Guidelines for Pastoral Care in Catholic Schools

DEVELOPED AS A PROJECT OF THE NATIONAL SCHOOL DRUG EDUCATION STRATEGY BY THE CATHOLIC EDUCATION COMMISSION, NSW
This project was funded under the National School Drug Education Strategy administered by the Commonwealth Department of Education, Science and Training.


RESTRICTED WAIVER OF COPYRIGHT

This work is Commonwealth copyright.

- It may be reproduced in whole or in part for study or training purposes, subject to the inclusion of an acknowledgment of the source and no commercial usage or sale.
- Reproduction for the purposes other than those indicated above requires the written permission of the Department of Education, Science and Training.

Requests and enquiries concerning reproduction and copyright should be addressed to the Director, Drug Education Section, Schools Division, Department of Education, Science and Training, GPO Box 9880, Canberra, ACT 2601.

Disclaimer
The views expressed herein do not necessarily represent the views of the Commonwealth Department of Education, Science and Training.

This document was developed by the Catholic Education Commission, New South Wales.
The concept of pastoral care has underpinned the ethos of Australian Catholic schools since they began. Catholic education was founded on the lives and mission of the various religious orders, Sisters, Brothers and Priests, who established education in Australia in the 19th and 20th Century. One of the most important roles of a teacher in a Catholic school is to care for students pastorally. Three hundred years ago St. John Baptist De La Salle, the Patron Saint of Teachers, encouraged teachers to look upon their students as individuals, rather than as a group. He talked of teachers needing to ‘touch hearts’. ‘Touching hearts’ is about acknowledging and relating with people as individuals - helping each person feel that they are noticed and matter, and are significant and special. A personal approach or reaction can make all the difference to an individual, showing that someone is ‘bothered enough’ to care.

This philosophy has been restated in the latest Vatican document on Catholic Education The Catholic School on the Threshold of the Third Millennium (1998) in which teaching is described as having:

... an extraordinary moral depth...for the teacher does not write on inanimate material, but on the very spirits of human beings. (n.19 )

The document continues by reflecting on the significance of those personal relationships that develop within the school community - amongst teachers, other staff members, students and parents.

An explicit feature of a Catholic school is that its purpose must be aligned with the educational mission of the Catholic Church. Consequently, the generation of any school’s mission statement is integral to the development of a school pastoral care framework.

The cultivation of a shared vision ensures that members of the school community have a mutual understanding of the school’s ethos. Common and agreed goals for schooling establish a basis from which programs, policies and practices can be developed and implemented.

Pastoral care embraces more than the giving of well prepared, thought provoking and stimulating lessons. It means being concerned for the total wellbeing of students, and with the development of the whole person. The philosophies underpinning pastoral care, the active pursuit of programs and practices aimed at promoting and supporting wellbeing and school ethos, the climate and atmosphere in which students and staff learn and work, are complementary. The Student Management Policy of a school should be closely linked to the pastoral care policy to promote a respectful, safe and healthy environment for the whole school community.

Pastoral care is most effective when committed individuals in schools, acting in strong partnerships with parents, implement it. It is imperative that the self-worth of every member of the school community is respected and promoted.

The Catholic Education Commission NSW has endorsed this document and encourages schools to review their pastoral care policies, programs and procedures to further enrich the climate of pastoral care in their school, so as to effectively realise the ideals of Catholic education.

Dr Brian Croke
Executive Director
Catholic Education Commission, New South Wales
ACKNOWLEDGEMENTS

The Catholic Education Commission wishes to acknowledge the generous support, guidance and assistance, in
developing these guidelines, that has been provided by the Pastoral Care Unit at the Catholic Education Office
Melbourne, and the contribution of the Steering and Consultative Committees.

**Chairperson/Writer**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Sub-Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominique Parrish</td>
<td>National School Drug Education Strategy (NSDES), Project Officer, Catholic Education Commission, NSW</td>
</tr>
</tbody>
</table>

**Members of the Steering Committee**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janette Curtis</td>
<td>Senior Lecturer, Faculty of Health &amp; Behavioural Sciences, University of Wollongong</td>
</tr>
<tr>
<td>Kerrie Hayes-Williams</td>
<td>Education Officer/Pastoral Care, Diocese of Wollongong, Wollongong Diocese</td>
</tr>
<tr>
<td>Joanne Joyce</td>
<td>Parent Representative, Wollongong Diocese</td>
</tr>
<tr>
<td>Maryanne Vorreiter</td>
<td>Education Adviser, Parramatta Diocese</td>
</tr>
<tr>
<td>Lorraine Walker</td>
<td>Student Welfare Programs, Catholic Education Commission, NSW</td>
</tr>
<tr>
<td>Roslyn Westbrook</td>
<td>Lecturer, Faculty of Education, University of Wollongong</td>
</tr>
</tbody>
</table>

**Members of the Sub-Editing Committee**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Sub-Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Gardiner</td>
<td>Education Officer/Special Programs, Wagga Wagga Diocese</td>
</tr>
<tr>
<td>Simon Shields</td>
<td>Principal, St Thomas Aquinas Primary School, Tarcutta, Wagga Wagga Diocese</td>
</tr>
<tr>
<td>Angela Sinclair</td>
<td>Religious Education Coordinator, St Michael’s Primary School, Nelson Bay, Maitland/Newcastle Diocese</td>
</tr>
</tbody>
</table>

Thanks are also extended to the following people for support they provided as critical friends in the
development of this resource:

- Graeme Atkins
- Patricia Burgess
- Paul Bush
- Frances Stegeman
- Tania Cairns
- Paddy Dent
- Margaret Donnelly
- Julie Flynn
- Chris Gould
- Shane Morris
- Catherine Ong
- Neville Powles
- Stephen Walsh
Background and Rationale

The Guidelines for Pastoral Care In Schools has been developed in accordance with the ethos of Catholic education as a project funded by the Commonwealth Government initiative, the National School Drug Education Strategy (NSDES). These guidelines support the Catholic Education Commission and Association of Independent Schools 2001 document Guidelines To Support The Development Of School-Based Drug Education Policies And Practices. The aim is to assist schools in reviewing, renewing and further developing existing pastoral care policies and programs, as schools seek to respond to the numerous and complex challenges confronting young people and society in the 21st century.

Pastoral care is central to the ethos and identity of a Catholic school and it is essential that pastoral care for students be given a high priority. The role of schools as an educational institution is to encourage excellence, the pursuit of learning and the care of all individual students. The primary purpose of schools is to promote the full physical, social, intellectual, emotional and spiritual development of students.

The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: this is why the promotion of the human person is the goal of the Catholic School. (quoted in The Catholic School on the Threshold of the Third Millennium, n9)

Pastoral care is based on a deep respect for the dignity and uniqueness of the individual person as we are all made in the image of God (Genesis 1:27). The Catholic school by providing a strong sense of wellbeing, belonging and security, that affirms students in their dignity and worth, assists students to achieve their full potential as a human person, physically, socially, intellectually, emotionally and spiritually.

In an extensive longitudinal study of Catholic schools 1972 - 2000 conducted by Dr. Marcellin Flynn, it is this aspect that is identified as giving the school its distinctive 'Catholic' character (Catholic Schools 2000, 2002.) Strong spiritual or religious faith helps students to develop a sense of awareness and understanding that can reduce feelings of alienation and reinforce feelings of belonging as members of a church community through participating in rituals and celebrations and the development of relationships with others and with God.

Stated in the preamble of the Adelaide Declaration of National Schooling (MCEETYA, 1999) was the proposition that schools should provide supportive and nurturing environments for the intellectual, physical, social, moral, spiritual and aesthetic development of young Australians. It acknowledged the strong link that exists between students’ sense of self-worth, social and emotional wellbeing, enthusiasm for learning and optimism for the future.

In his 1999 New South Wales Drug Summit opening statement, the Premier of New South Wales, the Hon. R. Carr, promoted a proactive approach to drug education and intervention rather than a reactive one that government, organisations and agencies had previously adopted. The NSDES aims to assist schools strengthen factors in the school community that impact on the emotional well-being of students. Schools fostering pastoral care are active in their pursuit of programs and practices aimed at promoting and supporting wellbeing.

The Guidelines for Pastoral Care in Schools aims to support the goals of the NSDES and the Adelaide Declaration (1999) to create safe, supportive environments in schools, and guide school communities in the promotion of pastoral care policies and programs. The aim of this document is to assist schools to be proactive in addressing the wellbeing of all members of the school community, and promote positive relationships between teachers, students and their families.

In addressing pastoral care this document proposes a whole school approach that:

- endorses the enhancement of emotional wellbeing
- recognises and values the development of resilient young people who feel a sense of belonging and connectedness
- promotes a sense of meaning and purpose in life that is supported by the spiritual dimension of a Catholic school.

Researchers, including Bernard (1991), propose the concept of resilience and the related promotion of “protective factors” for the enhancement of academic success and decrease in problem behaviours. Resnick et al (1997) found that a sense of belonging to school is a major protective factor against health risk behaviours. They highlighted that young people valued a school environment in which they felt they were treated fairly, were connected to others and were part of the school. Bond et al (2001) indicated that emotional wellbeing enhances educational outcomes. Glover et al (1998) suggested that promoting a greater sense of security, social connectedness and positive regard and developing skills and opportunities for communication within school environments lead to improved emotional wellbeing.

Ultimately the wellbeing of the school community is an integral factor for effective learning and teaching. The wellbeing of the whole school community will be enhanced by the creation of a culture that reflects a positive attitude towards learning and the achievement of educational outcomes.

Figure 1.1: Dimensions of Pastoral Care

Pastoral care embraces more than the giving of well prepared, thought provoking and stimulating lessons. It means being concerned for the total well being of students, and with the development of the whole person within the context of the family, school, parish and wider community.
A wholistic approach - the Health Promoting School Model

The World Health Organisation (WHO) states that “Health promoting schools are schools which display, in everything they say and do, support for and commitment to enhancing the emotional, social, physical and moral wellbeing of all members of their school community” (Global School Health Initiative, 1999).

The Health Promoting Schools model provides the framework for developing and implementing pastoral care initiatives. This document utilises the Health Promoting Schools model which is illustrated in Figure 1.2.

The WHO’s Ottawa Charter for Health Promotion (1999) outlined five areas of action that have become the foundation for health promoting schools. These five action areas are:

- Build a healthy public policy
- Strengthen community action
- Develop personal skills
- Create supportive environments
- Reorient health services.

A health promoting school extends the learning environment from what is taught inside the classroom to how wellbeing is supported outside the classroom. Developing a positive school climate with a supportive infrastructure is fundamental to the promotion of positive health outcomes and the wellbeing of all members of the school community.

There are many policies and procedures existing in schools for the promotion and protection of student wellbeing. It is important that policies and procedures are linked so that schools can maximise opportunities to advocate the health and wellbeing of students.

The three overlapping and interactive components in the Health Promoting School model are:

- Curriculum Teaching and Learning
- Partnerships and Services
- School Organisation, Ethos and Environment

The promotion of positive health outcomes and wellbeing occurs across the three Health Promoting School components, through various programs, policies and practices. Figure 1.3 highlights some examples.
Figure 1.2: Dimensions of Pastoral Care in the Health Promoting Schools Framework

- **Reorient health services**
- **Curriculum Teaching & Learning**
  - Comprehensive and inclusive approaches to teaching and learning
  - Implementation of pastoral care programs that address the ‘life’ needs of students
  - Fair and just assessment

- **Create supportive environments**
- **School Organisation, Ethos & Environment**
  - Coordinated and supportive organisational structures
  - Liturgy celebrations and assemblies
  - Effective networks of care
  - Fostering high quality interpersonal relationships
  - School vision and beliefs

- **Build healthy public policy**
- **Partnerships & Services**
  - Parish, diocesan and parent partnerships
  - School-based pastoral care activities
  - Links to wider community
  - Accessible support services to cater for a range of needs

- **POSITIVE REGARD**
- **Strengthen community action**
- **Develop personal skills**

- **COMMUNICATION**

Figure 1.3: Examples of programs, policies and practices

<table>
<thead>
<tr>
<th>Curriculum Teaching and Learning</th>
<th>Partnerships and Services</th>
<th>School Organisation, Ethos and Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehensive and inclusive approaches to Teaching and Learning</strong></td>
<td><strong>Parish, Diocesan and Parent Partnerships</strong></td>
<td><strong>Coordinated and supportive organisational structures</strong></td>
</tr>
<tr>
<td>• Parish, Diocesan and Parent Partnerships</td>
<td>• Masses, liturgies, retreats</td>
<td>• Support for students in transition (e.g. pre-school/home – kindergarten; infants - primary; primary - secondary; secondary - tertiary/work force).</td>
</tr>
<tr>
<td>• Coordinated and supportive organisational structures</td>
<td>• Parish/diocesan/school celebrations</td>
<td>• Appropriate and relevant timetabling; administrative practices; SRC; committees; counselling</td>
</tr>
<tr>
<td>• Use of innovative teaching strategies</td>
<td>• Links with parent organisations</td>
<td>• Leadership, self-esteem and peer support programs</td>
</tr>
<tr>
<td>• Meaningful relevant tasks</td>
<td>• Consultation with parents on school policies and practices</td>
<td>• Effective responses to</td>
</tr>
<tr>
<td>• Caters for a range of learning styles</td>
<td>• Participation of parents on school review/interview panels</td>
<td>- Sexism</td>
</tr>
<tr>
<td>• Positive class climate</td>
<td>• P&amp;F meetings and functions</td>
<td>- Drug related incidents</td>
</tr>
<tr>
<td>• Respond to students’ special needs</td>
<td>• Health education for staff/parents/carers</td>
<td>- Critical incidents such as death, suicide, fire and accidents</td>
</tr>
<tr>
<td>• Health promotion activities in all KLAs</td>
<td>• Volunteer support for school-based activities and projects</td>
<td>- Racism and discrimination</td>
</tr>
<tr>
<td>• Integration of pastoral care across the curriculum</td>
<td>• Sacramental programs</td>
<td>- Violence</td>
</tr>
<tr>
<td>• Negotiated curriculum</td>
<td></td>
<td>- Bullying and harassment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Implementation of pastoral care programs that address the ‘life’ needs of students</strong></th>
<th><strong>School-based pastoral care activities</strong></th>
<th><strong>Liturgy celebrations and assemblies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parish, Diocesan and Parent Partnerships</strong></td>
<td><strong>School activities that encompass pastoral care</strong></td>
<td><strong>Opportunities for participation, facilitation and contribution</strong></td>
</tr>
<tr>
<td><strong>Masses, liturgies, retreats</strong></td>
<td>- school barbeques</td>
<td><strong>Recognition of achievements of students/staff/school</strong></td>
</tr>
<tr>
<td><strong>Parish/diocesan/school celebrations</strong></td>
<td>- school fetes</td>
<td><strong>Celebration of feast days, religious and liturgical events</strong></td>
</tr>
<tr>
<td><strong>Links with parent organisations</strong></td>
<td>- parent luncheons/dinners</td>
<td><strong>Liturgy to mark significant national days such as ANZAC day and Remembrance Day</strong></td>
</tr>
<tr>
<td><strong>Consultation with parents on school policies and practices</strong></td>
<td>- working bees</td>
<td><strong>Student liturgical groups</strong></td>
</tr>
<tr>
<td>• Participation of parents on school review/interview panels</td>
<td>- workshops for parents on issues such as parenting, drug education etc.</td>
<td></td>
</tr>
<tr>
<td>• P&amp;F meetings and functions</td>
<td>- school dances</td>
<td></td>
</tr>
<tr>
<td>• Health education for staff/parents/carers</td>
<td>- trivia nights</td>
<td></td>
</tr>
<tr>
<td>• Volunteer support for school-based activities and projects</td>
<td>- school expos</td>
<td></td>
</tr>
<tr>
<td>• Sacramental programs</td>
<td>- alumni</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Founder’s Day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Social Justice groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- cultural activities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Fair and Just Assessment for Learning</strong></th>
<th><strong>Links to wider community</strong></th>
<th><strong>Effective networks of Care</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Links to wider community</strong></td>
<td><strong>Engage in community service projects</strong></td>
<td><strong>Positive school climate</strong></td>
</tr>
<tr>
<td><strong>Effective networks of Care</strong></td>
<td><strong>Consult and involve Centacare, local area Health Services and other relevant community agencies</strong></td>
<td><strong>Wellbeing of school community members addressed</strong></td>
</tr>
<tr>
<td><strong>High but achievable expectations</strong></td>
<td></td>
<td><strong>Negotiation of rights and responsibilities for students/staff/parents</strong></td>
</tr>
<tr>
<td><strong>Formal and informal reporting</strong></td>
<td></td>
<td><strong>Support for students at risk</strong></td>
</tr>
<tr>
<td><strong>Formative feedback</strong></td>
<td></td>
<td><strong>Positive behaviour management</strong></td>
</tr>
<tr>
<td><strong>Ongoing assessment that demonstrates achievement</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Accessible support services to cater for a range of needs</strong></th>
<th><strong>Fostering high quality interpersonal relationships</strong></th>
<th><strong>School vision and beliefs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Work with local health, youth, arts and leisure services</strong></td>
<td><strong>Promotion of positive relationships</strong></td>
<td><strong>Canteen policy, sun protection policy, first aid, occupational health and safety</strong></td>
</tr>
<tr>
<td><strong>Consult and involve relevant Aboriginal and Torres Strait Islander, religious, ethnic and cultural groups</strong></td>
<td><strong>Value and celebrate diversity of culture and the cultural values of the school community</strong></td>
<td><strong>Parent and student involvement in school governance, planning, decision making and implementation of events</strong></td>
</tr>
<tr>
<td><strong>Community involvement in school’s health promotion activities</strong></td>
<td><strong>Restorative justice and family conferencing programs</strong></td>
<td><strong>Provision of safe, stimulating and welcoming environment</strong></td>
</tr>
<tr>
<td><strong>Work/liaise with school link coordinators</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Objectives of the Resource

The Guidelines for Pastoral Care in Schools have been developed to assist schools in:

• Nurturing an approach to learning and teaching, across all curriculum areas, that endorses pastoral care
• Coordinating and linking initiatives and programs within a whole school strategy based on the Health Promoting Schools model
• Promoting positive relationships and connectedness across the whole school community
• Enhancing the wellbeing of all members of the school community by promoting security, communication and positive regard

The achievement of the aim of the Catholic School depends not so much on subject matter or methodology as on the people who work there

The Catholic School, p43
Developing School Pastoral Care

The development of a school’s pastoral care will be most effective if it is undertaken as part of a comprehensive approach to promoting the wellbeing and mental health of members of the school community. Stages in the development of a school’s pastoral care framework are represented in the following diagram.

This framework promotes school ownership of the pastoral care process. Each school’s situation will determine its entry point into the process. Opportunities for review and reflection will ensure that the process remains authentic.
Raise Awareness

The Team ensures there is a shared understanding and appreciation of pastoral care and the proposed development among all members of the school community. One of the major tasks of the pastoral care team is to inform and enthuse members of the school community about the Pastoral Care agenda. Presenting the data from school audits and surveys provides an excellent starting point for achieving these goals. Ongoing communication and dialogue are essential if positive changes are to occur.

Support across the school community is essential if the development of a pastoral care framework is to be effective. Through awareness raising activities, opportunities to inform and align the understandings of key groups exist. Awareness raising activities will introduce and consolidate knowledge of the project and the key roles of groups in realising the project’s outcomes.

A common vision of pastoral care is fundamental to effective Catholic school communities. School vision/mission statements are valuable starting points for reflecting on the underlying beliefs and functioning of the school. Beliefs about pastoral care need to be explored both individually and collectively as a school community and must link with school vision/mission statements. It is very important that school vision/mission statements be continually revised and kept current.

Updates and ongoing communication throughout the implementation of each phase will ensure that the project remains relevant for the whole school community. Activities aimed at progressing and sustaining momentum could be utilised. For example:

- Offsite planning days/overnight stays to develop/progress school strategic plans
- Breakfast/Dinner Meetings for the project team
- Regular provision of time at staff/team meetings to provide updates on the project
- Snippets in school newsletters informing staff and parents of project developments
- Applicable news updates displayed around staffroom, classrooms, libraries, website, intranet
- Input from invitational speakers at staff meetings, parent sessions
- Promotional activities involving staff, parents and students generating a shared understanding and interest in the project
- Generating and maintaining the interest of parents through P&F structures and Parish
- Negotiated release from face-to-face teaching
- Year group meetings
- Displays on church noticeboards
- Input from School Representative Council
Considerations:

- **Have adequate meetings been planned to prepare for this stage?**
  *In these meetings the following needs to be planned:*
  - Groups to be addressed (eg. staff, parents, coordinators, students etc.)
  - Strategies to be used with each group
  - Venues/forums for meetings
  - Times when meetings will take place
  - Persons responsible for the overall organisation

- **What resources can the team use to develop a shared understanding of pastoral care?**
  *Some possible resources may include:*
  - Information from school audits and surveys
  - MindMatters resource
  - Guest speakers
  - Positioning activities
  - Photolanguage/videos
  - Scenarios/role play/moral dilemma

- **What avenues are available to develop a shared understanding and commitment to pastoral care in the school community?** *Some possible avenues may include:*
  - Staff, year level, faculty meetings
  - Pastoral care classes
  - Parent meetings and presentations
  - School board meetings
  - Focus groups with parents and students
  - Student Representative Council
  - Articles and reports in newsletters
  - Peer support groups and school assemblies

**Raise Awareness - Reviewing, Reflecting, Reporting**

1. What was the purpose of raising awareness?
2. What was the process in which the school engaged to raise awareness?
3. What were the strengths of the process engaged to raise awareness?
4. What were the challenges of the process in raising awareness?
5. What other issues emerged from the process of raising awareness?
6. How effective was the process?
7. What are the recommendations for future action?
Establishing A Team

The pastoral care team, established from within the school community, will coordinate the process of implementing the pastoral care agenda across the whole school environment. A comprehensive account of the suggested formation of this team is detailed below.

Fundamental to the generation of a school’s pastoral care is the formation of a team to steer the project. This team will provide the inspiration and vitality behind the planned development. It is essential that a member of the school’s executive be part of the team. Other members of this team will be drawn from the school and wider community. Representatives may include:

- Principal
- Assistant Principal
- Religious Education Coordinator
- A pastoral care representative such as the Pastoral Care Coordinator
- School counsellor
- Coordinator/s
- Teachers, parents and student representatives
- A representative of the local community such as a youth liaison community health worker or cultural representative
- Parish priest

The team requires a chairperson who will be responsible for the confirmation and distribution of information regarding meetings, venue, and agenda and a minute secretary to document the process and ensure minutes are distributed to relevant personnel.
Considerations:

- Is the team representative of the school community?
- Have guiding principles for the operation of the team been developed and documented?
- What role will each member of the team play (i.e. chairperson, minute secretary, publicity officer)?
- Has a regular meeting schedule been established and made available?
- How will the team communicate with school executive, other school committees, parent and student bodies? What protocols need to be followed for communicating to the various key groups?
- Are all members of the team clear about the tasks they need to work on at the end of each meeting and when they need to be completed?
- How will each step of the process be evaluated?

Establishing a Team - Reviewing, Reflecting, Reporting

1. What was the purpose of establishing a team?
2. What was the process that the school engaged to establish a team?
3. What were the strengths of the process engaged to establish a team?
4. What were the challenges of the process of establishing a team?
5. What other issues emerged from the process of establishing a team?
6. How effective was the establishment of the team?
7. What are the recommendations for future action?

The more the members of the educational community develop a real willingness to collaborate among themselves, the more fruitful their work will be.

The Religious Dimension of Education in a Catholic School, n39
Needs Assessment

The team will conduct an audit to identify:

- current policies, programs, structures and practices that enhance or reduce the quality of social and learning environments
- pastoral care strategies in place; their strengths and weaknesses
- priority areas for action in the strategic planning phase

In health promotion there are four categories of needs that are to be considered. (Denton, 1976) These include:

- Normative needs
  - defined by expert opinion (e.g. clinical psychologist, school counsellor, general practitioners, education consultants)
- Expressed needs
  - inferred by use of services (e.g. increasing referral to services such as Centacare, Community and Mental Health agencies)
- Comparative needs
  - derived by comparing the services available to schools (e.g. access to counsellors/health services)
- Felt needs
  - identified from what people in the community say is a need (e.g. parents expressing concern about issues related to bullying and harassment)

A needs assessment involves a comprehensive description of the needs of a community. This assessment requires the active involvement of the community. (Wass, 2000)

An assessment of needs is integral to the development of a whole school pastoral care framework. It provides a foundation from which the strategic plan will transpire. The broader purpose of assessment is to gather information on:

- The emotional wellbeing of members of the school community
- School structures, policies, programs and practices that enhance or reduce emotional wellbeing.

This gathered information would be analysed in relation to three specific themes:

- Security - building a sense of security trust and inclusiveness.
- Communication - building skills and opportunities for communicating with and supporting each other.
- Positive Regard - ensuring that all students have opportunities to participate in school life in ways that are valued and recognised.

In conducting the needs assessment it is advisable that members of the team assume responsibility for components of this data-collection phase. The gathering data proforma in Appendix 1 may be of assistance in coordinating this process.

Once the assessment has been conducted the team, in consultation with key groups, will be equipped to develop a strategic plan that identifies areas requiring immediate and long-term action.
Assessment Tools

There are many tools that can be used to gather information detailing a school's situation. Prior to proceeding with the implementation of any of the tools, consultation and permission must be obtained from relevant groups within the school community. It is essential that issues of informed consent, confidentiality and privacy be adhered to.

The following are a selection of tools. A detailed description of each tool can be found in the relevant appendices.

Mapping Sheets (Appendix 2)
- Identifies and highlights overlaps, gaps and effectiveness of existing policies, programs and practices
- Informs subsequent action

The Student Audit (Appendix 3)
- Surveys a representative sample of students
- Identifies protective and risk factors
- Highlights areas requiring intervention or modification
- Provides direction for subsequent actions

Focus Groups (Appendix 4)
- Provides opportunity for discussion of attitudes, opinions and behaviours of representative samples across the school community
- Identifies protective and risk factors of the school community
- Highlights areas requiring intervention or modification
- Provides direction for subsequent actions

Indicators for Early Identification of ‘At Risk’ Students

Increased exposure to risks may predispose young people to poor mental health outcomes, including the first onset of anxiety, depression, eating disorders, substance misuse, psychosis and deliberate self-harm. (Commonwealth Department of Health and Aged Care, 2000)

Pastoral care within the school community promotes and protects the emotional wellbeing of young people. This involves health promotion, early identification and intervention. (Refer Appendix 6 for Risk Factors).

We ourselves feel that what we are doing is just a drop in the ocean. But the ocean would be less because of that missing drop.

Mother Teresa
Considerations:

- What tools will be used to assess the needs of the school community? Are there other tools that we know of that could be useful?
- Has an appropriate timeframe for the completion of assessment tools been assigned?
- When will be a good time to use the tool?
- Who will the tool be used with?
- How will the team collate the information?
- How will we ensure that information is obtained from all the members of the school community?
- Who will coordinate the use of the tool?
- How will this information be fed back to members of the school community?
- What resources will be required to implement the needs assessments?
- What strategies will be used to identify priority areas for action ensuring that the whole school community is involved?

Needs Assessment - Reviewing, Reflecting, Reporting

1. What was the purpose of the needs assessment?
2. What was the process that the school engaged to assess needs?
3. What were the strengths of the process engaged to assess needs?
4. What were the challenges of the process to assess needs?
5. What other issues emerged from the process of assessing needs?
6. How effective was the needs assessment?
7. What are the recommendations for future action?
Planning

An evidence-based action plan indicating a proposed timeline and evaluation/review strategies should be developed. A framework of support, professional development, possible implementation and opportunities for assessment and evaluation should be considered and incorporated into the developed strategic plan.

Use of Assessment Information

Assessment undertaken prior to strategic action, will underpin change management. Strategic plans, resulting from the assessment phase, should be reflective of the school’s needs and circumstances. The interpretation of information is fundamental to the construction of an effective strategic plan.

Summary reports should be completed and copies disseminated to members of the pastoral care team prior to the planning meeting. Review of the reports will direct the actions of the pastoral care team.

Developing School Strategic Plans

The development of a strategic plan provides a co-ordinated approach to resourcing and change management. It is an important component in initiating, monitoring and sustaining change. Strategic plans enable priorities and goals to be set, manageable processes defined and evaluation strategies identified and incorporated.

Initially the team will review the data in order to:

- Gain an insight into the areas where protective factors exist or are lacking
- Identify the strengths and limitations of current strategies and initiatives
- Identify areas of the school climate that require intervention
- Provide feedback to key groups about focus areas for action
- Establish priority areas for action, in consultation with key groups

The strategic plan will need to outline:

- What is to be achieved
- How it will be achieved
- Who is involved
- Evaluation strategies
- Ongoing review and reflection
- A timeframe for implementation
Ongoing consultation within the school community is integral to the development of the strategic plan. The strategic plan needs to:

- Increase a sense of **security** and trust
- Enhance **communication** and social connectedness
- Promote **positive regard** through valued participation

Practical strategies for promoting student health and wellbeing are outlined in Appendix 7

The Health Promoting School model underpins the development of the strategic plan. Depending on the priority areas for action, consideration needs to be given to identifying objectives and strategies, which operate at each of the three levels:

- **Curriculum teaching and learning** (including teaching and learning environments and relationships)
- **School organisation, ethos and environment** (including the policies, programs and practices of the school, and the physical and social environments)
- **Partnerships and services** (including school, home, and community organisations)

### Considerations:

- **Has there been a range of assessment tools used to generate an understanding of the school’s current climate?**
- **Has a strategic planning proforma been used to guide the process of planning strategies?**
- **Have all members of the school community had an opportunity to be informed about the priority areas for action and suggest possible strategies of action?**
- **Is the planned action realistic in what can be feasibly managed and have attainable outcomes been proposed?**
- **Have mechanisms been built into the strategic plan to monitor or evaluate progress?**

### Planning - Reviewing, Reflecting, Reporting

1. What was the purpose of the planning phase?
2. What was the process that the school engaged in planning?
3. What were the strengths of the planning phase?
4. What were the challenges of the planning phase?
5. What other issues emerged from the planning phase?
6. How effective was the planning phase?
7. What are the recommendations for future action?
Pastoral care team reviews information from the assessment phase and the gathered data

Team identifies and prioritises action to be taken in addressing assessment data in consultation with key groups

Identify objectives, to address issue/s raised, as a result of the audit. (Column 2 of action planner on facing page)

List strategies (see Appendix 5 for suggestions of strategies) for the realisation of identified objectives (Column 3 of action planner on facing page)

Identify support needed and roles of responsibility for the realisation of identified strategies (Column 4 of action planner on facing page)

Specify possible timeline and evaluation/assessment indicators (Columns 5 & 6 of action planner on facing page)

Consultation with key groups

Pastoral care team reviews feedback of consultation

Modify the action plan where applicable and appropriate

Implement the action plan

Review/evaluate the implementation of the action plan across the school community

Denotes a responsibility of the Pastoral Care team

Indicates that the involvement of parties external to the Pastoral Care Team is required
<table>
<thead>
<tr>
<th>Priority Issue: e.g. Dealing with bullying and harassment</th>
<th>Goal: To reduce the incidence of bullying and harassment in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OBJECTIVES</strong></td>
<td><strong>STRATEGIES</strong></td>
</tr>
<tr>
<td>What do we want to achieve about this issue?</td>
<td>What do we need to do to achieve our objectives?</td>
</tr>
<tr>
<td><strong>Curriculum teaching and learning</strong></td>
<td>Increase students’ awareness of the behaviours that constitute bullying</td>
</tr>
<tr>
<td><strong>School organisation, ethos and environment</strong></td>
<td>Increase awareness of the rights and responsibilities of members of the school community</td>
</tr>
<tr>
<td><strong>Partnerships and services</strong></td>
<td>Better structures for working with parents of students engaged in or affected by bullying</td>
</tr>
</tbody>
</table>
Implementation

The developed strategic plan needs to be publicised and the school community updated throughout the implementation process. Ongoing team meetings should reflect the progress of the implementation, the effectiveness of the strategic framework, and modifications necessary to action plan.

The needs assessment and subsequent development of a strategic plan is the foundation for implementation. A prescribed course of action cannot be provided. The implementation process will reflect the individual school's needs and their developed strategic plan.

In implementing the strategic plan consideration of the following may be beneficial.

- Scheduling of regular team meetings to reflect on progress, share concerns and clarify roles, responsibilities and expectations of all members of the project team
- Designing and utilisation of manageable and appropriate proformas for documentation
- Creating realistic timeframes for realising implementation outcomes and strategies
- Creating manageable activities/strategies that are reviewed regularly with positive features and successes highlighted
- Breaking down large tasks into smaller, more manageable components
- Establishing structures and protocols for disseminating feedback about the program's progress to key groups
- Exploring ways of renewing and stimulating the enthusiasm of both the team and key groups
- Regular updating and distributing of relevant information to key groups

The strategic plan needs to be publicised to key groups. Successful implementation of the strategic plan is dependent upon the key groups having a common vision, being committed to the project, and having an explicit understanding of their roles and responsibilities.
Considerations:

- How will members of the school community be kept informed and updated about progress?
- What avenues for dissemination are there already in place? What mechanisms for dissemination need to be established?
- Is the feedback providing information about progress inclusive of all key groups?
- What professional development do staff need to ensure that the strategies in the strategic plan are supported and that a shared understanding is maintained?
- What strategies will be used to maintain momentum and interest?
- Is there ongoing monitoring of the implementation?

Implementation - Reviewing, Reflecting, Reporting

1. What was the purpose of implementation phase?
2. What processes were engaged throughout the implementation phase?
3. What were the strengths of the implementation phase?
4. What were the challenges of the implementation phase?
5. What other issues emerged from the implementation phase?
6. How effective was the implementation process?
7. What are the recommendations for future action?

Don’t choose between planning and doing... do both. Getting started does not mean that planning has to stop. The relationship between plans and action should be a two-way exchange in which each benefits the other.

Evaluation

Evaluation implies judgment based on careful assessment and critical appraisal of given situations, which should lead to drawing sensible conclusions and making useful proposals for future action.” (World Health Organisation, 1981)

It informs decisions about:

1. The contribution made as a result of the implemented actions.
2. The progress of the implemented strategic plan.
3. The achievement of objectives and goals
4. Future action.

It is not possible to evaluate all aspects of the implemented program. Evaluation needs to be realistic, feasible and achievable. Consideration of outcome priorities will determine the evaluation focus and guide the strategic plan development. The evaluation constructs of outcome, impact and process are applicable for this framework.

EVALUATION

7.1 Outcome Evaluation
Outcome Evaluation involves an assessment of longer-term effects. It examines the extent to which the goal(s) of the implemented strategic plan have been met. (Naidoo & Wills, 2000)

7.2 Impact Evaluation
Impact Evaluation is easily built into a program and concerned with the assessment of the immediate effects of the implemented strategic plan. Impact evaluation examines the extent to which the objectives of the implemented strategic plan have been met.
7.3 Process Evaluation:

Process Evaluation is concerned with assessing the process of program implementation. It addresses participants’ perceptions and reactions to the implemented strategic plan and identify the factors that support or impede implementation.

There are four main questions that should be asked about the implemented program during process evaluation.

1. Is the strategic plan reaching the target group?
2. Are key groups satisfied with the program?
3. Is the strategic plan being fully implemented?
4. Are the resources and implemented strategies worthwhile/productive? (suitable to the participants and overall strategic plan) (Hawe et al., 1990)

Considerations:

- **What is the purpose of the evaluation?**
- **What do we want to find out?**
- **What methods will be used to evaluate?**
- **Who wants to know about the evaluation?**
- **Who needs to know about the evaluation?**
- **How will information about the evaluation be communicated?**
- **What will be done with the evaluation?**
- **What effect has this approach had on the school community?**
- **How effective is the process?**
### 7.4 Framework for Ongoing Monitoring and Evaluation - Reviewing, Reflecting and Reporting

<table>
<thead>
<tr>
<th>Raise Awareness</th>
<th>Establishing a Team</th>
<th>Needs Assessment</th>
<th>Planning</th>
<th>Implementation</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What was the purpose of raising awareness?</td>
<td>1. What was the purpose of establishing a team?</td>
<td>1. What was the purpose of the needs assessment?</td>
<td>1. What was the purpose of the planning phase?</td>
<td>1. What was the purpose of the evaluation?</td>
<td>1. What was the purpose of raising awareness?</td>
</tr>
<tr>
<td>2. What was the process that the school engaged to raise awareness?</td>
<td>2. What was the process that the school engaged to establish a team?</td>
<td>2. What was the process that the school engaged to assess needs?</td>
<td>2. What was the process that the school engaged in planning?</td>
<td>2. What was the process that the school engaged to evaluate?</td>
<td>2. What was the process that the school engaged to raise awareness?</td>
</tr>
<tr>
<td>3. What were the strengths of the process engaged to raise awareness?</td>
<td>3. What were the strengths of the process engaged to establish a team?</td>
<td>3. What were the strengths of the process engaged to assess needs?</td>
<td>3. What were the strengths of the planning phase?</td>
<td>3. What were the strengths of the evaluation phase?</td>
<td>3. What were the strengths of the process engaged to raise awareness?</td>
</tr>
<tr>
<td>4. What were the challenges of the process in raising awareness?</td>
<td>4. What were the challenges of the process engaged to establish a team?</td>
<td>4. What were the challenges of the process engaged to assess needs?</td>
<td>4. What were the challenges of the planning phase?</td>
<td>4. What were the challenges of the evaluation phase?</td>
<td>4. What were the challenges of the process engaged to establish a team?</td>
</tr>
<tr>
<td>5. What other issues emerged from the process of raising awareness?</td>
<td>5. What other issues emerged from the process engaged to establish a team?</td>
<td>5. What other issues emerged from the process of assessing needs?</td>
<td>5. What other issues emerged from the planning phase?</td>
<td>5. What other issues emerged from the evaluation phase?</td>
<td>5. What other issues emerged from the process of raising awareness?</td>
</tr>
<tr>
<td>6. How effective was the implemented process?</td>
<td>6. How effective was the needs assessment?</td>
<td>6. How effective was the planning phase?</td>
<td>6. How effective was the implementation process?</td>
<td>6. How effective was the evaluation process?</td>
<td>6. How effective was the implemented process?</td>
</tr>
<tr>
<td>7. What are the recommendations for future action?</td>
<td>7. What are the recommendations for future action?</td>
<td>7. What are the recommendations for future action?</td>
<td>7. What are the recommendations for future action?</td>
<td>7. What are the recommendations for future action?</td>
<td>7. What are the recommendations for future action?</td>
</tr>
<tr>
<td>Appendix</td>
<td>Title</td>
<td>Page</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
<td>------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appendix 1.</td>
<td>Sample Gathering Data Proforma</td>
<td>32</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appendix 2.</td>
<td>Mapping Sheets</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appendix 3.</td>
<td>Student Audit</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appendix 4.</td>
<td>Focus Groups</td>
<td>46</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appendix 5.</td>
<td>Strategies to Address School Audit Issues</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appendix 6.</td>
<td>Risk Factors</td>
<td>51</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appendix 7.</td>
<td>Practical Strategies for Promoting Student Health and Wellbeing</td>
<td>53</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appendix 8.</td>
<td>Mental Health and Youth</td>
<td>55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appendix 9.</td>
<td>Resources</td>
<td>57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appendix 10.</td>
<td>References</td>
<td>58</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appendix 11.</td>
<td>Glossary</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX 1

**SAMPLE: GATHERING DATA PROFORMA**

|---------------------------|------------|--------|-------|----------------|-----------------------|-------------------------------|
**APPENDIX 2**

**MAPPING SHEETS**

Mapping sheets are a form of matrix used to identify policies, programs, practices and structures that address pastoral care issues requiring consideration, modification or intervention.

The team, in consultation with staff, records existing policies, programs, practices and structures onto the mapping sheet.

The mapping exercise will highlight:

- The current spectrum of intervention, in pastoral care, occurring across the school
- Programs and initiatives presently implemented that may not be achieving desired outcomes when used in conjunction with school audits or survey tools
- Pastoral care areas where programs and initiatives are not currently being implemented.

In preparation for the use of mapping sheets schools need to come to a shared understanding of the terms ‘a sense of security’, ‘communication’ and ‘positive regard’. These sheets can be adapted and used in relation to other pastoral care themes.
## PROMOTING A SENSE OF SECURITY

<table>
<thead>
<tr>
<th>Curriculum Teaching and Learning</th>
<th>School Organisation, Ethos and Environment</th>
<th>Partnerships and Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>What policies, programs, structures and practices are in place that promote a sense of security?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What specific strategies are in place when students do not feel secure at school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What action is taken when students do not feel secure at school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are the areas of concern in promoting a sense of security?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Enhancing Communication

<table>
<thead>
<tr>
<th>Curriculum Teaching and Learning</th>
<th>School Organisation, Ethos and Environment</th>
<th>Partnerships and Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>What opportunities exist for students to be involved in the planning and development of policies, programs and practices in the school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What opportunities do students have to communicate with teachers, students and other school-based personnel?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What action is currently taken when a student appears to be socially isolated?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are the areas of concern in enhancing communication?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PROMOTING POSITIVE REGARD

<table>
<thead>
<tr>
<th>Curriculum Teaching and Learning</th>
<th>School Organisation, Ethos and Environment</th>
<th>Partnerships and Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>What policies, programs, structures and practices are in place that promote positive regard?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What specific strategies are in place to promote positive regard?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What action is taken when students are not shown positive regard by peers/other students and staff?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are the areas of concern in promoting positive regard?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDENT AUDIT

A Student Audit is a confidential pen and paper survey administered by the school to a targeted cohort of students at the same time during the school day. An audit is designed to provide a profile of a school’s social and learning environment, as perceived by students.

- Parents are to be notified about the nature and the proposed administration of the survey
- Each student participating in the survey must give informed consent. This may be written or implied (through completion of the survey)
- The survey may be administered to a representative sample of students
- Individual students are not identified, to maintain anonymity of the students and confidentiality of the data
- Demographic information such as gender, age, ethnicity, cultural background and year level may be recorded
- Completed surveys are collected and results collated
- Data from audit surveys should be analysed under broad categories to give an indication of areas where protective factors need to be strengthened
- Feedback needs to be provided to key groups

There are a number of audit surveys available for use. Tickabox Surveys (See Appendix 9: Resources for further information) provide a range of surveys including a student audit survey that schools can access, administer and have analysed for a set fee. Information regarding the service to schools is also available from <www.tickabox.com.au>

Following is a sample of a student audit that schools may reproduce and use for educational purposes. It has been adapted from the Road Beyond Gatehouse; Whole School Approach to Pastoral Care student survey which was based on The Gatehouse Project student survey. This is by the permission of the Catholic Education Office, Melbourne, and the Centre for Adolescent Health, Victoria.
• This is NOT a test. There are no right or wrong answers.
• Please answer all the questions as truthfully as you can.
• If there is a question you do not wish to answer you can skip it.
• Your answers are confidential and will not be told to anyone.
• Please do NOT put your name on this form - this questionnaire is anonymous.
• Try to answer all the questions and work quickly so that you can finish.

How to answer the questions:
• Please mark only one answer per question (unless otherwise stated).
• Either tick a box or circle an answer or write in the space provided.
• If you are not sure of an answer, please give the best answer you can.
• If you make a mistake please put a cross through it and answer again.
• If you have any problems, please ask for help.
I am  □ Male  □ Female (please tick)  

Questions about School (please tick one answer for each question)

<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>I like school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>I am involved in sports, clubs and other activities outside school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>I try hard at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>My teacher(s) notice when I am doing a good job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>My teacher(s) let me know about it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6</td>
<td>My teacher(s) treats me fairly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.7</td>
<td>I look forward to going to school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8</td>
<td>My teacher(s) listen to what I have to say</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.9</td>
<td>I think I am doing well in school this year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.10</td>
<td>Doing well in school is important to me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.11</td>
<td>Doing well in school is important to my parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.12</td>
<td>I feel I work better in a group than by myself</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.13</td>
<td>I have chances to help decide and plan things like school activities, events, policies and procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.14</td>
<td>I feel good when I work hard at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.15</td>
<td>Most of the work I do at school is interesting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.16</td>
<td>Being in year ...... is better than being in Year ......</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.17</td>
<td>Students listen to each other in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.18</td>
<td>My teacher(s) are fair in dealing with students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.19</td>
<td>When I have a task to do I keep working on it until it is finished</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.20</td>
<td>I enjoy being in my class(es) this year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.21</td>
<td>I like the other students in my class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.22</td>
<td>The other students in my class like me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.23</td>
<td>If I need to I can ask my teacher(s) questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.24</td>
<td>When I need it my teacher(s) helps me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.25</td>
<td>I feel I can ask others to help me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.26</td>
<td>I help out other students who need it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.27</td>
<td>I feel safe at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.28</td>
<td>There are times at my school when I can enjoy quietness (to think and reflect)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.29</td>
<td>I worry about not being popular at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.30</td>
<td>I am bullied at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.31</td>
<td>It’s easy to wag at my school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.32</td>
<td>I am given too much work to do in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.33</td>
<td>I have too much homework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.34</td>
<td>People treat me in an unfriendly way at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.35</td>
<td>I am bored at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Thinking about School (please tick the box and follow the arrows)

<table>
<thead>
<tr>
<th>Section</th>
<th>Question</th>
<th>Ticks</th>
<th>When?</th>
<th>How often?</th>
<th>Did it upset you?</th>
<th>Did it make you angry?</th>
<th>Does it still worry you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Has anyone teased you or called you names?</td>
<td>No</td>
<td>Yes</td>
<td>When?</td>
<td>This term</td>
<td>Last term</td>
<td>Last year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Has anyone spread rumours about you?</td>
<td>No</td>
<td>Yes</td>
<td>When?</td>
<td>This term</td>
<td>Last term</td>
<td>Last year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Have you been deliberately left out of things?</td>
<td>No</td>
<td>Yes</td>
<td>When?</td>
<td>This term</td>
<td>Last term</td>
<td>Last year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>Have you been threatened physically or actually hurt by another student?</td>
<td>No</td>
<td>Yes</td>
<td>When?</td>
<td>This term</td>
<td>Last term</td>
<td>Last year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Thinking about friends (please tick the box and follow the arrows)

3.1 Recently have you had any fights or arguments with friends from school?
- No
- Yes - with one or two people
- Yes - with more than two people

3.2 Do you have a group of friends at school?
- No
- Yes

How much time do you spend with this group?
- Most days
- About once a week
- Less than once a week
- More than once a week

Thinking about this group of friends, do they...
- Seem to understand your problems
- Make you feel better when you’re upset
- Help you as much as you need

Thinking about this group of friends, do they...
- Never
- Sometimes
- Usually

Go to question 3.3 below

3.3 If you get angry or upset do you have people you can tell how you feel?
- No
- Yes - with one or two people
- Yes - with more than two people

3.4 When you feel happy, whom do you tell?
- Family
- School Friends
- Friends outside of school
- Teachers

3.5 Do you have someone you can trust with your private thoughts and feelings?
- No
- Yes

3.6 If you’re having a tough time, do you have someone you can really depend on?
- No
- Yes
- Yes, but I don’t need anyone

3.7 Is there anyone who understands how you think and feel?
- No
- Yes
- Yes, sort of

You have reached the end of the survey. Please check that you have answered all the questions. Thank you for completing the survey.
COLLATING RESULTS

The results of this Student Audit could be collated and recorded on the following template. In collating the responses these guidelines may be useful:

- Responses are represented as a percentage of the surveyed cohort.
- Responses are depicted as:
  - ‘Consolidate’ – higher percentages indicate that current initiatives and practices should be maintained
  - ‘Reinforce’ – higher percentages indicate that initiatives currently being implemented are effective but require some strengthening to achieve the desired level of ‘consolidation’
  - ‘Address’ – higher percentages indicate that intervention is required to address the particular issue.
- Assign the percentages as follows:
  - **Consolidate** to - ‘Always’ and ‘Usually’ (questions 1.1 – 1.28 in section 1), ‘Rarely’ and ‘Never’ (questions 1.29 – 1.35 in section 1), ‘No’ (all questions in section 2 and 3.1) and ‘Yes’ (questions 3.2 – 3.7)
  - **Reinforce** to - ‘Sometimes’ (Questions in section 1)
  - **Address** to - ‘Never’ and ‘Rarely’ (questions 1.1 – 1.28 in section 1), ‘Always’ and ‘Usually’ (questions 1.29 – 1.35 in section 1), ‘Yes’ (all questions in section 2 and 3.1) and ‘No’ (questions 3.2 – 3.7)

Eg. If 50 year 8 students are surveyed as a cohort, and for question 1.1; 25 of them respond with ‘Always’ or ‘Usually’ then 50% will appear in the consolidate column in the QUESTIONS ABOUT SCHOOL – MY EDUCATION section.

Questions in the ‘Thinking About School’ and ‘Thinking About Friends’ sections may be explored using the Further Consideration pages.

<table>
<thead>
<tr>
<th>QUESTIONS ABOUT SCHOOL</th>
<th>Consolidate</th>
<th>Reinforce</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MY EDUCATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing well in school is important to my parents (Ref: 1.1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I try hard at school (Ref: 1.3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like school (Ref: 1.1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RELATIONSHIP WITH SCHOOLING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoy being in my class(es) this year (Ref: 1.2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I look forward to going to school (Ref: 1.7)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am given too much work to do in class (Ref: 1.32)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am bored at school (Ref: 1.35)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most of the work I do at school is interesting (Ref: 1.15)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have too much homework (Ref: 1.33)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RELATIONSHIP WITH SCHOOLING - Positive Regard</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel good when I work hard at school (Ref: 1.14)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I think I am doing well in school this year (Ref: 1.9)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing well in school is important to me (Ref: 1.10)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When I have a task to do I keep working on it until it is finished (Ref: 1.19)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am involved in sports, clubs and other activities outside class (Ref: 1.2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have chances to help decide and plan things like school activities, events, policies and procedures (Ref: 1.13)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are times at my school when I can enjoy quietness (to think and reflect) (Ref: 1.28)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### QUESTIONS ABOUT SCHOOL (cont.)

#### RELATIONSHIP WITH TEACHERS - Security & Communication

<table>
<thead>
<tr>
<th>Question</th>
<th>Consolidate</th>
<th>Reinforce</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teacher(s) treat me fairly (Ref: 1.6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher(s) listen to what I have to say (Ref: 1.8)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher(s) are fair in dealing with students (Ref: 1.18)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If I need to I can ask my teacher(s) questions (Ref: 1.23)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### RELATIONSHIP WITH TEACHERS - Positive Regard

<table>
<thead>
<tr>
<th>Question</th>
<th>Consolidate</th>
<th>Reinforce</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teacher(s) notice when I am doing a good job (Ref: 1.4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher(s) let me know about it (Ref: 1.5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are lots of chances for me to work on my own with a teacher (Ref: 1.22)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When I need it my teacher(s) helps me (Ref: 1.24)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### RELATIONSHIP WITH PEERS - CLASS - Security & Communication

<table>
<thead>
<tr>
<th>Question</th>
<th>Consolidate</th>
<th>Reinforce</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like the other students in my class (Ref: 1.21)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The other students in my class like me (Ref: 1.22)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students listen to each other in class (Ref: 1.17)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel I work better in a group than by myself (Ref: 1.12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being in year ...... is better than being in year ...... (Ref: 1.16)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel I can ask others to help me (Ref: 1.25)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I help out other students who need it (Ref: 1.26)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### RELATIONSHIP WITH PEERS - Positive Regard & Communication

<table>
<thead>
<tr>
<th>Question</th>
<th>Consolidate</th>
<th>Reinforce</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>I worry about not being popular at school (Ref: 1.29)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People treat me in an unfriendly way at school (Ref: 1.34)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Consolidate</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have a group of friends at school? (Ref: 3.2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recently have you had any fights or arguments with friends from school? (Ref: 3.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If you get angry or upset do you have people you can tell how you feel? (Ref: 3.3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have someone you can trust with your private thoughts and feelings? (Ref: 3.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If you’re having a tough time, do you have someone you can really depend on? (Ref: 3.6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there anyone who understands how you think and feel? (Ref: 3.7)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### RELATIONSHIP WITH PEERS - Security

<table>
<thead>
<tr>
<th>Question</th>
<th>Consolidate</th>
<th>Reinforce</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s easy to wag at my school (Ref: 1.31)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel safe at school (Ref: 1.27)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am bullied at school (Ref: 1.30)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has anyone teased you or called you names (Ref: 2.1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has anyone spread rumours about you? (Ref: 2.2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you been deliberately left out of things? (Ref: 2.3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you been threatened physically or actually hurt by another student? (Ref: 2.4)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### FURTHER CONSIDERATION - THINKING ABOUT SCHOOL

#### Question 2.1: Has anyone teased you or called you names? If Yes:

<table>
<thead>
<tr>
<th>How Often?</th>
<th>Most Days</th>
<th>About Once a week</th>
<th>Less than once a week</th>
</tr>
</thead>
<tbody>
<tr>
<td>When?</td>
<td>This Term</td>
<td>Last Term</td>
<td>Last Year</td>
</tr>
<tr>
<td>Did it upset you?</td>
<td>Not at all</td>
<td>A bit</td>
<td>A lot</td>
</tr>
<tr>
<td>Did it make you angry?</td>
<td>Not at all</td>
<td>A bit</td>
<td>A lot</td>
</tr>
<tr>
<td>Does it still worry you?</td>
<td>Not at all</td>
<td>A bit</td>
<td>A lot</td>
</tr>
</tbody>
</table>

#### Question 2.2: Has anyone spread rumours about you? If Yes:

<table>
<thead>
<tr>
<th>How Often?</th>
<th>Most Days</th>
<th>About Once a week</th>
<th>Less than once a week</th>
</tr>
</thead>
<tbody>
<tr>
<td>When?</td>
<td>This Term</td>
<td>Last Term</td>
<td>Last Year</td>
</tr>
<tr>
<td>Did it upset you?</td>
<td>Not at all</td>
<td>A bit</td>
<td>A lot</td>
</tr>
<tr>
<td>Did it make you angry?</td>
<td>Not at all</td>
<td>A bit</td>
<td>A lot</td>
</tr>
<tr>
<td>Does it still worry you?</td>
<td>Not at all</td>
<td>A bit</td>
<td>A lot</td>
</tr>
</tbody>
</table>

#### Question 2.3: Have you been deliberately left out of things? If Yes:

<table>
<thead>
<tr>
<th>How Often?</th>
<th>Most Days</th>
<th>About Once a week</th>
<th>Less than once a week</th>
</tr>
</thead>
<tbody>
<tr>
<td>When?</td>
<td>This Term</td>
<td>Last Term</td>
<td>Last Year</td>
</tr>
<tr>
<td>Did it upset you?</td>
<td>Not at all</td>
<td>A bit</td>
<td>A lot</td>
</tr>
<tr>
<td>Did it make you angry?</td>
<td>Not at all</td>
<td>A bit</td>
<td>A lot</td>
</tr>
<tr>
<td>Does it still worry you?</td>
<td>Not at all</td>
<td>A bit</td>
<td>A lot</td>
</tr>
</tbody>
</table>

#### Question 2.4: Have you been threatened physically or actually hurt by another student? If Yes:

<table>
<thead>
<tr>
<th>How Often?</th>
<th>Most Days</th>
<th>About Once a week</th>
<th>Less than once a week</th>
</tr>
</thead>
<tbody>
<tr>
<td>When?</td>
<td>This Term</td>
<td>Last Term</td>
<td>Last Year</td>
</tr>
<tr>
<td>Did it upset you?</td>
<td>Not at all</td>
<td>A bit</td>
<td>A lot</td>
</tr>
<tr>
<td>Did it make you angry?</td>
<td>Not at all</td>
<td>A bit</td>
<td>A lot</td>
</tr>
<tr>
<td>Does it still worry you?</td>
<td>Not at all</td>
<td>A bit</td>
<td>A lot</td>
</tr>
</tbody>
</table>
### FURTHER CONSIDERATION - THINKING ABOUT FRIENDS

<table>
<thead>
<tr>
<th>Question 3.1: Recently have you had any fights or arguments with friends from school? If Yes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ With one or two people □ With more than two people</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 3.2: Do you have a group of friends at school? If Yes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much time do you spend with this group?</td>
</tr>
<tr>
<td>□ Most Days □ Once a week</td>
</tr>
<tr>
<td>□ Less than once a week □ More than once a week</td>
</tr>
</tbody>
</table>

**Thinking about this group of friends, do they ...**

<table>
<thead>
<tr>
<th>Seem to understand your problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Never □ Sometimes □ Usually</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Make you feel better when you’re upset</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Never □ Sometimes □ Usually</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Help you as much as you need</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Never □ Sometimes □ Usually</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 3.3: If you get angry or upset do you have people you can tell how you feel? If Yes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ With one or two people □ With more than two people</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 3.4: When you feel happy, whom do you tell?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Family □ School friends</td>
</tr>
<tr>
<td>□ Friends outside school □ Teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How much time do you spend with this group?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Family □ School friends</td>
</tr>
<tr>
<td>□ Friends outside school □ Teachers</td>
</tr>
</tbody>
</table>

**Question 3.6:**

If you’re having a tough time, you have someone you can really depend on, but you don’t need anyone: ____________

---

Note: Focus groups may be utilised to further explore specific issues, concepts and concerns identified, as a result of the implementation of the student audit.
FOCUS GROUPS

Focus groups are used to explore individuals’ opinions on specific issues. They are an effective way of collecting anecdotal information. Focus groups may be implemented at any stage of the process and allow for an in depth exploration of attitudes, beliefs and behaviours. (Khan & Manderson, 1992)

Following are guidelines for the use of focus groups. Individual schools will need to adapt these guidelines to meet their requirements.

- Parents are to be notified about the nature and the proposed administration of the focus group
- Each student participating in the focus group must give informed consent; this should be received in writing
- Conducted with group(s) of 4 - 12 students (6 - 8 is optimal)
- Conducted in a neutral meeting environment
- Seated in a circular arrangement
- Students in the sample group would ideally come from those identified as being ‘at risk’ and not ‘at risk’
- Students in the sample group would be chosen by the team in consultation with staff
- Students in the sample group should be able to express themselves in a group of their peers
- Focus group sessions should be no longer than 60 - 90 minutes in duration
- A member of the team is to have a role in the focus group
- The facilitator of the focus group should be an impartial person
- The dialogue should be taped for future reference and to aid the transcribing of the session
- Focus groups begin with students being asked to complete some questions to stimulate their thoughts (refer to Focus Group questionnaire)
- Written responses are collected to be used to inform the taped dialogue of the focus group
- The use of open-ended questions and prompts by the facilitator will stimulate participant dialogue
- The focus group has achieved its objective when no new information is introduced
- In collating the data, like responses are amalgamated and recorded as generic statements; frequency of responses may be indicated
- The results of each focus group are collated separately before being compared across the school
- This information will help identify priority areas for action.

Focus groups, by their nature, present circumstances which may invite discussion of sensitive issues or disclosure by students that must be reported to the appropriate authorities. In their initial welcoming of the group, the facilitator needs to ensure that all participants are aware of the legal and ethical constraints enveloping the implementation of the focus group. This introductory dialogue should explain:

- The confidentiality or issues or topics the participants share or discuss in the forum
- The legal obligation the facilitator has to inform appropriate authorities if a disclosure made by the participant(s) compromises the wellbeing or safety of the participant(s)
- The rights of participants to freely express their opinions without retribution or criticism
- The facilitator’s role of ensuring that all participants are given equitable and fair opportunity to engage in the discussion and, of moderating the symposium
- The significance of the discussions, resulting from the focus group, to inform school policies and practices that impact on students and consequently the importance of their candid and honest responses
Following are examples of questions that could be used in conducting focus groups exploring issues of student health and wellbeing.

(adapted by the permission of Andrew Fuller inyahead@satlink.com.au; www.andrewfuller.com.au and www.inyahead.com.au)

1. What are the things you like least about school?
2. What are the things you like most about school?
3. What could your school do to make students more likely to want to stay at school?
4. What are the things that you stress or worry about most?
5. What do you do to cope with or handle these stresses or worries?
6. What do you think helps teenagers to feel good about themselves?
7. What is it about your school that helps students to feel good about themselves?
8. Is doing well in school important to you?
9. What makes a student popular at school?
10. At school how might people treat you unfairly or in an unfriendly manner?
PROTECTIVE STRATEGIES TO ADDRESS ISSUES IDENTIFIED IN SCHOOL AUDIT

from *The Gatehouse Project: Promoting Emotional Well-Being: Team Guidelines for Whole School Change* Centre for Adolescent Health 2002. (p. 16, 36 - 38)

The following suggested strategies are organised according to the Health Promoting Schools framework that operates at the three levels classroom, whole school and community levels in relation to the security, communication and positive regard themes that the action plan encompasses. These suggested strategies may be useful in addressing issues identified through the audits.

**Level 1: Classroom (Curriculum Teaching and Learning)**

These are interactions and relationships that occur as part of learning between students and teachers, and students and students.

<table>
<thead>
<tr>
<th>Consideration</th>
<th>How might the classroom’s organisation, teaching and learning strategies enhance a student’s sense of belonging or connectedness?</th>
</tr>
</thead>
</table>
| Security      | • Establish classroom agreements or agreed ways of managing the classroom for everyone  
• Maintain a classroom climate in which exclusion is avoided  
• Develop strategies for preventing and dealing with exclusion, teasing and put-downs in class  
• Establish procedures to ensure the classroom is a place where privacy and confidentiality are respected |
| Communication | • Establish small working groups for students  
• Use teaching and learning strategies that foster discussion and positive interaction  
• Ensure that the physical organisation of the classroom facilitates communication and interaction  
• Use pro-active classroom management techniques to maintain student interest, create a good working environment, and foster positive student interactions  
• Foster student-teacher interaction through which students and teachers feel valued  
• Look for opportunities for integrated curriculum delivery where appropriate |
| Positive Regard | • Provide regular verbal acknowledgement of student achievement and contributions  
• Undertake positive and constructive assessment, involving students and parents wherever possible  
• Create opportunities for different forms of contribution and achievement  
• Create opportunities for display of student work  
• Develop knowledge of decision-making processes and create leadership opportunities  
• Involve students in peer education  
• Invite student input in planning and assessment activities |
Level 2: Whole School (School Organisation, Ethos and Environment)

These relate to the general climate of the school (e.g. the openness of communication amongst staff, the interactions and relationships between staff and students in co-curricular activities, home groups and around the school, and the interactions and relationships between students during lunch times and recess).

**Consideration**

How might the school’s organisation, policies, programs and practices contribute to enhancing a student’s sense of belonging or connectedness?

**Security**
- Involve staff, students and parents in development and implementation of anti-bullying policy
- Ensure supervision of ‘risk’ or ‘unsafe’ areas during recess and lunch times
- Provide professional development to assist teachers to recognise and know how to intervene in victimisation situations
- Train staff in methods of shared concern - a no-blame approach
- Establish confidentiality procedures
- Review and enhance transition programs at various transition points
- Implement peer mediation/peer support programs
- Strengthen counselling and support for the whole school community

**Communication**
- Develop teacher teams working with student groups
- Establish or enhance pastoral care/home group structures
- Develop social skills programs
- Enhance role of student support staff
- Establish mentor program (adult/student)
- Hold student forums
- Develop and maintain structures and procedures for supporting all school staff in pastoral roles
- Share teaching strategies for communication

**Positive Regard**
- Provide opportunities for public displays of student work
- Provide support for student representation and participation in school decision-making committees
- Involve students in co-curricular programs
- Provide induction programs for teachers, including adolescent development and referral procedures
- Train student leadership teams
- Involve students in reviewing and rewriting policies
- Extend the range of activities which receive public acknowledgement
- Review school assessment and reporting policy and practice
- Review school discipline policies
Level 3: School community links (Partnerships and Services)

Schools have a strong connection to the wider community. The interactions and relationships between parents, students and teachers are important in this regard. The collaborative links between the school and local organisations and other schools are also important.

**Consideration**  How might the school strengthen its links with the wider community, improve the interactions and relationships between parents, teachers and students, and strengthen the integration with student/family support services in the community.

**Security**
- Hold parent/community forums on victimisation and bullying
- Participate in after school safety programs
- Create links between primary and secondary students

**Communication**
- Develop and extend school-community involvement programs
- Build clear and regular communication with parents, especially about positives and progress
- Undertake joint planning and professional development with primary schools
- Develop parent orientation events
- Establish parent circles and parent forums
- Use school newsletter to celebrate links with community
- Strengthen links with community agencies

**Positive Regard**
- Foster participation of parents in school decision-making and activities, including involvement in curriculum
- Create and maintain a welcoming atmosphere for visitors
- Use local media to publicise student and school achievements
- Create opportunities for integrated studies involving work in community
- Undertake joint initiatives with community organisations
- Guidelines for Pastoral Care in Schools
APPENDIX 6

RISK FACTORS

Within each school community there are risk factors that may impact on student mental health. As a community it may prove beneficial to reflect on the following overview. As sourced from (Withers & Russell, 2001)

Risk factors: the school

School organisation

- Organisational policies and practices: Rigid and restrictive policies and practices, inflexibility.
- Discipline: Authoritarian, repressive discipline, inconsistent or ineffectual application of policy, perception and treatment of some students as troublemakers, use of suspension and expulsion to marginalise then remove them
- School-leaving and re-entry: Lack of information and assistance to early leavers, barriers placed in the path of re-entry
- Size of class, school: Large class size, with lack of individual attention, large school size without substructures to provide sense of belonging and pastoral care

Curriculum

- Content: Unrelated to the world of the student, uninteresting, unstimulating, small range of subject choice (especially in practical and vocationally oriented areas).
- Decision-making: Lack of student participation in decisions about curriculum organisation, content, process and assessment.
- Teaching-learning strategies: Emphasis on receptive, passive learning, minimal interaction with teachers and peers, lack of cooperative, activity-based and independent learning.
- Assessment: High competitive pressure, examination-dominated assessment, use of one-off rather than progressive assessment.

School Climate

- School culture: Negative, unsupportive, uninteresting, unchallenging, domineering, punitive, stultifying, inflexible, violent.
- Teacher-student relationships: Negative relationships, teachers’ lack of respect or support for, fairness to, understanding and acceptance of students, lack of interaction, teacher perception and treatment of students as immature.
- Peer relationships: Early peer rejection, intimidation, bullying, verbal and physical abuse, violence, sexual and racial harassment, presence of powerful antisocial gangs/peer groups
- School counsellors: Absence of pastoral, welfare and counselling staff, absence of specialist staff to assist with academic problems.
- Student participation: No opportunity for student participation in the decision-making structure or school organisation, students not seen as capable of productive involvement.
- School-home relationships: Lack of parent involvement, lack of communication, inconsistent treatment and requirements of young people by home and school, lack of cultural awareness
- Staff professional development: Inability of staff to adapt to societal and educational change, or to the changing needs and behaviour of students.
Risk factors: the individual

Psychosocial factors

- **Self-esteem**: Low self esteem about specific area(s) or in general; lack of feeling of self-worth.
- **Motivation**: Low motivation, lack of interest, boredom, lack of engagement, low investment in pro-social goals; motivation towards antisocial goals; lack of interest in obtaining a satisfying job.
- **Cognitive constructs, beliefs**: Faulty beliefs about self and the world (example: unrealistic expectations of people); developmentally delayed levels of moral reasoning, empathy and other pro-social cognitions.
- **Intelligence**: Low intelligence.
- **Ability to relate**: Difficulty in establishing and maintaining positive interpersonal relationships.
- **Bonding to family, school**: Low attachment.
- **Aggression**: High level of anger and aggression.

Physical factors

- **Health, illness and disability**: Physical or mental ill-health; sensory, physical, intellectual or socio-emotional disabilities.
- **Birth weight**: Low birth weight, small height, perinatal complications.
- **Autonomic and central nervous system arousal**: Low level of arousal

Behavioural factors

- **Disruptive behaviour**: Wide range of problem behaviours (for example, tantrums, offensive language, provocation of others, attention-seeking, teasing and bullying, violence), early onset and persistence of problem behaviours, alienation and rebelliousness, attitudes favourable to delinquency.
- **Hyperactivity**: Short attention span, constant physical activity, impulsivity, sensation-seeking.
- **Passivity**: Withdrawal, disengagement, lack of participation, opting out (usually girls).
- **Pregnancy/motherhood**: Unsafe sexual practices, early onset of sexual activity, physical effects (fatigue, stress) of teenage motherhood, also financial implications and barriers created by negative community responses.
- **Offending**: Early initiation, association with delinquent peers or criminal adults, adoption of antisocial norms, versatile delinquent behaviour antisocial norms, versatile delinquent behaviour
- **Substance use/abuse**: Includes use of tobacco, alcohol, prescription and non-prescription drugs, inhalants, and illicit drugs, early initiation of drug use, association with drug-using peers or adults.
- **Academic performance**: Low literacy skills, poor academic performance, educational under-achievement, continual experiences of failure, learning difficulties under-achievement, continual experiences of failure, learning difficulties.
- **Truancy**: Early and chronic truancy, school refusal, persistent lateness, absence from classes.
- **Association with antisocial peers, adults**: Adoption of antisocial norms and behaviours.
- **Sex work**: Illegal, especially underage, involvement in sex work by girls and boys, for payment: money, drugs, housing, food
- **Social isolation**: Few if any friends, isolated; impoverished social networks.
PRACTICAL STRATEGIES FOR PROMOTING STUDENT HEALTH AND WELLBEING

- Putting phone numbers of external agencies into the students’ school diaries/on wallet cards/on walls of classrooms and around the school environs/available from the school counsellors office
  - Kids Helpline
  - Counselling agencies eg Centacare
  - Local Area Health Student Support Services
  - Police
  - Community health
- Promoting relevant mental health websites to students: In school diaries, on posters around the school/on the school intranet/website available from the school counsellors office
  - Reach Out Website www.reachout.com.au
  - YBBlue Website www.ybblue.com.au
  - Kids Helpline www.kidshelp.com.au
  - Bullying No Way www.bullyingnoway.com.au
  - The Source Website www.thesource.gov.au
  - Head Room Website www.headroom.net.au
- Promoting applicable student mental health websites to parents: through schools newsletters/dissemination of school policies at the beginning of the school year/at church (continuing the community link)
  - Napcan Website www.napcan.org
  - YBBlue Website www.ybblue.com.au
  - Michael Carr-Gregg Website www.geocities.com/ozzyspsych/MichaelCarr-Gregg.html
  - ADIN Website www.adin.com.au
- Promoting information detailing relevant courses/guest speakers
- Retreats, reflection days, school camps.
- Family - school partnership activities e.g. Year BBQs, School Masses followed by supper, working Bees
- Peer support, peer mediation and buddy programs
- Negotiation of students’ ‘Rights and Responsibilities’
- Merit/award programs/systems
- Motivational activities (e.g. video presentations/guest speakers that the students relate to as individuals, talking about telling their story of worthwhile achievement)
- School promotional presentations (e.g. videos, PowerPoint presentations, movies etc.) of aspects of the school and school life, shared with students/parents. CDs of these presentations could be burnt and made available to parents
• Access for students, from the school intranet, to the school counsellor, where the students can engage in
electronic dialogue about issues/problems in their lives
• Recognition/promotion of student/staff/school achievements (e.g. through school newsletter snippets, local
media, school assembly)
• Students facilitate and have responsibility for school based activities (e.g. assemblies, special events, liturgies)
• ‘Student of the Week’ awarded to nominated students for noteworthy achievements in relation to community,
sport or academic achievement. Students presented with a certificate at a school assembly and reported on in
the school newsletter.
• Invite guest speakers to address year groups/parents
• Offer staff professional development opportunities in aspects of pastoral care, student health and wellbeing
promotion
• Make personal contact with students every day - something as simple as a hello or a smile
• Mentoring by teachers, other adults in school, older high school and college students and community
volunteers
• Discipline in a manner that does not isolate and punish but holds students accountable to others and
themselves, such as in restorative justice approaches (e.g. teen/peer courts and peer mediation)
• Help families understand the importance of family meetings, regular family dinners and others events where all
family members commit to attend and participate
• Include snippets in school newsletters about positive parenting strategies
• Send a note of praise home when a student does something good
• Create interest-based youth groups to increase positive peer interaction, individual social skills, and attitudes
such as empathy, acceptance and respect for diversity. Such groups may include: arts program/experiences,
information technology, literature and poetry, dance, drama, sporting leadership groups
• Have students generate classroom and school rules of conduct so that they develop a sense of ownership and
responsibility
MENTAL HEALTH AND YOUTH

The following information has been sourced from the American ‘National Mental Health Association’ Website (Children Mental Health Matters 2003)

Mental health is essential to the overall health and wellbeing of youth. Conditions in youth, that impede mental health and wellbeing, are real, common and treatable.

Early identification, diagnosis and treatment of mental health problems can help children and families reach their full potential. Left untreated, children's mental health disorders can lead to problems at home, trouble in school, substance abuse, and even suicide.

Anxiety and Children

Anxiety disorders are the most common type of mental health disorder in children. All children experience some anxiety; this is normal and expected. However, anxiety becomes a problem when it interrupts a child’s normal daily activities. Persistent and intense anxiety that disrupts daily routine is a mental health problem that requires intervention. There are several types of anxiety disorders. The list below describes those most common to children.

• Children with Generalized Anxiety Disorder (GAD) have recurring fears and worries that they find difficult to control. They worry about almost everything - school, sports, being on time, even natural disasters. They may be restless, irritable, tense, or easily tired, and they may have trouble concentrating or sleeping. Children with GAD are usually eager to please others and may be “perfectionists,” dissatisfied with their own less-than-perfect performance.

• Children with Separation Anxiety have intense anxiety about being away from home or caregivers that affects their ability to function socially and in school. These children have a great need to stay at home or be close to their parents. Children with this disorder may worry excessively about their parents when they are apart from them. When they are together, the child may cling to parents, refuse to go to school, or be afraid to sleep alone. Repeated nightmares about separation and physical symptoms such as stomachaches and headaches are also common in children with separation anxiety disorder.

• Children with Social Phobia have a constant fear of social or performance situations such as speaking in class or eating in public. This fear is often accompanied by physical symptoms such as sweating, blushing, heart palpitations, shortness of breath, or muscle tenseness. Social phobia usually emerges in the mid-teens and typically does not affect young children. Young people with this disorder typically avoid the feared situation. Young people with social phobia are often overly sensitive to criticism, have trouble being assertive, and suffer from low self-esteem. Social phobia can be limited to specific situations, so the adolescent may fear dating and recreational events but be confident in academic and work situations.

• Children with Obsessive-Compulsive Disorder (OCD) have frequent and uncontrollable thoughts (called “obsessions”) and may perform routines or rituals (called “compulsions”) in an attempt to eliminate the thoughts. Obsessive-compulsive disorder typically begins in early childhood or adolescence. Those with the disorder often repeat behaviors to avoid some imagined consequence. In the case of OCD, these obsessions and compulsions take up so much time that they interfere with daily living and cause a young person a great deal of anxiety.

• Children with Post-Traumatic Stress Disorder experience a physical or emotional trauma such as witnessing a shooting or disaster, surviving physical or sexual abuse, or being in a car accident may develop post-traumatic stress disorder (PTSD). Children are more easily traumatised than adults. An event that may not be traumatic to an adult-such as a bumpy plane ride-might be traumatic to a child. A child may “re-experience” the trauma through nightmares, constant thoughts about what happened, or reenacting the event while playing. A child with PTSD will experience symptoms of general anxiety, including irritability or trouble sleeping and eating. Children may exhibit other symptoms such as being easily startled.
Effective treatments for anxiety disorders may include some form of psychotherapy, behavioral therapy, or medications. Children who exhibit persistent symptoms of an anxiety disorder should be referred to and evaluated by a mental health professional who specialises in treating children. The diagnostic evaluation may include psychological testing and consultation with other specialists. A comprehensive treatment plan should be developed with the family, and, whenever possible, the child should be involved in making treatment decisions.

**Depression and Children**

All children “feel blue”, from time to time, have a bad day, or are sad. However, when these feelings persist and begin to interfere with a child’s ability to function in daily life, clinical depression could be the cause. Depression is not a personal weakness, a character flaw, or a mood that one can “snap out of”. It is a serious mental health problem that affects people of all ages, including children.

No one thing causes depression. Family history, stressful life events such as losing a parent, divorce, or discrimination, and other physical or psychological problems are all factors that contribute to the onset of depression. Children who experience abuse, neglect, or other trauma or who have a chronic illness are at a higher risk for depression. Depression in children often occurs along with other mental health problems such as anxiety, bipolar or disruptive behavior disorders. Adolescents who become clinically depressed are also at a higher risk for substance abuse problems.

Depression can lead to academic underachievement, social isolation, and create difficult relationships with family and friends. Depression in children is also associated with an increased risk for suicide.

Once a young person has experienced an episode of depression, he or she is at an increased risk for having another episode of depression within the next five years. Children who experience a depressive episode are five times more likely to have depression as an adult.

The list below outlines possible signs of depression.

- Frequent sadness, tearfulness, or crying
- Feelings of hopelessness
- Withdrawal from friends and activities
- Lack of enthusiasm or motivation
- Decreased energy level
- Major changes in eating or sleeping habits
- Increased irritability, agitation, anger or hostility
- Frequent physical complaints such as headaches and stomachaches
- Indecision or inability to concentrate
- Feelings of worthlessness or excessive guilt
- Extreme sensitivity to rejection or failure
- Pattern of dark images in drawings or paintings
- Play that involves excessive aggression directed toward oneself or others, or involves persistently sad themes
- Recurring thoughts or talk of death, suicide, or self-destructive behavior
- Absenteeism
- Bullying and harassment
- Disengagement
- Isolation and alienation
- Low academic achievement
- Violence

Many teens with depression abuse alcohol and drugs as a way to numb or manage their pain. Any child or adolescent who abuses substances should be evaluated for depression. If an addiction develops, it is essential to treat both the mental health disorder and the substance abuse problem at the same time.

Children who show signs of depression should be referred to and evaluated by a mental health professional who specialises in treating children.
RESOURCES

There is an extensive range of resources, available to schools, across a variety of mediums that may inform or assist the development of school pastoral care. Following is a brief list of some readily available resources.

**Tickabox Surveys** offer a range of audit and evaluation tools for use in schools.

Tickabox OFFLINE is a virtual client audit, evaluation and survey system that is platform independent. The audit will require the provision of school resources for data collection sorting and analysis. This Offline system will be available to schools from [http://tickabox.com.au/mindmatters/](http://tickabox.com.au/mindmatters/).

The Tickabox ONLINE System provides templates of the adapted audits and surveys for schools to use or alter for their situation. Schools can create their own surveys from scratch and deploy them using a web page link. Results are collated online and a sophisticated filtering system allows the data to be sorted on a population and question basis. Results can be viewed online, printed, saved to a fixed disk and copy and pasted into other documents.

The adapted Online Audit and Survey system will be provided to MindMatters Plus Schools free of charge for the life of the project. For more information visit the Tickabox online website at [http://tickabox.com.au](http://tickabox.com.au).

**MindMatters** is a resource and professional development program to support Australian secondary schools in promoting and protecting the social and emotional wellbeing of members of their school community. The program includes:

- A resource for schools
- A national professional development and training strategy
- A dedicated website
- An evaluation process
- A quarterly newsletter.

For more information visit the MindMatters national website at: [http://online.curriculum.edu.au/mindmatters/about/about.htm](http://online.curriculum.edu.au/mindmatters/about/about.htm)

**REDI - Resilience Education and Drug Information** is a set of resources designed to support the implementation of a resilience approach to drug education in Australian schools, as part of promoting the health and wellbeing of students and school communities. For more information on the REDI resources visit the REDI Website at: [http://www.redi.gov.au](http://www.redi.gov.au)

REDI products were distributed to every school in Australia throughout Term 2 2003.

**Guidelines to Support the Development of School-Based Drug Education Policies and Practices** has been developed as a result of National School Drug Education Strategy (NSDES) funding by the Catholic Education Commission NSW and The Association of Independent Schools NSW to assist schools and school authorities develop drug education policies. For more information on the Guidelines to Support the Development of School-Based Drug Education Policies and Practices resource visit the NSDES Website at: [http://nsdes.nsw.edu.au/policy/cecaispolicy.html](http://nsdes.nsw.edu.au/policy/cecaispolicy.html)

Guidelines to Support the Development of School-Based Drug Education Policies and Practices were distributed to Independent and Catholic Schools across NSW, in 2001.
REFERENCES


3. BrainyQuote 2003, Quote from Mother Teresa (1910 - 1927) as sourced from: http://www.brainyquote.com/quotes/authors/m/a130353.html


16. Kitzinger, J, (1994). The methodology of focus groups: The importance of interaction between research participants. *Sociology of health and illness*, 16(1), 103-121.


GLOSSARY

Communication
Communication is important for building social connectedness, and includes having the skills and opportunities to talk with others who are supportive. This is important for all young people, and particularly for those experiencing difficult times. While some staff in schools have particular responsibility for supporting students through difficult times, it is important for all staff and students to have strategies for communicating well with each other on a daily basis.

Emotional Intelligence
Emotional intelligence is the ability to understand and manage one’s own emotions and those of others. It includes the ability to empathise with other people and relate to them sensitively and appropriately.

Health and Wellbeing
Health (according to the Constitution of the World Health Organisation) is a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity.
Wellbeing refers to the overall healthy state of a person’s life, which is impacted upon by factors such as education, work, social relationships and physical condition.

Health Promoting School
Health promoting schools aim to provide a place where all members of the school community work together to provide students with integrated and positive experiences and structures, which promote and protect their health. This includes both the formal and informal curricula in health, the creation of a safe and healthy school environment, the provision of appropriate health services and the involvement of the family and the wider community in efforts to promote health.

Mentoring
Mentoring is the facilitation of an adult-to-youth or older youth-to-younger youth relationship.

Mission Statement
A Mission Statement defines the purpose of a school’s existence and identifies the charter of the school through reference to the values and educational aspirations of the specific school.

Pastoral Care
As defined in this document, pastoral care is the active pursuit of programs and practices that promote and develop the intellectual, emotional, physical, psychological, social and spiritual dimensions of individuals through the enhancement of a safe, secure environment where support structures are evident.

Positive Regard
Positive regard is related to perceptions of being able to participate fully in day-to-day school activities, and a sense that the contributions made are recognised, valued and acknowledged. The potential for increasing participation and positive regard is large. Within the context of everyday relationships, many simple strategies can be implemented for engaging the whole school community.

Protective factors
For the purposes of this document, protective factors are the attributes, characteristics or experiences of individuals, which enhances their mental health and wellbeing.
Reintegration
Procedures for (re)engaging and supporting students in school attendance and learning programs following drug related interruption to their involvement in schooling.

Resilience
The capacity of individuals to cope with change and with the circumstances they confront in their lives.

Risk factors
For the purposes of this document, a risk factor is any attribute, characteristic or exposure of an individual, which increases the likelihood of poor mental health and wellbeing.

School Community
The school community is composed of a number of groups and agencies that work together to achieve the best educational and personal outcomes for students. These groups and agencies can include students, school staff (e.g. teachers and other professionals, administrators and other support staff), parents/guardians and other carers, interested individuals and members of other agencies and organisations, such as community organisations.

Sense of Security
A sense of security and trust in others is fundamental to emotional well-being. Members of the school community need to feel safe, not just safe from physical harm or threats of physical harm, but also safe to be themselves, whatever their gender, sexual orientation, ethnicity, family background and interests. They need to feel able to express a point of view, or take part in school activities without fear of being ridiculed, left out, or isolated.

Vision Statement
The Vision Statement is a visible and public declaration of the preferred future of the school. It reflects the needs, values and circumstances of the community based on reliable social, cultural and economic information. The values and concerns of Jesus as presented in the gospel inform and permeate the vision, structures and policies of the Catholic school.