**Leeton Public School**

**Wellbeing and Learning**

The NSW Department of Education (DoE) is committed to creating quality learning opportunities for children and young people. This includes strengthening their physical, social, emotional and spiritual development. Parents entrust their children and young people to principals, teachers and school staff with confidence that schools will deliver on this agenda.

 As a school, we are committed to ensuring each and every child is safe and happy at school and learning to their potential. The links through this document are associated with the DoE Wellbeing Framework and Learning and directly correlate to programs and projects running at Leeton Public School.

**Wellbeing**

Rationale

This statement of understanding originates from the main school aim, which is to *inspire the development of confident, creative, resilient and innovative individuals, fostering an environment of critical thinkers and problem solvers who are engaged and resourceful learners.* The themes that will drive wellbeing in our school into the future are Connect, Succeed and Thrive. Our commitment to our students, parents and members of the community is that our school will have a teaching and learning environment that enables the development of healthy, happy, successful, productive and self-regulating individuals.

Definition

It has long been acknowledged that wellbeing is more than the absence of physical or psychological illness. In very broad terms, wellbeing can be described as the quality of a person’s life.

Two major approaches to defining wellbeing relate it to our subjective experience of feeling good or experiencing pleasure and positive emotion; and functioning well, or our potential to flourish. While there is debate about whether one or both of these approaches to wellbeing offers the best way of understanding it, an approach that considers the whole person, and which combines feeling good and functioning well offers the most utility.

We must recognise that wellbeing needs to be considered against a background of how we feel and function across several domains, recognising the multi-dimensional nature of wellbeing. These domains include cognitive, emotional, social, physical and spiritual wellbeing.

Wellbeing can be shaped by a number of broad influences including the degree to which there is an experience of: choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development, health, and safety.

The Importance of Wellbeing

Schools have a pivotal role to play in connecting character development in children and young people to individual and collective wellbeing, which in the longer term will shape the values and attitudes of the society in which they live.

Teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of children and young people.

Experiences that develop character by promoting mindfulness (self-regulation and behaviour), curiosity, courage, resilience, ethics and leadership benefit children and young people as they grow and develop.

 Schools focus on giving children and young people voice, being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively throughout life.

The Essential Elements of Wellbeing

*Connect*

* Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.
* Students have positive and respectful relationships with each other, their teachers and the community.
* Students experience a sense of belonging and connectedness that respects diversity and identity.
* Students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.
* Students are connected with their cultural, religious or spiritual backgrounds.
* Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.
* The school is focused on building individual and collective wellbeing through a climate of care and positivity.
* Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

*Succeed*

* Students are succeeding in their learning.
* Students strive toward and achieve meaningful goals.
* Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning.
* Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.
* Students develop strong positive character traits that are reflected in their behaviour decision making and relationships.
* Staff enable success by personalising student learning and supporting students to achieve.
* Staff enable success by contributing to a positive, supportive and encouraging learning environment.
* Parents and the broader school community actively participate in supporting and reinforcing student learning.

*Thrive*

* Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.
* Students are self-directed, take initiative and grasp opportunity.
* Students contribute to the learning of other students and to the school community more broadly.
* Students have a strong sense of meaning and purpose.
* Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.
* Students are recognised and celebrated.
* Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.
* The school has high expectations for every student.
* Parents and the broader community support and enable the aspirations of every student.

Policies and Statements of Understanding Associated with Wellbeing (with links to related documents)

*Connect*

* [Anti-bullying](Connect/Leeton%20Public%20School%20Anti%20Bullying%20Plan.docx)
* [School Uniform](Connect/Statement%20of%20Understanding%20-%20School%20Uniform.docx)
* [Student participation and leadership](Connect/Statement%20of%20Understanding%20-%20Student%20Participation%20and%20Leadership.docx)
* [School attendance](Connect/Statement%20of%20Understanding%20-%20School%20Attendance.docx)
* [Anti-racism](Connect/Statement%20of%20Understanding%20-%20Anti-Racism.docx)
* [Multicultural education](Connect/Statement%20of%20Understanding%20-%20Multicultural%20Education.docx)

*Succeed*

* [Behaviour Code for Students](Succeed/Leeton%20Public%20School-Behaviour%20Code%20for%20Students.docx)
	+ [Student Supervision Policy](Succeed/LPS%20Student%20Supervision%20Policy%202016.docx)
* [Protecting children and young people (Child Protection)](Succeed/Statement%20of%20Understanding%20Child%20Protection.docx)
* [Out-of-home care](Succeed/Statement%20of%20Understanding%20OOHC.docx)
* [Supporting students with disabilities](Succeed/Statement%20of%20Understanding%20Disabilities.docx)
* [Learning Support Team](Succeed/LPS%20Learning%20support%20policy%20document.doc)
	+ [Supporting EAL/D students](https://www.det.nsw.edu.au/wellbeing/succeed/supporting-eald-students)
	+ [Supporting refugee students](https://www.det.nsw.edu.au/wellbeing/succeed/supporting-refugee-students)

*Thrive*

* [Nutrition in schools](Thrive/Statement%20of%20Understanding%20-%20Nutrition.docx)
* [Sun Safety for students](Thrive/Statement%20of%20Understanding%20-%20SunSafe.docx)
* [Student health](Thrive/Statement%20of%20Understanding%20-%20SunSafe.docx)
* [Drug education](Thrive/Statement%20of%20Understanding%20-%20Drug%20Education.docx)
* [Road safety education](Thrive/Statement%20of%20Understanding%20-%20Road%20Safety.docx)

**Learning**

Rationale

Learning is the essence of a school’s responsibility. Our role is to create a climate where learning is seen as purposeful, shared, achievable and expected. ‘Visible teaching and learning occurs when learning is the explicit and transparent goal, when it is appropriately challenging and when the teacher and the student both seek to ascertain whether, and to what degree, the challenging goal has been achieved.’ John Hattie ‘Visible Learning for Teachers’ 2012

The Essential Drivers of Learning

*HOW2Learn*

HOW2Learn is driving the creation of a powerful learning focused culture at LPS. HOW2Learn ensures learning is at the centre of school culture with a focus on teachers’ implementing classroom practices that accelerate learning and empower all students with the language, habits and dispositions to result in successful learning.

*Creative Learning*

Creative Learning is being implemented K-6 at LPS to extend students’ creative skills and to enhance student engagement. It support students with diverse learning and social needs, builds positive classroom environments and promotes collaborative and self-directed learning. The creative learning program is inspired by Anthony Pellegrini’s research about intermittent breaks, the importance and benefits of play based learning.