CLONARD COLLEGE
GEELONG

POLICY DOCUMENT

Wellbeing Policy

Context

Wellbeing in Kildare Education Ministries (KEM) Schools enacts our sense of meaning and purpose. It is shaped by our vision to value all people and recognise the sacred in all of creation. Together we work to ensure all members of the community are welcomed and experience right and respectful relationships. Policies and practices are grounded in faith and reflect a desire to be inclusive communities as modelled through St. Brigid and Daniel Delany.

We respond to the needs of our community and give witness to the mission of Jesus in striving to proclaim the dignity of all people and act for the common good.

Wellbeing will enable all in our community to feel a sense of belonging and lead each person to express themselves authentically.

KEM school communities will be empowered to engage with their world and through active participation in learning and life grow to a deep understanding of each one's worth and unique potential.

Values

The Principles should indicate that which is enacted, grounded, fostered and illuminated.

1. **Belonging** Inspired by the Gospel teachings of love, justice and peace, KEM schools welcome all into their diverse communities. Our schools cultivate a strong understanding of different cultures and religions and promote freedom from discrimination of any kind for all community members.
2. **Right relationships** KEM schools are models of faith communities where co-creative and lifegiving relationships with God and others enable all to collaborate and grow into interconnectedness.
3. **Common good** Within each KEM school as well as across its network of seven schools, all work towards achieving the common good. This entails the promotion of deep understanding, prayerful reflection and a willingness to act with courageous integrity.
4. **Empowerment** All members of KEM school communities are empowered to act as positive participants of society, with attitudes inspired by Gospel teachings. Motivated by life-long learning, they will be robust enquirers and respectful challengers, with a deep understanding of their place in the world.

Policy

Clonard College is committed to providing safe, inclusive and respectful learning environments for all children and young people. Our student wellbeing practices, curriculum and related policies are inspired by our faith tradition. Through a holistic approach, we affirm that wellbeing is integral to learning success and human flourishing where students develop as optimistic, resilient young people of faith, ready to be effective members of community, contributing to and enriching the world around them.

Implementation

Wellbeing is animated in many aspects of school life, and especially through our vision and mission statements, teaching and learning, student activities, behaviour management, and family engagement.

As a KEM schools we have procedures in place to ensure legal compliance in the areas listed below:

- Child Safe Standards
- Safe and Supportive environments
- Student behaviour management
- Management of a critical incident
- Special Needs provision

Our cyclical review of policies and procedures aims to:

- Identify key factors contributing to each community member's sense of safety, connectedness and resilience
- Develop authentic engagement with the school community to promote social and emotional learning
- Evaluate and renew strategies to ensure compliance and continuous improvement.

At Clonard the focus is on developing the strengths of our students with timetabled Wellbeing classes and breaks between every lesson. There are 6 Wellbeing domains that have been designed around evidence based best practice in the areas of Wellbeing, Trauma, Positive Education, Mindfulness and Fitness. The domains include Respectful Relationships, Emotional Intelligence, Engagement, Accomplishment, Purpose and Identity and Fitness and Stamina.

Our staff work in community teams, with a unified language to identify and build on the strengths of our students.

Each classroom community is unique – by connecting and building relationships with our students we aim to increase the protective factors that will give our students the best chance of thriving. Our scope and sequence of activities will develop essential social emotional skills (SEL) that are age appropriate and sequential. Each community team reviews and develops the curriculum to ensure the explicit SEL teachings are relevant and engaging for our students.

Student Wellbeing is monitored closely via Student Wellbeing Action Meetings (SWAM) that connect the appropriate supports to individual students using a Response to Intervention (RTI) model.

Our wellbeing approach and programs are regularly monitored, evaluated and reviewed through the collection and analysis of relevant data sets, including ACER Wellbeing Survey, CEMSIS data, school based perception surveys, attendance data, counselling/SWAM/SLR referral data.

Other related policies and documents

- Horizons of Hope: An Education Framework for the Archdiocese of Melbourne – 2016
- eXcel: Wellbeing for learning in Catholic school communities – 2017
- CECV Positive Behaviour Guidelines
- National Safe Schools Framework
- VRQA website: www.vrqa.gov.au
- The Living Justice Vision - Kildare Ministries 2019
- S.A. Resources

Date Endorsed by Stewardship Council:	3 August 2020		
Name:	Luci Quinn		
Signature:	Luci Quinn		
Person Responsible for Implementation:	Assistant Principal: Wellbeing		
Last amended:	July 2020		
Next review date:	July 2022		
Location checklist:	☒ Staff handbook	☒ Parent Portal	☒ Website