

YOUR CHILD; OUR FOCUS

Social and Emotional Learning 2023-2027

MAKING A DIFFERENCE
THROUGH QUALITY EDUCATION
AND SUPPORTING STUDENTS WELLBEING



Donnybrook District High School
Knowledge and Progress

Rationale

Social and Emotional Learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. *Collaborative for Academic, Social, and Emotional Learning (CASEL)*.

In partnership with families and communities, Donnybrook District High School recognises the critical role it plays in supporting our young people's social and emotional development. With the support of the CASEL Framework, we have identified four Focus Areas for engaging in high-quality schoolwide SEL implementation. The areas are;

- Build foundational support and plan for SEL
- Strengthen adult SEL competencies and capacity
- Promote SEL for Students
- Practice continuous improvement

Quality implementation of well-designed, evidence-based, classroom programs and practices is a foundational element of effective SEL. We believe it is most beneficial to integrate SEL throughout the school's academic programs, across the broader contexts of school wide practices and policies, and through ongoing collaboration with families and community organisations. These coordinated efforts foster youth voice, agency and engagement. They assist in establishing supportive classroom and school climates and models of behaviour management. Importantly they enhance adult SEL competence and promote authentic family and community partnerships.

CASEL's framework incorporates 5 broad interrelated areas of competence. These are;

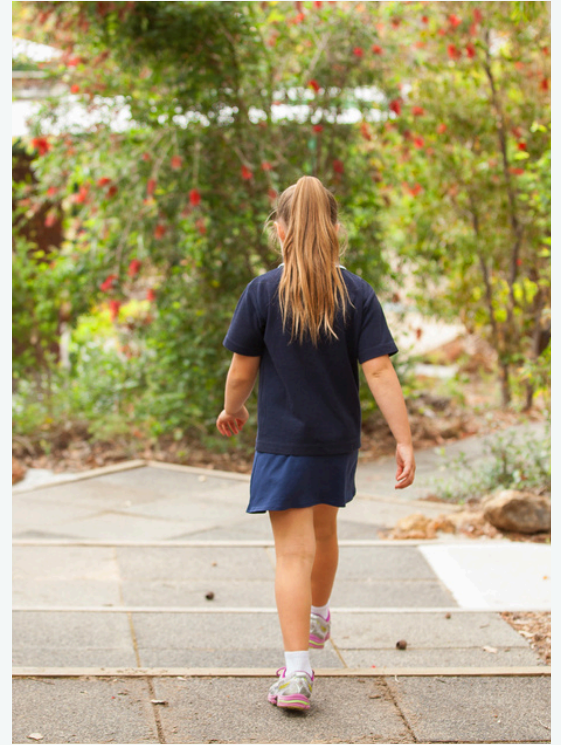
- Self Awareness
- Self Management
- Responsible Decision Making
- Relationship Skills
- Social Awareness

These 5 areas of competence are taught and applied at various stages of development and across all contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.

Our Aboriginal and Torres Strait Islander students are further supported through our conscious engagement with a model that views self as inseparable from, and embedded within, family and community. Underpinning this model is the importance around;

- Connection to Body, Mind and Emotions
- Connection to Family, Kinships and Community
- Connection to Spirituality, Land and Culture

Implementing and sustaining strong SEL is pivotal to supporting the holistic development of our young people. We recognise that they require a sense of self and a sense of purpose and the right supports to ensure they are prepared for where they need to go in life. Through Donnybrook District High School's approach, we will reveal and nurture the interests and assets of all our young people. They are valued, they do belong and they can be successful!



FOCUS AREAS 2023-2027

BUILD FOUNDATIONAL SUPPORT AND PLAN FOR SEL

Create awareness, commitment and ownership by building foundational knowledge among staff, developing a shared vision, and engaging in collaborative planning.

STRENGTHEN ADULT SEL COMPETENCIES AND CAPACITIES

Develop staff capacity for cultivating their own social, emotional, and cultural competence: modelling SEL: and building collaborative and trusting relationships.

PROMOTE SEL FOR STUDENTS

Coordinate evidence-based programs and practices to create a welcoming climate and culture and provide opportunities for students to develop their SEL competence throughout and beyond the school day.

PRACTICE CONTINUOUS IMPROVEMENT

Collect, analyse and use implementation and outcome data to set goals, measure progress, address challenges and adjust plans to improve the impact of SEL.

BUILD FOUNDATIONAL SUPPORT AND PLAN FOR SEL

Strategies

- Establish a whole school SEL Team to provide broad support and direction to committees and Professional Learning Communities.
- Create a shared vision and common language around SEL.
- Undertake ecological scans and data collection to identify place based strengths and stressors.
- Enhance communication around SEL through a school wide communication strategy.
- Identify and select K-10 resources to support SEL.
- Integrate SEL into the school's Business and Operational Plans.
- Develop supplementary Operational plans to support SEL.
- Provide adequate funding to support SEL at a whole school and classroom level.
- Establish a whole school SEL Team to provide broad support and direction to committees and Professional Learning Communities.

What You Will See

- Strong Primary and Secondary representation on teams and committees.
- Allied Health Service and community representation on SEL Team.
- Team Meeting agendas are clear and purposeful.
- School wide SEL is captured within a vision statement.
- Survey data that supports the ongoing reflection and refinement of the school's approach.
- Leadership Team and Committee leaders provide regular information and updates to staff around SEL.
- Twice yearly audits support implementing whole school and classroom planning.
- Planning clearly highlights and supports the school's direction around SEL.
- Positive Behaviour Support, Smiling Minds and Mindful Education plans are in place providing guidance and direction for staff.
- Human and Physical resourcing reflects the current SEL needs of the school.
- Survey data highlights a whole school commitment to SEL.

Strengthen Adult SEL Competencies and Capacities

Strategies

- Enhance support for staff well being.
- Develop staff SEL understanding and their capacity to further support students through a Professional Learning strategy.
- Establish culturally responsive processes to support Aboriginal students mental health and wellbeing.
- Encourage ongoing self-reflection and development around SEL.
- Utilise Professional Learning Communities to support embedding SEL practice.

What You Will See

- Visible structures and processes are supporting staff well being.
- Teacher toolkits reflect an increasing ability to meet the needs of their students.
- Culturally responsive practice focuses increasingly on supporting Aboriginal students' personal and social capabilities.
- Ongoing self-reflection results in a personal responsibility for developing an understanding of SEL.
- Professional Learning Community Action Learning Models demonstrate evidence of a focus on SEL.



DONNYBROOK DISTRICT HIGH SCHOOL

Promote SEL for Students

Strategies

- Develop and implement a clearly articulated case management approach for students with learning difficulties and disabilities.

- Elevate student voice through structured reflection times.

- Continue to link SEL to PBS.

- Integrate SEL into student support structures and processes, with a focus on prevention and promotion and alignment of approach.

- Expand Documented Plans to incorporate SEL strategies specific to individual student needs.

What You Will See

- Evidence of agreed SEL programs being utilised in all classrooms and learning areas.
- Teachers observed explicitly teaching SEL.

- Evidence that students voice is influencing educational outcomes.

- Supportive Behaviour Management Systems and Structures are embedded.

- Students at Educational Risk policies and procedures reflect CASEL's 5 competencies.
- Roles and responsibilities regarding student wellbeing are clearly articulated.

- Students on Targeted Intervention Plans are supported through meaningful SEL strategies.

Promote SEL for Students

Strategies

- Integrate SEL into student support structures processes, with a focus on prevention and promotion and alignment of approach.

- Develop advanced cooperation and understanding across year levels with students learning from each other, and older students consolidating their learning by mentoring younger students.

- Build on the current partnerships that exist within the school and broader community to support a shared responsibility for positive student wellbeing.

- Continue to enhance the classroom and playground learning environments.

What You Will See

- SEL is effectively captured within templates and supporting individual student aspirations.

- Student interaction across year levels is evident.

- Evidence that relationships between school and home are supporting SEL.
- Evidence that relationships within the broader community are supporting SEL.
- Partnerships link directly to CASEL's competencies and Aboriginal and Torres Strait Islander Model.

- Learning environments increasingly cater for the SEL needs of all students.

Practice Continuous Improvement

Strategies

- Review and refine whole school and classroom planning to address the CASEL areas of competency within our context.

- Monitor SEL through student survey tools.

- Explore innovation and 'best practice' being adopted by schools, including programs and monitoring tools.

What You Will See

- Systems for continuous improvements are evident throughout the school.

- Survey data effectively captures SEL needs.
- Survey data supports the ongoing reflection and refinement of the school's approach.
- Ongoing data monitoring supports early identification and targeted intervention.

- Research is reflected within the school's SEL planning.

