



Lee Street
State Special School

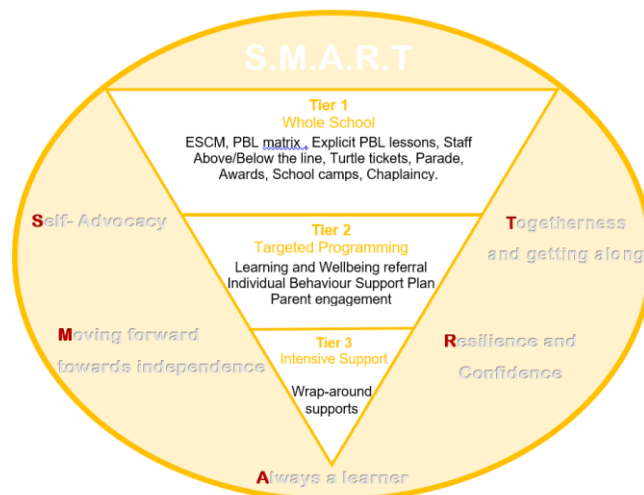
Learning and Wellbeing Policy

**Learn
Enrich
Empower**



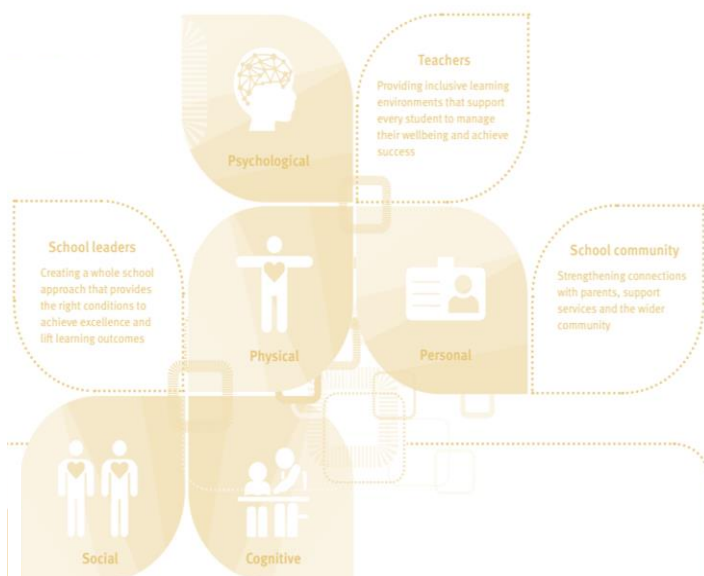
Learning and Wellbeing at Lee Street State Special School

Aligned to our pedagogical framework, Lee Street State Special School's wellbeing framework has been developed to ensure that students and staff are able to realise their potential, can cope with the normal stresses of life, can learn and work productively and fruitfully, and are able to make a contribution to the community (WHO, 2016). As such the framework reflects the values that are incorporated into teaching and learning to ensure an holistic approach that values individuals and aims to ensure that interactions and activities within the school community recognizes and embraces **S.M.A.R.T** values in every day school life and interactions.



As outlined in the DET Wellbeing Framework the Lee Street State Special School framework has been developed to:

- acknowledge the importance of wellbeing to the learning process
- develop a rich school culture and positive ethos that creates a sense of belonging and self-responsibility, leading to positive behaviour, improved student attendance and achievement
- embed social and emotional capabilities within the general curriculum
- improve educational outcomes for all students.



Integral to this framework at Lee Street State Special School is the understanding that we are all learners and that learning for students is focussed on developing skills for life rather than a subset of life-skills that have traditionally focussed on the tasks associated with self-care and access to leisure activities. Self-care and social skill development are embedded within the curriculum and across daily life within the school and are not stand alone programs. Rather the emphasis is on learning how to learn and developing a healthy sense of self and a sense of belonging within the school and greater community.

This wellbeing framework has been developed to ensure that individual uniqueness is embraced and celebrated in both the students and staff at the school. We are only able to perform our best when we feel our best so wellbeing is a key focus within Lee Street State Special School

A healthy workplace is one where workers and managers collaborate to continually improve the health, safety and wellbeing of all workers (WHO, 2010)

Our Approach to learning and wellbeing across the whole school:

Create safe, supporting and inclusive classrooms

At Lee Street we do this by:

- Providing safe environments where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised e.g. **though developing an effective Health, safety and Wellbeing committee.**
- Developing an approach to wellbeing that supports the collective action of parents, support services and the wider community
- Demonstrating and communicating positive respectful relationships between staff, students, parents and members of the community through the schools' **Parent and Community Engagement Framework.**
- explicitly teaching and modelling social and emotional skills, values and expectations for behaviour to support student wellbeing through school wide **Positive Behaviour for Learning**
- making sure the physical environment and school policies and practices are accessible and inclusive of students and families **through targeted use of school resources, and use of Social Media and SMS to communicate and share school information**
- planning for opportunities to promote and celebrate the traditions, values and cultures of the school community **e.g. though implementation of Indigenous languages program and**

Building the capacity of staff, students and the school community

At Lee Street we do this by:

- Providing health and wellbeing learning opportunities for students through curriculum focused on mental health, relationships and sexuality, alcohol and other drugs, food and nutrition, benefits of physical activity, and safety e.g. **through partnership with Holt Bolt**
- Identifying opportunities to build the capabilities of teachers and school leaders to support a whole school approach to student wellbeing and its connection to learning through **QELI wellbeing program**
- Responding positively to the needs of different groups within the school community e.g. **provision of TRUE healthy relationships education for students in Years 9 to 12**
- Increasing visibility of local support services to families whose children have higher levels of need e.g. through **annual disability expo and NDIS clinics.**
- Supporting staff health and wellbeing and recognising the resulting benefits for students
- Committing to continual improvement using evidence-based strategies to improve student wellbeing, seeking ways to develop and share new ideas.

Developing strong systems for early intervention

At Lee Street we do this by:

- Planning and documenting school processes to support staff to respond appropriately to students at risk e.g. **Lee Street Attendance Process, Lee street Learning and wellbeing Process.**
- Sharing responsibility for supporting students at risk by:
 - seeking support from Learning and wellbeing team as first responders
 - Ensuring appropriate referrals are in place e.g. **Guidance Officer, Chaplain, DET therapist, AVT**
 - encouraging students and families to access external supports e.g. NDIS



Lee Street

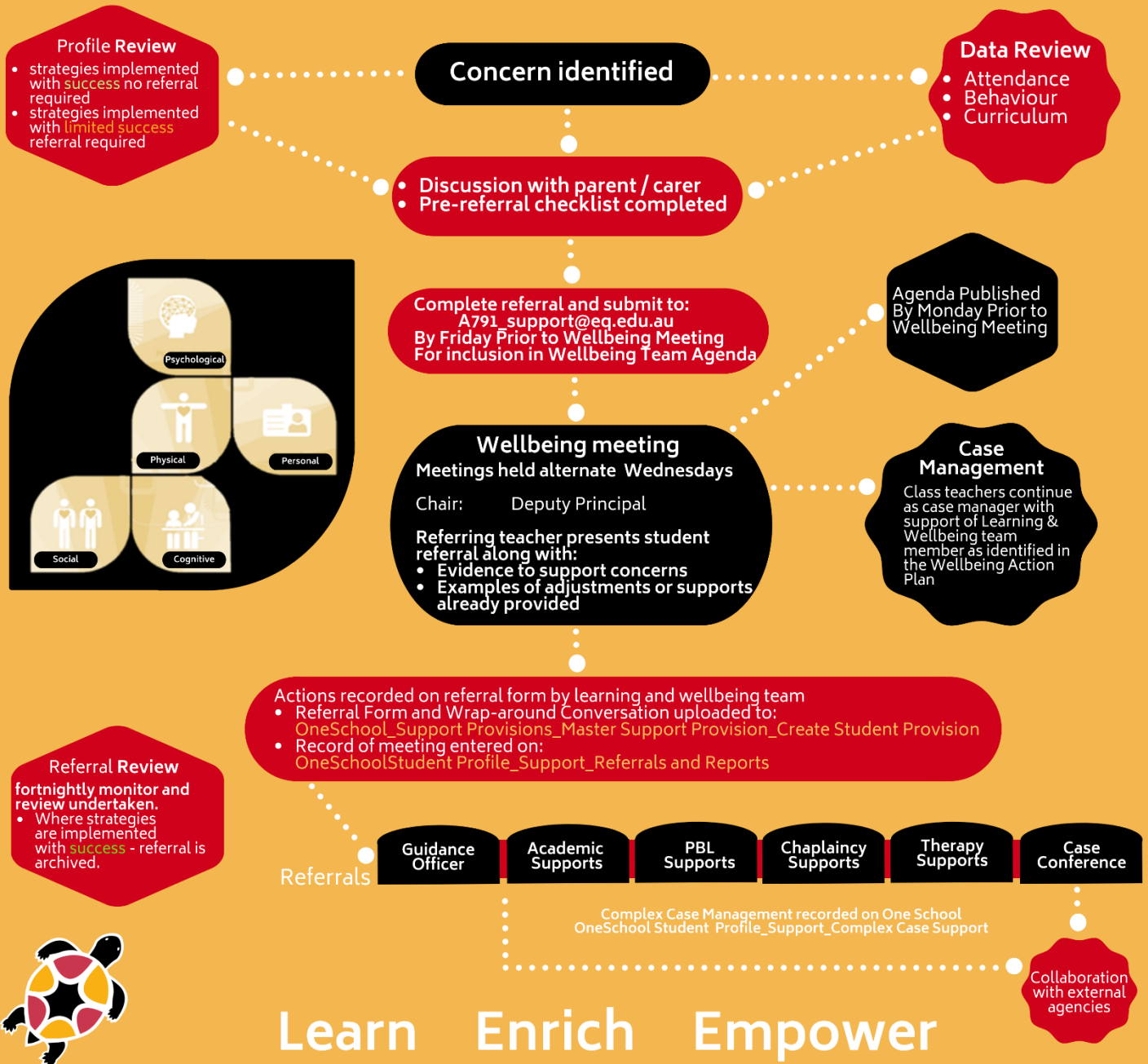
State Special School

Learning and Wellbeing Process



Responding to individual and group differences, promoting collaborative learning, connecting to the hearts and minds of every student, and teaching students how to manage their wellbeing, are just some of the ways our teachers are making sure students thrive.

Learning and wellbeing are a focus for all students and staff at Lee Street. We welcome referrals to our wellbeing team which meets regularly to provide support for individuals.



Supporting Documents:

Lee Street Documents:

Lee Street Learning and Wellbeing Process

Lee Street Student Profile

Lee Street Wrap-around Conversation Template

Lee Street

Lee Street Code of School Behaviour

Lee Street Individual Behaviour Support Plan

Lee Street Behaviour Risk Assessment Tool (Safety or Wellbeing)

Lee Street Individual Student Safety Plan (ISSP) for the use of planned use of physical restraint, mechanical restraint or containment.

Lee Street Attendance Policy

High Performing Teams - Staff Pulse data

Departmental. Regional Resources

GO Referral form, GO parent permission form

Chaplaincy referral form, chaplaincy parent permission form

OT/PT referral form OT/PT, parent permissions form

SLP referral form, SLP parent permission form

AVT referral form, ACT parent permission form

Department of Education Policy, Procedures and Resources:

DET Procedure: Restrictive Practices

DET Procedure: Student discipline

Other:

QELI Wellbeing program

LifeWorks

References:

WHO (2010). *Healthy workplaces: A model for action*. World Health Organisation, Geneva.

WHO (2016). *Mental health; A state of wellbeing*. World Health Organisation.

<https://www.worksafe.qld.gov.au/injury-prevention-safety/health-and-wellbeing-at-work>