



PULTENEY

# Student Wellbeing

Supporting our  
students to *prosper*





# Supporting our students to prosper

**The health and wellbeing of students is increasingly being attributed to school conditions, school relationships, means of fulfilment, and health status (Konu, Alanen, Lintonen & Rimpela, 2002).**

Over the past twenty years, pastoral care has taken on a more inclusive function, one that is inextricably linked with teaching and learning and the structural organisation of the school - promoting students' personal and social development and fostering positive attitudes. (Cross and Lester 2014). This is done through the quality of teaching and learning; through the nature of relationships amongst students, teachers, and adults other than teachers; through arrangements for monitoring students' overall progress (academic, personal and social); through specific pastoral and support systems; and through extra-curricular activities and the school's ethos (Her Majesty's Inspectors of Schools, 1989).

Effective pastoral care is linked to academic engagement and performance (Furrer & Skinner, 2003), fostering friendly relationships among learners. These factors have been identified as solutions to improve truancy and other forms of absenteeism (Reid, 2003) and enhance resilience and, hence, academic outcomes in learners (Best, 2014).

International policies such as No Child Left Behind Act 2001 (US), Every Child Matters (UK 2003), and the Review of funding for School (Gonski 2011) have all highlighted the centrality of the need to build improve learner wellbeing, and correspondingly, educational outcomes through equal access to support and access (McCallum 2016).

The Alice Springs (Mparntwe) Education Declaration states that education must "prepare young people to thrive in a time of rapid social and technological change, and complex environmental, social and economic challenges. Education plays a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians, and in ensuring the nation's ongoing economic prosperity and social cohesion." (p3)

In South Australia, the Commissioner for Children and Young People's recent report, Supporting Student Voice, Agency and Wellbeing in Schools (Connolly 2021), highlights that South Australian students want schools to be places which balance wellbeing and academic achievement. Students want schools to be places where:

- **They are known**
- **They are valued**
- **They have a voice**
- **They see the value in what they are learning**

## **The Pulteney Strategic Intent**

**To provide a personalised educational experience defined by authentic relationships. This will be achieved through shared systems of teaching and learning that empower students to prosper**





# Our Lived Values

## *The Pulteney DNA*

---

### Authentic

Honesty,  
truth,  
integrity.

### Purposeful

Intentional,  
resolute and  
reflective.

### Personalised

Curated and  
distinctive  
experiences.

### Boundless

Limitless opportunities  
sought through  
passionate thought  
and deed.

### Enduring

Legacy etched through  
a community's  
tradition, innovation,  
service and faith.

### Relationships

Respect and empathy  
fostered through  
collaboration  
and care.

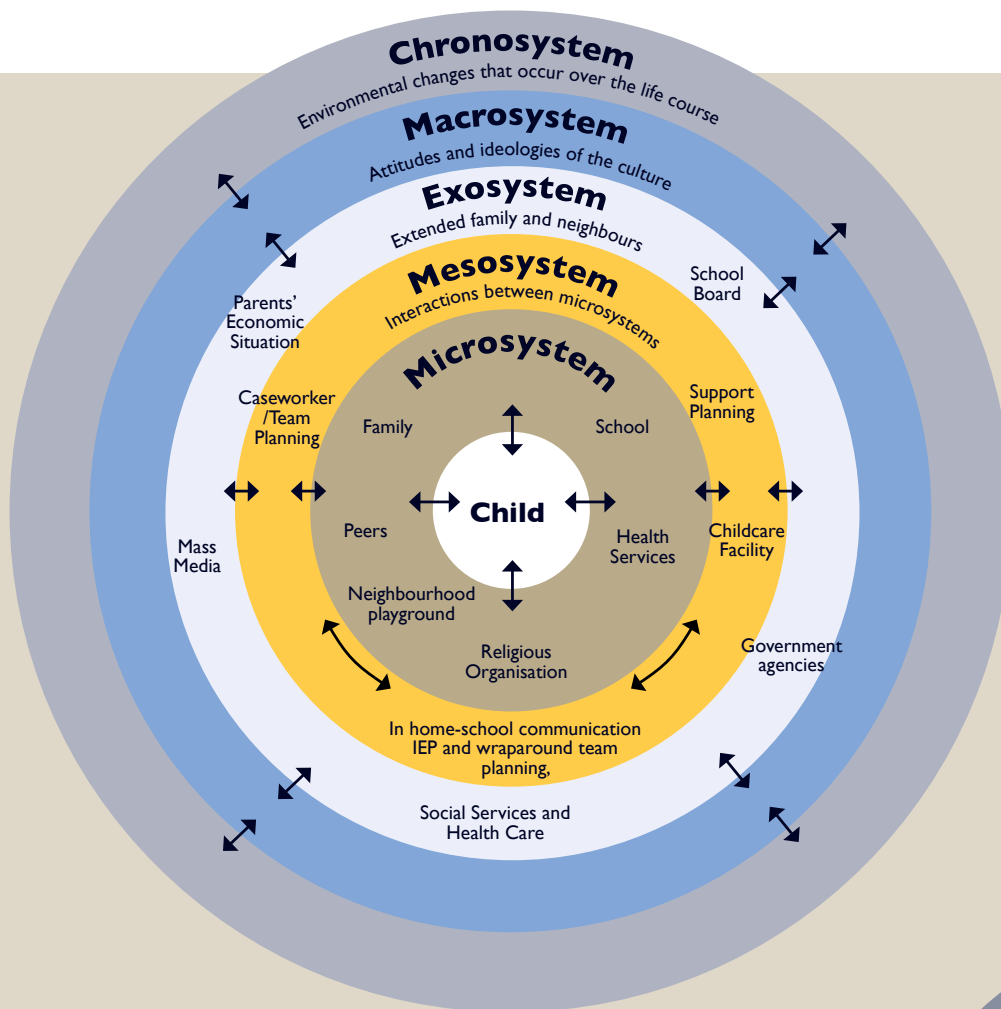
*In 2022, students throughout the school will engage in the process of exploring the actions that give life to our lived values each and every day.*



# A Wraparound Approach

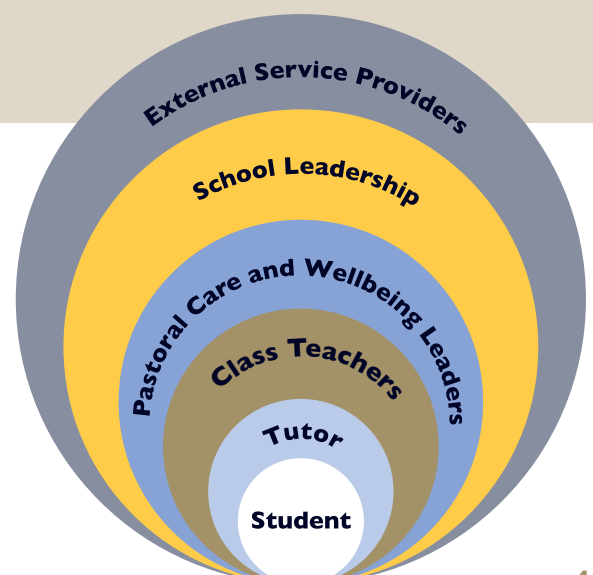
The use of the term “wraparound” originated in the 1970’s in the context of service provision to children and young people with identified mental health issues. Wraparound models developed in response to the commonly fragmented and disjointed response to diagnosis from varied professionals, e.g., medical, doctors, psychiatrists, educationalists, and social workers in the existing “system of care” model (Cavanagh, 2013).

The broadening of the application of wraparound beyond the medical model has necessitated an ecological perspective (e.g., Farmer et al. 2016; Savina et al. 2014), specifically Bronfenbrenner’s ecological systems theory (Bronfenbrenner, 1989). According to this theory, the development of a school-aged individual is viewed as child-centric with encircling systems of relationships, with the micro-systems including families, schools, peers, and neighbourhoods and the macro-systems extending to broader domains including cultural and political contexts (Bronfenbrenner, 1989).



Bronfenbrenner's Ecological Theory of Human Development, applied to a wraparound approach (Cumming 2019).

In applying this concept to Pastoral Care at PGS, starting with the student at the center we see a model of wraparound care provision with the Tutor as the staff member with an opportunity to see the student each day over several years through their Pulteney experience.



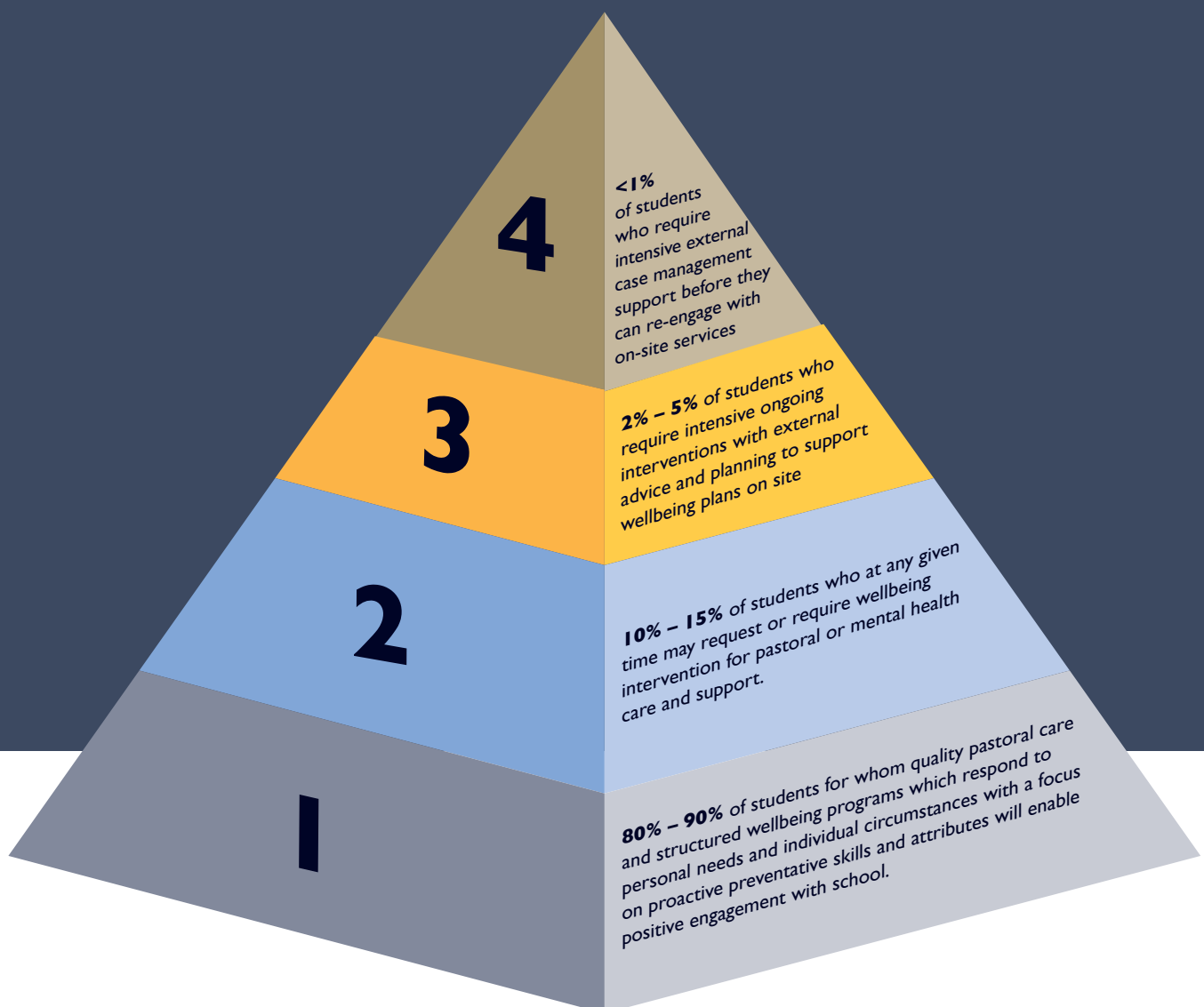
A PGS model of student support with students at the center of a wraparound approach.

# Response to intervention

**Response to intervention (RTI) is an educational approach that provides early, systematic assistance to children who are struggling in one or many areas of their learning.**

RTI seeks to prevent academic failure through early intervention and frequent progress measurement. (Hattie 2012). This RTI model is being adopted in both the Inclusive Education and Wellbeing Service Teams as a way of identifying and responding to student needs and mapping out intervention levels.

These models of wrapping services and support around a student, combined with the language of the RTI framework emphasise the role of the Tutor and Head of House at PGS in delivering high-quality purposeful and personalised pastoral care to our students.



Nastasi BK, Moore RB, Varjas KM. American Psychological Association; Washington DC: 2004. School-based mental health services: creating comprehensive and culturally specific programs.



# A Student and their peers

---

All contemporary research links a student's wellbeing to their learning. As understanding of mental health improves, what comes with it is affirmation that a stable, supportive, caring environment relaxes both the mind and body so that it is receptive to learn. Belonging is a large part of feeling stable, supported and the sense of being part of a caring environment. What cultivates a sense of belonging? Like-minded people, friendship, alignment of values, cohesion built through empathy.

Forming friendships and a sense of belonging take time. For some, it is a matter of minutes; for others, it can be years. The analogy of 'finding one's tribe' is often brokered and applied aptly to describe the journey that some will take from friendship group to friendship group in search of the comfort, friendship, support and alignment that will enable them to feel safe, secure and connected.

For students joining Pulteney from Reception, this journey mirrors the stretch of childhood growth. Friendship, that emerges in importance as it becomes defined and clear in action, is of greater importance to the adolescent than to the infant. Indeed, it would not be out of place to observe that adolescence is known as a particularly vulnerable time in the lives of children with much re-organisation of neural pathways, emotions, conceptualisations of self and through it all: friendships and identity.

On the cusp of adolescence, Year 7 children shift to a new environment with often double the number of other children and provides a new set of learning rules and relationships with their day-to-day mentors: teachers. They are often split from their existing friendship circles and embark on a journey of re-establishment of norms within a new and emerging environment. It can be tough.

Earlier this year the School undertook a survey of parents and students regarding their insights to the tutor program and wellbeing in the Middle School. The results affirmed the culture

of Pulteney, but suggested that two critical aspects were currently in need of further consideration:

- Transition to Year 7
- More precise targeted wellbeing education

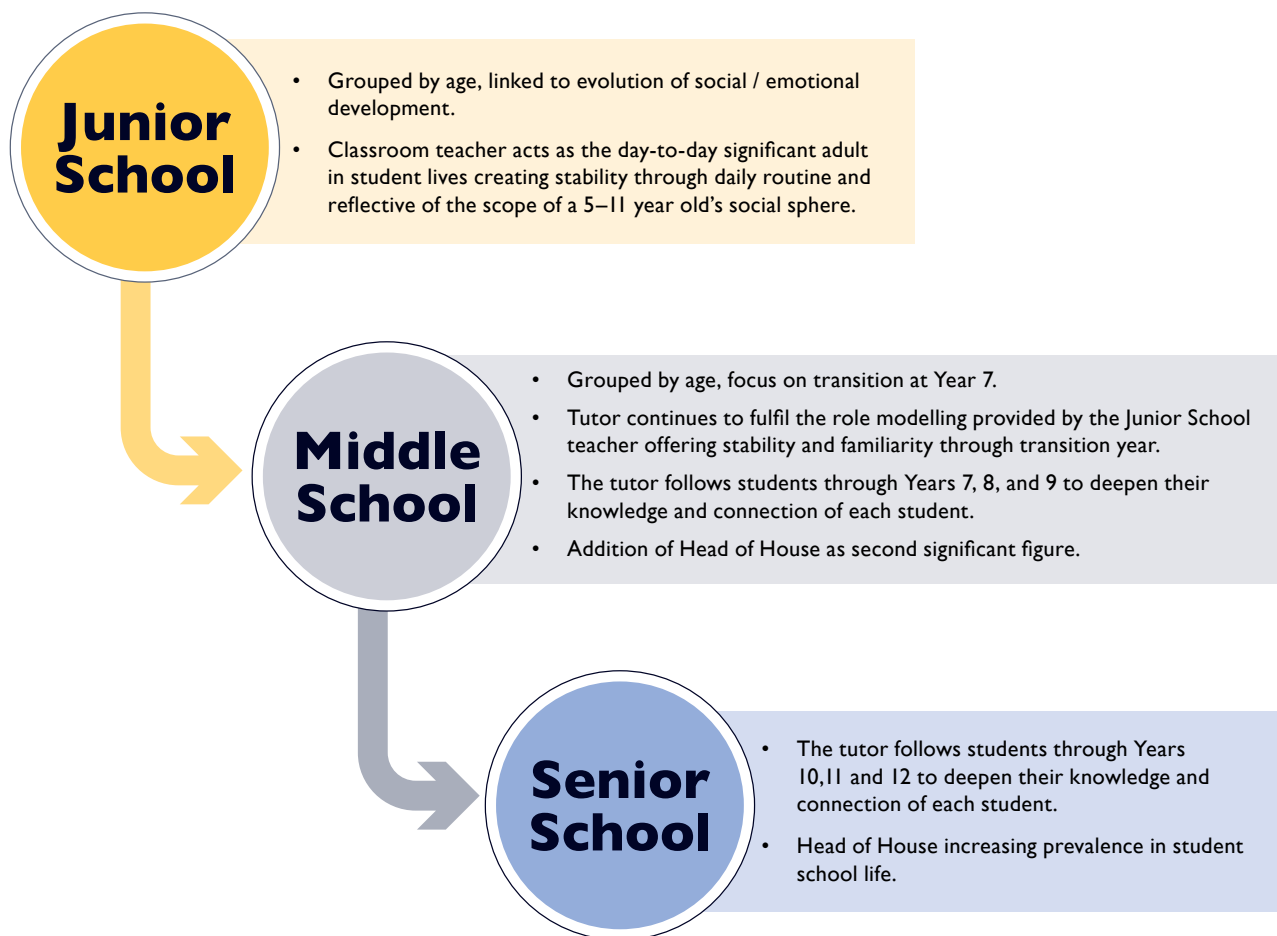
Amongst the comments from parents were affirmation for the importance of families feeling socially connected to the School, their children and their cohort to assist in building a strong community for their child. Parents were asked how they would describe their connections to other parents of their child's year level and the answers suggested connections and friendships within the year level needs to be fostered more greatly. They also suggested currently their connections across year levels was not strong, despite a vertical system having been in place.

In recent research emerging from the pandemic, Cameron and Tanenbaum (2021) identify that the events of the last two years have heightened the importance that '[p]eer interactions help children learn from each other to develop their understanding of conversation, emotion, and group norms.' Within this research, the authors have identified that 'the importance of cross-group friendships appears to be particularly acute in childhood and adolescence' has been exacerbated by the uncertainty of the pandemic and thus demanding schools consider how they can 'optimise cross-group interaction' within a child's cohort.

This convergence of systemic educational research, our commitment to continual improvement in line with our strategic intent and the data collected from our community all reflect a year level based approach to tutor groups and wellbeing in Middle School better meeting the wellbeing needs of our students.



# Wellbeing for age and stage



## The Role of Houses

Pulteney has a long and proud House tradition, where, at its best, students build connections and relationships across our Sub Schools, with the House system providing the basis for Pastoral Care, particularly in Senior School. In 2019 this structure for the provision of Pastoral Care was extended into the Middle School. At the heart of this system is the key of the Head of House in providing pastoral and academic care leadership for the students in a House, in conjunction with the Tutors and led by the Head of School. Student data collected over the last three years in the Middle School and Senior School highlights the value and understanding of the House system from our students.

## Tutor Groups and Year 7

To support the transition to Year 7 from Junior School options for how these expanded programs would be co-ordinated were considered. Central to this is the progression from Junior School where the classroom teacher fulfils the role of the day-to-day significant adult in the student's life, through to the senior years of secondary school, where students draw on multiple adults as mentor figures and role models in an enlarged social circle. Recognising this as an expanding journey towards adulthood offers the greatest opportunity to tailor a wellbeing program appropriate to this unique time in their education and life.

## Junior School

Wellbeing in the Junior School is meld of social and emotional connection building between students as they learn to increasingly collaborate and form friendships. This development is supported through deliberate programs introduced at age and stage appropriate levels to gradually introduce strategies and support, knowledge and perspective for children as they mature in life and as a student. Of primary importance is the relationship they enjoy with their classroom teacher whose role is not only educator but mentor; a day-to-day constant in their lives that nurtures stability and a sense of belonging; foundations upon which the conditions for learning are built.

# Key contacts

## Middle and Senior School



**Rebecca Baker**  
Head of one ninety



**Craig McFarlane**  
Head of Middle School



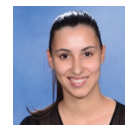
**Steven McCulloch**  
Head of Student Wellbeing



**Emma Bahr**  
Head of Sport



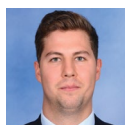
**Michael Moularas**  
Moore-Sunter  
Co-Heads of House



**Jess Greco**  
Moore-Sunter  
Co-Heads of House



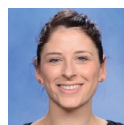
**Ann Kennedy**  
Bleby-Howard  
Co-Heads of House



**Josh Gould**  
Bleby-Howard  
Co-Heads of House



**Amelia Mislov**  
Kennion-Miller  
Co-Heads of House



**Mharianne Strong**  
Kennion-Miller  
Co-Heads of House



**Bronte Pickett**  
Cawthorne-Nicholls  
Co-Heads of House



**Simon Sharley**  
Cawthorne-Nicholls  
Co-Heads of House

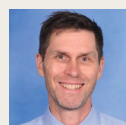
### Year 7 Tutors



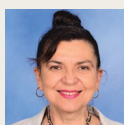
**Darren Beanland**  
Bleby-Howard  
Tutor



**Dean Robinson**  
Cawthorne-Nicholls  
Tutor

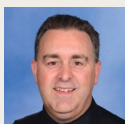


**Matt Brown**  
Kennion-Miller  
Tutor

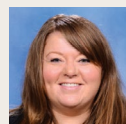


**Sanja Letinic**  
Moore-Sunter  
Tutor

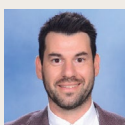
### Year 8 Tutors



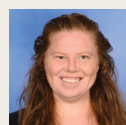
**Jarrod Johnson**  
Bleby-Howard  
Tutor



**Jamie Hibbert**  
Cawthorne-Nicholls  
Tutor

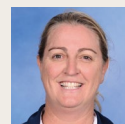


**Nic Sacoutis**  
Kennion-Miller  
Tutor

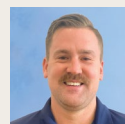


**Jayme Wearn**  
Moore-Sunter  
Tutor

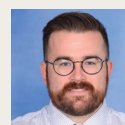
### Year 9 Tutors



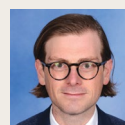
**Erica Wadham**  
Bleby-Howard  
Tutor



**Hugh Hopton**  
Cawthorne-Nicholls  
Tutor

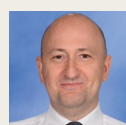


**Jack Reed**  
Kennion-Miller  
Tutor

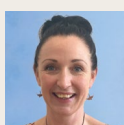


**Richard Boe**  
Moore-Sunter  
Tutor

### Year 10 Tutors



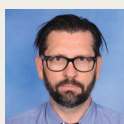
**George Damis**  
Bleby-Howard  
Tutor



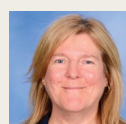
**Charlie Thompson**  
Bleby-Howard  
Tutor



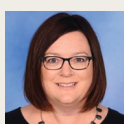
**Mark Barnett**  
Cawthorne-Nicholls  
Tutor



**John McCall**  
Kennion-Miller  
Tutor

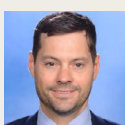


**Michelle Coop**  
Moore-Sunter  
Tutor



**Kirsty Hickman-Davis**  
Moore-Sunter  
Tutor

### Year 11 Tutors



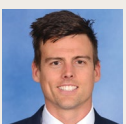
**Dan Polkinghorne**  
Bleby-Howard  
Tutor



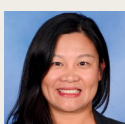
**Sally Sanders**  
Bleby-Howard  
Tutor



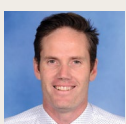
**Sharon Snaith**  
Cawthorne-Nicholls  
Tutor



**Chris Clements**  
Kennion-Miller  
Tutor

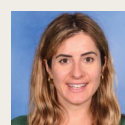


**Fang Liu**  
Kennion-Miller  
Tutor

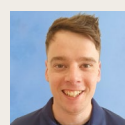


**Matt Down**  
Moore-Sunter  
Tutor

### Year 12 Tutors



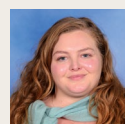
**Jamie Pantsaras**  
Bleby-Howard  
Tutor



**Thomas Mildren**  
Cawthorne-Nicholls  
Tutor



**Annie Kwok**  
Kennion-Miller  
Tutor



**Leila Allison**  
Moore-Sunter  
Tutor

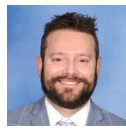


# Key contacts

## Junior School



**Denise O'Loughlin**  
Head of Junior School



**Nathan Dodd**  
Deputy Head of Junior School

## Teachers

### Reception



**Cass van den Broek**  
Reception



**Vanessa Couche**  
Reception



**Lisa McClymont**  
Mid-Year  
Reception

### Year 1

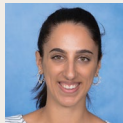


**Jody Sadecki**  
Year 1



**Kate Dodd**  
Year 1

### Year 2



**Jacinta Caraccio**  
Year 2



**Louise Perkins**  
Year 2

### Year 3



**Gen Corbo**  
Year 3



**Olivia Swann**  
Year 3

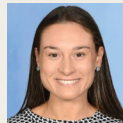
### Year 4



**Laura Gray**  
Year 4



**Sarah Greig**  
Year 4

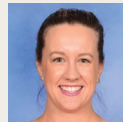


**Kate Donnelly**  
Year 4

### Year 5



**Rachel Muncaster**  
Year 5



**Claire Drogemuller**  
Year 5

### Year 6



**Matthew King**  
Year 6



**Belinda Dew**  
Year 6



**Robyn Cox**  
Year 6

