



Student Learning and Wellbeing Framework



At Normanton 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 Normanton 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 and 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 Committee 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, SWPBS framework, four school rules and high behaviour expectations*.
- We recognise and reward positive behaviours for learning using tangible rewards that include *Happy Vouchers, All Stars, Zero Heroes* and *end of term rewards*.
- We explicitly teach and model social and emotional skills, values and expectations for behaviour through our *TRACKS social skilling lessons, timetabled social skilling / resilience lessons, delivery of The Resilience Project, Zones of Regulation, Grow Your Mind, RAGE, LoveBites and visiting presenters (Kids Helpline, Headspace)* to support student wellbeing.
- We make sure the physical environment and school policies and practices are accessible and inclusive of students and families, including an *all-abilities toilet, calming room, Sound Amplification System* and inclusive access to school facilities (i.e., ramps).
- We plan for opportunities to promote and celebrate the traditions, values and cultures of the school community including *NAIDOC week, ANZAC Day, National Day of Action against Bullying and Violence, Day for Daniel, RUOK? Day, Random Acts of Kindness Day* and *Remembrance Day*.
- We provide learning opportunities and environments that promote healthy lifestyle choices particularly through our *PE and Health curriculum, embedded respectful relationships education and Food Technology, SBYHN visits, Health Checks, Deadly Choices program, Braveheart's presentations, KidsHelp line online sessions and visiting theatre productions*.
- We recognise the varying abilities of our students and plan curriculum that is responsive to the needs of individual students using *trauma and poverty informed practice, including differentiated teaching practices*.
- 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 via *school assemblies, newsletters, Facebook, school website, SMS, mail outs, home visits, phone calls and letters*.
- We identify individual student academic needs and provide enrichment opportunities accordingly (e.g., *STEM academy, Solid Pathways, LOTE*).

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 the support from the *NQ Futures Institute campus, various Professional Development opportunities and the SWPBS team, CPI Safety Intervention training*.
- 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, school assemblies, newsletter, Facebook, SMS, mail out, letters, phone calls, home visits and school website*.
- We respond positively to the needs of different groups within the school community, including *transition* activities.
- We strengthen connections with parents through regular *parent events and communication*, to support early intervention for students whose wellbeing is or may be 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, including *RFDS, CentaCare, NWRH, Bynoe, IFS and Gidgee Healing*.
- We support staff health and wellbeing and recognise the resulting benefits for students *through a staff wellbeing team/committee*.
- 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 *Queensland Wellbeing and Engagement Survey, School Opinion Survey and The Resilience Project survey* to identify areas for capability building.
- We encourage student participation and develop their wellbeing through their involvement in the *Student Leadership Program, The Resilience Project, with opportunities for a Student Voice and participation in the JT Academy*.
- We participate in *and provide opportunities for whole school activity sessions (e.g., NAIDOC colour run)* that develop the confidence, resilience and teamwork of students.
- We seek out opportunities for our students to engage in the community, including through our *work experience program, volunteering at community events and attending days of recognition community services*.

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, the SSC referral process and external agency referrals*.
- We recognise the early signs that a student's wellbeing is at risk and respond appropriately by noticing, inquiring, planning and sharing responsibility for supporting students at risk by:
 - seeking support from Guidance Officer 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 *Personal and Social Capabilities* to develop and monitor the effectiveness of social skills interventions.
- 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, visiting Advisory Teachers, Guidance Officer and School-Based Youth Health Nurse*.
- We have the capacity to employ a *Guidance Officer, Chaplain and Youth Worker* to assist students' social and emotional wellbeing and development.
- We actively maintain partnerships with community medical services including *Gidgee Healing, RFDS, Community Health and other visiting health professionals (e.g., Optometrist, Paediatrician, Hearing Australia and Deadly Ears)*.
- We engage specialist organisations, including *Autism Queensland, Braveheart's, DoveTail, BeYou, Community Health and the RNDA project*, for student support.
- We refer students and families to support organisations, including *RFDS, CentaCare, NWRH, Bynoe, IFS, RSAS and Gidgee Healing*.
- Teachers develop support plans for students, including *Personalised Learning Plans, Individual Learning Plans, Individual Curriculum Plans, Health Management and Behaviour Support Provisions (e.g., IBMC, IBMP, Part-time timetables)*.
- We provide school staff with a role appropriate *school induction process and cultural awareness training* to support them to care for the wellbeing of students.

At Normanton 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
- Queensland Wellbeing and Engagement Survey responses
- Student Support Committee data

Staff Wellbeing Framework



At Normanton State School, we recognise that staff undertake cognitively and emotionally challenging work that impacts on the health and wellbeing of our staff. 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 Normanton State School, staff wellbeing is supported across 5 dimensions:

	Physical wellbeing	Psychological wellbeing	Social and community engagement	Occupational wellbeing	Financial / personal resources
Wellbeing goals	<ol style="list-style-type: none"> 1. Improve the physical health of staff through promoting healthy lifestyle choices. 2. Provide opportunities for staff to engage with health information and screening. 	<ol style="list-style-type: none"> 1. Improve the mental health of school staff in the workplace through an active social/wellbeing committee. 2. Increasing resilience and stress management of school staff. 3. Provide information and resources to support optimal mental health for school staff. 4. Promote self-helping behaviours through awareness and information provision to Department services (e.g., EAP hotline) 	<ol style="list-style-type: none"> 1. Develop links with community organisations. 2. Promote opportunities for school staff to be involved in charity/volunteer work. 3. Support and invest in opportunities for school staff to build social capital. 	<ol style="list-style-type: none"> 1. Improve the performance and development of school staff. 2. Enable school staff to participate in coaching and mentoring. 3. Provide and support opportunities for career planning and transitioning for school staff. 4. Provide Union representation amongst staff. 	<ol style="list-style-type: none"> 1. Improve the financial literacy and budgeting skills of school staff. 2. Provide information and resources relating to investments, mortgages and insurance. 3. Provide information and resources related to superannuation, salary sacrificing and retirement planning.
Actions	<ol style="list-style-type: none"> 1. Promote healthy choices through Wellbeing committee challenges. 2. Use staff meetings, weekly staff communication and the staff room as platforms to promote nutrition, physical activity and healthy choices. 3. Direct staff to credible sources of health information and engage experts who can advise staff on physical health and wellbeing. 4. Promote hygiene messaging, including wearing of PPE, hand washing, sanitising, covering coughs and staying home when unwell. 5. Hold regular Workplace Health and Safety meetings and Wellbeing Committee meetings to respond to emerging issues. 	<ol style="list-style-type: none"> 1. Direct staff to mental health resources via the EAP counselling service and have flyers visible and accessible. 2. Participate in Wellbeing Committee activities including challenges, staff morning teas and celebrations. 3. Work with the NQ Futures Institute Campus to provide support for teachers to assist them in increasing resilience and managing stress. 4. Engage with wellbeing initiatives (i.e., 'National Day of Action Against Bullying and Violence', 'R U OK? Day', Random Acts of Kindness Day). 	<ol style="list-style-type: none"> 1. Promote the work of community groups and charity organisations through school (i.e., P&C, Church services, Rodeo and Show, QCWA, Fishing Club, Art shed and various sporting clubs – swimming, athletics, football). 2. Encourage staff to participate in professional learning activities that provide opportunities to develop networks (i.e., Quest PD, webinars and moderation). 3. Encourage staff to participate in local community events (i.e., Anzac Day ceremonies, Rodeo, Fishing Club, Races, QCWA markets). 4. Provide guidance on successful methods on home visits, phone calls and discussions. 	<ol style="list-style-type: none"> 1. Staff develop APDPs which set out SMART goals for developing their skills, knowledge and career plan. 2. Beginning teachers participate in a MBT program to support their development in the early career stage. 3. Staff complete an induction program and mandatory training. 4. All staff have an opportunity to participate in collegial and instructional coaching process, observations of peers, staff briefings. 5. Union representatives deliver updates and voting opportunities to staff when needed. 	<ol style="list-style-type: none"> 1. Financial literacy is supplied on a need's basis. 2. Encouraging attendance at Union meetings.

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

- Staff attendance rates
- School Opinion Survey responses
- Staff Social and Wellbeing Committee
- Individual APDP's and career planning



Parent and Community Engagement Framework

At Normanton 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>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.</p>	<p>Partnerships between parents, students and schools promote student learning, wellbeing and high expectations for student success.</p>	<p>Relationships between the school and wider community strengthen the ability of schools and families to support student learning, wellbeing and developmental outcomes.</p>	<p>Parents, students and community members play meaningful roles in school decision-making.</p>	<p>Respectful relationships between students, parents and the school community are valued and enhance the promotion of student learning and wellbeing.</p>
<ul style="list-style-type: none"> Engaging in regular communication with the community through weekly newsletter, Facebook, SMS, emails, home visits, phone calls, the NSS sign and school website. Inviting parents and community members to parent teacher interviews, weekly assemblies and end of term open classroom afternoons to celebrate student learning and achievement. Inviting parents and community members to support sporting activities (e.g., cross country, athletics and swimming carnival) to celebrate and observe student sporting achievements. Ensuring communication is positive, accurate, meaningful and respectful to nurture a shared belief in high expectations for all students. 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. Visible presence of leadership team on departure. 	<ul style="list-style-type: none"> Involving parents in the review of their child's performance in reading, spelling, numeracy and other core priorities including the setting of individual student goals. Involving parents in SET planning and senior secondary pathways and career planning via work experience. Parent-teacher meetings are welcomed and information sessions organised throughout the year promoted on newsletter, Facebook, SMS, NSS sign and school website. 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. 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. 	<ul style="list-style-type: none"> Establishing and developing partnerships with local businesses and community members and participating in community events (i.e., ANZAC Day / Remembrance Day services, volunteering at Rodeo and Fishing comp, NAIDOC week and local sporting events). Providing regular opportunities for students in Years 9-10 to participate in work experience with local industry organisations and promoting School-based apprenticeship and traineeship opportunities. Networking that is sustainable for the long-term, including boarding schools. Involving community volunteers in activities such as student mentoring programs, TRACKS guest presenters, classroom support, NAIDOC day colour run and excursions/camp. Provide access to Parenting Ideas – articles, webinars, support services and advice. Provide opportunities to be involved in in Parent and Citizen committee, SWPBS involvement and sports committees. 	<ul style="list-style-type: none"> Inviting the local community in the development of the school's vision, values and annual planning as needed. Supporting and encouraging active participation in the school's Parents and Citizens' Association and engaging with them when reviewing school policies. Enlisting Indigenous education workers and community liaison officers to help build connections. Inviting parents and the school community in developing the Student Code of Conduct to align the behaviour expectations of the school and community to build a shared understanding of what is expected. Building the capability of students to be leaders in the decision-making process through the Student Leader program. 	<ul style="list-style-type: none"> Ensuring respectful relationships between students, parents and the school community are valued. Encouraging the school community to embrace their indigenous heritage and cultural traditions such as engaging in NAIDOC week, embedding cultural awareness in curriculum and connecting with local representatives. Consult key staff for advice on engaging meaningfully with cultural groups in the school community. Supporting student wellbeing through engagement with local police, Adopt-a-Cops/Liaison Officers, external support agencies and organisations, motivational speakers and community leaders. Building networks to establish community integrated student support services (At Risk meetings approach). 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. Incorporating headings in the Newsletter from the School Wide Opinion Survey to promote consistency.