



Student Wellbeing

Policy Implementation and Procedures

Context

It is the responsibility of every teacher at Nowra Hill Public School to ensure that every student achieves the Educational Goals for Young Australians as set out in the Melbourne Declaration 2008.

We provide an educational community that:

1. Promotes equity and excellence.
2. Ensures our students become successful learners, confident and creative individuals, and active and informed citizens.

At Nowra Hill Public School, we have used the Department of Education's *Wellbeing Framework for Schools* as a basis for our own Nowra Hill Public School Student Wellbeing approach and programs.

We evaluated our practice in light of the six *Elements of the Wellbeing Framework*:

- Teaching and learning
- Behaviour, discipline and character education
- Learning and support
- Professional practice
- Effective leadership
- School planning

We then used the Department of Education's revised *Student Welfare Policy* to:

- Review student welfare, including discipline.
- Determine key issues for action.
- Develop action plans relating to student welfare.
- Implement student welfare actions and the school discipline policy.
- Review student welfare within the school's ongoing planning and reporting processes.

According to the DoE's *Student Welfare Policy*, student welfare:

- Encompasses everything the school community does to meet the personal, social and learning needs of students.
- Creates a safe, caring school environment in which students are nurtured as they learn.
- Is achieved through the total school curriculum and the way it is delivered.
- Incorporates effective discipline.
- Incorporates preventive health and social skills programs.
- Stresses the value of collaborative early intervention when problems are identified.
- Provides ongoing educational services to support students.
- Recognises the diversity within the school community and provides programs and support which acknowledge difference and promote harmony.



- Recognises the role that the school plays as a resource to link families with community support services.
- Provides opportunities for students to:
 - enjoy success and recognition
 - make a useful contribution to the life of the school
 - derive enjoyment from their learning.

Rationale

Schools have a pivotal role to play in connecting character development in children and young people to individual and collective wellbeing, which in the longer term will shape the values and attitudes of the society in which they live.

Teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of children and young people.

Experiences that develop character by promoting mindfulness (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership benefit children and young people as they grow and develop.

Schools focus on giving children and young people voice, being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively throughout life.

Wellbeing can be shaped by a number of broad influences including the degree to which there is an experience of: choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health and safety.

Choice is important because it impacts positively on a student's learning and engagement in schooling. It contributes to enhanced motivation, interest and commitment to tasks. The provision of choice supports self-regulation, self-discipline and achievement. When students have choice and opportunities to engage in activities that are of interest and value to them, their wellbeing is enhanced.

Achievement contributes positively to a student's wellbeing, and can contribute to a student's confidence and self-esteem. It can help to foster student self-discipline and effort, encourage students to stretch themselves and take risks in their learning. Achievement fosters positive emotions which can build further engagement and effort.

Positive relationships foster connectedness and feelings of belonging and are essential for wellbeing. These relationships are characterised by constructive interactions that provide enthusiastic and genuine support. They are important because they help us to build social and emotional skills and in turn nurture other positive, caring and respectful relationships.

Enjoyment, or the presence of positive emotion, can increase a student's wellbeing. Learning occurs more effectively in the context of positive emotions. Enjoyment broadens a student's ability to think creatively, be innovative and to problem solve more effectively.



Development and personal growth can lead to a student having greater satisfaction with life, more confidence and self-efficacy and greater feelings of resilience, health and wellbeing. Development contributes to social competence, self-esteem and a student's sense of meaning and purpose.

Feeling physically **safe** and being in **good physical health** contributes to wellbeing. Environments that provide for safety, and support good health, optimise learning experiences.

Australian Professional Standards for Teachers

Teachers at Nowra Hill Public School are expected to be working at the Proficient or higher level of the *Australian Professional Standards for Teachers*.

The Student Welfare Policy Implementation, particularly relates to the following descriptors from the *Standards*:

1.1.2 – Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.

1.3.2 – Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

1.5.2 – Develop teaching activities that incorporate differentiated to meet the specific needs of students across the full range of abilities.

2.1.2 – Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities

2.4.2 – Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

2.6.2 – Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

3.1.2 - Set explicit, challenging and achievable learning goals for all students

3.2.2 – Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.

3.5.2 – Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.

3.7.2 – Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.

4.1.2 – Establish and implement inclusive and positive interactions to engage and support all students in classroom activities

4.2.2 - Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.

4.3.2 – Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.



4.4.2 – Ensure students' well-being and safety within school by implementing school and/or system, curriculum and legislative requirements.

4.5.2 – Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

5.2.2 – Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.

6.4.2 – Undertake professional learning programs designed to address identifies student learning needs.

7.3.2 – Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and well-being.

Student Wellbeing at Nowra Hill Public School

The DoE's *Student Welfare Policy* identifies three focus areas for developing student welfare and wellbeing in schools:

- Effective learning and teaching
- Positive climate and good discipline
- Community participation

Effective Learning and Teaching

At Nowra Hill Public School, our first approach to Student Wellbeing is to create and maintain engaging learning environments through effective learning and teaching.

Objective: To enhance effective learning and teaching by:

- Encouraging students to take responsibility for their own learning and behaviour.
- Identifying and catering for the individual learning needs of students.
- Establishing well-managed teaching and learning environments.
- Ensuring that learning activities build on prior knowledge and experiences and are socially and culturally relevant.
- Providing frequent opportunities for students and their parents to discuss learning programs and student behaviour and progress.
- Identifying key social skills and developing plans for all students to acquire them, or make progress towards them, over time.
- Ensuring that gender and equity issues are recognised and addressed across the curriculum.

Strategies: To enhance effective learning and teaching at Nowra Hill Public School, teachers:

- Follow the Nowra Hill Public School's *Curriculum Planning and Programming Policy Implementation and Procedures*, which outline the expectations of teachers when planning their educational teaching programs.



- Follow the Nowra Hill Public School's *Quality Learning Policy Implementation and Procedures*, which outlines the pedagogical practices valued at Nowra Hill Public School.
- Follow the Nowra Hill Public School's *Assessment and Reporting Policy Implementation and Procedures*, which outlines the approach to quality assessment and feedback, and reporting to parents.
- Participate in the HOW2Learn framework and approach to the delivery of education services, including the explicit teaching of Growth Mindset and the 20 Learning Habits.

Outcomes:

- Students will be active participants in the learning process.
- Coordinated student services will provide effective support to classroom programs.
- The learning experiences of students will affirm their individuality and be positive and satisfying.

Results for students:

- Students will participate in decisions about their own learning.
- Students will pursue a program of learning relevant to their needs and aspirations.
- Students will develop an understanding of themselves as well as skills for positive, socially responsible participation.
- Students will develop competencies which enhance the quality of their relationships with others.
- Students will feel valued as learners.

Positive climate and good discipline

Objective: To enhance school climate and discipline by:

- Maximising student participation in decision making and ensuring that principles of equity and fairness are reflected in school practice.
- Providing opportunities for students to demonstrate success in a wide range of activities.
- Developing and implementing policies and procedures to protect the rights, safety and health of all school community members.
- Establishing clear school rules which are known and understood by all school community members.
- Monitoring attendance and ensuring that students attend school regularly.
- Valuing and providing opportunities for all students to develop the skills involved in positive relationships, social responsibility, problem solving and dispute resolution.
- Valuing difference and discouraging narrow and limiting gender stereotypes.
- Incorporating students' views into planning related to school climate and organisation.
- Establishing networks to support students and making sure that students and parents know about, and have ready access to, this support.
- Recognising the relationship between student and staff welfare and ensuring that staff welfare is also a priority.
- Providing resources and opportunities for students to gain leadership experience using a range of mechanisms, including student representative councils or school parliaments.



Strategies: To enhance school climate and discipline at Nowra Hill Public School, we:

- Use the KidsMatter Framework to shape all decisions and interactions.
- Developed the school values of *Learning, Respect, Responsibility and Safety* and the *Student Expectations* based on these values.
- Developed and use the *Nowra Hill Public School Promise*.
- Implemented weekly Principal Awards for students who uphold the school values, expectations and promise.
- Implemented Dojo House Points as positive reinforcement for students who uphold the school values, expectations and promise.
- Implemented the *Friendly Schools Plus* program in the classroom to explicitly teach the school values and a broad range of social and emotional skills.
- Developed and implement the *In the Zone* behaviour management system based on restorative practice.
- Ensured the *In the Zone* behaviour system also included positive reinforcement through the levelled *In the Zone Awards* for green behaviour.
- Developed a comprehensive and cohesive Anti-bullying Plan.
- Revived the Student Representative Council and implemented leadership training for all Year 6 students.
- Developed an Attendance Policy in line with the DoE policies.

Outcomes:

- The well-being, safety and health of students and other community members will be priorities in all school policies, programs and practices.
- Principles of equity and justice will be evident in school plans, programs and procedures.
- The discipline code of the school will provide clear guidelines for behaviour which are known by staff, students and parents who have contributed to their development.
- The school will be a disciplined, ordered and cohesive community where individuals take responsibility and work together.
- The school will reflect the values of its community and will welcome the participation of community members in the life of the school.
- The school will be an inclusive environment which affirms diversity and respects difference.

Results for students:

- Students will be safe in the school environment.
- Students will know what is expected of them and of others in the school community.
- Students will be able to learn without disruption from unruly behaviour.
- Students will be provided with appropriate support programs.
- Students will contribute to decision making in the school.
- Students will participate in all aspects of school life as equals.
- Students will value difference.
- Students will be respected and supported in all aspects of their schooling.
- Students will know and understand their school's organisation and know about student representative councils.



Community participation

Objective: To enhance community participation by:

- Building learning communities in which staff, students and parents work together for planned results.
- Encouraging parents and community members to participate actively in the education of young people and in the life of the school.
- Acknowledging parents as partners in school education.
- Encouraging students to have a sense of belonging to the school community.
- Assisting families to gain access to support services in the community.
- Fostering close links with the wider community.
- Encouraging links between parent and student representative groups.
- Inviting parents to share their skills and experiences in the school community.
- Supporting students and their parents in making decisions about learning programs.
- Recognising students' families, cultures, languages and life experiences.

Strategies:

- Introduced the KidsMatter framework to provide professional learning to all staff in developing a positive school community and working with parents/carers.
- Utilising the *Tell Them From Me* surveys and a range of other feedback strategies from parents for the development of school based policy and procedures.
- Collaborating with parents on the development of the new school planning cycle.
- Providing a range of opportunities for parents and community members to visit the school and participate in activities such as: Meet the Teacher Nights, Grandparent's Day, Book Week, Education Week, Kindergarten Transition, Weekly Assemblies, Sporting Carnivals and so on.
- Providing opportunities for parents and community members to volunteer throughout the school, eg. in classrooms, library, working bees and so on.
- Fostering positive relationships between the school and the local navy base, Albatross, through the School Principal and the Captain, Albatross.
- The Defence School Transition Aide working very closely with the school and the local navy base, Albatross, to provide a range of opportunities for our students, including: Navy personnel providing skills programs at school, students visiting the Fleet Air Arm Museum, the Chapel and tour the Base.

Outcomes:

- There will be strong links between students, staff, parents and other members of the school community.
- Parents and community members will participate in the education of young people and share the responsibility for shaping appropriate student behaviour.
- The curriculum, goals, plans and actions of the school will reflect the needs and aspirations of students and the wider school community.
- Students, parents and teachers will perceive that the learning and teaching programs in the school are relevant and beneficial.
- Staff will facilitate parent and community involvement in a range of school activities.



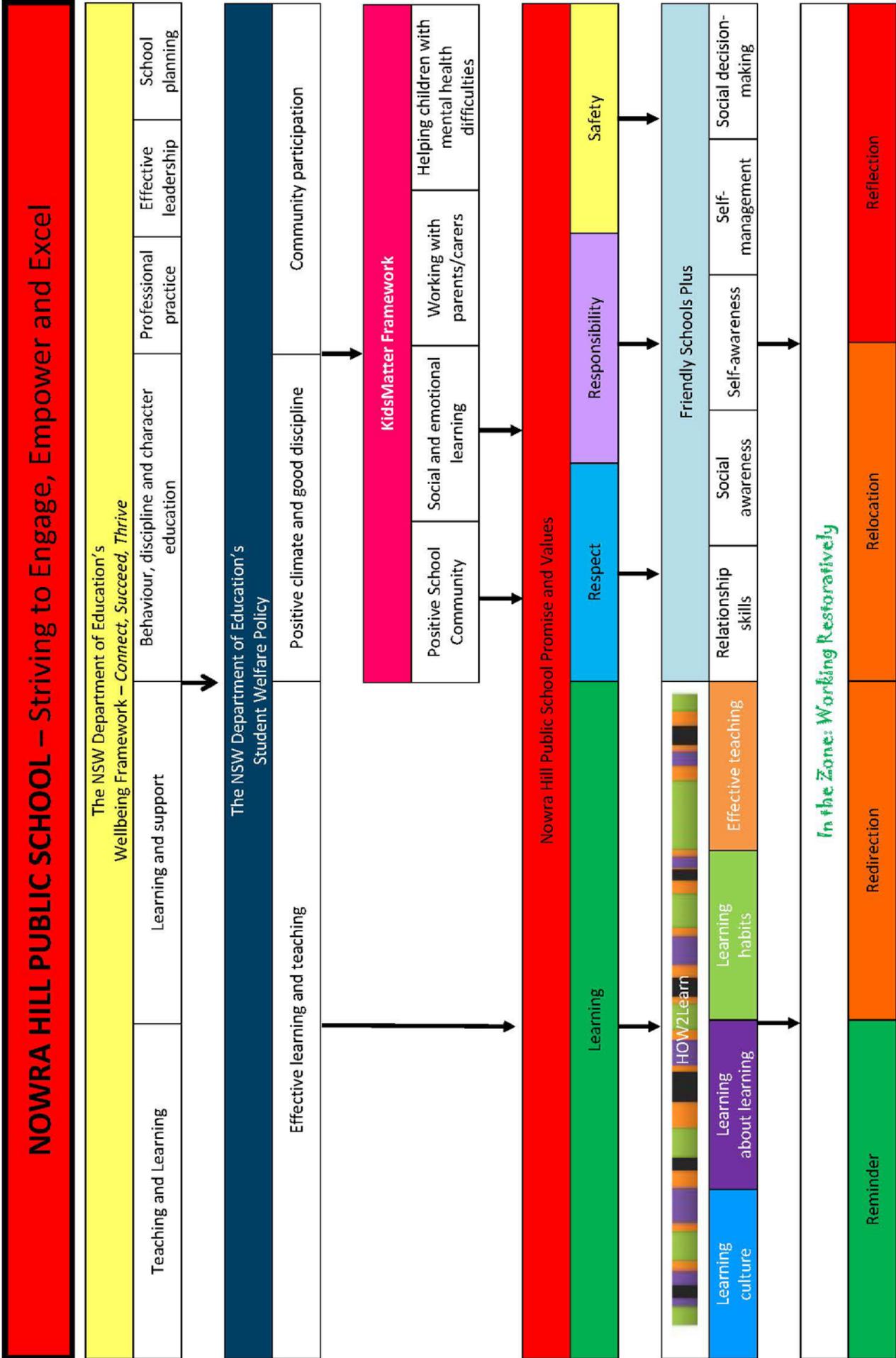
Results for students:

- Students will be supported by parent and community participation in school activities.
- Students will value the school as an integral part of the community.
- Students and their families will know how to gain access to relevant support services in the community.
- Students will be partners with parents and teachers in the teaching and learning processes at the school.

Nowra Hill Public School's Wellbeing Framework

The following framework shows how the wellbeing policies, procedures and programs at Nowra Hill Public School flow from the overarching Department of Education's Wellbeing Framework, to the Department of Education's Student Welfare Policy to the implementation of the KidsMatter Framework and HOW2Learn Framework and Friendly Schools Plus, to the development of the NHPS *In the Zone* restorative program.

Every wellbeing policy, procedure and program has been thoroughly researched, based on collaboration and is evidence based.





References/Resources:

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