



**Catholic Education Office**  
Archdiocese of Melbourne

# CEOM Student Wellbeing Strategy 2011-2015



*As a vibrant Catholic learning community we will develop engaged, purposeful learners who will shape the world for the common good.*

CEOM 2011-2015 Directions for Catholic Education  
in the Archdiocese of Melbourne, 2010

The CEOM 2011-2015 Directions for Catholic Education in the Archdiocese of Melbourne provides the overarching Vision and Mission upon which the Student Wellbeing Strategy is based. Its key principle of 'education of the whole person' guides initiatives of the CEOM in this area.

The **CEOM Student Wellbeing Strategy 2011-2015** (the Strategy) supports the development of a strong culture of wellbeing in Catholic school communities to promote learning. It informs leadership and strategic support to align student wellbeing and teaching and learning in a school improvement context.

*To provide an outstanding Catholic education that integrates faith, life and culture.*

CEOM 2011-2015 Directions for Catholic Education  
in the Archdiocese of Melbourne, 2010

*Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians, and in ensuring the nation's ongoing economic prosperity and social cohesion. Schools share this responsibility with students, parents, carers, families, the community, business and other education and training providers.*

Melbourne Declaration on Educational Goals for Young Australians, 2008



*A fundamental belief for Catholic schools is that in Jesus is seen God's image and likeness in its human expression, and that Jesus' values and teachings show all people 'the way, the truth and the life' (John 14:6). In accordance with this belief, values to be promoted within a Catholic school's understanding and practice of pastoral care include love, respect, compassion, tolerance, forgiveness, repentance, reconciliation and justice.*

**Pastoral Care of Students in Catholic Schools  
CEOM Policy 2.26, February 2009**

## Foundational Principles

Current research recognises that schools are key sites for the promotion of mental health and wellbeing. The CEOM School Improvement Framework emphasises the link between wellbeing, school community and improved learning outcomes. The promotion of wellbeing is central to learning and teaching in contemporary learning environments. Children and young people learn best when their wellbeing is optimised through the provision of a safe and effective learning environment that fosters their individual potential in partnership with the school community.

A culture of wellbeing promotes :

- a positive sense of self in relationship with God and others;
- a sense of optimism and confidence in one's ability to influence the world for the common good;
- structures, policies, procedures and initiatives which are reflective of a school's vision and mission, informed by a strong evidence base and supported through effective leadership;
- fostering of parent and community partnerships and empowerment of school communities to maximise student outcomes;
- teaching and learning that provides rich and meaningful opportunities to enhance student engagement, connectedness and belonging;
- the belief that wellbeing is integral rather than incidental to learning, and
- the development of social and emotional learning skills which enable students to flourish.

## Strategic Intent

The three themes outline the strategic direction provided by the CEOM to school communities. The heart of the Student Wellbeing Strategy reflects a commitment by the CEOM to ensure that schools are supported in their endeavours and that each student :

- is healthy and safe
- is engaged and supported
- is challenged and has a sense of stewardship and service
- is enabled to optimise learning potential.

The strategy reflects an acknowledgment by the CEOM that Catholic schools are committed to creating inclusive, engaging and mutually respectful environments where all members of the school community flourish.




## Policies and Frameworks to guide wellbeing

- CEOM 2011-2015 Directions for Catholic Education in the Archdiocese of Melbourne (2010)
- CEOM Learning Centred Schools: *A Sacred Landscape* (2009)
- CEOM Pastoral Care of Students in Catholic Schools, Policy 2.26 (2009)
- CEOM School Improvement Framework (2006)
- CEOM SEL in Catholic School Communities: Guidelines for a sustainable whole-school approach to Social Emotional Learning (2009)
- DEEWR National Curriculum (2010)
- DEEWR Smarter Schools: National Partnerships (2009)
- MCEETYA Melbourne Declaration on Educational Goals for Young Australians (2008)

## Strategic Themes of Student Wellbeing



Three strategic themes underpin and inform the work of the CEOM Student Wellbeing Unit. Each theme, **Lead, Learn, Partner**, is interconnected, with the wellbeing of the student at the core.

-  **Leading Wellbeing to Enhance Learning:** acknowledges the critical role of school leaders in developing a wellbeing culture across the school community which draws the links between student wellbeing and improved learning outcomes.
-  **Promoting School Community Partnerships for Learning:** acknowledges the role of the school in building community and reaching out to the broader school community and beyond, to build diverse and inclusive partnerships for learning.
-  **Creating Safe and Effective Learning Environments:** focuses on the wide range of school structures, processes and procedures including curriculum teaching and learning, which contribute to the provision of a safe and effective learning environment for all.

The diagram represents the wellbeing landscape of Catholic schools across the Archdiocese of Melbourne and ‘...incorporates all aspects of school community life from students’ physical, intellectual, moral, social, emotional and spiritual wellbeing and development, to the safe and supportive environment in which they learn.’  
(CEOM Learning Centred Schools : *A Sacred Landscape*, 2009).

## Implementation and Sustainability of the Student Wellbeing Strategy

The Student Wellbeing Unit has identified four key areas of work as central to the implementation and sustainability of the strategy :

- Evidence-based research to inform current and future directions
- Data driven approaches to support strategic directions and school improvement Annual Action Plans
- Capacity building models to inform service provision and professional learning
- Promotion of school community partnerships to optimise teaching and learning opportunities

## Portfolio Areas

The Student Wellbeing Unit supports school communities to create transformative school environments where:

- All dimensions of wellbeing are at the heart of teaching and learning
- Individuals learn and grow in safe and effective communities
- Young people are active and informed local and global citizens.

The following key portfolio areas designated under the three strategic themes provide a structured model for service delivery to schools.

The Student Wellbeing Unit has responsibility for driving strategic directions in the following areas:

### Leading Wellbeing to Enhance Learning

- Student Wellbeing leadership development
- Student Wellbeing Action Partnership (SWAP) website
- Credentialed learning
- University partnerships
- Duty officer service
- Critical incident management

### School Community Partnerships for Learning

- Schools as Core Social Centres
- Family School Partnerships
- Outward Facing Schools
- Social inclusion
- Transition and engagement
- Community arts
- Student Wellbeing Drama Festival

### Creating Safe and Effective Learning Environments

- Social and Emotional Learning
- Restorative Practices
- Safe and effective environments (NSSF)
- Mental health and wellbeing
- Values Education
- Drug Education

## Key Outcomes

The CEOM, through its commitment to three strategic themes in student wellbeing, leads and supports schools to achieve the following outcomes:

### Leading Wellbeing to Enhance Learning

- inspired and capable leaders and teachers
- a safe and effective school culture that promotes learning

### School Community Partnerships for Learning

- a school climate which encourages community partnerships
- families who are valued as integral partners in children's learning

### Creating Safe and Effective Learning Environments

- students who experience positive learning
- student-centred environments which are flexible and responsive
- students who experience the integration of faith, culture and life
- students who aspire to high levels of attainment in all areas of their lives
- students who are caring and compassionate