



At Mount Whitestone 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 Mount Whitestone 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*, *student support team* and *collaborative planning for teachers*.
- We demonstrate and communicate positive respectful relationships between staff, students, parents and members of the school community through the implementation of our *Student Code of Conduct*, *Behaviour framework*, *three school expectations* and *meeting norms*.
- We recognise and reward positive behaviours for learning using tangible rewards that include *Gotchas*, *stickers*, *daily stamp*, *certificates* and an *end of term reward*.
- We explicitly teach and model social and emotional skills, values and expectations for behaviour through our *weekly behaviour focus lessons* to support student wellbeing.
- 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 *NAIDOC week*, *ANZAC Day*, *National Day of Action against Bullying and Violence*, *Daniel Morecombe Day* and *Remembrance Day*.
- We provide learning opportunities and environments that promote healthy lifestyle choices particularly through our *HPE curriculum* and *respectful relationships education*.
- 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*.
- 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 *school newsletter*, *school sign* and *school website*.

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 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*, *newsletter* and *school website*.
- We respond positively to the needs of different groups within the school community through *transition* activities and open days.
- We strengthen connections with parents through regular *parent-teacher meetings*, to support early intervention for students whose wellbeing is 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.
- 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 through their involvement in the *Student leadership meetings*.
- We participate in *school camps* with neighbouring schools to develop individual confidence, resilience and teamwork of students.
- We strengthen student relationship with peers from like schools (M2C) to support transition days into high school and student wellbeing.

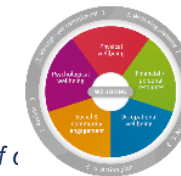
3. DEVELOPING STRONG SYSTEMS FOR EARLY INTERVENTION...

- We plan and document school processes to support staff to respond appropriately to students at risk, including *student protection training*, *inclusivity policies*, *differentiation*, *ICPs*.
- 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 School Chaplain, 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 integrate DoE support services to assist in planning and implementing practices that improve outcomes for students, including support from our *Speech and Language Pathologist*, *Guidance Officer*, *Physiotherapist*, *Occupational Therapist* and *Advisory Visiting Teachers*.
- We employ a *school Chaplain* through Scripture Union, to assist students' social and emotional wellbeing and development.
- We actively maintain partnerships with Departmental services including *School nurse*, Vision screening for Preps program, hearing screeners for referral.
- We engage specialist organisations, including *Autism Queensland*, for student support.
- We refer students and families to support organisations, including *Family-Child Connect*, *Lifeline*, *Headspace* and *Kids Helpline*
- We use our Chaplain to provide support and checking on family wellbeing.
- Teachers develop support plans for students, including *Personalised Learning*, *Individual Curriculum Plans*, *Health Management* and *Support Provisions*.
- We provide school staff with a role appropriate *school induction process* to support them to care for the wellbeing of students.

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

□ Attendance rates □ Days on student disciplinary absences □ School Opinion Survey responses

Staff Wellbeing Framework



At Mount Whitestone State School we recognise that staff undertake cognitively and emotionally challenging work that impacts on the health and wellbeing of our staff. 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 Mount Whitestone 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 addressing lifestyle risk factors: good nutrition, physical activity, smoking, alcohol consumption and weight management. 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. 2. Increasing resilience and stress management of school staff. 3. Provide information and resources to support optimal mental health for school staff. 	<ol style="list-style-type: none"> 1. Develop links with community organisations that support school staff wellbeing. 2. Promote opportunities for school staff to be involved in charity work and make donations. 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. 	<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 and retirement planning.
Actions	<ul style="list-style-type: none"> - Use staff meetings, weekly staff communication and the staff room as platforms to promote nutrition, physical activity and healthy choices. - Direct staff to credible sources of health information and engage experts who can advise staff on physical health and wellbeing. - Promote hygiene messaging, including hand washing, covering coughs and staying home when unwell. - include Health, Safety and Wellbeing in staff meeting agenda meetings allowing us to respond to emerging issues. 	<ul style="list-style-type: none"> - Direct staff to mental health resources, including Beyond Blue's 'Be You' for educators and the 'Life Works' counselling service. - Participate in Social Club activities including staff morning tea, birthday cakes, shout out wall and celebrations. - Provide support for teachers to assist them increasing resilience and managing stress. - Engage with wellbeing initiatives (i.e. 'National Day of Action Against Bullying and Violence, White Ribbon Day and 'R U OK Day'). 	<ul style="list-style-type: none"> - Maintain partnerships with community. - Promote the work of community groups and charity organisations through school (i.e. P&C, Show Society, Ma Ma Creek Exhibition). - Encourage staff to participate in professional learning activities that provide opportunities to develop networks (i.e. Collaboration with buddy teacher, Mentoring and cluster moderation). - Encourage staff to participate in local community events (i.e. Anzac Day ceremonies, Sports days, local show, community celebrations). 	<ul style="list-style-type: none"> - Staff develop APDPs which set out SMART goals for developing their skills, knowledge and career plan. - Beginning teachers participate in a MBT program to support their development in the early career stage. - New staff complete a role specific school induction program. - All staff have an opportunity to participate in collegial and instructional coaching process. 	<ul style="list-style-type: none"> - Share information and opportunities that enable staff to develop their financial literacy and budgeting skills. - Share information and resources related to car leasing, investments, mortgages and insurance. - Share information and resources related to superannuation and retirement planning.

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

- Staff attendance rates
- School Opinion Survey responses
- Staff Meetings

Parent and Community Engagement Framework



At Mount Whitestone 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><i>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.</i></p> <ul style="list-style-type: none"> Engaging in regular communication with the community through fortnightly newsletter, the school sign, school website and use of emails. Hosting parent and community meetings to discuss significant school issues and include participation of parents and community members in weekly assemblies. Providing opportunities for families to observe student learning and celebrate student achievement. Utilising school mobile phone to enable text messaging to support connection and communication with parents. 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. 	<p><i>Partnerships between parents, students and schools promote student learning, wellbeing and high expectations for student success.</i></p> <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 culminating activities for units of work. Creating capability workshops to train parents as volunteers to address areas of need or interest such as student resilience, literacy and numeracy. Organising parent-teacher meetings and information sessions throughout the year. 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. Greet parents at 3.00pm at the gate to develop relationships and communicate about daily successes. 	<p><i>Relationships between the school and wider community strengthen the ability of schools and families to support student learning, wellbeing and developmental outcomes.</i></p> <ul style="list-style-type: none"> Establishing and developing partnerships with local businesses and community members and hosting community events such as ANZAC Day services, NAIDOC week and local sporting events. Involving community volunteers in student mentoring programs, classroom support, reading and excursions. Community days and celebrations including Book Week, Mother's Day, Father's Day and Grandparents Day to strengthen school –parent relationships. 	<p><i>Parents, students and community members play meaningful roles in school decision-making.</i></p> <ul style="list-style-type: none"> Involving the local community in the development of the school's vision, values and annual planning. 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 and to enable all parents and community members to participate in inclusive decision-making. Providing parents and community access to training and workshops such as those hosted by P&Cs Queensland. Involving 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 leadership activities 	<p><i>Respectful relationships between students, parents and the school community are valued and enhance the promotion of student learning and wellbeing.</i></p> <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 . Consult key staff for advice on engaging meaningfully with cultural groups in the school community. Supporting student wellbeing through engagement with local police, youth officers, and community leaders. Building networks to establish community integrated student support services. 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.