

# Illaroo Road Public School

## STUDENT WELLBEING FRAMEWORK

### **Purpose**

This framework contains the policies and procedures to enable our students to:

**CONNECT** to their learning, have positive and respectful relationships, and experience a sense of belonging to their school and community:

- Anti-Racism Policy
- Multicultural Education Policy
- Preventing and Responding to Student Bullying in Schools Policy
- School Attendance Policy
- School Uniform Policy
- School Participation and Leadership Procedures

**SUCCEED** in their learning, by being respected, valued, encouraged, supported and empowered:

- Out of Home Care in Government Schools Policy
- Procedures for Supporting Refugee Students
- Procedures for Supporting Students from Backgrounds where English is an Additional Language
- Protecting and Supporting Children and Young People Policy
- Student Behaviour and Discipline Procedures
- Supporting Students with Disabilities

**THRIVE** in an environment that allows them to grow and flourish, do well and prosper:

- Drugs in Schools Policy
- Nutrition in Schools Policy
- Road Safety Education
- Student Health in Schools Policy
- Sun Safety for Students Guidelines

### **Our Mission**

Personal excellence through quality teaching and learning

### **Our Values**

Be Safe, Be Respectful, Be Responsible.

### **Our Motto**

‘Reach for the Sky’

# Teaching and Learning Statement of Beliefs

**Children learn best when they are provided with teaching and learning activities that:**

- address cognitive, emotional, social, physical, and spiritual needs
- develop self-regulation by providing choice in the selection of activities of interest and value
- develop confidence, self-discipline and self-esteem through achievement
- foster positive relationships, connectedness, resilience and social skills
- address safety, good health and physical fitness

## Teaching Strategies

**Resulting from these beliefs teachers are required to do the following.**

### **In teaching and learning:**

- systematically and explicitly implement literacy and numeracy programs that support students achieving personal best academic learning targets
- provide students with enriched learning opportunities across all key learning areas in English, maths, science, history, geography, sport, Aboriginal studies, and the creative and performing arts
- implement a whole school approach to developing physical health and fitness, social skills and empathy, peer support and mentoring, student leadership, citizenship and shared values

### **In behaviour, discipline and character education:**

- implement strategies to create an environment where clearly defined behavioural expectations are understood by all members of the school community
- implement strategies that create a positive teaching and learning environment not disrupted by unacceptable behaviour in the classroom, on the playground or at school sanctioned events

### **In learning and support:**

- implement and document individual learning plans for Aboriginal children, students with identified learning needs and those requiring adjustments to the learning environment
- consult parents/carers when planning of individual learning plans
- ensure objective assessment of student achievement informs individual learning

### **In professional practice and school planning:**

- ensure the completion of all mandatory training to comply with legislative and policy requirements
- ensure school planning and professional learning in wellbeing addresses student, teacher and system needs identified through the use of qualitative and quantitative evidence in school self- evaluation

# Policy Evaluation Statement of Beliefs

Children learn best when school leadership and planning teams ensure:

- evaluation of wellbeing procedures focuses on quality teaching and professional practice
- school and system resources and expertise are targeted to meet the wellbeing needs of all students
- all students, parents and teachers have shared ownership of school wellbeing policies and procedures

## Strategies for School Self-Evaluation of Student Wellbeing

Because of these beliefs teachers are required to systematically review student wellbeing using School Excellence Framework descriptors as follows.

| School Self-Evaluation Rubric for Student Wellbeing  |   |  |
|--|---|--|
| School Excellence Framework Descriptors  | Processes to Achieve School Plan Targets - Measures   | School Self Evaluation Evidence  |
| The school has comprehensive and integrated strategies in place to support the cognitive, emotional, social, physical and spiritual wellbeing of students in a context of quality teaching and learning. | <ul style="list-style-type: none"> <li>• In 100% of class programs teaching strategies to achieve literacy and numeracy syllabus outcomes are outlined, and monitored in accurate lesson registers.</li> <li>• In 100% of class programs teaching strategies to achieve targeted scope and sequence syllabus outcomes are outlined, and monitored in accurate lesson registers for science, history, geography, PDHPE and CAPA.</li> <li>• ‘Quality Teaching Model’ overviews support program delivery for 80% of science, history and geography units.</li> <li>• In 100% of programs lesson registers outline and record age appropriate social skills and values taught annually.</li> <li>• Student participation rates maintained in extra-curricular sport, performing arts, excursion, academic competitions, leadership, cultural, community and charity events.</li> </ul> | <ul style="list-style-type: none"> <li>✓ NAPLAN SMART, L3, PLAN data.</li> <li>✓ Stage assessment data.</li> <li>✓ Student work samples.</li> <li>✓ Rubric checklists</li> <li>✓ 5% improvement on item analysis assessment targets.</li> <li>✓ SSE focus group reports.</li> <li>✓ Written Quality Teaching Model overviews.</li> <li>✓ Documented KLA scope and sequence charts and work units.</li> <li>✓ Class program lesson registers.</li> <li>✓ Class program written feedback.</li> </ul> |
| Students, teachers, staff and parents have a shared understanding of the behaviours, expectations, attitudes and values that enhance wellbeing and lead to improved student outcomes                     | <ul style="list-style-type: none"> <li>• Annually school values, expectations of behaviour and learning targets are endorsed by staff and parent bodies.</li> <li>• School values, behaviour expectations and learning targets publicised on website and parent correspondence.</li> <li>• Values, behaviour expectations and learning targets are articulated often in school events and classrooms.</li> <li>• In 100% of class programs teachers outline classroom management strategies aligned to school policies.</li> <li>• Student wellbeing policies and procedures available to staff and parents on the school website.</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Staff meeting, School Council and P&amp;C meeting minutes.</li> <li>✓ SSE focus group website reviews.</li> <li>✓ School bulletin and written information provided to parents.</li> <li>✓ SSE focus group review of email links for staff and parents.</li> <li>✓ Written feedback on program Classroom Management Sections.</li> </ul>   |
| Students are self-aware, build positive relationships, and actively contribute to the wider community.   | <ul style="list-style-type: none"> <li>• 80% plus of students to articulate school values, behaviour expectations and personal learning targets.</li> <li>• 100% of students K-6 participate in age appropriate social skills and values training programs.</li> <li>• Student contributions to charities, cultural and community events planned and reported on annually.</li> </ul>   | <ul style="list-style-type: none"> <li>✓ SSE student, staff, parent surveys.</li> <li>✓ SSE focus group reports.</li> <li>✓ Class program written feedback.</li> <li>✓ Class program lesson registers.</li> <li>✓ Bulletin and IRPStrivia records.</li> <li>✓ Student Wellbeing Team records.</li> </ul>   |
| The school encourages students to recognise and respect cultural identity and diversity.   | <ul style="list-style-type: none"> <li>• All Aboriginal children have personalised learning plans developed in consultation with parents.</li> <li>• Class programs ensure Aboriginal culture and history is explicitly taught and publicly celebrated.</li> <li>• Class programs ensure multicultural perspectives are explicitly taught and publicly celebrated.</li> <li>• Rigorous anti-racism and anti-bullying procedures are documented; available to staff, students and parents; and fairly and consistently implemented.</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Signed PLP plans</li> <li>✓ Bulletin and Koori newsletters.</li> <li>✓ Class program records.</li> <li>✓ Student work samples.</li> <li>✓ Special Day/Event Records, eg, NAIDOC Week, Harmony Day.</li> <li>✓ Focus group reports, eg, Aboriginal Ed committee.</li> <li>✓ Anti-Racism - Anti-Bullying registers.</li> </ul>  |
| School staff maintain currency of knowledge about requirements to ensure the safety of children including “Keeping Them Safe” obligations.   | <ul style="list-style-type: none"> <li>• 100% of teachers complete mandatory online and face to face training in CPR, emergency care, anaphylaxis, child protection, code of conduct, and complaints procedures.</li> <li>• Staff display high level understanding of DoE policy in following mandated procedures.</li> </ul>   | <ul style="list-style-type: none"> <li>✓ MyPL data base records.</li> <li>✓ Staff meeting and SDD records.</li> <li>✓ Register records - child protection, sick bay entries, injuries, formal complaints, safety and response.</li> <li>✓ WHS meeting minutes.</li> </ul>  |