St Michael's
COLLEGE



WELLBEING FRAMEWORK
YEARS R-12





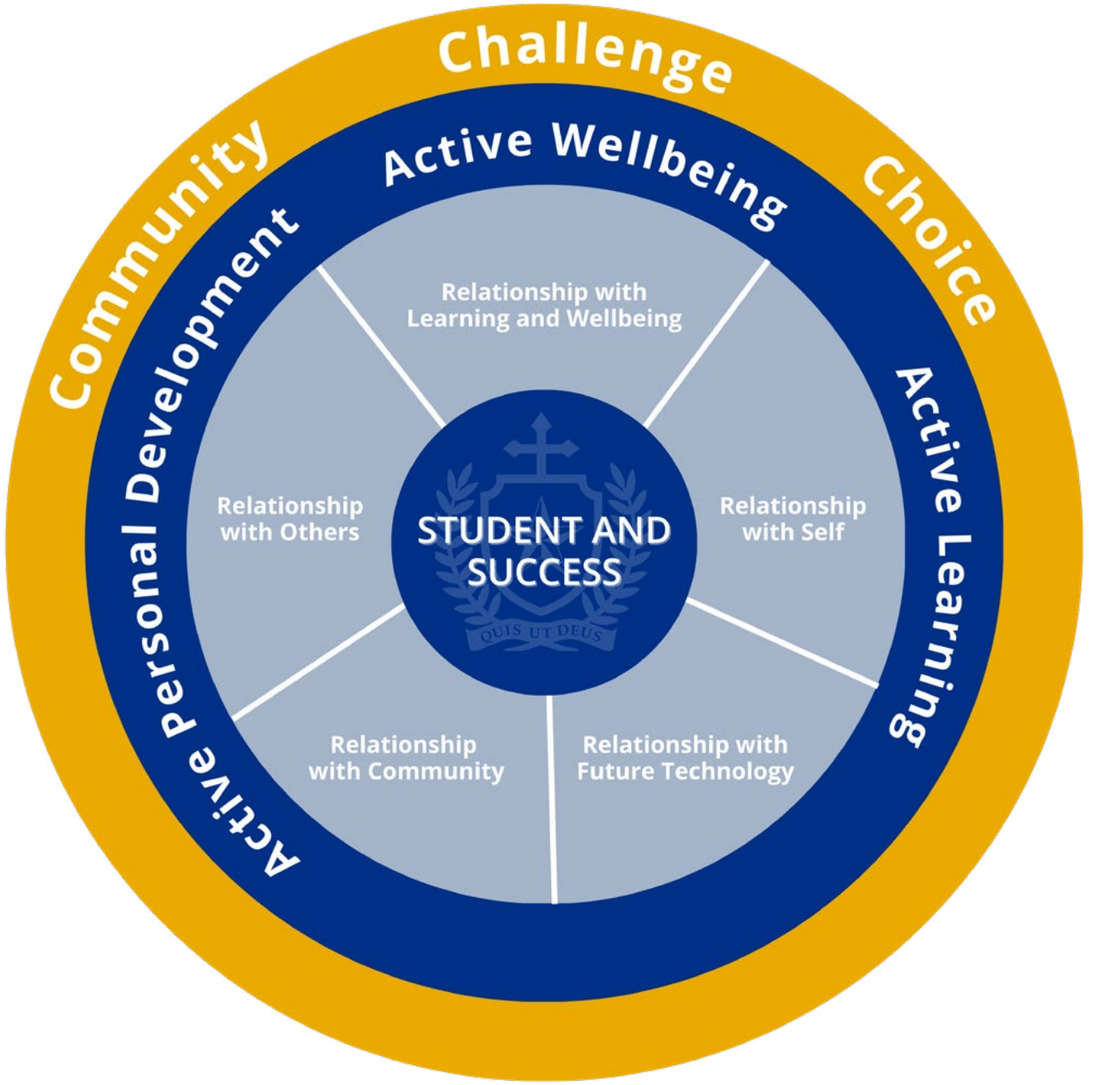


FOUNDATIONS OF THE FRAMEWORK

The St Michael's College Wellbeing Framework unifies and strengthens the College's approach to student wellbeing, ensuring it is authentic, intentional and responsive to young people's changing needs. Built on a commitment to the College's Mission and Vision of Community, Challenge and Choice, it gives clear expression to who we are and what we value. Inspired by the belief that all students are made in the image of God and are known, valued and cared for, the framework places the dignity, growth and wellbeing of every young person at the centre of College life. In doing so, it provides a shared vision for wellbeing that supports students to develop as people, learners and leaders who are connected to community, open to challenge and empowered to make purposeful choices.

Wellbeing has always been central to life at St Michael's College, embedded in our Catholic identity, Lasallian tradition and Pastoral Care Framework. Today, students' social, emotional, academic and digital lives highlight the need for a shared framework that:

- Makes wellbeing explicit rather than purely assumed
- Aligns practice across learning, pastoral care, leadership and community life
- Provides common and relatable language for students, staff and families
- Strengthens consistency across year levels while remaining developmentally responsive to varying needs
- Affirms existing practice while supporting reflection, growth and continual improvement
- Strengthens the link between student wellbeing, engagement and learning



A LIVING FRAMEWORK FOR GROWTH

This framework has been developed as a living document, shaped by existing College policies and practices, consultation with the community, and reflection on identified strengths and areas for growth.

Framework development:

- Informed by existing college frameworks/policies
- Consultation with students, families, staff and community

The framework recognises the importance of listening to:

- Students – lived experience, voice and agency
- Families – partnership, trust and shared responsibility
- Staff – professional insight, care and expertise
- Community and Church – having a shared mission and support



PURPOSE OF THE FRAMEWORK

At St Michael's College, the Wellbeing Framework establishes a clear and consistent foundation for supporting students through collective responsibility, meaningful partnerships and evidence-informed practice, while ensuring care is responsive to students' needs.

Informed by consultation, research, reflection and an analysis of College data and documentation, the following key factors have been identified as central to shaping student wellbeing:

Social Pressures and Expectations

- Peer comparison, identity formation and belonging
- Navigating friendships, conflict and social hierarchies
- Pressure to conform while forming an authentic sense of self

Cyber Safety and Social Media Influence

- Constant connectivity and reduced psychological downtime
- Curated online identities, comparison culture and validation seeking
- Exposure to risk, misinformation and online conflict
- Managing healthy relationships with technology

Academic Stress and Performance Anxiety

- High expectations (internal and external)
- Fear of failure and perfectionism
- Balancing achievement with wellbeing
- Navigating future pathways, ATAR pressure and future uncertainty

ELEMENTS OF THE FRAMEWORK

The elements of the framework provide a clear structure for understanding and supporting student wellbeing through a relational lens. The five domains recognise that young people develop through their connection with self, others, learning, technology and community.

Together, these elements create a shared language for wellbeing and guide consistent, intentional practice across College life.

Relationship with Self

- Identity, self-worth and purpose
- Emotional literacy and self-regulation
- Growth mindset and resilience
- Reflection, gratitude and hope

Relationship with Others

- Respectful relationships and empathy
- Belonging and community connection
- Restorative practices and accountability
- Leadership, service and advocacy

Relationships with Learning

- Academic confidence and engagement
- Learning agency and ownership
- Healthy approaches to challenge and feedback
- Pathways, purpose and future planning

Relationships with Technology

- Digital citizenship and ethical use
- Online safety and boundaries
- Critical thinking and discernment
- Balance, wellbeing and self-management

Relationships with Community

- Connection to College identity, tradition and shared values
- Partnership with families, staff, Church and wider community
- Service, social justice and active contribution to community life
- Belonging, responsibility and care for the common good







BRINGING RELATIONSHIPS TO LIFE

Supporting Wellbeing Through Action

The following effective practices show how the five relationship domains are translated into everyday action across learning, pastoral care and community life. Central to this is the belief that wellbeing and student agency are inseparable; young people flourish when they are supported to feel connected, heard and capable of making purposeful choices.

These practices provide practical guidance for staff, students and families by identifying the intentional behaviours that strengthen wellbeing, promote consistency, and empower students to take responsibility for themselves, contribute positively to others and engage meaningfully in the life of the College.

Relationship with Self

- Explicitly teach emotional literacy, self-regulation, resilience and help-seeking skills through pastoral care, curriculum and wellbeing programs.
- Provide regular opportunities for students to reflect on identity, strengths, values, gratitude, purpose and personal growth.
- Use evidence-informed and strengths-based approaches to support confidence, self-worth and positive behaviour.
- Respond early to emerging wellbeing concerns through tiered support, trusted relationships and appropriate referral pathways.

Relationship with Others

- Teach, model and reinforce respectful, caring and inclusive relationships across classrooms, pastoral care and co-curricular life.
- Use restorative practices to strengthen accountability, repair harm and rebuild connection following conflict.
- Create opportunities for students to practise empathy, collaboration, leadership, service and advocacy.
- Support staff to build consistent relational approaches that promote belonging, safety and positive behaviour.

Relationship with Learnings

- Build learning environments where students feel safe to participate, ask questions, take risks and learn from feedback.
- Strengthen student agency by involving students in goal setting, reflection and decision-making about their learning and wellbeing.
- Promote healthy approaches to challenge effort, achievement, failure and future pathways.
- Use data, teacher insight and student voice to identify barriers to engagement and provide timely academic and wellbeing support.

Relationship with Technology

- Explicitly teach digital citizenship, online safety, privacy, ethical use and respectful communication in online spaces.
- Support students to critically evaluate online information, digital influence, comparison culture and emerging technologies.
- Collaborate with students and families to promote healthy boundaries, balance and responsible technology use.
- Respond proactively to online harm, cyberbullying and digital conflict through education, support and restorative processes.

Relationship with Community

- Strengthen partnerships with families, staff, Church and community groups to support student learning, safety and wellbeing.
- Create meaningful opportunities for student voice, leadership, service and contribution to College and community life.
- Affirm College identity, Lasallian tradition and shared values through practices that promote dignity, inclusion and social justice.
- Review College data, consultation feedback and emerging needs to strengthen collective responsibility for student wellbeing.

REFLECTION, **GROWTH** AND FUTURE DIRECTION

The development of the Wellbeing Framework has highlighted the strong foundations already established from Reception to Year 12, while also identifying opportunities to strengthen its overall coherence and responsiveness.

By building on existing strengths and addressing areas for growth, the College can continue refining its approach through shared language, greater student voice, evidence-informed decision-making, and a culture of ongoing reflection.

As a living document, the framework is designed to evolve alongside the changing needs of students, families, staff, and the wider College community, ensuring wellbeing remains a central and responsive priority.

Identified Strengths R-12

- Strong relational culture, pastoral structures and programs
- Clear Lasallian identity and values
- Broad wellbeing programs and leadership opportunities
- Commitment to inclusion, dignity, gratitude and service

Areas for Growth

- Greater coherence and shared language - via communication
- Stronger articulation of learning-wellbeing connection/interwoven
- Clearer guidance around digital wellbeing and safety
- Increased visibility of student voice in wellbeing design, programming and design. Tracking of student voice and review.

Recommendations

- Use this framework as a living document, regularly reviewed and refined through feedback and data
- Embed it across the whole school(s) curriculum, pastoral care and student leadership models
- Regularly review through feedback and data (Be Brave to make changes)
- Continue to prioritise student agency, voice, formation and care

Closing Statement

This Wellbeing Framework affirms St Michael's College's enduring commitment to educating the whole person.

It honours our Lasallian heritage while responding courageously and compassionately to the realities young people face today.

Resources

Pastoral Care Overview 7-12

Student Leadership Opportunities

Middle School Student Handbook (Years 7-9)

Senior School Student Handbook (Years 10-12)

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