



MERIDAN  
STATE COLLEGE

# Meridan SC Student & Staff Wellbeing



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*Meridan State College acknowledges the Kabi Kabi/Gubbi Gubbi people as the traditional custodians of Meridan Plains.*



# Vision and Values



## College

Inspiring excellence in diverse and creative learners.



## Wellbeing Vision @ Meridan State College

At Meridan State College, we believe healthy relationships between; staff, students and the community, foster healthy, confident and resilient young people who can successfully navigate a more complex world.

Explicitly teaching our staff and students to manage their own wellbeing and contribute to others wellbeing, in the context of a supportive environment enables students to thrive, lifting learning outcomes.

Strong systems ensure every child is nurtured and facilitates early intervention when required.

“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*



# Inputs



## Education Frameworks/Policies

- DoE Student Learning and Wellbeing Framework
- DoE Student Learning and Wellbeing Framework Reflection & Implementation Tool
- DoE Staff Wellbeing Framework
- DoE Principal Health and Wellbeing Strategy
- Student Protection Training
- Evidence Hub Inquiry Cycle
- Supporting students' mental health and wellbeing
- Diversity in Queensland Schools
- Disability Policy
- National School Improvement Tool
- Parent & Community Engagement Framework (PACE)
- Responsible Behaviour Plan/Student Code of Conduct
- Positive Behaviour for Learning Framework
- Inclusive Education Policy statement
- National Safe Schools Framework
- Everyday Counts - Student Attendance / Engagement
- Every Aboriginal and Torres Strait Islander student succeeding strategy
- Education QLD International

## Data Sets

- School Opinion Surveys
- Student Wellbeing Surveys
- Staff Wellbeing Surveys
- School Profile
- OneSchool - Attendance Data
- Audit Reports
- Student retention data
- Learning days lost due to student disciplinary absences

The department is developing a standardised measure of wellbeing that will provide data on the state of wellbeing of students across all Queensland state schools.

## Groups

- Student Services Department
- Parents & Citizens Association
- College Council and Admin
- Student Leadership Team
- Meridan SC Staff Club
- Meridan SC Workplace Health and Safety Committee

## Communication

- Q Schools/Q Parents
- Newsletter
- Facebook
- P&C and College Council Meetings
- Vision and Values working group
- General parent information sessions



# Dimensions of Wellbeing



Our aims are to empower members of the MSC school community to adopt healthy behaviours and help create a school environment that supports health and wellbeing.

Wellbeing encompasses physical health, feeling satisfied and happy, developing as a person and making a contribution to the community.

MSC's Wellbeing Framework consists of the following different elements or dimensions:



Physical wellbeing



Psychological wellbeing



Financial / personal resources



Social & community engagement



Occupational / cognitive wellbeing



# Physical Wellbeing



Physical health is a vital part of overall wellbeing. Good physical health also contributes to positive mental health.

## Students

At Meridan State College, student physical wellbeing is supported through:

### Whole of College

- Implementing and regularly reviewing the **Student Code of Conduct**
- Administering student medication via First Aid for students with health plans
- Managing students' health support needs at school
- Supporting students with asthma and/or at risk of anaphylaxis at school
- Managing prescribed contagious conditions
- Implementing Health & Physical Education (HPE) curriculum P-10
- Promoting sun safety
- Hearing and Vision Screener
- Smart Choices - Rainforest Café
- Encouraging participation in Sports Carnivals, Cross Country, School Sports and Colour Run
- Supporting active play and recreation during activity breaks
- Supporting active travel to and from school
- Minimising sitting time and breaking up long periods of sitting in classes as often as possible

### Primary

- Year 6 Inter-school Sport
- Year 5 and Year 6 camp activity programs
- Years 1 - Year 6 swimming lessons
- Surf skills with introduction to CPR
- Facilitating after school activities and programs
- Prep perceptual motor program and active games

### Secondary

- Facilitating an Immunisation program with Qld Government's approved school health program provider
- Alcohol & Other Drugs (AOD) Education program based on the principle of harm minimisation delivered in 7-10 HPE and Senior Secondary Pathways to Success (PTS)
- Implementation of CPR for Life (Year 10 and Year 12)
- Specialised programs in Dance, OzTag, Basketball, Volleyball and Netball
- Numerous extra-curricular activities - Meridan Athletic Development, League, AFL etc

## Staff

At Meridan State College staff physical wellbeing is supported through:

- An active Workplace Health & Safety committee
- Facilitating flu vaccinations for staff
- Offering opportunities for group physical activity such as aerobics, gym access
- Providing professional development opportunities for staff to support physical wellbeing and encouraging staff to access presentations via Learning Place Resources Portal (Healthy Vision at Work; Sleep Better, Feel Better; Surviving the Silly Season)
- Trained Rehabilitation & Return to Work coordinators
- DoE's Hearing Conservation Program for at risk employees
- Regional Wellbeing Coordinators



# Psychological Wellbeing



This dimension refers to supporting positive mental health and minimising psychological risk factors in the school community.

MSC's wellbeing program addresses the psychological wellbeing focus on providing training and mental health resources in areas such as resilience, coping, stress management, relationships, and conflict resolution.

## Students

At Meridan State College, student psychological wellbeing is supported through:

### Whole of College

- Anti-Bullying policy
- P-12 Cybersafety strategy
- Meridan State College Transition Program
- Restorative Practices
- Postvention Plan
- Social and Emotional (SEL) curriculum - P-12
- Highlighting mental health week and RUOK Day
- Mindfulness moments in every class - using links in a OneNote or OnePortal - daily
- Parent partnerships and support
- Guidance officers
- Community partnerships - Headspace, CHYMS, EdLink, Family and Child Connect etc

### Primary

- Morning meetings and circle time
- Whole class daily check-ins and individual check-in, check-out
- Weekly behaviour/SEL lessons
- Kids Hope program

### Secondary

- Assembly guest speakers from Beyond Blue and Headspace
- Celebrating Qld Mental Health Week
- LGBTQI+ policy and support
- Pastoral care focus through community structure (7-10), Junior Secondary OWeek Program
- Stress management techniques in PTS program (senior students)

## Staff

At Meridan State College staff psychological wellbeing is supported through:

- Promoting DoE's Employee Assistance Provider (LifeWorks by Morneau Shepell) for counselling
- Engaging in gratitude tasks with fellow staff using the FISH Philosophy
- Meridan SC Social Club provides collegial support
- Wellbeing coaching group (Primary)
- Providing professional development opportunities for staff to support psychological wellbeing and encouraging staff to access Learning Place Resources Portal (Resilience, Positive Psychology; Becoming Happier; Exploring Meaning Values and Strengths: Creating Strong; Healthy Habits, Resiliency vs Burnout Presentation)
- Support for employees affected by domestic and family and violence
- Principal Coaching and Support Service via Headspace



# Personal Wellbeing



This dimension refers to providing Meridan SC students and staff with support and information to manage a range of personal issues including spiritual growth, connection with culture and fostering leadership.

## Students

At Meridan State College, student personal wellbeing is supported through:

### Whole of College

- Improving outcomes for our Aboriginal and Torres Strait Islander students in state schools through connection to culture, high expectations and meaningful pathways
- Indigenous Community Education Counsellor (enrolment, orientation and ongoing support)
- Delivering Respectful Relationships program (P-12) - a primary prevention program focused on influencing behaviour change to prevent undesirable social consequences such as domestic and family violence
- NAIDOC Day and Reconciliation Week celebrations
- Committing to Reconciliation Action Plan
- Chaplaincy program
- Inclusion support through Learning Development Centre
- Meridan SC Wellbeing Calendar of Events encompassing all 5 dimensions
- International Student Coordinator (enrolment, orientation and ongoing support)

### Primary

- Year 5 and Year 6 camp programs
- Wrap Around Team (WAT) approach
- Student Engagement Team
- Rainbow program to promote self-esteem and resilience

### Secondary

- Engaging in Restorative Practices to repair harm and develop product relationships
- High Resolves
- Referrals to external programs for students - Booyah, Teens Take Control
- Incorporating a financial literacy program into Mathematics (7-10), Business (9-10) and Pathways to Success (11-12)
- Year 7 Canberra camp
- Laser program
- Rock and Water, Rhythm to Recovery, Youth Excel, Building Bridges

## Staff

At Meridan State College staff personal (financial) wellbeing is supported through:

- Facilitating access to educational workplace talks from QSuper, DoE's default superannuation provider; QInvest financial advice; salary packaging options from RemServ and SmartSalary
- Promoting DoE's Employee Assistance Provider (LifeWorks by Morneau Shepell) supplying free legal, financial and retirement counselling
- External Family Support
- Queensland Teachers Union



# Social & Community Engagement Wellbeing



This dimension encourages the school community to engage with the community culture that reflects the local, regional and operational contexts. This means using a whole school approach to improve student, staff, parents and the wider community wellbeing.

## Students

At Meridan State College, student social & community engagement wellbeing is supported through:

### Whole of College

- Biannual Twilight Festival
- Inviting community representatives to special assemblies and functions
- Mentoring
- Community days
- Promoting volunteering and community engagement including, but not limited to Clean up Australia Day, ANZAC Day march, Chaplaincy fundraising, Pirates & Princess fundraising day
- Education Queensland International program
- Recognising student achievement out of school through Meridan Marvellous Moments
- Community use of facilities - church groups, sports centre, PA, Australian Electoral Committee
- Halcyon Helper volunteers assisting in classrooms, Resource Centre, etc.

### Primary

- Year 3 Market Day stall for nominated charity
- Environmental Club
- Ready Readers volunteers
- Under 8s Day
- Teddy Bears picnic
- Lake Kawana Lions Club Children of Courage

### Secondary

- Encouraging participation in various extra-curricular activities including, but not limited to Clean up Meridan days, C3 initiatives - Wednesday pancakes, Valentine's Day
- Supporting LDC students Cert II Volunteering
- Student Leadership Environment Committee
- Sponsorship of local businesses for programs/awards

## Staff

At Meridan State College staff social & community engagement wellbeing is supported through:

- An active Meridan SC Social Club (Christmas parties and other gatherings)
- Chaplaincy Golf Day and Dinner
- Staff community buddy system
- Silly Sock Day, State of Origin fundraiser
- Promotion of safe and respectful communication and behaviour in school communities



# Cognitive Wellbeing

Cognitive, also known as occupation wellbeing, can be defined as feeling connected to and fulfilled by our work.

Meridan SC encourages students achieve at their best and develop to be lifelong learners.

The College encourages opportunities for staff to develop their capability and make a positive contribution to the school.



## Students

At Meridan State College, student cognitive wellbeing is supported through:

### Whole of College

- A case management approach to student learning
- Extension programs for G&T students including Masterclasses
- Individual Curriculum Plans (P-10), personalised learning plans and supporting students with learning difficulties
- Supporting students with a disability
- Speech language pathologist intervention

### Primary

- Student Engagement Team
- Wrap Around Team programs (MeriLit, Maths Boost, Reading Blitz)
- Reading Intervention Aides

### Secondary

- Education pathway planning Junior Education Training (JET) and Senior Education Training (SET)
- Alternate teaching programs including LASER
- Learning Enhancement
- Career Education programs and pathway information (ADFA, universities)
- Transition programs
- Personalised Learning Plans for ATSI students
- Year 10 Certificate II in Skills for Work and Vocational Pathways
- QCE and QCIA tracking and attainment for senior secondary students
- Junior Certificate of Education (JCE) tracking and attainment for year 7 students
- Encouraging participation in various extra-curricular activities including, but not limited to additional curriculum tutorial sessions; Diplomacy, Art, Stock Market, Cultural and Inklings Writing Clubs

## Staff

At Meridan State College staff cognitive (occupational) wellbeing is supported through:

- Supporting development via
  - Annual Performance Reviews
  - Targeted professional development plan
  - Teacher development courses - mentoring, coaching, classroom profiling, beginning teachers, Collaborative Professional Learning Teams (CPLTs) and aspirant programs
  - Induction Programs for school leaders
- Providing professional development opportunities for staff to support psychological wellbeing and encouraging staff to access [Learning Place Resources Portal](#) (Work-Life Integration; Conflict: Opportunity for Growth; Planning a Wellbeing Program, Get in the Go Zone presentation)



# Student Learning and Wellbeing Framework



## Student Wellbeing - connected to learning

Our young people are growing up in a world driven by new technologies and economic globalisation.

Their future means they need a new set of cognitive, social and emotional skills for success.

Healthy, confident and resilient young people who can successfully navigate a more complex world are vital for Queensland's future.

We know that a supportive environment that combines a focus on wellbeing with a focus on learning is optimal; without one, the other will not happen. 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.

Our state schools must continue to provide inclusive environments that nurture the wellbeing of all students so they become resilient lifelong learners who respond positively to their changing world and pursue their passions with confidence.

(DoE Student Learning and Wellbeing Framework 2018)

MSC's Wellbeing Framework consists of the following aims:



Creating a Safe Supportive and Inclusive Environment



Building the Capability of our Community



College Systems Ensure Wellbeing



# Creating a Safe, Supportive & Inclusive Environment



## Students

- Demonstrate positive and respectful social interactions with all members of the College community
- Are actively engaged in meaningful and rewarding learning experiences
- Experience a sense of identity, belonging and connectedness through respecting values and expectations for diverse students
- Strive to regulate their own emotions and behaviours as a function of positive and responsible connections with others
- Demonstrate and communicate the social and emotional capability to foster respectful relationships
- Actively contribute to their own wellbeing and support the wellbeing of others
- Understand their obligations under MSC's Code of Conduct for Students
- Are connected to, and respectful of cultural, religious and spiritual backgrounds



## Staff

- Develop and maintain professional relationships with students
- Promote an inclusive classroom environment where all students are valued
- Actively build a wellbeing culture for members of the College community through collaboration, care and inclusivity
- Provide learning opportunities that promote healthy lifestyle choices
- Promote and celebrate the traditions, values and cultures of the school community
- Explicitly teach and model social and emotional skills, values and expectations for behaviour

## Our Parents and Community

- Actively participate in supporting students to develop and communicate positive respectful relationships with all members of the College community
- Encourage holistic student, staff and community wellbeing by supporting and modelling healthy lifestyle choices



# Building the Capability of Our Community



## Students

- Are self-directed, strive toward and achieve meaningful goals
- Demonstrate self-discipline, take initiative and grasp opportunity
- Are confident and resilient learners with positive self-esteem, stretch themselves and take risks in their learning
- Develop strong positive character traits that are reflected in their behaviour decision making and relationships
- Are provided opportunities to succeed and success is celebrated in a way that is meaningful to the students



## Staff

- 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
- Strengthen connections with parents to support early intervention for students whose wellbeing is at risk
- Increase visibility of local support services to families whose children have higher levels of need
- Model and use evidence-based strategies to improve and support student wellbeing

## Our Parents and Community

- Work in collaboration with staff to support early intervention strategies as required
- Set and maintain high expectations of students, acknowledging and celebrating student success
- Actively participate in supporting and reinforcing student learning and aspirations

# College Systems Ensure Wellbeing

## College

- Plan and document school processes to support staff to respond appropriately to students at risk
- Recognises the early signs that a student and staff wellbeing is at risk and responds appropriately by noticing, inquiring, planning
- Shares responsibility for supporting students at risk by:
  - seeking support from Guidance Officers and the leadership team as first responders
  - encouraging students and families to access support services
  - using a wrap-around approach for students involving parents, school support services, health professionals and other agencies
  - provide opportunities to reflect on and build on their own wellbeing



# Supporting Documents



## Alcohol & Other Drugs Education Strategy (7-12)

Proactive:

### Junior Secondary

- Year 7 HPE\* - Who or what influences my decisions?
- Year 8 HPE\* - How can I live a healthy life?
- Year 9 HPE\* - How is alcohol used in Australian society?

### Senior Secondary

- Year 10\* - How can I be a positive influence?
- Year 11 PTS - How can I make responsible decisions and develop strategies to ensure the safety of myself and others?
- Year 12 PTS - What are my roles and responsibilities in creating a safe night out?

\* supported throughout the College by delivery of P-10 Australian Curriculum General Capabilities

### Support/Intervention Mechanisms:

In response to drug-related incidents, Meridan SC makes decisions regarding responses and consequences in line with the MSC Student Code of Conduct. Implement a range of responses taking into account the nature of the incident; circumstances of the student(s) involved, including relevant age, development, gender, cultural and social considerations; needs and safety of others in the school.

Responses include:

- Assessing the need for referral to other agencies and establish protocols with relevant professionals and agencies to provide:
  - professional development for school staff
  - advice and resources for school staff, parents and students
  - medical assessment
  - counselling and rehabilitation services for students involved with illicit and other unsanctioned drugs
- Removing items, in line with MSC Student Code of Conduct - Temporary Removal of Student Property, if students are found to be in possession of alcohol, tobacco, illicit substances and unsanctioned prescription medication
- Informing local police when an illicit substance is found by school staff and arrange for police to collect the substance as soon as possible
- Engaging parents in managing action and follow-up in regard to a drug-related incident
- Maintaining confidential records of incidents to support monitoring and evaluation of intervention policies and procedures



## #endcyberbullying Strategy (P-12)

Proactive (full implementation by 2021):

Meridan State College promotes responsible use of technology at school.

This is covered in detail in the MSC Student Code of Conduct.

To help prevent cybersafety incidents, students are taught how to:

- use technology appropriately and responsibly
- behave in ways to enhance their own safety.



### Primary

- **The Cyber Heroes\*** - 5 key characters: Anti-Bully Girl; Cyber Cop; Secret Agent; Mr D-Vice; Web-E.

### Secondary

- **Enhance your digital identity\*** - The 7 steps to a positive digital footprint: Google yourself; Privacy overhaul; Un-tag yourself; Unfollow/unfriend; Makes positive choices; Build your brand; Remember.

\* supported throughout the College by delivery of P-10 Australian Curriculum General Capabilities

Acknowledging cybersafety is an issue that occurs outside of school hours, parents and caregivers are also provided with regular communication from the College to promote discussions with their children around positive and responsible technology. Cybersafety presentations, promotions around Safer Internet Day and Bullying. No Way! along with advice from the Office of ESafety assist in engaging the wider school community in educating students.

### Support/Intervention Mechanisms:

In response to cyberbullying, Meridan SC makes decisions regarding responses and consequences in line with the MSC Student Code of Conduct (Use of mobile phones and other devices by students; Preventing and responding to bullying; Appropriate use of social media). The college implements a range of responses taking into account the nature and timing of the incident; circumstances of the student(s) involved, including relevant age, development, gender, cultural and social considerations; needs and safety of others in the school.

Responses include:

- Temporarily removing technology in line with the MSC Student Code of Conduct
- Informing Office of ESafety and/or local police where appropriate
- Assessing the need for referral to other agencies and establish protocols with relevant professionals and agencies to provide
  - professional development for school staff
  - advice and resources for school staff, parents and students
  - counselling and rehabilitation services for students involved
- Engaging parents in managing action and follow-up in regard to a cyberbullying incident
- Maintaining confidential records of incidents to support monitoring and evaluation of intervention policies and procedures



# Respectful Relationships Education Program Strategy (P-12)



Proactive (full implementation by 2023):

<p><b>Primary</b> P-Yr 2</p>	<ul style="list-style-type: none"> <li>• <b>Prep*</b> - Emotional responses.; Interacting and including others</li> <li>• <b>Year 1*</b> - Respecting similarities and differences; My feelings and others' feelings; Belonging.</li> <li>• <b>Year 2*</b> - Help me stay safe; Feelings and responses; Actions for promoting safety and wellbeing.</li> </ul>
<p><b>Primary</b> Yr 3-6</p>	<ul style="list-style-type: none"> <li>• <b>Year 3*</b> - Identity and emotional responses; Social change and difference in relationships; Strategies to manage relationships.</li> <li>• <b>Year 4*</b> - Heritage and culture; Strong personal identities; Positive relationships using respect and empathy.</li> <li>• <b>Year 5*</b> - Relationships and interactions; Managing behaviours and relationships.</li> <li>• <b>Year 6*</b> - Changing and adapting to new situations; New relationships, new situations; Positive influences through valuing diversity.</li> </ul>
<p><b>Junior</b> <b>Secondary</b></p>	<ul style="list-style-type: none"> <li>• <b>Year 7 HPE*</b> - Personal and social changes within generations; Benefits of relationships with family; Empathy and sensitivity influence family interactions.</li> <li>• <b>Year 8 HPE*</b> - Adolescent identities; Adolescent relationships; Respectful behaviours.</li> <li>• <b>Year 9 HPE*</b> - External influences on relationship decisions; Factors that shape identities of self and others; Appropriate responses in relationships; Empathy and ethical decision-making.</li> </ul>
<p><b>Senior</b> <b>Secondary</b></p>	<ul style="list-style-type: none"> <li>• <b>Year 10*</b> - Empathy and ethics in relationships; Diversity and wellbeing.</li> <li>• <b>Year 11 PTS</b> - The importance of respectful relationships; building ethical relationships; gender, equality and relationships; positive relationships; negotiation and relationships.</li> <li>• <b>Year 12 PTS</b> - Power and relationships; relationships and gender-based violence; addressing gender violence; supporting others; seeking help.</li> </ul>

\* supported throughout the College by delivery of P-10 Australian Curriculum General Capabilities

## Support/Intervention Mechanisms:

Meridan SC staff refer students and their families to both internal support staff (GO's, Chaplains, SPYHN) and external support agencies (e.g. DVConnect, Relationships Australia etc.)

