

Catholic Education Commission of Victoria (CECV) Sector Overview

- 384 Co-educational Parish-based primary schools (Prep to Year 6)
- 94 Co-educational and single-sex secondary schools (Years 7 to 12)
- Regional and religious order governance
- CEOM represents the sixth largest education system in Australia
- The collaboration between Catholic schools and CEOM supports the broader mission of the Church which involves a continuing mission of improving the quality of educational outcomes for all students.

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Victorian Catholic Schools at a Glance

Diocese	Primary	Secondary	Special	Total
Melbourne	255	67	7	329
Ballarat	53	11		64
Sandhurst	43	9	2	54
Sale	33	7		50
Victoria	384	94	9	487



Learning Centred Schools A SACRED LANDSCAPE

Framework & Strategy

Literacy

Mathematics

Contemporary Learning

Religious Education

Learning Spaces

Student Wellbeing

FRAMEWORK
& STRATEGY



Learning Centred Schools, A Sacred Landscape: Learning and Teaching Framework & Strategy 2009 - 2013 details the strategic alignment of a broad range of CEOM policies and capacity building initiatives to support school improvement for achieving high standards in student learning, innovation and best practice in teaching.



Learning Centred Schools

A SACRED LANDSCAPE

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Student Wellbeing

STUDENT WELLBEING



The Wellbeing Landscape

Key Wellbeing Initiatives

Exploring Pathways



Key Wellbeing Initiatives

The *Student Wellbeing Strategy* supports schools in implementing actions to:

- improve classroom and school climate in Catholic schools;
- improve pro-social outcomes;
- maximise teaching and learning approaches for positive learning;
- create safe and supportive environments in Catholic schools;
- improve connections across the whole school community.

Catholic Education Office Melbourne (CEOM) Student Wellbeing Strategy 2006-2010

The Student Wellbeing Strategy is designed to establish key building blocks across the system so that student wellbeing can be embedded and sustained as part of a strategic school improvement agenda

Key principles

- Wellbeing is at the core of learning and School Improvement
- Capacity building related to school environment and classroom practice
- Service delivery is related to empowering schools and building capacity within the School Improvement Framework



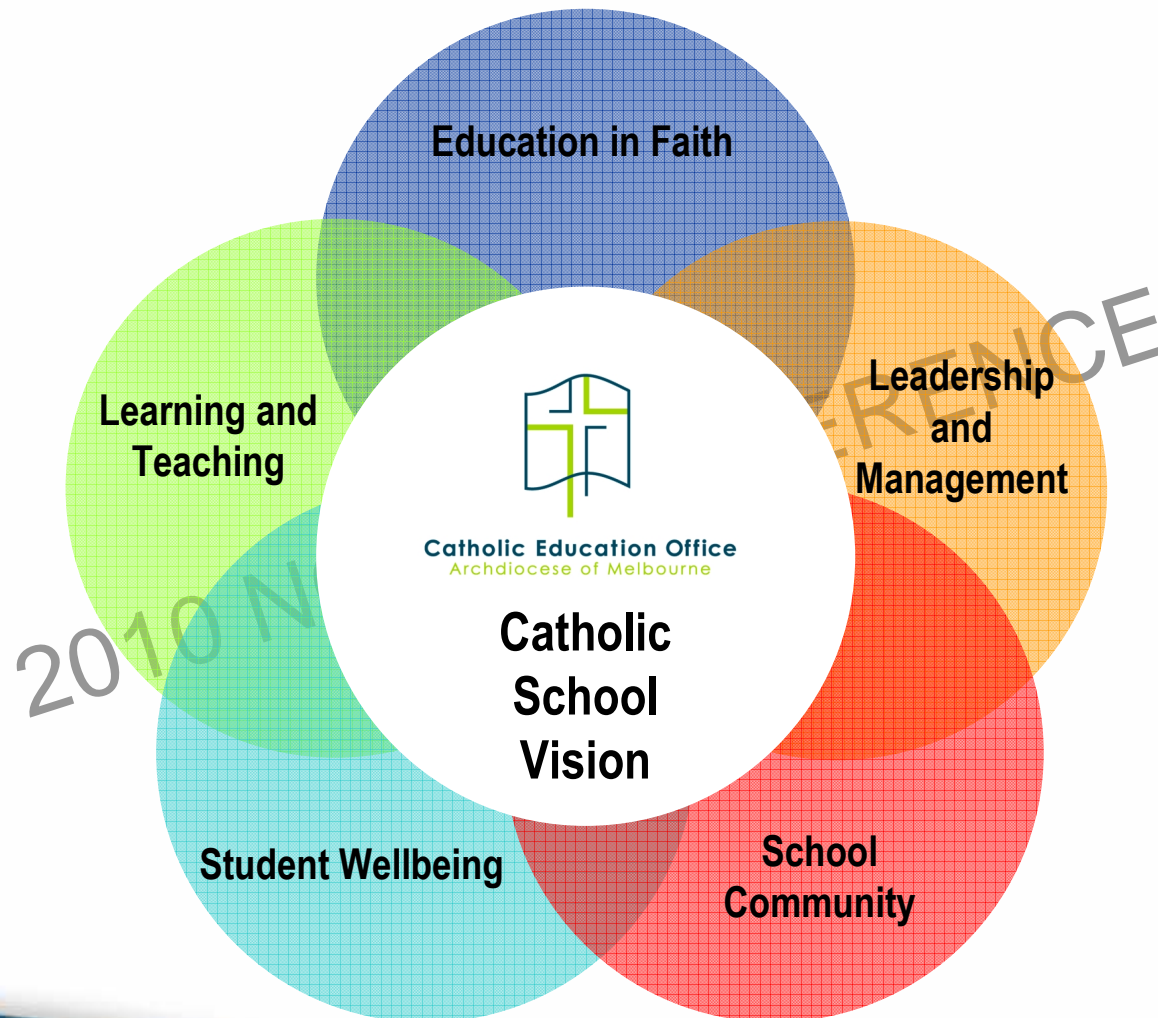
Catholic Education Office Melbourne (CEOM) Student Wellbeing Strategy 2006-2010

The CEOM Student Wellbeing strategy has as its focus :

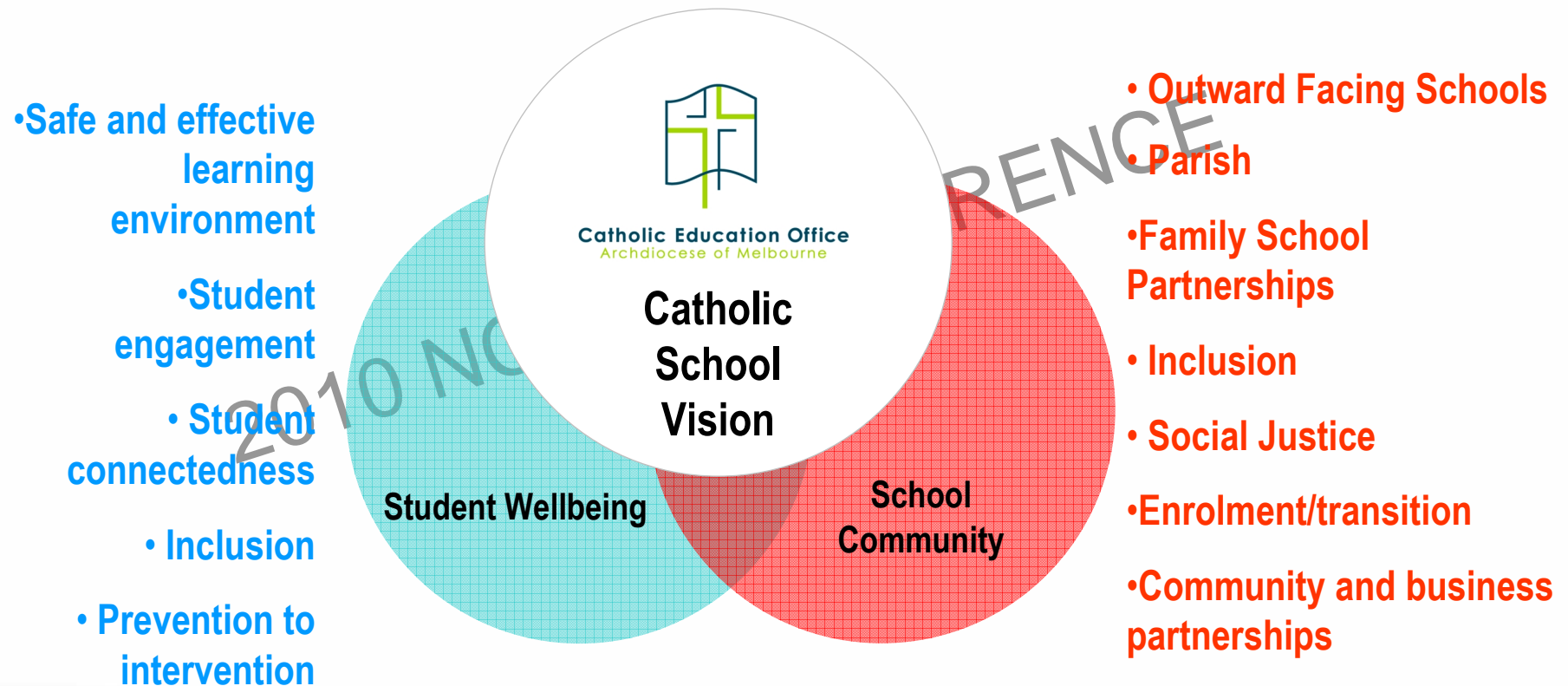
- Improving learning outcomes for all
- Development of an optimal learning environment to contribute to School Improvement and learning and teaching
- School culture including structures, processes, programs and policies to create a safe, welcoming and inclusive school environment



School Improvement Framework – Sphere Resources



Catholic ethos espouses the building of inclusive Catholic school communities informed by social justice and fostering strong partnerships with parents and the broader community to meet the needs of all young people. The CEOM School Improvement Framework provides a context for this work through the two key spheres of Student Wellbeing and School Community.



Service Provision

- **School Improvement Framework** includes specific lenses re : **Student Wellbeing and School Community** to support the development of a strategic approach to implementation of a whole school approach to student wellbeing in schools
- **Student Wellbeing Unit service provision:**
 - portfolio areas
 - key initiatives and projects
 - School Improvement Framework
- Student Wellbeing Strategy Plan 2006-2010
 - aligned with CEOM Strategy Plan
 - linked to School Improvement through the Annual Action Plan
- Database developed to provide overview of portfolio areas of responsibility that inform strategic service provision
- Clusters of schools in each region

CEOM Student Wellbeing Strategy Plan 2006 – 2010 :

Key Components

Community Arts	SACSC initiative cluster formation and research phase	Mental Health Initiatives (including MindMatters and KidsMatter)
National Safe Schools Framework	Leading into a focus on school community and research phase	National Drug Education Strategy
National Values Education Framework	Social Emotional Learning Strategy	Student Wellbeing Coordinators Strategy
Credentialed Learning (ACU Postgraduate Certificate in Education (Wellbeing in Inclusive Schooling)/Master of Education (Wellbeing in Inclusive Schooling)	Youth Services Strategy	Restorative Practices Strategy
Data collection / Student Wellbeing strategy	Credentialed Learning (University of Melbourne Master of Education – Student Wellbeing)	AGQTP Transition and Engagement Project
Secondary Schools Strategy	SWAP Website	Smarter Schools National Partnerships
Duty Officer	School Focused Youth Service	Critical Incident Management
Nurses in Catholic Secondary Schools	Family School Partnerships Convenors	Meeting Point Project

CEOM Student Wellbeing Strategy Plan 2006 – 2010 : National Strategies

- National Partnerships
- National Values Education Framework
- MindMatters (National Mental Health Initiative for Secondary Schools)
- National Schools Drug Education Strategy (NSDES)
- National Safe Schools Framework (NSSF)
- Social Emotional Learning

CEOM Student Wellbeing Strategy Plan 2006 – 2010 : Partnerships

Universities:

- Australian Catholic University
- The University of Melbourne

- Commonwealth Department of Education, Employment and Workplace Relations (DEEWR)
- Victorian Department of Education and Early Childhood Development (DEECD)
- Victorian Department of Human Services (DHS)
- Victorian Health Promotion Foundation (VicHealth)

CEOM Student Wellbeing Strategy Plan 2006 – 2010 : Partnerships.....

- Ardoch Youth Foundation
- Australian Research Council Linkage Grants
- Australian Youth Research Centre
- Centacare Catholic Family Services
- Centre for Relational Learning (New Mexico)
- Doxa Youth Foundation
- Marist Youth Care (Sydney)
- Meeting Point

Components of the Strategy



Youth Services Strategy

- Part of the scaffolding to support school capacity building
- Master of Education (Student Wellbeing) University of Melbourne
- Secondary component
- Youth Services Strategy is now aligned with Student Wellbeing Coordinators Strategy

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Student Wellbeing Coordinators Strategy

- 255 primary schools across the Archdiocese of Melbourne with role of SWC
- \$5.4M annual investment to support the appointment of Student Wellbeing Coordinators in primary schools
- 'Wellbeing' column created – compliance (PL, T/F, credentialed training & role description focused on prevention)
- Student Wellbeing Coordinators work in Leadership Teams at the school to contribute to strategic planning
- Annual Action Plan (AAP) as part of School Improvement & School Review process
- Surveys and audit tools developed to support strategic planning and school improvement
- Professional Learning offered x 2 days annually
- 5 Research summary documents developed
- School clusters established in regions
- Database linking strategies, initiatives and projects

Credentialed Learning



- Master of Education (Student Wellbeing) – Melbourne Graduate School of Education, The University of Melbourne
- Master of Education (Wellbeing in Inclusive Schooling) – Australian Catholic University
- Sponsorship strategically targeted at leadership positions in schools
- Over 900 teachers have accessed the credentialed learning since 1999
- Sponsorship now links to career pathways to support student wellbeing and school improvement

Schools As Core Social Centres

- SACSC Awards
 - VicHealth Award “Outstanding Achievement in Health Promotion – Mental Health and Wellbeing”
 - 2006 National Schooling Award for Quality Schooling
 - “Outstanding Performance in School Improvement”
 - 2009 VicHealth ‘Systems for Health’ Award
- Partnership between VicHealth and CEOM
- 8 clusters across Melbourne with continuing interest from a large number of schools and LGA’s for 2010
- Strengthening of the Research Circle with links to universities and primary principals to support an evidence based approach re: Social Capital, Student Wellbeing and Learning Outcomes
- ‘Learning Better Together’ Study Tour September / October 2008 and 2009



Restorative Practices – a systems approach

- 115 Catholic primary and secondary schools engaged in Restorative Practices
- Core teams and leadership have developed an action plan to grow and embed restorative practices over a two-year period, linked to the School Improvement Framework
- Strategies are directed towards whole of school approach
- Interventions for targeted groups or individuals for serious behavioural misdemeanours
- An accreditation process is in place for schools to sustain and enrich the process
- Continued support and professional learning opportunities for the school



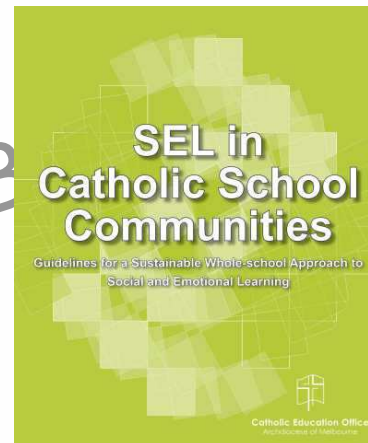
AGQTP Project Modelling Good Practice within the NSSF: Transition & Engagement in Catholic School Communities

- Initiative related to transition issues and student engagement between primary schools years 5/6 and secondary school years 7/8
- 2006/2007 4 clusters of schools across Melbourne consisting of 1/2 secondary schools and a small group of feeder primary schools with another 4 clusters in 2008/2009
- Professional learning for teachers (cluster based & Core teams)
- Data collection via surveys conducted with students and administered by teachers, parents and students
- Participating schools showcase good practice via professional learning activities
- Research document and DVD Term III 2010

CEOM Student Wellbeing SEL Strategy

Social Emotional Learning strategy consists of 8 components in support of schools :

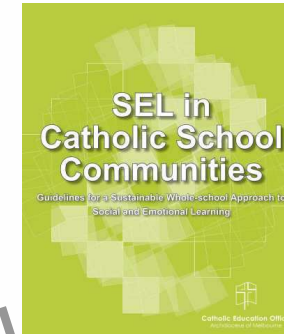
- Framework
- Professional Learning
- Liaison
- Audit tools
- Data collection
- Documents
- VELs and SEL
- Resources



CEOM SEL in Catholic School Communities

Guidelines for a Sustainable Whole-school Approach to Social and Emotional Learning including

- SEL and Whole-school Improvement
- Leading for SEL Implementation
- Audit Tools for Readiness, Planning and Implementation
- Reviewing progress through the phases and sustainability
- Linking Victorian Essential Learning Standards and SEL
- Teaching and Learning Resources – Activities supporting SEL



Professional Learning

- PL days x 2 annually for Student Wellbeing Coordinators and support to school clusters and Professional Learning Teams
- Student Wellbeing Unit ongoing Professional Learning in this area via seminars, conferences and support to schools
- Component of University of Melbourne Master of Education (Student Wellbeing)
- Component of ACU Postgraduate Certificate in Inclusive Schooling (Student Wellbeing)
- Component of ACU Master of Education (Wellbeing in Inclusive Schooling)

Audit Tools

CEOM Student Wellbeing Unit developing/adapting Audit tools to support schools in implementation of SEL

- Framework for Student Wellbeing Checklist (Curriculum Teaching & Learning section)
- Student Wellbeing Strategy SEL Component Chart
- Generic Audit Tool for all schools to use to monitor progress and inform the system
- *SEL in Catholic School Communities*
- Restorative Practices in Catholic School Communities Audit Tools



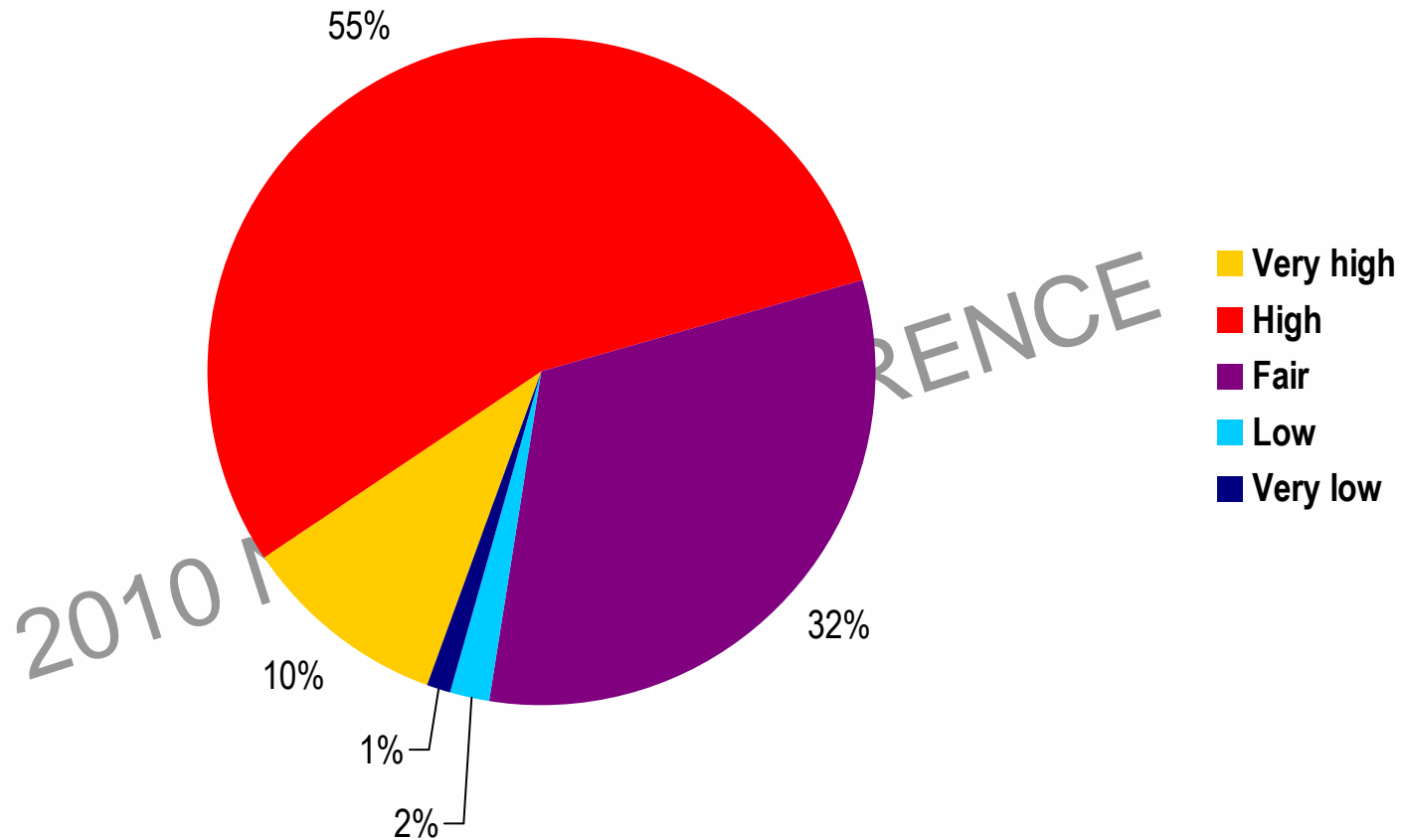
Data Collection

Through School Review process in the context of School Improvement

- Using Student Wellbeing Coordinators and Core Teams Audit Tools provided by CEOM Student Wellbeing Unit
- Schools- inform identification of current practice and areas for future implementation
- CEOM database monitoring and tracking individual school progress

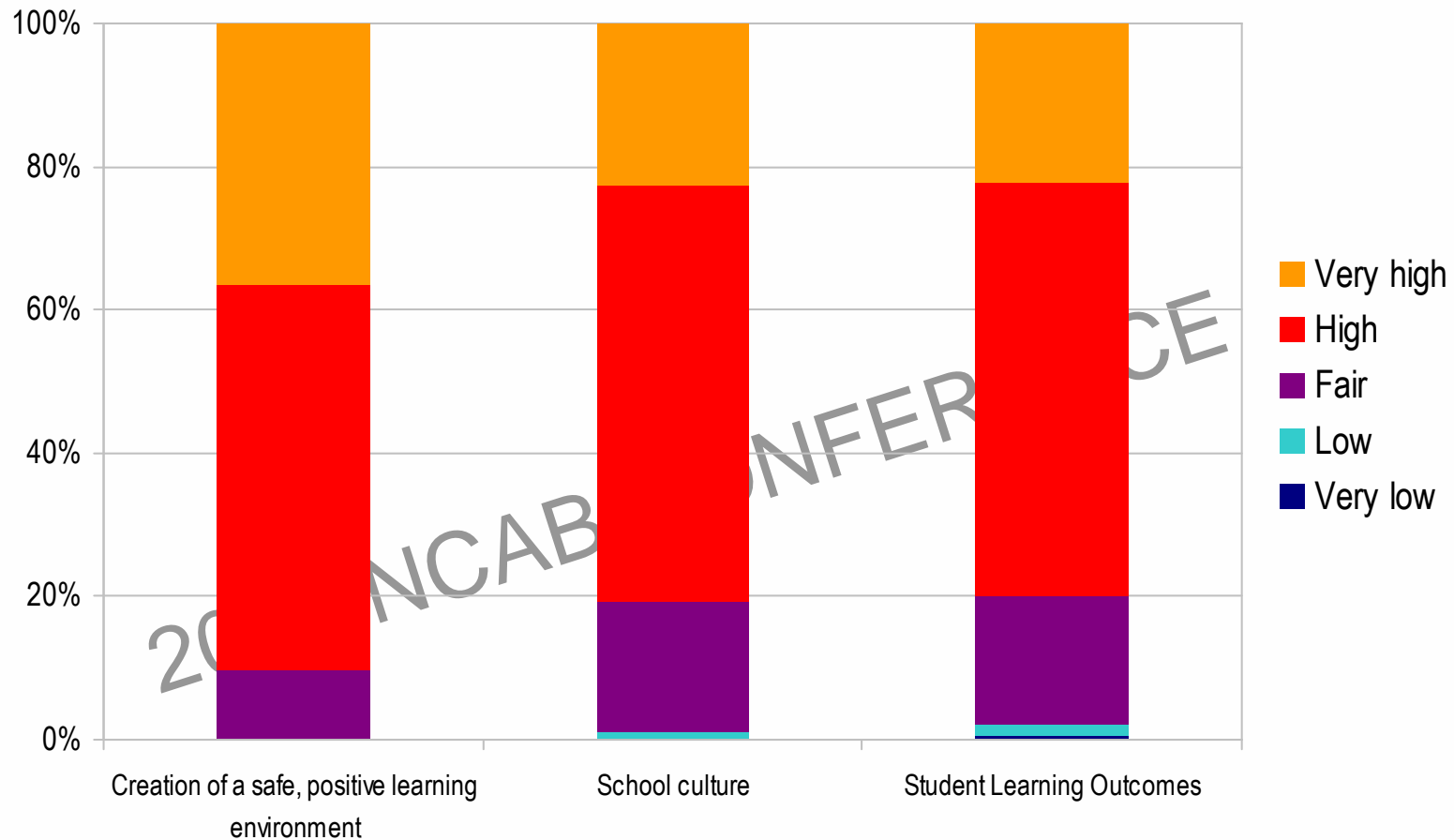
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CEOM Student Wellbeing Strategy : Impact on Student Outcomes



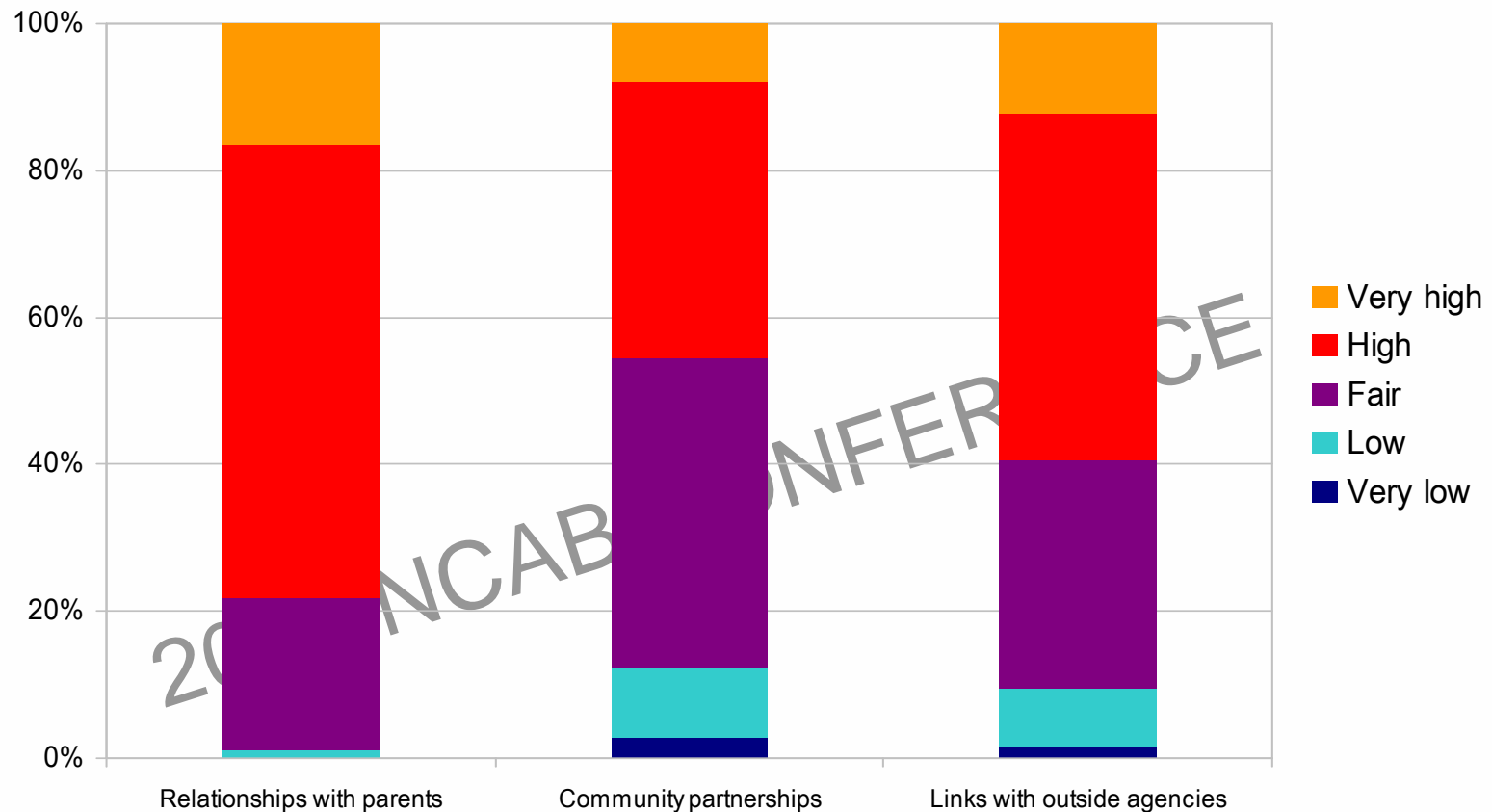
The aim of the Strategy is to contribute to School Improvement through the promotion of an **optimal learning environment to support engagement and learning outcomes.**

CEOM Student Wellbeing Strategy Impact



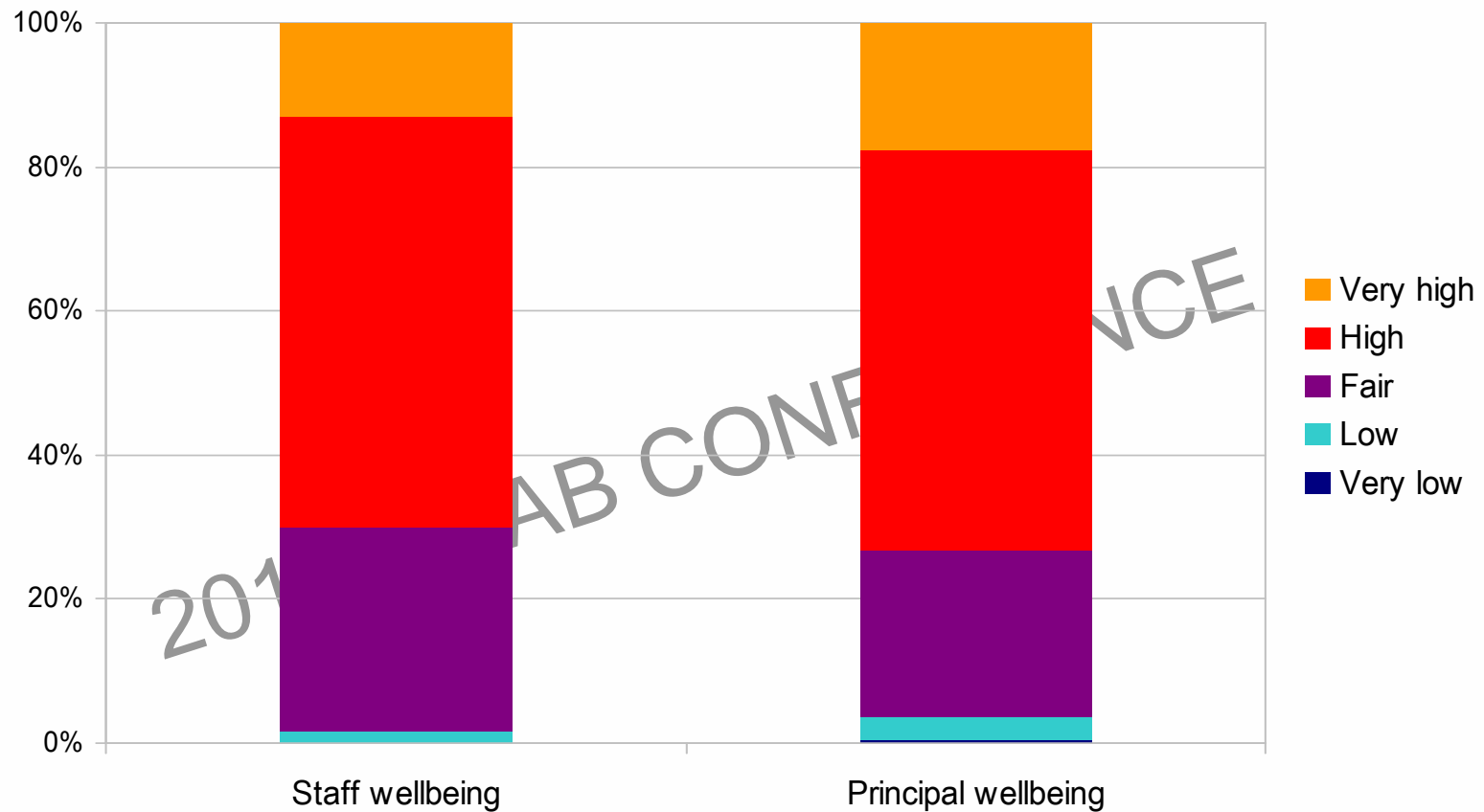
A foundation principle informing the overall strategy is **“to promote a safe and supportive school environment”** which celebrate inclusion and models values which are consistent with the Gospel teachings of Jesus.

CEOM Student Wellbeing Strategy Impact



The promotion of **school community partnerships to support the wellbeing of the whole school community is paramount**, as in, support to principals and school leadership teams in the development and implementation of a student wellbeing strategy at the school guided by the School Review process and informed by the Annual Action Plan.

CEOM Student Wellbeing Strategy Impact



The Student Wellbeing Strategy has also had a significant impact on Staff and Principal wellbeing. **97% (180) of Principals** rated the degree of impact as **Positive**.

Student Wellbeing Coordinators (SWCs)

- **80.75%** of SWCs are a member of the school leadership team
- **87.17%** of SWCs participate in Student Wellbeing Cluster meetings
- **96.79%** of SWCs participate in Student Wellbeing Professional Learning Activities
- **96.26%** of schools indicated that the SWC role has assisted an increased awareness of student wellbeing within their school community



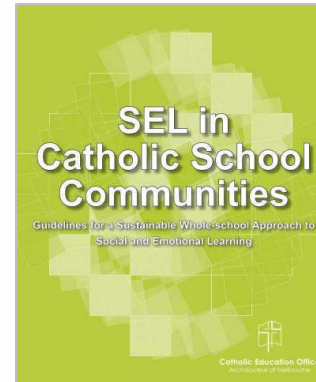
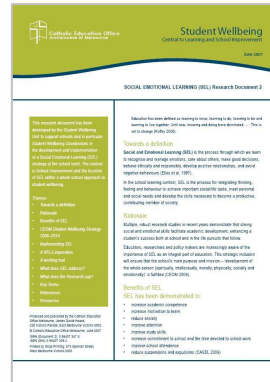
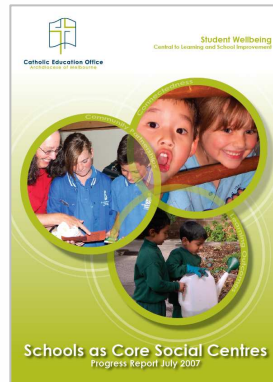
Key outcomes of the CEOM Student Wellbeing Strategy 2006-2010

System support to schools to assist in the implementation of a strategic approach to student wellbeing and school community to promote the development of an inclusive school culture and ethos

Scaffolding structure includes:

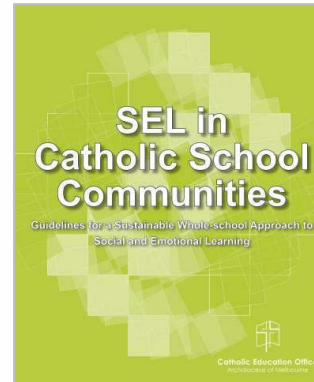
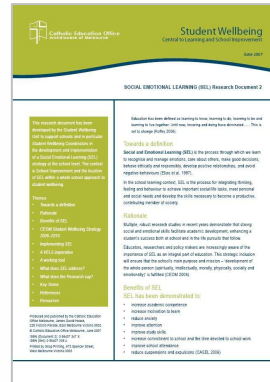
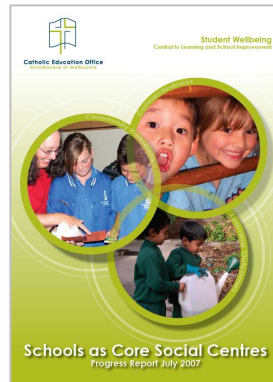
- School-based Core team (leadership)
- Career path/SWC role combined with credentialed training
- Linked to School Improvement Framework and the use of audit tools to collect data
- Clusters for collegial and Professional Learning opportunities
- Professional Learning teams
- System compliance linked to funding accountability

Publications



- *Social Emotional Learning in Catholic School Communities*
- *Research Document 1 : Student Wellbeing*
- *Research Document 2 : Social Emotional Learning*
- *Research Document 3 : Restorative Practices*
- *Research Document 4 : Clusters*
- *Research Document 5 : School Community*

Publications contd.....



- Schools as Core Social Centres Progress Report
- Contributions to Learning Matters and Learning Matters Online
- Learning Matters Volume 14 Number.2 2009
- Learning Centred Schools – A Sacred Landscape: Wellbeing 2009-2013

Student Wellbeing Action Partnership (SWAP) website www.education.unimelb.edu.au/swap



- Launched in September 2007
- Partnership with the Melbourne Graduate School of Education, The University of Melbourne
- Increased public profile of the work of the Student Wellbeing Unit and CEOM
- Value-adding to the Youth Services Strategy
- Promoting an on-going professional learning community of teachers as researchers

