



# Bunyaville Environmental Education Centre

## Student Learning and Wellbeing Framework



### Our commitment:

Bunyaville Environmental Education Centre (Bunyaville EEC) is deeply committed to nurturing student wellbeing through a comprehensive, whole-school approach aligned with Department of Education's Student Learning and Wellbeing Framework. This framework supports the development of positive school cultures by embedding wellbeing into all aspects of school life, including the learning environment, curriculum, and school policies. At Bunyaville EEC we provide a safe and inclusive environment that nurtures the wellbeing of all students, so they become resilient lifelong learners who respond positively to their changing world. We aim to build capacity in all staff to support student learning and wellbeing. Through effective pedagogies, expert teaching teams, policy and kindness we prioritise student wellbeing.

### Our approach to student learning and wellbeing across the whole centre

| Creating safe, supportive and inclusive environments  | Building the capacity of staff, students and the school community  | Developing strong systems for early intervention   |
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| <p><b>Providing a safe environment where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised</b></p> <ul style="list-style-type: none"> <li>Teacher responsible for Workplace Health and Safety (WHS) &amp; Wellbeing portfolio.</li> <li>Regular WHS and Wellbeing meetings – all staff.</li> <li>Providing students with a supportive and safe environment where they can grow in confidence and resilience.</li> <li>Teachers and other staff, where appropriate, understand students' needs when coming to our school.</li> <li>Accommodations are made to support students.</li> <li>The centre has a clear anti-bullying policy that is proactively communicated to the school community and is part of the Responsible Behaviour Plan for Students.</li> <li>Staff, students and the school community model and value relationships that are positive, respectful and underpinned by gender equality.</li> <li>Teaching of general capabilities in specific programs.</li> </ul> <p><b>Have an approach to wellbeing that supports the collective action of parents, support services and the wider community</b></p> <ul style="list-style-type: none"> <li>Community engagement in programs. Parents are encouraged to come along and be learning partners in their child's day.</li> <li>Community program run weekly to bring 0–6yoolds with their families creating a Bunyaville community.</li> </ul> <p><b>Demonstrating and communicating positive respectful relationships between staff, students, parents and members of the community</b></p> <ul style="list-style-type: none"> <li>Acknowledging individual differences and providing opportunities to become active and reflective citizens.</li> <li>Establishing, maintaining and continually growing partnerships with the community through the Parents and Citizens Association (P&amp;C), our BATSAG committee and external organisations.</li> </ul> | <p><b>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.</b></p> <ul style="list-style-type: none"> <li>Curriculum materials are aligned with the Foundation – Year 10 Australian curriculum: health and physical education and the Personal and Social general capabilities.</li> <li>Outdoor learning facilitates the development of positive relationships with self, others and the environment through interaction with the natural world.</li> </ul> <p><b>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</b></p> <ul style="list-style-type: none"> <li>Whole staff committed to professional development through staff SPGs and a school Professional Learning Plan aligned to school priorities, staff and student needs.</li> <li>Provide a balanced range of professional development opportunities.</li> <li>Continually ensuring staff wellbeing is maintained by providing a relaxed, happy environment for sharing all experiences, having a staff wellbeing committee and social committee.</li> <li>Ensuring the school finances supports professional development opportunities, as outlined in the school's AIP and Strategic Plan.</li> <li>Community partnerships to enhance student learning and wellbeing.</li> <li>Traits and behavioural strengths such as optimism, confidence, empathy, respect and persistence are fostered.</li> <li>Skills of communication, problem solving, conflict resolution, teamwork and leadership are taught in specific programs supporting the development of resilience and respect.</li> </ul> | <p><b>Planning and documenting school processes to support staff to respond appropriately to students at risk</b></p> <ul style="list-style-type: none"> <li>Requesting students' needs from visiting schools before their visit, use of individual student learning plans or risk management plans to adjust for visiting students.</li> </ul> <p><b>Recognising the early signs that a student's wellbeing is at risk and responding appropriately by noticing, inquiring and planning</b></p> <ul style="list-style-type: none"> <li>Professional discussions with visiting teachers before their visit so procedures are put in place to support students on the day.</li> </ul> <p><b>Sharing responsibility for supporting students at risk by:</b></p> <ul style="list-style-type: none"> <li>Seeking support from visiting school staff and the leadership team as first responders.</li> <li>Engagement of parents is supported to more effectively support students with needs.</li> <li>Provide opportunities for staff professional development to maintain best practice and support.</li> <li>Staff work collaboratively and opportunities for staff to develop professional relationships and share expertise with colleagues are provided.</li> <li>Appropriate use of language is promoted, and discriminatory language is corrected as soon as it occurs.</li> </ul> |



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| <ul style="list-style-type: none"> <li>The importance of positive communication, respectful, equal relationships and staff and student wellbeing is recognised, valued and consistently demonstrated by all within the school community.</li> </ul> <p><b>Modelling social and emotional skills, values and expectations for behaviour to support student wellbeing</b></p> <ul style="list-style-type: none"> <li>Using our Student Code of Conduct</li> <li>All staff are responsible for promoting and supporting positive student behaviour and wellbeing.</li> <li>Opportunities to explicitly teach social and emotional skills, respectful relationships education, behaviour and mental health literacy are identified, integrated into the curriculum and embedded within school activities.</li> <li>Student and staff wellbeing and safety before, during, and after school is considered and actioned.</li> <li>Positive behaviours are positively acknowledged in meaningful ways.</li> <li>The school provides/organises activities that focus on developing mutual trust, caring and group identity.</li> </ul> <p><b>Making sure the physical environment and school policies and practices are accessible and inclusive of students and families.</b></p> <ul style="list-style-type: none"> <li>Creating an attractive, safe and nature based physical environment which is accessible for all visiting students, including mobility needs ie. wheelchairs.</li> <li>Staff with specific wellbeing and WHS roles supported to undertake the work.</li> <li>Students with disabilities and their families are actively engaged to ensure that the school environment and culture is inclusive.</li> <li>Different approaches and levels of support are offered to cater for different needs of students.</li> <li>Students and staff are aware of risks to safety and systems are in place to report hazards in the school environment.</li> <li>BEEC utilises SOPs, CARAs and student to adult ratios to ensure safety, accessibility and inclusiveness of all children.</li> </ul> <p><b>Planning for opportunities to promote and celebrate the traditions, values and cultures of the school community</b></p> <ul style="list-style-type: none"> <li>Our Bunyaville Aboriginal and Torres Strait Islander Advisory committee supports the development of various initiatives including the delivery of programs, events, partnerships to support Indigenous and non-Indigenous students.</li> <li>Bunyaville EEC uses their endorsed Reconciliation Action Plan to support and celebrate culture.</li> <li>Harmony day recognised annually.</li> </ul> <p><b>Providing learning opportunities and environments that promote healthy lifestyle choices.</b></p> <ul style="list-style-type: none"> <li>Bunyaville has a sun safe policy.</li> <li>All programs utilise the natural outdoor environment to promote wellbeing and improve learning.</li> <li>Bunyaville's vision and purpose is to promote the holistic benefits of being in natural spaces/connecting with nature.</li> </ul> <p><b>Staff Wellbeing Framework that links to the department's strategic plan.</b></p> | <ul style="list-style-type: none"> <li>Delivering specific PD to early childhood teachers: Developing early childhood teacher understanding of Aboriginal and Torres Strait Islander perspectives to support their student learning and wellbeing.</li> </ul> <p><b>Responding positively to the needs of different groups within the school community.</b></p> <ul style="list-style-type: none"> <li>Differentiated curriculum is provided to meet the individual needs of students.</li> <li>Teachers cater for a range of student differences including learning styles.</li> <li>Working with all schools including special schools to differentiate and create inclusive learning experiences.</li> <li>Aboriginal and Torres Strait Islander students supported during specific events e.g. NATSIC day, Elders Morning Tea and Warra Outdoor Classroom Day.</li> </ul> <p><b>Supporting staff health and wellbeing and recognising the resulting benefits for students</b></p> <ul style="list-style-type: none"> <li>The staff wellbeing framework is embedded into the school culture and reflects the dimensions of physical, psychological, occupational and financial wellbeing and social and community engagement.</li> <li>Staff are provided with opportunities to reflect on their own wellbeing, and when it is optimized how it has a positive impact on their teaching and student learning.</li> <li>Consideration is given to how best to support the principal's wellbeing and manage their workload, assisting the principal to best support staff and students.</li> </ul> <p><b>Committing to continual improvement using evidence-based strategies to improve student wellbeing, seeking ways to develop and share new ideas.</b></p> <ul style="list-style-type: none"> <li>Staff are committed to a positive school culture.</li> <li>Responses in the school opinion surveys and visiting staff surveys are reviewed and guide decision making</li> <li>Communicating information and advice to the school community (Facebook updates) on different days including but not limited to Bullying No Way week and RU Ok day.</li> <li>The school culture and student engagement are monitored regularly.</li> <li>Student and staff wellbeing are reflected in performance development plans.</li> <li>The school seeks to ensure that all practices and resources are evidence based.</li> </ul> |   |
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*"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." - World Health Organisation, 2014*