



POLICY

1. Purpose

- 1.1 The purpose of this policy is to describe Brisbane Catholic Education's (BCE) approach to student wellbeing.
- 1.2 Our commitment to student wellbeing is founded in our commitment to Safeguarding as a means of promoting the wellbeing of children and young people.
- 1.3 The holistic growth of children and young people is supported by practices of wellbeing achieve improved learning outcomes. Effective student wellbeing practices at school can have positive impacts for life.
- 1.4 Learning and wellbeing are intrinsically interwoven. Research suggests that there are strong links between a positive sense of wellbeing and higher levels of achievement, engagement with learning, attendance, resilience, and positive student behaviour.
- 1.5 This policy applies to all employees.

2. Policy Statement

- 2.1 BCE is committed to creating quality learning opportunities for all students and to grow, engage, progress, and achieve a positive sense of wellbeing.
- 2.2 Student wellbeing and learning are inseparable, embedded in the life of the school, and achieved with the cooperation of employees, students, parents and guardians, and the broader school and parish community.
- 2.3 BCE's commitment to our students, parents and community is that our schools will be learning and teaching environments where students are successful learners, confident and creative individuals, and active and informed citizens able to achieve their full potential. This is achieved through the school's effective implementation of a multi-tiered system of supports.
- 2.4 BCE endorses the Australian Student Wellbeing Framework vision that Australian schools are learning communities that promote student wellbeing, safety, and positive relationships so students can reach their full potential. The Australian Student Wellbeing Framework sets out the vision and guiding principles for building positive learning environments and safe, supportive, and respectful school communities and affirms the rights of all members of the school community to feel safe and be safe at school. It is based on evidence that demonstrates the strong association between safety, wellbeing, and learning.
- 2.5 The Australian Student Wellbeing Framework acknowledges that student wellbeing is both 'caught and taught'. That is, both the culture of the school community and explicit development of social and emotional wellbeing through the curriculum are important.
- 2.6 The key principles of the Australian Student Wellbeing Framework are:



2.6.1 Leadership: Principals and school leaders play an active role in building positive learning environments where the whole school community feels included, connected, safe and respected.

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

2.6.3 Student Voice: Students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient, and safe.

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

2.6.5 Support: School staff, students and families share and cultivate an understanding of wellbeing.

2.6.6 All BCE schools are encouraged to develop and articulate their own contextualised and explicit student wellbeing approach informed by this policy and BCE’s Student Wellbeing Position.

3. Associated Documents

3.1 BCE Learning and Teaching Framework

3.2 Catholic Education Archdiocese of Brisbane Code of Conduct

3.3 Family Engagement guideline

3.4 Pastoral Care and Student Wellbeing Position

3.5 Position on Student Wellbeing (SharePoint)

3.6 Preventing and Responding to Student Bullying and Harassment in Schools policy

3.7 Student Attendance policy

3.8 Student Behaviour Support policy

3.9 Student Diversity and Inclusion policy

3.10 Student Protection policy

3.11 Archdiocese of Brisbane Safeguarding policy.

Document Control

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