

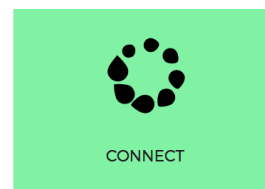
CHILLINGHAM PUBLIC SCHOOL

WELLBEING FRAMEWORK

Wellbeing is subjective to each individual and can be described as the quality of a person's life which combines feeling good and functioning well – our potential to flourish (Department of Education and Communities, 2015). Wellbeing needs to be considered across several domains including cognitive, emotional, social, physical and spiritual wellbeing.

At Chillingham Public School these domains are addressed through programs such as Bees Knees Awards, Values Awards, Assembly Awards, Random Act of Kindness Awards (RAK), Drug Education, SRC and Ethics. By educating our students through these programs we are able to promote a positive wellbeing system.

Classroom teachers have their own reward system, as required, to suit the specific needs of their classroom and students. This system requires both verbal and written praise which aims to increase intrinsic motivation as the year progresses.



At Chillingham Public School, we endeavour to provide a positive, happy and safe learning environment in which all students apply themselves to learning and develop positive social behaviours and problem solving skills. In turn, our students will be expected to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their communities. In doing so, students will become active and positive contributors to the society in which they live.

The DEC commitment to wellbeing is for our schools to support students to connect, succeed and thrive at each stage of their development and learning; to provide opportunities that are age rigorous, meaningful and dignified; and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn.

Teaching and Learning

Teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of children and young people. Chillingham Public School aims to focus on giving children and young people a voice, being active learners and developing strong character qualities that will enable them to succeed, thrive and contribute positively throughout life. Learning experiences and opportunities include:

- Daily Gratitude Statements
- Bag Tag reminders for what to bring each day
- Classroom Readiness reminders for how to be ready to learn
- Values Program
- Friendly Kids, Friendly Classrooms program to teach social skills
- Healthy Canteen



Learning and Support

Chillingham Public School is committed to providing personalised and differentiated learning and support for students with identified learning needs to give each student the opportunity to succeed.

Adjustments to the learning environment are made and documented as required. Students are identified by staff and allowed additional support through the Learning and Support Team (LaST). Parents are consulted and are given the opportunity to contribute to the planning to support their child's individual learning. Students' progress is monitored and discussed at Staff Meetings.

Referral to the School Counsellor is also available.

Professional Practice

Chillingham Public School ensures that the professional practice of teaching meets the highest possible standards. All staff are required to undertake professional development sessions throughout the year to comply with legislative and policy requirements. At Chillingham Public School, professional learning is linked to the needs of the students, teachers, school and the system.



A strong culture of professional learning exists throughout the school which encourages staff to seek accreditation at the higher levels.

Professional development and on-going monitoring of learning and teaching is set within a supportive learning environment with active family and community involvement.

Effective Leadership

Leadership is evidenced at every level of the school environment. Students, staff and parents contribute to the leadership of the school and to the achievement of its goals and priorities.

Active participation by students in a school community facilitates student wellbeing by giving students a voice, developing confidence and self-esteem. Chillingham Public School encourages active participation in a number of ways including:

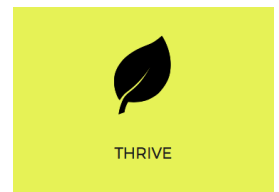
- School Leaders – School Captain, Sports Captains
- Student Representative Council (Years 1-6)
- Publishing student work in the school newsletter
- Displaying student work around the school
- Recognising student achievement at assemblies
- Performing and presenting work

Staff

- Professional Learning (PL)
- Leading Professional Learning
- Roles and Responsibilities
- Australian Institute for Teaching & Learning

Parents

- Parents & Citizens (P&C)



School Planning

School Excellence Framework

The School Excellence Framework supports all NSW public schools in their pursuit of excellence by providing a clear description of the key elements of high-quality practice across the three domains of learning, teaching and leading. It identifies the key elements that guide the core business of excellent schools:

The School Excellence Framework aligns with Chillingham Public School's philosophy of each child, each opportunity. The framework is about focusing on individual students' capabilities and needs by engaging them in rich learning experiences. This in turn facilitates the consistent improvement of student outcomes and the narrowing of achievement gaps between students.

- School Plan
- EAfS Action Plan
- Performance Development Plans (PDPs)
- Parent Interviews

