



# Wellbeing for learning and life

## Capricornia School of Distance Education commitment to learning and wellbeing

### LEARNING ENVIRONMENT

A positive school ethos and rich learning environment that is open, respectful, caring and safe optimises learning through a commitment to wellbeing and embodying the school motto of *Be different, make a difference*.

#### Capricornia School of Distance Education does this by:

- Promoting our school motto 'Be different make a difference', and encouraging our school values; humility, resilience, responsibility, commitment, integrity, compassion, partnerships and achievement.
- Utilising the Mind Matters wellbeing framework as a structure to promote wellness within the whole school community.
- Promoting a positive school ethos in newsletters, website, school publications, meetings with parents, P&C Meetings, school assemblies
- Tracking individual student data and ensuring individual needs are being met through different approaches (differentiation) and to be inclusive of student needs.
- Maintaining and continuing the high staff morale and wellbeing.
- Encouraging students to develop a sense of identity and belonging through making and being engaged in decisions i.e. raising money for charities.
- Having a commitment to professional development through Staff DPPs and a school Professional Learning Plan aligned to school priorities, staff and student needs.
- Utilising local support personnel and networks in addition to staffing a fulltime Guidance Officer.
- Providing students with a warm, caring, supportive environment where they can grow in confidence and resilience.

### CURRICULUM AND PEDAGOGY

Curriculum that enhances wellbeing equips students with the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships.

Pedagogy that enhances wellbeing builds positive relationships.

#### Capricornia School of Distance Education does this by:

- Developing and implementing a whole school curriculum that embeds higher order thinking, social and cultural differences and differentiation that cater for the range of student learning styles and interests.
- Ensuring all staff provide opportunities for all students to display active citizenship skills, and develop their understanding of holistic wellbeing at Mini Schools and in online lessons.
- Using student survey data to inform what wellbeing foci are address with student cohorts (ACER Survey).
- Ensuring strategies are in place to allow for differentiation in teaching and learning. These strategies form an important part of teachers' planning and are collated in a central location (SharePoint).
- Reinforcing positive behaviour through a consistent system of recognition and rewards for both learning and behaviour.
- Providing a range of extracurricular activities for students. These activities may be combined with other schools and include; NAIDOC, school camps, Mini-schools, drop in day, clusters etc.
- Continue to use IMPACT pedagogical framework for learning experiences and its neuroscience supported methods and strategies.



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## POLICIES AND PROCEDURES

Policy intentions are transformed into action by school staff, students and the wider community.

### Capricornia School of Distance Education does this by:

- Clearly stating the school's approaches to learning and wellbeing in enrolment interviews and in the Responsible Behaviour Plan that we value humility, resilience, responsibility, commitment, integrity, compassion, partnerships and achievement.
- 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.
- Provides opportunity for school community involvement in school operations relevant to student wellbeing in P&C meetings, regular communications (emails & letters and face-face conversations).
- Providing information to staff, parents and students about the school's Responsible Behaviour Plan. Setting and maintaining high expectations for Students in conduct, respectful attitudes and performance.
- Using staff meetings to review and evaluate school operational matters relevant to student and staff wellbeing.
- Ensuring the budget support for professional development programs (aligned to the school's Professional learning Plan) to support policies being enacted by the school.

## PARTNERSHIPS

Productive partnerships expand the knowledge, skills and resources available in the school.

### Capricornia School of Distance Education does this by:

- Supporting positive working relationships between students and all staff to ensure students know that they are appreciated and respected.
- Providing ample opportunity for parents to discuss individual student progress frequently during the year (i.e. parent/teacher interviews and regular informal conversations).
- Providing ample opportunity for parents to discuss whole of school issues at Parent Forums (quarterly) and P&C meetings.
- Ensuring that teaching and learning is connecting and respecting the life experiences and cultures of our students.
- Maintaining our school as a happy place that ensures students have a sense of belonging to the school.
- Monitoring school attendance and morale as indicators (positive or negative) of social and emotional competence within staff and students at the school.
- Continually ensuring staff wellbeing is maintained by providing a relaxed, happy environment for sharing our experiences.
- Supporting partnerships with all schools in Emerald and Rockhampton to share and utilise staffing and resources. This includes student access to ICPA Sports Camp, and Emergency Services Days.
- Develop and sustain partnership with external support services e.g. Police & Citizens Youth Club, Livingstone Shire Council, Relationships Australia Queensland, Headspace, and Child and Youth Mental Health Service.