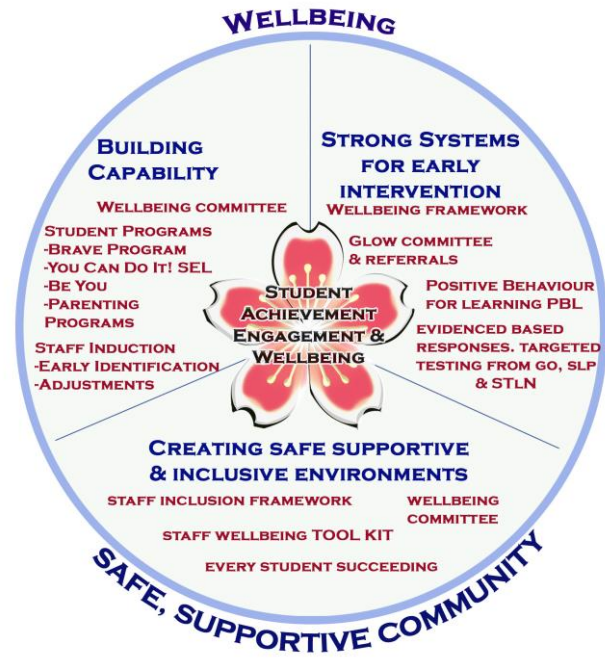




Wellers Hill State School

Everyone connected, Everyday striving to succeed, Everywhere learning

Learning and Wellbeing Framework



Wellers Hill SS: Student Wellbeing Framework

Our school plays a pivotal role in children developing individual and collective wellbeing. Our endeavours will enrich each child's self-worth, thus enhancing their ability to shape the values and attitudes of the school culture and their community.

ENGAGE THE WHOLE COMMUNITY

<div style="border: 1px solid #0070c0; border-radius: 50%; padding: 10px; background-color: #e6f2ff;"> <p style="text-align: center; font-weight: bold; font-size: 0.9em;">Creating safe, supportive and inclusive environments</p> <ul style="list-style-type: none"> School leaders will foster a supportive school ethos and classroom climate which reflects a connectedness of purpose by building respectful, vibrant relationships and celebrating diversity. Teachers will make deliberate links between the curriculum, the child and the bigger picture of life-long skill sets for learning and wellbeing. </div>	<div style="border: 1px solid #0070c0; border-radius: 50%; padding: 10px; background-color: #e6f2ff;"> <p style="text-align: center; font-weight: bold; font-size: 0.9em;">Building the capability of staff, students and the community</p> <ul style="list-style-type: none"> School leaders will target regular professional development to build staff knowledge around wellbeing and support a whole school approach to embedding good practice. Start early with skill based programs, preventative work, the identification and implementation of targeted interventions. Supporting staff health and wellbeing and recognising the resulting benefits for students. </div>	<div style="border: 1px solid #0070c0; border-radius: 50%; padding: 10px; background-color: #e6f2ff;"> <p style="text-align: center; font-weight: bold; font-size: 0.9em;">Developing strong systems For early intervention</p> <ul style="list-style-type: none"> Teachers work collaboratively with students and parents. Recognising the early signs that a student's wellbeing is at risk and responding appropriately by noticing, inquiring, planning. Using a wrap-around approach for students collaborating with parents, school support services, health professionals and other agencies. </div>
<div style="background-color: #90ee90; padding: 5px; font-weight: bold; font-size: 0.8em;">Whole School Prevention Awareness</div>		
<div style="background-color: #ffff00; padding: 5px; font-weight: bold; font-size: 0.8em;">Focused Intervention Strategies</div>		
<div style="background-color: #ff00ff; padding: 5px; font-weight: bold; font-size: 0.8em;">Intensive intervention Response Recovery</div>		
<div style="font-size: 0.8em;"> <p>Whole school approaches; Connecting learning and wellbeing. Improving mental health literacy; Reducing stigma. Encouraging help seeking.</p> <p>School based strategies for early identification and intervention. Internal referrals pathways, support planning and adjustments. A focus on access, participation, engagement and inclusion.</p> <p>External referral pathways to support services. Counselling and therapeutic interventions. Risk management and complex case management. Strategies for response and recovery to critical incidents.</p> </div>		



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Foreword

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. Happy, healthy and confident young people are vital in securing a strong future for Queensland, which is why the Learning and Wellbeing Framework will be used in Queensland state schools from 2012.

Students themselves identify schooling as a key influence on their wellbeing. Whether it is the positive impact of a great teacher, an inspirational and engaging classroom lesson or that bit of extra support provided at just the right time — there is no doubt that a student's experience at school has a significant impact on their wellbeing. In turn, schools are only too aware that students with high levels of wellbeing make better learners — they demonstrate more effective academic, personal and social functioning and generally engage in more appropriate behaviour at school.

Parents and carers have the most significant impact on their child's wellbeing, and their partnership and active participation in school activities are welcomed and encouraged. This framework connects the elements of curriculum, environment, policy and community that enhance wellbeing for learning and life — complementing the exceptional work already happening in state schools. It identifies ways to support students and it will be a useful, important and practical resource for state schools to improve outcomes for all students.

Introduction

Principals and school staff support wellbeing by building a positive learning culture — providing challenging, interactive and engaging learning experiences and by nurturing relationships with families and the wider community. Students support their own wellbeing by being actively involved in their school and community — and research on resilience shows a sense of belonging is critical for young people.

The Learning and Wellbeing Framework for all Queensland state schools incorporates aspects of current practice and supports schools to:

- acknowledge the importance of wellbeing to the learning process
- develop a rich school culture and positive ethos that creates a sense of belonging and self-responsibility, leading to positive behaviour, improved student attendance and achievement
- embed personal and social capabilities within the general curriculum
- improve educational outcomes for all students. Optimising wellbeing within the school context requires a whole-school approach that covers practices in three domains:



Creating safe, supportive and inclusive environments

Wellers Hill State School is committed to:

- providing safe environments where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised
- providing all students with access to high quality schooling that is free from discrimination based on gender, language, sexual orientation, culture, ethnicity, religion, health, disability or socioeconomic background.
- support for students to use their preferred name or pronoun
- Wellers Hill supports the right of each child to dress in accordance with their gender identity
- 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
- recognition that every student is different and decisions will be made on a case-by-case basis
- 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.

Prevention	Focussed Intervention	Intensive Intervention
Our 'You Can Do It!' program forms the foundation for Social & Emotional Learning. The keys to success, Getting Along, Being Organised, Confidence, Persistence & Resilience are taught explicitly weekly and implicitly throughout everyday conversations, actions and reflective practices.	Parent Interviews/contact GLOW team and curriculum teams assist teachers identification for differentiation and support (teacher planning using class data) Goal Setting and check-ins with Admin	Complex Case for individual students One to One Counselling Level Literacy Intervention (LLI) Online Student Notification reporting



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<p>Online Safety and Cyberbullying (STEM & outside agency workshops) Student consent/contracts</p> <p>Mobile phone policy</p> <p>Communication Newsletter</p> <p>Inclusive Framework/ Gender diversity All students are provided with equal opportunities to reach their potential, irrespective of sex, gender identity or sexual orientation.</p>	<p>Online Student Notification reporting</p> <p>Transition to school programs (Prep & High School)</p> <p>School Chaplain programs (e.g., MATES program)</p> <p>Structured playtime activities e.g., Lunch Club/ ILC/ Library activities.</p> <p>Modified break and play programs</p>	<p>Subscription to Metropolitan Behaviour Support Services</p> <p>Individual Curriculum & Behaviour plans</p> <p>Teacher Aide Support time</p> <p>Referral to the GLOW team</p>
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Building the capability of staff, students and the school community

Wellers Hill State School is committed to:

- providing health and wellbeing learning opportunities for students through curriculum that focuses 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
- inclusive teaching and learning programs
- 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.

Prevention	Focussed Intervention	Intensive Intervention
Wellbeing Committee	Life education (visit the school term 4)	Individual Teacher Profiling (for essential skills)
Positive Behaviour for Learning Committee	Respectful relationships	Queensland Teachers Union Legal advice
Be You Program Coach	Brave (anxiety 3-6) Program	123 magic (parenting) Program
Inclusion Framework	No Scaredy Cats (anxiety p-2) Program	Staff and their immediate family are able to access free, confidential counselling for work
You Can Do It! SEL program	Wellbeing Modules to all Staff P.D. Individual Teacher Coaching time	

<p>Cybersafety, promoting positive behaviour (PBL), gender equity,</p> <p>Collaborative Learning Communities, Year Level Professional Development</p> <p>Staff Wellbeing (whole school framework)</p>	<p>Line managers/</p> <p>Professional Development based on need. Professional Development Calendar tailored to Strategic Plan</p> <p>Leadership Workshops for Year 6</p>	<p>and non-work related issues through the Employee Assistance Program (EAP).</p> <p>Referral to outside agencies e.g., Family & Child Connect</p> <p>Supporting Staff GO, Chaplain allied health, Union</p>
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Developing strong systems for early intervention

Wellers Hill State School is committed to:

- planning and documenting school processes to help staff respond appropriately to students at risk
- recognising the early signs that a student’s wellbeing is at risk and responding appropriately by noticing, inquiring and planning
- students can confidentially contact their Guidance Officer or a staff member nominated as a wellbeing contact or coordinator.
- 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.

Prevention	Focussed Intervention	Intensive Intervention
<p>Discussions with Line manager/Inclusion teacher/Differentiation teacher/ Guidance Officer in relation to students wellbeing</p> <p>Communication in newsletter for SEL. Subscription to the parent portal for YCD!</p> <p>Emergency Response Plan</p> <p>Actively seeking partnerships with Allied Health services.</p>	<p>Successful transitions to school, inclusive practices for individual students transitioning to year levels</p> <p>Targeted Educational Support Funding for students in care</p> <p>Referral process/relationships Family Child Connect</p> <p>Targeted intervention for specific skill base.</p>	<p>Complex Case for individual students</p> <p>Occupational, Physiotherapy, Nursing and Speech Language Therapy Services</p> <p>Referral to outside Agencies</p>



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Thorough documentation utilising OneSchool	GLOW Team Referral and Review process (social and emotional wellbeing)	
Capacity Building of staff early identification (staff wellbeing framework)	Attendance & Absence data reviewed	
	Case management discussions about student wellbeing	



“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

Quick Links

You Can Do It Education

<https://www.youcandoiteducation.com.au/>

You Can Do It Education Parent Portal

<https://youcandoiteducation.com.au/parents>

Be You

<https://beyou.edu.au/login>

The Brave Program

<https://brave4you.psy.uq.edu.au/>

Staff Wellbeing Toolkit

<https://leadinglearningonline.instructure.com/login/canvas?newlogin=true>

ESafety Commissioner

<https://www.esafety.gov.au/>

Family and Child Connect

<http://familychildconnect.org.au/>

[Student Learning and Wellbeing Framework Reflection and Implementation Tool](#) (DE employees only)



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<https://intranet.ged.qld.gov.au/EducationDelivery/HealthandWellbeing/Documents/student-learning-wellbeing-reflection.pdf>

[DET Staff Wellbeing Model](#) (DE employees only)

<https://intranet.ged.qld.gov.au/Services/HumanResources/payrollhr/healthwellbeing/Documents/staff-wellbeing-framework.pdf>

[Protecting students from suspected harm](#)

<https://intranet.ged.qld.gov.au/Students/studentprotection/Pages/Studentprotectiontraining.aspx>

[Parent and community engagement framework](#)

<http://education.qld.gov.au/schools/parent-community-engagement-framework/>

[The Evidence Hub Inquiry Cycle](#) (DE employees only)

<https://learningplace.eq.edu.au/cx/resources/file/85109497-c7b1-4b39-b56b-610667cf9c47/1/index.html>

[Positive Behaviour for Learning framework](#)

<http://behaviour.education.qld.gov.au/positive-behaviour/whole-school/Pages/why.aspx>

[Inclusive education policy statement](#)

<http://ppr.det.qld.gov.au/pif/policies/Documents/Inclusive-education-policy.pdf>

[Supporting students' mental health and wellbeing](#)

<http://ppr.det.qld.gov.au/education/learning/Pages/Supporting-Students%27-Mental-Health-and-Wellbeing.aspx>

[Diversity in Queensland schools](#)

<https://education.qld.gov.au/students/student-health-safety-wellbeing/students-with-diverse-needs>

[Disability Policy](#)

<https://education.qld.gov.au/students/students-with-disability>

[Indigenous education support](#)

<http://indigenous.education.qld.gov.au/Pages/default.aspx>