INTRODUCTION
Staff at Kilparrin understand:
- there is a strong interconnection between wellbeing and learning
- supporting learner wellbeing is an integral part of educators’ work
- all learners have the potential for high levels of wellbeing
- the learning environment contains a range of factors that influence wellbeing.

We also understand that;
learner wellbeing + learner involvement = learner engagement.

PRINCIPLES
‘Wellbeing is central to learning, and learning is central to wellbeing.
Educators make a positive contribution to learner wellbeing.
Wellbeing is built on the strengths of individuals, groups and communities working together.’
DECS Learner Wellbeing Framework for birth to year 12 (2007) page 3

WHAT IS LEARNER WELLBEING?
Wellbeing is central to learning. It is about feeling well and functioning well.
‘Wellbeing refers to learner’s physical, social and emotional welfare and development.’
DECS Statement of Directions 2005-2010 (2005a) page 8

Learner wellbeing;
- refers to the whole person and has physical, social, emotional, cognitive and spiritual dimensions
- includes a healthy emotional state and a sense of optimism and resilience
- includes an ability to relate and function with others
- means different things in different cultures
- is influenced by individual, social and environmental factors
- is dynamic and changeable
- has a strong relationship with learning.

DECS Learner Wellbeing Framework for birth to year 12 (2007) page 3

CONTEXT
The DECS Wellbeing Framework describes five dimensions to wellbeing that overlap and interconnect with each other;
- cognitive
- emotional
- physical
- social
- spiritual.
Collectively, these dimensions provide learners with resilience and confidence in their ability to influence their world.

DECS Learner Wellbeing Framework for birth to year 12 (2007) page 3

PROMOTING LEARNER WELLBEING AT KILPARRIN
Learning Environment
Wellbeing is variable, as is resilience, and learners move between levels of wellbeing depending on circumstances. Most learners do not require significant intervention to support their wellbeing. However, learners with complex needs are more vulnerable and Kilparrin staff take a deliberate approach to the development and maintenance of learner wellbeing by planning and creating specific learning environments that enhance wellbeing.
Kilparrin facilities are designed to meet the specific needs of learners with vision and/or hearing impairment and additional disabilities. When planning the physical classroom environment, teachers take into consideration the vision and/or hearing impairment and additional disabilities of individual learners and create an environment that is free from clutter, aesthetically pleasing and designed to accommodate individual learner’s needs and classroom dynamics.

**Wellbeing Curriculum**

The use of individual learning plans that place the learner at the centre of their learning experience and provide opportunities to set goals and develop action plans based on individual learning needs enables sites to plan for the wellbeing of learners.

*Wellbeing is central to Learning DECS Working Paper (2005) page 18*

Kilparrin staff use observation and assessment moderation techniques that support the planning for and development of learner wellbeing and provide an active learning environment to facilitate learner wellbeing and involvement.

The *Kilparrin Learner Wellbeing Rubric* provides a basis for planning, implementing, assessing, monitoring and evaluating individual learner wellbeing.

In Term 1 a wellbeing goal will be identified for each learner from their completed rubric and included in their NEP Learning Plan to be reported against in Term 3.

**Partnerships/Culture**

Staff are committed to establishing and maintaining positive relationships with each other, learners, families, DECS and other support agencies, and the local community.

Educator wellbeing has a direct influence on learner wellbeing. Kilparrin is committed to developing and maintaining a positive learning culture that supports learners, staff and community, experience success and work with enthusiasm, commitment and energy.

Within the Park Holme campus, staff are proactive in developing positive working relationships with staff and learners from Ascot Park Primary School and the South Australian School for the Vision Impaired. Close partnerships are also developed between the KELC and Ascot Park Kindergarten.

**Policies and Procedures**

Policies and procedures have a strong influence on learner wellbeing, some more directly than others. Policies around health care and behaviour management are clearly directed towards developing and protecting learner wellbeing.

*Wellbeing is central to Learning DECS Working Paper (2005) page 21*

The *Kilparrin Values* and policy statements outline the roles and responsibilities of Kilparrin staff in promoting learner wellbeing.

**SUMMARY**

We will know we have made a difference when our indicators and evidence show;

- learners are engaged in learning and their wellbeing is optimised
- staff are professionally excited and engaged in their work together
- community partnerships are strongly interconnected
- curriculum and pedagogy, policy and practice are congruent and coherent
- wellbeing initiatives and changes are ongoing and sustainable

*DECS Learner Wellbeing Framework for birth to year 12 (2007) page 13*

**REFERENCES**


Wellbeing is central to Learning, DECS Working Paper, DECS Publishing, 2005

Kilparrin Learner Wellbeing Rubric, Kilparrin Staff, 2007


Document 2: July 2010 (Approved at Staff Meeting on 2 August 2010)

To be reviewed in 2014 or earlier if needed.