

# YOUR CHILD; OUR FOCUS

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## Mindful Education (ME) 2023-2027

MAKING A DIFFERENCE  
THROUGH QUALITY EDUCATION  
AND SUPPORTING STUDENTS WELLBEING



Donnybrook District High School  
Knowledge and Progress

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# FOCUS AREAS 2023-2027

## INDIVIDUAL PROFILES

We will collaborate with students, parents and carers to compile an individual profile that includes their aspirations, strengths, challenges, personal history and interests. These will be added to as the student transitions through high school. As the students progress, these profiles will become more complex and used to assist in making decisions, provide individuals with a sense of direction and give the students opportunities to have a voice in the focus of their education.

## RITE OF PASSAGE TO ADULTHOOD

We aim to develop student's self-awareness, self-management, responsible decision-making, social awareness and relationship skills. Mindful Education lessons will be supported by AdventureWorks programming and Individual Pathway Planning to provide students an opportunity to reflect on the person they want to be.

## CURIOSITY BASED LEARNING

We will use the individual profiles to tailor learning by assisting students in identifying areas of particular interest. Teachers of all curriculum areas will differentiate their teaching and learning programs and application of the curriculum to address the student's chosen pathway or interests. Reflective processes will be utilised across learning areas to give students an opportunity to display agency in their learning and increase student accountability. Critical Thinking skills will continue to be a focus and will be embedded across learning areas.

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# Our school

Despite the small size of the Senior Campus, we are able to offer students a variety of options including: Art, Design and Technology, Media, Food and Textiles. Additionally, we have specialised programs in Science Technology Engineering Maths (STEM), a community service cadet style program titled Youth Emergency Services (YES) and Digital Technologies. Students in Years 9 and 10 complete Certificate 1 in Workplace Skills. We believe Community Partnerships form an integral element on our campus resulting in firm links with businesses in the local and broader community. All of this enhances our learning programs and generates further opportunities for students.

The Senior Campus of Donnybrook District High School prides itself on being a small caring community where staff know each and every student, their family background, social groups and aspirations. As such we view Mindful Education as a means to place clear structures around this knowledge base in order to work in partnership in assisting our students to smoothly transition to life beyond our school.



## Rationale

Donnybrook District High School and its community are committed to ensuring every student's needs are met, and all students are engaged and learning successfully. We have a strong commitment to the care and development of each and every student; this is embedded in a deep belief in the capacity of every student to learn when provided with the right conditions and opportunities.

To ensure that our students are successful learners, and complete their secondary schooling with knowledge and skills to access further education, training and employment we are:

- Creating welcoming and supportive learning environments that respect the experiences and world views of our students.
- Building upon the knowledge, skills and prior experiences that our students bring with them to ensure that learning is relevant, connected and appropriate.
- Creating opportunities to engage parents and carers, families and communities in improving outcomes for our students.
- Making connections between home and school experiences using a range of learning opportunities that make education more relevant for our students.
- Developing our capacity to be culturally responsive through empowering our Aboriginal students and community to have agency and voice in the school.

# Individual Profiles

## Strategies

- Each student has an individual profile that outlines their interest, future goals and pathways.
- Regularly revise student profiles to refine student pathways to match their future goals.
- Student profiles are shared with all staff and individualised learning is evident in all curriculum areas.

## What You Will See

- Profiles are utilised by teaching staff to tailor education outcomes and learning to the student's interests and pathway.
- Surveys indicate that students are provided opportunities to express student voice and agency.
- Students are observed to understand and reflect on the CASEL competencies throughout profile development and refinement.
- Mindful Education teachers conduct surveys and review student reflections and journals to ensure profiles reflect the student and parent goals.
- Changes to student goals and pathways are noted on the student profile and discussed with staff.
- Teacher planning outlines methods of differentiation related to the student profiles.
- Staff meeting minutes provide evidence of staff discussion and collaboration regarding tailoring programs to student profiles and pathways.
- Student profiles are used in school planning to deliver elective classes which are tailored to student interest and pathways.

# Individual Profiles

## Strategies

- Student profiles begin to be developed when students are in Years 5 and 6.
- Parents and carers work in partnership with the school to develop and refine their child's individual profile.
- Individual student profiles and goals are used as student accountability for their learning.

## What You Will See

- Teaching staff and Deputy Principals meet with Year 5 and 6 teachers, students, parents and carers.
- Profiles are developed for Year 5 and 6 students and shared with the student's current teacher.
- Parent meetings are conducted with Mindful Education teachers to determine parent and carer goals for their children.
- Parent and carer goals are included on student profiles.
- Each student is able to demonstrate 'getting better at' by reflecting on their goals.
- Teachers use student goals for reflective purposes throughout the curriculum areas.
- Student behaviour and engagement plans demonstrate links to their student profile and goals.



# Rite of Passage to Adulthood

## Strategies

- Mindful Education lessons incorporate the Rite of Passage Programs and curiosity based learning.

- Mindful Education lessons begin in Year 7 and develop throughout student's secondary education.

- Student profiles will be refined by the Mindful Education teacher throughout the Rite of Passage Program and reflections.

## What You Will See

- Teaching and Learning Programs indicate:
  - Year 7 students explore who they are becoming.
  - Year 8 students focus on individual gifts and talents.
  - Year 9 students explore the adult the student is to become.
  - Year 10 students focus on the impact each student has on their community.

- Lessons are timetabled for Year 7 to Year 10 students throughout the week.
- Lessons are timetabled with a Mindful Education teacher who will act as a student advocate.

- Lessons are timetabled for Year 7 to Year 10 students throughout the week.
- Mindful Education teachers will plan and deliver the Rite of Passage Programs and use the information gathered from these lessons to refine student profiles.

# Rite of Passage to Adulthood

## Strategies

- Mindful Education lessons, together with the Rite of Passage Program, will support students in recognising their potential and support their future success.

- Parent and community engagement in the Rite of Passage Program

- CASEL areas of competencies are addressed throughout the Rite of Passage and Mindful Education Program.

## What You Will See

- Mindful Education teachers will work with the AdventureWorks staff to devise teaching and learning programs which support the Rite of Passage Program.
- Mindful Education teachers will support students to recognise their potential and support their future success.
- Mindful Education teachers will conduct discussions with staff to ensure that all staff are aware of the Rite of Passage focus and programming.

- Parents, carers and the wider community are engaged with the Rite of Passage parent sessions.
- Surveys indicate students feel supported in the Rite of Passage by their parents, carers and the wider community.

- Surveys indicate the implementation and refinement of processes to address student Social and Emotional Learning needs.
- Mindful Education teaching and learning programs reflect a focus on the CASEL areas of competencies.

# Curiosity Based Learning

## Strategies

- Student profiles are used to support student learning across all curriculum areas.
- Students build on their knowledge from Critical and Creative Thinking lessons and incorporate this into other learning areas.
- Journal writing is used as a reflective process at the conclusion of lessons.

## What You Will See

- Surveys indicate that students can identify the purpose behind their learning and link it to their chosen pathway.
- Surveys indicate that students feel as though they have agency in their learning.
- Curriculum planning documents demonstrate a cultural awareness through a sense of student voice and identity.
- Students can describe what they are doing, how they are doing it and why they are doing it a particular way.
- Teaching and learning programs demonstrate links to the General Capability of Critical and Creative Thinking.
- Teaching and learning programs outline the inclusion of journal writing for reflective purposes.
- Students choose to make journal entries to reflect on their learning.
- Surveys indicate students see the purpose of journal and reflective writing.



# Curiosity Based Learning

## Strategies

- Classes develop a supportive learning culture for all students.

- Journals are used to inform curiosity learning.

## What You Will See

- Surveys indicate that students feel as though they belong in their respective groups.
- Classroom observations demonstrate students are engaged in their learning.
- Social and Emotional Learning and support is evident in all classrooms.
- Success criteria for students are co-designed with the student profiles forming the basis of learning.

- Teachers review student journals to inform future learning and student conversations.
- Student journals are used to refine individual student profiles and individual pathway planning.
- Journal writing is used as a review and reflection process across learning areas.
- Journals are used as a method to communicate student voice.