

Annual Review 2022/23

School, Student and Family Program
& Pastoral Support Program





Table of contents.

4

CHILD SAFEGUARDING STATEMENT

MISSION, VISION, VALUES

5

CATHOLIC SCHOOLS DIOCESE MAP

ACKNOWLEDGEMENT OF COUNTRY

6

FOREWORD

8

OUR SERVICES

10

OUR PROGRAM
OUR PEOPLE

12

CONNECTING COMMUNITIES

14

NURTURING RESILIENCE

15

WELLBEING PROGRAMS

16

DIOCESE STUDENT DATA

18

DIOCESE ROSH DATA

20

PRIMARY SCHOOL DATA

22

SECONDARY SCHOOL DATA

24

SUICIDE & SELF HARM

26

STUDENT WELLBEING OUTCOMES

28

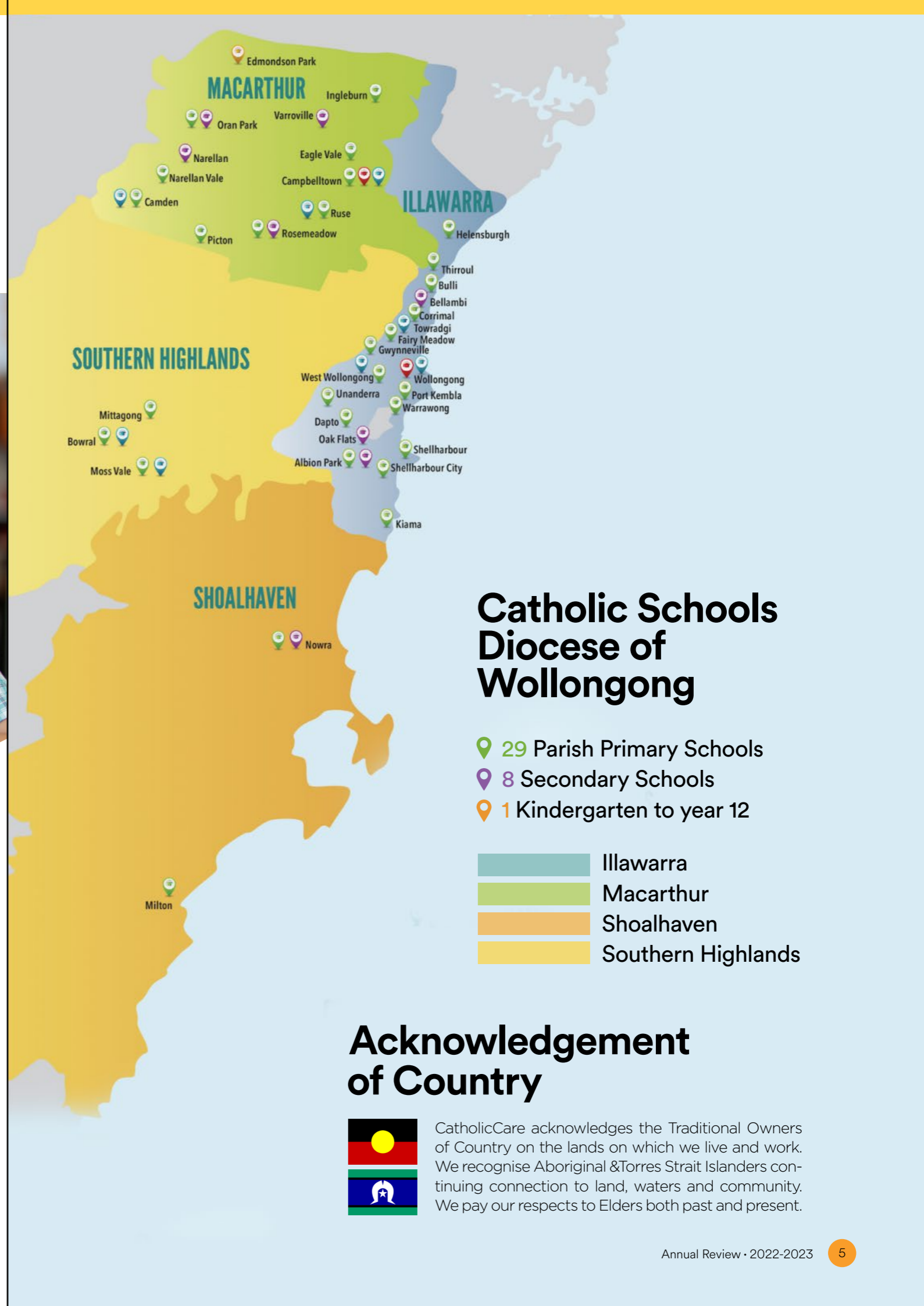
CYRM FINDINGS AND RECOMMENDATIONS

36

FEEDBACK

Child Safeguarding Statement.

CatholicCare is committed to the safety, welfare and well-being of children and young people and is given the highest priority in every preventative and protective action taken. We recognise that the care and protection of children is a collective responsibility. We work in cooperation with government authorities, agencies and families in the care and protection of children and young people.



Mission

Inspired by the Gospel of Jesus Christ, we seek to bring joy to those we serve by enabling growth, healing, and hope. By delivering effective and high quality social services, CatholicCare helps to build the social and emotional wellbeing of individuals, families and communities.

Vision

For inclusive, thriving communities where the human dignity of all is respected and valued.

Values

- **Dignity:** Everyone is worthy of respect
- **Integrity:** Always do the right thing
- **Compassion:** Be empathic and responsive
- **Equity:** Some people need extra support

Acknowledgement of Country



CatholicCare acknowledges the Traditional Owners of Country on the lands on which we live and work. We recognise Aboriginal & Torres Strait Islanders continuing connection to land, waters and community. We pay our respects to Elders both past and present.

Foreword.

“All of us have a responsibility...Let us care for the needs of every man and woman, young and old, with the same fraternal spirit of care and closeness that marked the Good Samaritan.”

Pope Francis, *Fratelli Tutti*, n79.

CatholicCare Wollongong is pleased to present our Annual Report 2022/2023 for the School, Student and Family Program (SSFP) and Pastoral Support Program also known as the School Chaplaincy Program. This report presents a comprehensive overview of the work of SSFP and the Pastoral Support Program over the past year. This report also provides evidence-informed insights into student wellbeing using data captured in counselling sessions, via student wellbeing programs, self-reported outcome tools and student feedback.

School, Student and Family Program (SSFP)

The SSFP program is dedicated to supporting the safety and wellbeing of students engaged in counselling and in providing early intervention and prevention support to student engaged in the 38 catholic systemic schools in our Diocese. School counsellors work collaboratively with students, their families and school staff to support the wellbeing and development of students to strengthen them emotionally, socially, spiritually, and morally to meet the life challenges they will encounter. By providing one-to-one therapeutic counselling students are given a voice to share their thoughts and feelings in a safe and supportive environment.

In early 2022, SSFP commenced capturing client outcome data through an internationally recognized self-reported tool, Child, and Youth Resilience Measure (CYRM), to appraise the impact and effectiveness of interventions and strategies to support student wellbeing across schools. The CYRM tool is now being used to capture data in both counselling and wellbeing programs in all 38 schools. It is pleasing to note that the results from the CYRM show that children and young people accessing the services are showing improvement in their wellbeing.

In 2022, we rolled out the early intervention wellbeing program called Kindy Kids Connect (KKC) with special focus on improving the resilience and sense of belonging for children starting Kindergarten. Based on the success of KKC and the insights gained from this pilot program (targeting available resources to focus on emerging needs), we are working on extending this wellbeing program, Keeping Kids Connected, to other year groups. School leaders have provided very positive feedback and the demand for the program has grown exponentially.



Pastoral Support Workers (PSWs)

Pastoral Support Workers (PSWs) provide non-therapeutic welfare, spiritual and emotional support to students, families and staff to 15 participating Catholic primary schools and 3 secondary schools in the Wollongong Diocese. PSWs collaborate with school leadership teams, school wellbeing teams, RECs, P&F groups and parishioners, to create an inviting environment and a sense of belonging where everyone is welcome and valued in their school community.

During 2022/23 PSW's established numerous initiatives that not only resulted in connection and involvement within the school community but also reached out to wider community stakeholders. Many of these initiatives forged new partnerships or strengthened existing partnerships made by previous PSWs. These included partnerships with Bunnings Shellharbour and Crossroads, Bishop Brian Mascord's Earthquake Appeal for Turkey and Syria, 'Take 3 for the Sea', Stephanie Alexander, and Mitre 10 Moss Vale. These partnerships empower students to feel part of the broader community outside the school gate. The central goal of these initiatives is to encourage students to engage in a dialogue for change. To envision a better world where they can participate in making a difference. PSWs have worked closely with SSFP and schools to help support the

“We must be action-oriented, providing practical assistance to all, seeking out the underlying causes of social problems and working to develop solutions”

CatholicCare Wollongong
Practice Framework, p4.

general wellbeing of students and school communities, through a wide range of initiatives including Kindy Kids Connect, and its successor Kids Connected (for higher grades).

PSWs have also collaborated with SSFP in the delivery of many other groupwork programs, including social skills programs that help to build resilience and foster a sense of belonging in the school community. PSWs are trained in Seasons For Growth, Youth Mental Health First Aid, Child Safeguarding, Child Protection, some staff in Rock and Water, eSafety and Cyberbullying, Open Parachute, Stormbirds, Building Foundations, Managing Challenging Behaviours, and other training as required.

Overall, the report highlights the need for continued effort by CEDoW and CatholicCare to improve the mental health and wellbeing of children and young people and to continue our collaborative work to achieve more effective prevention. A continued focus on early intervention and prevention in service delivery in education is central to responding to the needs and improving the lives, opportunities and wellbeing of children and young people.

The information presented in this report highlights the increased rates of suicide ideation in primary school children. Thinking about suicide does not mean everyone will develop a plan to take their lives. However, the data provides evidence that although suicide attempts in children have not increased, children are experiencing psychological distress which is intricately linked to suicide ideation. Given the significant role we all play in the lives of children and young people, and responding to the signs of our times, SSFP staff have completed a two-day world leading suicide intervention training - Applied Suicide Intervention Skills Training. Knowing what to look out for, along with good collaboration with schools will ensure that we are all well equipped to respond quickly and confidently when working with at-risk students.

On behalf of CatholicCare Wollongong, we would like to sincerely thank the Catholic Education Diocese of Wollongong for your continued support of School, Student and Family and Pastoral Support Programs delivered in schools. Together, through these programs and other initiatives, we are making real the LTW23+ strategic goal of 'belonging in a connected community'.

LEADERSHIP TEAM

Roseanne Plunkett (*Executive Manager Family Services*)
Tina Acevska (*SSFP Manager*)
Mathew Berry (*Team Leader*)

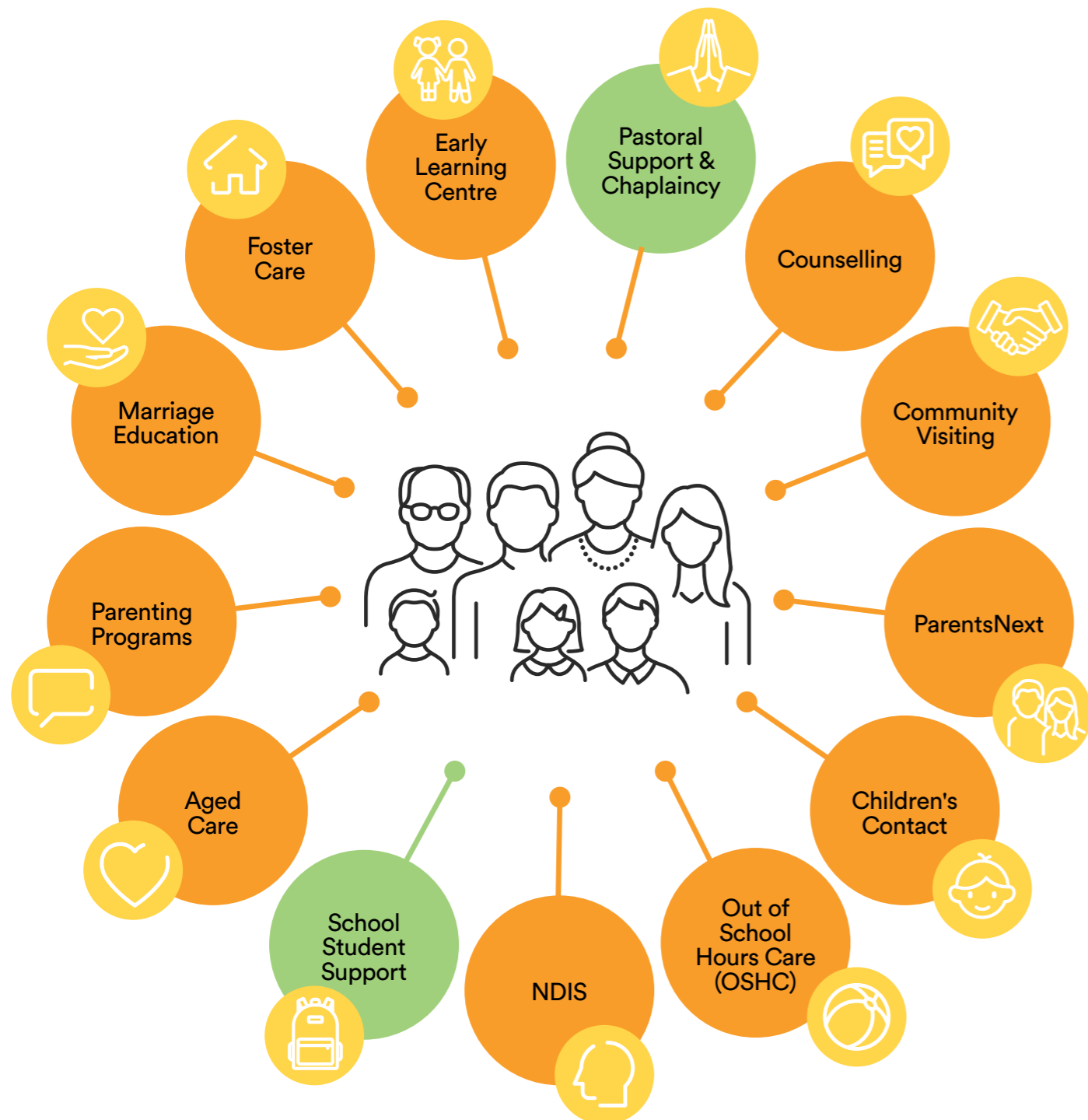
Natalie Gill (*Team Leader*)
Grant Dodds (*Pastoral Support Coordinator*)
Leah Varley (*Clinical Project Lead*)

Our Services.

CatholicCare is the social services agency of the Catholic Diocese of Wollongong, covering the Illawarra, Shoalhaven, Macarthur and Southern Highlands Regions. We support people to establish and build positive

relationships and connected lives. Our aim is to help people through difficult times to help them achieve self-reliance and realise their full potential. We also advocate for social equality and prioritise the needs of the most vulnerable.

CatholicCare is a local not-for-profit organisation committed to helping those in need regardless of religious beliefs, background or circumstances.



Our Program, Our People.

School, Student and Family Program

The School, Student and Family Program (SSFP) at CatholicCare work collaboratively alongside school staff and CEDoW to ensure students have access to a range of support systems and services, both internally and externally. SSFP provides a range of services across 38 schools in the Catholic Diocese of Wollongong:

- Short term/ Brief Counselling
- Case Management
- Student Consultation
- Mental Health Risk Assessments
- Child protection /mandatory reporting
- Support and advocacy
- Critical Incident Response
- Psychoeducation for school staff and parents
- Wellbeing programs for students

Total number of SSFP staff

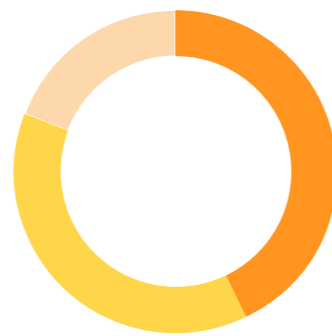


42

total number of staff beginning of 2023

Professional Qualifications of Current Staff

- 42.9% - Social Workers
- 38.1% - Psychotherapist and Counsellors
- 19% Psychologists/Provisional Psychologists



3 7.1% male

8 19% full-time

15 resignations in 2022/23

24 Masters/post grad level qualifications

+

+

+

+

39 92.9% female

34 81% part-time

8 new employees in 2023

8 qualifications in education / teaching

Our Program, Our People.

Pastoral Support Program

Pastoral Support Workers' provide support in 18 schools across the Wollongong Diocese and are an integral part of the pastoral care framework of each school. So far in 2023, the program has continued to provide professional, child-centred pastoral support services.

In addition to this fundamental support, PSWs have started many initiatives across the individual schools.

Total number of PSW staff



11

total number of staff beginning of 2023

Professional Qualifications of Current Staff

- Bachelor of Education
- Bachelor of Art Therapy
- Bachelor of Music
- Masters Pastoral Counselling
- Bachelor of Psychology
- School Support Officer
- Religious Education Coordinator
- Director Caritas

2 18% male

1 9% full-time

1 resignations in 2022/23

+

+

+

9 82% female

10 91% part-time

4 new employees in 2022/23

Connecting Communities – School Initiatives.

The role of the Pastoral Support Worker is multi-faceted. It includes group work programs (evidence-based groups that address the social, emotional and spiritual needs of students), social justice groups such as Mini Vinnies, Personal Development groups, grief and loss programs such as Seasons for Growth, Youth Group, etc. Other support offered include Breakfast Club, Classroom support, Community outreach, Individual pastoral support, Liturgy support, connecting with families via P&F meetings and coffee mornings, Playground support, Principal consultation and support, Teacher consultation and support.

In addition to this fundamental support, Pastoral Support Workers have engaged in many initiatives to strengthen and support school communities, as highlighted below.

Cakes For Quakes, Stella Maris, Shellharbour

The Stella Maris Mini Vinnies group presented their first fundraising project for 2023, the Cakes for Quakes cake stall on Thursday 23 March 2023.

The stall raised funds to support the emergency response to the Syria-Türkiye earthquake. As a broader Catholic community we stand alongside these devastated middle eastern communities, and we did this both through prayer and donations.

The stall was such a success that it needed to be open at recess, lunch and after school.

Thanks to the generosity of the school community \$1420 was raised and will go a long way to assist communities devastated by the earthquakes.

RUOK Day, St Pius X, Unanderra

In term 3 2022 the Mini Vinnies group made and displayed around the school posters to promote RUOK Day and learned the RUOK CEDoW drumming routine. The Mini Vinnies performed this on RUOK Day, with the entire school drumming along on their knees and lunch boxes.

'Social problems must be addressed by community networks and not simply by the sum of individual good deeds'.

Pope Francis, On Care for Our Common Home [Laudato Si'], nos. 179, 219



Cakes For Quakes cake stall – Stella Maris, Shellharbour



Community Lunch Box St John's, Campbelltown



Souper Hero Day, St Mary's, Milton

Community Lunch Box, St John's, Campbelltown

At St Johns Campbelltown we have a new initiative, "The St John Community Lunch Box".

This came about after two sisters approached the PSW with the idea of creating classroom lunch boxes that children could access if they did not have enough to eat. The girls had noticed that some of their classmates often came to school with empty or almost empty lunch boxes and they wanted to find a way to help them.

We then called on the school community to donate one packet of school snacks (popcorn, crackers, fruit bars etc.) We packed large containers to be placed in each classroom for the children to access when needed.

Souper Hero Day, St Mary's, Milton

Souper Hero Day is always eagerly awaited on the school calendar. Mini Vinnies students make soup from the pumpkins they've grown in the school garden (planting has already started for next year!!!) or donations from students. Bread is donated from a local sourdough bakery. Students dress as a 'Souper hero', either traditional caped, or someone they look up to (we had lots of mums, dads, teachers, nurses etc). The group raised about \$400 for St Vincent De-Paul's Winter Appeal as well as several boxes of tinned soup to donate. The leftover pot of pumpkin soup was donated to a local soup kitchen.

Play program, St Paul's, Moss Vale

In collaboration with the principal and in consultation with Rochelle, the counsellor, the PSW started a trial 6 week play program. Most of the students are suffering trauma or other domestic issues. It is a game of mini bowling where students have time to play together in a calm environment, taking turns, practicing in a safe place where there's no competitive expectation. Students are talked through the session goal posts and boundaries first, discussing school rules and what they look like when they play the game. Finally, there are the two golden rules; 'have fun and stay safe'. It was a successful interaction together and they all returned to class beaming.

Nurturing Resilience Through Social-Emotional Learning.

"It is impossible to grow without having strong roots that help us stand tall and firmly grounded",

Pope Francis, *A Gift of Joy & Hope*, 2020, p67.

There is strong evidence that indicates that building resilience in early childhood helps children to develop skills to overcome obstacles and reduce anxiety or other stress-related disorders later in life. Psychoeducation programs, often referred to as group work programs in schools, have long played an important role in the social and emotional development of young people in schools, with students learning. Some of the key social emotional skills programs facilitated by PSW and SSFP that cultivate resilience include.

- Social skills
- Safety
- Self-awareness
- Self-regulation skills
- Self esteem
- Self-efficacy
- Problem solving
- Planning and decision-making skills
- Empathy

With young people becoming more and more vulnerable to the impacts of poor wellbeing and mental health, the need to teach children/young people on how

to manage their wellbeing and mental health through programs has increased.

Over the last decade, there has been convincing evidence to support the implementation of group work in schools, more specifically psychoeducational programs. There are many known advantages to groups, firstly that they are a natural way for students to relate to each other, they emphasize the learning of life skills, they focus on generalizing behaviours practised in the group to real-life situations, they reach a broad cohort, increase self-esteem that comes about through helping others and most importantly they are a proactive initiative that all schools can adopt (Shechtman, Bar-El, & Hadar, 1997, p. 203-204). The recent implementation Kindy Kids Connect program and the accompanied CYRM resilience data have further illustrated that when students engage in evidence-based social emotional programs their overall well-being levels increase.

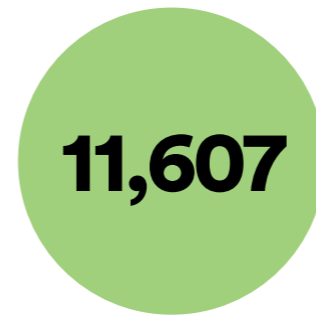
Over the last few years, SSFP and PSW programs has been heavily investing in data analysis to further understand the recurring trends across the region, learning about the needs of our school communities has provided a renewed focus on how we can partner with our schools to better implement these proactive strategies across the region. In general, classroom lessons have traditionally concentrated on addressing broader areas of development through the PDHPE curriculum and whilst these junc-

tions of learning provide a valuable starting point, they do not necessarily enable a targeted and intensive enough space to enhance the skill development, the rising level of counselling complexity, more and more students, not only 'at risk' students, are requiring the next tier of intervention.

Based on our findings from counselling data, and what others are reporting in the wider community, the rise in children/young people experience anxiety, low levels of self-esteem, difficulties regulating emotions, distress and suicide ideation continues to rise. We are aware that there are numerous social and mental benefits when students participate in psychoeducational group programs. We also know that there has been an increased interest expressed by school principals in more group work targeting the social emotional learning of students. Based on feedback from our annual principal's evaluation, we noticed an increase in the number of schools either wanting more group work programs for students or felt it was being offered sufficiently in their schools 90% in 2022 compared to 63% in previous year.

Through a range of group work programs, aimed at cultivating resilience and sense of belonging, CatholicCare have delivered a total of 158 group programs between the 1st July 2022 to 30 June 2023. These programs help to enhance existing skills and promote new skills to help students cope with everyday challenges in life and improve learning and wellbeing for all students.

Wellbeing Programs.



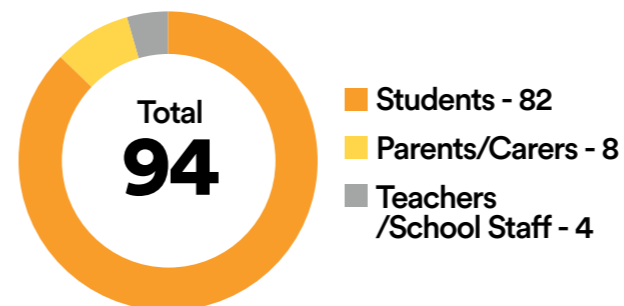
Total number of students who participated in wellbeing groups and community initiatives

Group categories.

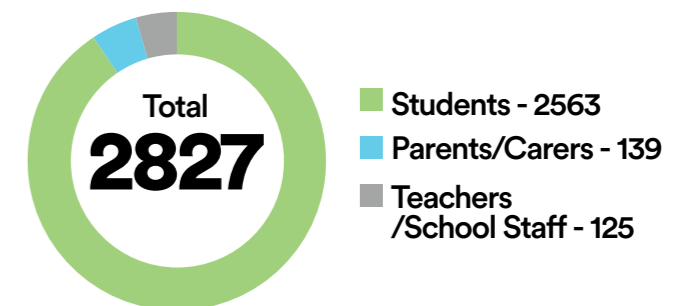


SSFP Group Work Statistics.

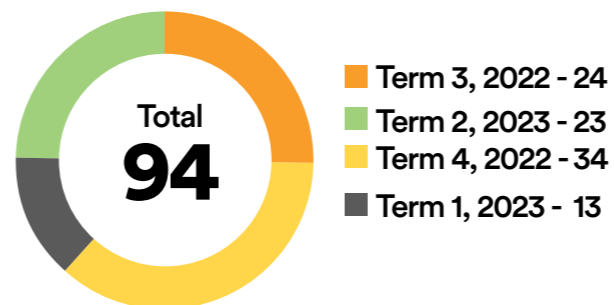
Groups.



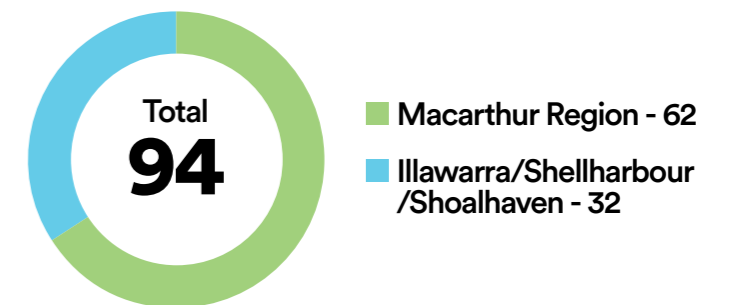
Participation.



By term.



By region.



SSFP Statistics - Diocese (July 2022 – June 2023).



Female – 59%
Male – 39%
Other – 2%



12.8
average age



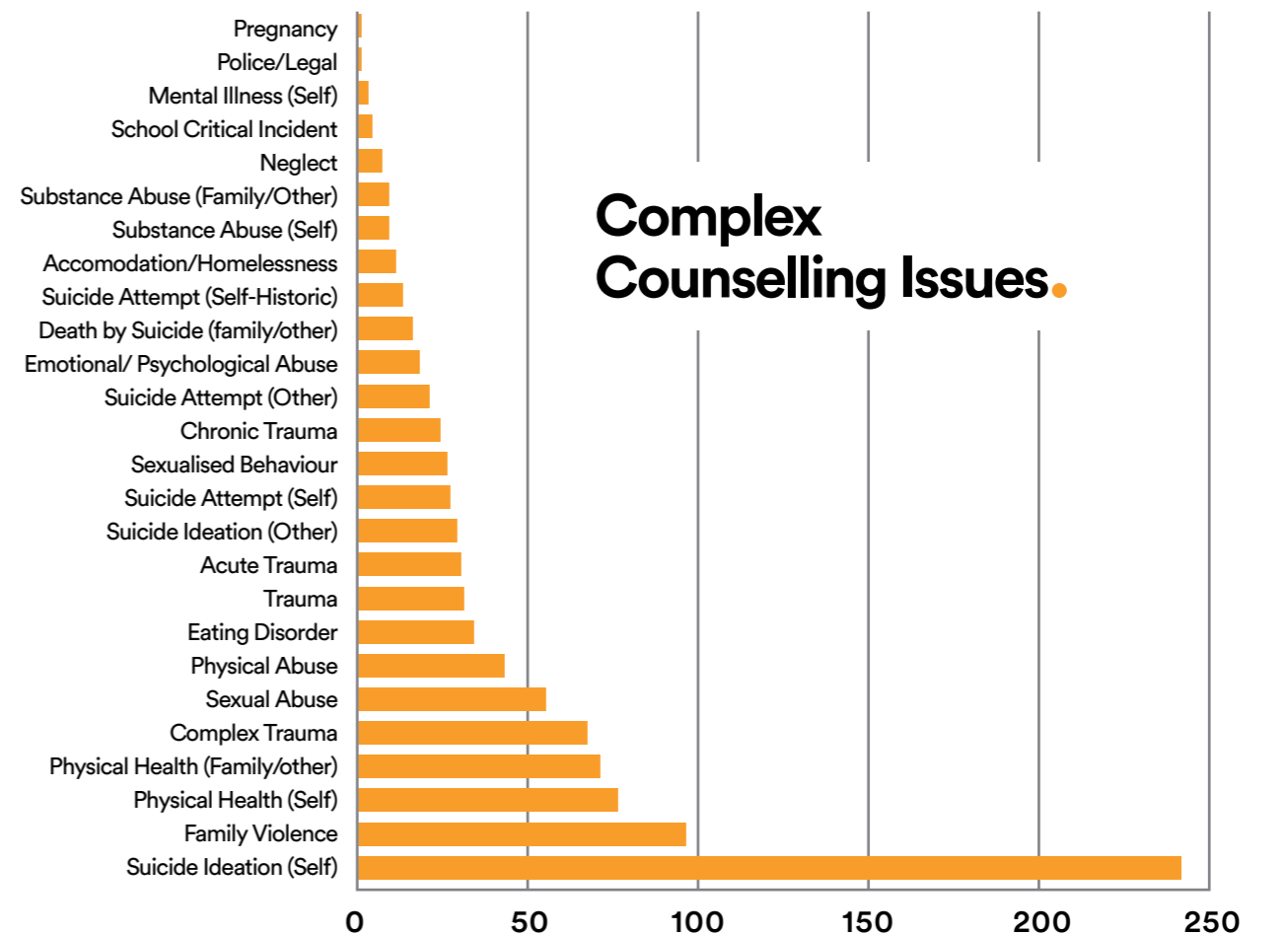
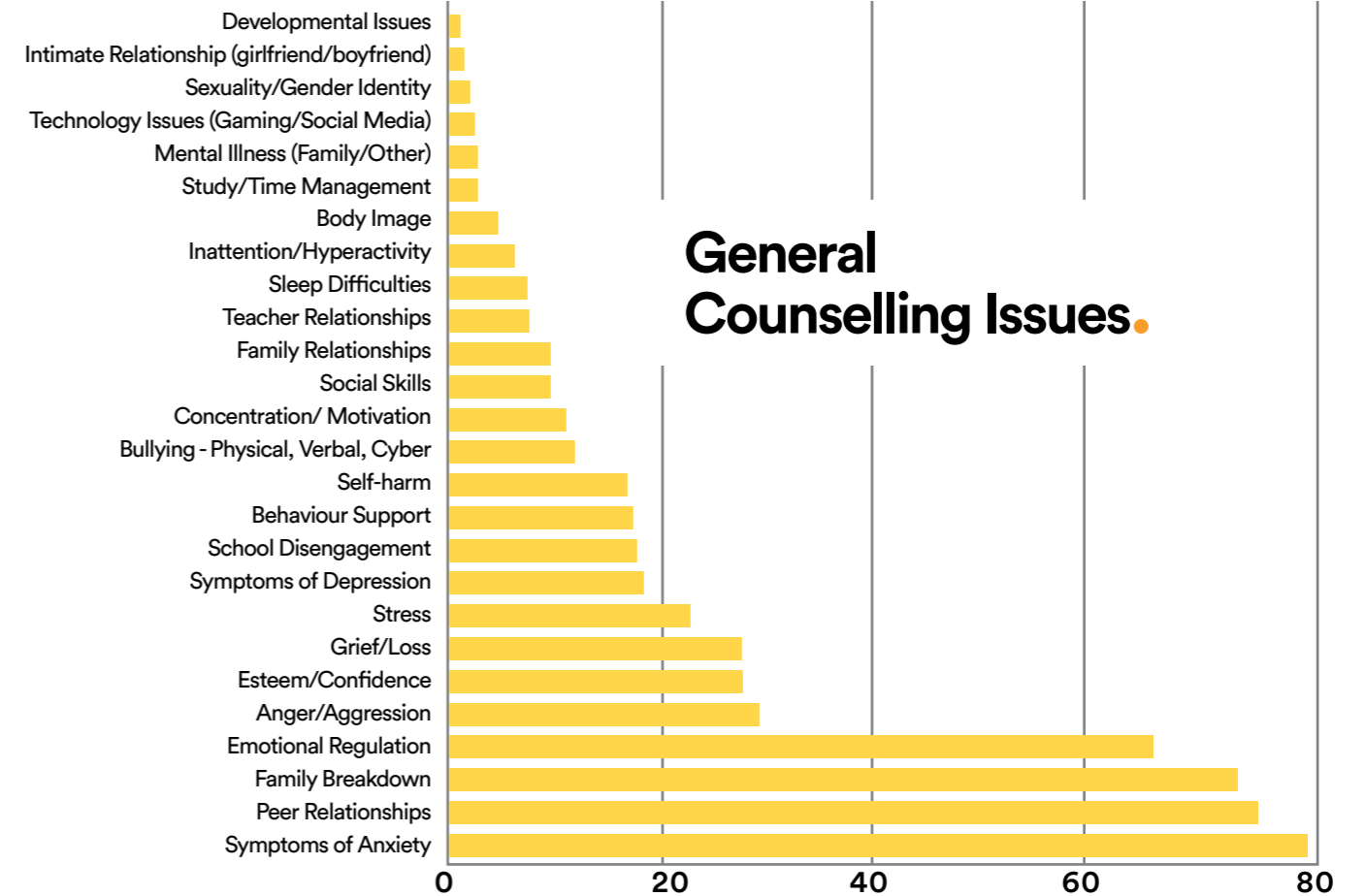
85
students who identify as **Aboriginal** or **Torres Strait Islander**



59
students with a **Culturally or Linguistically Diverse Background**



Diocese Student Data.

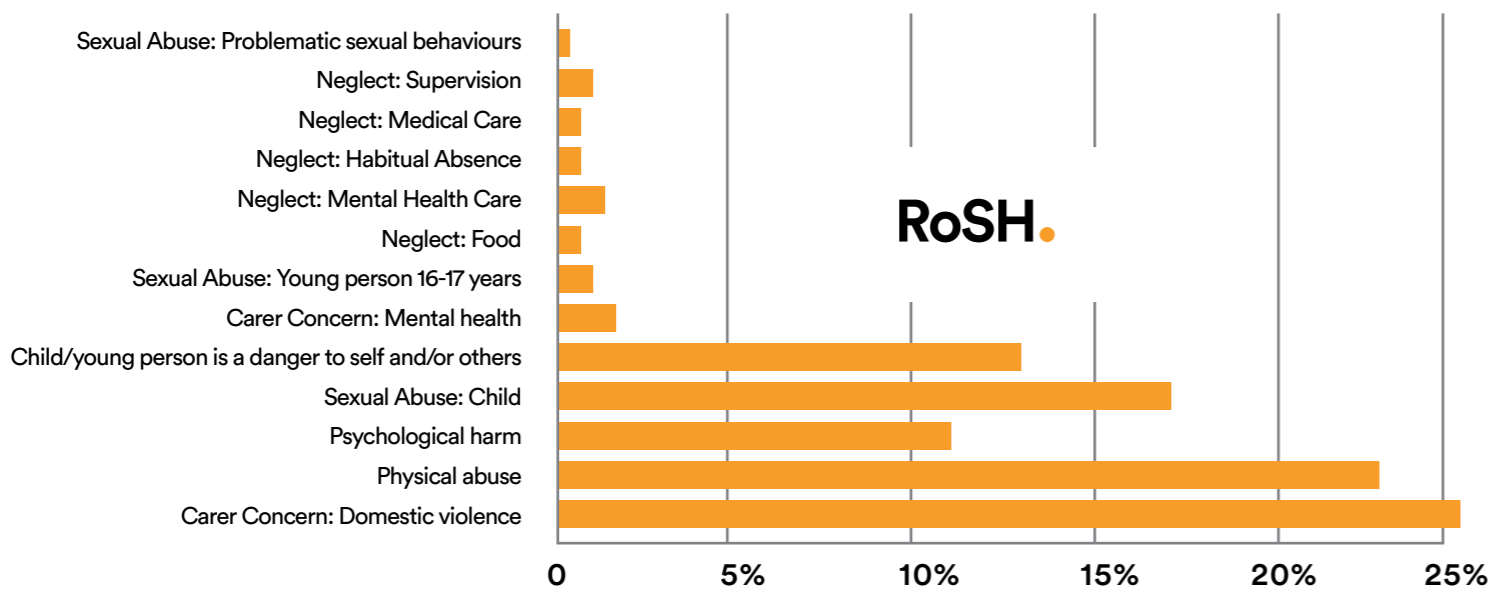
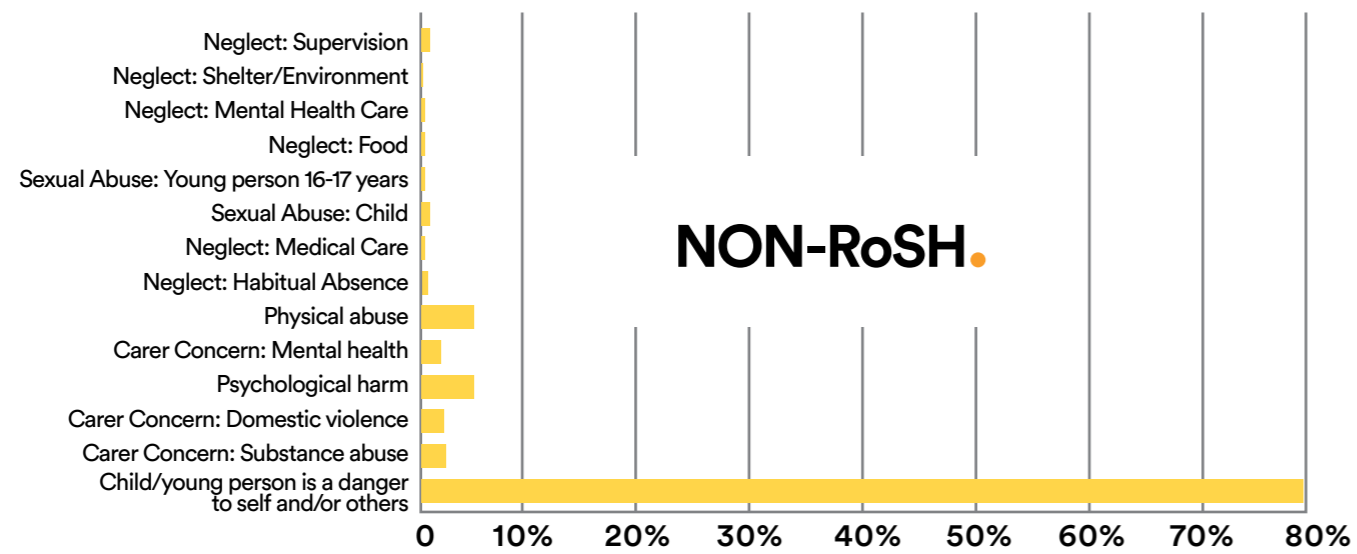


Risk of Significant Harm (RoSH) data.

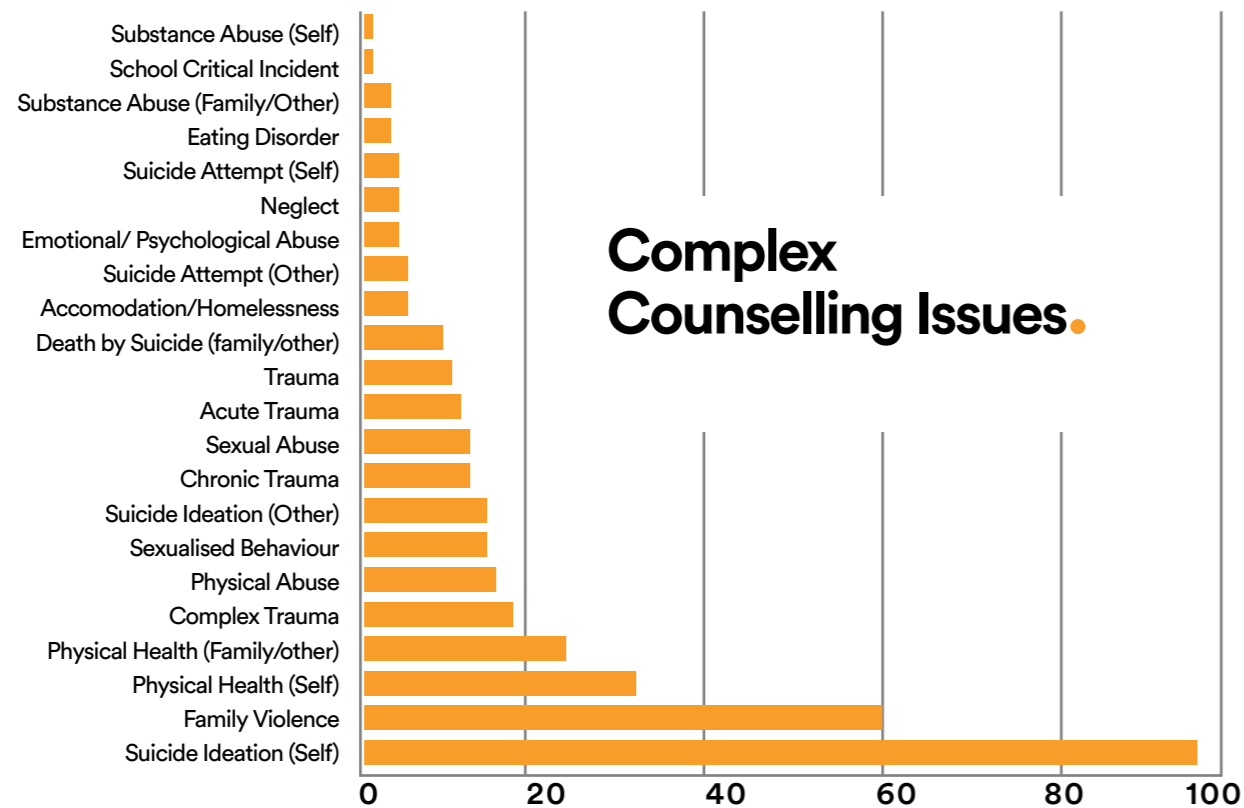
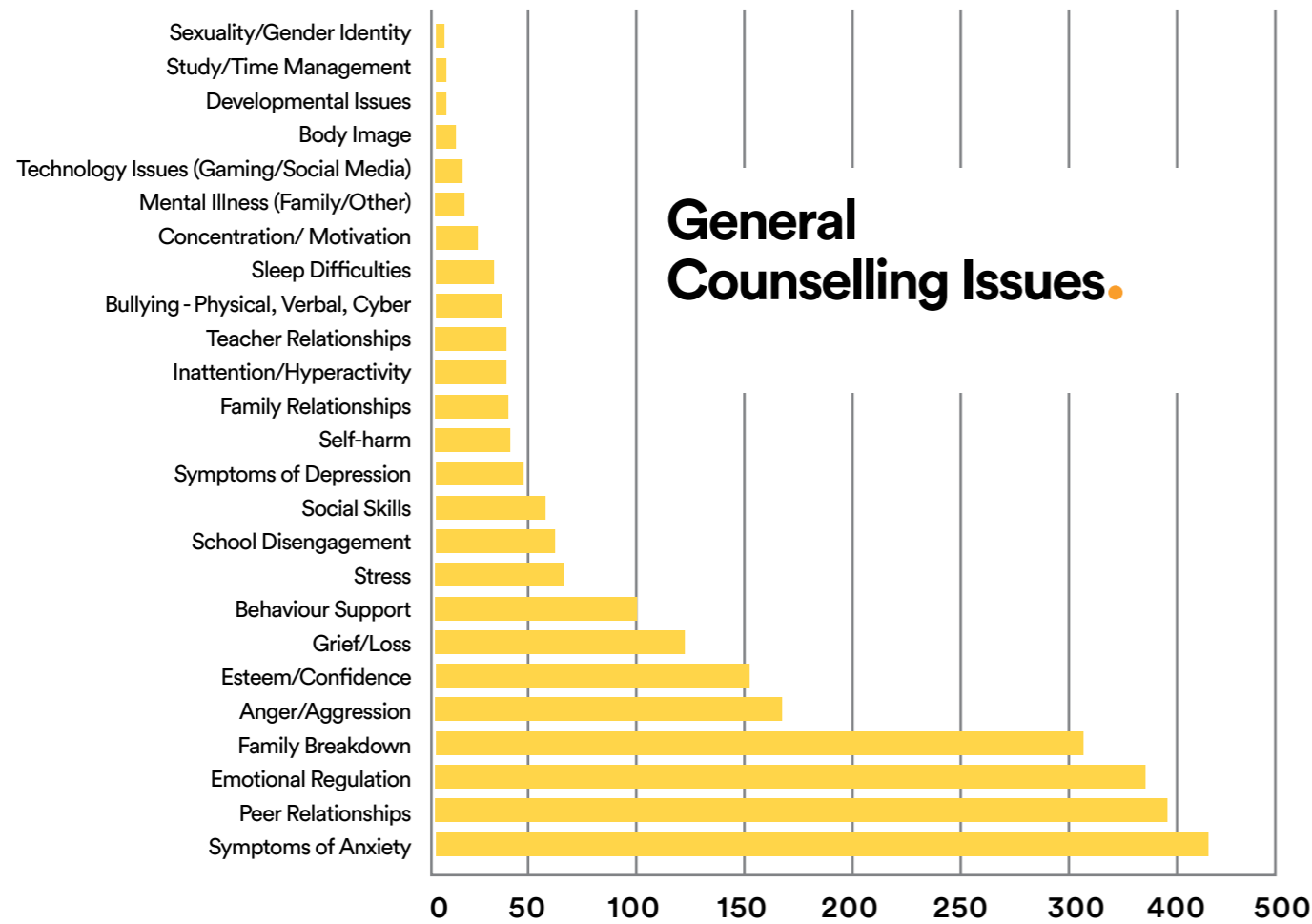
Mandatory Reporting Snapshot for July 2022 - June 2023.



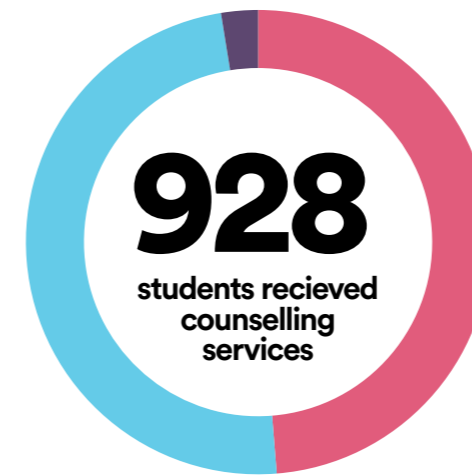
- 309 - Risk of Significant Harm Reports (RoSH)
- 476 - Reports that didn't meet significant harm threshold (NonRoSH)



Primary School Data.



SSFP Statistics - Primary Schools (July 2022 – June 2023).



Female – 48%
Male – 49%
Other – 3%



10.2
average age



42
students who identify as **Aboriginal** or **Torres Strait Islander**



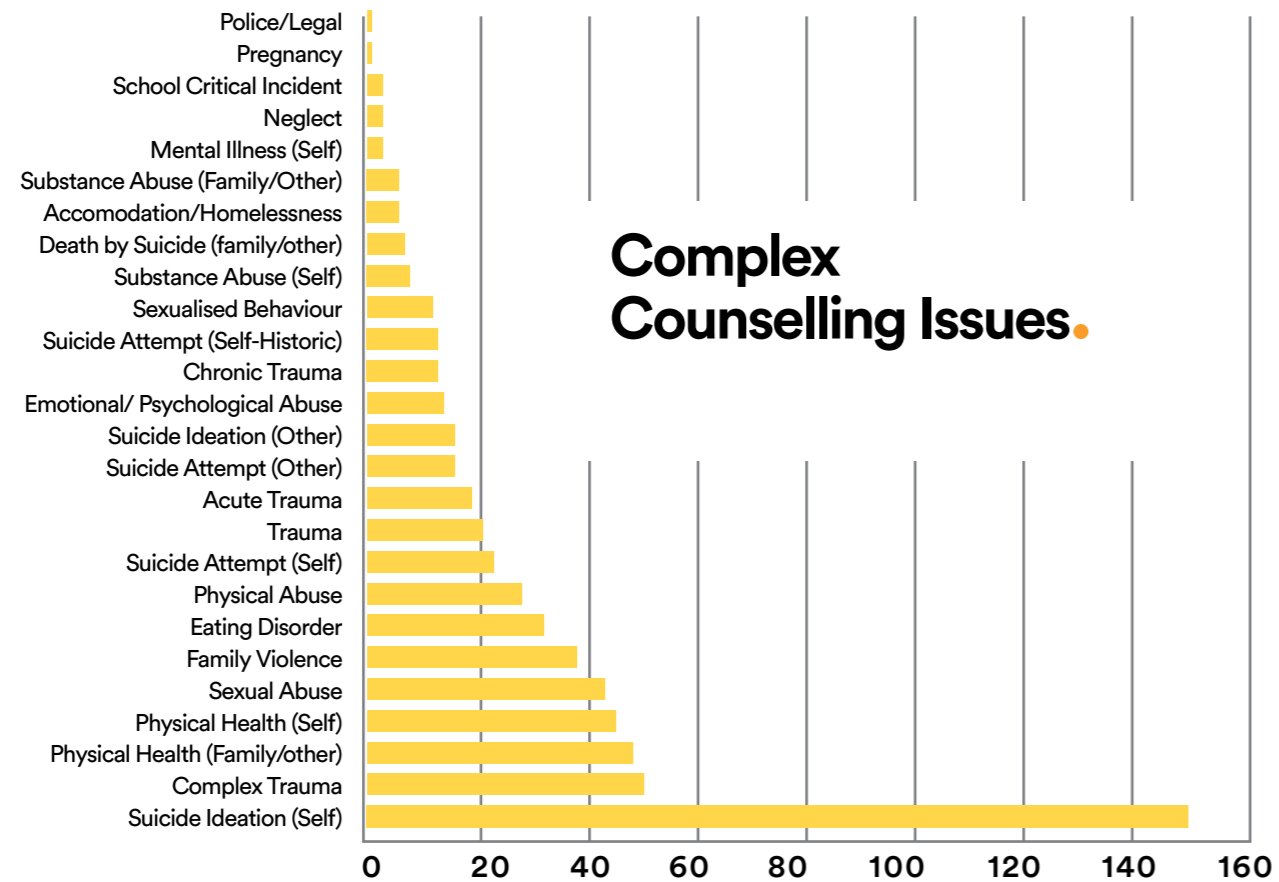
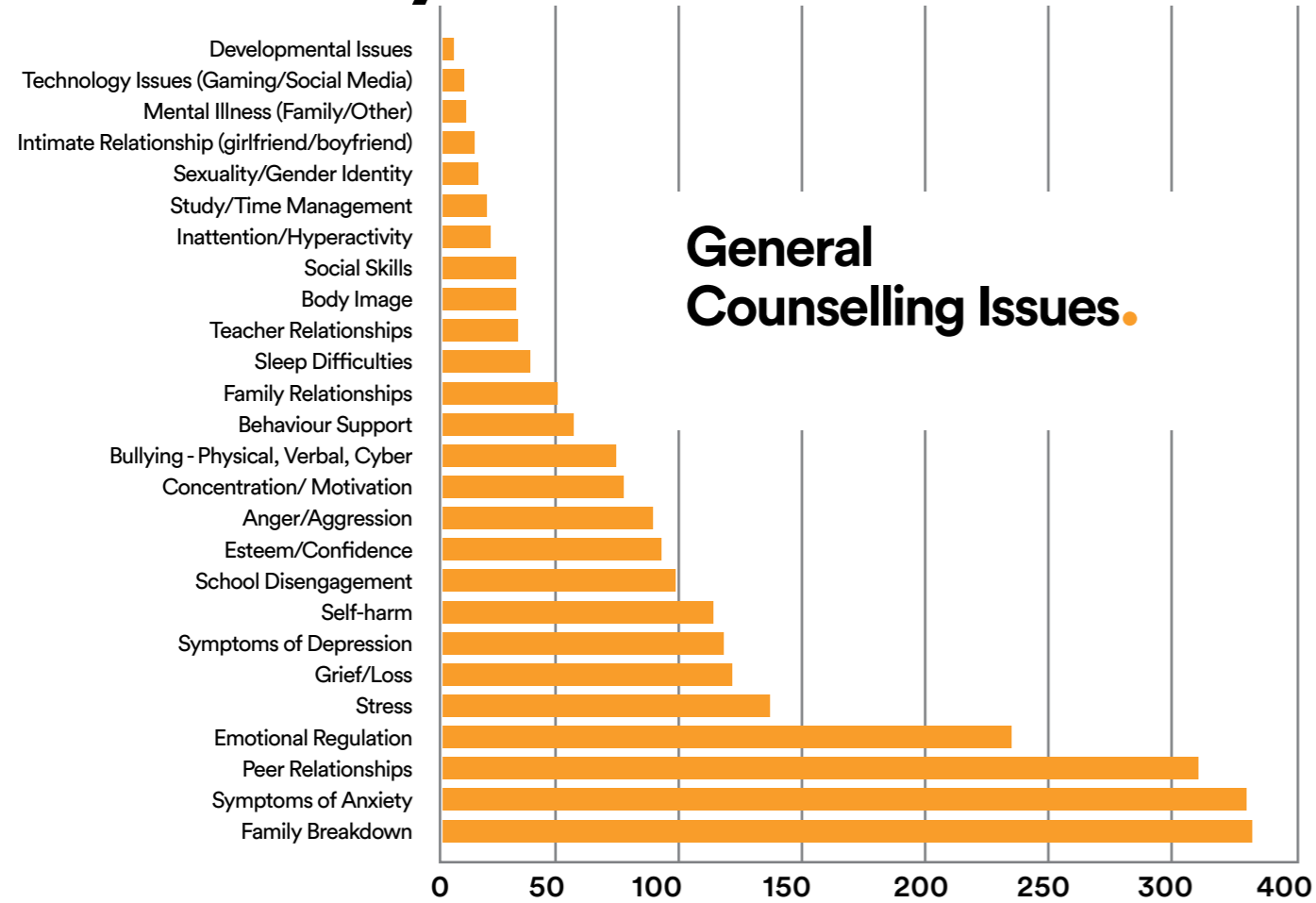
19
students with a **Culturally or Linguistically Diverse Background**

329
reports completed

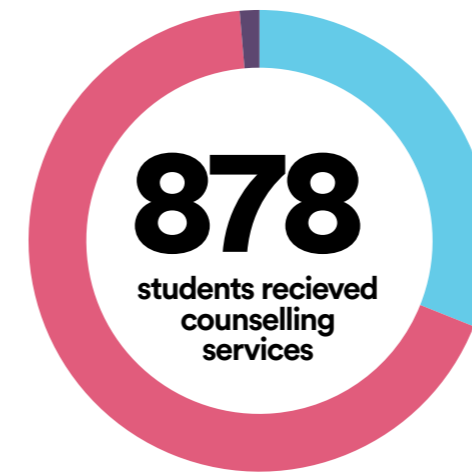
NON-RoSH 162
RoSH 167



Secondary School Data.



SSFP Statistics - Secondary Schools (July 2022 – June 2023).



15.6
average age



43
students who identify as **Aboriginal** or **Torres Strait Islander**



40
students with a **Culturally or Linguistically Diverse Background**

456
reports completed

NON-RoSH 314
RoSH 142



Suicide and Self-Harm.

Working in collaboration to support vulnerable children and young people

Between 22% and 38% of adolescents have thought about suicide at some point in their lives.

Beyond Blue Statistics.

Suicide and intentional self-harm can affect people of all ages. Self-harming behaviours are not necessarily always related to an intention to die however, links have been established between suicide and self-harming behaviours.

Thoughts of suicide can occur in children as early as age 8 or 9. Although suicide in children is a relatively rare event, there has been a clear trend of increased suicide ideation and self-harming behaviour for children under 14 years old or younger. It is also reported that young people are less likely than any other age group to seek professional help.

SSFP Statistics

SSFP has been collecting and reporting on all counselling contacts since 2014. The data captured provides evidence in relation to a range of presenting issues affecting children/young people. The following evidence is in relation to suicidal thoughts, intent and attempts during the period of 2014 to 2022.

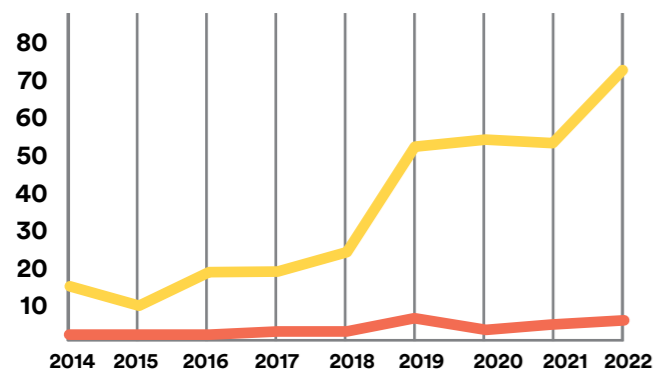
It is important to interpret perceived trends in this data cautiously due to changes in how data was both captured and reported across this period. In 2018, SSFP began using Carelink Client Information Management System to store client information. Adapting this system to suit data capture in the context of schools came with initial challenges that may have

impacted data integrity. In 2020, the language used to capture suicide risk information was changed from broader 'suicide ideation' categories to more specific categories that identified whether a student was presenting for support with their own suicidal ideation or the suicidal ideation of someone else (friend/family).

One interesting data point is the jump in suicidal ideation and suicide attempts for secondary school students in 2017. Looking to significant events that occurred in 2017, sheds a possible light on some of the things that may have been impacting high school students at this time.

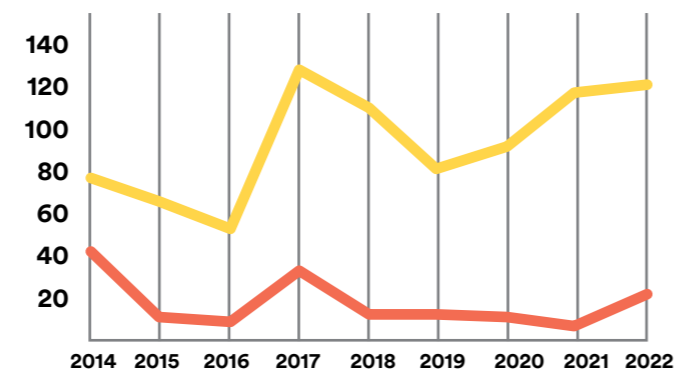
Primary School

■ Suicide Ideation ■ Suicide Attempt



Secondary School

■ Suicide Ideation ■ Suicide Attempt



Danger to Self or Others

CatholicCare collects and reports on child protection issues through data collected via Mandatory Reporter Guide (MRG). This information provides a snapshot of child protection concerns in Catholic Schools in the Diocese of Wollongong.

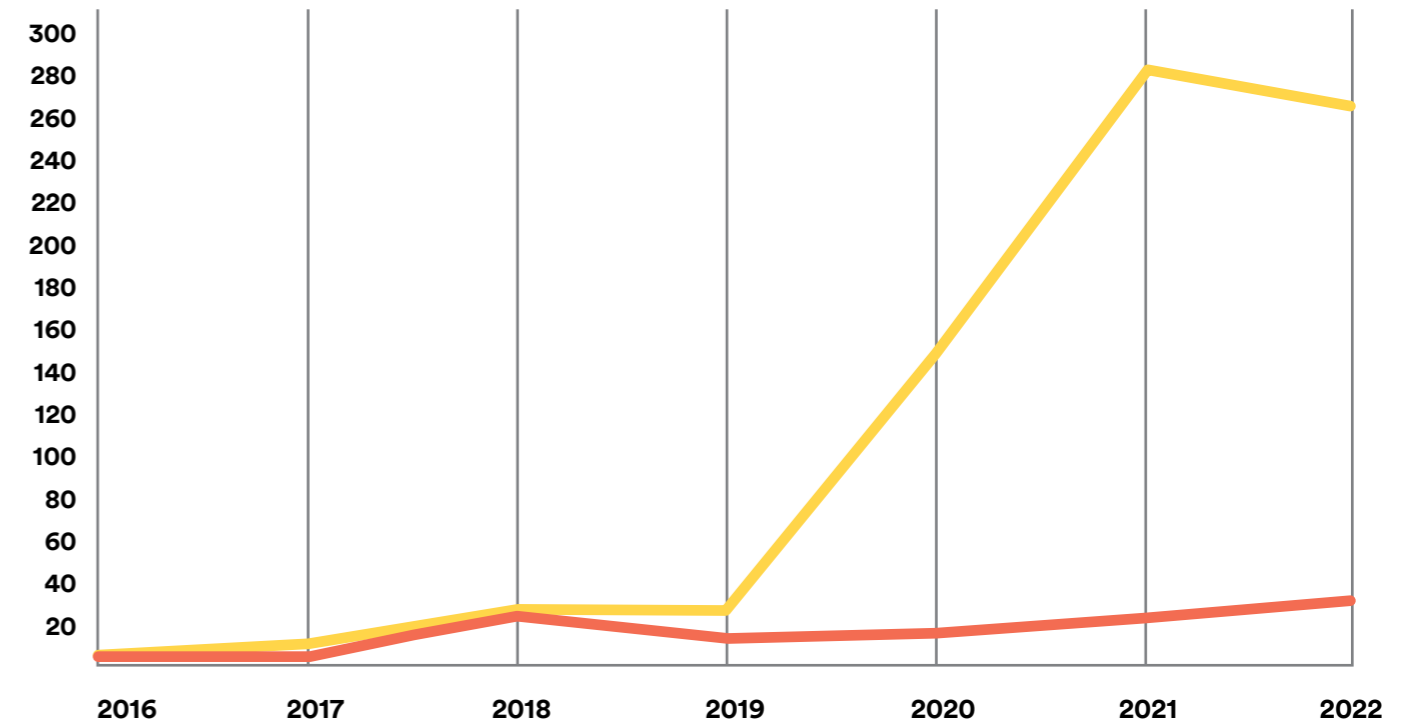
Data is collected on 8 main types of abuse that are reported to the Department of Community Justice (DCJ). Reports of suicide ideation and self-harm are captured under 'Danger to self or others' and either met the threshold of risk (RoSH) or more often do not

meet the threshold of risk (NonRoSH). If a child/young person reports suicide ideation or an attempt unless this action has happened within the past few hours to 48hrs it most likely will not meet the threshold of risk that requires a report to DCJ.

We have focused on improving our collection and reporting on child protection data and we are now able to drill down further to compare schools, gender, year groups and abuse types.

Trends for Primary Type of Abuse 'child/young person is a danger to self-and/or others.'

■ NONROSH ■ RO SH



Monitoring suicide and intentional self-harm can provide a better understanding of the nature of suicide and self-harm and who is at risk so we can have a more coherent picture of what is happening to improve the effectiveness of our responses and supports services. Given the significant role school communities play in the lives of children and young people, schools play an important role in the prevention and targeted intervention supporting 'at risk' students.

SSFP is committed to ensuring best practice and acknowledges the importance of providing appropriate professional development to staff to assist them to respond to incidents involving suicide ideation and self-harm. All SSFP staff are expected to participate in child protection and suicide prevention, awareness, and intervention training. As of the beginning of 2023, all SSFP staff have completed both Child Protection Training as well as LivingWorks Applied Suicide Intervention Skills Training (ASIST).

Student Wellbeing Outcomes.

Child & Youth Resilience Measure (CYRM)

About CYRM

The Child and Youth Resilience Measure (CYRM) is an evidence based self-reported screening tool designed to measure the resources (individual, relational, communal, and cultural) available to individuals that may bolster their resilience.

“We are committed to positive outcomes for clients involving improved personal wellbeing... and the publishing of aggregated outcome data to demonstrate accountability”.

CatholicCare Wollongong
Practice Framework, p17

The CYRM shifts our understanding of resilience to a more culturally sensitive and relational framework that emphasizes the influence of families and communities of wellbeing. The CYRM consists of 17 questions that explore whether a child has the individual skills needed to access resources from their environment needed for wellbeing as well as whether their environment is providing those resources.

Implementing the CYRM tool

There are two forms for different age ranges (1) Children aged 5-9 and (2) Youth aged 10-23.

Students complete an initial and exit forms each have 17 questions on resilience. The tool for younger age bracket is a 3-point likert scale and 5-point likert scale is used for children 10 and over.

The tool allows us to analyse the feedback to look at not only an overall resilience score, but also sub-categories of resilience such as:

- 1 Personal - Intrapersonal & interpersonal skills, and peer support.
- 2 Caregiver/Relational - physical caregiving and psychological care giving.
- 3 Contextual factors that facilitate a sense of belonging - spiritual, education and cultural.

How to read this report

Data has been grouped into the three different age brackets. Results have been colour coded to make the data easier to understand and compare initial and exit resilience scores.

The following outcome data is for the period of Feb 2022 to Dec 2022.

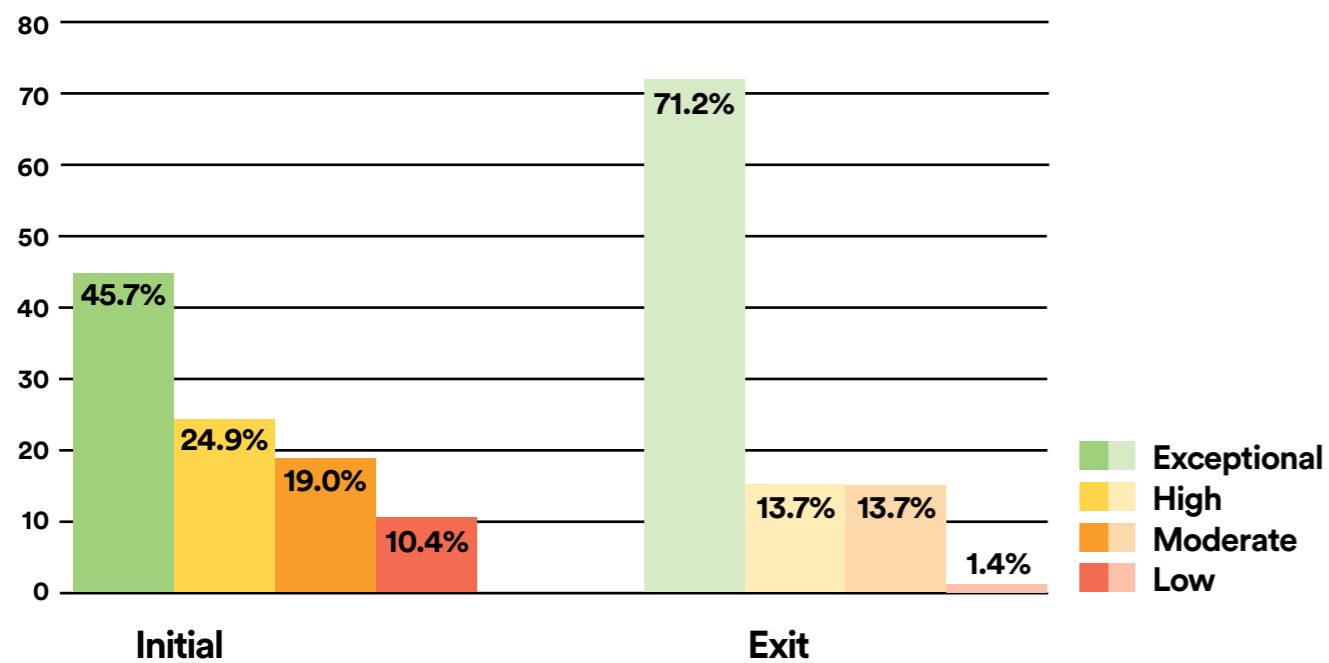


Insights and key findings from the pilot CYRM tool.

Lower Primary School Cohort

Overall resilience scores for ages 5-9 Jan to Dec 2022

% of students scoring in these ranges



The descriptive score ranges (i.e., exceptional, high, moderate, low) used are not designed to indicate whether a student has "good" or "normal" resilience, but instead provide a means to compare top scorers to low scorers within our sample. The CYRM recognises that what constitutes high or low resilience can vary across contexts. It is important to note that the exceptional, high and moderate ranges all represent strong positive resilience scores.

Some observations from the data:

25%

A 25% increase in the number of students scoring in the 'exceptional resilience' range upon exiting our service.

2%

Less than 2% of students scoring in the 'low' range after exiting counselling.



Both male and female students showed comparable improvements in resilience scores upon exiting counselling.



The questions students consistently rated most positively centered around family relationships.

Highest average scoring schools.

Highest scoring schools	Initial scores	Highest scoring schools	Exit scores
Stella Maris Catholic Primary	47.8	St Columbkille's Catholic Primary	50.0
St Clare's Catholic Primary	46.2	Stella Maris Catholic Primary	50.0
St Pauls Catholic Primary, Albion Park	45.6	St Paul's Catholic Primary, Albion Park	49.3

Important: Due to strong positive scores overall, some schools may appear in the 'lowest scoring' group even though they have performed well (i.e., any score above 37 is indicative of positive self-ratings from students).

Lowest average scoring schools.

Lowest scoring schools	Initial scores	Lowest scoring schools	Exit scores
St Pius X Catholic Primary	41.4	St Francis of Assisi Catholic Primary	43
St Anthony's Catholic Primary	41.8	St Pius X Catholic Primary	44
St John the Evangelist Catholic Primary, Campbelltown	42.5	Nazareth Catholic Primary	44.1

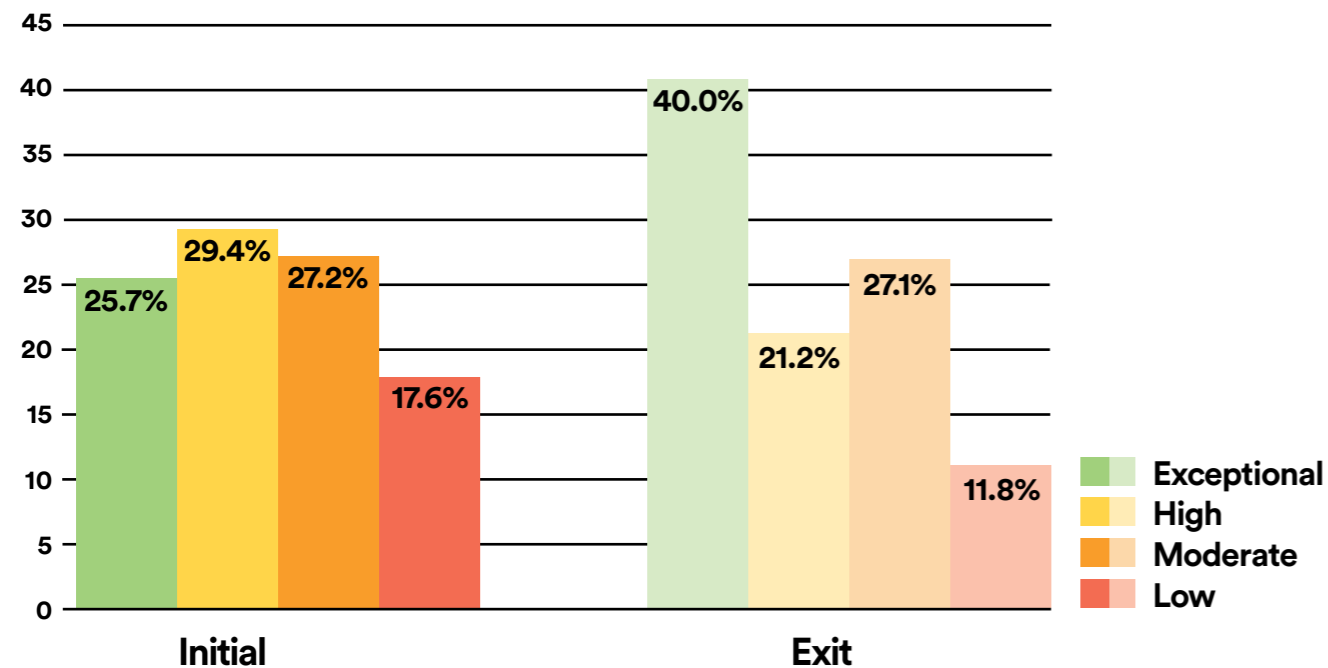


Insights and key findings from the pilot CYRM tool.

Upper Primary School Cohort

Overall resilience scores for ages 10-12 Jan to Dec 2022

% of students scoring in these ranges



The descriptive score ranges (i.e., exceptional, high, moderate, low) used are not designed to indicate whether a student has "good" or "normal" resilience, but instead provide a means to compare top scorers to low scorers within our sample. The CYRM recognises that what constitutes high or low resilience can vary across contexts. It is important to note that the exceptional, high and moderate ranges all represent strong positive resilience scores.

Some observations from the data:

14%

A 14% increase in the number of students scoring in the 'exceptional resilience' range upon exiting our service.

12%

Less than 12% of students scoring in the 'low' range after exiting counselling.



Male and Female students enter counselling with a similar distribution of resilience scores, however Male students appear to experience a great overall improvement. After exiting services 5% of Male students continue to score in the 'low' range, compared to 19% of Female students.

Highest average scoring schools.

Highest scoring schools	Initial scores	Highest scoring schools	Exit scores
St Joseph's Catholic Primary, Bulli	78	St Joseph's Catholic Primary, Bulli	81
Holy Cross Catholic Primary	76.2	Good Samaritan Catholic Primary	78.5
St Michaels Catholic Primary, Nowra	75.3	Holy Cross Catholic Primary	77

Important: Due to strong positive scores overall, some schools may appear in the 'lowest scoring' group even though they have performed well (i.e., any score above 37 is indicative of positive self-ratings from students).

Lowest average scoring schools.

Lowest scoring schools	Initial scores	Lowest scoring schools	Exit scores
St Anthony's Catholic Primary	64.3	Holy Family Catholic Primary	65.3
Nazareth Catholic Primary	66.6	Mary Immaculate Catholic Primary	69.3
Holy Family Catholic Primary	66.8	Nazareth Catholic Primary	70

* The 10-18-year-old CYRM form has a minimum score 17, maximum score 85. The 'low range' encompasses any score below 62.
* Excluding schools with a sample size below 10 CYRM forms

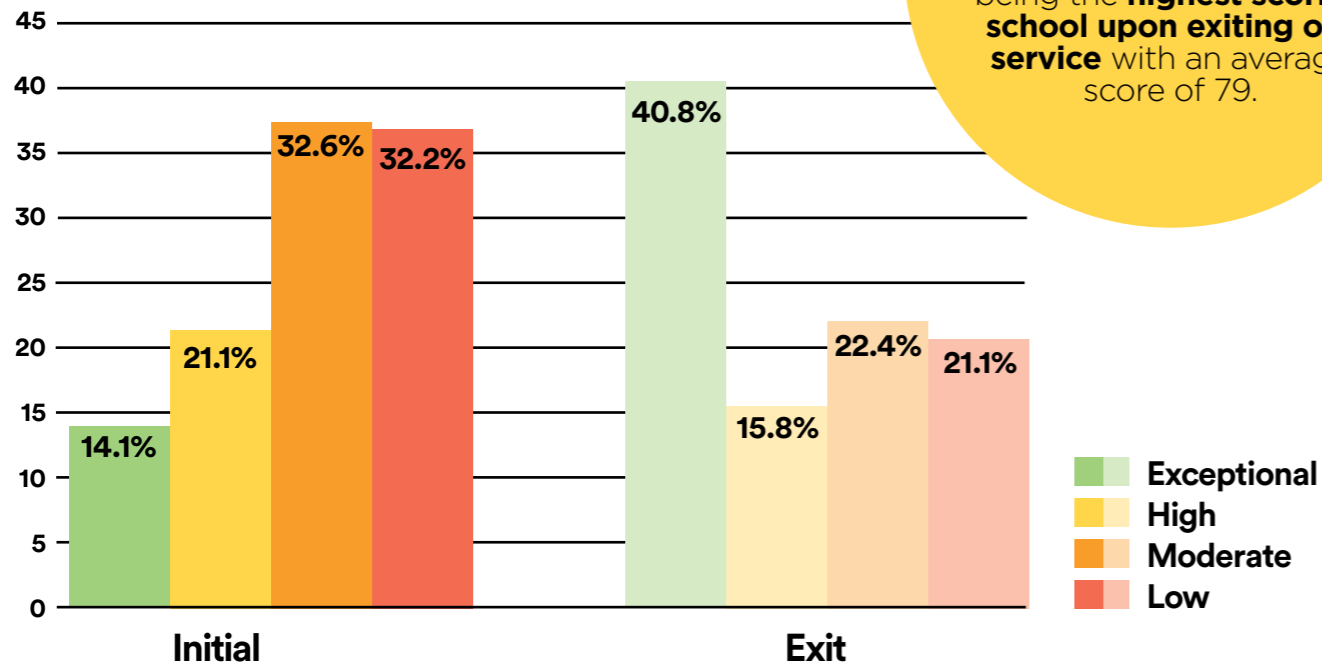


Insights and key findings from the pilot CYRM tool.

High School Cohort

Overall resilience scores for ages 12-18 Jan to Dec 2022

% of students scoring in these ranges



John Therry – a significant shift from being the **lowest scoring school initially** with an average score of 64.3, to being the **highest scoring school upon exiting our service** with an average score of 79.

The descriptive score ranges (i.e., exceptional, high, moderate, low) used are not designed to indicate whether a student has "good" or "normal" resilience, but instead provide a means to compare top scorers to low scorers within our sample. The CYRM recognises that what constitutes high or low resilience can vary across contexts. It is important to note that the exceptional, high and moderate ranges all represent strong positive resilience scores.

Some observations from the data:

27%

A 27% increase in the number of students scoring in the 'exceptional resilience' range upon exiting our service.

11%

An 11% reduction in the number of students scoring in the 'low' range after exiting counselling.



Both male and female students showed comparable improvements in resilience scores upon exiting counselling.



The most positively rated question at both intake and exit was about feeling safe with family.

Highest average scoring schools.

Highest scoring schools	Initial scores	Highest scoring schools	Exit scores
St John's the Evangelist Catholic High School	67.6	John Therry Catholic High School	79
St Francis Edmondson Park Catholic College	67.6	St Francis Edmondson Park Catholic College	75.8
Holy Spirit College	67.5	Holy Spirit College	73.7

Important: Due to strong positive scores overall, some schools may appear in the 'lowest scoring' group even though they have performed well (i.e., any score above 37 is indicative of positive self-ratings from students).

Lowest average scoring schools.

Lowest scoring schools	Initial scores	Lowest scoring schools	Exit scores
John Therry Catholic High School	64.3	St John's the Evangelist Catholic High School	67.7
Corpus Christi Catholic High School	64.7	St Benedict's Catholic College	68.0
Mount Carmel Catholic High School	65.1	Magdalene Catholic High School	68.5

- * The 10-18-year-old CYRM form has a minimum score 17, maximum score 85. The 'low range' encompasses any score below 62.
- * Excluding schools with a sample size below 10 CYRM forms



Wellbeing areas of concern for schools.

What does the data tell us about Students Family Relationships?

All 3 age cohorts rated family relationships positively (a well know protective factor). However, it is interesting to note that for all 3 age cohorts, one of the lowest scoring questions related to students feeling unable to share their feelings when they are in need.

Lower Primary: 'Do you talk to your family about how you feel (for example when you are hurt or scared)'. 15% of students answered 'No' to this question at intake (using a 3-point scale of Yes, Sometimes, No). After completing counselling only 5% of students answered 'No'.

Upper Primary: "I talk to my family/caregiver(s) about how I feel" was the lowest scoring question for both initial and exit self-reports. 25% of students answered, 'not at all' or 'A little' at intake (On a 5-point scale of A lot, Quite a Bit, Somewhat, A little, Not at all). After completing counselling, 22% of students continued to answer, 'Not at all' or 'A little'.

High School: "I talk to my family/caregiver(s) about how I feel" was the lowest average score for both initial and exit self-reports. 45% of students answered, 'Not at All' or 'A little' at Intake. After completing school counselling, this improved to 22% of students.

What does the data tell us about Students' Sense of Belonging at School?

School belonging is fundamentally important to students' wellbeing and learning.

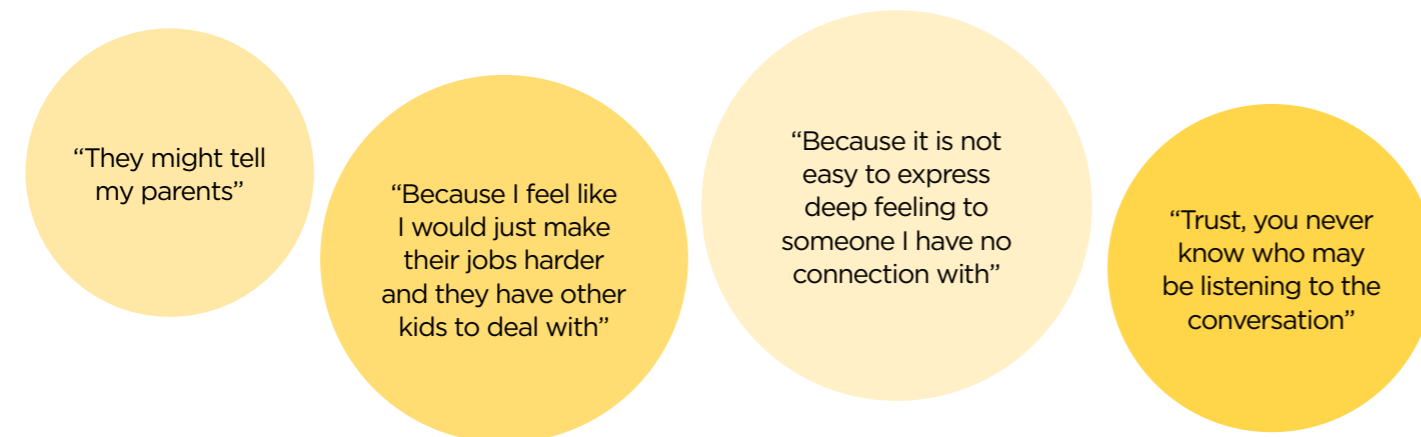
Lower Primary: "Do you feel you fit in with other children" is the lowest scoring question for this age cohort at both intake and exit. 15% of students answered 'No' to this question at intake, while only 4% answered 'No' at Exit.

Upper Primary: The Upper Primary Cohort rated the question "I feel that I belong at my school" more positively than the Secondary School Cohort. 16% of students answered 'Not at All' or 'A little' at intake, compared to 7% at Exit.

Secondary School: "I feel that I belong at my school" is the second lowest scoring question for this age cohort at both intake and exit. 23% of students answered 'Not at All' or 'A little' at intake, compared to 9% at exit.

The voice of the child: Barriers to students expressing their emotions and help seeking. (Year 6 students, St John the Evangelist Catholic Primary School, Campbelltown)

What is the reason you don't talk to your teacher about your feelings?



What is the reason you don't talk to your parents about your feelings?



What would stop you from getting support for you or a friend?



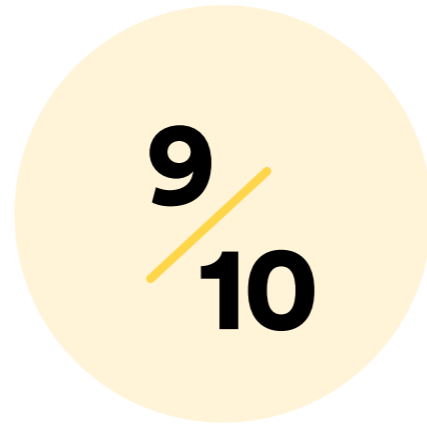
Recommendations.

The CYRM data has provided some insight into student's resilience. Recommendations that have emerged from the findings of the pilot.

- Due to low sample sizes, it is difficult to make recommendations for specific school regions. However, as this tool is used more widely, individual school information can help our program better target initiatives.
- However, it is possible to use the highest rated and lowest rated questions to guide resource and intervention development. Based on the 2022 data it appears students would most benefit from programs and initiatives that target:
 - Skills building in how to communicate their feelings with family/caregivers.
 - Interventions that foster increased sense of belonging at school
- Most importantly the CYRM provides an avenue for us to track the benefits students are gaining from accessing school counselling services. In particular, the CYRM helps quantify the relational benefit counselling provides, that allows students to connect with a supportive adult and feel heard.
- The CYRM authors provide guidelines on how to adapt and expand the tool to better suit different client groups. SSFP plan to investigate how to best tailor the questions moving forward, to gain the most beneficial insight for students in the Diocese.

Feedback. SSFP

Each year, SSFP and PSW CatholiCare collects feedback about the service we provide. The feedback from students, parents/carers, and schools is used to make improvements at program level and to help guide the practice counsellors and pastoral support workers in specific schools.

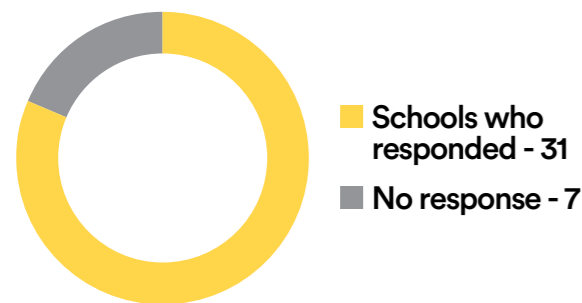


Principals evaluation of service

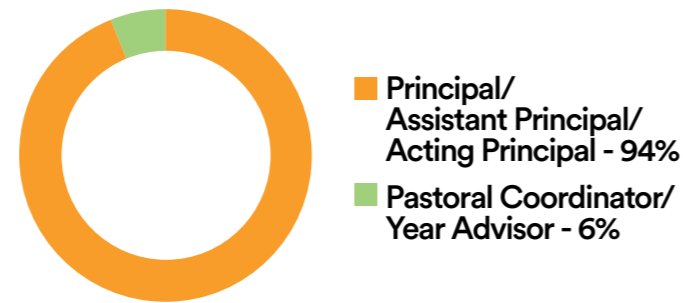


Principal's across the Dioceses provided an overall satisfaction rating of **9 out of 10 in 2022.**

Response rate



Who completed the survey



Principal Feedback

"We sincerely thank Chantel and Emma for their professional service and constant communication with stakeholders in our college. We especially thank Rita Maher for being a calm and supportive leader through some difficult student experiences.

Small group sessions and age-specific year group information would enable the Leaders of Wellbeing to be more proactive in their roles and responsibilities. This would be the area that we feel if done well will reduce the number of one-to-one consultations." (John Therry Catholic High School).

80.65% Strongly Agree that the school counsellor collaborated effectively with key school personnel and other stakeholders.

90.32% of school principals rated that school counsellors provided high quality support to the school community.

'Find happiness in making others happy.'

ST MARY OF THE CROSS
MACKILLOP, 1899

Student Feedback

"Hannah has been a really helpful counsellor. I find her easy to talk to and very understanding. She's given me good strategies to manage my anxiety. I don't judge myself anymore as she helped me understand how my brain works and that my anxiety is just a small part of who I am."

(Year 12 student St Francis Catholic College).

Out of the 355 responses the average child/young person satisfaction feedback score was 88.37%.

Teacher Feedback

"I just wanted to give some positive feedback to you in regard to both Cherise and James and the support they provide at St Joseph's.

They both provide such compassionate and empathetic support to students and staff. James was also a great help in our most recent staff day, working with me to deliver some great content for the work we are doing with staff around a trauma informed approach. We really value their work in our school".

(St Josephs' Catholic High School)

"Hannah plays an instrumental role here at the college in order for the Pastoral team to authentically do their jobs. She provides concrete strategies in aiding us to support students with Mental Health issues, suicide ideation, bullying, and various other issues. Not only this, Hannah works closely with parents and families in order to ensure all stakeholders are equally informed in supporting their children. Finally, in my first year in the role of Year Coordinator Hannah has been a significant source of advice, assistance, and a wealth of knowledge.

(Year 10 Pastoral Coordinator St Francis Catholic College).

Parent/Carer Feedback

"Hi Doreen,

Thanks so much for making time to see XXX yesterday. It was extremely beneficial, and she feels so much better and talking this through with someone she trusts.

Personally, I would just like to thank you for everything you have done with XXX especially in the period post marriage separation. She is a beautiful girl and I am truly blessed."

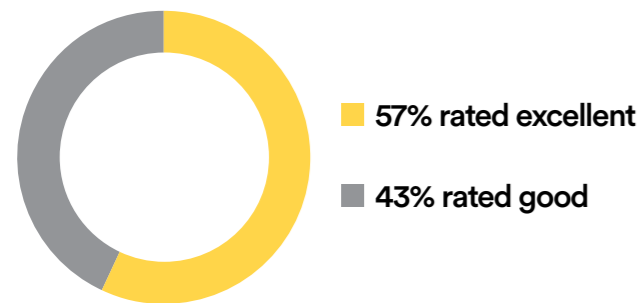
(Parent, St Paul's Catholic Primary School, Albion Park).

Feedback. Pastoral Support Workers

Feedback from students, schools, and families provides us with valuable insight into client satisfaction levels and is used to improve our service.



Principals Evaluation



Principal Feedback

“The school chaplain is doing very well at our school. They are implementing programs in the grades that require it. They are a friendly, professional, and positive presence in our school. They strive to make a difference with the students they are working with

and is learning to manage challenging behaviours.” (Ss Peter & Paul Catholic Primary School)

“I like the small group interventions, programs, and support of tier 3 behaviour via check-ins etc”. (St Pius X Catholic Primary School)

80.65% Strongly Agree that the school counsellor collaborated effectively with key school personnel and other stakeholders.

“Life sometimes puts us to the test... makes us feel raw, helpless, alone...Fears need to be spoken, fears need to be expressed... and when fears, which are in the darkness, are brought into the light, the truth breaks out.”

From Pope Francis’ address to 80,000 teenagers, St Peter’s Square, 18 April 2022.

Out of 352 responses the average child/young person satisfaction feedback score was 83.44%.

Student Feedback

“You were a major helper in my emotional life. Thank you”
(St Michael’s Catholic Primary School, Nowra)

“(The PSW) was amazing and really helped. This is my 3rd year and it has been phenomenal. They were understanding and really easy to trust.”

“Pastoral support helps me to focus on the bright side in my life and helped me gain my confidence in life or in problems. It is definitely AMAZING”.

“There was nothing I would change. They got us to do things we didn’t want to do, which helped with fears and anxieties. I loved hitting the piñata.”

(St John’s the Evangelist Catholic Primary School, Campbelltown)

“I think Mini Vinnies is an amazing and supportive group that helps many people worldwide. I love Mr Dodd’s amazing sense of humour and I enjoy having a laugh with him”.

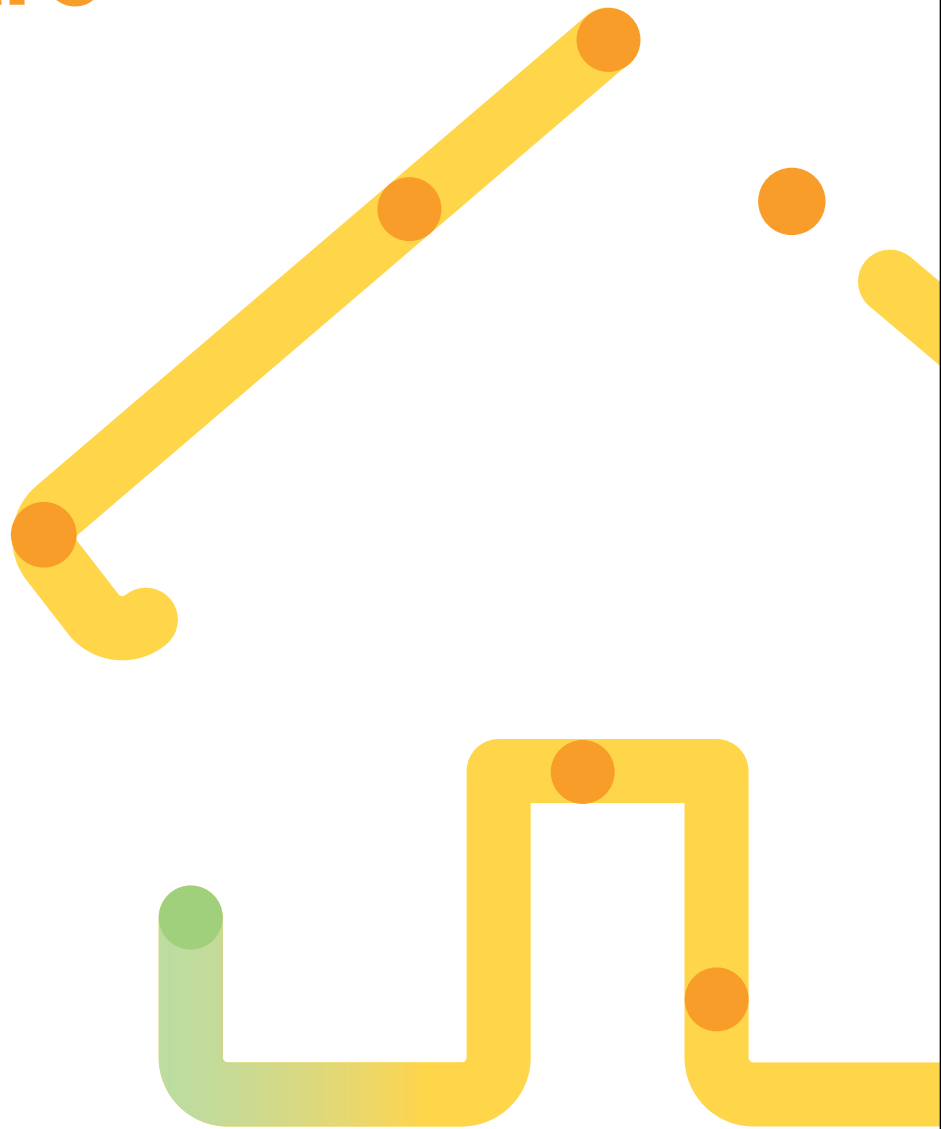
(St Paul’s Catholic Primary School, Albion Park)

Teacher Feedback

“The PSWs capacity to provide targeted support for specific students is excellent. Also, the small group programs are of great value to the students involved. The chaplain continues to make strong links with the CatholicCare counsellor and is of great support to the Mini Vinnies group.”

(St John’s the Evangelist Primary Catholic Primary School)





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