



Longreach State High School Student Learning and Wellbeing Framework

At Longreach State High School we believe student wellbeing is defined as ‘a sustainable state characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimisation and a high level of satisfaction with learning experiences’. Which has strong links with learning and ‘is enhanced when evidence-informed practices are adopted by schools in partnership with families and community’ (DEEWR, 2008).

At Longreach State High School our planned and responsive actions are articulated across the three domains of the SLaWF.



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 a clear and consistent approach by all staff of the school values – **Respect and Responsibility**.
- We develop an approach to wellbeing that supports the collective action of parents, support services and the wider community through the process of communicating and building positive relationships with the wider school community through the P&C, LCC, student support team and PBL Team.
- We demonstrate and communicate positive respectful relationships between staff, students, parents and members of the community by identifying and labelling the behaviour when we nominate Longreach Legends and communicate positive impacts via positive postcards, VIVO rewards and end of term days.
- We explicitly teach and model social and emotional skills, values and expectations for behaviour to support student wellbeing through our Rural Ready Program and weekly PBL lessons.
- We make sure the physical environment and school policies and practices are accessible and inclusive of students and families via electronic medium- website and also in printed form in student diaries.
- We plan for opportunities to promote and celebrate traditions, values and cultures of the school community and recognise many cultural and traditional celebrations. For example- ANZAC day, Fundraising days/ free dress days.
- We provide learning opportunities and environments that promote healthy lifestyle choices through curriculum delivery in Home Economics and HPE and also through extra-curricular programs like Blue Edge.
- We recognise the varying abilities of our students and plan curriculum that is responsive to the needs of individual students.
- We celebrate the academic, sporting and cultural achievements of our students at school assemblies and with the community through the Longreach Leader, school Facebook page and school website.

BUILDING THE CAPABILITY OF STAFF, STUDENTS AND THE SCHOOL COMMUNITY:

- We provide health and wellbeing learning opportunities for students through curriculum focus on mental health, relationships and sexuality, alcohol and other drugs, food and nutrition, benefits of physical activity and safety by using specialist guest speakers, subject specific lessons, and the school nurse.
- 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 via the use of data developed by the PBL team and identify specific professional development opportunities.
- We communicate information and advice on the benefits of supporting young people to be healthy, confident and resilient as each staff member has a passion for all young people to become valued citizens of the wider community through emails, Newsletters, Facebook, the Longreach Leader and school website.
- We respond positively to the needs of different groups within the school community as they are identified. The response is specific and targeted to the needs of the individuals within those groups this can be seen by the development of extra-curricular activities that are not delivered within the timetable.
- We strengthen connections with parents to support early intervention for students whose wellbeing is at risk as staff develop positive relationships with parents and maintain open lines of communication through regular parent-teacher meetings, regular emails and information evenings.
- We increase visibility of local support services to families whose children have higher levels of need through discussions with the Guidance Officer and other specialist staff providing referrals when required.
- We collect and analyse a range of data, including data from the School Opinion Survey, to identify areas for capability building.
- We support staff health and wellbeing and recognise the resulting benefits for students by arranging collegial teams and encouraging collaboration by all staff. The health and wellbeing of staff is improved by organising social gatherings that are open to all and by recognising a Longreach Legend every week.
- We seek out opportunities for our students to engage in the community through work experience, school excursions, school based traineeships and apprenticeships.
- We participate in school camps that develop the confidence, resilience and teamwork of students.
- We are committed to continual improvement using evidence-based strategies to improve student wellbeing, seeking ways to develop and share new ideas. The analysis of data from the school opinion survey allows us to identify what improvements are needed and what strategies have worked.

DEVELOPING STRONG SYSTEMS FOR EARLY INTERVENTION:

- We plan and document school processes to support staff to respond appropriately to students at risk by carrying out mandatory training, which includes, student protection training, code of conduct, suicide prevention and post-vention plans.
- We recognise the early signs that a student’s wellbeing is at risk and respond appropriately by noticing, inquiring and planning. This is done as staff have built relationships and are aware of changes in student behaviour that can be discussed with the relevant service providers as directed by SWD, GO and student services.
- We share responsibility for supporting students at risk by making any required adjustments and sharing any collegial strategies that have shown success. Distributive leadership with the clear process outlined on the flowchart allows all staff to know and take the responsibility required to support our students.
- We use the Rural Ready Program and PBL lessons 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 employ a Youth Support Coordinator, to assist students’ social and emotional wellbeing and development.
- We actively maintain relationships with community medical services including Royal Flying Doctors Service, North West Remote Health, CYMHS and Outback Futures.
- We refer students and families to support organisations, including Family-Child Connect, Headspace, Lifeline and Central Queensland Indigenous Development.
- Teachers develop support plans for students, including Personalised Learning, Individual Curriculum Plans, Attendance Management Plans, Part-time Education Plans, Health Management and Support Provisions.

At Longreach State High School, we actively monitor our student wellbeing and engagement through: Attendance rates Student retention data Days lost due to student disciplinary absences School Opinion Survey responses

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