



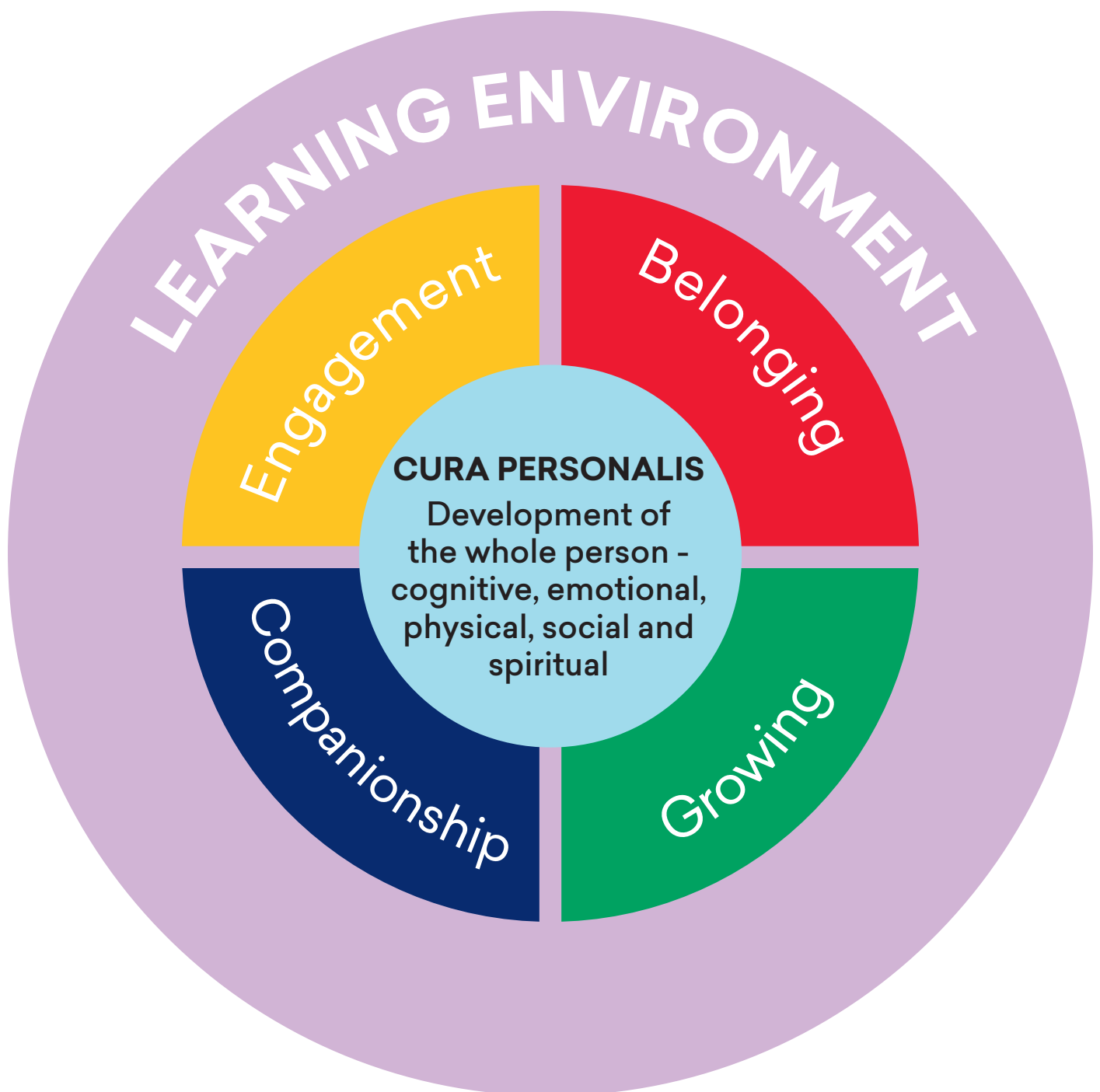
STUDENT WELLBEING FRAMEWORK

CURA PERSONALIS AT SAINT IGNATIUS' COLLEGE ADELAIDE

IEY - YEAR 12



STUDENT WELLBEING FRAMEWORK



RATIONALE

The Saint Ignatius' College, Adelaide, Student Wellbeing Framework espouses our wellbeing ideals which are encompassed in the four pillars of Belonging, Engagement, Growth, and Companionship.

The aim of the framework is to support our community with a system of care and culture that gives contemporary expression to *cura personalis*. The framework encourages and supports a quest for human excellence, reflection, the development of individual gifts and talents, the ability to establish and maintain positive and nourishing relationships, and a lifelong openness to growth where individuals can thrive in community. The framework supports all students in embracing Ignatian virtues through their HEAD (curious and contemplative, reflective and discerning), HEART (grateful and joyful, faith-filled and hopeful), and HANDS (loving and generous, just and courageous).

Our way of proceeding through informal and formal pastoral practices, wellbeing programs and relevant policies from IEY – Year 12, aims to live out each of the pillars of the framework and their accompanying ideals.

CURA PERSONALIS

Development of
the whole person –
cognitive, emotional,
physical, social and
spiritual

THE FOUR PILLARS

Belonging

“...for you are all one in Christ Jesus.”

(Galatians 3:28)

- We are a **loving** community, grounded by the personal stories and the **context** of the individual members of our community.
- Belonging at Saint Ignatius' College, from IEY to Year 12, acknowledges a child's interdependence with others and the basis of relationships in defining identities. A sense of belonging, where children recognise that they are known, loved, and affirmed, shapes who they are and who they can become.
- Members of our community are **faith-filled** and **hopeful**, together creating a nurturing school culture that values diversity, and fosters positive, respectful relationships amongst staff, students, and parents.
- Members of our community have a strong sense of meaning and purpose aligned to our Jesuit Catholic identity.



“Belonging is feeling valued.”

Emma, Seb, Joel, Will, Kate and Pari (Year 10)

“Belonging is being part of a team
and people accepting you for
who you are.”

Reid and Ned (Year 6), Danielle (Year 4)

SAINT IGNATIUS' COLLEGE ADELAIDE

STUDENT WELLBEING FRAMEWORK

IEY - YEAR 12

Engagement

“Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms.”

(1 Peter 4:10)

- Students are active participants in their own wellbeing and learning.
- Members of our community are self-aware, reflective, and capable of right **discernment**.
- Students are **intellectually competent**: motivated, curious, critical, empowered, and adaptable learners.
- From IEY to Year 12, engagement emphasises learning to participate fully and actively in society.
- Our Ignatian spirituality offers us a way to deepen our desire to engage with others, especially those in need. We are a community that is **committed to doing justice**, and we support one another in creating positive change in our world.



“Engagement means involvement, commitment, listening and learning.”

Abby, Monica and Adele (Year 9)

“Engagement is learning new things.”

Jessica (Year 6), Allegra and Elias (Year 3), Taylor and Patrick (Year 1)

Students are intellectually competent: motivated, curious, critical, empowered, and adaptable learners.


THE FOUR PILLARS

Growing

“I can do all things through him who strengthens me.”

(Philippians 4:13)

- Student learning takes place in an environment that fosters an openness to growth which promotes positive relationships and develops choice, accomplishment, enjoyment, health, and safety.
- Learning in our College is **formation**. In the Jesuit tradition, a teacher is a **‘formatore’** – a teacher of life.
- We strive for **human excellence**. Students are encouraged to grow as responsible global citizens through the explicit teaching of social and emotional skills using evidence-informed practices.
- Students develop skills to reflect on and positively shape their actions in the context of ethical decision-making, grounded in gospel values.
- Our learning environment promotes the **Magis** – that is, the deeper or more meaningful – and enables students to thrive through the delivery of high-quality learning experiences.
- Individual learners are provided with opportunities to succeed, and success is celebrated in a variety of meaningful ways.



“Growing means learning from our mistakes.”

Jeremy, Ethan, Christian (Year 9)

“Growing means trying new things and sharing work in class.”

James (Year 6), Thomas and Sophia (Year 3)

SAINT IGNATIUS' COLLEGE ADELAIDE

STUDENT WELLBEING FRAMEWORK

IEY - YEAR 12

Companionship

“As they talked and discussed these things, Jesus himself suddenly came and began walking with them.”

(Luke 24:15-16)

- All members of our community **accompany** one another on our journey.
- Authentic relationships are nurtured between staff and students that are safe, respectful, and supportive, and that help students reach their full potential.
- Families and external organisations collaborate as partners with the College to support student wellbeing through a climate of care and respect.
- Counselling services provide essential expertise to guide student growth and development.
- We acknowledge that we are members of the universal Church and companions in the Jesuit mission, living together a **‘faith that does justice’**.



“Companionship is engagement with staff who care about you.”

Sara, James, Gabby and Alessandro (Year 11)

“Companionship is feeling safe and happy when with friends.”

Levi and Josh (Year 6), Ella and Roshan (Year 5), Jordan (Year 1)

Authentic relationships are nurtured between staff and students that are safe, respectful, and supportive, and that help students reach their full potential.

**Go, set the
world *alight*.**

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Years 7 to 12

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