

ACKNOWLEDGEMENTS

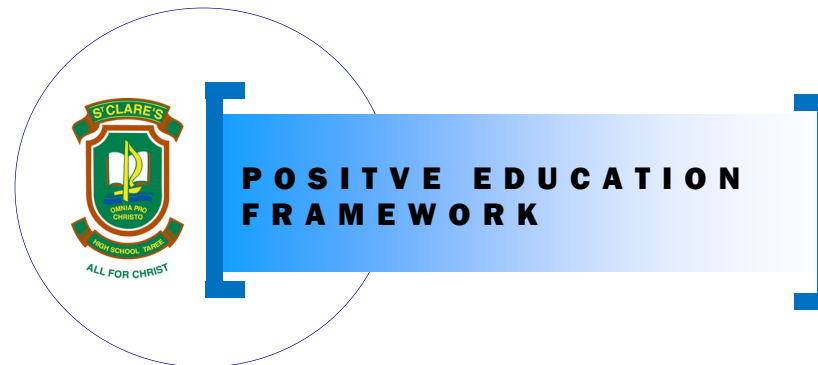
St Clare's Pastoral Care Review Team
St Clare's -Well Being Professional Learning Team
St Clare's Student Representative Council 2016/2017
St Clare's Graphics Design Team—Alise Rouke, Mr Howard, Mrs
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KEY REFERENCES

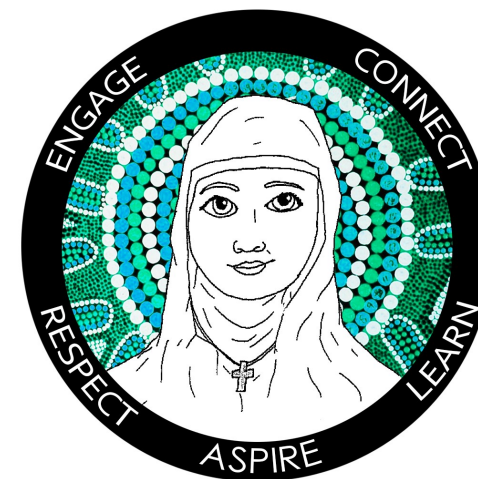
Positive Education Schools Association: PESA
<https://www.pesa.edu.au/>
Positive Educational Practices (PEPS): A Framework For Student
Achievement, Positive Behaviour and Wellbeing Paper- Dr. Helen
McGrath Deakin University Faculty of Education Melbourne
Positive Education—Geelong Grammar School -
<https://www.ggs.vic.edu.au/School/Positive-Education>
Australian Psychological Society : Positive education:

RELATED DOCUMENTS

CSO Maitland/ Newcastle Catholic Learning Framework
St Clare's Pastoral Care/ Well being policy and procedures
Students Represented Council policy and procedures.
Serious Incident Management Policy



CLARE



FOCUSING ON GROWTH AND WELLBEING

The CLARE Positive Education framework is a map that enables students and staff to enhance their well-being through the development of a positive attitude, positive emotions, positive relationships and a sense of purpose about self, school and life. To effect change and impact on the individual, the Clare framework will become embedded into all aspects of school life: spiritual life, academic life, pastoral life and the co-curriculum life of the school.

LAUNCHED: 11TH AUGUST 2017

Preamble

Catholic schools have had a long history of exercising a role in the pastoral care of their students and it began with the work of the religious congregations. The very term 'pastoral care' traces its origins back to Jesus' description of himself as the Good Shepherd (John 10:1-21). This endeavour has been, and continues to be, an educational endeavour for the development of the 'whole person' and reflects '...the centrality of the human person in the educational project of the Catholic school' (The Catholic School on the Threshold of the Third Millennium no. 9). It is recognised, in this regard, that schools have a primary purpose in education, and that they need to be sensitive to the fact that there will be instances in which the appropriate course of action is to work in partnership with or refer to other agencies within the Church, or more widely. Parent support for, and involvement in, their children's education is a critical factor in student engagement, achievement and wellbeing.

A whole school approach to creating safe and supportive learning and teaching communities acknowledges the strong interconnections between student safety, student wellbeing and learning. Harassment, aggression, violence and bullying are less likely to occur in a caring, respectful and supportive teaching and learning community. Student safety and wellbeing are enhanced when students feel connected to their school, have positive and respectful relationships with their peers and teachers, feel confident about their social and emotional skills and satisfied with their learning experiences at school. The wellbeing of all students is at the heart of Catholic Education enabling a learning environment which provides for the spiritual, physical, psychological and social growth of its students and staff.

Key Supporting Organisations

NATIONAL STUDENT WELLBEING HUB

<https://www.studentwellbeinghub.edu.au/>

BEYOND BLUE

<http://www.beyondblue.org.au/home>

MIND MATTERS

<http://mindmatters.com.au/>

YOU CAN DO IT

<https://www.asg.com.au/you-can-do-it-education>

BOUNCE BACK

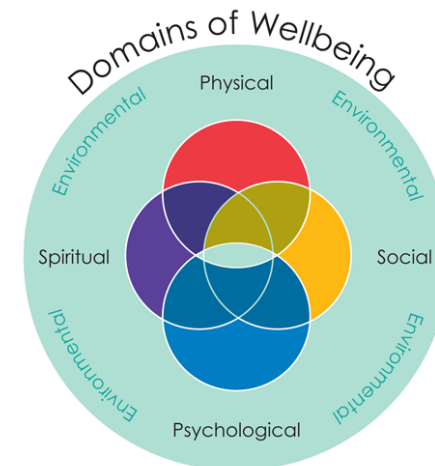
<http://www.bounceback.com.au>

HEADSPACE

<https://www.headspace.org.au/>

BLACK DOG INSTITUTE

<https://www.blackdoginstitute.org.au/>



Clare Image



The image of the nun represents both St Clare our Patron Saint founder of the Order of the Poor Ladies and Saint Mary Mackillop who founded the Josephite sisters, who then started what we now know as St Clare's High School in 1926.

The background is an indigenous dot painting representing both the traditional custodians of the land the Biripi and Worimi people, and the naturally beautiful environment of the Manning and Great lake districts in which we live. Each dot represents one individual, no matter what size, shape or colour, identifying we are all-important, we all have our own qualities and talents and we have a right to be happy. It also reminds us of the important role each individual has in respecting and caring for the environment that GOD provided us, that we now live, learn and journey together as one people.

The outer ring binds the key domains of the CLARE framework and reminds us of the importance on focussing on our growth and wellbeing. That every individual through personal and community connectedness, developing positive emotions and relationships, developing an awareness of one's self, and a willingness to challenge yourself to be the best you can be, you can do anything.

Positive Education Framework

In Australia and globally there is growing interest in positive education. Much of this interest has stemmed from the work of Professor Martin Seligman from the University of Pennsylvania who developed a whole school positive education program for Geelong Grammar School in Victoria. Positive education has been defined as "education for both traditional skills and for happiness" (Seligman et al., 2009).

Whilst historically schools may have aimed for academic excellence as sole evidence for their success, there are growing numbers of schools who are now acknowledging the need to develop students in a more holistic way, with a stronger focus on wellbeing. With the increasing statistics on psychological distress and mental illness in our children and adolescents, there is a realisation of the need to take a more proactive rather than reactive approach to mental health and student and staff development in a holistic manner. As such over the past 12 to 18 months, staff and members of the SRC at St Clare's have been reviewing our pastoral and educational practices. This process of review has led to the development of the Positive Education Framework "CLARE," that is being implemented at St Clare's High School.

The four foundations of a Positive Educational Framework for Student Achievement, Positive Behaviour and Wellbeing are:

- Foundation One: Mastery and competence (Achievement)
- Foundation two: Positive emotions
- Foundation Three: Strengths and engagement
- Foundation Four: Meaning and purpose

Dr. Helen McGrath, Deakin University, Faculty of Education, Melbourne Campus

Domains

CONNECT - with your faith, with tradition, with community

The connect domain explores and brings together the importance of connectedness and strong relationships for wellbeing. The focus is on providing staff and students with the opportunity to explore and gain a better understanding of their faith and to learn, understand and celebrate our history and tradition and to develop the skills to build and engage in and with community.

LEARN - to be positive, to think creatively, to be reflective

The learn domain encompasses helping staff and students to learn and achieve academically. Building the capacity to respond adaptively to difficult circumstances and still thrive, building capacity for mindfulness and skills in optimistic, reflective and critical thinking. To approach tasks, problems, and situations with openness to change, different ideas and solutions as well as enabling both students and staff to strive for goals that are both highly rewarding to the self and of benefit to the wider community. Have the drive to keep going when things get tough - become more resilient.

ASPIRE - to be the best you can be, to be an authentic person, to have a sense of purpose

The aspire domain focusses on the individual, the how? To be the best person you can be, to be an authentic person and have a sense of purpose in life. How do we go about expressing our full human potential, in mind, body and spirit, rather than faking a different one because you think it will be attractive to others, being the ideal "you." knowing yourself, knowing what are your best qualities, striving to always achieve your best in all facets of life, academically, physical, socially, spiritually.

RESPECT - for others, for the environment, for diversification

The respect domain focusses on "respecting each of God's creatures and respecting the environment in which we live. It means protecting people, showing loving concern for each and every person, especially children, the elderly, those in need, who are often the last we think about," Pope Francis (2017) Developing an awareness of the qualities you respect in yourself and others like honesty, generosity, fairness, and understanding and treating people the way you would like them to treat you.

ENGAGE - in your learning, in life's conversations, in positive relationships

The engage domain refers to student and staff's psychological connection to life (e.g. feeling absorbed, connected, interested, and engaged) through their learning, life's conversations and positive relationships. Experiencing and engaging in ongoing positive relationships with peers, teachers, parents and community members to feel healthier, happier, and more satisfied with our lives. Helping students and staff to experience complete immersion in life through understanding the nature of engagement, and the impact it has on individual wellbeing and achievement.

