



STUDENT WELLBEING POLICY

March 2026

CATHOLIC SCHOOLS BROKEN BAY

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Purpose

This *Student Wellbeing Policy (Policy)* sets out Catholic Schools Broken Bay's (CSBB) position on delivering a strengths-based, system-wide approach to student wellbeing. It is informed by the Australian Student Wellbeing Framework, which recognises the shared responsibility of schools, families, and communities in creating inclusive, safe, and supportive environments.

Student wellbeing is at the heart of our mission to provide an authentic, professional Catholic education with care and compassion. We aim to inspire hearts and minds to know Christ, love learning, and use their gifts to reach their full potential. Our vision is to foster a faith-filled and nurturing Catholic community where every student is known, valued, and supported to thrive as a confident, compassionate, and courageous individual in an ever-changing world.

Grounded in the Gospel message of John 10:10 — "I have come that they may have life, and have it to the full" — our commitment to student wellbeing is shaped by the values of Faith, Witness, Compassion, Joy, and Courage. CSBB schools have a whole-child approach, recognising that wellbeing is foundational to learning, relationships, and growth. When students feel safe, connected, and respected, they are more likely to flourish spiritually, socially, emotionally, and academically.

Wellbeing enhances engagement, motivation and academic outcomes. When students feel safe, included, and supported, they are more confident in their ability to learn, take risks, and overcome challenges.

Audience

This policy applies to all CSBB employees and work experience individuals (**Staff**), volunteers, contractors, parents/carers and students.

Policy

CSBB schools are faith-filled communities dedicated to creating safe, supportive, and inclusive environments that foster student wellbeing and learning. Wellbeing is everyone's responsibility and is embedded through:

- explicit teaching of social and emotional learning
- consistent school-wide practices
- evidence-informed approaches to behaviour and wellbeing support
- strong student, staff and family relationships
- ongoing professional learning and capacity building
- respectful recognition of students' voice, identity, and cultural background.

The guiding principles are:

- wellbeing and learning are interdependent and mutually reinforcing
- every student has inherent dignity and unique circumstances that influence their wellbeing
- parents and carers have primary responsibility for the development of their child's wellbeing and work in partnership with the school community.

- wellbeing is supported through inclusive environments and respectful, collaborative relationships
- students are provided with appropriate opportunities to express their views in matters related to their learning and school experience
- while all students benefit from universal wellbeing support, some may require targeted or intensive interventions
- wellbeing capabilities are intentionally integrated into teaching and learning practices
- a strengths-based, relational approach enables students to thrive and reach their full potential.

Responsibilities

Parents and Carers

- are the primary nurturers of their child's wellbeing
- partner with schools in supporting learning, attendance, behaviour, and wellbeing
- engage respectfully and proactively with the school community
- nurture their child's resilience and adaptability to change or challenges
- support their child's development of respectful and responsible behaviour
- support and adhere to CSBB and school policies and procedures.

Principals

- provide visible leadership of a whole-school approach to wellbeing
- implement a school-wide approach to wellbeing underpinned by the Australian Student Wellbeing Framework
- ensure school staff and students understand the requirements of policies and procedures relating to wellbeing
- lead the implementation of the Australian Student Wellbeing Framework and ensure staff receive professional learning
- oversee data and evidence informed practices that guide decision making.
- establish avenues for student voice at both school and individual levels.
- engage internal and/or external specialist advice on wellbeing-related matters as required.

School Staff

- build positive, respectful relationships with all students and families
- create safe and engaging learning environments
- utilise the ACARA Personal and Social Capability continuum
- use data and evidence-informed practices to respond to student wellbeing needs
- support appropriate student voice and active participation.

School Counsellors

- provide short-term, evidence-based counselling for individuals and small groups
- offer immediate psychological support following critical incidents
- conduct student observations to inform individual support planning and guide wellbeing strategies

- support whole school student wellbeing and mental health
- collaborate with school teams, families, and external professionals to support students and contribute to a student case management approach as appropriate
- deliver professional learning to staff on mental health and referral processes
- upholding confidentiality, ethical standards, and mandatory reporting requirements
- work in partnership with parents/carers and school staff in achieving positive outcomes for students
- create and maintain positive relationships with students to support their mental health and wellbeing
- draw on their clinical knowledge and skills to promote student wellbeing across the school.

CSBB Wellbeing and Diverse Learning Team

- provide support and advice to School Leaders to strengthen whole-school wellbeing approaches as required
- provide professional learning opportunities to support the implementation of system prioritised Student Wellbeing initiatives.

Related Legislation

- Education Act 1990
- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005 (Cth)

Review

The CSBB Student Wellbeing Policy will generally be reviewed every three (3) years unless there is a legislative or regulatory requirement to do so earlier.

Version

Version	Current Title	Approval Date	Commencement Date
4	Student Wellbeing Policy	March 2026	March 2026
3	Pastoral Care and Student Wellbeing Policy	January 2020	January 2020

Approved by: Danny Casey – Director of Schools
Date of next review: March 2029