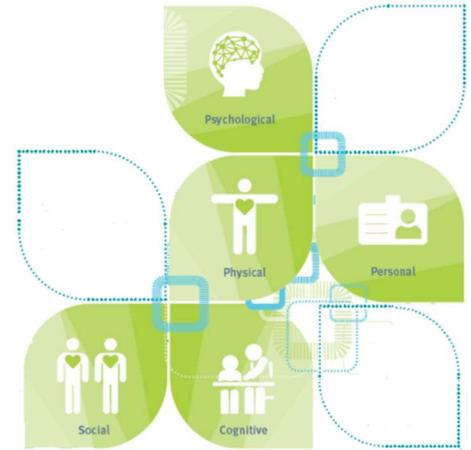


Clifton State High School

Student Learning & Wellbeing

Framework

2019



“Achieving in Every Field”



At Clifton State High School, student wellbeing is supported across 3 domains:

Creating safe, supportive and inclusive environments

Clifton SHS has a positive psychology focus on “Red Cars” – focusing on what you want to see more of. This means that all behaviour and interactions with students and staff is based around what we want to see more of. Parade each week will set the value/focus for the week. Each year level has a care group lesson to start the day where the weekly positive focus will be discussed and shared. Students have a dedicated care group teacher whom they connect with each day and the Library is open at all breaks. The Wellbeing/Support Team also works closely with the Positive Behaviour Support Team in establishing supportive and inclusive environments for all students. Clifton State High School is a small rural school which thrives on the strong relationships established between staff, students and our community.

In 2019, it is intended that a weekly parade will set the behaviour key focus for the week (one per fortnight) and then each year level will break off into year level parades run by year level coordinators with a major focus on celebrating student achievement in every field, in particular, in relation to the behaviour key for that week and the wellbeing focus for that week. Students will be entered into a draw each week with a tuckshop voucher as the prize at each year level parade. The Wellbeing Coordinator and Positive Behaviour Coordinator will meet each week to finalise the topics and share resources with staff. This full school, then year level parade, will be followed by a dedicated Personal and Social Capabilities Lesson once per week for Year 7, 8, 9, 11 and 12, with components of this program delivered via the Work Education program in Year 10. Whole school or year level events will also be scheduled during this time – such as Love Bites, Motivational Media and/or other focus days.

Building the capability of staff, students and the school community

This will occur via support for staff to deliver the pastoral care program throughout Year 7, 8, 9 and 10 with a continued focus in Year 11/12 Pastoral Care teachers and Year Level Coordinators. A weekly program will be delivered to each year level coordinator. Positive values/wellbeing challenges will be the focus on each weekly parade and a weekly behaviour key will be highlighted at each parade via the Wellbeing and Positive Behaviour Support Team. Training and support for staff will occur during the SFD in 2019, including PACE training and the creation of resources and programs to support the student wellbeing program developed in consultation with key staff (Guidance Officer, Youth Support Coordinator, Chaplain, Nurse, HOSES) and delivered by staff and the community. Key stakeholders will be included to support building capability including the regional mental health coach, partnerships with the Warwick Interagency Group (which is already established), Head Space, Re Boot, Thrively and further partnerships with the local medical centre where possible. Outside groups may come in to present relevant content to our students as well – such as Brainstorm Productions, Motivational Media etc.

Developing strong systems for early intervention

The Wellbeing/Support Services Team meets fortnightly and utilises the support referral system currently in place. This will be further enhanced in 2019 with the inclusion of additional data analysis to pinpoint areas of concern (eg behaviour, attendance, achievement, referral data). A range of pro-active programs are being implemented with the intention of reducing referrals and supporting students– these programs may include Mind Star, ReBoot, RAGE, A2B, Tree of Life, Friends, Alert Program, Social Skills Programs, Sensory Programs, Mental Health Week, Pastoral Care etc. A new Wellbeing/Support Team Policy and Procedure Handbook is being developed for 2019 and additional training for staff in recognising warning signs is planned. The Wellbeing/Support Services Team will work closely with the Positive Behaviour Support Team. All programs are based on researched and evidence based practices – including extensive reference to “*Better Than Ok – Helping Young People to Flourish at School and Beyond*,” edited by Dr Helen Street and Neil Porter.

Student Learning & Wellbeing Plan - 2019

The program is built around the Personal and Social Capability Learning Continuum with a focus on the following areas:

- Self Awareness
- Self Management
- Social Awareness
- Social Management

The CSHS program draws from the new National Initiative into Supporting Mental Health in Schools – to be finally released in November 2018 and from the existing Mind Matters Mental Health Framework which is built around four key components:

C1 Positive school community

This is built via our Red Car Positive Psychology focus across the school and community. Weekly lunchtime activities will also be organized to assist with enhancing the positive school community and acknowledged via parade/rewards days. The school community will also be invited to a range of whole school events including presentations on Cyber Safety and other focus areas.

C2 Student skills for resilience

This will be explicitly taught via the PSC program (one lesson per week), via parade, whole school/year level focus sessions and incidentally in class / in the playground.

C3 Parents and families

Community events, Parents and Citizens Committee, Information session, volunteers and newsletter correspondence will be utilized to support parents and families.

C4 Support for students experiencing mental health difficulties

Referral via the support team and associated support strategies.

Together these components provide a holistic and comprehensive view of student mental health and wellbeing within the wider school community.

Each component is explored through a number of stand-alone online modules covering different topics. These modules include animation, video, interactive tools and downloadable resources and take around one hour to complete. Each module has a facilitator guide and can be explored individually or in a group. Special face-to-face events and experienced support from MindMatters consultants complement the online resources and help schools to implement what they have learnt. At Clifton State High School – the intention is that staff will be supported by a Wellbeing Coordinator in order to implement this. A range of resources will be shared with staff.

The program is to be delivered by Personal and Social Capability Teachers via one x 35 minute lesson per week per year level. Additional support is to be provided via Weekly Reminders on Parade about the focus area of the week, and some year level and whole school events throughout the year. It will also be embedded via the General Capabilities – Personal and Social Capability across the school. As such, this lesson will be reportable via the PSC continuum available from ACARA.

The program will use a number of resources, which are customized to suit our own students here at Clifton State High School and allow for the gradual release of responsibility as students' progress through year levels.