

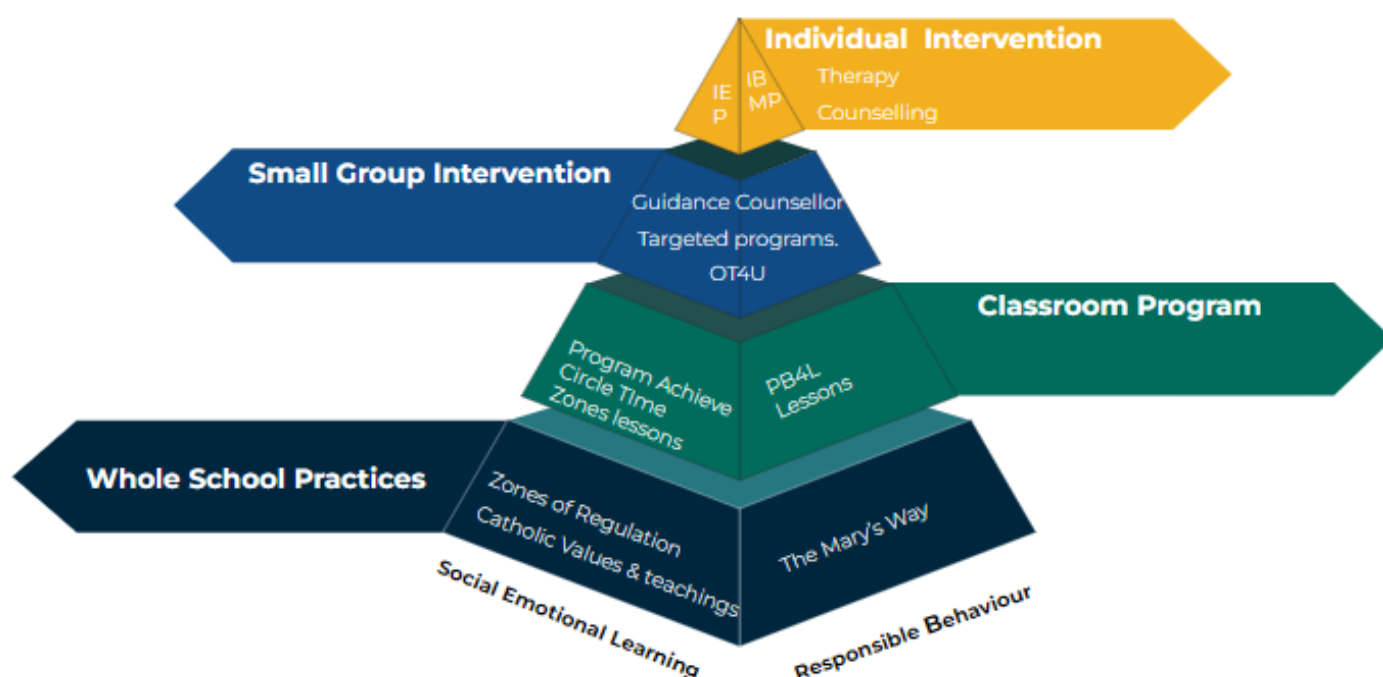


**ST MARY'S
CATHOLIC
SCHOOL**
Mary Our Help

ST MARY'S CLIMATE CONDUCTIVE TO LEARNING

Social Emotional Learning and Responsible Behaviour

*At St Mary's School, the Mary's Way guides, strengthens and challenges us to be our best.
We strive to be confident, persistent, organised, and to get along with others.
We use emotional regulation and resilience as tools to help us.*



St Mary's Catholic School offers a Catholic education to students from diverse social and economic backgrounds. This diversity means that our students each have a different motivation for engaging in learning, behaving positively, and performing academically. This framework lays out a whole school plan for meeting the needs of our students.

Positive Behaviour for Learning (PB4L) underpins the responsible behaviour plan at St Mary's. "PB4L offers a broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour with all students." (Sugai & Horner, 2001) Our school framework is outlined in "The Mary's Way"

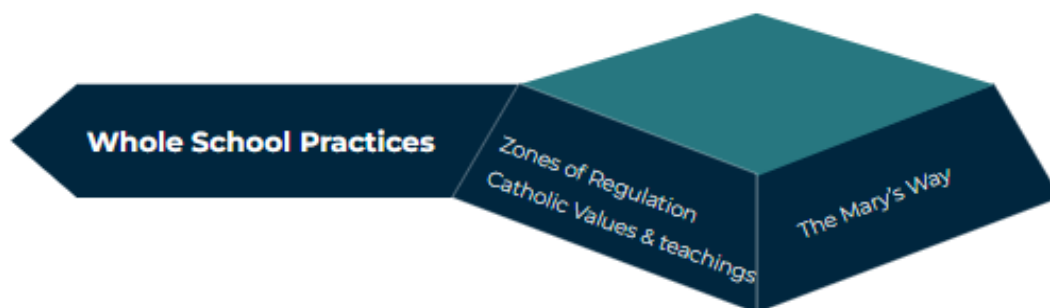
Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life. Research shows that SEL not only improves achievement by an average of 11 percentile points, but also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students (Durlak et al., 2011). This document outlines our school framework for SEL.

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WHOLE SCHOOL PRACTICES -

SEL techniques are often implemented at the school level through policies, structures, and procedures that affect the environment of the school and the student support services provided. (Meyers et al., in press). All school policies must be founded on our school mission statement which calls us to guide, strengthen and challenge each other to reach our full potential and strive to demonstrate the values of justice, compassion, and outreach. Teachers must be vigilant in providing a safe environment and protecting our students through following student protection processes within our school and system.

Fair and equitable discipline policies and bullying prevention practices are more effective than purely behavioral methods that rely on reward or punishment (Bear et al., 2015). The Mary's Way is founded on encouraging students to be their best by adopting the Catholic values of Respect, Compassion, Care, Mercy, Outreach, and Justice. These values are celebrated in the classroom and at assembly. Teachers are also expected to model these values in their interactions with students and each other.

Student engagement in the learning process is enhanced by teacher strategies that offer emotional support to students and chances for student voice, autonomy, and mastery experiences. Groups such as the year 6 leadership team, Mini-Vinnies, and the Eco-committee promote student voice and develop social awareness. Consideration should be given to developing a Student Representative Council at the school.

Whole school structures and activities that build positive relationships and a sense of community among students such as regularly scheduled parades, whole school celebrations, liturgies, meditation, student meetings, awareness days, social justice activities, and advisory groups provide students with opportunities to connect with each other. These activities also promote self-awareness, self-management, and social awareness.

Family and community partnerships can strengthen the impact of school approaches to extending learning into the home and neighbourhood. Family education through communication in the newsletter and the provision of parent information sessions are vital. Community partnerships with organisations such as Girudala and Coinda can support classroom and school efforts.



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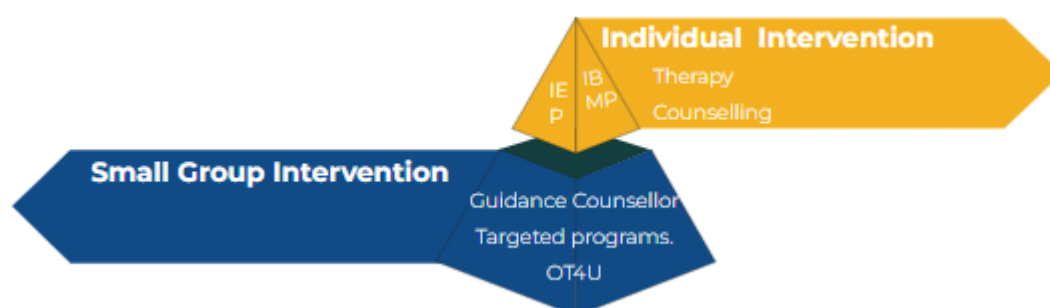
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CLASSROOM PROGRAM - PROGRAM ACHIEVE

Positive student-teacher interactions, teachers that serve as role models for students in terms of social-emotional skills, and student engagement are all factors that encourage SEL (Williford & Sanger Wolcott, 2015).

Explicit teaching and demonstrating social and emotional abilities, offering chances for students to practise and perfect those skills, and giving students the chance to apply those skills in diverse contexts are all part of promoting social and emotional development for all students in classrooms. Program Achieve involves teachers delivering explicit lessons that teach social and emotional skills, then finding opportunities for students to reinforce their use throughout the day. Circle time provides a format for the delivery of these lessons and Zones of Regulation can support these lessons through the use of a common language throughout the school.



INTERVENTION

An important component of schoolwide SEL involves integration into **multi-tiered support systems**. The services provided to students by professionals such as counselors, occupational therapists, social workers, and psychologists should align with universal efforts in the classroom and school. Often through small-group work, student support professionals reinforce and supplement classroom-based instruction for students who need early intervention or more intensive treatment. Our Inclusive practices teacher, guidance counsellor, and local services such as OT4U support the school's work with more targeted intervention, particularly for students with Individual Education Plans and Individual Behaviour Management Support Plans.



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School Data

DDA Disability	50	34.5	2	7.7	9	36.0	10	45.5	10	62.5	10	41.7	4	30.8	5	26.3
Cognitive	26	17.9	1	3.8	2	8.0	4	18.2	7	43.8	4	16.7	3	23.1	5	26.3
Physical	2	1.4	0	0.0	1	4.0	0	0.0	0	0.0	0	0.0	1	7.7	0	0.0
Sensory	2	1.4	1	3.8	0	0.0	1	4.5	0	0.0	0	0.0	0	0.0	0	0.0
Social/Emotional	20	13.8	0	0.0	6	24.0	5	22.7	3	18.8	6	25.0	0	0.0	0	0.0

Overall AEDC domain results for your school

Figure 2.1 – Physical health and wellbeing over time for your school.

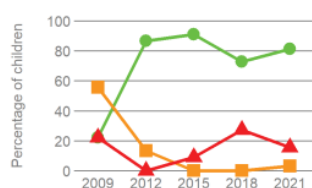


Figure 2.2 – Social competence over time for your school.

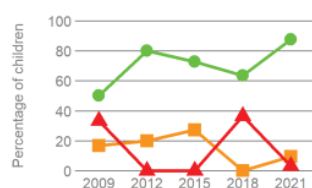


Figure 2.3 – Emotional maturity over time for your school.

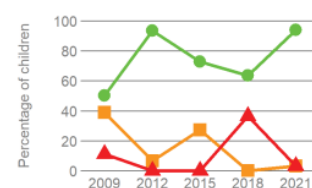


Figure 2.4 – Language and cognitive skills (school-based) over time for your school.

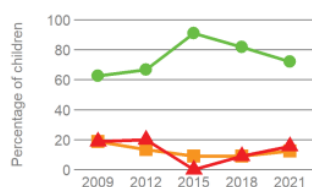
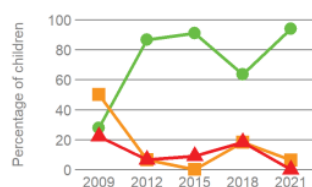


Figure 2.5 – Communication skills and general knowledge over time for your school.

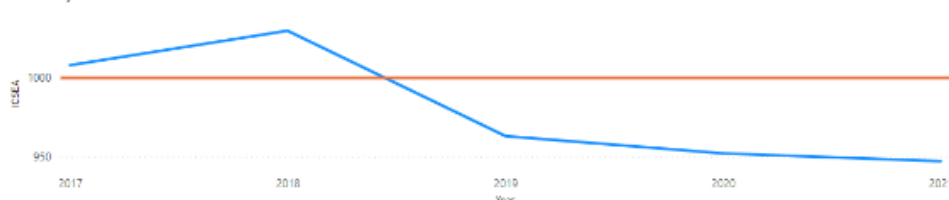


● On track
■ At risk
▲ Vulnerable

Note: trends are not shown where data has not been collected or reported for any given year.

2017	2018	2019	2020	2021
1008	1030	963	952	947

ICSEA by Year



90.9%

Average Attendance 2021

91.4%

Average Male Attendance

90.4%

Average Female Attendance

87.2%

Average Indigenous Male

83.0%

Average Indigenous Female

Resources

Program Achieve - [You Can Do It](#)



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School Login:

Username: stmarysbowen

Password: Bowen4805

<https://edu.youcandoiteducation.com.au/my/>

[1SMB Planning Folder](#) in drive

- Zones of Regulation lessons
- PB4L lessons

[Circle Time](#)

Be You - <https://beyou.edu.au/>

Resources for consideration for purchase

<https://www.teaching.com.au/catalogue/mta/mta-the-little-architect> for \$169.35 provides a kit of legos suitable for Aged 3 + with instructions cards that can be used for Leggo Groups program where students learn how to work in a group and cooperate with each other.

Bundle (Best Seller) includes three games \$206.35 aged 7-12

- Anger Solutions Game
- The Helping Sharing and Caring Game
- Stop Relax & Think
- The Coping Skills Game \$91.65 aged 7-12
- Dr. Playwells Worry-Less Game \$91.65 Aged 6-12
- The Positive Thinking Game \$91.65 age 9 and up