

**BRIGALOW STATE SCHOOL'S  
HEALTH AND WELLBEING  
FRAMEWORK**



**BRIGALOW STATE SCHOOL'S EXPECTATIONS FOR THE HEALTH AND WELL-BEING OF OUR SCHOOL**

**LEARNING ENVIRONMENT**

*We provide a rich learning environment that is open, respectful, caring and safe. It promotes student success through catering for the individual child within the learning environment.*

*The space is supported and developed as a whole school to cater for all student and staff needs to best achieve our own successes.*

**We achieve this by:**

- Promoting a positive school ethos in newsletters, school publications, meetings with parents, P&C meetings, school assemblies
- Providing a whole school curriculum framework that embeds the teaching and learning of 5 keys to school success – You can do it program. This program focuses on supporting the social skills of resilience, persistence, confidence, getting along and organisation.
- Reflecting daily, weekly and term by term, on data wall displays of students long and short term goals
- Utilising local support personnel and networks e.g., guidance officer to help with students learning needs identification.
- Utilising approaches to positive behaviour including a responsible behaviour plan, student awards and rewards. We celebrate this success daily, weekly and at the end of each term.
- Having a commitment to professional development plans and a school professional learning plan aligned to staff and student needs.
- Having supportive and consistent T/A support program/plan in place for all students.
- Age appropriate displays, furniture and resources to best meet the needs of the individual child's physical requirements.

**CURRICULUM AND PEDAGOGY**

*We provide curriculum that enhances wellbeing which equips our students with the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships.*

*Our consistent high standard of pedagogy is supported through the positive relationships developed through all staff, parents, students and community working within the guidelines of this framework.*

**We achieve this by:**

- Providing whole school curriculum programs across all key learning areas. The implementation and success of these programs are tracked through internal monitoring systems for each individual child and constantly reflected upon for improvement.
- Ensuring strategies are in place to allow for differentiation in teaching and learning. These strategies form the basis of teachers planning.
- Allowing students to have a regular access to their progress data. Through term conversations with students and parents, allows them to set their own personal goals, reflect on social and emotional learning's regularly.
- Provides aids to student time management skills such as clear timetables and set responsibilities to create accountability, ownership and a sense of belonging for all.
- Supporting the whole child by providing a range of extra-curricular activities for students e.g., camps, Links carnivals, camps, arts councils, show displays.
- Consistency of explicit teaching structure to all real life learning experiences that support the life-long learning goal of each child.

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**POLICIES AND PROCEDURES**

*Policy intentions are transformed into action by school staff, students, parents and community members*

**We achieve this by:**

- *Clearly stating the school's approaches to learning and wellbeing in enrolment interviews*
- *Publishing the school policies and procedures relevant to student wellbeing and learning on the school website, in enrolment packs and regular updates in the newsletters.*
- *Providing opportunities for school community involvement in school operations relevant to student wellbeing in P&C meetings, regular communications (emails and letters). Ensuring that the P&C initiatives support the health and wellbeing of all staff and students.*
- *Providing information to parents and students about the school's Responsible Behaviour Plan and how we celebrate the success of student and staff at our school.*
- *Using staff meetings to review and evaluate school operational matters relevant to student wellbeing.*
- *Ensure budget supports the professional development programs (as outlined in school's Professional Learning Plan), to support policies being enacted by the school.*

**PARTNERSHIPS**

*Productive partnerships underpin the successful implementation of our Health and Wellbeing Framework and drive the success of it.*

**We achieve this by:**

- *Supporting positive relationships between students and all staff. We do this by using teaching teams to connect with classroom learning.*
- *Providing ample opportunity for parents to discuss student progress and frequent intervals during the year.*
- *Providing information through newsletters or communications to homes about relevant services available within the school and community that support wellbeing.*
- *Being highly involved in programs, PD and networks organised by Brigalow and Cluster of schools e.g., Weekly PD sessions for staff, Coaching and Feedback weekly to staff (Watching others work program)*
- *Supporting partnerships with all schools in our district to share and utilise staffing and resources e.g., RREAP, Links Carnivals, across school PD workshops.*
- *Linking families with support agencies to support child's needs at home and school.*