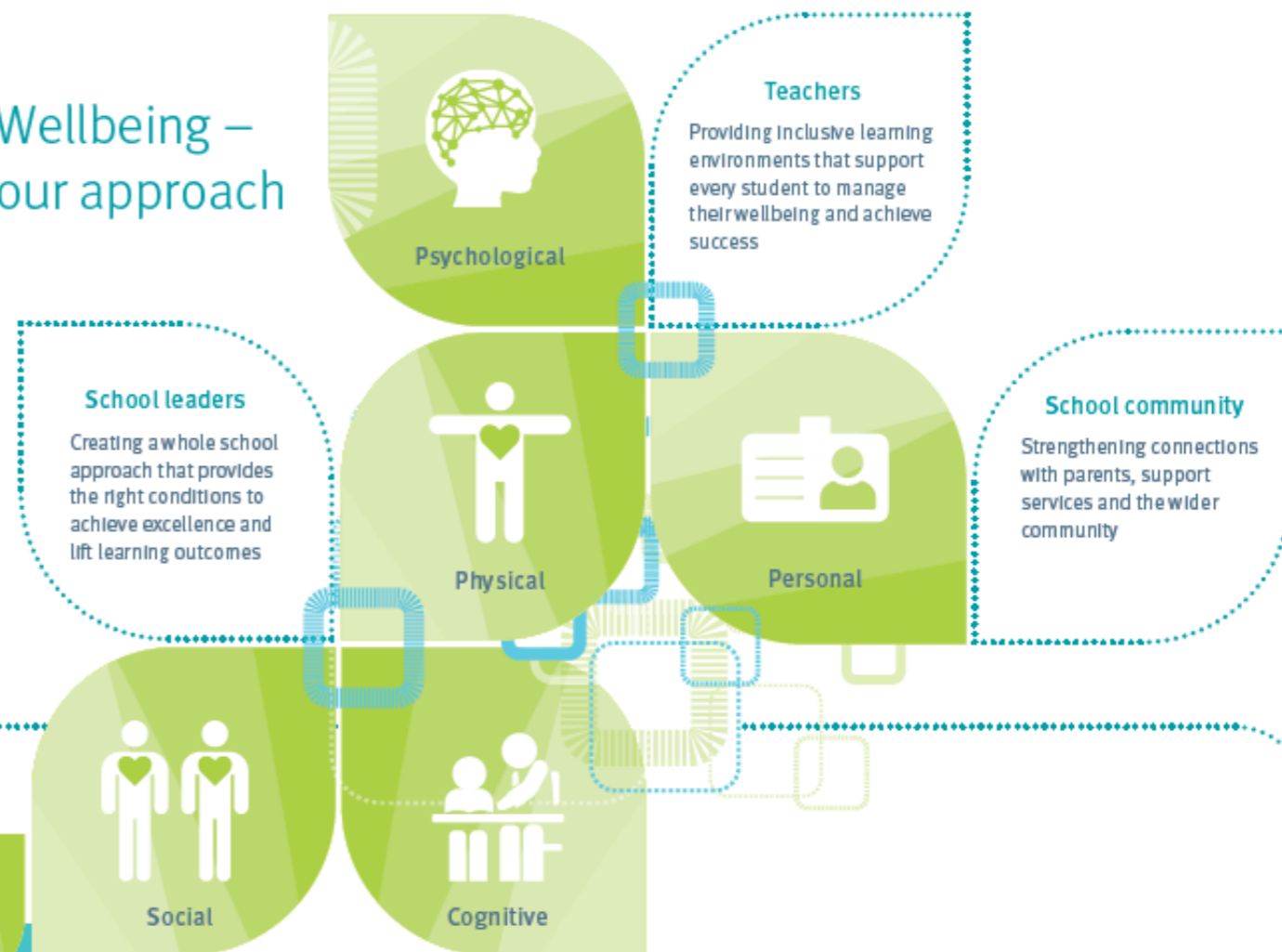


Student Learning and Wellbeing Framework

“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.

<p>Creating safe, supporting and inclusive classrooms</p>	<p>Building the capability of staff, students and the school community</p>	<p>Developing strong systems for early intervention</p>
<p>Providing safe environments where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised. Providing learning opportunities and environments that promote healthy lifestyle choices.</p> <ul style="list-style-type: none"> Weekly YL Student Wellbeing Committee –consisting of DP, HOY, GO, Attendance Officer, Indigenous rep Positive Behaviour for Learning Framework embedded in Student Code of Conduct School core values – At Emerald State High School we are polite, we are prepared and we participate Cyber Safety is addressed through Use of mobile phones and other devices by students policy, Student Code of Conduct and the explicit teaching in the HPE Curriculum Acknowledgement and celebration of NAIDOC and HARMONY week All students are supported through the student Wellbeing Committee where individual circumstances are considered and adjustments being made Bullying No Way is acknowledge and celebrated through the National Day of Action and the PBL Framework <p>Developing an approach to wellbeing that supports the collective action of parents, support services and the wider community.</p> <ul style="list-style-type: none"> Strong relationships with parents and the school community are established and guided by the Parent and Community Engagement Framework Emerald SHS P&C are engaged with the PBL Framework/Committee and provide a community focus once per term Students are provided with opportunities to participate in community service including: CQ Pet Rescue, Interact (Rotary), Clean Up Australia Day, ANZAC Community Services, Australia Day Community Services Work placement Co-ordinator develops relationships with community to provide opportunities for: Work experience, part-time employment, school-based traineeships/apprenticeships and Certificate courses with CQU <p>Demonstrating and communicating positive respectful relationships between staff, students, parents and members of the community.</p> <ul style="list-style-type: none"> Staff develop positive relationships with students through co-facilitation and participation within school based clubs Student Representative Council formed with elected student leaders All school events and assemblies are organised and delivered by students A range of community guest speakers are invited to provide real-world connections to learning including: community elders, Ensham and Kestrel Coal representatives, Authors in Residence, Childcare providers and more Parents are regularly invited to participate in school events and opportunities are provided to view these via live streaming 	<p>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.</p> <ul style="list-style-type: none"> Curriculum materials are aligned with the Foundation – Year 10 Australian curriculum: health and physical education and the personal and social general capabilities The department’s <i>Respectful Relationships Education</i> program is delivered and the learning is embedded into every day school practice. Implementation of evidence based <i>Respectful Relationships Education</i> programs, domestic and family violence primary prevention programs, and Love Bites to meet student and school community needs is encouraged. The Alcohol and other drugs education program is used to help support students in developing a greater awareness and understanding of the impacts of alcohol and other drug use <p>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.</p> <ul style="list-style-type: none"> Staff are provided with opportunities to attend professional development relevant to the social and emotional learning and wellbeing priorities of the school Restorative Justice training provided to all staff to develop a whole-school approach To align with schools initiatives and programs, staff have the opportunity to be trained in facilitation of programs such as: Rock and Water, RAGE, Rebound, Core of Life and True. Social and emotional learning is facilitated across the general curriculum through the personal and social general capabilities. Personal and social general capabilities are also acknowledged through PBL Framework, which may include: Restorative Conversations/Circle for change, Form 1(tracking sheet), Form 1, Form 2, Individual Behaviour Support Plan and Academic Coaching. <p>Communicating information and advice on the benefits of supporting young people to be healthy, confident, and resilient.</p> <ul style="list-style-type: none"> Concrete and consistent expectations and routines for Junior Secondary students are established and evident throughout school and community Established Primary School transition program engaging all local primary schools including the appointment of a Primary School Partnership co-ordinator and year six Head of Year Transitions between year levels is supported by a Head of Year who will transition with a cohort throughout their time at ESHS Transitions to year thirteen are also supported by the Senior Deputy Principal, Head of Year, Guidance Officer and Transition Pathways Officer and is published in the survey 	<p>Planning and documenting school processes to support staff to respond appropriately to students at risk.</p> <ul style="list-style-type: none"> Training for Guidance Officers and in best practice models to support suicide prevention, intervention and postvention is prioritised The school collaborates with mental health coaches and senior guidance officers for advice on the development of a suicide prevention plan and postvention support strategy to meet their specific needs. The school engages additional supports such as Headspace school support following exposure to death by suicide or attempted suicide. Formalised ‘return to school’ plans are developed that incorporate a coordinated response, for the clinical needs of students returning to school following a critical incident. Restorative practices are used in conjunction with disciplinary measures to enable students to make good for damage caused or relationships adversely affected and to understand how their behaviour impacts on others. <p>Recognising the early signs that a student’s wellbeing is at risk and responding appropriately by noticing, inquiring, planning.</p> <ul style="list-style-type: none"> The school builds the capacity of all teachers and other staff to Notice, Inquire and Plan to ensure that mental health difficulties are identified early and students who may be at risk are responded to appropriately. ESHS has partnerships with: <ul style="list-style-type: none"> Guidance Officer Guidance Officer Mental Health (headspace) School based health nurse Chaplains Anglicare NDIS Neighbourhood Centre CHYMS (Child Health and Youth Mental Services) Family Connect CQiD OnTrack Youth Support Coordinator ICEC Students at risk or requiring support are directed to appropriate school-based intervention and are referred to clinical services where appropriate. <ul style="list-style-type: none"> RAGE Rock and Water Rebound Core of Life TRUE Guidance Officer Chaplains

Explicitly teaching and modelling social and emotional skills, values and expectations for behaviour to support student wellbeing.

- At Emerald SHS the explicitly teaching and modelling social and emotional skills, values and expectations for behaviour are addressed through the [PBL Framework](#) including:
- Fortnightly [explicit teaching](#) of expectations
- Positive acknowledgment of behaviour (Student of the Week, VIVO points and rewards, Certificates, Positive Postcards, Positive phone calls, Principal acknowledgement)
- [Peer-mediation and Restorative practices](#)
- Camps and projects are organised within the school including: [year level camps](#), leadership camps and curriculum based camps, NAIDOC/community arts projects

Through the Student Wellbeing committee, Staff Wellbeing committee, Workplace Health and Safety Committee and Case Managers Emerald SHS ensures the physical environment and school policies and practices are accessible and inclusive of all students and families.

- Students with [disability](#) and their families are actively engaged to ensure that the school environment and culture is inclusive
- Students and staff are aware of risks to safety and systems are in place to [report hazards](#) in the school environment
- Strategies to promote a sense of security, stability and belonging are in place, e.g. Pastoral Care, designated areas for year level groups, lunch and play areas

Planning for opportunities to promote and celebrate the traditions, values and cultures of the school community.

- Through the Emerald SHS Curriculum plan, cultures, traditions and values are acknowledged in C2C unit plans. Indigenous perspectives are embedded within curriculum plans, through the LOTE program, Japanese exchange program, Japanese Cultural Camp and participation in the [CHRC Sister City Program](#) are facilitated

Providing learning opportunities and environments that promote healthy lifestyle choices.

- The Smart choices - healthy food and drink supply strategy for Queensland schools is reflected through [ESHS Bites](#)
- Safe, green and flexible learning spaces are provided throughout the school (gardens, flexible learning classrooms, [Yarning Circle](#), physical adjustments in the classroom)

Responding positively to the needs of different groups within the school community.

- Emerald SHS positively respond to all student individual circumstances and is evidenced through: [Standards of Practice Framework](#) and [Class Dashboard \(MAKER Model\)](#) which identifies content, process, product and environment).
- Teachers cater for a range of student differences including learning styles, rate of learning, experiences and interests:
 - Honours Program
 - [Maths Club \(BHARRA\)](#)
 - [History Premiers ANZAC Prize](#)
 - [Simpson's Prize](#)
 - Reading/Decoding for English
 - [QMEA Ambassador program](#)
 - Maths Decoding
 - [Robotics challenge](#)
 - [HPV \(Human Powered Vehicle\)](#)
 - Learning support teachers and HOSES to support adjustments where needed including the implementation of ICP's

Strengthening connections with parents to support early intervention for students whose wellbeing is at risk.

- [SET Planning process](#)
- [Parent/Teacher interviews](#)
- [QCAA Information](#)
- [Subject information and selection](#)
- Flexible timetables

Increasing visibility of local support services to families whose children have higher levels of need.

- Students are made aware of available support within the school and community, e.g. Guidance Officer, Youth Support Coordinator, Chaplains, School Based Youth Health Nurse through information shared by the Head of Year and can be accessed in the Student Diary and [Student Portal](#)
- Head of Year, Deputy Principal and Community Education Counsellor work collaboratively with parents to partner with a range of health and wellbeing [inter-agencies](#), in the wider community

Supporting staff health and wellbeing and recognising the resulting benefits for students.

- The staff wellbeing model and framework is embedded into the school culture and reflects the dimensions of physical, psychological, occupational and financial wellbeing and social and community engagement.
- Staff are provided with opportunities to reflect on their own wellbeing, and when it is optimized how it has a positive impact on their teaching and student learning.

Committing to continual improvement using evidence-based strategies to improve student wellbeing, seeking ways to develop and share new ideas.

- Student data is tracked through Cohort class Dashboard at weekly student wellbeing meetings
- Data on attendance rates, student retention and student disciplinary absences are regularly reviewed and analysed to determine intervention or improvement

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

<p>Resources</p> <p>DoE Strategic Plan 201-2023</p> <p>Inclusive education</p> <p>Every student with a disability succeeding</p> <p>Ending domestic and family violence</p> <p>Student learning and wellbeing framework</p> <p>Guidance Officers</p> <p>Indigenous education</p> <p>Every Aboriginal and Torres Strait Islander student succeeding</p> <p>Beyond Blue</p> <p>Parent and community engagement</p> <p>Kids Matter</p> <p>Physical activity in state schools</p> <p>Guide to Classroom PBL</p> <p>National Student Wellbeing Hub</p> <p>Smart Choices</p>	<p>Student Engagement</p> <p>High Achieving Students</p> <p>Staff Wellbeing Framework</p> <p>State Schooling Strategy</p> <p>Student Learning and Wellbeing Framework</p> <p>Student Health and Wellbeing</p> <p>Whole-school approach to wellbeing and social and emotional learning</p> <p>Respectful Relationships Program</p> <p>Alcohol and other drugs education program</p> <p>Daniel Morcombe child safety curriculum</p> <p>Curriculum provision to gifted and talented students</p> <p>EAL/D Hub</p> <p>Evidence Hub</p>	<p>Foundation – Year 10 Australian Curriculum: Health and Physical Education</p> <p>Foundation – Year 10 Australian Curriculum: Personal and Social Capability</p> <p>Bullying and cyberbullying – preventing and responding</p> <p>Behaviour in Schools</p> <p>Student Protection Training</p> <p>School Opinion Surveys</p> <p>Mental Health Support in Schools</p> <p>Mental Health Resource Hub</p> <p>Suicide Prevention</p> <p>Traumatic and stressful events</p> <p>Emerald State High School</p>
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