



Student Learning and Wellbeing Framework

Creating Safe, Supportive and Inclusive Environments	Building Capacity of Staff, Students and the School Community	Developing Strong Systems for Early Intervention
<p>At Rochedale State School we currently do this by:</p> <p>Providing safe environments where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised:</p> <ul style="list-style-type: none">A whole school student wellbeing approach adoptedThe school has an explicit positive school ethosThe safety of the online community is addressedThe school has a clear anti-bullying policy that is part of the Student Code of Conduct.Staff, students and the school community model and value relationships that are positive, respectful and underpinned by gender equality.The school staff have a thorough understanding of students' backgrounds and family situations and the celebration and acknowledgement of diversity is embedded. <p>Demonstrating and communicating positive respectful relationships between staff, students, parents and members of the community:</p> <ul style="list-style-type: none">School staff develop positive relationships with students by getting to know them as individuals and respecting their individuality.Students have opportunities to participate in peer support and extracurricular activities that facilitate positive peer interaction and these actions are valued and encouragedStudents have structured opportunities to participate in school serviceThe importance of positive communication, respectful, equal relationships and staff and student wellbeing is recognised, valued and consistently demonstrated by all within the school community.Parents are regularly invited to participate in school events. <p>Explicitly teaching and modelling social and emotional skills, values and expectations for behaviour to support student wellbeing</p> <ul style="list-style-type: none">All staff are responsible for promoting and supporting positive student behaviour and wellbeing.Opportunities to explicitly teach social and emotional skills and behaviour are identified, integrated into the curriculum and embedded within school activities.An emphasis on positive mental health, wellbeing and behaviour is evident, through staff focusing on identifying, and building upon, student strengths and capabilities.Student input to school expectations for behaviour, rules and consequences is invited and valued.Expectations for behaviour, rules and consequences are presented positively, explicitly taught, consistently applied and regularly reviewed.Student and staff wellbeing and safety before, during, and after school is considered and actioned.Positive behaviours are positively acknowledged in meaningful ways.The school provides/organises activities that focus on developing mutual trust, caring and group identity, e.g. camps, community projects and outdoor education. <p>Making sure the physical environment and school policies and practices are accessible and inclusive of students and families:</p> <ul style="list-style-type: none">The school ethos is reflected in published documentsStudents participate in student councils and other working groups.Students with disability and their families are actively engaged to ensure that the school environment and culture is inclusive.Students and staff are aware of risks to safety and systems are in place to report hazards in the school environment.Strategies to promote a sense of security, stability and belonging are in place <p>Planning for opportunities to promote and celebrate the traditions, values and cultures of the school community:</p> <ul style="list-style-type: none">The development of group identity and a sense of belonging are supported and promoted through school events, assemblies and projects.	<p>At Rochedale State School we currently do this by:</p> <p>Communicating information and advice on the benefits of supporting young people to be healthy, confident, and resilient:</p> <ul style="list-style-type: none">Consistent messages about the connection between learning, wellbeing, gender equality, respect and inclusion are evident throughout the school and community.Traits and behavioural strengths such as optimism, confidence, empathy, respect and persistence are fostered.Students are prepared to manage transitions between year levels, schools and beyond school.Help-seeking and self-care behaviours are promoted for all students and are explicitly taught through a range of programs/initiatives. Students are aware of processes for reporting of harm to self and others. <p>Responding positively to the needs of different groups within the school community:</p> <ul style="list-style-type: none">Differentiated curriculum is provided to meet the individual needs of students.Teachers cater for a range of student differences including learning styles, rate of learning, experiences and interests.Classrooms allow for flexible groupings of students and have connected and self- contained learning spaces <p>Strengthening connections with parents to support early intervention for students whose wellbeing is at risk:</p> <ul style="list-style-type: none">Opportunities for the participation of parents in school life are implemented and encouragedParents and carers are seen as partners in solving the problems of students and routine consultation occurs.The school responds to individual student needs, i.e. strategies for identifying student needs are consistently employed and referral systems are in place. <p>Increasing visibility of local support services to families whose children have higher levels of need:</p> <ul style="list-style-type: none">Students are made aware of available support within the school and community.The school has knowledge of and can provide information to parents about community agencies that can provide specialist support to students at risk.The school facilitates links between students, families and relevant services and resources available within the school and community that support wellbeing.	<p>At Rochedale State School we currently do this by:</p> <p>Planning and documentation school processed to support staff to respond appropriately to students at risk.</p> <ul style="list-style-type: none">GO and SGO trained in best practice model to support suicide prevention, intervention and postvention. <p>Recognising the early signs that a student's wellbeing is at risk and responding appropriately by noticing, inquiring, planning</p> <ul style="list-style-type: none">Students at risk or requiring support are directed to appropriate school-based intervention and are referred to clinical services where appropriate.Relationships with EdLinQ coordinators and community agencies are developed to facilitate training for staff. <p>Sharing responsibility for supporting students at risk by:</p> <ul style="list-style-type: none">Seeking support from Guidance Officers and the leadership team as first responders.encouraging students and families to access support servicesusing a wrap-around approach for students involving parents, school support services, health professionals and other agencies.Staff work collaboratively and opportunities for staff to develop professional relationships and share expertise with colleagues are provided.Clear and effective referral pathways between the school, and community, youth and mental health services are developed and promoted.The school plans for and supports students at risk during critical transition points, such as Primary to Secondary.
2025 – 2026 Priorities	2025 – 2026 Priorities	2025 – 2026 Priorities
<ul style="list-style-type: none">➤ The school seeks to provide students with opportunities to participate in community service or volunteering by identifying and establishing school-community partnerships.➤ Opportunities to explicitly respectful relationships education are identified, integrated into the curriculum and embedded within school activities.➤ Peer mediation and restorative conversations are considered as conflict resolution strategies in appropriate situations.	<ul style="list-style-type: none">➤ School specific actions are implemented to promote positive behaviour, gender equality, respectful relationships, and social justice, as well as targeting bullying, cyber safety and wellbeing.➤ Consideration is given to how best to support the Principal's wellbeing and manage their workload, assisting the Principal to best support staff and students.➤ Respectful relationships education programs implemented are evidence based, reviewed and built upon to meet the changing needs of students and the school community.	<ul style="list-style-type: none">➤ The school builds the capacity of all teachers and other staff to Notice, Inquire and Plan to ensure that mental health difficulties are identified early and students who may be at risk are responded to appropriately.➤ Relationships with EdLinQ coordinators and community agencies are developed to facilitate training for staff.➤ The Supporting mental health and wellbeing procedure is regularly referred to by key staff.