Learning and Wellbeing Framework

Coalstoun Lakes State School

Central Queensland Region
Vision Statement

Integrity and Industry

Effective Learning. Every Child. Every classroom. Every day.

We aim to achieve the best educational outcomes for every student in our school.

Coalstoun Lakes State School’s commitment to learning and wellbeing is to entrench Student and Staff wellbeing in to the school’s curriculum and work operations. Students will be taught explicitly on how to look after their wellbeing and staff will be given strategies on how to look after their wellbeing.

Extract from DETE Learning and Wellbeing Framework 2012.

Introduction
Principals and school staff support wellbeing by building learning culture-providing challenging, interactive and engaging learning experiences and but nurturing relationships with families and the wider community. Student support their own wellbeing by being actively involved into her 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 for 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 behaviours, improved student attendance and achievement
- Embed social and emotional capabilities within the general curriculum
- Improve educational outcomes for all students

Optimising wellbeing in our context requires a whole-school approach that covers practices in four domains:

1. learning environment
2. curriculum and pedagogy
3. policies and procedures
4. partnerships.
Domain 1 of school practice:

- **Learning environment**

## Learning Environment

The core business of schools is to provide students with a rich learning environment that is open, respectful, caring and safe.

This ideal learning environment optimises wellbeing. It reflects a positive school ethos that makes the school an exciting, stimulating and welcoming place.

Schools do this by:

- developing and communicating an explicit commitment to wellbeing
- acknowledging individual differences and providing opportunities for all students to learn and succeed
- ensuring students have opportunities to participate in school decision-making processes
- applying consistent school-wide rules and consequences that are:
  - collaboratively developed with students and the broader school community
  - clearly explained
  - positively enforced
  - rewarding of good behaviour
  - providing pastoral care for students
  - maintaining a physical space, including cyber environment that maximises staff and student safety
  - supporting staff wellbeing.

### Links and ideas:

- Whole-school commitment to wellbeing
  - [Health Promoting Schools](#)
  - [National Safe Schools Framework](#)
- **Schoolwide Positive Behaviour Support**
- Student participation
  - Class meetings
  - Student councils
- Structures to support pastoral care
  - Year level coordinators
  - Lessons that develop social and emotional capabilities
  - Peer support systems such as buddying.
Learning Environment at Coalstoun Lakes State School:

Coalstoun Lakes State School strives to create a positive school ethos and rich learning environment that is open, respectful, caring and safe optimises learning through a commitment to wellbeing.

A positive school ethos and rich learning environment that is open, respectful, caring and safe optimises learning through a commitment to wellbeing.

The core business of schools is to provide students with a rich learning environment that is open, respectful, caring and safe. It reflects a positive school ethos that makes the school an exciting, stimulating and welcoming place.

We achieve this by:

• Clearly articulating standards and expectations of students, staff and parent behaviours
• A behaviour code to encompass all aspects of school life – RESPECT - ourselves, others, things and places
• A school mascot to promote the school culture
• Clear and consistent policies, curriculum programs and explicit instruction
• A culture of two-way communications and feedback
• Acknowledging individual differences and providing opportunities for students to learn and succeed
• Opportunities for upper school students to develop leadership skills – five Yr 6 and 7 leadership roles per term + supporting Yr 5-7 teams
• A whole-school expectation of helping and supporting others – a “family-like” approach.
• Providing lessons to develop social and emotional capabilities.
• Providing and encouraging professional development which enhances our knowledge and skills in learning and wellbeing, eg cluster Michael Carr-Gregg PD (Staff and parents)
• Promoting a positive school ethos in newsletters, school publications, meetings with parents, P&C Meetings, school assemblies
• Promoting our school vision and encouraging school values.
• Tracking individual student data and ensuring individual needs are being met through different approaches (differentiation) and to be inclusive of student needs
• Demonstrating a commitment to providing a school where students can experience success and achievement every day
• Providing students with a warm, caring, supportive environment where they can grow in confidence and resilience
• Utilising local support personnel and networks e.g. Guidance Officer and Speech Language Officer to help with student learning needs identification
• Ongoing review and development of the school’s Responsible Behaviour Plan with support of Staff and P&C. RBP clearly outlines expectations of-Be Safe, Be Respectful, Be Responsible and Be a Learner
• Having a commitment to professional development through Staff DPPs and a school Professional Learning Plan aligned to school priorities, staff and student needs.
• Encouraging students to develop a sense of identity and belonging through making and being engaged in decisions i.e. (raising money for charities)
• Maintaining and continuing the high staff morale and wellbeing
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• Ongoing review and development of the school’s Responsible Behaviour Plan with the support of Staff, P&C. RBP clearly outlines expectation of our rules, Learning, Respect, Safety, Communication, Problem-Solving and Property
• Having a commitment to professional development through Staff DPPs and a school Professional Learning Plan Aligned to school priorities, staff and student needs.
• Encouraging students to develop a sense of identity and belonging through making and being engaged in decisions i.e raising money for charities
• Maintaining and continuing the high Staff morale and wellbeing.
Domain 2 of school practice:

• **Curriculum and pedagogy**

**Curriculum and Pedagogy**

Quality classroom teaching has a profound influence on student learning and wellbeing.

Curriculum that builds the foundations for wellbeing:

• explicitly teaches personal and social capabilities
• equips students with the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships.

Schools do this by:

• embedding personal and social competencies within lessons across the curriculum from Prep to Year 12
• providing students with appropriate curriculum that builds a foundation for lifelong learning.

Pedagogy that enhances wellbeing:

• builds positive relationships between teacher and students
• is responsive to the individual needs of students.

Teachers do this by:

• demonstrating respect for their students as individuals
• providing opportunities for students to:
  o build on their strengths
  o use their preferred learning styles
  o work cooperatively in groups
  o negotiate what they learn.

Links and ideas:

• **Personal and Social Capability** within the Australian Curriculum identifies age-appropriate concepts that can be taught throughout the years of schooling in:
  o self-awareness
  o self-management
  o social awareness
  o social management.

• The Queensland Curriculum provides guidance in:
  o embedding personal and social capabilities within the learning area of Health and Physical Education
  o covering health topics through the curriculum.
  o [Essential Learnings and Standards of the key learning area of Health and Physical Education within the Queensland Curriculum Assessment and Reporting (QCAR) Framework for Years 1-9](#)
  o [Early years curriculum guidelines in relation to personal and social learning, health and physical learning, and active learning processes in Prep](#)
  o [Year 10 Guidelines: Health and Physical Education learning area](#)
  o The Learning Place also provides a resource to support teachers in planning for Health and Physical Education (HPE).
Curriculum and Pedagogy at Coalstoun Lakes State School

Curriculum that enhances wellbeing equips students with the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships. Pedagogy that enhances wellbeing builds positive relationships.

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At Coalstoun Lakes State School we achieve the above by:

• Having a clear focus on positive behaviour through the school’s Respect – ourselves, others, things and places behaviour code
• Using school-wide pedagogical practices to ensure consistent, quality teaching for all students
• Providing students with an appropriate and consistent curriculum that builds on a foundation for life-long learning
• Building positive relationships between students and staff
• Being responsive to the individual needs of students to build on their strengths
• Use knowledge of learning styles and individual differences to promote divergence in thinking and tolerance of others.
• Embedding social and emotional competencies within lessons across the school.
• Providing extra-curricular activities such as Eisteddfod involvement, community support and events, cluster speaking and sports competitions, academic challenges, local show work, arts and sports.
• Providing and encouraging professional development in curriculum, pedagogy and classroom practice.
• Developing and implementing a whole school curriculum that embeds higher order thinking, social and cultural differences and differentiation that cater for the range of student learning styles and interests
• Providing whole school curriculum programs across all key learning areas. The implementation of these programs is tracked in a central location [g drive] to allow teachers to share planning.
• Ensuring all staff teach core values explicitly throughout the curriculum and students understand what is being taught
• Ensuring strategies are in place to allow for differentiation in teaching and learning. These strategies form an important part of teachers’ planning and are collated in a central location [g drive]
• Allowing students to have regular access to their progress, attendance and behaviour data. This allows students to set personal goals.
• Reinforcing positive behaviour through a consistent system of recognition and rewards for both learning and behaviour
• Providing a range of extracurricular activities for students. These activities may be combined with other schools in cluster and include: NAIDOC, school camps, arts council, interschool sports, public speaking competitions

• Reinforcing positive behaviour through a consistent system of recognition and rewards for both learning and behaviour

• Providing a balanced range of professional development opportunities within the school district, region and OA cluster network.

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• Providing a range of extracurricular activities for students. These activities may be combined with other schools in the OA Cluster and include: school camps, NAIDOC, District Sports Day, Under 8s Day, Netball competition.

• Reinforcing positive behaviour through a consistent system of recognition and rewards for both learning and behaviour.

• Providing a balanced range of professional development opportunities within the school district, region and OA Small Schools network.
Domain 3 of school practice:

- **Policies and procedures**

## Policies and Procedures

Policies and procedures enable schools to make good decisions that optimise wellbeing.

Policy intentions are transformed into action by school staff, students and the wider community.

Schools do this by:

- involving students in school decision-making about governance and policy
- involving students and parents in the regular review of school policies and procedures, and the determination of computer use, class and playground rules
- encouraging students to take active steps in tackling bullying, prejudice and other behaviours that have a negative impact on wellbeing
- aligning policy and curriculum.

All Education Queensland policies and procedures support the development of a positive school ethos to optimise learning and wellbeing - directly or indirectly and in varying degrees.

### Links and ideas:

The following Education Queensland policies and procedures play a significant role in helping schools develop environments that are engaging, supportive and conducive to learning:

- **Inclusive Education**
- **Safe, Supportive and Disciplined School Environment**
- **Smart Choices - Healthy Food and Drink Supply Strategy for Queensland Schools**
- **Smart Moves** - Physical Activity Programs in Queensland state schools.

There are also specific procedures that help schools promote healthy behaviours or identify and support individuals or groups of students requiring extra support:

- **Drug Education and Intervention in Schools**
- **Student Protection**
- **Supporting Students' Mental Health and Wellbeing**
- **Developing a Sun Safety Strategy**
- **CPR for Life in Schools**
- **Administration of Medications in Schools**
- **HIV, Hepatitis C and Sexually Transmissible Infections Education**
- **Road safety in and around schools**
- **Anaphylaxis Management**.
Policies and Procedures at Coalstoun Lakes State School

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At Coalstoun Lakes State School we do this by:

- Involving students in school decision-making, eg welfare, library, sport, fund raising, communications and community involvements
- Involving the school community in decision-making and clearly sharing/outlining new curricula, teaching practices and expectations to parents.
- Using the school mascot to assist in developing a positive approach to bullying, prejudice and other negative behaviours that have a negative impact on wellbeing.
- Using a simple process of STOP, THINK, DO to deal with conflict (Responsible Behaviour Plan)
- Aligning policy and curriculum with cluster and DDSW guidelines
- Providing PD opportunities to expand knowledge of policies and procedures which promote learning and wellbeing. These have included, but are not limited to:-
  - Inclusive Education
  - Safe, Supportive & Disciplined School Environment
  - Smart Choices
  - Student Protection training
- Clearly stating the school’s approaches to learning and wellbeing in enrolment interviews and in the Responsible Behaviour Plan that we value Care, Respect, Responsibility, Inclusiveness, Excellence, Integrity and Learning for all Students
- Publishing the school policies and procedures relevant to student wellbeing and learning on the school website, in enrolment packs and regular updates in the newsletters
- Provides opportunity for school community involvement in school operations relevant to student wellbeing in P&C meetings, regular communications (emails & letters and face-face conversations)
- Providing information to staff, parents and students about the school’s Responsible Behaviour Plan. Setting and maintaining high expectations for Students in conduct, respectful attitudes and performance
- Using staff meetings to review and evaluate school operational matters relevant to student wellbeing
- Ensuring the budget support for professional development programs (aligned to the school’s Professional learning Plan) to support policies being enacted by the school.
• Clearly stating the school’s approaches to learning and wellbeing in enrolment interviews and in the Responsible Behaviour Plan that we value our code of conduct.
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• Provides opportunity for school community involvement in school operations relevant to student wellbeing in P&C meetings, regular communications (emails & letters and face-face conversations)
• Providing information to staff, parents and students about the school’s Responsible Behaviour Plan. Setting and maintaining high expectations for students in conduct, respectful attitudes and performance.
• Using staff meetings to review and evaluate school operational matters relevant to student wellbeing
• Ensuring budget support for professional development programs (aligned to the school’s Professional Learning Plan) so as to support policies being enacted by the school.
Domain 4 of school practice:

- **Partnerships.**

**Partnerships**

Productive partnerships expand the knowledge, skills and resources available in schools.

Schools expand their capacity to support the wellbeing of students by nurturing partnerships with and between:

- students
- teachers
- parents and carers
- support staff
- community groups.

Schools do this by:

- sharing curriculum plans and aligning pedagogical practices, particularly between primary and secondary schools
- facilitating productive partnerships between teachers, parents, carers and students
- recognising that parents play an integral role in the education of their children, supporting both learning and wellbeing
- working with parents to optimise student learning and wellbeing
- engaging a range of school based services and external agencies to support students and their families
- recognising the diversity in their parent and carer community and choosing approaches that reach out to all.

**Links and ideas:**

The Learning and Wellbeing Guidelines: Support Services provide an overview of the range of personnel that may be available to support school communities.

**Productive Partnerships at Coalstoun Lakes State School**

Productive partnerships expand the knowledge, skills and resources available in the school. Schools expand their capacity to support the wellbeing of students by nurturing partnerships with and between students, teachers, parents and carers, support staff and community groups.

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At Coalstoun Lakes State School we achieve Productive Partnerships by:

- Sharing curriculum plans and aligning pedagogical practices across and within our cluster.
- Facilitating productive partnerships between teachers, parents, carers and students. This has included parent reading, family socials, beginning Prep and classroom information sessions, parent volunteers, P&C information sessions, newsletter sharing and information spots.
- Facilitating productive partnerships throughout our cluster. This includes principal partnerships such as the NB Cluster; teacher partnerships such as combined professional development days, the small schools early years network; student partnerships across schools which include our year 7 transition program, sports and athletics partnerships, joint camps, creative arts presentations, gifted and talented workshops; and parent partnerships.
- Recognising that parents play an integral role in the education of their children, supporting both learning and wellbeing.
- Working with parents to optimise student learning and wellbeing. This not only includes information through our newsletter and website, but individual and small group interventions when appropriate.
- Engaging a range of school-based services and external agencies to support students and their families. This includes Guidance Officer, Hearing Screening, RAI Program, DoCS, Lifeline and CTC Youth Services, Salvation Army, Service Clubs.
- Recognising the diversity in our parent and carer community and choosing approaches which reach out to all.
- Supporting positive working relationships between students and all staff to ensure students know that they are appreciated and respected.
- Providing ample opportunity for parents to discuss student progress frequently during the year (i.e. Parent/teacher interviews, P&C meetings and informal conversations)
- Ensuring that teaching and learning is connecting and respecting the life experiences and cultures of our students
- Maintaining our school as a happy place that ensures students have a sense of belonging to the school
- Being highly involved in the programs, professional development and networks organised and established by the OA cluster
- Supporting partnerships with all schools in our OA cluster to share and utilise staffing and resources (e.g. NAIDOC, RREAP, OA and district sports association, ANZAC day)
- Monitoring school attendance and morale as indicators (positive or negative) of social and emotional competence within staff and students at the school
- Continually ensuring staff wellbeing is maintained by providing a relaxed, happy environment for sharing our experiences
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- Providing ample opportunity for parents to discuss student progress frequently during the year (i.e parent/teacher interviews, P&C meetings and informal conversations)
• Ensuring that teaching and learning is connecting and respecting the life experiences and cultures of our students
• Maintaining our school as a happy place that ensures students have a sense of belonging to the school.
• Being highly involved in the programs, Professional Development and networks organised and established by the OA Small Schools Cluster.
• Supporting partnerships with all schools in our Small Schools Cluster to share and utilise staffing and resources (eg. District Sports, ANZAC Day, NAIDOC)
• Monitoring school attendance and morale as indicators (positive or negative) of social and emotional competence within staff and students at the school.
• Continually ensuring staff wellbeing is maintained by providing a relaxed, happy environment for sharing our experiences.
Learning and Wellbeing Framework

The Learning and Wellbeing Framework assists schools in identifying and coordinating programs that support student wellbeing.

Learning and wellbeing are inextricably linked - and we know that students learn best when their wellbeing is optimised.

The benefit of coordinating school activities and support within the Framework is that parents and communities will better understand the strategies that enhance learning outcomes, through a focus on wellbeing.

Learning and Wellbeing Framework 588k
Learning and Wellbeing Framework (overview) 237k

Webisodes by Dr Michael Carr-Gregg

Highly respected child and adolescent psychologist Dr Michael Carr-Gregg has developed 4 webisodes to address student health and wellbeing issues.

Episode 1 - How to build resilient young people (5:25mins)
Dr Carr-Gregg explains how to build the capacity of young people to overcome, and be transformed by adversity.

Episode 2 - A crash course in the developmental psychology of young people (7:04mins)
Dr Carr-Gregg explains the three stages of adolescence - early adolescence, middle adolescence and late adolescence.

Episode 3 - The 8 secrets of happy young people (3:57mins)
Dr Carr-Gregg explains 8 secrets of happy people by using positive psychology.

Episode 4 - The secrets of effective communication with young people (3:53mins)
Dr Carr-Gregg gives tips on how to communicate effectively with young people.

Case studies

Here are some actual examples of how schools implemented the Learning and Wellbeing Framework:

- Badu Campus of Tagai State Campus 272k
- Brisbane State High School 237k
- Dirranbandi P-10 State School 245k
- Goodna State School 263k
- Home Hill State School 1.4M
- Mabel Park State High School 238k
- Northern Beaches State High School 236k
- Talara Primary College (Badu Island Campus) 236k
- The Willows State School 238k
- Varsity College 238k
External readings and articles of interest

KidsMatter

Implementation quality of whole-school mental health promotion and students' academic performance is a 2011 research paper recently published in the Child and Adolescent Mental Health Journal.

Australian Governments - Child Family Community Australia

Is resilience still a useful concept when working with children and young people?

SenseAbility (Beyond Blue)

SenseAbility is a strengths based resilience program designed for those working with young Australians aged 12-18. It consists of a suite of modules developed to enhance and maintain emotional and psychological resilience in young secondary school aged Australians.

Action for Happiness

Action for Happiness is a movement developed to create positive social change.

Teaching Students with depression

British Columbia's Ministry of Education has developed a resource to assist school staff who teach students with mental health disorders.

Positive education: Creating flourishing students, staff and schools

Australian Psychological Society's article provides an introduction to the field of 'positive education' and demonstrates how applied positive psychology can assist schools to develop and maintain the optimal functioning of students and staff.

Positive Psychology in the workplace

Australian Psychological Society's article provides an overview of a particular organisational research tradition and associated interventions that have validated and extended key positive psychology concepts and practices in the workplace.