics of a Highly Effective Catholic School (CHECS) 5.1, 5.2,5.3 and the Australian Curriculum.

Scale:
1: (Little evidence of school-wide practices)
2: (Adhoc practices and processes are implemented across some areas)
3: (Systematically implemented plans, structures, processes and accountabilities are in place across the school) 4: (All practices are embedded across the school. There are accountability checks, but effective practice would continue without them)

What priority does your school place on the following practice?	Please circle your response
1) Make the safety and wellbeing of staff, students and families a collaborative effort that leads to the development of whole school wellbeing policies, plans and strategies.	1 2 3 4
2) Implement a whole school systemic plan for wellbeing and positive behaviour with tiers of support to meet the diverse needs of staff, students and families.	1 2 3 4
3) Regularly monitor and review whole school safety and wellbeing to identify strengths to build on and areas for improvement.	1 2 3 4
4) School leaders clearly communicate priorities for student safety and wellbeing and encourage collaborative partnerships to enact the school vision and values.	1 2 3 4
5) Regularly monitor and review attendance processes to identify strengths to build on and areas for improvement.	1 2 3 4

As evidenced by: (please list any examples in your school)	
6) Foster and maintain caring and respectful student–peer, student–teacher, teacher– parent and teacher–teacher relationships.	1 2 3 4
7) Recognise and value the role and contribution of staff, students and families in building and sustaining school connectedness.	1 2 3 4
As evidenced by: (please list any examples in your school)	

8) Explicitly teach social and emotional skills using evidence-informed practices related to personal safety, resilience, help-seeking and protective behaviours across the curriculum.	1 2 3 4
9) Embedded in teaching and learning, evidence-informed positive behaviour support strategies that align with the needs of the catholic school community.	1 2 3 4
10) Build capacity through professional learning to enhance social, emotional and learning outcomes of all students and to promote staff wellbeing.	1 2 3 4
11) Use professional learning to support the consistent implementation of the school's plan for well-being and support for positive behaviour.	1 2 3 4
12) Teach, model and promote explicit pro-social values and behaviours in order to create and maintain a supportive and safe learning environment.	1 2 3 4
13) Actively engage students in ways to enhance their own learning and wellbeing through the school's use of evidence-informed, strengths-based approaches.	1 2 3 4
As evidenced by: (please list any examples in your school)	

14) Provide students with opportunities for authentic decision-making over matters that affect them.	1 2 3 4
15) Create inclusive and interactive learning environments to encourage active student participation and to foster a sense of connectedness.	1 2 3 4
16) In collaboration with students, develop strategies for enhancing wellbeing, promoting safety and countering violence, bullying and abuse in all online and physical spaces.	1 2 3 4
17) Actively seek and acknowledge students' views on safety and wellbeing in order to promote positive learning outcomes.	1 2 3 4
As evidenced by: (please list any examples in your school)	

18) Respect the diversity of the school community and implement proactive strategies to build a socially cohesive and culturally safe school.	1 2 3 4
19) Build links with the local parish and Ballarat diocese, community organisations, services and agencies to identify need and collaboratively plan targeted support for all students and families, including those from vulnerable groups.	1 2 3 4
20) Build collaborative partnerships with families and communities to ensure a shared understanding of student learning, safety and wellbeing.	1 2 3 4
21) Develop and sustain culturally respectful partnerships with families and communities through strategies that are welcoming and inclusive.	1 2 3 4
22) Build a culturally safe environment and a two-way reciprocal exchange of knowledge about well-being through partnerships with Aboriginal and Torres Strait Islander families and communities.	1 2 3 4
As evidenced by: (please list any examples in your school)	

Online version is accessible on the Hive – DOBCEL Schools Hub

Appendix 5: Additional Data Collection Tools

Use of Data

Data based decision making is a critical component when assessing the wellbeing of individuals, class/year levels or school. Collection of appropriate data can be woven throughout every practice and system across every tier.

Screening data help schools identify which students could benefit from additional support. Universal screeners give a school-wide picture of how all students are doing – which students are progressing, and which students are having more difficulty. Additional assessments and progress monitoring help pinpoint a students' risk and choose solutions that match with students' needs.

Student outcome data can come from a variety of sources, such as office discipline referrals, suspensions, school climate (as reported by staff, students, and parents), attendance, and academic performance. School teams who use data to make decisions about student challenges are more effective and efficient than teams who don't include data in their process.

Insight SRC	Educators, parents, students. Identifying staff and student wellbeing climate.
SIMON - SOCIAL BEHAVIOUR	SIMON Social Behaviour Data. Identifying individual and cohorts of social behaviour within a school environment.
Be You **• Children's survey** **• Young people survey • Family survey** **• Educator survey**	https://beyou.edu.au/planning-and-implementation-tools/be-you-surveys
The EPOCH Measure of Adolescent Wellbeing	https://www.peggykern.org/uploads/5/6/6/7/56678211/epoch_measure_ of_adolescent_well-being_102014.pdf
The Workplace PERMA Profiler	https://www.peggykern.org/uploads/5/6/6/7/56678211/workplace_perm a_profiler_102014.pdf
Strengths and Difficulties Questionnaire **4 -10 Parent / Teacher** **11-17 Student / Parent / Teacher**	https://www.sdqinfo.org/a0.html Can be used for screening or assessing behavioural interventions.
SAEBRS	The SAEBRS is a teacher-based rating scale of student risk for social emotional and behavioural problems for K–12 students. The SAEBRS is designed for universal screening to identify school-, class-, and individual level social-emotional learning needs.

Schools may choose to select from other Wellbeing data collection methods such as SWIS, PAT Social Emotional Wellbeing Survey, Life Skills Go, Resilience Project - School Wellbeing Data Tool, EI Pulse,

Assessing Wellbeing in Education or others that fit their current school context. For more information contact the CEB Student Wellbeing Team studentwellbeing@dobcel.catholic.edu.au .

Appendix 6: Alignment with Education Standards

Elements of Wellbeing Practice	Australian Professional Standards for Teachers (AITSL)	Child Safe Standards	Characteristics of a Highly Effective Catholic School (CHECS)	Australian Curriculum
School Culture & Leadership School leaders are in a unique position to set and drive the culture of the school, to promote staff and student wellbeing and to improve learning, behaviour and academic results by working on a collaborative whole school approach to health and wellness.	Standard 4, 6 & 7	Standard 1, 2, 3, 4, 6, 7	1.1, 1.2, 1.3, 2.1, 2.3, 3.1, 3.2, 3.3, 4.5, 5.2, 5.4	Personal & Social Capability Health and Physical capability Contributing to healthy and active communities & communicating and interacting for health and wellbeing
Inclusion and Supportive Relationships The school community has a high regard and value of respect, diversity, safety and wellbeing resulting in a widespread feeling of being connected and accepted within the school community. Strong supportive relationships provide a safe and inclusive environment for students to enhance the environment for learning.	Standard 1, 4, & 5	Standard 3, 6 & 7	5.1	Personal & Social Capability, Health and Physical Activity – Being healthy, safe and active Communicating and Interacting for health and wellbeing
Social Emotional Learning Schools have a responsibility to teach, model, build behaviour practices and implement curriculum requirements that support a learning environment where the connection of learning about health and wellbeing is supported by alignment of action across a whole school	Standard 1, 2, 3, 4 & 5	Standard 7	2.1, 4.1, 4.2, 4.3, 5.2, 5.3	Personal & Social Capability Health & Physical Activity – Being healthy, safe and active

approach.				

Elements of Wellbeing Practice	Australian Professional Standards for Teachers (AITSL)	Child Safe Standards	Characteristics of a Highly Effective Catholic School (CHECS)	Australian Curriculum
Student Agency & Empowerment The magnitude of attention, curiosity, interest, optimism and passion that students and staff show when they are learning. The level of motivation demonstrated when participating in school activities. Students and staff are actively contributing to decision making processes and collectively influencing outcomes by sharing views, ideas and concerns and actively participating in schools, communities and the education system.	Standard 1, 2, 3, 4, 5, 6	Standard 5, 7	4.1, 4.2, 4.3, 5.4	Personal & Social Capability Health & Physical Activity – communicating and interacting for health and wellbeing
Family / Community Partnerships The school includes and consults with parents, families and community groups as integral members of the school community and partners in learning.	Standard 4, 7	Standard 6, 7	2.1, 2.2, 4.5, 5.4	Personal & Social Capability Health & Physical Capability - contributing to healthy and active communities

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