



# Caloundra State High School Student Learning and Wellbeing Framework

**Every Student Succeeding** – *State Schools Strategy 2022-2026* is the shared vision of Queensland state schools. This strategy underpins regional and school planning to ensure success and wellbeing for all students through each stage of learning, in an inclusive education system. <https://education.qld.gov.au/curriculums/Documents/state-schools-strategy.PDF>




**School Vision Statement-** *Lighting the way to broad horizons and bright futures.*

Our school is a place that creates 21<sup>st</sup> Century Citizens who aim high and seek bright futures. Our school boasts positive relationships, excellence in teaching and learning and a focus on student Wellbeing. Our guiding principles help us to create young people who are respectful, responsible and prepared.

## Wellbeing – our approach at Caloundra State High School

<b>Psychological</b>	Teaching staff provide inclusive learning environments that support every student to manage their wellbeing and achieve success.
<b>Personal</b>	Within our school community we consistently work towards strengthening connections with parents, support services and the wider community.
<b>Physical</b>	Students are provided with opportunities to get involved in physical activity and special events- School leaders create a whole school approach to physical activity that provides the right conditions to achieve excellence and lift learning outcomes.
<b>Social</b>	Belonging and identity are highly regarded and explicitly taught through Wellbeing lessons. There is a sense of connection through shared values.
<b>Cognitive</b>	The Caloundra Way is the basis for all teaching and learning at Caloundra State High School.

“ Wellbeing is a state in which every individual realises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community. ”  
– World Health Organisation, 2014

<b>Creating safe, supportive and inclusive learning environments</b> 	<b>Building the capability of staff, students and the school community</b> 	<b>Developing strong systems for early intervention</b> 
<p><b>Caloundra State High School does this by:</b></p> <ul style="list-style-type: none"> <li>Promoting a positive school culture through explicit teaching of expectations where all students are taught to be respectful, responsible and prepared (Behaviour Beacons and The Caloundra Way)</li> <li>Celebrating diversity and providing an inclusive environment for students of all social, cultural, community and family backgrounds, and of all identities and abilities</li> <li>Staff developing and maintaining positive relationships with students and knowing them as individuals</li> <li>Recognition of student success through Lighting the Way Tickets</li> <li>Inclusive practices and supportive classroom and school environments</li> <li>All staff completion of Student Protection Training</li> <li>Solid relationships with parents including P&amp;C meetings, parent-teacher interviews, regular newsletters, emails, school council and social media presence</li> <li>Having clear rules and consequences that are presented positively, explicitly taught, applied and regularly reviewed that are based on individual circumstances (Student Code of Conduct, Behaviour Beacons and Lighting the Way tickets)</li> <li>Development of engaging Australian Curriculum and pedagogy practices that equips students with the knowledge, skills and attitude to become 21<sup>st</sup> Century citizens</li> <li>Providing opportunities to engage in extra-curricular activities. These include sports carnivals, leadership events, sporting teams, interest groups, etc.</li> <li>A dedicated and community-minded Student Council Community Ambassadors and Z Club</li> <li>An active LGBTQI+ group</li> <li>Recognition and celebration of First Nations students through celebration of special dates (NAIDOC, Reconciliation), First Nations leadership (Bu'ran'dou Leader) and Homework club for First Nations students</li> </ul>	<p><b>Caloundra State High School does this by:</b></p> <ul style="list-style-type: none"> <li>Aligning teaching with the Australian Curriculum: Health Education and Personal and Social General Capabilities <a href="#">LINK</a></li> <li>Aligning teaching with The Caloundra Way Pedagogical Framework</li> <li>Explicit teaching of expected behaviours aligned to Behaviour Beacons</li> <li>Differentiating the curriculum to meet the individual needs of all students including Individual Curriculum Plans (ICPs)</li> <li>Each staff member invests time in their students to know their strengths, interests, passions, needs for wellbeing and to support inclusive and differentiated learning opportunities (KTOML)</li> <li>A comprehensive and evidence-based Wellbeing Curriculum taught to all students in weekly 70-minute lessons which includes topical and engaging guest speakers and RRE Curriculum</li> <li>Preparing and supporting students and families for transition into secondary school and between year levels</li> <li>Providing staff with opportunities to reflect on their own wellbeing and set Wellbeing Goals through APR process</li> <li>Active Staff Wellbeing Committee, social club and regular staff recognition</li> <li>Maintaining family connections and partnerships, to support early interventions for students whose learning and wellbeing may be at risk (behaviour and attendance tracking, LABS process, multi-tiered systems of support)</li> <li>An aligned, targeted and evidence-based respectful relationships program that includes understanding gender, sexual harassment and consent and is aligned to the personal and social general capabilities that values acceptance and difference</li> </ul>	<p><b>Caloundra State High School does this by:</b></p> <ul style="list-style-type: none"> <li>Referring students for appropriate intervention in school, through Student Protection processes and external clinical services as appropriate</li> <li>Conducting cognitive assessments to inform diagnoses of, and support of, learning disabilities</li> <li>Formalising and maintaining partnerships with CYHMS, Reconnect, Headspace, IFYS</li> <li>Holding collaborative weekly Student Support Team meetings, Case Management Meetings and LABS meetings where student support and intervention is discussed and actioned, including referrals</li> <li>Employing specialist staff including Guidance Officer x 2, Social Worker, Chaplain, School Based Health Nurse and School Psychologist</li> <li>Ensuring students who require intensive support are referred to the correct internal and external agencies</li> <li>Referral to, facilitation and support from Mental Health Advisors, District support officers and External agencies including: Be You, Headspace, IFYS, CYMHS, FaCC, QPS, Paediatricians, and Community Centres etc.</li> <li>Tier 3 interventions including programs targeted at students with complex behaviours (Rock and Water, Feeling Fantastic, Love Bites, Pathfinders plus others)</li> <li>Guidance Officers trained in best practice models to support suicide prevention, intervention and postvention</li> </ul>
<b>2022 Priorities</b>		
<ul style="list-style-type: none"> <li>Implement whole school approach to Differentiation</li> <li>Ensure an environment conducive to learning exists</li> <li>Use data analysis to know the learner and plan to ensure student needs are met with a growth in achievement</li> </ul>	<ul style="list-style-type: none"> <li>Implement Parent and Community Framework (PACE) Facilitate workshops forums for parent input</li> <li>Expand community and industry engagement with school</li> <li>Build staff capability/consistency to accommodate for student learning needs</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, plan for and implement strategies to improve the wellbeing of students and staff</li> <li>Provide learning environments, programs and strategies to engage, motivate and retain students in school</li> </ul>