



# Student Learning and Wellbeing Framework

At Karalee State School, we value a safe, supportive and connected school community in which wellbeing is everyone's responsibility. We recognise the importance of developing healthy, confident and resilient young people. By supporting the health and wellbeing of our diverse students, we are enabling them to respond positively and succeed in a changing world. **At Karalee State School, student wellbeing is supported across 3 domains:**



## 1. CREATING SAFE, SUPPORTIVE AND INCLUSIVE ENVIRONMENTS...

- We provide safe environments where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised through our *shared beliefs, responsibility and accountability*.
- We have an approach to wellbeing that supports the collective action of parents, support services and the wider community by meeting for regular consultation with the *P&C, LCC, student support services* and *collaborative planning for teachers*.
- We demonstrate and communicate positive respectful relationships between staff, students, parents and members of the community through the implementation of our *Student Code of Conduct, PBL Framework, our school expectations* and *meeting norms*.
- We recognise and reward positive behaviours for learning using tangible rewards that include *paw badges, achievement awards, Peacekeeper awards* and an *end of semester reward days*.
- We explicitly teach and model social and emotional skills, values and expectations for behaviour through our *weekly PBL lessons, Values lessons* and *Zones of Regulation* to support student wellbeing.
- We make sure the physical environment, school policies and practices are accessible and inclusive of students and families.
- We plan for opportunities to promote and celebrate the traditions, values and cultures of the school community including *NAIDOC week, ANZAC Day, Book Week, Science Week, Easter Parade, National Day of Action against Bullying and Violence, Sports Carnivals* and *Remembrance Day*.
- We provide learning opportunities and environments that promote healthy lifestyle choices particularly through our *HPE curriculum, Social Emotional Capabilities* and *The Life Education Program*.
- We recognise the varying abilities of our students and plan curriculum that is responsive to the needs of individual students using *trauma informed practice*.
- We plan and implement the cross curriculum priorities in the Australian Curriculum, promoting *Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia*, and *Sustainability*.
- We celebrate the academic, sporting and cultural achievements of our students at *school assemblies* and with the community through our *eNewsletter, school website* and *social media*.
- We cater for and celebrate the diverse interests of our students through programs such as *Karalee's Got Talent, Opti-MINDS* and *The Reading Challenge*.

## 2. BUILDING THE CAPABILITY OF STAFF, STUDENTS AND THE SCHOOL COMMUNITY...

- We provide 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.
- We identify opportunities to build the capabilities of teachers and school leaders to support a whole school approach to student wellbeing and its connection to learning including support from the *PBL team*.
- We communicate information and advice on the benefits of supporting young people to be healthy, confident and resilient through the *curriculum, participation in days of recognition, eNewsletter* and the *school website*.
- We respond positively to the needs of different groups within the school community, including *transition* activities and offering the *Pre-prep Transition program* for children aged 0 to 5 years.
- We strengthen connections with parents through regular *parent-teacher meetings*, to support early intervention for students whose wellbeing is at risk.
- We increase the visibility of local support services to families whose children have higher levels of need, sharing services and providing referrals where required.
- We support staff health and wellbeing and recognise the resulting benefits for students.
- We are committed to continual improvement using evidence-based strategies to improve student wellbeing, seeking ways to develop and share new ideas.
- We collect and analyse a range of data, including data from the *School Opinion Survey*, to identify areas for capability building.
- We encourage student participation and develop their wellbeing through involvement in the *Student Council*.
- We participate in *school camps* that develop the confidence, resilience and teamwork of students.
- We seek out opportunities for our students to engage in the community, including through events such as *Colour Runs* and *Community Performance Shows* such as *Karalee's Got Talent*.

## 3. DEVELOPING STRONG SYSTEMS FOR EARLY INTERVENTION...

- We plan and document school processes to support staff to respond appropriately to students at risk, including *student protection training, suicide prevention and post-vention plans*.
- We recognise 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.
- We use the *Social and Emotional Learning Continuum* to develop and monitor the effectiveness of social skills interventions.
- We employ a *school Chaplain* through Scripture Union, to assist students' social and emotional wellbeing and development.
- We integrate DoE support services to assist in planning and implementing practices that improve outcomes for students, including support from our *Speech and Language Pathologist, Physiotherapist, Occupational Therapist* and *Advisory Visiting Teachers*.
- We actively maintain partnerships with community medical services including *The Dental Van, Ipswich Health Plaza, NDIS* and our *community health nurse*.
- We screen hearing and vision with support from the *Sound Scouts App, Attune, Queensland Health Nurse* and the *Karalee Optometrist*.
- We refer students and families to support organisations, including *Family-Child Connect, Lifeline, Headspace, Kumara* and *KAMBU*.
- We engage specialist organisations, including *Autism Queensland* and *SPELD*, for student support.
- We access *Solid Pathways* to support learning for our Indigenous students.
- Teachers develop support plans for students, including *Personalised Learning, Individual Curriculum Plans, Health Management* and *Support Provisions*.
- We provide school staff with a role appropriate *school induction process* to support them to care for the wellbeing of students.
- We differentiate our teaching and learning for all learners and offer *intervention, enrichment and extension* opportunities.

At Karalee State School, we monitor our school culture and student wellbeing and engagement through:

□ Attendance rates

□ Student retention data

□ Days lost due to student disciplinary absences

□ School Opinion Survey responses



# Staff Wellbeing Framework



At Karalee State School, we recognise that staff undertake cognitively and emotionally challenging work that impacts on their health and wellbeing. By supporting our staff to live happy and healthy lives we are helping to ensure success for our students and better outcomes for our community.

At Karalee State School, staff wellbeing is supported across 5 dimensions:

	Physical wellbeing	Psychological wellbeing	Social and community engagement	Occupational wellbeing	Financial / personal resources
<b>Wellbeing goals</b>	<ol style="list-style-type: none"> <li>1. Improve the physical health of staff through addressing lifestyle risk factors: good nutrition, physical activity, smoking, alcohol consumption and weight management.</li> <li>2. Provide opportunities for staff to engage with health information and screening.</li> </ol>	<ol style="list-style-type: none"> <li>1. Improve the mental health of school staff in the workplace.</li> <li>2. Increasing resilience and stress management of school staff.</li> <li>3. Provide information and resources to support optimal mental health for school staff.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop links with community organisations that support school staff wellbeing.</li> <li>2. Promote opportunities for school staff to be involved in charity work and make donations.</li> <li>3. Support and invest in opportunities for school staff to build social capital.</li> </ol>	<ol style="list-style-type: none"> <li>1. Improve the performance and development of school staff.</li> <li>2. Enable school staff to participate in coaching and mentoring.</li> <li>3. Provide and support opportunities for career planning and transitioning for school staff.</li> </ol>	<ol style="list-style-type: none"> <li>1. Improve the financial literacy and budgeting skills of school staff.</li> <li>2. Provide information and resources relating to investments, mortgages and insurance.</li> <li>3. Provide information and resources related to superannuation and retirement planning.</li> </ol>
<b>Actions</b>	<ul style="list-style-type: none"> <li>➤ Use staff meetings, weekly staff communication and the staff room as platforms to promote nutrition, physical activity and healthy choices.</li> <li>➤ Direct staff to credible sources of health information and engage experts who can advise staff on physical health and wellbeing.</li> <li>➤ Promote hygiene messaging, including hand washing, covering coughs and staying home when unwell.</li> <li>➤ Hold regular Health, Safety and Wellbeing meetings to respond to emerging issues.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Direct staff to mental health resources, including Beyond Blue's 'Be You' for educators and the 'Life Works' counselling service.</li> <li>➤ Participate in Social Club activities including staff morning teas, breakfasts and celebrations. A Wellness Committee oversees the management of all social activities including term calendars.</li> <li>➤ Offer all staff weekly yoga classes on campus.</li> <li>➤ Engage with wellbeing initiatives that celebrate staff contributions to the workplace e.g. World Teachers' Day, Cleaners Day, Teacher Aide Day, Administration Support Staff Day, Tuckshop Day and SA Appreciation Day.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Maintain partnerships with community services including Adopt-A-Cop.</li> <li>➤ Promote the work of community groups and charity organisations through school (i.e. P&amp;C, Swim Club, local businesses).</li> <li>➤ Encourage staff to participate in professional learning activities that provide opportunities to develop networks (e.g. G&amp;T, Beginning Teacher &amp; BSM conferences, cluster moderation and QAASP).</li> <li>➤ Encourage staff to participate in local community events (i.e. Anzac Day ceremonies, Ipswich Literature Festival and Art Gallery events).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff develop Personal Development Plans, which set out SMART goals for developing their skills, knowledge and career plan. Staff may engage in professional development as part of their plan.</li> <li>➤ Beginning teachers participate in a TLC program to support their development in the early stages of their career.</li> <li>➤ New staff complete a role specific school induction program.</li> <li>➤ All staff have been provided with the "The Staff Wellbeing Toolkit" professional development program through NESLI. All teachers have participated in Berry Street Training and Teacher Aides are offered Berry Street training.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Share information and opportunities that enable staff to develop their financial literacy and budgeting skills.</li> <li>➤ Share information and resources related to investments, mortgages and insurance.</li> <li>➤ Share information and resources related to superannuation and retirement planning.</li> </ul>

At Karalee State School, we monitor our school culture and staff wellbeing and engagement through:

□ Staff attendance rates

□ School Opinion Survey responses



# Parent and Community Engagement Framework

At Karalee State School, we continue to innovate, renew and strengthen our approaches in recognition of the evidence that parent and community engagement has a positive effect on students' wellbeing and achievement. Our Parent and Community framework outlines our approaches to the five key elements of parent and community engagement to make a positive difference in our students' education.



Communication	Partnerships with Parents	Community Collaboration	Decision-making	School Culture
<p><i>Effective communication is an exchange between students, parents, communities and schools that is inclusive and involves information sharing and opportunities to learn from each other.</i></p>	<p><i>Partnerships between parents, students and schools promote student learning, wellbeing and high expectations for student success.</i></p>	<p><i>Relationships between the school and wider community strengthen the ability of schools and families to support student learning, wellbeing and developmental outcomes.</i></p>	<p><i>Parents, students and community members play meaningful roles in school decision-making.</i></p>	<p><i>Respectful relationships between students, parents and the school community are valued and enhance the promotion of student learning and wellbeing.</i></p>
<ul style="list-style-type: none"> <li>Engaging in regular communication with the community through fortnightly eNewsletter, the school sign, school website, school calendar and classroom communication platforms.</li> <li>Hosting parent and community meetings to discuss significant school issues and include participation of parents and community members in weekly assemblies.</li> <li>Providing opportunities for families to observe student learning and celebrate student achievement.</li> <li>Utilising the Facebook service to support connection and communication with parents.</li> <li>Ensuring communication is positive, accurate, meaningful and respectful to nurture a shared belief in high expectations for all students.</li> <li>Making informal contact a deliberate part of parent and community engagement so that school staff and family/community members can get to know each other and build respect and trust over time.</li> </ul>	<ul style="list-style-type: none"> <li>Involving parents in the review of their child's performance in all learning areas including the setting of individual student goals.</li> <li>Creating capability workshops to train parents as homework helpers and volunteers to address areas of need or interest such as Question Answer Relationships (QAR), handwriting and phonological awareness.</li> <li>Organising parent-teacher meetings and information sessions throughout the year.</li> <li>Encouraging all staff to model best practice by being friendly, caring and welcoming to parents to create a supportive environment and positively influence the behaviour of students.</li> <li>Recognise, acknowledge and utilise the expertise of staff, for example, consult with key staff for advice on engaging with cultures represented in the school community.</li> <li>Student mentoring programs, classroom support, reading and excursions.</li> </ul>	<ul style="list-style-type: none"> <li>Establishing and developing partnerships with local businesses and community members and hosting community events such as ANZAC Day services, the Trivia Night, community fundraisers, NAIDOC week and Under 8s Day.</li> <li>Coordinating our pre-prep events for all local childcare centres to support student and parent to transition successfully to Year 1.</li> <li>Providing opportunities for students in Year 6 to participate in high school orientation events.</li> <li>Open school facilities for community use community meetings and community interest groups.</li> <li>Develop marketing materials such as school banners, school newsletters and fence signs.</li> <li>The Karalee P&amp;C association acting as an intermediary between the school and broader Karalee community.</li> <li>Maintaining collaborative relationships with the P&amp;C operations such as Karalee Outside School Hours Care (KOSHC), KSS Swim School, Tuckshop and Uniform shop.</li> </ul>	<ul style="list-style-type: none"> <li>Involving the local community in the development of the school's vision, values and annual planning.</li> <li>Supporting and encouraging active participation in the school's Parents and Citizens' Association and engaging with them when reviewing school policies.</li> <li>Enlisting Indigenous education workers and community liaison officers to help build connections and to enable all parents and community members to participate in inclusive decision-making.</li> <li>Involving parents and the school community in developing the Student Code of Conduct to align the positive behaviour expectations of the school and community to build a shared understanding of what is expected.</li> <li>Building the capability of students to be leaders in the decision-making process through the Student Council and the Year 6 Peacekeeper program.</li> <li>Encourage active participation in the school council and encourage student participation in decision-making processes.</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring respectful relationships between students, parents and the school community are valued.</li> <li>Encouraging the school community to embrace their indigenous heritage and cultural traditions such as engaging in NAIDOC week and connecting with local Elders.</li> <li>Consult key staff for advice on engaging meaningfully with cultural groups in the school community.</li> <li>Supporting student wellbeing through engagement with our Adopt-A-Cop, motivational speakers e.g. Ipswich city Council and Seqwater and community leaders.</li> <li>Collaborate with staff to build mutually respectful relationships across the school community and encourage staff to build relationships that will enhance student learning and wellbeing.</li> <li>Develop a database of parent and community skills, talents and availability to draw on when required.</li> </ul>