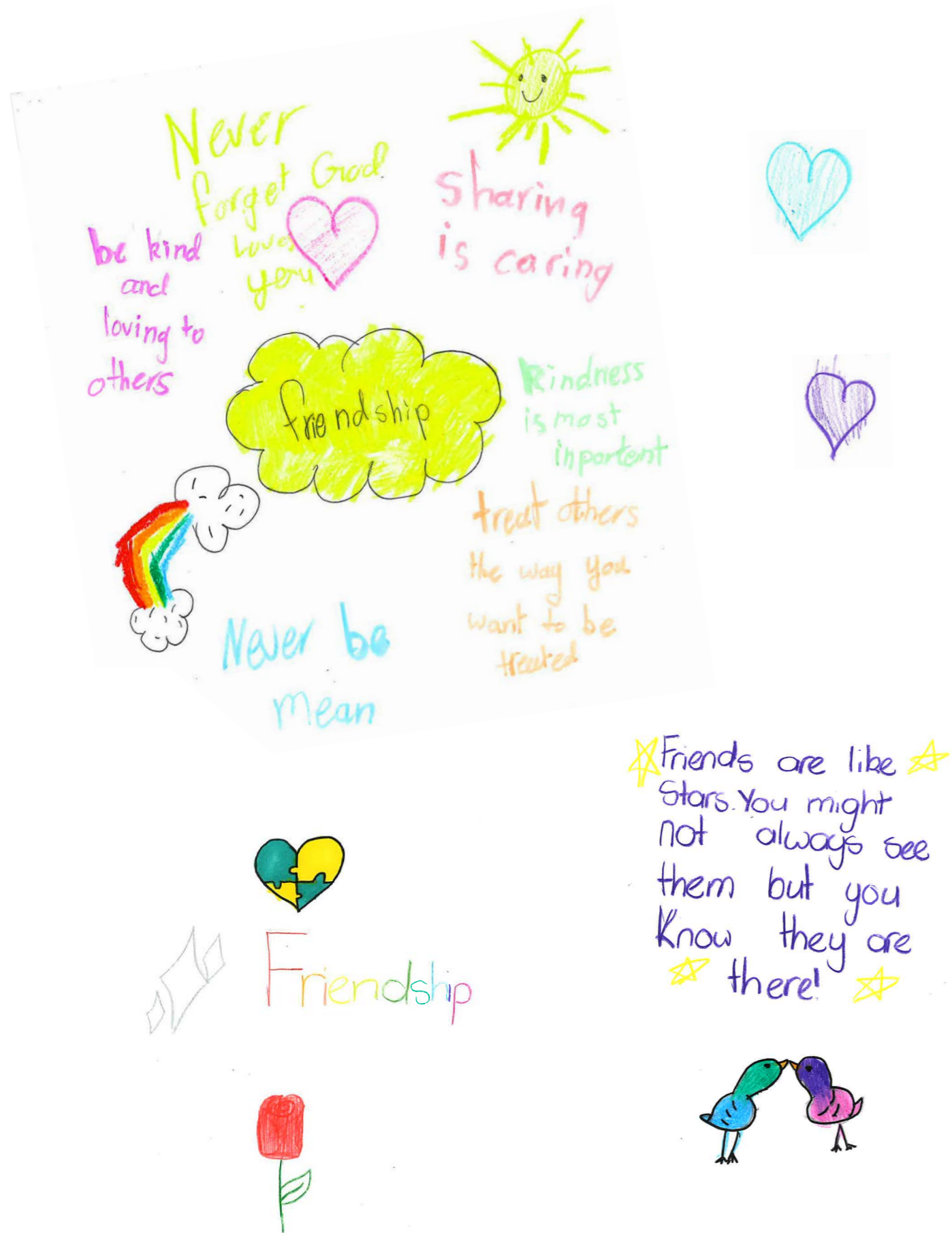


Annual Review

July 2023/June 2024

**School, Student and Family Program
& National Student Well-being Program**





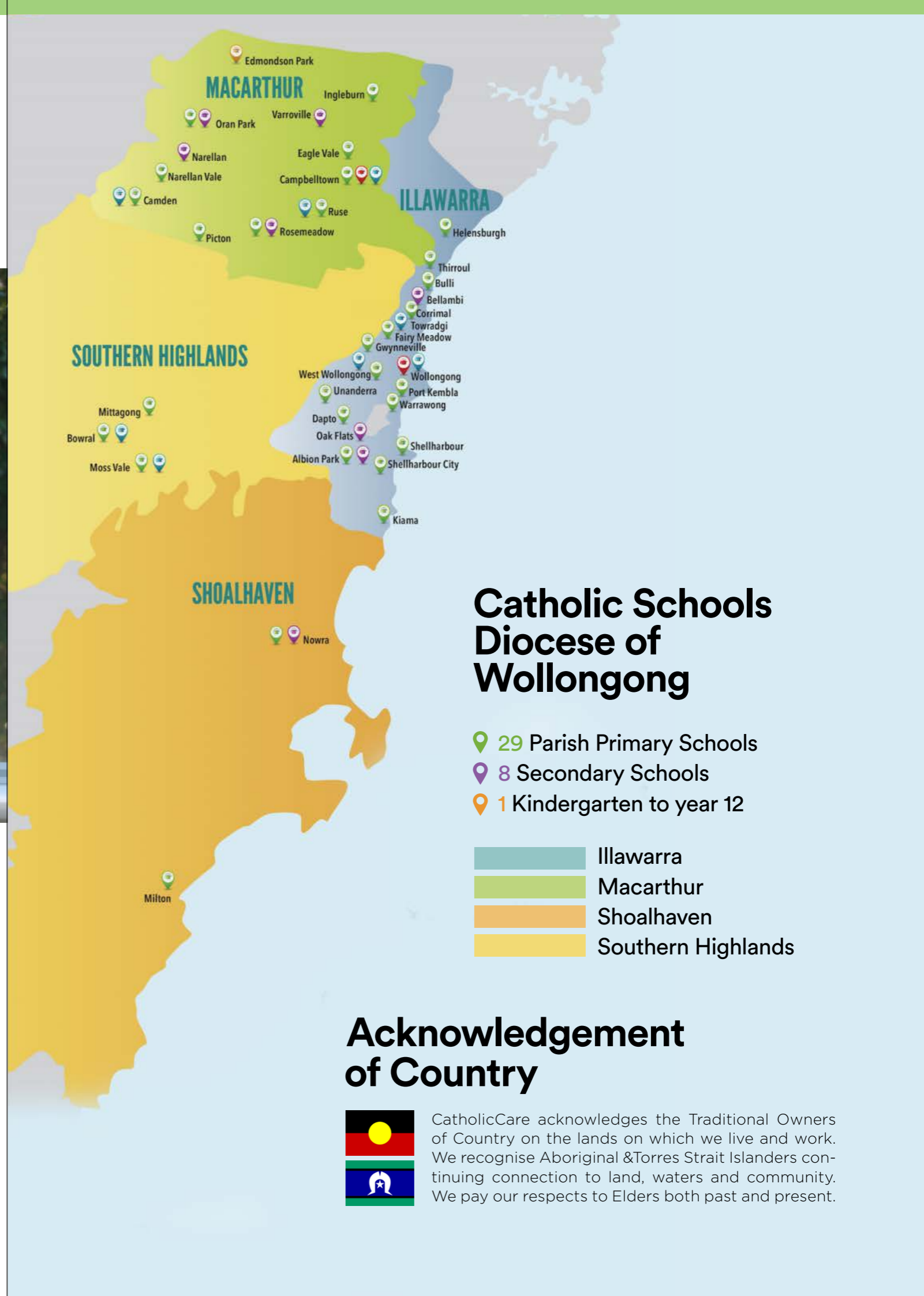
ILLUSTRATIONS: Year 4, Holy Family Catholic Primary School, Ingleburn, Friendship Program

Table of contents.

6 FOREWORD	8 OUR SERVICES		
10 OUR PROGRAM OUR PEOPLE	12 STUDENT WELL-BEING IN ACTION: NSWP STORIES	16 WELL-BEING PROGRAMS	
20 CHANGE IN MANAGEMENT SYSTEMS	22 TRENDS IN STUDENTS ACCESSING COUNSELLING (2017 TO 2023)	23 CLIENT DEMOGRAPHICS	24 DIOCESE STUDENT STATISTICS
26 PRIMARY STUDENT STATISTICS	28 SECONDARY STUDENT STATISTICS	30 CHILD PROTECTION WEEK INITIATIVE	34 ANALYSING TRENDS IN STUDENT WELL-BEING
38 SERVICE EVALUATION & OUTCOME QUESTIONS	44 SSFP PRINCIPALS EVALUATION SURVEY	46 CHILDREN'S VOICES AND INSIGHTS	

Child Safeguarding Statement.

CatholicCare is deeply committed to the safety, welfare, and well-being of children and young people, prioritising these in every preventive and protective action we take. 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

Foreword.

The 2023/2024 Annual Report on our School, Student and Family Program (SSFP) and National Student Well-being Program (NSWP) reflects CatholicCare's commitment to fostering a supportive and nurturing environment where every student can thrive academically, emotionally, and socially.

The past year has been marked by significant achievements and progress in our efforts to enhance student mental health and wellbeing. Our comprehensive counselling services and Student Well-being Officers (SWOs) have provided crucial support to many students. These services have played a pivotal role in helping students navigate the challenges of academic pressure, social dynamics, and personal development.

Central to the success of this CatholicCare program is our dedicated team of counsellors and SWOs, offering personalised guidance and interventions that address the unique needs of each student. Their expertise, compassion, and unwavering commitment have been instrumental in creating safe and inclusive environments where students feel heard, valued, and supported.

We have also focused on proactive and preventative measures, integrating wellbeing programs into the broader educational experience. Workshops on managing big emotions, help seeking, resilience building, and healthy relationships have

equipped students with the tools they need to manage their mental health and wellbeing effectively. Additionally, our collaboration with parents, teachers, and the broader community has strengthened the support network available to our students.

Innovation and continuous improvement are central to our approach. This year, we introduced several initiatives, including a showcasing of the work of the SWO via a report presented on the ABC Compass program, SWOs developing their own resources for neurodiverse children, continuing Wellness Wednesday sessions, donating school garden produce to support a local pop-in centre for women who have been affected by domestic violence, and starting new programs in a K-12 school. All these initiatives enhance accessibility and engagement for students and the school community and foster a sense of belonging. Additionally, we have upgraded our Client Management System, improving our data collection capabilities. These initiatives have



been particularly beneficial in ensuring we are monitoring trends and potential risks, and that support is available to all students, regardless of their circumstances.

Our commitment to student wellbeing is also reflected in our rigorous evaluation, feedback mechanisms and data collection. For the last two years we have implemented comprehensive assessment tools, Child and Youth Resilience Measure and Service Evaluation Tool, to measure the impact of our programs and identify areas for improvement. The insights gained from these evaluations have informed our strategies and helped us to refine our services to better meet the evolving needs of our students.

In our journey, we are guided by the words of Proverbs 22:6: "Train up a child in the way he should go; even when he is old he will not depart from it."

This wisdom underpins our belief in nurturing the whole child, ensuring that they are equipped with the values, skills, and support necessary to navigate life's challenges.

Our vision is to cultivate a school environment where mental health and wellbeing is prioritised, and every student is empowered to reach their full potential.

Looking ahead, we remain steadfast in our dedication to enhancing student wellbeing. We will continue to innovate, adapt, and expand our programs to ensure that every student has the support they need to succeed. Our vision is to cultivate a school environment where mental health and wellbeing is prioritised, and every student is empowered to reach their full potential.

CatholicCare would like to extend our heartfelt gratitude to our counsellors, SWOs, CEDoW personnel, educators, parents, and community partners for their invaluable contributions and unwavering support. Together, we are making a profound difference in the lives of our students, fostering a brighter, healthier, and more resilient future.

Executive Manager Family Services
Roseanne Plunkett

ACKNOWLEDGEMENTS

We would like to acknowledge and thank the following individuals for their invaluable contributions to this report:

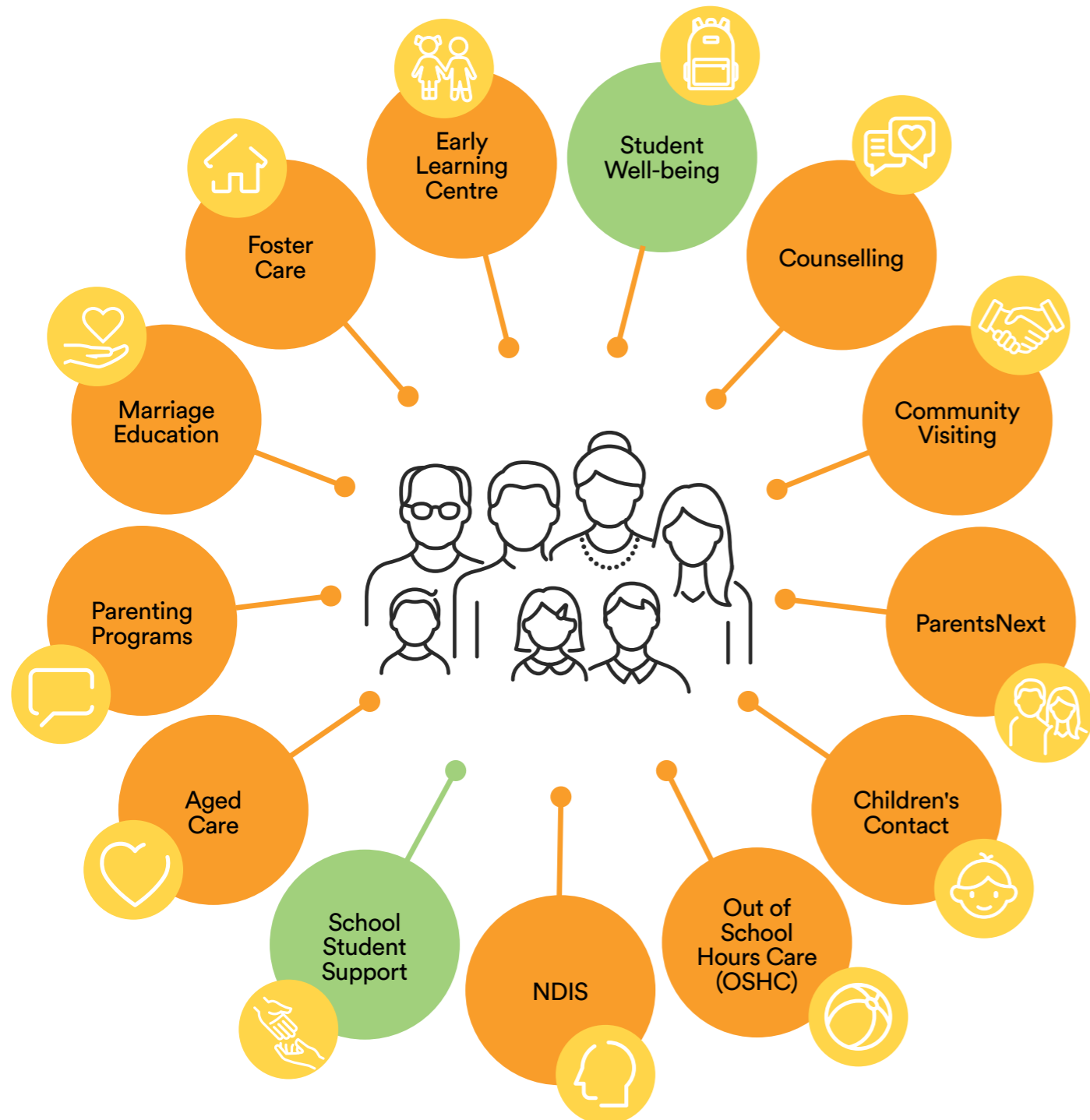
Tina Acevska (*SSFP Manager*)
Mathew Berry (*Team Leader*)
Rita Maher (*Acting Team Leader*)
Grant Dodds (*National Student Well-being Coordinator*)
Leah Varley (*Clinical Project Lead*)

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 social service committed to helping those in need regardless of religious beliefs, background or circumstances.





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
- Well-being programs for students

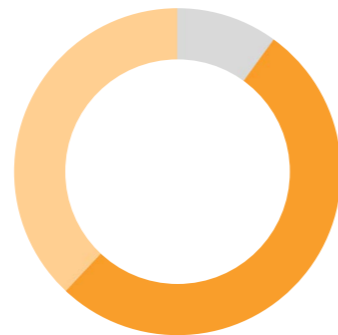


42

total number of staff as of June 2024

Professional Qualifications of Current Staff

- 52% - Social Workers
- 38% - Psychotherapist and Counsellors
- 10% Psychologists/Provisional Psychologists



National Student Well-being Program

National Student Well-being Program 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, National Student Well-being Program Workers have started many new initiatives across the individual schools.

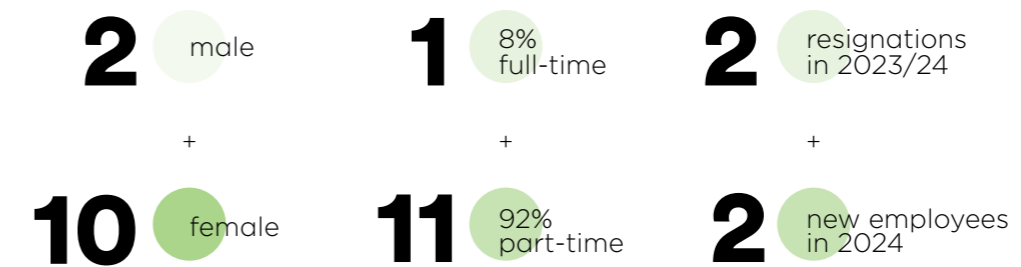
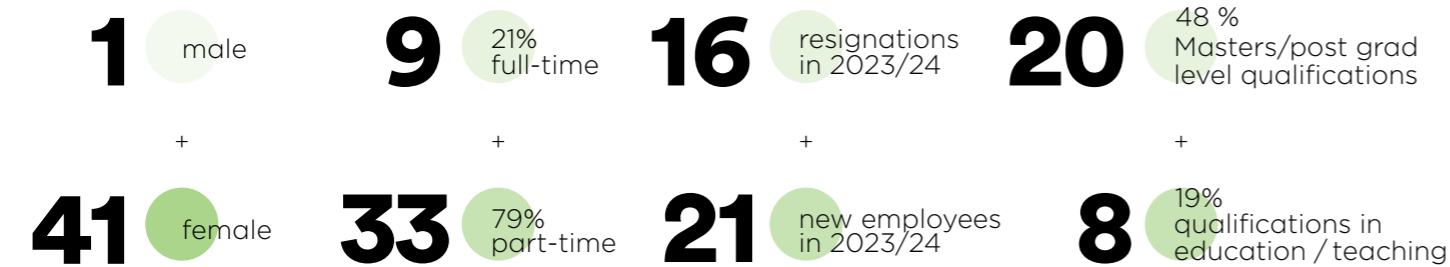


12

total number of staff as of June 2024

Professional Qualifications of Current Staff

- Bachelor of Education
- Bachelor of Art
- Bachelor of Music
- Bachelor of Theology
- Bachelor of Psychology
- School Support Officer
- Bachelor of Social Work
- Masters of Special Education
- Religious Education Coordinator



Student Well-being in Action: NSWWP Stories.

Student Well-being Officers (SWOs) currently provide vital support across 15 schools across the Wollongong Diocese, playing an integral role in each school's pastoral care framework. In 2024, the program continued to deliver professional, child-centred pastoral support services, reinforcing its commitment to students' holistic development and wellbeing.

The SWO role is multi-faceted, encompassing:



Additional support includes Breakfast Club, classroom support, community outreach, individual pastoral support, liturgy support, family engagement via P&F meetings and coffee mornings, playground support, and consultation for principals and teachers.

In addition to their foundational responsibilities, SWOs have initiative several programs and activities, further enhancing their support framework.

Stella Maris Catholic Primary School, Shellharbour ABC Compass Report: "Walk in my Shoes"

For the past 7 years, SWO Grant Dodds has taken Mini Vinnies students to the "Refugee Camp In My Neighbourhood" experience at UWS Parramatta. This program offers a simulated refugee experience guided by actual refugees and asylum seekers.

During the tour, students engage with guides, ask questions, and relive the experiences shared by the

refugees. A professional counsellor conducts a debrief session at the end of the tour to help students process what they have learned.

ABC Compass approached Grant Dodds to document the journey of Shellharbour students through this powerful and educational experience.



GRANT DODDS
Pastoral Support Coordinator

ABC Compass - Series 38 'A Walk in my shoes'

Stella Maris Catholic Primary School, Shellharbour Project Cakepassion

In 2024, the Project Cakepassion stall successfully raised \$700 in support of Project Compassion.



\$700 raised

St John the Evangelist Catholic High School, Nowra Wellness Wednesdays

Wellness Wednesdays, a popular weekly event at St John the Evangelist Catholic High School, Nowra, is accessible to all students from years 7 to 12. Last year, the focus was on knitting, while in 2024, looming has become the latest craze.

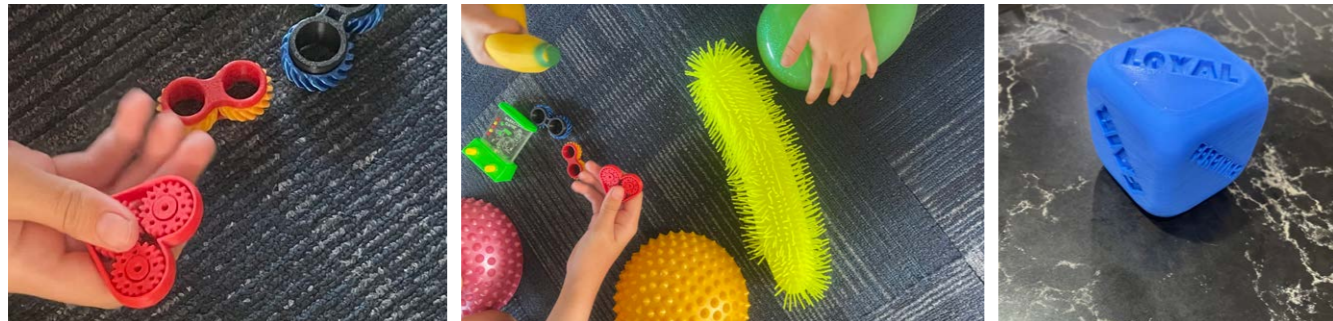
During a recent session, a group of rowdy boys unexpectedly attended the group, which initially seemed unconventional. However, this turned out to be a successful and enriching experience when one of the regular participants taught them all about loom banding!



St Francis of Assisi Catholic Primary School, Warrawong Sensory Space using home-made fidget toys

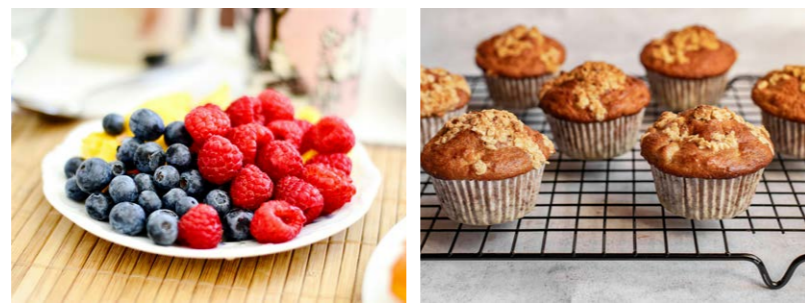
The Student Well-being Officer (SWO) introduced sensory toys to all children in Passive Play, promoting awareness and inclusion for neurodiversity and sensory needs during playtime. The

SWO creates the pictured fidget spinners at home using a 3D printer, increasing access to these resources at minimal cost and raising awareness of real-world STEM applications.



Holy Family Catholic Primary School, Ingleburn Holy Family Big Breakfast

The Holy Family Big Breakfast, held on 24th May 2024 in the school hall, was a collaborative effort involving the Student Well-being Officer (SWO), the school counsellor, the REC, and the school leadership team. The event successfully raised funds for the Cancer Council while ensuring that no child missed out on breakfast.



St Paul's Catholic Primary School, Moss Vale Gardening Group Update: Harvesting Hope

The Gardening Group has been bustling in the garden, with spinach emerging as the greatest success alongside a variety of herbs and mini potatoes.



The Journey

A GENEROUS DONATION

Leanne, representing Mitre 10 Moss Vale, provided essential supplies and spinach seedlings to kickstart the project.

STUDENT INVOLVEMENT

Students from St Paul's enthusiastically planted, nurtured, and harvested the spinach, embodying the spirit of community engagement.

COMMUNITY CONNECTION

A St Vincent de Paul member from Bowral facilitated a connection between Mrs. Taylor and the manager of Moss Vale Pop-in Centre, a refuge for women affected by domestic abuse.

DISTRIBUTION

Mrs. Taylor delivered the freshly harvested spinach to the Pop-in Centre at Moss Vale, ensuring that nutritious produce reaches those in need.

COMMUNITY COLLABORATION

Michele from the Pop-in Centre organized volunteers to prepare delicious meals using the spinach, providing nourishment to local women and families facing hardship.

A Testament to Unity and Compassion

This collaborative effort between the school and the community exemplifies the transformative power of collective action. It is a heartening example of God's work, demonstrating how when we come together, we can make a tangible difference in the lives of others within our community.



Well-being Programs.



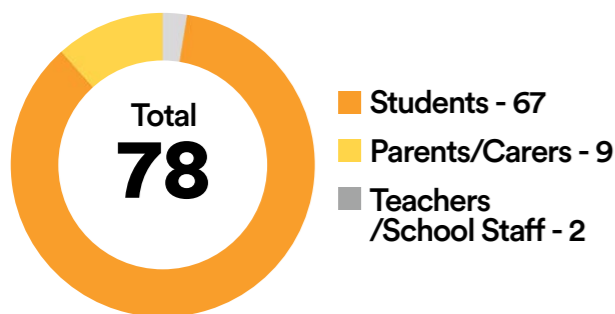
Total number of students who participated in well-being groups and community initiatives

Group categories.

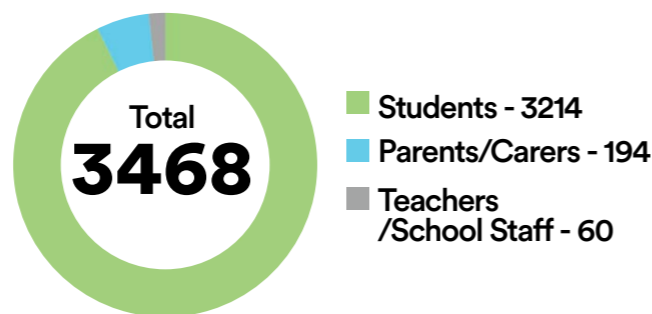


SSFP Group Work Statistics.

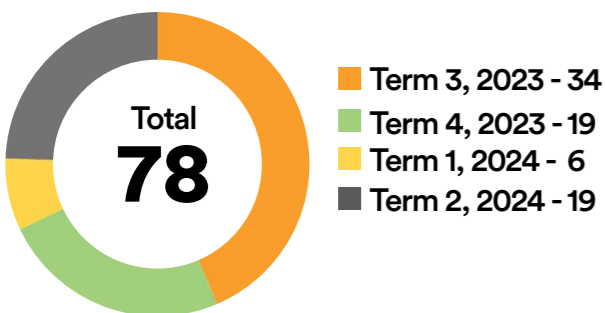
Groups.



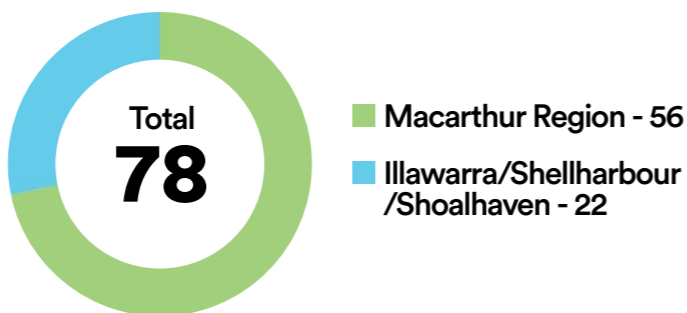
Participation.



Groups by term.



Groups by region.



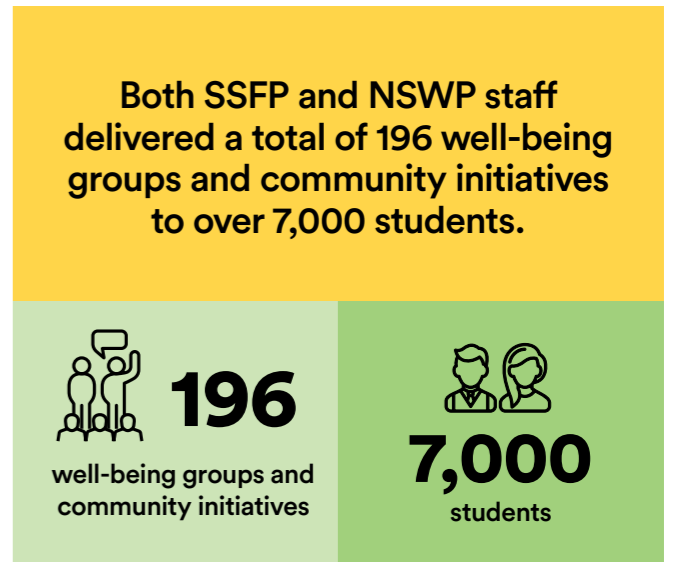
Student Resilience and Well-being Programs.

Research consistently shows that students who are emotionally and mentally healthy perform better academically. Well-being programs designed to address students' social, emotional, and psychological needs can lead to a range of positive outcomes, including reduced stress levels, improved self-regulation skills, increased motivation, and enhanced resilience – all which contribute to better academic outcomes.

Pope Francis has been a vocal advocate for nurturing the complete well-being of individuals. His focus on Integral Human Development recognises the interconnectedness of mental, emotional, and spiritual health. His messages to children and young people often stress the importance of holistic development, emphasising that true fulfillment comes from nurturing all aspects of oneself. Central to his teachings are virtues such as compassion, dignity, and community, which are deeply rooted in Catholic Social Thought.

In his 2019, Post-Synodal Apostolic Exhortation, *Christus Vivit*, Pope Francis articulated his view of schools as “privileged places of personal development”. He encourages school communities to create inclusive environments “offering possibilities for experiencing openness and love, affirmation and growth”. He promotes a culture of encounter, community, and missionary outreach and “similarly important is the ability to integrate the knowledge of head, heart and hands”.

The well-being initiatives highlighted in this report establish a supportive environment where students feel secure, appreciated, and connected to their peers and educators, further enhancing their overall well-being, academic achievements, and capacity to make a difference in the world.



Parent and Caregiver Engagement

Strengthening partnerships with families and caregivers by hosting presentations during Child Protection Week focused on enhancing family communication and building supportive relationships. Providing resources and tools for parents/carers to facilitate open and honest discussions about their children's wellbeing and mental health. More information on this initiative on pages 30 to 33.

Community Building Activities

Organise community-building activities and events that promote a sense of belonging and connectedness among students, staff and families. These initiatives included fostering social responsibility, cultural awareness, fundraising, and collaborative team building activities. More information on these programs on pages 12 to 15.

Keeping Kids Connected Well-being Groups

Building upon the success of Kindy Kids Connect, we have expanded our efforts to include tailored well-being programs for students in years 1 to 6. These programs aim to address crucial aspects of children’s emotional and social development, including recognising and regulating emotions, fostering emotional intelligence, promoting body safety, enhancing self-esteem and confidence, navigating social media responsibly, and nurturing respectful relationships. Through these initiatives, we aim to provide comprehensive support that equips students with essential skills for navigating the complexities of their emotional and social worlds.



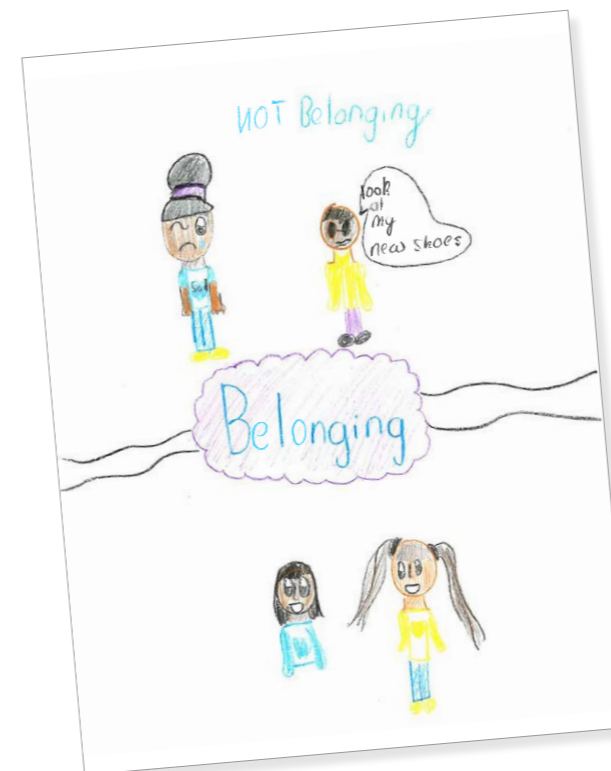
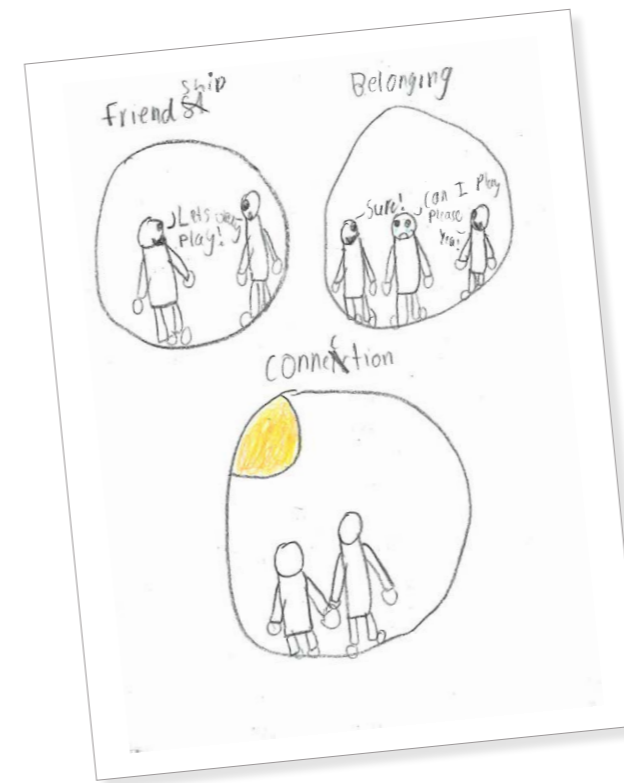
These initiatives are in line with recommendations from previous annual reports and feedback from students, underscoring our dedication to prioritising student well-being and amplifying the voice of the child in educational settings.

The top three most requested well-being groups were:

- 1 Kindy Kids Connect
- 2 Building Up Resilience and Self Esteem
- 3 Keeping Kids Connected (an extension on Kindy Kids Program for year 1 and 2)

These schools demonstrated exceptional engagement by participating in numerous well-being programs.

School	Programs	Participants
St Francis Catholic College, Edmondson Park	8	740
St John the Evangelist Catholic Primary School, Campbelltown	10	484
St Justin’s Catholic Primary School, Oran Park	9	393
Holy Family Catholic Primary School, Ingleburn	7	304



ILLUSTRATIONS: Year 4, Holy Family Catholic Primary School, Ingleburn, Friendship Program

Change in Client Management System and Impact on Counselling Statistics.

In 2023/2024, we transitioned to a new Client Management Information System (CMIS) to improve our data management, reporting capabilities, and service delivery.

Impact on Statistics:

To accommodate this transition, our annual statistics for 2023 and 2024 are presented in two distinct periods:

→ July to Dec 2023: Data collected and reported from the old CMIS (Carelink+).

→ Feb to June 2024: Data collected and reported from the new CMIS (Penelope).

Important Note: This change in system does not impact our Mandatory Reporting statistics as these are managed separately.

Data Comparison and Continuity:

CONSISTENCY:

Efforts have been made to ensure data consistency and continuity between the two periods. Where possible, comparable metrics have been aligned.

IMPROVED ACCURACY:

The new CMIS allows for more precise data capture and reporting, resulting in more detailed and accurate post-implementation statistics.

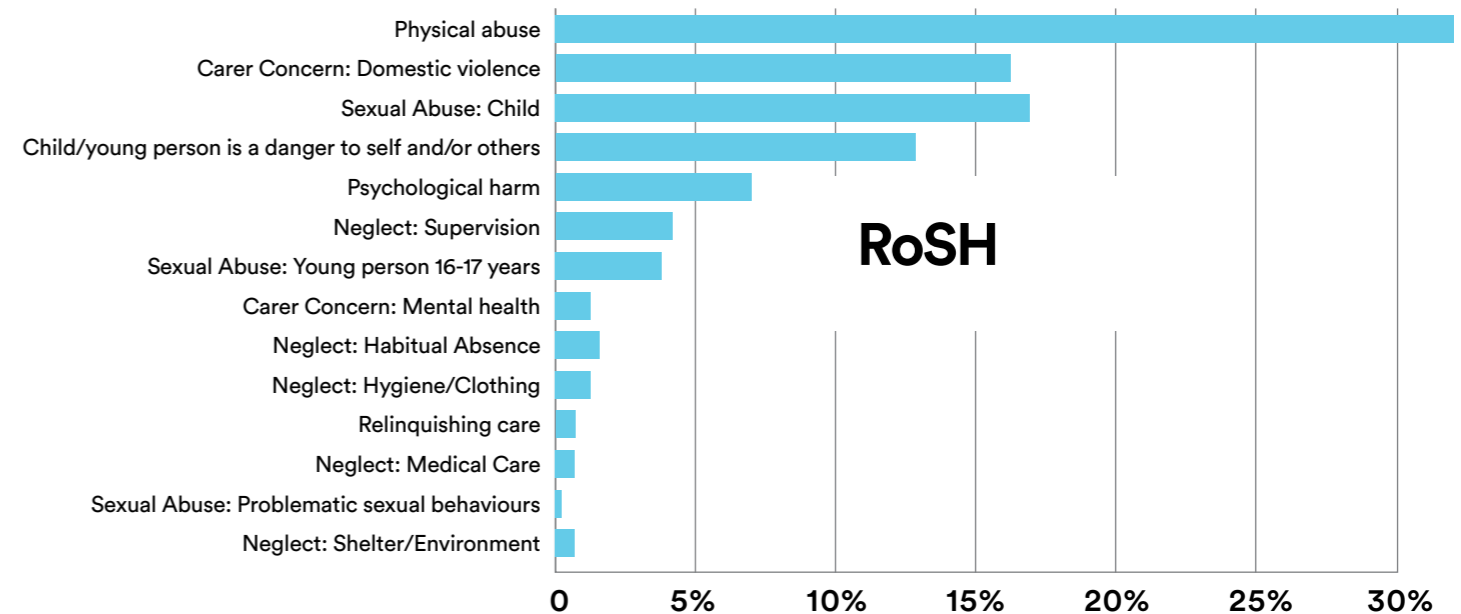
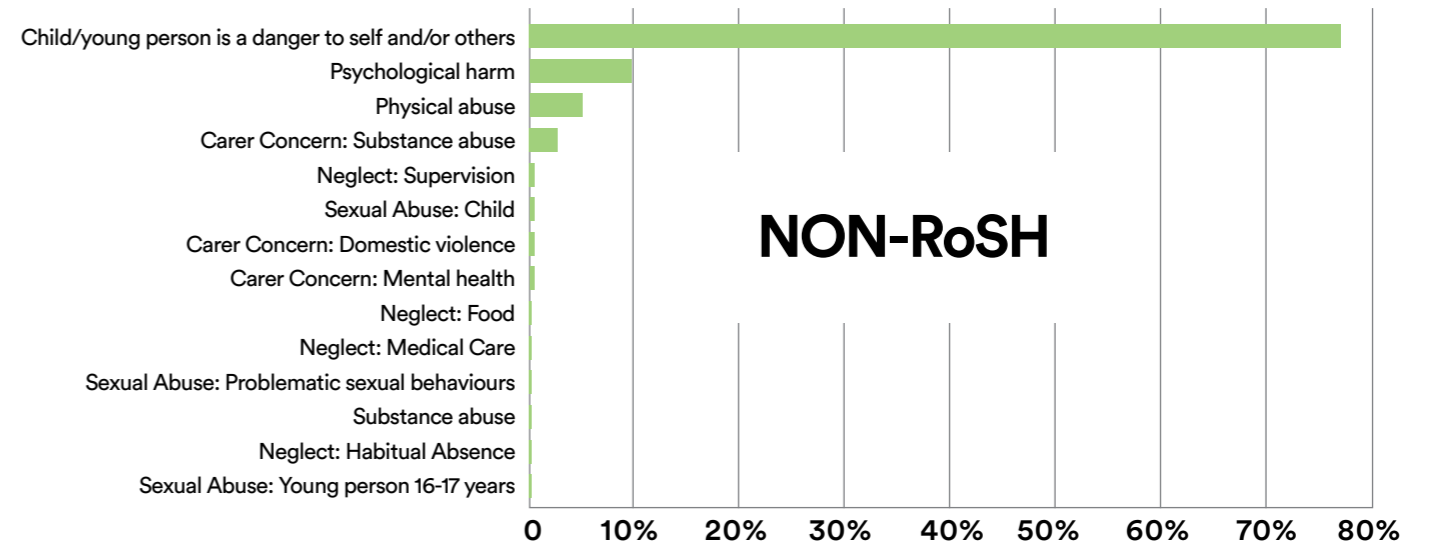
ENHANCED REPORTING:

The transition has introduced new data points and improved our ability to analyse trends and outcomes.



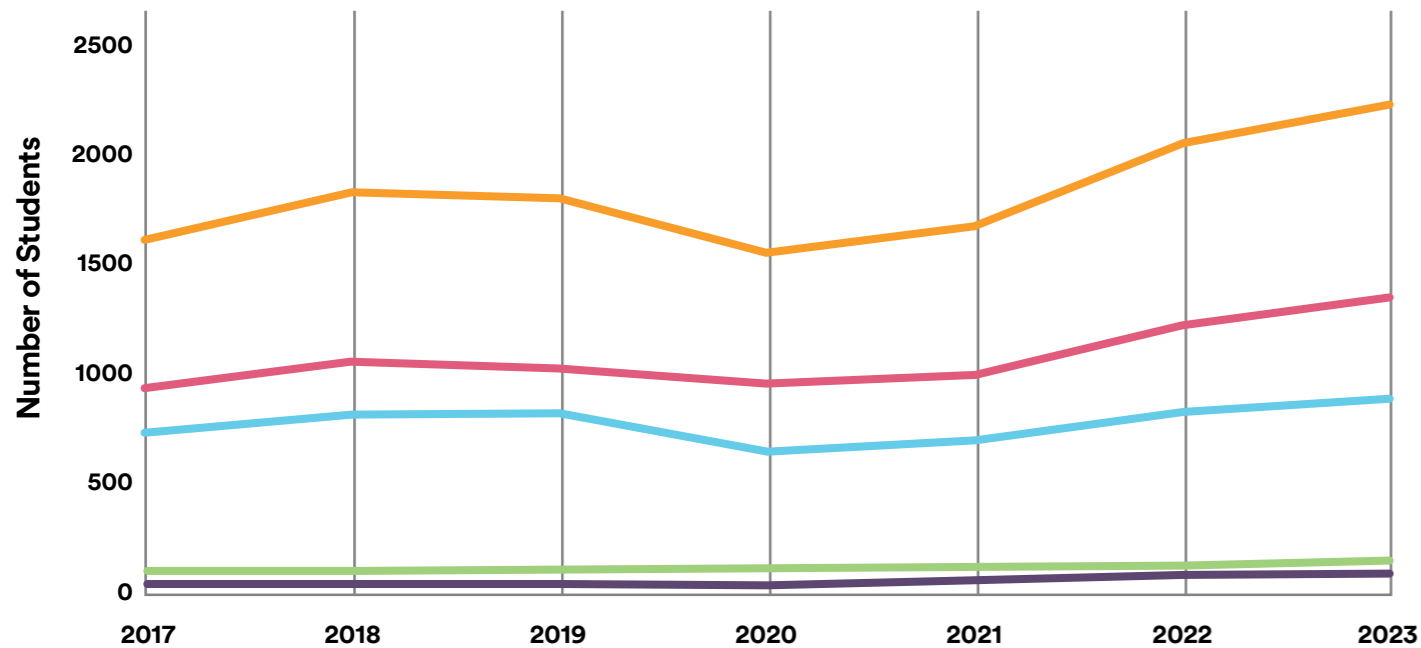
Risk of Significant Harm (RoSH) data.

Mandatory Reporting Snapshot for July 2023 - June 2024.



Trends in Students Accessing Counselling (2017 to 2023).

■ Total
 ■ Female
 ■ Male
 ■ Other Gender
 ■ Aboriginal & Torres Strait Islander Students



Key Observations

Overall Growth in Counselling Services:

The increasing number of students accessing counselling services highlights the rising demand for recognition of the importance of mental health support in schools.

Gender Dynamics:

Female students consistently make up a larger proportion of those accessing counselling services. However, the number of male students has also increased, though at a slower rate compared to female students.

Student-to-counsellor ratio:

The current student-to-counsellor ratios, with 1 counsellor for every 903 primary school students and 1 counsellor for every 946 secondary school students, highlight the significant demand on counselling services.

Client demographics.

Counselling services

July 2023 – Dec 2023 (Carelink+)

Feb 2024 – June 2024 (Penelope)

Diocese Student Data.

total students

1571 Carelink

874 Penelope

Female	62%	61%
Male	36%	39%
Other	2%	0%



13

75

49

12

52

78

average age

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

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

Primary Student Data.

total students

848 Carelink

523 Penelope

Female	52%	52%
Male	46%	48%
Other	2%	0%



10

36

14

10

25

51

average age

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

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

Secondary Student Data.

total students

723 Carelink

351 Penelope

Female	73%	74%
Male	26%	26%
Other	1%	0%



16

39

35

15

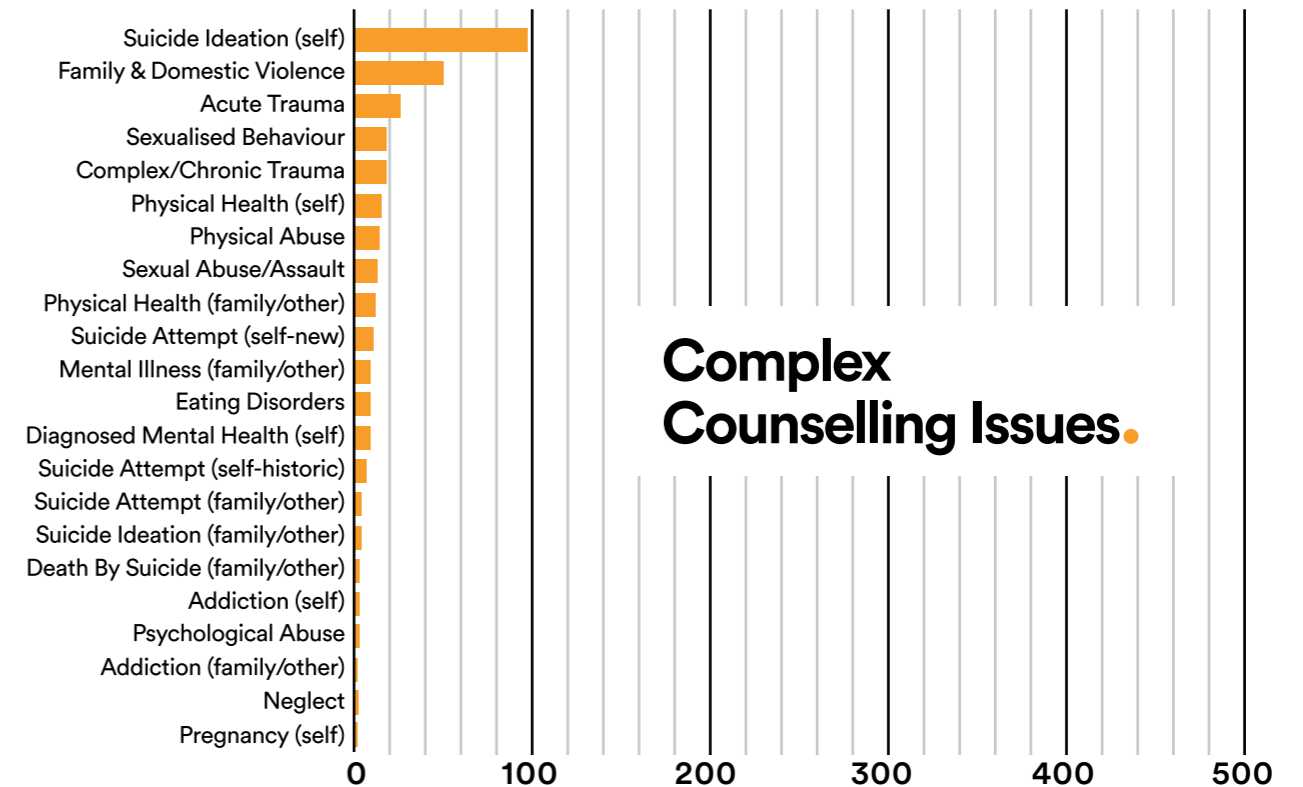
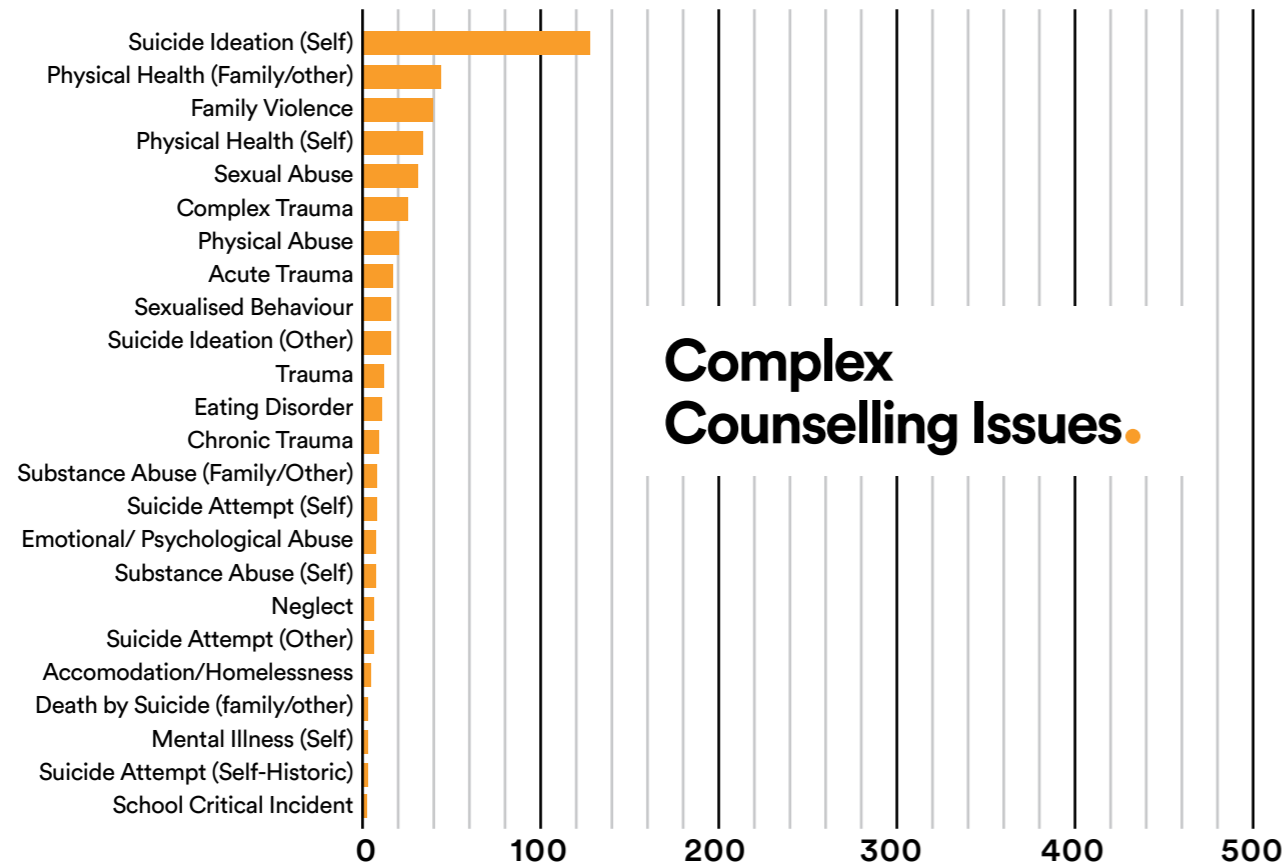
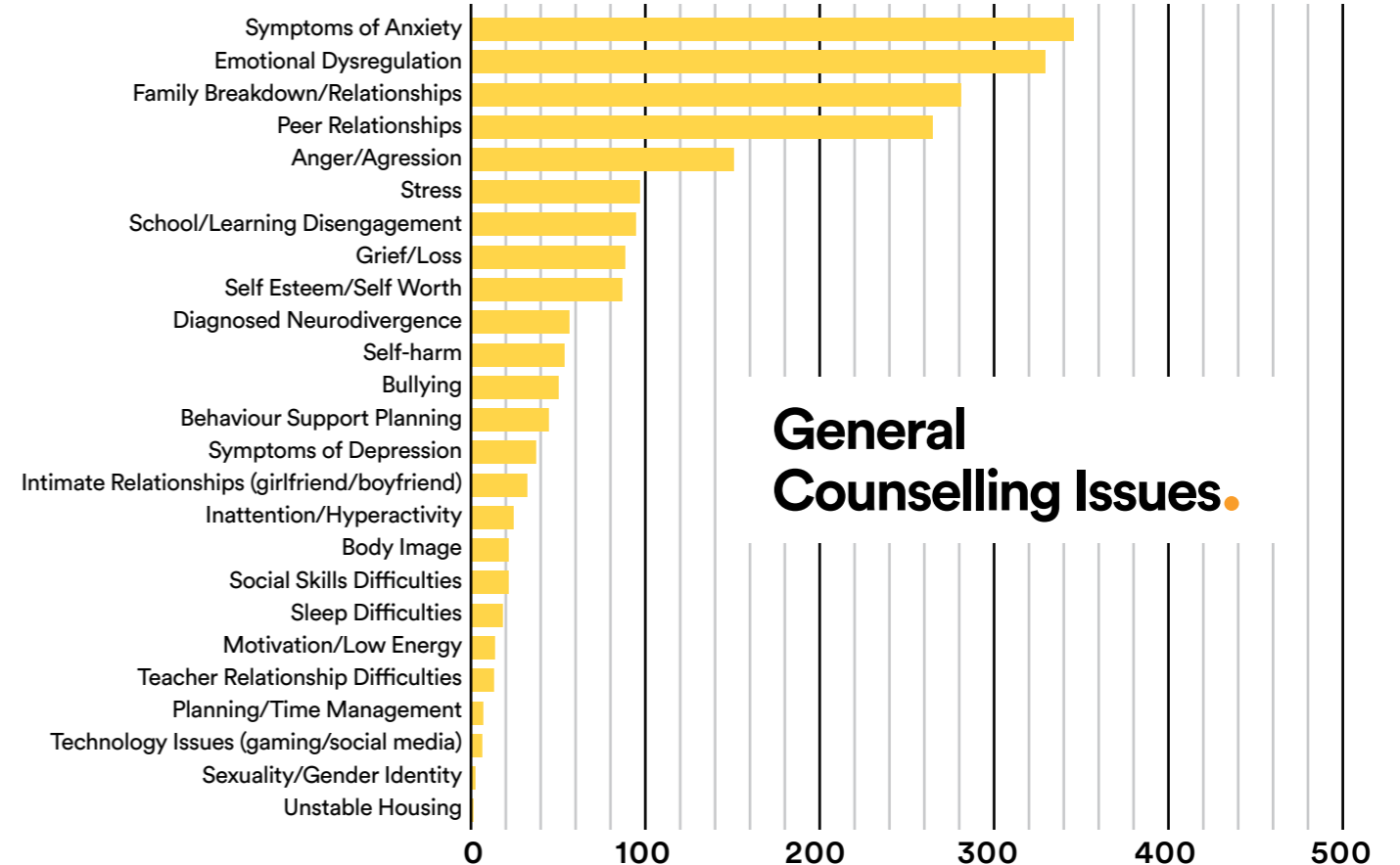
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27

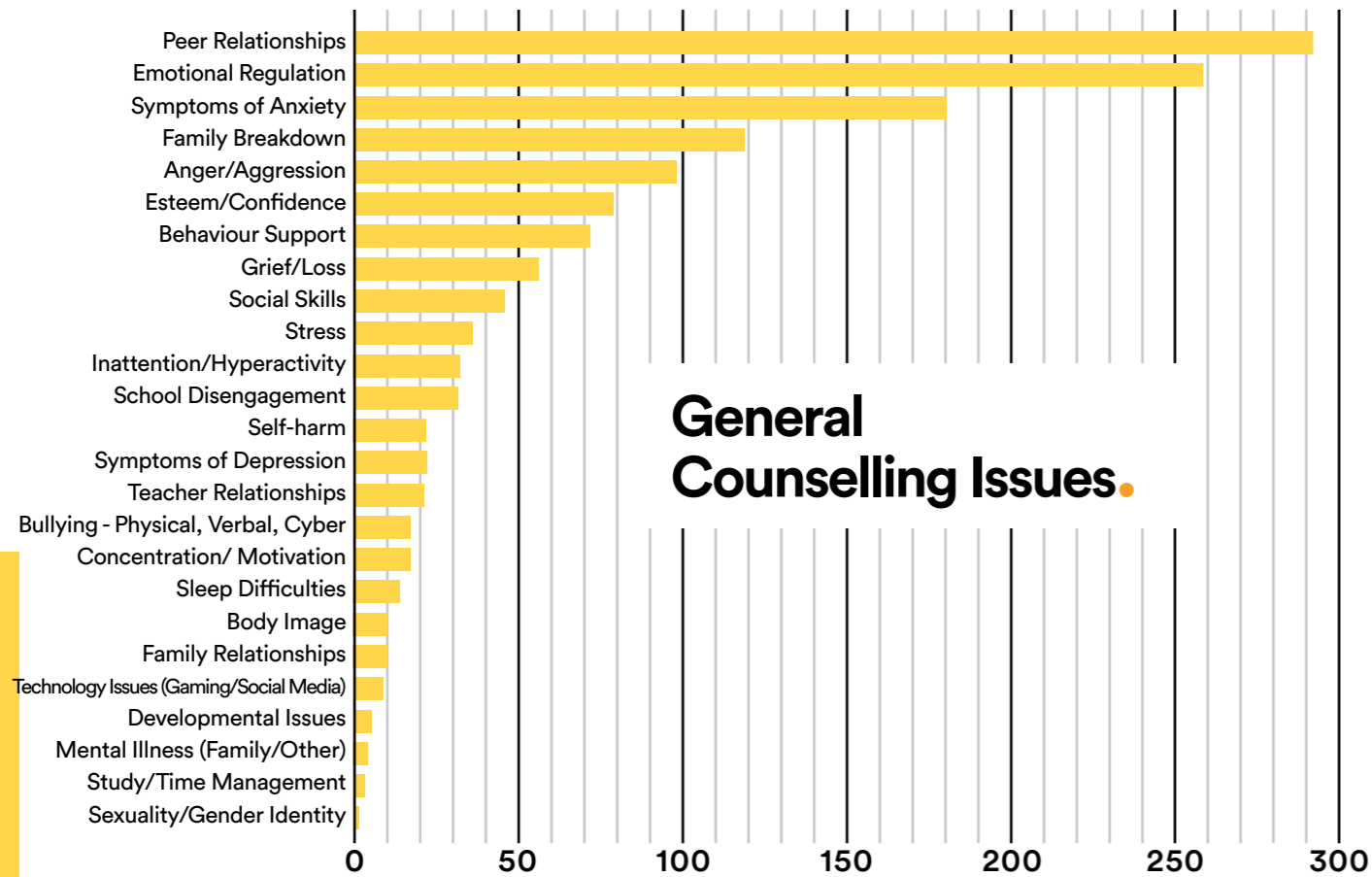
average age

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

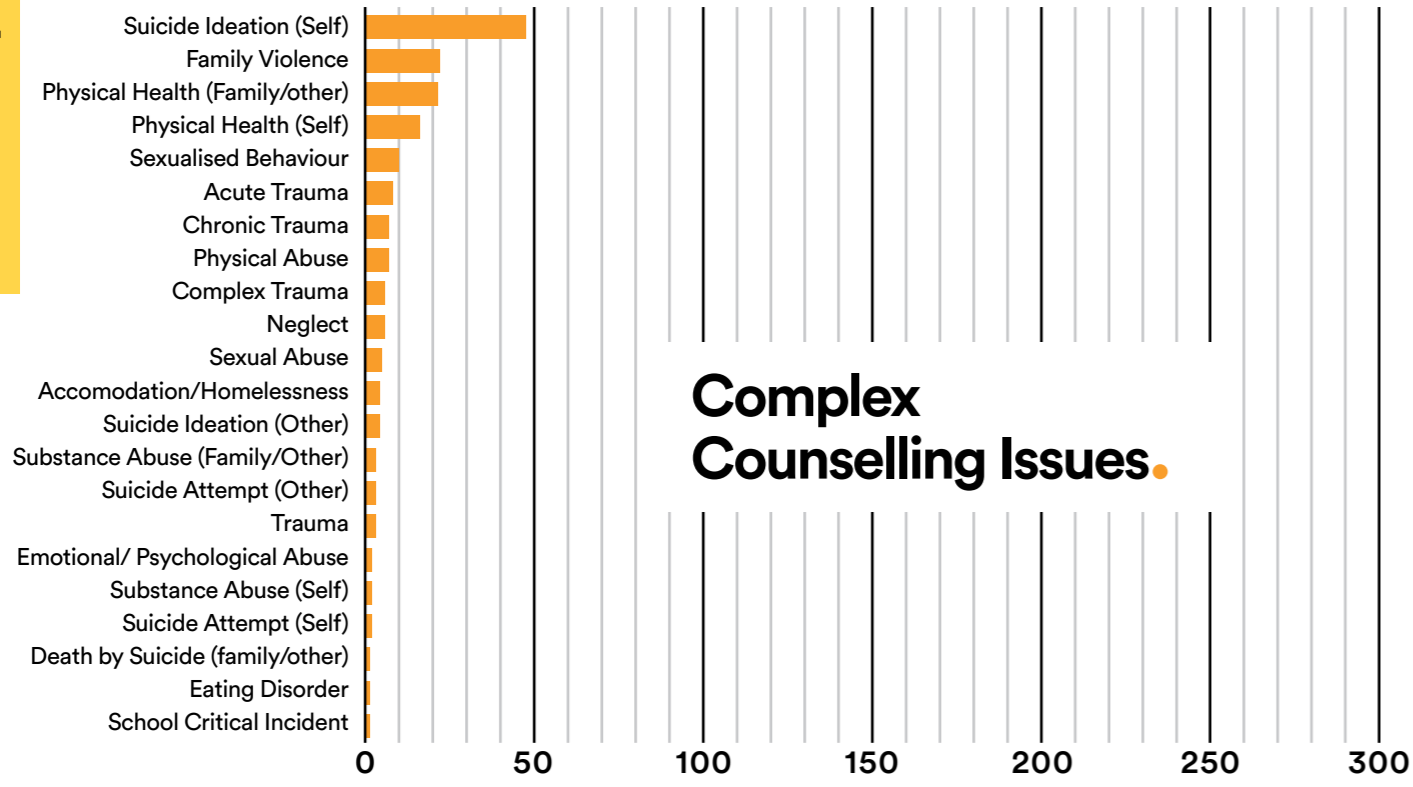
with a **Culturally** or **Linguistically Diverse Background**



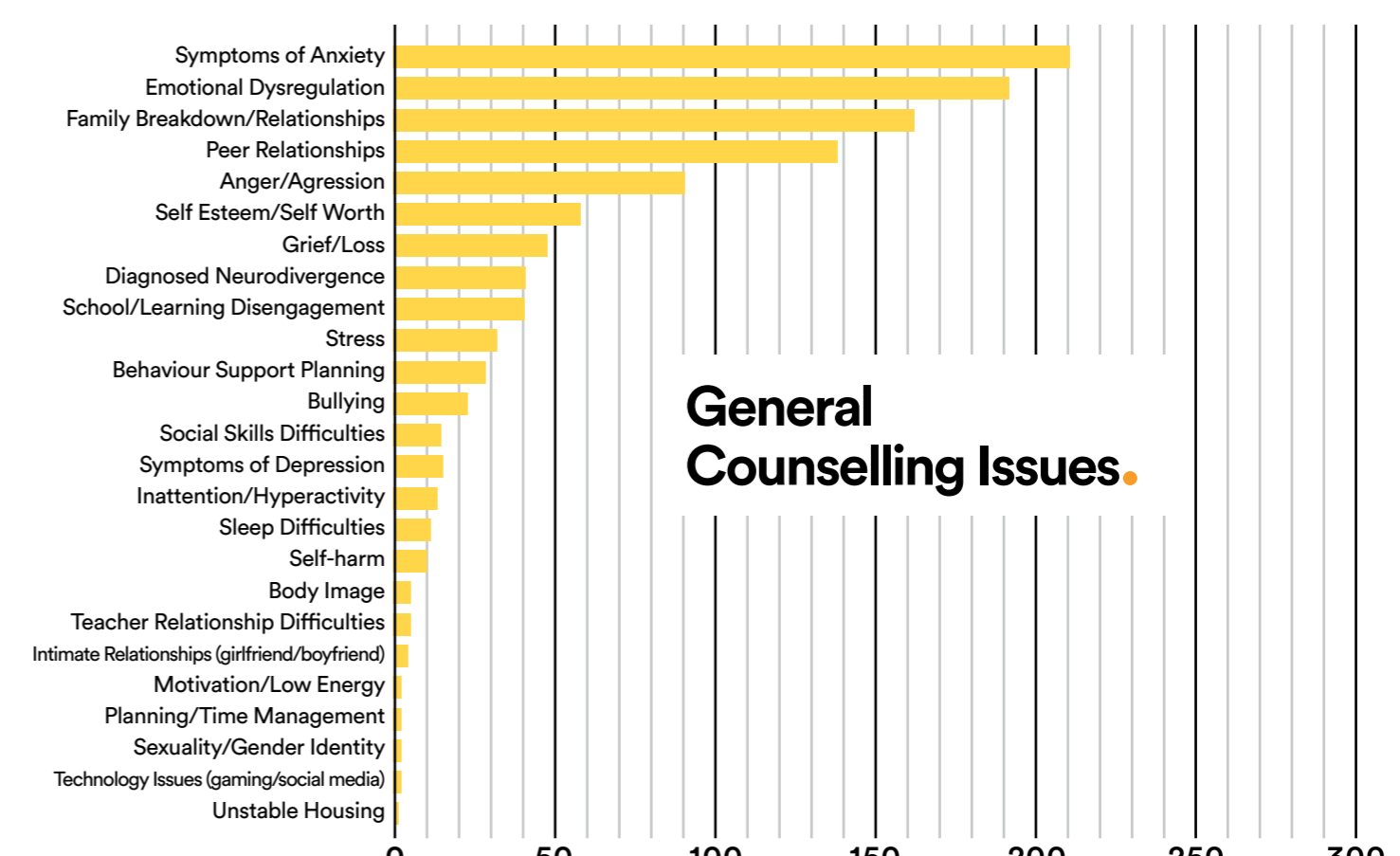
Primary Student Data.



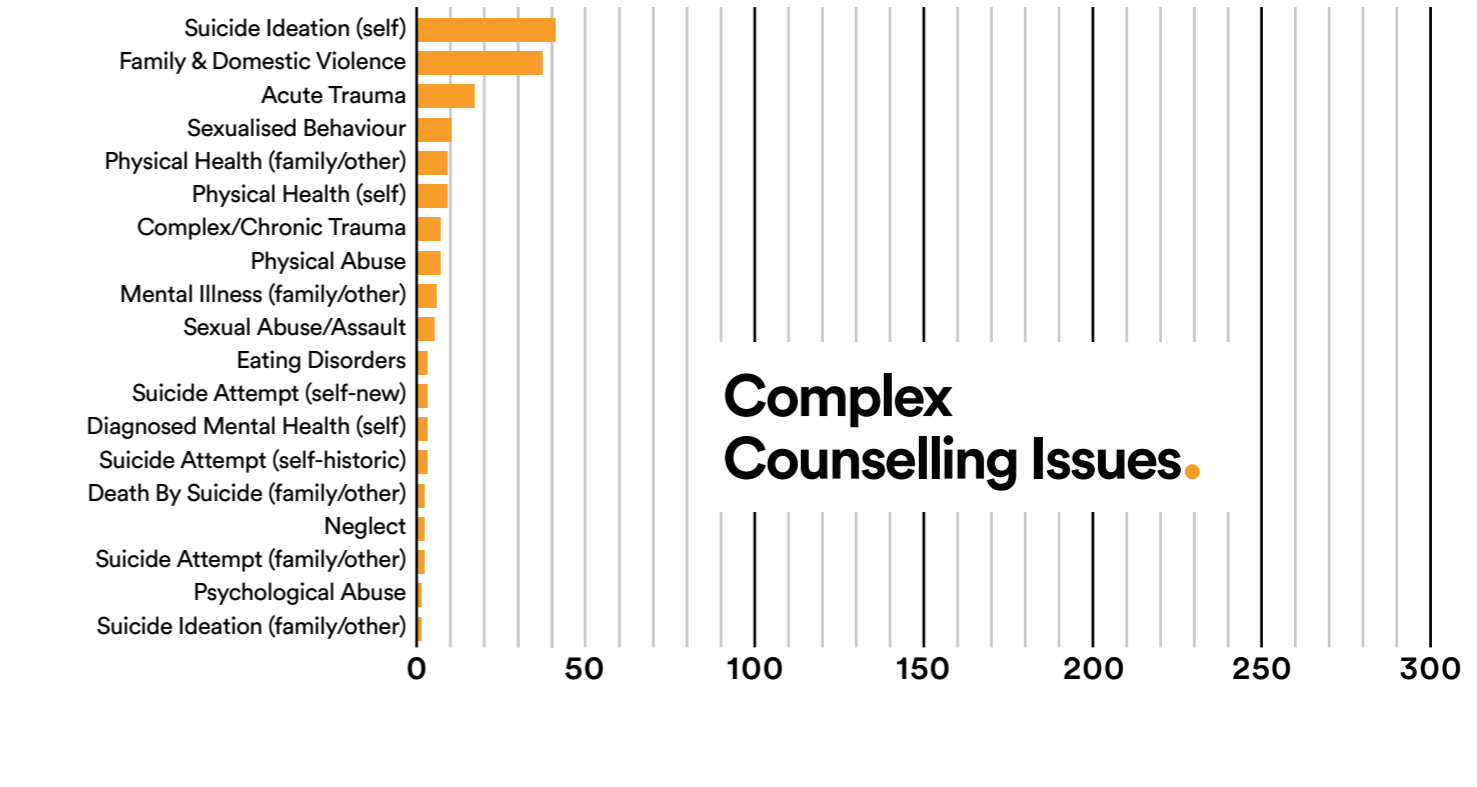
General Counselling Issues.



Complex Counselling Issues.

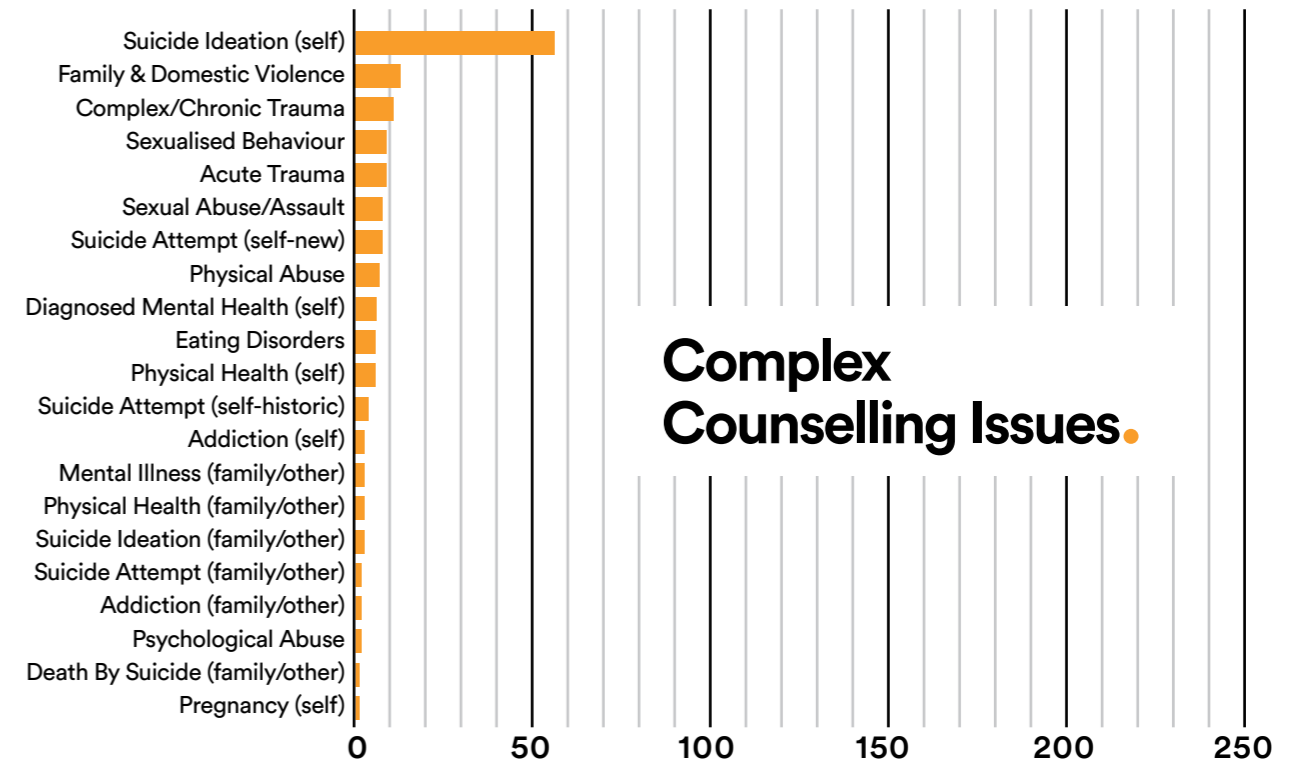
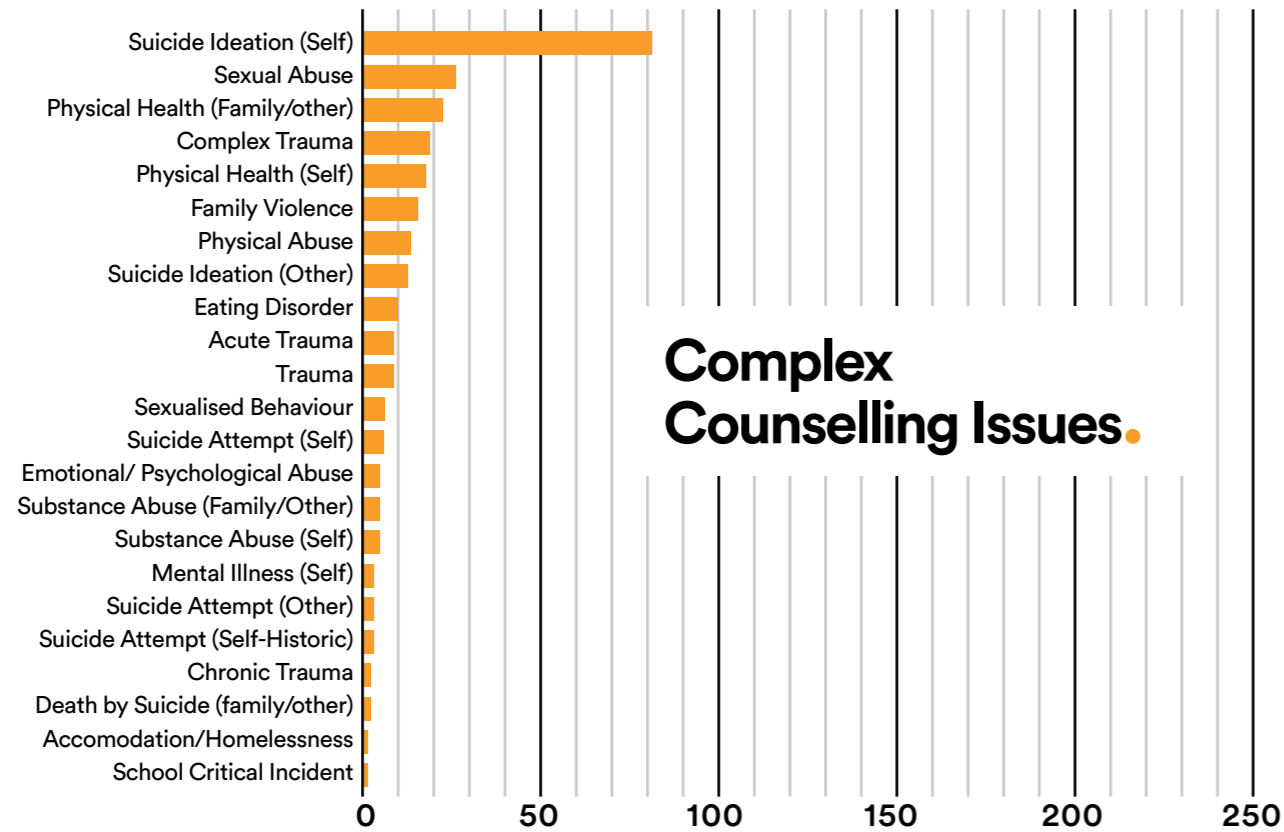
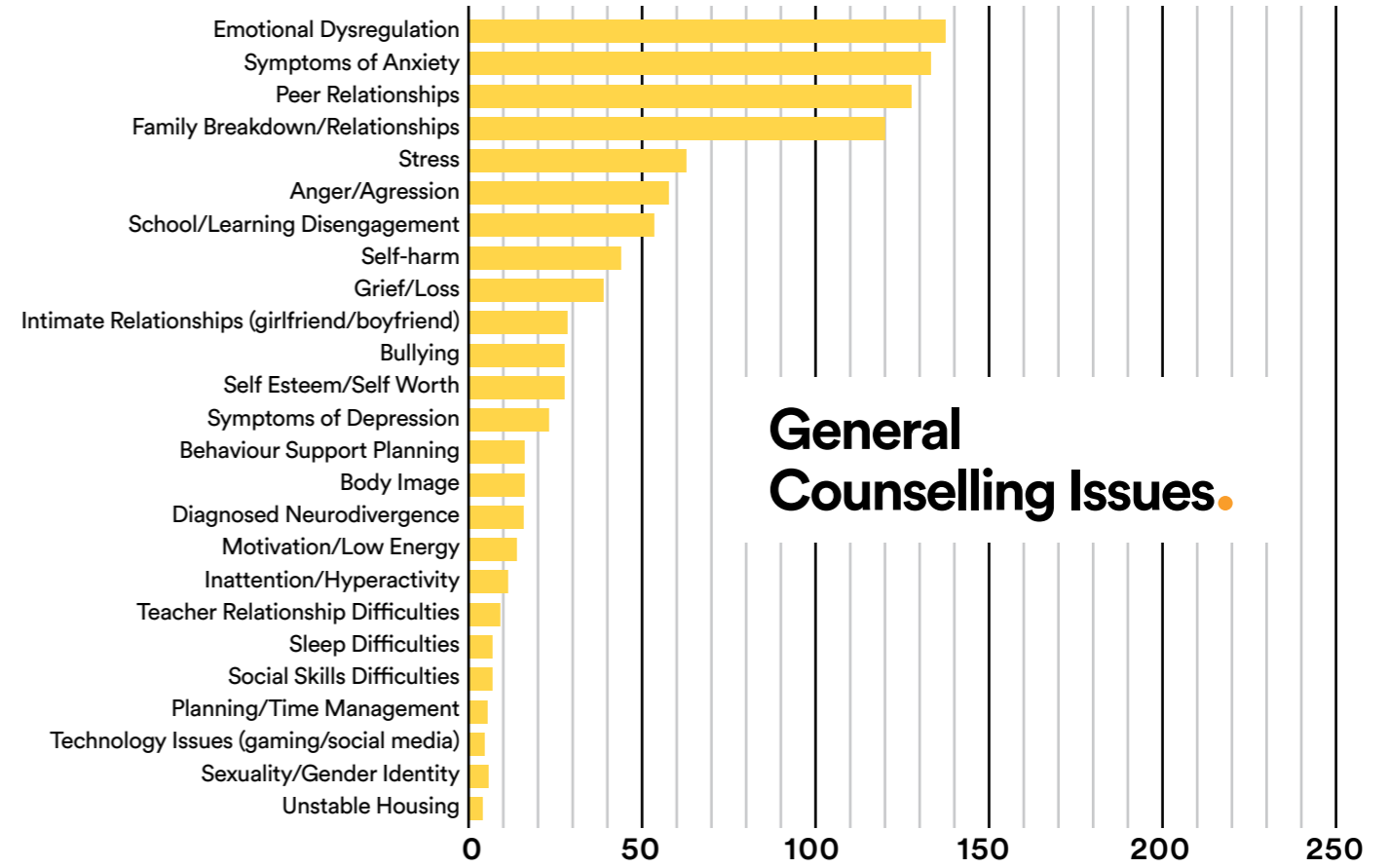
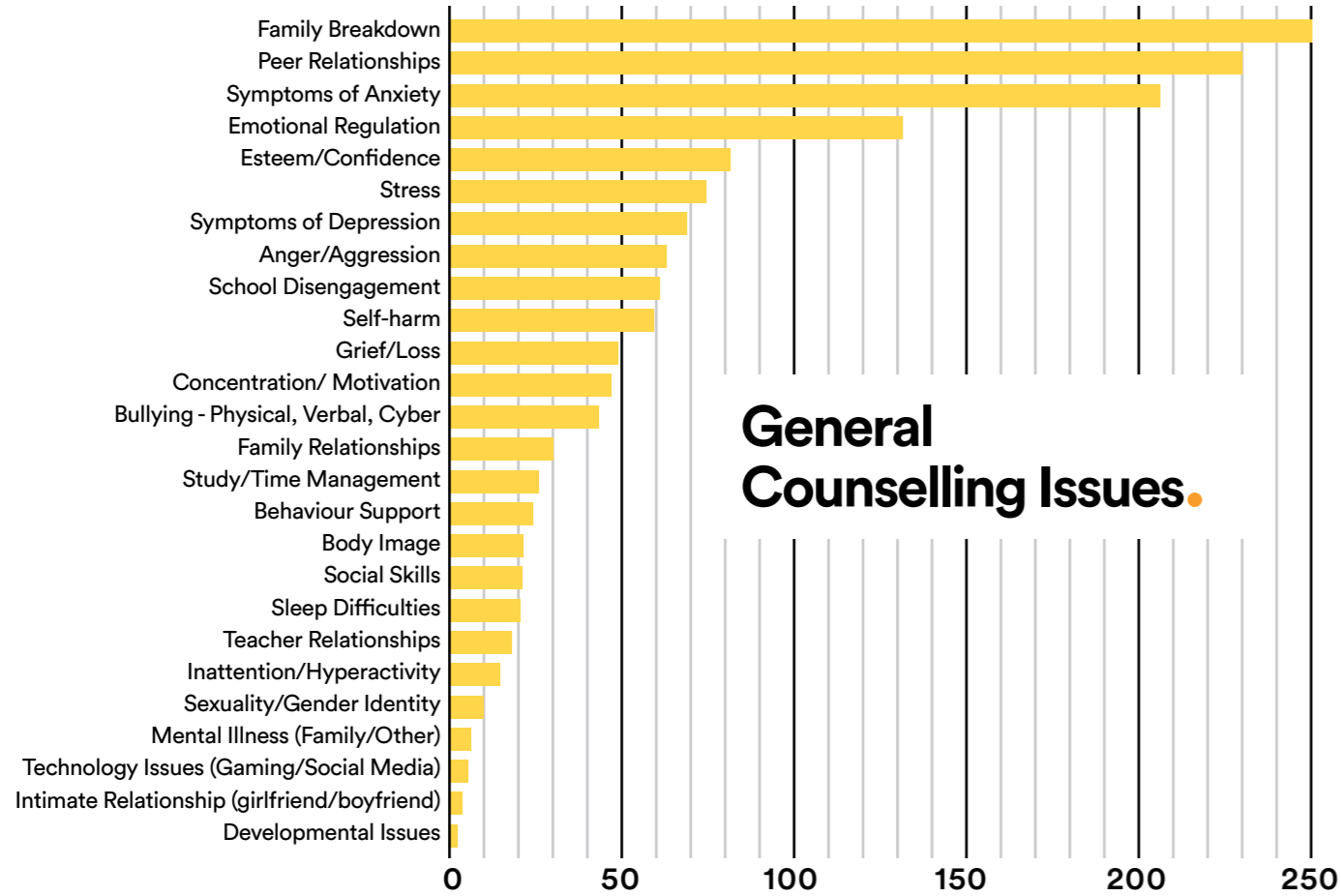


General Counselling Issues.



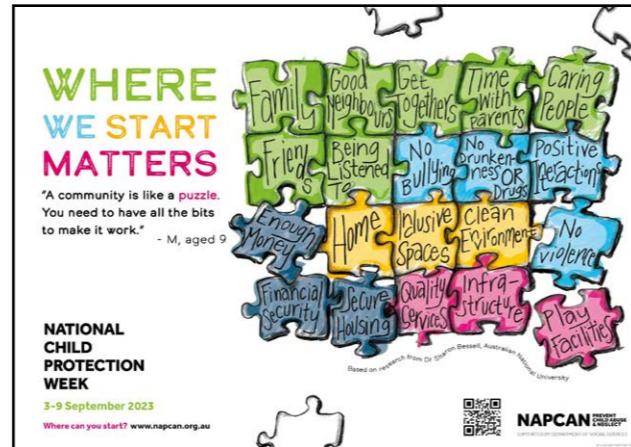
Complex Counselling Issues.

Secondary Student Data

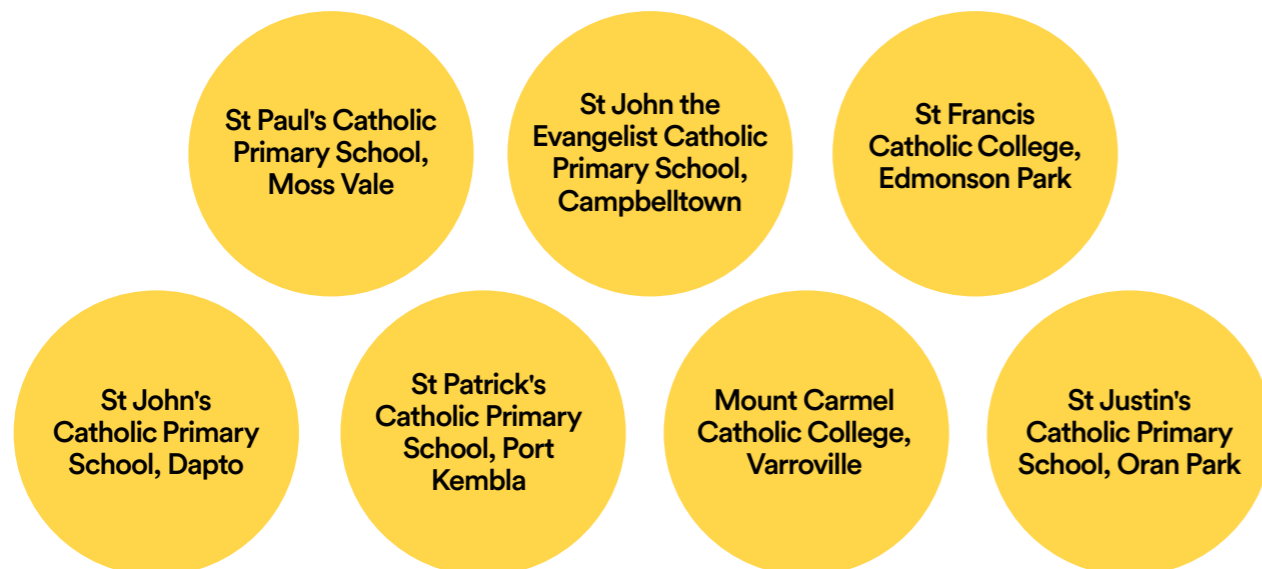


Child Protection Week Initiative.

National Child Protection Week serves as a powerful reminder that the safety and wellbeing of children and young people are paramount. In support of National Child Protection Week, SSFP and 7 schools in diocese facilitated a one-hour parent information sessions aimed at providing psycho-social education to parents and carers. These sessions were designed to enhance protective factors and align with our program logic focused on developing resilience. The workshops also connected with the 2023 Child Protection week theme, "Where We Start Matters", emphasising the importance of early intervention and support in child development.



Participating schools

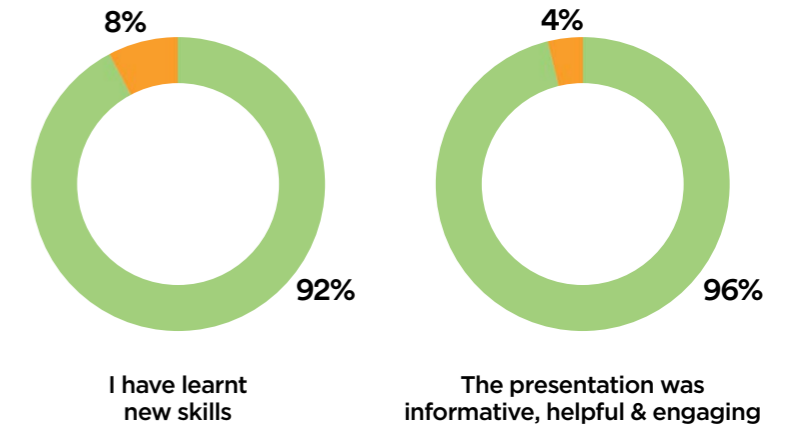


Topics Presented.

■ A lot
■ A little
■ Not at all

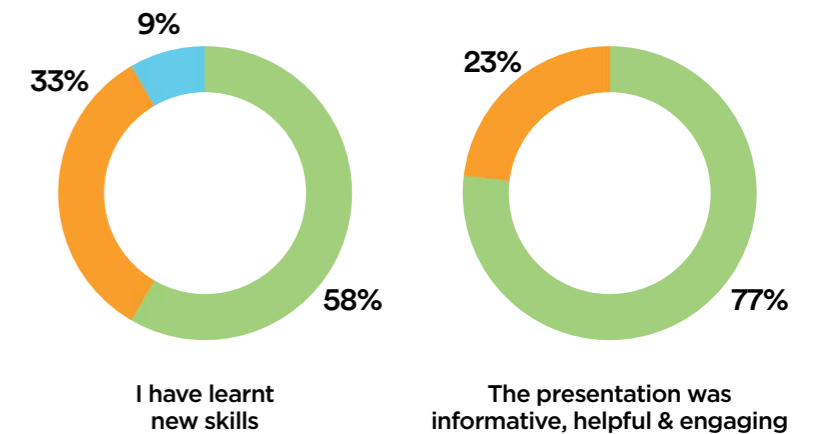
Managing Big Emotions

Helped parents/carers understand how children express emotions, recognise triggers, and co-regulate. It introduced calming tools, emphasised listening, and highlighted the importance of support networks. Parents learned techniques to connect with their children and overcome barriers, reinforcing the critical role families play in child protection.



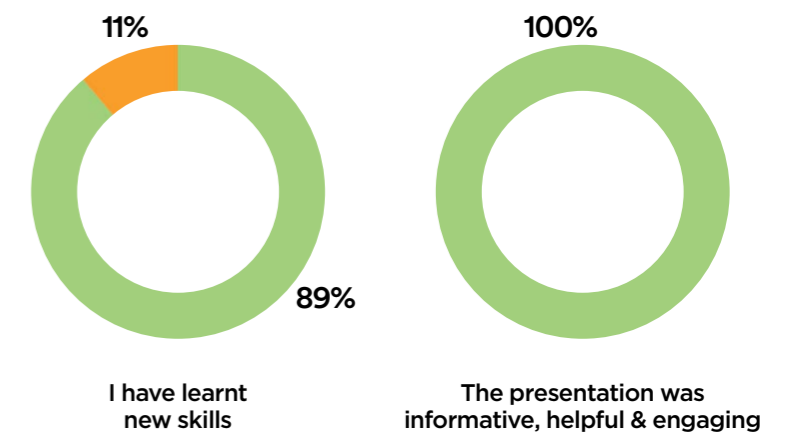
Building a Child's Resilience

Educated parents/carers on strategies to nurture resilience in children. Topics included boosting self-esteem, understanding emotions, setting goals, adopting a growth mindset, expanding worldviews, and problem scaling. It detailed factors affecting resilience and provided indicators for assessment, aligning with our project logic and equipping parents with tools to help their children navigate challenges effectively.



Support Children in Developing Friendships

Guided parent/carers on fostering their children's friendships and addressing challenges. It highlighted friendships' importance for self-esteem, social skills, academic outcomes, and empathy. Covering conflict management and online/social media dynamics, the workshop emphasized friendships' role in creating connection and belonging, illustrating how strong social networks act as protective factors for children.



Feedback.

What was your favourite part of the presentation?

Positive comments:

indicated high overall satisfaction with the presentations. "Everything was very helpful". "Great information".

Practical strategies:

attendees appreciated coping suggestions, tips, and practical ways to manage emotions at home.

Reinforcement of concepts:

attendees valued reminders about growth mindset, setting goals and validating their existing parenting approaches.

Relevant examples:

the connections made with real-life examples were valued.

Research-back information:

backing up important information with research was noted as a positive aspect.

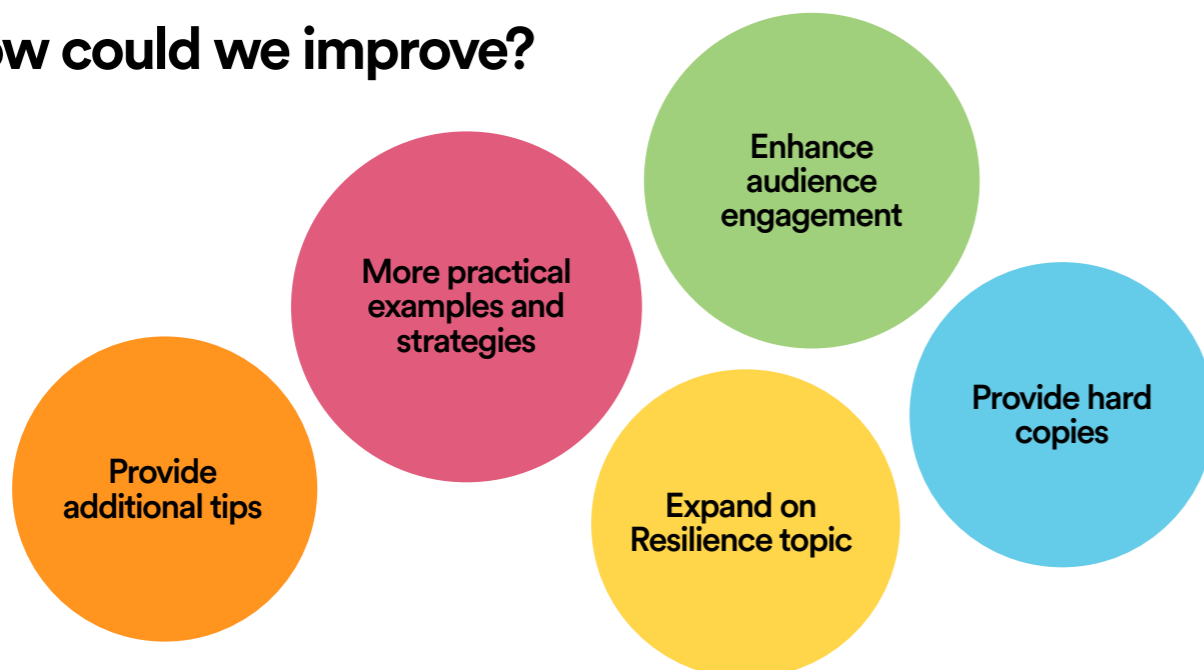
Personalisation and relatability:

attendees appreciated personal experiences shared by presenters and found them relatable.

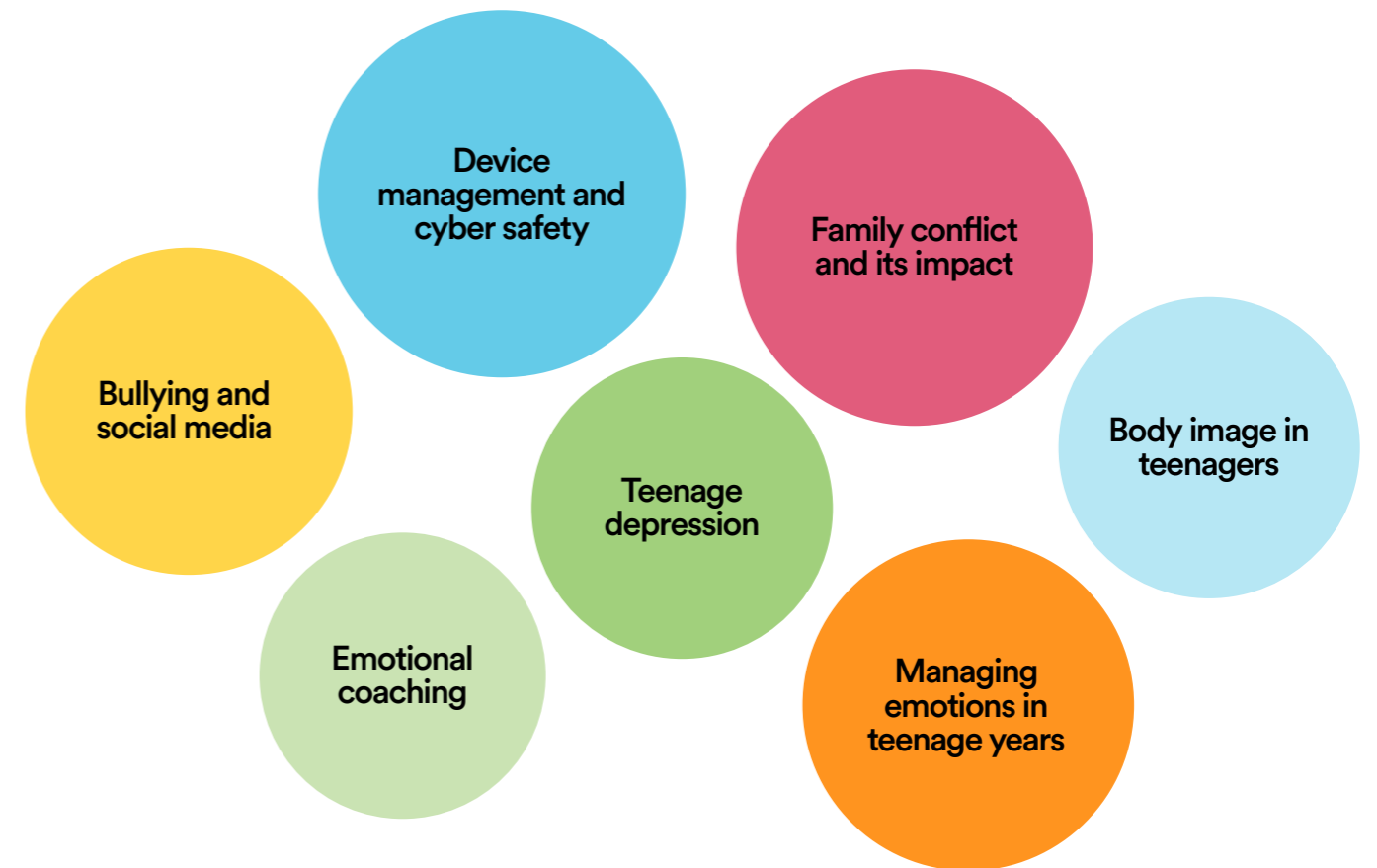
Effective analogies:

were particularly effective in helping attendees grasp concepts related to emotions and self-care.

How could we improve?



Recommendations for future topics of interest



Analysing Trends in Student Well-being:

A Comparative Study of 2022 and 2023 Data

Since 2022, SSFP has diligently collected outcome data utilising the Child Youth and Resilience Measure (CYRM) tool to assess student resilience levels. Upon analysing data from 2022 and 2023, several consistent trends have emerged:

Gender Ratios:

In both years, similar gender patterns are observed across the three age groups. While the youngest cohort, Lower Primary (ages 5 to 9) exhibits a balanced male and female ratio, the Upper Primary cohort (ages 10-12) sees an increase in female students, with a significant jump in female students in Secondary School (ages 12-18). However, resilience scores exhibit no noticeable disparities between male and female students. Irrespective of gender, students demonstrate comparable distributions of initial and exit resilience scores.

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.

Changes in School Resilience Scores:

When comparing the top-scoring and lowest-scoring schools, it is notable that these schools do not remain the same between 2022 and 2023 for all three age cohorts. This suggests that high or low resilience scores are less indicative of the school community's demographics or resources and more reflective of annual fluctuations in the number of students grappling with complex needs and lower resilience levels.

This observation aligns with insights from professionals working in schools, who report that even within affluent suburbs and high-performing institutions, students can face complex mental health challenges and risks. Thus, any school might experience an increase in the number of students presenting with low resilience in a given year, underscoring the need for adaptable and responsive support systems across all educational environments.

Consistent Low-Scoring Questions:

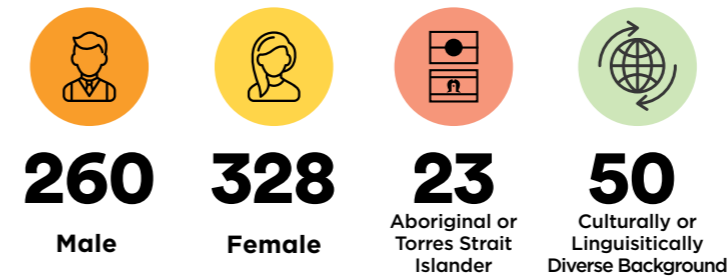
In both 2022 and 2023, consistent trends emerge regarding the lowest scoring questions across different age cohorts. This pattern serves as a valuable tool for crafting targeted interventions tailored to each age group's well-being needs:

- Lower Primary, children aged 5-9 consistently grapple with feelings of social belonging, perceptions of fairness, and challenges in communicating their emotions to parents.
- Upper Primary, children aged 10-12 encounter difficulties primarily related to expressing their feelings within their families.
- Secondary School, students aged 12-18 face challenges in communicating with parents and experience a sense of disconnection from their school community.

Upper Primary

Ages 10-12

Participants



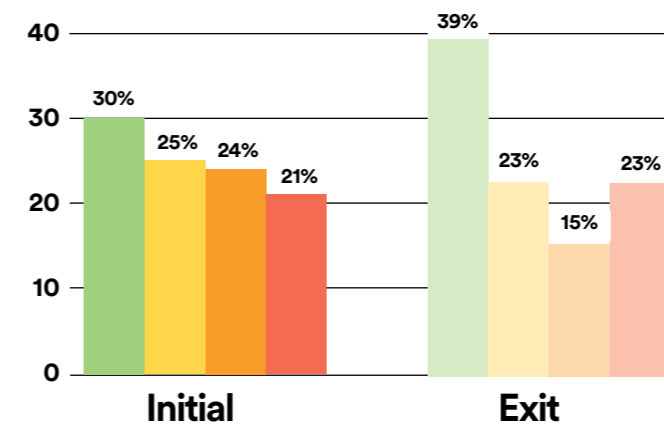
The Upper Primary cohort also exhibits a significant enhancement in personal resilience scores following counselling intervention. Initially, 55% of students rated their personal resilience in the 'low' range before counselling, which notably decreased to 45% upon completion of the counselling sessions.

In addition to an overall score of resilience the CYRM offers two subscales. The Caregiver/Relational Resilience Score relates to characteristics with their important relationships (family/caregivers). The Personal Resilience Score includes intrapersonal and interpersonal items.



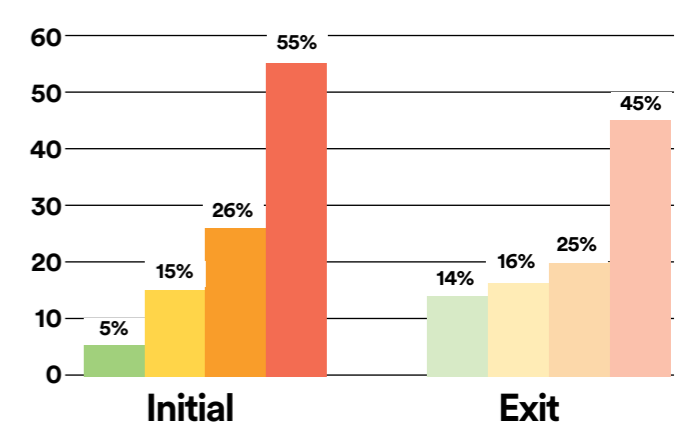
Caregiver/Relational Resilience

% of students scoring in these ranges



Personal Resilience

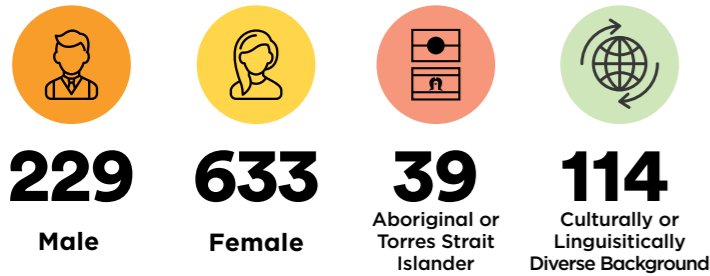
% of students scoring in these ranges



Secondary School

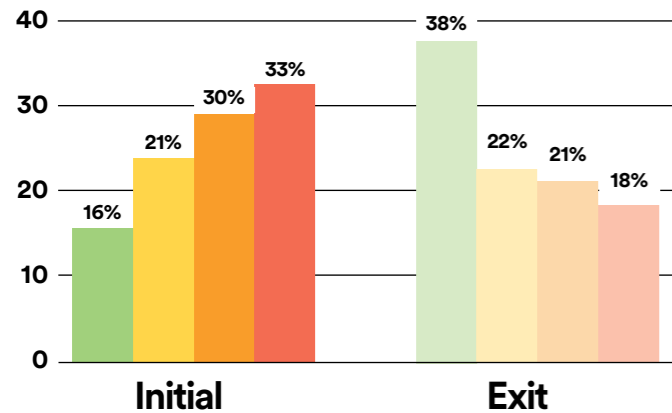
Ages 12-18

Participants



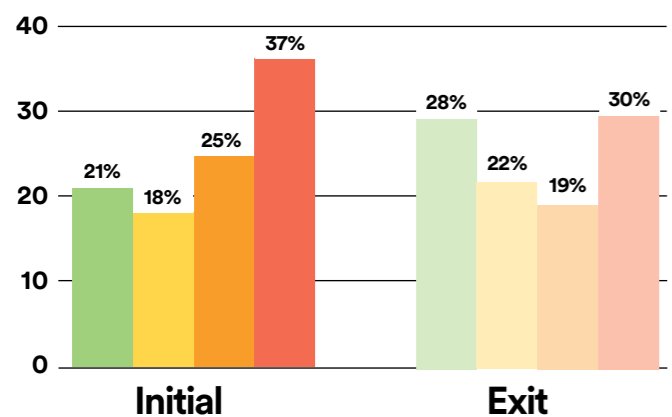
Overall Resilience Scores

% of students scoring in these ranges



Caregiver/Relational Resilience

% of students scoring in these ranges



Evidence of Impact: Strengthening Resilience Through School Counselling

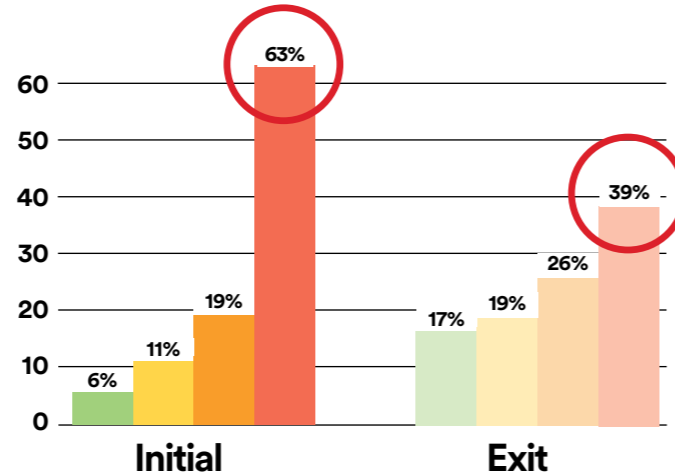
Analysis of CYRM scores across the three age cohorts in both 2022 and 2023 reveals a consistent trend: students report more positive self-ratings following access to school counselling. Notably, the most significant improvements are observed among older cohorts, particularly evident when examining the personal resilience subscale. Across all three age groups, students consistently rate their personal resilience lower than their relational resilience.

- Upon engaging with school counselling services, a notable shift is observed among secondary school students, with over a 20% decrease in the proportion of students self-rating their personal resilience in the 'low' range. Specifically, this percentage decreases from 63% to 38.8%, underscoring the impactful role of school counselling in enhancing students' resilience levels.

In addition to an overall score of resilience the CYRM offers two subscales. The Caregiver/Relational Resilience Score relates to characteristics with their important relationships (family/caregivers). The Personal Resilience Score includes intrapersonal and interpersonal items.

Personal Resilience

% of students scoring in these ranges



Insights

Personal Resilience

This indicates that while students accessing our services may benefit from strong family relationships where they feel safe and supported, they may still face challenges related to the intrapersonal and interpersonal factors that contribute to the personal resilience subscale.

The questions that make up the personal resilience subscale score are:

Personal Resilience Question

- I cooperate with people around me
- Getting an education is important to me
- I know how to behave in different social situations
- People like to spend time with me
- I feel supported by my friends
- I feel that I belong at my school
- My friends stand by me during difficult times
- I am treated fairly in my community
- I have opportunities to show others that I am becoming an adult and can act responsibly
- I have opportunities to develop skills that will be useful later in life (like job skills and skills to care for others)



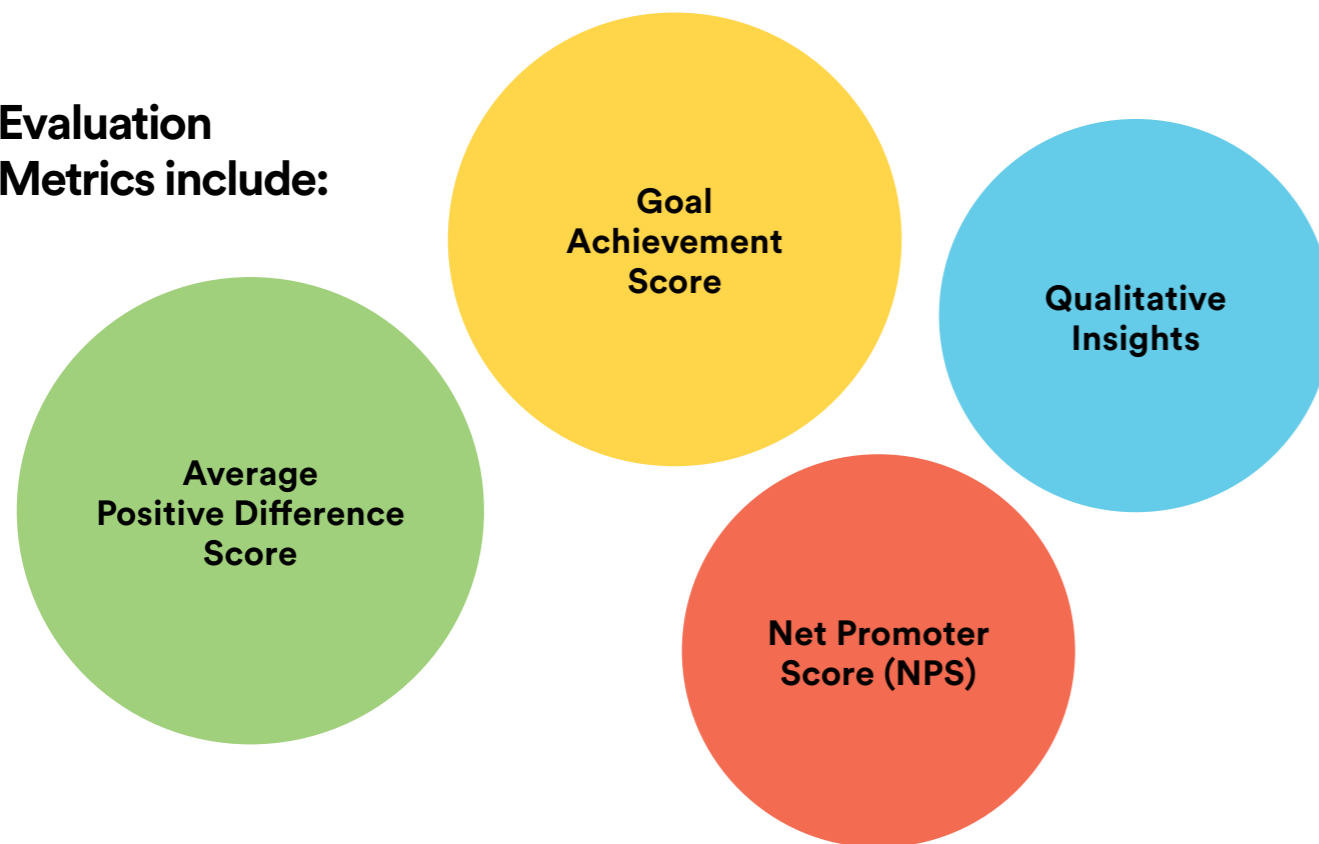
Service Evaluation & Outcome Questions

CatholicCare gathers feedback annually from students, parents/carers, and schools to enhance program delivery. Students rate service impact using a 10-point scale. Both quantitative and qualitative data inform evaluation, tracking trends and identifying insights.

To evaluate the effectiveness of the service, students are asked to rate the following questions 10-point scale (1 = Strongly Disagree, 10 = Strongly Agree) at the end of receiving a service:

- 1 This service made a positive difference in my life
- 2 This service helped me achieve my goals.
- 3 How likely are you to recommend us to someone you know?

Evaluation Metrics include:



Interpreting children's feedback is nuanced, considering social-emotional stages, contextual factors, and distinguishing literal from figurative responses. Tone and wording provide valuable insights, and comparisons with adult feedback are avoided due to differing criteria and expectations.



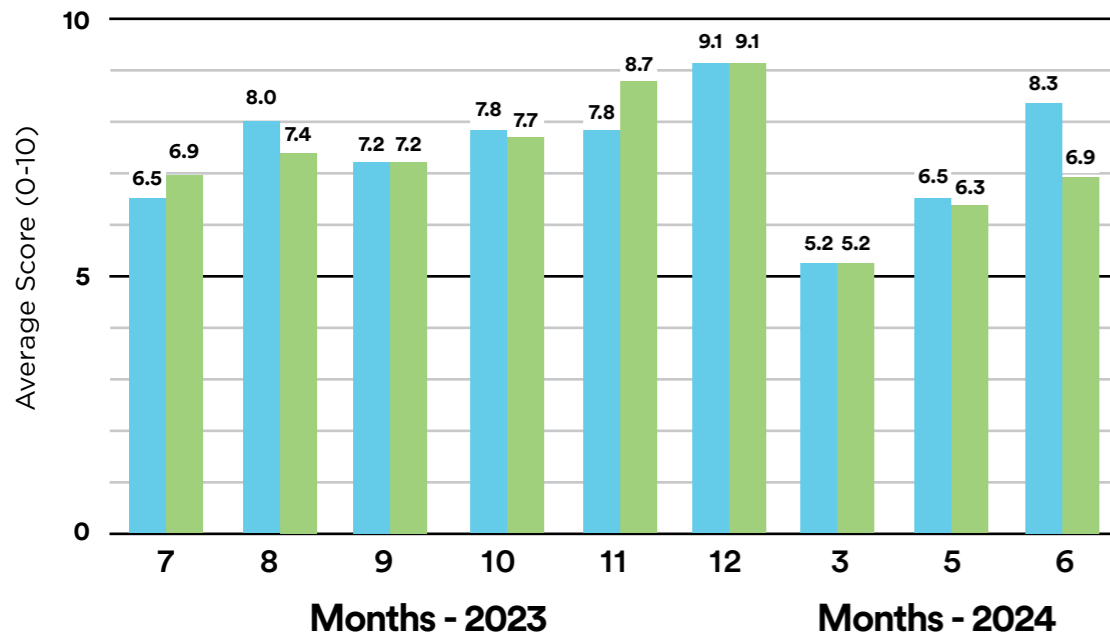
NSWP Total Respondents 251

July 2023 - June 2024

NPSW Net Promoter Score (NPS) stands at 34%. This metric indicates that most respondents are satisfied with our programs and facilitators, highlighting the success of our efforts in fostering a supportive and enriching educational experience.

Mandatory Questions Average Score Trend

- Service made a positive difference in my life
- Service helped me achieve my goals



The Service made a difference in my life

Average rating 8 out of 10

Based on student ratings, the service has an average impact rating of approximately 8, indicating a generally positive effect. Most students rated the service above 6, demonstrating its significant contribution to their personal growth and learning.

The service helped me achieve my goals

Average rating 8 out of 10

The service's average rating for effectiveness in helping students achieve their goals is 8, indicating general success. Addressing variability in experiences can ensure all feel supported and successful. Emphasising continuous improvement can enhance impact and effectiveness.



NSWP - Quantitative data.

From the comments, students express mixed sentiments but overwhelmingly praise Mr. Dodds (SWO) for his humour, kindness, and effective facilitation. They appreciate his support and encouragement, noting his positive impact. Many students enjoy and are grateful for programs like Everyday Peacemakers, Seasons for Growth, and Mini Vinnies, which aid personal growth, social skills, and coping with challenges. While most feedback is positive, some students find activities too easy or question their program placement, yet still acknowledge the fun. Requests for future improvements include more teamwork activities and addressing specific issues like fighting, reflecting a supportive learning environment.

“Some good explanation of strategies. Bridging the link between behaviours and new strategies. This is very difficult and requires ongoing practice. Very engaging presentation - kids thoroughly enjoyed.” (Teacher feedback)

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

“Mr Dodds is an amazing. He helps, cares and supports. He helps people achieve their goals and motivates them to do better. Personally he has helped me find my confidence.”

NSWP Principal Satisfaction.

The 2023 Principal Satisfaction Evaluation assesses the school principal's contentment with the NSWSP across 13 categories, rated from 1 to 4 (4 indicating 'excellent'). The Term 4 2023 quarterly report reveals that 93% of principals rated the program as 'good' or 'excellent', indicating a positive trend. Through our dedication to continuous improvement, we addressed the 7% of principals who rated chaplaincy delivery as 'unsatisfactory' by prioritising ongoing training and fostering open communication channels. This proactive approach ensures that we uphold high standards and consistently meet the needs of our school community.

KPI 2: Principal Evaluation

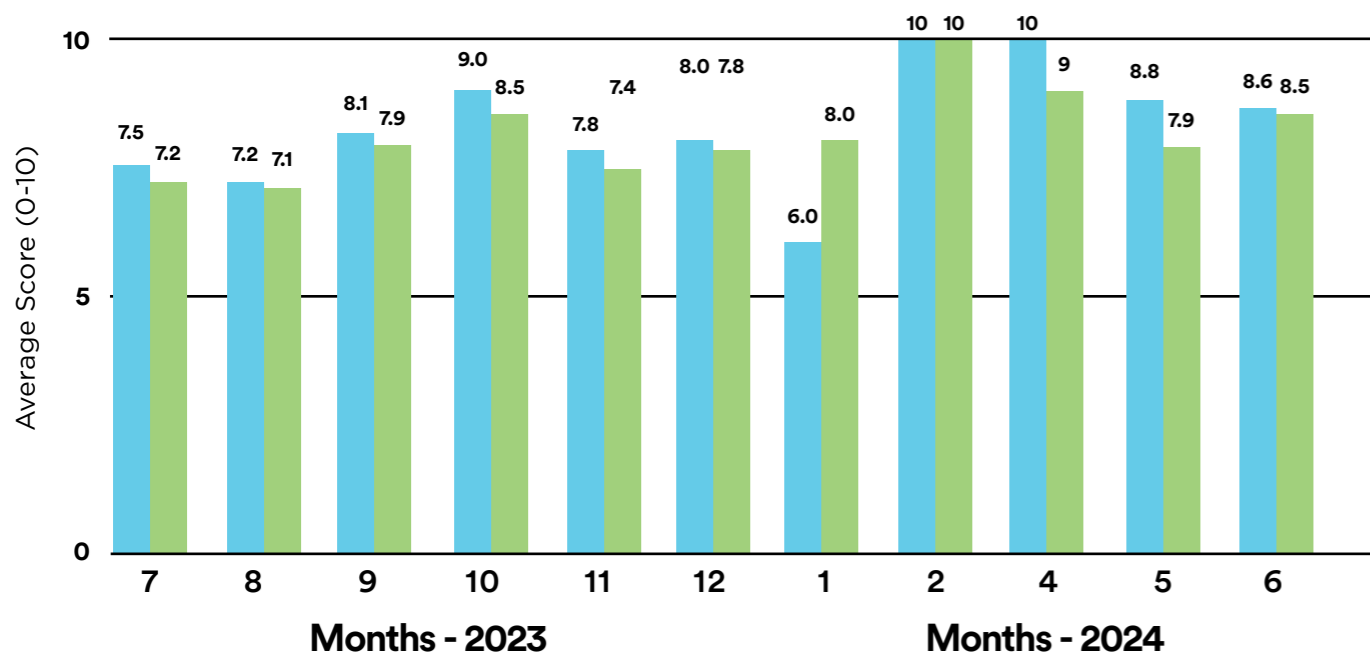


SSFP Total Respondents 720

The Net Promoter Score (NPS) is a widely used metric to gauge customer satisfaction and loyalty. The positive NPS score of 30% indicates that most respondents are satisfied with the service. However, the score also implies there is a proportion of respondents who are either indifferent or dissatisfied, highlighting potential areas for improvement.

Mandatory Questions Average Score Trend

■ Service made a positive difference in my life
■ Service helped me achieve my goals



The Service made a difference in my life

Average rating 8 out of 10

Analysis reveals consistently positive ratings for the service, averaging around 8, varying from 7 to 9. Monthly fluctuations, like a peak in October (9) and a dip in August (7.2), occur. Despite this, the service has a positive impact overall, with most ratings falling within a positive range. Addressing fluctuations can maintain or improve service quality.

The service helped me achieve my goals

Average rating 8 out of 10

Analysis shows the service has positive ratings in assisting individuals with goals, averaging around 7.6, ranging from 7.1 to 8.5. Despite fluctuations like a peak in October (8.5) and a dip in August (7.1), it remains effective. Most ratings are positive, indicating overall success. Monitoring and addressing fluctuations can sustain the service's ability to meet recipients' needs.



SSFP - Qualitative Data Insights.

Based on the provided response comments by students, here are the most common themes and patterns in the comments and feedback:

Positive Feedback

Many students expressed appreciation for specific program elements, such as engaging activities, supportive counsellors, and the program's overall positive impact on their well-being.

Learning and Skills Development

Students noted acquiring new skills and knowledge, including coping mechanisms, conflict resolution, and mindfulness techniques.

Emotional Impact

Several comments highlighted feeling supported, relieved, or grateful for the opportunity to discuss emotions within the program.

Neutral Comments

Some responses were neutral, conveying indifference or offering no specific feedback.

Negative Feedback

A few students expressed dissatisfaction, citing boredom, disappointment, or finding counselling unhelpful.

Suggestions for Improvement

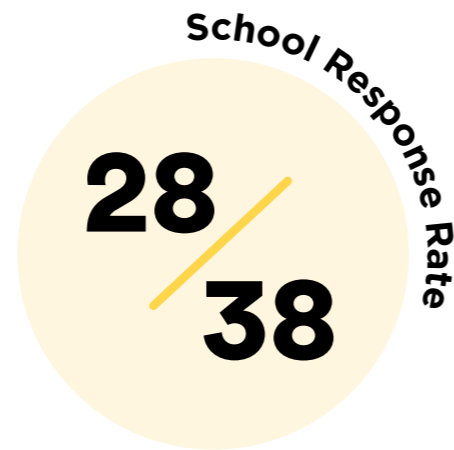
Students suggested enhancing the program by incorporating more engaging activities, increasing counselling session frequency, or extending its duration.

"This service was helpful in teaching me some new skills that I can use to help others who are going through a tough time. The service also allowed to feel more comfortable telling my parents about my mental health".

"they're very helpful when you need something and actually listen to your problems and give you strength and give you ways to calm down and to use strategies".

"It was fun but I would definitely recommend having funner and more engaging activities to really get us excited and motivated to come to the transition to high school program".

SSFP Principals Evaluation Survey.

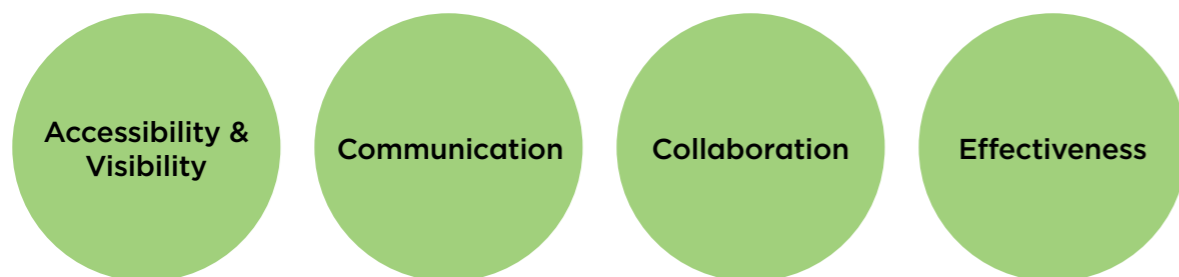


Principals Satisfaction Rating



Principal's across the Dioceses provided an overall satisfaction rating of **9 out of 10 in 2023.**

Each year, CatholicCare gathers feedback about the services we provide. The feedback from school principals / principals delegate is used to make improvements at the program level and to help guide the practice of counsellors in specific schools. Questions are categorised by:



This structured approach ensures that we comprehensively understand our strengths and areas for improvement, allowing us to enhance the support we offer to our school communities.

Accessibility & Visibility			
Your School Counsellor	Sufficient	Agree	Strongly Agree
Established good relationships with school personnel		30%	70%
Followed up on referrals to school counselling in a timely manner		30%	70%
Organised counselling services so that all students were well serviced and had access to them	3%	27%	70%

Communication			
Your School Counsellor	Sufficient	Agree	Strongly Agree
Effectively communicated with parents/carers		23%	77%
Effectively communicated with school personnel	3%	23%	73%
Effectively communicated with students		23%	77%

Collaboration			
Your School Counsellor	Sufficient	Agree	Strongly Agree
Collaborated effectively with key school personnel and other stakeholders		23%	77%
Provided the school with appropriate amount of follow up information about students as it relates to the school counselling program		20%	80%
Shared important information about students, keeping you apprised of student issues as well as contact with parents and other stakeholders	3%	20%	77%

Effectiveness			
Your School Counsellor	Sufficient	Agree	Strongly Agree
Made a positive contribution towards students' wellbeing	3%	17%	80%
Provided high quality support to the school community		33%	67%
Was responsive to the students' needs		23%	77%

Children's Voices and Insights:

Understanding Communication Barriers and Support Needs

In our endeavour to understand the factors influencing children's communication barriers and support-seeking behaviours, we engaged 783 students from Years 3 to 8 across nine schools in a qualitative survey while delivering a range of well-being programs. By delving into their responses, we gained valuable insights into the emotional well-being and social support networks of our students.

The Pre post survey posed several pivotal questions:

- 1 Do you feel you can understand and work through your emotions with ease?
- 2 Do you feel like you can talk to family when you have a problem?
- 3 Can you talk to an adult at your school when you have a problem? (this includes school counsellors and teachers).
- 4 Do you have a friend at school you can trust?

Responses were categorized into 'Always, Often, Sometimes, Rarely, or Never', allowing us to assess the frequency and depth of their experiences. These questions were thoughtfully designed to provide insights into their emotional well-being and the strength of their social support networks.

When comparing the responses from different year groups regarding what stops them from reaching out to adults at school when they have a problem, we can identify both similarities and differences.

Understanding these similarities and differences can help educators and counsellors tailor their support strategies to meet the specific needs and concerns of students across different age groups. Creating a supportive and non-judgemental en-

vironment, building trust, and promoting open communication are essential for encouraging students to seek help when they need it.

Students expressed interest in seeing a broader range of services and support from the counselling service. They seek opportunities to develop skills and knowledge in areas such as stress management, coping strategies, conflict resolution, and emotional regulation. Additionally, students have indicated a desire for more accessible and flexible counselling options, including group sessions, resources for online safety, and peer support programs. This feedback highlights the importance of tailoring counselling services to address the diverse needs and preferences of students in navigating their emotional and mental well-being.

Similarities:

Fear of Judgement

Students across all year groups express a fear of being judged by adults if they share their problems. This fear of judgement can stop them from seeking help when they really need it.

Embarrassment

Many students, regardless of age, feel embarrassed about discussing personal issues with adults. They find it uncomfortable to open up about their problems.

Trust Issues

There's a common concern among students in different year levels about trust and confidentiality. They worry that adults may not keep their problems private or take them seriously.

Anxiety

Students from various age groups express anxiety about the problem itself or about the potential consequences of reaching out for help. They worry about what might happen if they seek assistance from adults.

Comfort Level

Feeling uncomfortable or shy about discussing problems with adults they don't know well is a shared sentiment. Students in different year groups struggle with feeling at ease with adults at school.

Differences:

Specific Concerns

Younger students (e.g., primary school) often mention concerns about getting into trouble or fear of consequences related to their behaviour. Older students (e.g., high school) may focus more on social judgement or academic performance.

Perception of Understanding

Older students sometimes specify certain adults (like specific teachers or counsellors) who they feel might understand them better. Younger students may not differentiate as much between adults in terms of understanding.

Peer Influence

Younger students may express concerns about peer reactions more explicitly, such as fear of being called names or left out if they seek help from adults.

Autonomy

High school students might be more concerned about handling issues independently or seeking help selectively, whereas younger students may rely more on adults for problem-solving.

Experience and Maturity

High school students may articulate their reasons more clearly and reflect on past experiences with adults at school compared to younger students who might express concerns more broadly.

Understanding Children's Social Needs: Insights from Post-Survey Analysis

Following our post-survey analysis, where 455 students participated, we uncovered valuable insights into their social needs and preferences. Among the findings, 193 students expressed keen interest in attending well-being programs focused on various topics:

These insights highlight the diverse interests and priorities among our students, guiding us in shaping effective programs to support their social and emotional development.

What do children want to know more about	
Help Seeking & Supporting Others	6
Body Image	12
Bullying	8
Confidence / Self Esteem	15
Emotions	37
Friendships	40
Growth Mindset	6
Kindness	1
leadership	2
Health, Personal Care and Hygiene	16
Resilience	1
Respectful Relationships	23
Self-Care	3
Self Control / Emotional Regulation	6
Social Media/ Online Safety / Cyber Bullying	17



ILLUSTRATIONS: Year 4, Holy Family Catholic Primary School, Ingleburn, Friendship Program

Voice of the Child

"Helping expand my knowledge of resilience, and self talk and helped me learn new ways to calm my self down."

"I liked the way the teachers interacted the students in activities."

"I liked the way the teachers interacted the students in activities."

"I like how you made us do really fun games which was the best thing."

"Far too politically left for me and personally it was all too soft and lovey-dovey, amongst many other things"

"It was fun to work with people I don't normally work with"

"Scaling the problems and learning about anger"

"My favorite part was when we celebrated our differences"

"How to let go of mistakes/how to get your mind off of things"

"Giving complements gave me a really big confidence boost"

"Hearing practice ways to manage emotions at home"

"Really informative and relatable."

"I liked the one about belonging it was fun"

"I liked how we had to give each other kind things like saying "your very kind"

"To bounce back even if u fail"

"Its ok to say no to friends."

"I loved how they helped me think about my actions and to build up my self esteem. I loved the activities"

"My favorite highlight was the We All Shine worksheet because people was writing really good things about me and that makes me feel like I'm a good person."

"Validated what I was already doing."

"learning about friends"

"i liked how we could learn about our emotions"



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