



St Mary's Primary School Grafton
Professional Learning Community

Our Wellbeing Model and Associated Practices

*This program is specific to the
context of the
St Mary's Grafton
Professional Learning Community.*

Our Wellbeing Model at St Mary's-
Utilises anti-bullying and associated policies.
Is governed by the Professional Learning Community.
Is specifically designed for the local context using a variety of data.

Health and Wellbeing

Community Spirit and Energy -

Adult members of the community demonstrate a maturity and a commitment to the mission and vision of the school providing a positive model for the children.

There is an effective and enthusiastic approach to the sharing of professional information.

Equity and Justice -

The school's wellbeing services are shaped around the identified community needs, the common good and our Gospel Values.

All school services are available to all members

Student Goals

Connectedness to Peers: The extent to which students feel socially connected and get along with their peers.

Connectedness to School: The extent to which students feel they belong and enjoy attending school.

Emotional Wellbeing: The presence of positive emotions, absence of negative emotions and the extent to which students feel emotionally connected to their school.

Engagement in Learning: The extent to which students have the confidence and motivation to learn, in a context where they have positive relationships with other students.

Learning Confidence: The extent to which students have a positive perception of their ability as a student.

Student Distress: The extent to which students feel negative at school.

Student Morale: The extent to which students feel positive at school.

Student Motivation: The extent to which students are motivated to achieve and learn.

Student Safety: The extent to which students feel they have experienced bullying or harassment.

Wellbeing Goals

Staff Goals

School Morale - The energy, enthusiasm and pride that staff have whilst at work.

Individual Distress - The anxiety, concern, tension and negativity that staff have whilst at work.

Empathy: The extent to which leaders understand the needs of staff members.

Clarity: The extent to which staff members have a sense of purpose and know what is expected of them.

Engagement: The extent to which staff members collaborate, share ideas and solve problems together, leading to a shared understanding and alignment of team goals.

Learning: The extent to which staff members feel their efforts are being recognised and their capability is being developed through appropriate learning and development opportunities.



Community Goals

Learning Opportunity: The extent to which parents feel their child is being given the best opportunity to learn including whether their child's school has a strong focus on learning, quality extra-curricular activities, effectively supports their child through transitions and provides appropriate homework.

Community Engagement: The extent to which parents feel they are involved in their child's education including the approachability of staff, ability to collaborate with staff, their satisfaction with the school's student reporting and the extent to which they feel the school is focused on improvement.

Student Safety: The extent to which parents believe their children experience bullying or harassment.

Student Engagement: The extent to which parents believe their child wants to go to school and enjoys being a part of the school.

Student Motivation: The extent to which parents see their children wanting to be at school.

School Improvement: The extent to which parents believe the school has a focus on improving its performance.

Peer Relations: The extent to which parents feel their child is developing appropriate social skills and strong relationships with their peers.

Connectedness to Peers: The extent to which parents believe their children have positive relationships with other students.

Connectedness to School: The extent to which parents see their children enjoying and wanting to be a part of the learning at school.

To PROVIDE and SUPPORT student wellbeing at St Mary's, we go to the WELL

The WELL – Wellbeing: Enhanced Life and Learning

The WELL offers community members services that attend to their spiritual, cognitive, social, physical and emotional wellbeing – to nourish the body, mind and soul.



The WELL contains a variety of strategies and programs that provide and support student, teacher and community member's spiritual, cognitive, social, physical and emotional wellbeing.

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| - Anti-bullying Policy and Programs | - School Pastoral Care Policy | - Relationship with CRANES – Clarence River Additional Needs Education Services |
| - WRAP AROUND KIDS programs including counselling and visiting medical practitioners. | - Purposeful and rich curriculum | - Quality internal and external sports program |
| - Peer Support | - Empowering Pedagogy | - Focus on physical activity |
| - Purpose provided play areas | - Parent Information sessions provided by the; | - Student disciple program |
| - Student disciple and faith formation programs | 1. School | - Adult reconnectors to prayer and church |
| - Student reporting policy and parent feedback procedure | 2. Parent Assembly | - Student retreats, liturgies and prayer experiences |
| - Student Discipline Policy | - Flexible Learning Spaces to provide the optimum learning environment | - Student camp, family bbq and disco |
| - Sand play therapy | - Making Jesus Real Program | - Seasons; a grief and loss program |
| | - Explicit teaching to needs generated groups including social education | |
| | - Religious Education Instruction | |
| | - Community surveys | |

The Wellbeing Classroom - the theory behind the practice

The Polyvagal Theory: New insights into the adaptive reactions of the autonomic nervous system. (Cleveland Clinic Journal of Medicine, 76:S86-90.)

The founding principle of attachment theory is to first develop one's secure base in order to secondly explore one's wider world. Safety again is the paramount key. Children, who experience poor primary attachment relationships within the early years of life, develop lost or distorted exploration and security based behaviours. Often these children have or do experience trauma or chronic stress in its various forms.

Children who have been impacted by chronic stress or trauma react variously with social withdrawal or social aggression. At both ends of the spectrum such reactions inhibit their ability to express themselves and form positive social relationships. Children who have experienced chronic stress or trauma can be overwhelmed by feelings, such as rage, or have suppressed their feelings to the point of not being able to communicate how they feel, leaving them isolated and misunderstood within their class community.

We need to create a real sense of safety for these children, and for all children within the class community, to enable each to reach their potential. In supporting all children within the class environment it also provides opportunities for the development of empathy towards one another and an understanding that each person has inherent worth.

The Catholic Schools Office has an ongoing association with the Southern Cross University Centre for Children's Wellbeing. As a result of this association, the CSO will roll out a brand new Diocesan Pastoral Care Program for our school communities in mid 2017.

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