



WHOLE SCHOOL WELLBEING POLICY AND FRAMEWORK



ST LUCY'S JOURNEY FROM POLICY TO PRACTICE

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ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the Larrakia people as the traditional custodians of the land and sea on which we meet today in Darwin, also known as Garramilla. We pay our respects to their Elders past and present and extend our respects to all First Nations people here with us today.





- NSW Education Act 1990
- Children and Young Persons (Care and Protection) Act 1988 (NSW)
- Child Safe Standards (NSW Child Safe Scheme)
- Disability Discrimination Act 1992 (Cth) and Disability Standards for Education 2005

WHOLE SCHOOL APPROACH TO WELLBEING

- Sought professional learning and support from AISNSW (now ISNSW)
- ISNSW consultants supported St Lucy's in developing a cohesive and whole school approach at a system change level while including the whole community in the journey
- The approach was a stepped approach over years

WHOLE SCHOOL APPROACH TO WELLBEING



REFRESHED MISSION AND VALUES

Mission/vision

St Lucy's School, in the Catholic Dominican tradition. A Community enriched by difference; inspiring learning for a life of purpose

School values

Truth, Joy, Courage and Community



Wellbeing Definition (Term 1 – Term 4 2023)

Student Wellbeing Framework (Term 2 2022 – Term 4 2023)

Multi-tiered Systems of Support (Term 2 2023 – Term 2 2024)

Wellbeing policy and procedures (Term 2 - Term 3 2024)

STEP 1 – PREPARING STAFF

How

- Whole staff professional learning in The Why
- Contemporary and evidence-based approaches to whole-school wellbeing
- Wellbeing research including Executive Summary from AIS NSW: How Can Schools Support Whole-School Wellbeing; A Review of the Research
- Social and Emotional Learning (SEL), belonging, connectedness, protective factors and impact on academic outcomes
- National Student Wellbeing Framework

STEP 2 – ESTABLISHING TEAMS

Wellbeing Leadership team - Focus on school wide strategy, advisory to wellbeing subgroups

Wellbeing Action Team - Develop and put in place wellbeing systems, creating school wide wellbeing policies and documentation

Wellbeing Champions - Oversee different aspects of staff wellbeing. Assigned subgroups to enhance connection of St Lucy's staff

STEP 3 – WELLBEING DEFINITION

How

- ISNSW Consultants presented wellbeing definitions from different sources e.g. WHO
- Staff in table groups wrote definitions of what wellbeing looked like at St Lucy's
- Staff identified definitions or parts of developed definitions that they liked
- Action Team drafted a definition
- Draft definition presented to whole staff
- Definition finalised based on further feedback



STEP 3 – WELLBEING DEFINITION

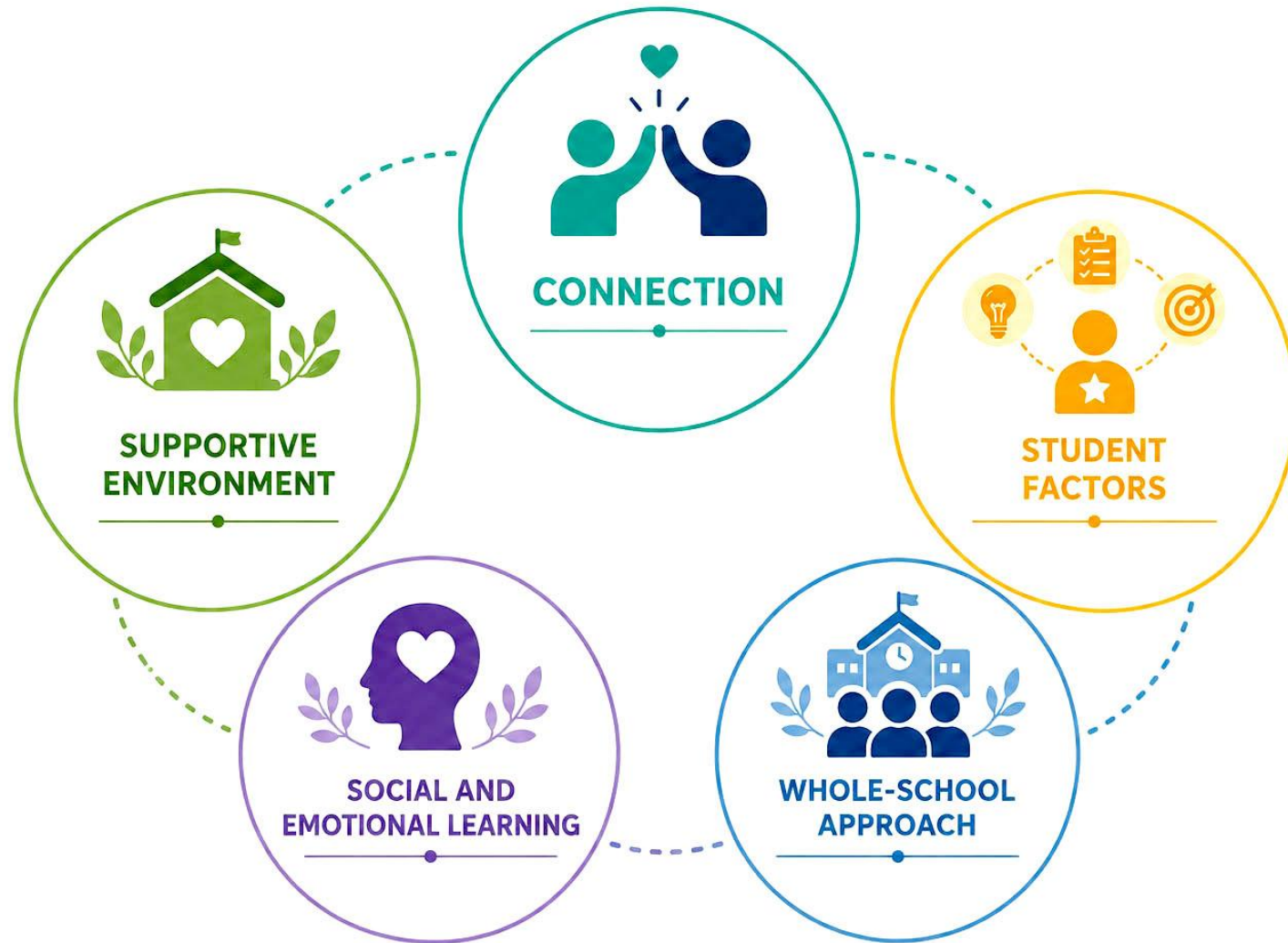


At St Lucy's, Wellbeing means we nurture our health: mind, body and spirit. Our community is made stronger when we share our voice, develop knowledge and build resilience to create a safe, supportive and vibrant place of belonging.

STEP 4 – WHOLE SCHOOL FRAMEWORK



PROTECTIVE FACTORS FOR WELLBEING



SCHOOL-WIDE WELLBEING FRAMEWORK

How

- Professional Learning (initial and revisited) for staff on National Student Wellbeing Framework and its elements
- Staff in table groups identified existing strengths and opportunities against the elements
- Wellbeing Action Team considered the strengths and weaknesses summary from whole-staff activity
- Action Team undertook a dot activity to identify in groups how well St Lucy's was meeting statements for each of the elements and areas for focus
- Action Team drafted pillars based on input
- Action Team looked at feedback from staff on pillars and wording of definitions
- Child friendly pillars – I am statements
- Child friendly statements reviewed by the Action Team



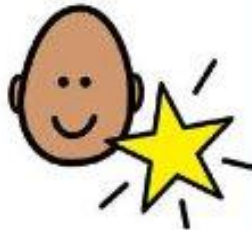
ST LUCY'S WELLBEING FRAMEWORK

**I AM
UNIQUE**

Celebrating
unique
potential

DIVERSITY & VALUE

I AM UNIQUE



**I AM
EMPOWERED**

Choice
and
Power

EMPOWERMENT

I AM EMPOWERED



**I
BELONG**

Valued
and
Included

BELONGING

I BELONG



**I
RELATE**

Connected
and
Supported

CONNECTION

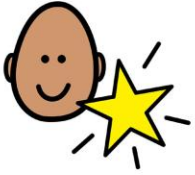
I RELATE





St Lucy's Student Wellbeing Framework - Definitions of Pillars

I AM UNIQUE



DIVERSITY AND VALUE

Students develop self-awareness and an understanding of their own strengths and the strengths of others. Student's uniqueness is celebrated with a focus on what each person brings to the school community.

I AM EMPOWERED



EMPOWERMENT

Students develop skills towards independence to share their truth, make choices, and seek help. They are challenged to reach their potential in a culture where they feel seen, heard, understood, and respected.

I BELONG



BELONGING

Students and the people important to them, including their family, are valued members of the school community. They are supported in a positive, respectful and engaging culture.

I RELATE



CONNECTION

Students develop the skills to relate to others in a meaningful way. The connections made at school and in the wider community support students to be their best and to achieve their goals.

STEP 5 – POLICIES, PROCESSES AND PRACTICES

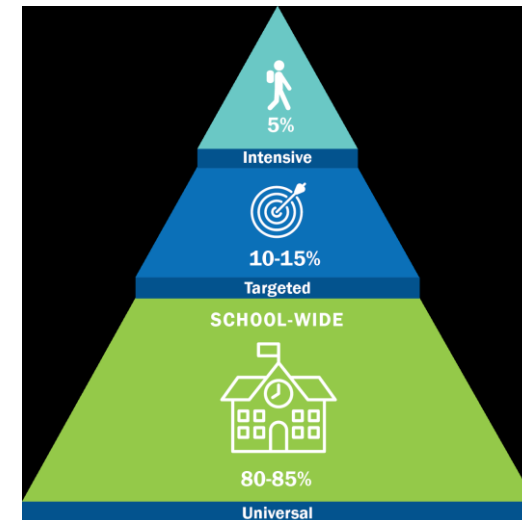
How

- Members of Wellbeing Leadership audited existing documentation and what existed where
- Wellbeing Leadership viewed policies and procedures from a range of schools
- IS NSW consultant provided guided sessions to Wellbeing Leadership team members including criteria to be included in policy and procedures
- Decision was made to identify existing practices through the MTSS model to support the development of the policy and procedures and undertake a gap analysis

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) FOR WELLBEING

Initial Tiers document identified practices under areas of:

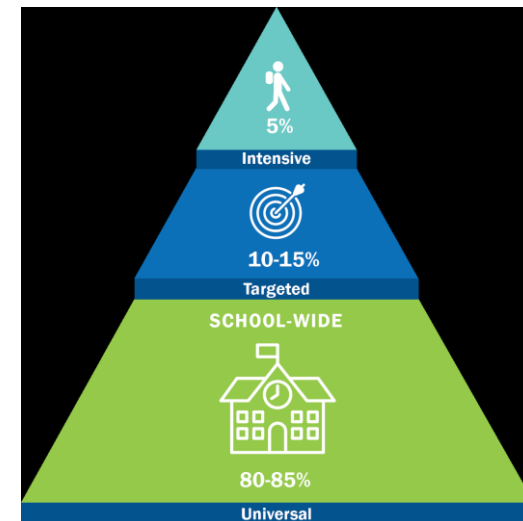
- Learning programs
- Spiritual and pastoral supports
- Student engagement
- Positive Behaviour Support (PBS)
- Child Protection/Safeguarding
- Extra-curricular programs
- Family/carers supports
- Staff supports



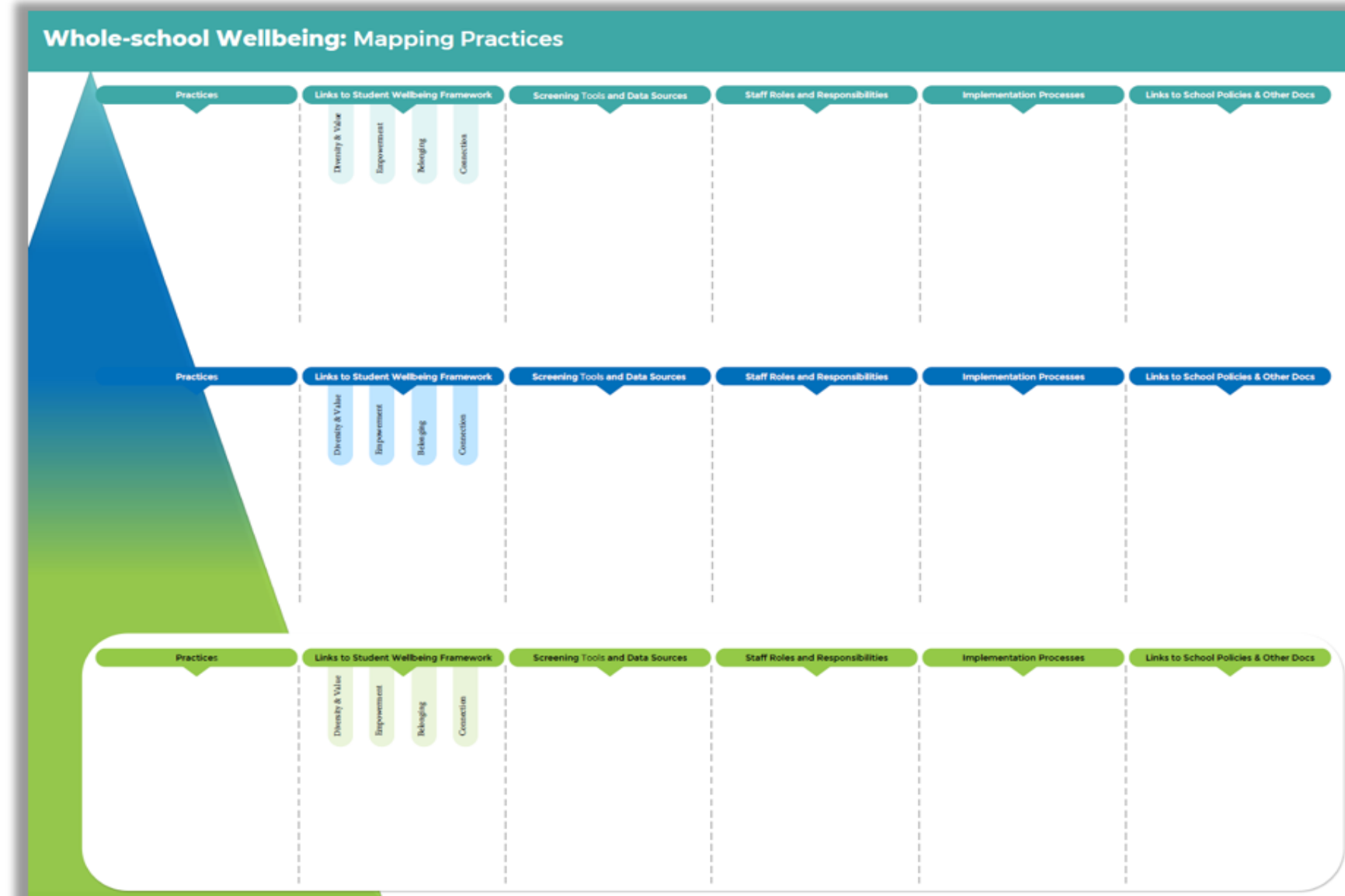
MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) FOR WELLBEING

How

- Action Team reviewed and built on initial MTSS
- MTSS presented to staff
- Whole Staff group had an opportunity to identify practices at the different Tiers, mapped against pillars
- Staff had opportunities to identify practices that they wanted to Start, Stop, Continue, Change
- Action Team worked to finalise Tiers in Small groups



MAPPING PRACTICES (MTSS)



STEP 5 (continued) POLICY AND PROCEDURES

How

Incorporated and referenced as being central to our approach the work done to date:

- Mission/Vision and School Values
- Wellbeing definition
- Student Wellbeing Framework
- MTSS
- SEL (Social and Emotional Learning)

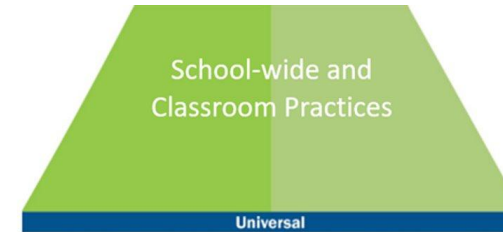
STEP 5 (continued) POLICY AND PROCEDURES

How

Included from elsewhere/added:

- Referral pathways for mental health concerns
- Family wellbeing partnership and supports
- Staff wellbeing
- Roles and Responsibilities
- Related policies and procedures

MAPPED PRACTICES



	Practices	Links to St Lucy's student Framework	Screening and Data Sources	Staff Roles and Responsibilities	Implementation Processes	Links to School Policies and Other Relevant Documents
Universal Tier 1 supports <i>School wide implementation of proactive practices to promote social and emotional learning and positive behaviour</i>	Explicit teaching of SEL skills	All pillars	Incident Reports Observations	Teaching Staff Therapy team	Whole Class Instruction	Positive Behaviour Support & Wellbeing Policy and Procedures
	Weekly SEL and Wellbeing focus in Assembly	All pillars	Observations/ Incident Reports	Teaching Staff Therapy team	Whole Class Instruction	Positive Behaviour Support & Wellbeing Policy and Procedures
	Student Engagement Plan	Diversity & Value Empowerment	Observations Behaviour data	All Staff	Collaborative meetings between teaching staff and therapy team	Curriculum Policy/Primary Curriculum Overview/ Secondary Curriculum Overview
	Parent Communication – Daily and regular student email updates, Seesaw	Belonging Connection	Parent/community involvement data Parent Survey and feedback	Teaching Staff		Positive Behaviour Support Social Networking Policy Wellbeing Policy and Procedures

MAPPED PRACTICES



	Practices	Links to St Lucy's student Framework	Screening and Data Sources	Staff Roles and Responsibilities	Implementation Processes	Links to School Policies and Other Relevant Documents
Targeted Tier 2 supports <i>Interventions to teach and support development in the social and behavioural skills for targeted students or groups of students</i>	Small group play initiatives	All pillars	Data gathered through IEP goal specific data Video/photo evidence IEP Interviews	Teaching Staff Therapy team	Reduced teacher/student ratio Instructional Groupings	Positive Behaviour Support
	After school sports/Creative Arts Programs	All pillars	Observations IEP Interviews	Specialist teachers Artists in Residence Teaching Staff	Small focus groups 1:1 Instruction	Positive Behaviour Support/ Curriculum Policy/ Primary Curriculum Overview/ Secondary Curriculum Overview
	Knox Play Buddies	Empowerment Connection	Survey (Knox Buddies) Videos/Photos IEP Goals Observations SEP	Teaching Staff	Small Group instruction Reduced student/teacher ratio	Positive Behaviour Support

MAPPED PRACTICES

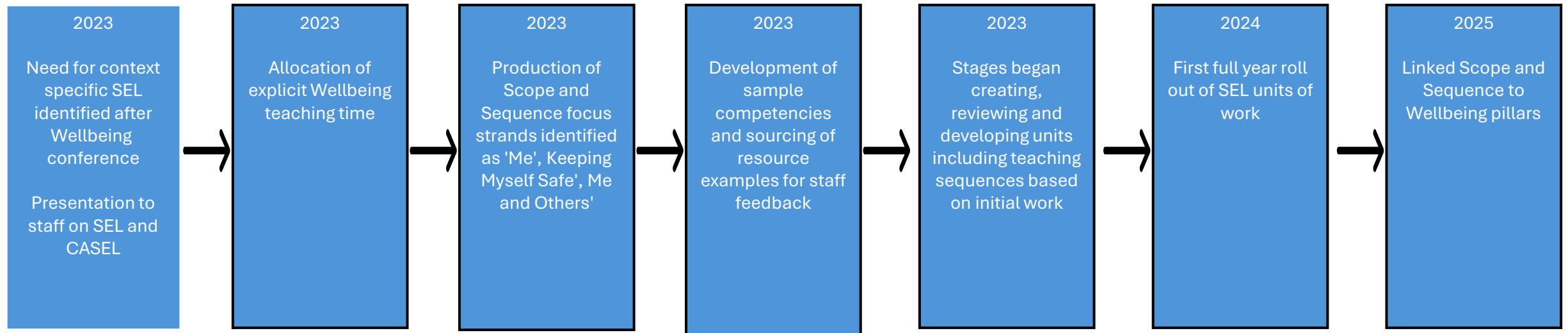


	Practices	Links to St Lucy's student Framework	Screening and Data Sources	Staff Roles and Responsibilities	Implementation Processes	Links to School Policies and Other Relevant Documents
Targeted Tier 3 supports <i>Groupings become smaller and the frequency of monitoring increases</i> <i>Support may be provided by a specialist within the school</i> <i>Additional expertise and collaboration outside of the school is typically sought at this tier.</i>	Individualised Behaviour Support Plans: FARB RPP Individual Risk assessment	Belonging	Incident reports IEP Meetings Behaviour observations Data gathered and discussed at meetings	Classroom teacher Behaviour Support Team Leadership (Heads of Curriculum and Pedagogy, Head of Student Engagement, Deputy, Principal) Parents/carers	Collaborative meetings including IEPs Systems of Support Flowchart Collaboration with external supports e.g. case conferencing Ongoing data collection and review	Positive Behaviour Support
	Individualised SEL resources (e.g. social story, video modelling, Zones of Regulation Toolkits)	Empowerment Connection	FARB Student Engagement Plan IEP goals Behaviour observations	Classroom Team Parents/Family Behaviour Support Team Therapy Team	Collaborative meetings to foster cross environmental implementation Training of class team in resource use 1:1 staff to student support	Positive Behaviour Support Primary Curriculum Overview/Secondary Curriculum Overview Parent Code of Conduct

SOCIAL EMOTIONAL LEARNING



SOCIAL AND EMOTIONAL LEARNING



SNAPSHOT OF OUR POLICY AND FRAMEWORK IN ACTION

I AM EMPOWERED



I BELONG



I AM UNIQUE



I RELATE



WELLBEING SCOPE AND SEQUENCE

STAGE 3									
Stage 3 SEL ME and Others	Problem Solving								
Class PDH Units	YEAR A Making new friends				Managing Transitions				
	YEAR B Peer Pressure				Managing Transitions				
PDHPE Units	Safety in the Home and the Community								
Community Participation									
Stage 3 Events								Year 6 Graduation	
St Lucy's Primary Student Wellbeing Framework Pillar focus									
Whole-school Events	General Assembly	ES1 Assembly Snowy Class	Friendship Liturgy (Primary), no assembly	Rainbow Obstacle Course – no assembly	ES1 Assembly Tully Class Remembrance Day (Class Liturgy)	ES1 Assembly - Swan Class	No Assembly – Year 12 Graduation	Final Assembly – Primary and High School Dominican Awards for 2025	Year concluded-no assembly
		Theatre Project Art Project Sports Club Drama Project Dance Project Music Project							
Family and Community Partnerships	St Lucys Parents Wahroonga Walk and Talk				K Orientation and Afternoon Tea				
	St Lucys Parents Beaches Walk and Talk				2026 Orientation Day – Santa Sabina				
		St Lucys Parents "My Time"				St Lucys Parents "My Time"			
	Year 3 Abbotsleigh Play Session								
		Abbotsleigh Students - Combined Arts Visit							
	Year 6 Knox buddies								
		Robotics PLC		Robotics PLC		Robotics PLC		Robotics PLC	

SEL UNIT SCAFFOLD

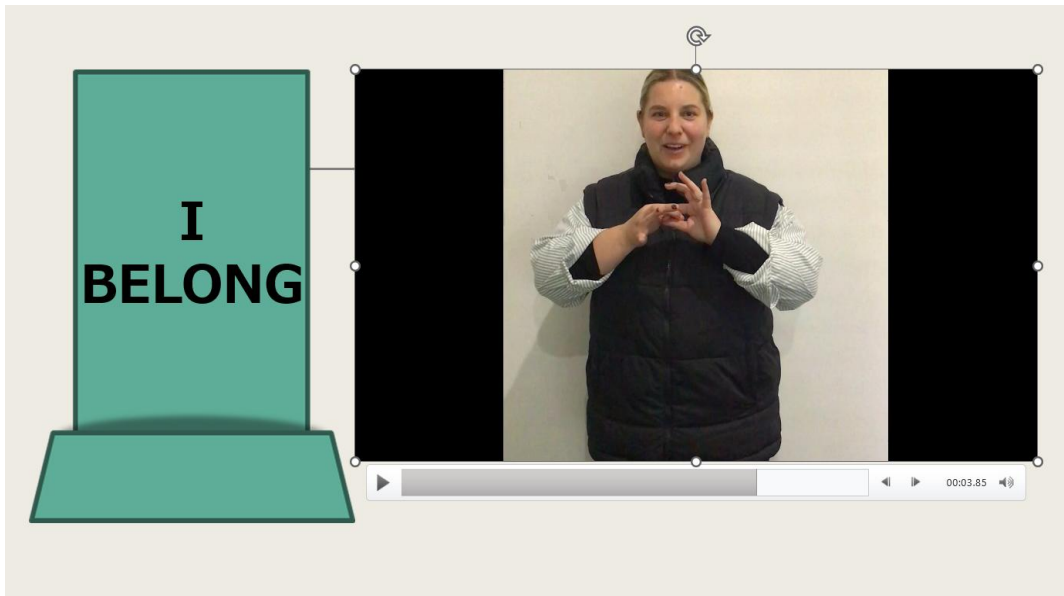
SEL Competencies:	
(Detail of what students will achieve/demonstrate by the end of the unit)	
Overview of the unit	
Focus skill:	<u>LEARNING SEQUENCE 1</u> <u>Explicit information</u> (Teaching/Providing information about the relevance and importance of the skill) - <u>Practise and Feedback</u> (Providing opportunities to practise the skill in the lesson with feedback to guide learning) - <u>Application</u> (Providing opportunities to generalise the skill to 'real life' situations) -
Focus skill:	<u>LEARNING SEQUENCE 2</u> <u>Explicit information</u> (Teaching/Providing information about the relevance and importance of the skill) - <u>Practise and Feedback</u> (Providing opportunities to practise the skill in the lesson with feedback to guide learning) - <u>Application</u> (Providing opportunities to generalise the skill to 'real life' situations) -
Focus skill:	<u>LEARNING SEQUENCE 3</u> <u>Explicit information</u> (Teaching/Providing information about the relevance and importance of the skill) - <u>Practise and Feedback</u> (Providing opportunities to practise the skill in the lesson with feedback to guide learning) - <u>Application</u> (Providing opportunities to generalise the skill to 'real life' situations) -
Vocabulary	
Resources and links	

SEL COMPETENCIES

Stage 3 Me and others	Identifies a variety of problem-solving strategies such as; asking a teacher or friend for help or saying “stop I don’t like it”
Stage 6 Me	Develops a personal wellbeing self-care plan with tools and strategies for all aspects of their wellbeing – heart, mind and body

ASSEMBLIES

- Weekly assemblies have an allocated Wellbeing section where students are explicitly taught the Pillar of the term along with what that Pillar looks like in action.
- The focus of the Pillar is differentiated depending on the age of the students attending the Assembly.



I belong at St Lucy's.

"To belong means I am valued and included."



I belong when:

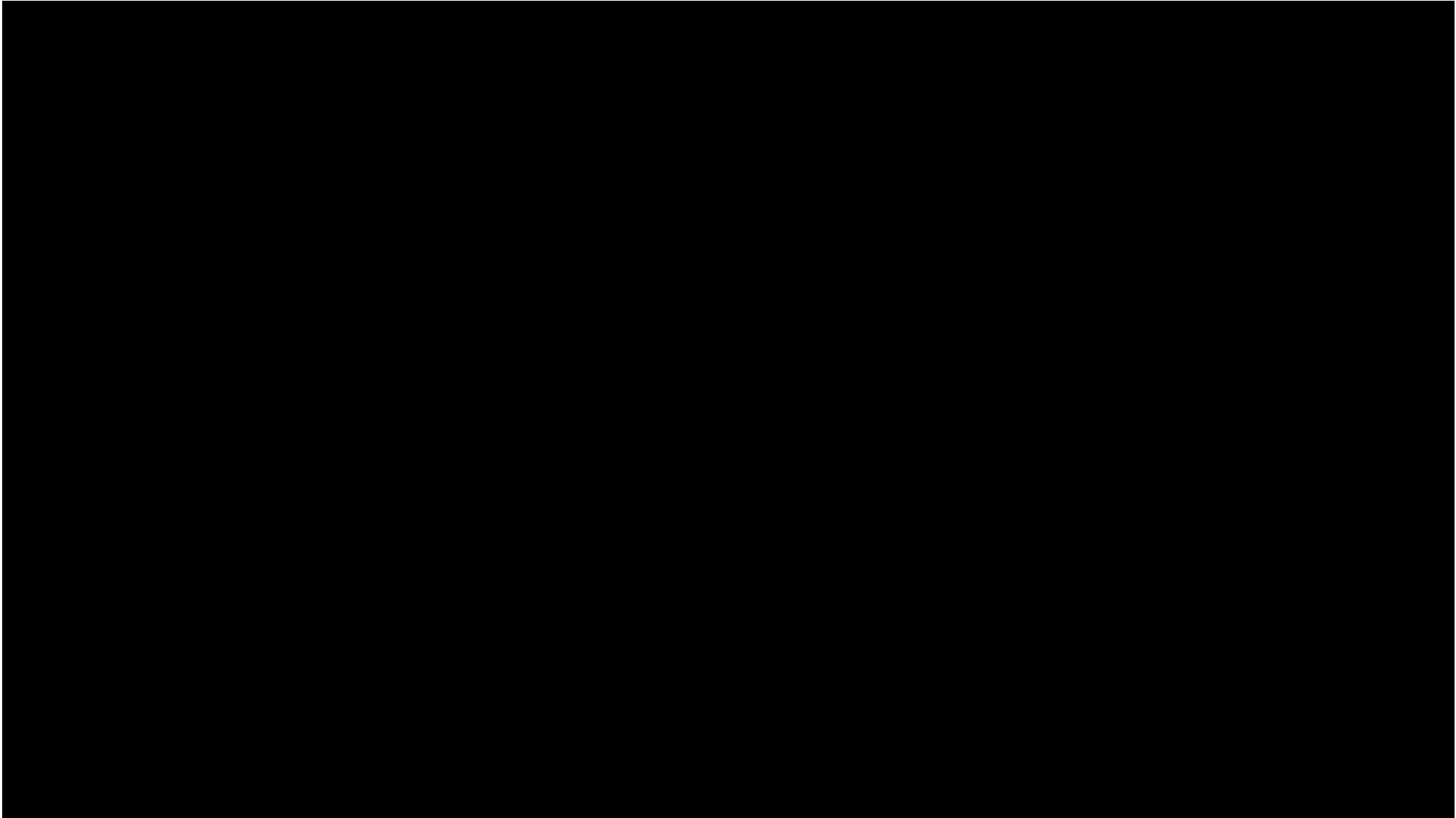
- People listen to me and my voice
- They respect my choices and feelings
- They let me be myself



I belong.

At St Lucy's my teachers and friends will listen to me and my voice.

VIDEO MODELS



SYSTEMS OF SUPPORT PROBLEM SOLVING PROCEDURE

Systems of Support and Problem Solving in the Classroom

Tier 1 – Classroom Supports & Problem Solving

Step 1: Class team define what the difficulties are. Select difficulties to address.

Note: Class team also consider level of risk of presenting problem and if risk outcome of disengagement/dysregulation is orange or red on risk matrix, Tier 3 supports will be needed while also considering Tier 1 supports and other mitigants/strategies.

Step 2: Teacher to review teaching and learning – differentiation, resources, learning groupings to address difficulty(ies).

Step 3: Teacher and class team to review Classroom Tier 1 Intervention plan and student(s) presenting with difficulties Student Engagement Plans.

Step 4: Trial implementation of changes/identified strategies for a minimum of 2 weeks.

Step 5: Teacher (and class team) collaborate with Learning Facilitator. Supports may include: observation and feedback, programming support, team teaching, identification of capacity building opportunity for staff, review of Tier 1 supports.

Step 6: The Learning Facilitator may refer the class team to the Head of Student Engagement or Facilitator of Classroom Practice and Interventions for Tier 1 support, and/or the Head of Curriculum and Pedagogy for teaching and learning support, and/or a Key Worker to consider possible Tier 2 supports.

Tier 2 – Targeted Group Supports & Problem Solving

Step 1: Class team identifies difficulties being experienced by a group of students that may be addressed through a Tier 2 intervention. This includes identifying potential Tier 2 interventions to support SEL, engagement and participation. Alternatively, the Head of SE, Facilitator of CP & I, LF, Head of C and P or Head of SW may identify students or groups requiring Tier 2 support.

Step 2: Teacher designs program for Tier 2 intervention in a class-based group, seeking support from colleague if needed (e.g. Therapist, Key Worker, Psychologist, LF).
And/or Class team raise at Stage Team Meeting.
Or Head of SE/Facilitator of CP and I, Psychologist or Head of SW work with class team (s) and other supports to design Tier 2 intervention

Step 3: The class-based Tier 2 intervention is trialled with agreed staff supports,

or Stage team identifies, cross-stage Tier 2 interventions and who will lead/facilitate intervention. Key Worker communicates identified Tier 2 interventions at Key Worker meeting (continue with below flowchart steps).

Step 4: Keyworkers/Head of SE/F of CP and I/ Psychologist/Head of SW to identify how they can support Tier 2 interventions and skill building within the cross-stage. This is communicated back to Stage Team/LF through Key Worker.

Step 5: Member of Key Worker team or PBS team collaborates with identified stage staff members to develop Tier 2 Intervention including setting goals and measures to assess intervention.

Step 6: Cross stage Tier 2 intervention implemented/trialled for a minimum of 2 weeks with regular reviews/updates in Stage meetings.

Tier 3 – Intensive & Individualised Supports

Step 1: Class team identifies students for whom Tier 3 Behaviour Support Documentation is required (see Documents to Be Completed or Staff Handbook).

Or After review of incident reports or from the year prior, Head of Student Engagement, Facilitator of Classroom Practice and Interventions or Head of Wellbeing identify students requiring Tier 3 Behaviour Support and communicate with class team.

Step 2: Class team develop documentation and submit.

Or Class team seek support and collaborate on the development of Tier 3 documentation through LF and/or Head of SE/Facilitator of CP and I with the support of Head of Wellbeing/School Psychologist if appropriate. This may include support with data collection, observation and/or a functional analysis of the behaviour.

Key:

Head of SE-Head of Student Engagement

Head of C&P- Head of Curriculum and Pedagogy

Facilitator of CP and I- Facilitator of Classroom Practice and interventions

Head of SW-Head of Student Wellbeing

LF- Learning Facilitator

CLASSROOM TIER 1 INTERVENTIONS FOR ENGAGEMENT PLAN

2026 Classroom Tier 1 Interventions for Engagement:

Plan for	
Use of the learning spaces	Main classroom (wet area, carpeted area) Regulation space Small group learning space Vertical spaces (walls, cupboards) Outdoor space (if appropriate)
Set up of the furniture	For whole group For small group For desk work
What furniture will we need to meet our students' needs?	
Routines in the class	Morning (entry, greeting, check in and transition to learning) Learning routines Eating routines Afternoon (prepare for transition to transport)
Grouping the class for learning	Learning Play Social skills
Supporting transitions	In the morning To and from play For home time To PE, Creative arts etc.
Providing opportunities for AAC	In whole group learning times (who is supporting who?)

	In small groups In individual learning During eating In social skills sessions.
Visual supports displayed in our classroom	For use of spaces For routines For regulation
Systems to acknowledge positive behaviours	Individual Whole class
Embedding special interests in learning	
Opportunities for student choice and voice	
Supporting the sensory needs in our classroom	Individual Whole class
Alternative positioning and mobility opportunities for students with additional physical needs.	
Reduction in disruptions in learning and engagement	
What are some challenges or difficulties we may face with classroom dynamics?	

STUDENT ENGAGEMENT PLAN

Student's name:	Parent/carer's signature:
Class and teacher:	Teacher's signature:
Principal's signature (if orange and red sections completed):	
Date developed:	Date reviewed:

About Me	
What I like	
What I dislike	
My precipitating factors	<i>Examples include: class set up and playground dynamics, seizures, medications, sleep hygiene, pain tolerance, family dynamics and previous experiences</i>
My sensory preferences and tools for regulation	
My communication system	
My external therapists/practitioners	☐ Behaviour Support ☐ Occupational Therapy ☐ Speech Pathology ☐ Other:

Student's Behaviour	Strategies
1.0 Baseline behaviour Definition: Student engaged in learning and/or regulated	1.1 Proactive strategies Resources/Teaching Materials: Classroom Environment/Set Up: Reinforcers/Reinforcement System: Proactive Strategies:

2.0 Precursor behaviour Definition: Student showing signs of dysregulation	2.1 Strategies to address precursor behaviour Visuals: Classroom Environment/Set Up:
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	Strategies to Be Used:
3.0 Low-intensity challenging behaviours of concern Definition: Student's behaviour can be instantly managed by staff. •	3.1 Strategies to de-escalate low-intensity challenging behaviours of concern Strategies to Be Used: Visuals: Classroom Environment/Set Up: Restrictive Strategies (Restrictive Practice Protocol MUST be Written):
4.0 High-intensity challenging behaviours of concern Definition: Student's behaviour requires additional staff support and maintenance. •	4.1 Strategies to de-escalate high-intensity challenging behaviours of concern Strategies to Be Used: Visuals: Classroom Environment/Set Up: Restrictive Strategies (Restrictive Practice Protocol MUST be Written):
5.0 Recovery Definition: Student is using regulation tools •	5.1 Strategies to avoid re-escalation and establish therapeutic rapport Strategies to Be Used: •

☐ **Optional:** Restrictive Practice Protocol is required

PLAYTIMES



WHERE TO NEXT?



Continuing to develop staff skills and understanding in Trauma Informed Practice and supporting our students through this lens.



Further research and inquiry into reducing cognitive load for our students and enhancing their time in optimal learning zones.



Review of our SEL curriculum through observation and staff and student surveys to ensure the units are in line with the most up to date research and meeting the needs of our current student cohort



Further work and updating our Wellbeing Scope and Sequence and mapping our current Wellbeing practices across a calendar year



The establishment of the Student Wellbeing Team in 2026 team to help drive strategic planning around student wellbeing including looking at Tier 1 supports and strategies, Policy and Procedures and staff professional development for this area.