



# Wellbeing for learning and life

## Charleville State High School 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.

#### Charleville State High School does this by:

- Setting and maintaining high standards for students at all times
- Developing a positive school ethos through cultural, leadership, academic and sporting development
- Encouraging students to engage with all areas of scholastic life and providing positive opportunities for this engagement
- Developing house spirit and pride across year levels through Vertical Care Classes incorporating Years 8-12 in each Care Class to provide positive role models and peer support for all students
- Implementing a positive Responsible Behaviour Plan for Students that recognises student achievement and excellence in behaviour through a level system
- Supporting students through implementation of a Student Welfare Strategy
- Provision of support structures and programs such as Peer Skills, FRIENDS, Resiliency, Shine, Year Level Coordinators and Peer Mentors.
- Ongoing commitment to developing students and staff alike through provision of appropriate training and program knowledge (Peer Skills, Shine, etc)
- Provision of two 'Family of Friends' days annually, recognising cultural diversity and encouraging local and visiting presenters to work with students around developing positive, respectful and caring communities.
- Development of, and commitment to, a Community Partnership Agreement.

### 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.

#### Charleville State High School does this by:

- Embedding of school-wide leadership framework into curriculum offerings
- Embedding of resiliency programs into Junior Secondary curriculum offerings
- Providing opportunities for students to participate in leadership development activities both at school, and in camp environments
- Providing appropriate training and supports for students as Peer Mentors to assist other students to build positive relationships in their lives
- Developing curriculum that is responsive to the individual needs of students
- Delivering curriculum in ways that recognise the diverse academic, cultural and learning needs of students
- Embedding of social and emotional learning capabilities into curriculum offerings through student welfare structures
- Recognising the role that positive classroom relationships play in developing positive academic outcomes
- Recognising the need for professional reflection and growth through development of whole-staff development practices
- Providing opportunities for staff to grow and reflect through professional relationships and access to external supports where necessary.





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## POLICIES AND PROCEDURES

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

### Charleville State High School does this by:

- Developing and maintaining a Student Welfare Strategy
- Referencing and auspicing a Student Welfare Committee within the school to monitor and provide for student welfare needs
- Providing a response to the Developing Performance Framework that enables professional growth through reflection and goal setting
- Development and implementation of whole-school leadership framework that encourages students and staff to demonstrate leadership both at school and in the wider community
- Incorporation of key community organisations in student welfare committee proceedings
- Provision of appropriate professional development to staff in delivering student welfare strategy goals.

## PARTNERSHIPS

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

### Charleville State High School does this by:

- Focusing on the key role that positive classroom relationships play in the learning process
- Incorporation of key community organisations (eg CYMHS, Lifeline, Queensland Health) as part of student welfare committee meetings twice termly, to encourage open dialogue and ensure best possible access to welfare services for students
- Providing opportunities for staff to grow and reflect through professional relationships and access to external supports where necessary.
- Providing a response to the Developing Performance Framework that enables professional growth through reflection and goal setting
- Encouraging and maintaining relationships around delivery of programs such as Peer Skills and Shine in collaboration with external agencies.

