

# Wellbeing/SEAD Framework

The Social, Emotional, and Academic Development (SEAD) Program acknowledges the important integration between the social, emotional and academic aspects of girls' development from ELC to Year 12. The integration of social and emotional skill development in conjunction with academic learning outcomes ensures that students develop holistically as resilient and confident girls and young women. This targeted and sequential program acknowledges the phases of girls' transition from childhood to young adulthood and the challenges and rewards that accompany each stage of development.

During their stages of maturation, girls are not only developing their identity but also creating the foundations upon which they will build their future wellbeing and personal success. Thus, the SEAD Program is aimed at facilitating girls' understanding of themselves as learners, responsible citizens, and as positive friends, subsequently facilitating personal achievement both at school and in life.

The SEAD Program is delivered by teachers during dedicated weekly timetabled lessons. The program is also complemented by sessions with external providers as well as other out-of-

	ELC	JUNIOR SCHOOL		
SEAD	Birth - Preschool Belonging	Reception - Year 2 Learning about Me!	Years 3 & 4 Who am I?	Years 5 & 6 Developing Resilience
Identity	Discovering who I am	Learning about myself	Finding my identity	Accepting myself
Values	Immersing in family and community values	Learning about values	Finding my values	Understanding my values and ethical decision making
Emotions	Recognising my feelings	Understanding my feelings	Building a toolkit to help me respond to my feelings	Using my toolkit to develop emotional resilience
Independence	Developing my sense of independence	Learning my independence	Developing autonomy	Becoming self-sufficient
Leadership and Voice	Learning ways to communicate	Finding my voice	Building my voice and taking charge	Having a voice and becoming a leader
Friendship	Building connections with others	Making friends	Being a good friend	Being inclusive of others
Relationships	Experiencing trust in relationships	Learning about relationships	Building my relationships	Exploring new relationships
Learning	Exploring my ideas through play	Understanding myself as a learner	Developing a growth mindset as a learner	Applying a growth mindset to my learning
Academic Success	Meeting developmental milestones	Learning about goals	Understanding and planning my learning goals	Setting goals and working towards my personal best
Online Engagement	Exploring technologies	Learning about being online	Developing online literacy and learning safe online practices	Understanding online etiquette and practising safe behaviours online
Post School Readiness	Exploring concepts of trade through play	Learning financial awareness	Developing financial literacy	Applying my financial and entrepreneurial understanding
Future Pathways	Discovering my interests and strengths	Learning about who I can be	Developing a broad understanding of my future	Exploring my future identities

the classroom learning experiences, such as our Co-Curricular and Outdoor Education Programs, both of which are aimed at building girls' confidence, resilience, and leadership capacity.

In addition, through our Learning Management System, Loreto Connect, students and parents can access resources on topics such as study skills, e-safety, drugs and alcohol, sleep hygiene, mindfulness, growth mindset, and friendships.

In 2019, the year of the program's inception, Loreto College was identified by "The Educator" as one of 44 schools in Australia that are

leading innovation and change in education. In 2021, Loreto College was the only South Australian school to become a finalist in the Education Awards for Best Wellbeing Program.



## SENIOR SCHOOL

Years 7 & 8 Creating Connections	Years 9 & 10 Building Communities	Years 11 & 12 Stepping into My Future	SEAD
Celebrating being me	Having a positive identity	Shaping the woman I will become	Identity
Applying my values in responsible decision making	Being true to my values through wise decision making	Confirming my values through principled decision making	Values
Expanding my toolkit to respond to my emotions	Developing self-regulation	Applying self-regulation	Emotions
Mastering my transition to secondary school	Taking responsibility	Being self-directed	Independence
Maintaining my voice and exploring leadership	Having a positive voice and stepping up to leadership	Believing in my voice and role modelling leadership	Leadership and Voice
Building friendships	Accepting and respecting others	Celebrating others	Friendship
Broadening my relationships	Understanding and constructing positive relationships	Cultivating strong and healthy relationships	Relationships
Exploring my strengths as a learner	Becoming an autonomous learner	Demonstrating independence in my learning	Learning
Developing effective study skills and planning for success	Applying effective study skills and striving for personal excellence	Demonstrating self-efficacy as a learner and setting goals for my future	Academic Success
Applying safe practices and being respectful online	Understanding my online identity and engaging safely, positively and responsibly online	Modelling a positive self-image and being safe and responsible online	Online Engagement
Expanding my financial and commercial literacy	Being financially literate and planning for my future	Demonstrating fiscal cognisance	Post School Readiness
Investigating future pathways	Broadening my identity and understanding of my future	Planning for my career and tertiary pathway	Future Pathways