

Bucasia State School
Learning and Wellbeing Framework



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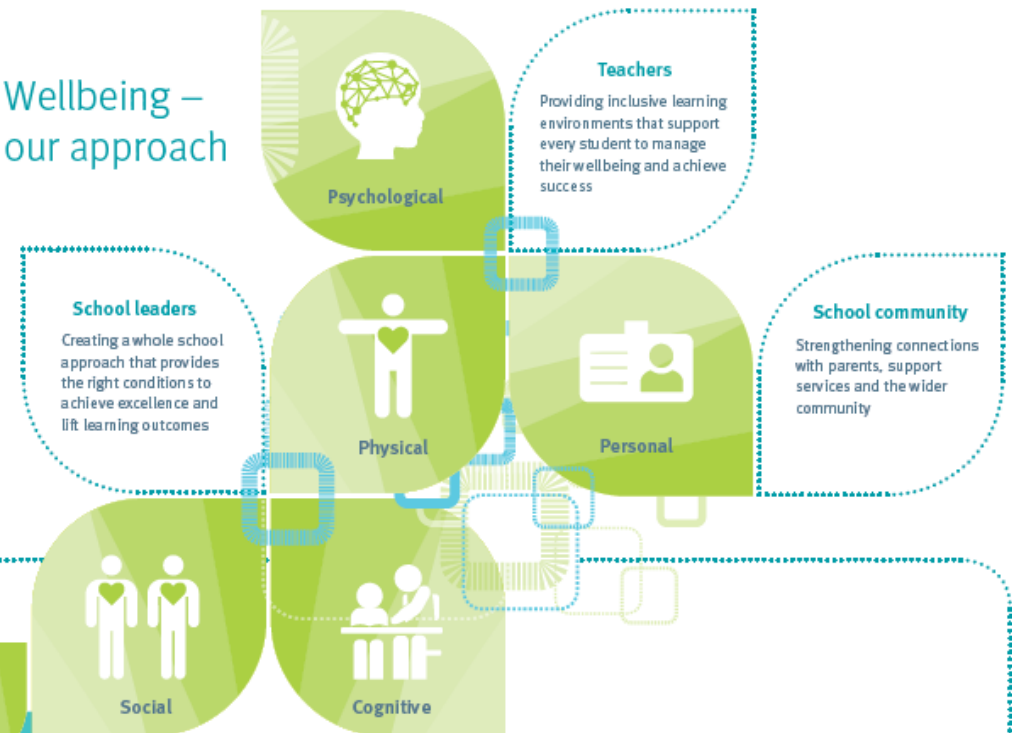
Oceans of Success | Live & Learn

Student Learning and Wellbeing Framework

“Wellbeing is a state in which every individual realises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community.”

– World Health Organisation, 2014

Wellbeing – our approach



Wellbeing – connected to learning

Our young people are growing up in a world driven by new technologies and economic globalisation. Their future means they need a new set of cognitive, social and emotional skills for success.

Healthy, confident and resilient young people who can successfully navigate a more complex world are vital for Queensland's future.

We know that a supportive environment that combines a focus on wellbeing with a focus on learning is optimal – without one, the other will not happen.

Responding to individual and group differences, promoting collaborative learning, connecting to the hearts and minds of every student, and teaching students how to manage their wellbeing, are just some of the ways our teachers are making sure students thrive.

Our state schools must continue to provide inclusive environments that nurture the wellbeing of all students so they become resilient lifelong learners who respond positively to their changing world and pursue their passions with confidence.

Wellbeing – measuring success

Schools can monitor their school culture and student wellbeing and engagement through:

- attendance rates
- student retention data
- learning days lost due to student disciplinary absences
- School Opinion Survey responses.

The department is developing a standardised measure of wellbeing that will provide data on the state of wellbeing of students across all Queensland state schools.

Our approach to student learning and wellbeing across the whole school



1 Creating safe, supportive and inclusive environments

Schools do this by:

- providing safe environments where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised
- developing an approach to wellbeing that supports the collective action of parents, support services and the wider community
- demonstrating and communicating positive respectful relationships between staff, students, parents and members of the community
- explicitly teaching and modelling social and emotional skills, values and expectations for behaviour to support student wellbeing
- making sure the physical environment and school policies and practices are accessible and inclusive of students and families
- planning for opportunities to promote and celebrate the traditions, values and cultures of the school community
- providing learning opportunities and environments that promote healthy lifestyle choices.



2 Building the capability of staff, students and the school community

Schools do this by:

- providing health and wellbeing learning opportunities for students through curriculum focused on mental health, relationships and sexuality, alcohol and other drugs, food and nutrition, benefits of physical activity, and safety
- identifying opportunities to build the capabilities of teachers and school leaders to support a whole school approach to student wellbeing and its connection to learning
- communicating information and advice on the benefits of supporting young people to be healthy, confident and resilient
- responding positively to the needs of different groups within the school community
- strengthening connections with parents to support early intervention for students whose wellbeing is at risk
- increasing visibility of local support services to families whose children have higher levels of need
- supporting staff health and wellbeing and recognising the resulting benefits for students
- committing to continual improvement using evidence-based strategies to improve student wellbeing, seeking ways to develop and share new ideas.



3 Developing strong systems for early intervention

Schools do this by:

- planning and documenting school processes to support staff to respond appropriately to students at risk
- recognising the early signs that a student's wellbeing is at risk and responding appropriately by noticing, inquiring, planning
- sharing responsibility for supporting students at risk by:
 - seeking support from Guidance Officers and the leadership team as first responders
 - encouraging students and families to access support services
 - using a wrap-around approach for students involving parents, school support services, health professionals and other agencies.

“More learning occurs in a joyous classroom where children feel safe, secure and accepted, and where they feel the teacher sees them for who they really are.”

– Diamond, 2010

References

1. World Health Organisation 2014, Mental health: a state of well-being. Viewed 21 December 2017, http://www.who.int/features/factfiles/mental_health/en/
2. Diamond, A 2010, 'The Evidence Base for Improving School Outcomes by Addressing the Whole Child and by Addressing Skills and Attitudes, Not Just Content'. *Early Education and Development*, vol. 21, no. 5, pp 780-793.

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Student Learning and Wellbeing Framework Reflection and Implementation Tool*

Supporting schools to maximise student wellbeing

Quick links



- DET Staff Wellbeing Model*
- Student Protection Training
- Parent and community engagement framework
- The Evidence Hub Inquiry Cycle*
- Positive Behaviour for Learning framework
- Inclusive education policy statement
- Supporting students' mental health and wellbeing
- Diversity in Queensland schools
- Disability Policy
- Indigenous Education

* DE employees only

Safe, Supportive & Inclusive Environments	Capability building of staff, students and school community	Strong systems for early intervention
ACADEMIC SUCCESS ~ SOCIAL EMOTIONAL WELLBEING ~ SAFE, SUPPORTIVE ENVIRONMENT		
<p>BSS provides the providing safe environments where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised:</p> <ul style="list-style-type: none"> • PBL (High 5) & SCORE Social Skills, Zones of Regulation – taught weekly in the classroom setting and reinforced in all areas of the school including parent communication and education. • Social Justice system in place that meets fortnightly and co-ordinates inter and intra school agencies and includes complex case management • developing an approach to wellbeing that supports the collective action of parents, support services and the wider community • Reporting to parents and engaging in parent/teacher interviews • Parents are encouraged to communicate with their child’s teacher face2face, using various IT solutions and via phone • Dignity & Respect framework (Make the Moves) is in place for teaching staff • UDL a focus for 2020, physical environs are all accessible. • Inclusive Environments - NAIDOC, Celebration Concert, Classroom activities, acknowledgement of country, Yarning Circle (designing) • providing learning opportunities and environments that promote healthy lifestyle choices. Curriculum, Fit4School program, Healthy Tuckshop, Breakfast program, Walk to School. <p>Areas under development</p>	<ul style="list-style-type: none"> • BSS provides health and wellbeing learning opportunities for students through curriculum focused on mental health, relationships and sexuality, alcohol and other drugs, food and nutrition, benefits of physical activity, and safety – Curriculum, Life Education, Visiting speakers (Football, Bruce Sullivan, Deadly Australians, Cyber Safety Talks), Visiting sport academies, Tennis, NED Show. • BSS identifies opportunities to build the capabilities of teachers and school leaders to support a whole school approach to student wellbeing and its connection to learning - Wellbeing Committee (Staff & Students), Trauma & PBL training, Continued focus in Babblar. • •BSS communicates information and advice on the benefits of supporting young people to be healthy, confident and resilient – FB page, classroom ethos, PBL, SCORE & Zones • BSS responds positively to the needs of different groups within the school community – Different methods of communication – clear, positive and inclusive – FB, QSchools, QParents, Email, phone. • BSS strengthens connections with parents to support early intervention for students whose wellbeing is at risk – CT, Admin & System – relationships with parents as well as students. <ul style="list-style-type: none"> ▪ Local support services are advertised generally and communicated to families whose children have higher levels of need – via Social Justice. ▪ Talking Families, PACE document • BSS supports staff health and wellbeing and recognising the resulting benefits for students – Staff wellbeing committee, Social Club • BSS is committed to continual improvement using evidence-based strategies to improve student wellbeing, - PBL, SCORE, Zones 	<ul style="list-style-type: none"> • Teacher PD and responsibility (Trauma informed practices, PBL, Zones, SCORE, High 5, UDL, Check ins) • Weekly lunch meetings (with Admin) – Admin meetings (Chaplain) • Social Justice process (teacher, admin, GO, external service providers) • Chaplain, FACC referrals • Recognising the early signs that a student’s wellbeing is at risk and responding appropriately by noticing, inquiring, planning • Sharing responsibility for supporting students at risk by: seeking support from Guidance Officers and the leadership team as first responders • Encouraging students and families to access support services, FACC, CRU, George St., Oak St. • Using a wrap-around approach for students involving parents, school support services, health professionals and other agencies including case management. • Talking Families, CRU, parent support programs (PPP, Parent Helpline)