

## UCSC IS A TRAUMA INFORMED SCHOOL

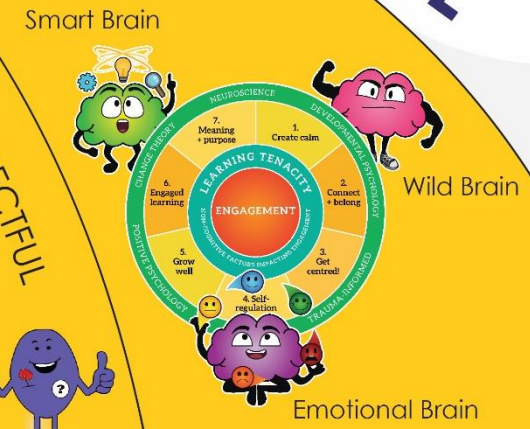
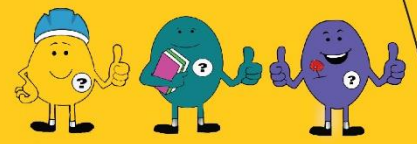
**Personal and Social Capability**  
- Self-awareness - Social awareness  
- Social management  
- Self management



**QUALITY SCHOOLING FOR ALL OUR STUDENTS**

- LEVEL 1: A QUALITY SCHOOLING ENVIRONMENT!**
  - Focus on creating a safe, quality learning environment for all students
  - Provide a range of learning opportunities to meet the needs of all students
  - Provide a range of learning opportunities to meet the needs of all students
- LEVEL 2: TARGETED INTERVENTION**
  - Supporting generalist teachers to provide targeted support to students with learning difficulties
  - Supporting generalist teachers to provide targeted support to students with learning difficulties
- LEVEL 3: INTENSIVE INTERVENTION**
  - Supporting specialist teachers to provide intensive support to students with learning difficulties
  - Supporting specialist teachers to provide intensive support to students with learning difficulties
- LEVEL 4: SPECIALIST MANAGEMENT**
  - Supporting specialist teachers to provide specialist support to students with learning difficulties
  - Supporting specialist teachers to provide specialist support to students with learning difficulties

I am a LEARNER  
I am SAFE  
I am RESPONSIBLE  
I am RESPECTFUL



### SOCIAL AND EMOTIONAL LEARNING

### QUALITY SCHOOLING FOR ALL

### POSITIVE BEHAVIOUR FOR LEARNING (PBL)

### REBOOT (NEURO EDUCATION)



SCHOOL COMMUNITY



STUDENTS, STAFF, PARENTS AND CARERS



# STUDENT LEARNING & WELLBEING FRAMEWORK

At Upper Coomera State College we value a safe, supportive and connected school community in which wellbeing is everyone's responsibility. We recognise the importance of developing healthy, confident and resilient young people. By supporting the health and wellbeing of our diverse students we are enabling them to respond positively and succeed in a changing world. **At Upper Coomera State College, student wellbeing is supported across 3 domains:**

1. CREATING SAFE, SUPPORTIVE AND INCLUSIVE ENVIRONMENTS	2. BUILDING THE CAPABILITY OF STAFF, STUDENTS AND THE SCHOOL COMMUNITY	3. DEVELOPING STRONG SYSTEMS FOR EARLY INTERVENTION
<ul style="list-style-type: none"> <li>We provide safe environments where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised through our <b>shared beliefs</b> and <b>responsibility and accountability</b>.</li> <li>We have an approach to wellbeing that supports the collective action of parents, support services and the wider community by meeting for regular consultation with the <i>P&amp;C, LCC, student support team (HODS and DP wellbeing and engagement, youth support worker, YODA, GO's, wellbeing and engagement teachers), Autism Queensland, Speech Language Therapists, Occupational Therapists, Physiotherapists, School-based Police Officer, and collaborative planning for teachers.</i></li> <li>We demonstrate and communicate positive respectful relationships between staff, students, parents and members of the community through the implementation of our <i>Student Code of Conduct, PBL framework, REBOOT program, Respectful Relationships.</i></li> <li>We recognise and reward positive behaviours for learning using tangible rewards that include <i>badges, reward days, certificates, croc passport with reward shop, canteen vouchers.</i></li> <li>We explicitly teach and model social and emotional skills, values and expectations for behaviour through our <i>weekly PBL lessons (P-12), Zones of Regulation (P-6), Respectful Relationships (P-12), REBOOT (P-12) and Targeted interventions (SSiS, Engine room, Top Blokes, Traction, RAISE, Shine, Rock and Water) to support student wellbeing.</i></li> <li>We make sure the physical environment and school policies and practices are accessible and inclusive of students and families.</li> </ul>	<ul style="list-style-type: none"> <li>We provide 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.</li> <li>We identify and provide opportunities to build the capabilities of teachers and school leaders to support a whole school priority for Positive Behaviour for Learning, Supporting the Wellbeing of All, Inclusive Education and Contemporary Digital Learning.</li> <li>Opportunities for parents to communicate with teachers and administration via email, phone, face-to-face meetings, and other forums or methods of communication with parents.</li> <li>We strengthen connections with parents through regular communication (via phone, email and face-to-face) and regular stakeholder meetings, to support early intervention for students whose wellbeing, engagement, academic is at risk</li> <li>School facilitates referral pathways with external agencies to provide a wraparound approach for students with higher levels of need.</li> <li>Through our 4 Year Strategic Plan, 2021-2024, we support staff health and wellbeing and recognise the resulting benefits for students (supporting the wellbeing of all) and are committed to continuous improvement through regular reviews of processes and procedures.</li> <li>To ensure our organisational effectiveness, college systems and processes are well designed, implemented and reviewed using evidence-based practices.</li> <li>We collect and analyse a range of data, including data from the <i>School Opinion Survey</i>, to identify areas for capability building.</li> </ul>	<ul style="list-style-type: none"> <li>We plan and document school processes to support staff to respond appropriately to students at risk, including <i>student protection training, suicide prevention and post-vention plans.</i></li> <li>We recognise the early signs that a student's wellbeing is at risk and responding appropriately by noticing, inquiring, planning             <ul style="list-style-type: none"> <li>sharing responsibility for supporting students at risk by: seeking support from Guidance Officers and the leadership team as first responders</li> <li>encouraging students and families to access internal and external support services</li> <li>using a wrap-around approach for students involving parents, school support services, health professionals and other agencies.</li> </ul> </li> <li>We use the Personal and <i>Social Capability Learning Continuum</i> to develop and monitor the effectiveness of social skills interventions.</li> <li>We integrate DoE support services to assist in planning and implementing practices that improve outcomes for students, including support from our <i>Speech and Language Pathologist, School based Youth Health Nurse, Youth Support Co-ordinator, Physiotherapist, Occupational Therapist, Advisory Visiting Teachers, and State School Nurse.</i></li> <li>We employ a <i>school Chaplain</i> through Scripture Union, to assist students' social and emotional wellbeing and development.</li> <li>We actively maintain partnerships with community medical services including Kalwun Health.,</li> <li>We engage specialist organisations, including <i>Autism Queensland</i>, for student support.</li> </ul>



# STUDENT LEARNING & WELLBEING FRAMEWORK

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<ul style="list-style-type: none"> <li>We plan for opportunities to promote and celebrate the traditions, values and cultures of the school community including but not limited to <i>NAIDOC week, ANZAC Day, National Day of Action against Bullying and Violence</i> and <i>Remembrance Day</i>.</li> <li>We provide learning opportunities and environments that promote healthy lifestyle choices particularly through our <i>HPE curriculum, Respectful Relationships Education, Life Education, You can do it education, Life Skills</i>.</li> <li>We recognise the varying abilities of our students and plan curriculum that is responsive to the needs of individual students using <i>trauma informed practices</i>.</li> <li>Student Needs Action Committee (SNAC) – an approach where students are discussed and supported via DP, DPI, GO, year level HODS (7-12), support teachers and classroom teachers.</li> <li>We celebrate the academic, sporting and cultural achievements of our students and staff at year level and whole <i>school assemblies, Student of the Week and Staff Shout Outs weekly nominations</i> and with the community through <i>Facebook</i> and <i>school website</i>.</li> <li>Mentoring and buddy systems within each sub-school and across the college for transition and leadership programs - <i>Academy Ambassadors, enrichment programs, Robotics Club and other extra-curricular activities</i>.</li> <li>Healthy food options are available for students to purchase from College Canteens with a limited number of “red” food days.</li> <li>Free food is provided daily to provide sustenance to students who require it. Food is donated by local community business and the Eat Up charity.</li> </ul>	<ul style="list-style-type: none"> <li>Student House Captains and staff encourage participation in physical exercise and socialise via friendly house competition culture at school sports carnivals, structured lunch-time sport activities and inter-school sport.</li> <li>We encourage student participation and develop their wellbeing through involvement in the <i>Student Council</i>.</li> <li>We participate in <i>school camps, excursions and school activities</i> that develop the confidence, resilience and teamwork of students.</li> <li>We seek out opportunities for our students to engage in the community, including through our <i>work experience program (secondary), whole school activities (sports day, Colour Run), Meet the teacher day (primary)</i></li> <li>Networking with cluster childcare centres and feeder primary schools for future enrolments</li> <li>New and Beginning Teacher programs, including mentoring teachers and teachers actively volunteering to support their peers to support students.</li> <li>The APR process allows the College to build the capability of all staff to support students.</li> <li>Intentional participation and collaboration to facilitate student participation in local and regional events that allow students to collaborate with peers from other schools – <i>for example: Northern Collegiate Leadership Program, Robotics and STEM competitions., Australian Business Week and SISTA’s in STEM</i>.</li> </ul>	<ul style="list-style-type: none"> <li>We refer students and families to support organisations, including <i>Family-Child Connect, Headspace, Accoras, Griffith Uni, Lives lived well, CDS, CYMHS, Wesley Mission</i>.</li> <li>We use a staff member as <i>Indigenous family liaison officer</i>, providing support and checking on family wellbeing.</li> <li>Teachers and Case Managers develop support plans for students, including <i>Personalised Learning, Individual Curriculum Plans, Health Management and Support Provisions</i>.</li> <li>We provide school staff with a role appropriate <i>school induction process and mentoring</i> to support them to care for the wellbeing of students.</li> <li>Ongoing PD opportunities delivered to staff eg Assistive Technologies.</li> <li>Via the Quality Schooling for All Framework, the College plans and delivers a range of data/referral informed small group (level 2) and individual (level 3) intervention programs that aim to close student skill gaps in both the social/emotional and academic areas.</li> </ul> <p style="text-align: right;">  <i>Wellbeing is a state in which every individual realises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community.</i>  </p> <p style="text-align: right;">– World Health Organisation, 2014</p>

At Upper Coomera State College, we monitor our school culture and student wellbeing and engagement through:

- Attendance rates
- Student retention data
- Days lost due to student disciplinary absences
- School Opinion Survey responses
- Queensland Student Wellbeing Survey
- Referrals to Student Support Staff

At Upper Coomera State College we recognise that staff undertake cognitively and emotionally challenging work that impacts on the health and wellbeing of our staff. By supporting our staff to live happy and healthy lives we are helping to ensure success for our students and better outcomes for our community.

At Upper Coomera State College, staff wellbeing is supported across 5 dimensions:

	Physical wellbeing	Psychological wellbeing	Social and community engagement	Occupational wellbeing	Financial / personal resources
<b>Wellbeing goals</b>	<ol style="list-style-type: none"> <li>1. Improve the physical health of staff through addressing lifestyle risk factors: good nutrition, physical activity, smoking, alcohol consumption and weight management.</li> <li>2. Provide opportunities for staff to engage with health information and screening.</li> </ol>	<ol style="list-style-type: none"> <li>1. Improve the mental health of school staff in the workplace.</li> <li>2. Increasing resilience and stress management of school staff.</li> <li>3. Provide information and resources to support optimal mental health for school staff.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop links with community organisations that support school staff wellbeing.</li> <li>2. Promote opportunities for school staff to be involved in charity work and make donations.</li> <li>3. Support and invest in opportunities for school staff to build social capital.</li> </ol>	<ol style="list-style-type: none"> <li>1. Improve the performance and development of school staff.</li> <li>2. Enable school staff to participate in coaching and mentoring.</li> <li>3. Provide and support opportunities for career planning and transitioning for school staff.</li> </ol>	<ol style="list-style-type: none"> <li>1. Improve the financial literacy and budgeting skills of school staff.</li> <li>2. Provide information and resources relating to investments, mortgages and insurance.</li> <li>3. Provide information and resources related to superannuation and retirement planning.</li> </ol>
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Use staff meetings, weekly staff communication and the staff room as platforms to promote nutrition, physical activity and healthy choices.</li> <li>- Direct staff to credible sources of health information and engage experts who can advise staff on physical health and wellbeing.</li> <li>- Promote hygiene messaging, including hand washing, covering coughs and staying home when unwell.</li> <li>- Hold regular Health, Safety and Wellbeing meetings to respond to emerging issues.</li> <li>- College activities that staff can be involved in i.e. staff v student games.</li> </ul>	<ul style="list-style-type: none"> <li>- Direct staff to mental health resources, including Beyond Blue's 'Be You' for educators and the 'Life Works' counselling service.</li> <li>- Participate in Social Club activities including staff morning teas and celebrations.</li> <li>- Engage with wellbeing initiatives (i.e. 'R U OK Day', Push Up Challenge and Mental Health Week).</li> <li>- Line Management check-ins.</li> </ul>	<ul style="list-style-type: none"> <li>- Maintain partnerships with community services to provide opportunities for staff social gatherings at various external venues e.g. Top Golf</li> <li>- Encourage staff to participate in professional learning activities that provide opportunities to develop networks</li> <li>- Encourage staff to participate in local community events</li> <li>- Intentional collaboration is fostered by Curriculum Heads of Department in their faculties to ensure a supportive, positive and motivated team who work together, learn together and improve together.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff develop APRs which set out SMART goals for developing their skills, knowledge and career plan.</li> <li>- Beginning teachers participate in an MBT program to support their development in the early career stage.</li> <li>- New staff complete a role specific school induction program and are assigned a mentor.</li> <li>- All staff have an opportunity to participate in collegial and instructional coaching process.</li> <li>- Reasonable adjustments to work are available to staff requiring assistance to remain in the workplace eg. Part-time rosters, access to ergonomic equipment.</li> <li>- Mentoring of aspiring leaders to develop necessary skills to move forward with planned career pathways.</li> </ul>	<ul style="list-style-type: none"> <li>- Share information and opportunities that enable staff to develop their financial literacy and budgeting skills.</li> <li>- Share information and resources related to investments, mortgages and insurance.</li> <li>- Share information and resources related to superannuation and retirement planning.</li> </ul>

At Upper Coomera State College, we monitor our school culture and staff wellbeing and engagement through:

□ Staff attendance rates

□ School Opinion Survey responses

□ Staff Wellbeing Surveys