

GLADSTONE SOUTH STATE SCHOOL STUDENT WELLBEING AND LEARNING FRAMEWORK

Well Being is the foundation for all students to function within a healthy, confident and comfortable domain while developing a strong resilience to navigate the complexities that may present. Generational change including technologies lead to students requiring new social, cognitive and social skills for success. At Gladstone South State School, we provide a supportive environment that combines a focus on wellbeing and learning in unison. The following is the school profile that outlines our visions and values and what South stands for as a school.

School Profile

Gladstone South State School is one of the oldest schools in the Gladstone District. It was established in 1898 and is a Preparatory to Year Six Primary School with a current enrolment of approximately 380 students. Our school's student population has increased and remained consistent in numbers over the past three years.

South students are encouraged and supported to develop socially, emotionally and academically within their own capabilities and strive for personal achievement.

Statement of Purpose

At Gladstone South State School we aim to promote an environment that is realistic, differentiates for all, supports and challenges our students to be internally driven to achieve personal best as active citizens.

Our Vision and Values

At Gladstone South State School, our vision is to encourage the holistic growth of all students academically, socially and emotionally by catering for differentiated learning styles through a variable plethora of strategies to maximise each student's potential growth. All children are to be safe, responsible and respectful.

Our Motto

Our Best Always encompasses all aspects of the development of all our students as whole individuals, academically and socially in a supportive and caring learning environment.

School of Heart

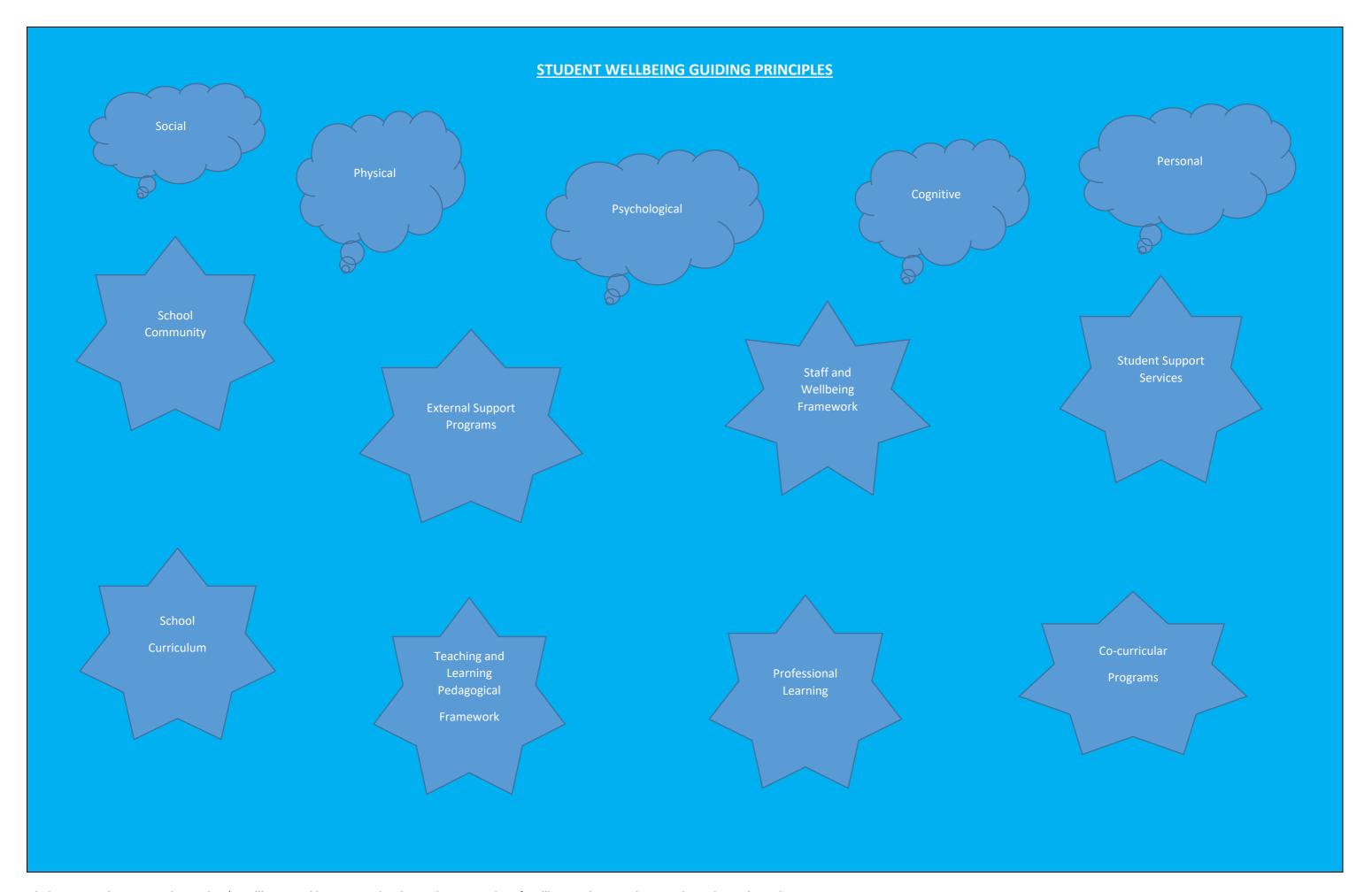
We consider Gladstone South as the,' School of Heart', as we provide a nurturing, caring and genuine environment that assists students in all aspects of school life.

On South's front fence there are six key words which are proudly displayed to exemplify what makes South a unique school. The words we live by each day are as follows:

AUTHENTIC INNOVATIVE DYNAMIC CARING GENUINE TEAM

South is not enrolment managed, all students are welcome. There is a growing transient population with a high turnover of students each year. A dynamic learning environment at South has been responsive to the turnover of students and the high demand to support additional needs. Therefore our, 'school of heart,' plays an important role to cater for the diverse needs of the whole child individually, in partnerships of support involving proactive strategies, being creative in thought, open mindedness and treating each day as a new day. Our South Smart Values underpin our principles to promote intrinsic worth. SAFE MOTIVATED A+ATTIUDE RESPECTFUL TRUSTWORTHY and our very cool mascot Sammy Star brings great delight to our community.





Gladstone South supports the student's wellbeing and learning under the guiding principles of wellbeing. They are then condensed into three domains: **BUILDING CAPACITY OF STUDENTS, STAFF AND THE SCHOOL COMMUNITY, DEVELOPING EARLY INTERVENTION AND CREATING SAFE, SUPPORTIVE AND INCLUSIVE ENVIRONMENTS.**

BUILDING CAPACITY OF STUDENTS, STAFF AND THE SCHOOL COMMUNITY

- We provide opportunities identified through discussions and observations to build capacity and capabilities for all staff stakeholders to support a whole school approach to student well being and its connection to learning including support from the regional staff and the PBL Team.
- ➤ Health and wellbeing opportunities are provided for the students through the curriculum focusing on relationships, food, nutrition, safety, drugs, alcohol, physical activity and mental health.
- We provide staff with *Pathways to Resilience* training in trauma, self care and brain training once a year, including classroom visits and activities for the students to participate in.
- > Staff are trained in *Rock and Water and Drumbeat* to provide programs to the students.
- Transitions are on-going for all grades according to the need. ie Yr6 to high school, pre-prep, SWD students to next grade, Prep students to Yr 1 classes and oval play.
- ➤ We encourage student participation and develop their wellbeing through student leadership, this includes early preparation for nominees for the next year who are supported by the substantive leaders.
- We communicate to parents on curriculum and wellbeing information through parent workshops, recognition days to participate in, newsletters, Facebook, LED Sign, website, individual tutorials and parent/teacher interviews.
- Local support services are welcome within the school community to help support our families in need, we provide referrals and allow them to support the students on the school grounds. Ie. Evolve, speech pathologists.
- Admin survey and provide support for staff for their wellbeing in a structured, planned format and in flexible arrangements.
- We are committed to continual improvement and acknowledge the *Inquiry Cycle* process when seeking a change in practices. We seek new ideas and enjoy discussing with colleagues from other schools on effective practices that can be transferred to our school setting.
- ➤ We collect and analyse data from curriculum learning, behaviour, Opinion Surveys and address the need for improvement through support initiatives.ie. social support intervention, academic intervention.
- We seek opportunities for our school community to participate and plan in healthy activities together. Ie. Colour Run, R U OK Day, Under 8's, NAIDOC, South Talent, School Discos, Concerts
- All students in every grade participate in an excursion and the older students have a school camp.
- ➤ We enact and support growth in UDL *Universal Design for Learning* for all teachers within the curriculum.
- The embedding of the *Indigenous* elements of the curriculum and guiding the teachers to support the students with the Indigenous perspectives.
- All staff members have been developed in the **Zones of Regulation** and apply it each day within the classroom context.
- Our SWD Teachers are progressively guiding Co-Teaching models within the classroom for our SWD students.

DEVELOPING EARLY INTERVENTION

- We recognise the *early signs* of when a student's wellbeing is at risk or has the potential to be at risk.
- > Seeking and sharing responsibility for supporting students at risk by our Guidance Officer, Admin Team & Wellbeing Teacher Aides on a daily basis in a reactive and proactive manner.
- Connecting all stakeholders in a process of a circle of communication where constant support is provided and collaborated together to support the student.
- Admin always encourages families to access support from outside support agencies.
- We employ a school Chaplain through Scripture Union and by the P and C purchasing an additional day.
- The Chaplain runs trauma programs including Brave and supports Girl and Boy Groups and individual students and families. She runs our Rock and Water Program.
- ➤ We have developed an exercise room where students who may need time out or help with self- regulation can access the room for short periods.
- There is an integration of DOE services within the school including Speech Therapists, OT's, Advisory Teachers and psychologists.
- Screening for our preps occurs in hearing and sight and we engage our Queensland School Nurse.
- > We engage specialist organisations including Autism Queensland for student
- Our prep teachers and admin visit early learning centres to engage with students prior to their entry in prep.
- The Smith Family engage with our families and the Young Veterans and Sunrise Rotary support our RotaKids and trauma students socially and emotionally.
- > Teachers develop support plans for students including, personalised learning, Individual Curriculum Plans, Health Management and Support Provisions.
- There are important student transitions and information sharing between staff prior to the next year commencing.
- > Students know their classes three weeks prior to the conclusion of the school year, where they are given opportunities to interact with their new teacher.
- When students are having difficulty socially in the playground there are opportunities for the students to have a smaller play where they can interact with one or two students comfortably before playing amongst the larger student numbers
- Differentiated play is provided for all students to provide a wide variety of choice.
- Our staff always are presented with a yearly induction process covering all aspects of how we will be assisting the wellbeing and learning of our students.
- > Intervention, enrichment and extension activities are provided to all students according to their individual needs.

CREATING SAFE. SUPPORTIVE AND INCLUSIVE ENVIRONMENTS

- 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, Sports Carnivals, Remembrance Day etc.
- 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 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 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 plan and implement the cross-curriculum priorities in the Australian Curriculum, promoting Aboriginal and Torres Strait Islander Histories and Cultures, Australia's relationships with other countries and sustainability.
- 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 monitor wellbeing through: attendance rates, student retention data, days lost due to student disciplinary absences.
- ➤ We create a supportive environment and encourage 100% attendance with the use of our "Be at School, Bertie Bee" reward system