



Student Learning and Wellbeing Framework



Dingo State School is a small school that offers high quality educational, social and emotional outcomes for its students. We believe that every student matters every day. We support our students' learning by providing them with a safe and respectful learning environment. We encourage them to always do their best. **At Dingo 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, Route 66 Cluster 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.
- We recognise and reward positive behaviours for learning using tangible rewards that include but are not limited to core values and certificates on parade.
- We are currently engaging with the St George Illawarra Dragons and their "The Best You Can Be" health and wellbeing program
- We make sure the physical environment and 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 but not limited to ANZAC Day, Day for Daniel and Remembrance Day.
- We provide learning opportunities and environments that promote healthy lifestyle choices particularly through our HPE curriculum.
- We recognise the varying abilities of our students and plan curriculum that is responsive to the needs of individual students.
- 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 the Newsletter and school website.

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

- We provide health and wellbeing learning opportunities for students through Australia Curriculum Health focused on mental health, relationships and sexuality, alcohol and other drugs, food and nutrition, benefits of physical activity, and safety, and the "The Best You Can Be" Program.
- 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.
- We communicate information and advice on the benefits of supporting young people to be healthy, confident and resilient through the curriculum, rewards days, school parade, Life Ed van visits, and school website.
- We respond positively to the needs of different groups within the school community.
- We strengthen connections with parents through regular parent-teacher meetings, to support early intervention for students whose wellbeing is at risk and provide support for students requiring extension in their learning.
- 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.
- We participate in dance and drama performances that develop confidence, resilience and teamwork.
- Every 3 years 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 but not limited to participation in ANZAC activities, Eisteddfod activities, instrumental music and choir performances at Christmas Community markets and various community events.

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 integrate DoE support services to assist in planning and implementing practices that improve outcomes for students, including support from our Speech and Language Pathologist and Guidance Officer.
- We actively maintain partnerships with the Daringa Ambulance and Police service, and our community health nurse
- We refer students and families to support organisations, including Uniting Care, Lifeline, Headspace and Bush Kids.
- Teachers develop support plans for students, including, Individual Curriculum Plans, Health Management and Support Provisions.

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

□ Attendance rates

□ Student retention data

□ One School behaviour data

□ School Opinion Survey responses