

BUILDING a POSTIVE, PRODUCTIVE and TRANSFORMING SCHOOL CULTURE

(Processes for developing an emotionally literate school, collaborative inquiry skills and creative thinking strategies are integrated within each of the key whole school processes and interconnect with each other. These processes are aimed to be a springboard for discussion as the first stage of suggestions which will grow and change as leaders, teachers and students from many schools give feedback and contribute their unique quality processes to our combined understanding of the building of positive, productive school culture.)

PROCESS	STRATEGY
<p>1. Developing school specific values and making these values explicit</p>	<p>Open communication and collaborative inquiry within the whole school community to discuss the strengths of the school (what makes it ‘a good place to be’) and what would make it ‘a better place to be’</p> <ul style="list-style-type: none"> • Developing a real and organic process from the ‘GROUND UP’ where leaders collaboratively lead the whole community to honestly seek authentic opinions from a wide a spectrum. • LISTENING to the whole school community via forums, staff meetings, year level assemblies and parent gatherings/committees. REFLECTION is a crucial process for whole school community. • Making a concerted effort to engage a large percentage of the community in this process via extensive communication processes with the full spectrum of students and their families to participate in large community forums led by student/parent/teacher forum committees. A key focus needs to be on building attendance at least 25% of whole school (for example 200 participants and one forum per semester/term) • Executive Team/School Council/ Heads of Department visioning and values conferences follow a similar process and all values, strategies and ideas are shared with community. • Senior Forum Committee (3 senior students, 3 teachers, 3 parents meeting weekly/fortnightly) and organisation of: parent, student, teacher surveys, recorded interviews with school community, data collection, data analysis, presentation of data at senior forums, Content of surveys and interviews - What makes our school ‘a good place to be?’ /What do we value around here? / What values do we aspire to? / What would make this school a better place to be? Panel Day/Evening based upon discussions and surveys involving Glasser’s Theory (5 needs) • Structure of Senior Forums: 1. Welcome, purpose, context of committee meetings, data, direction vision (led by Senior Leaders of Forum Committee) 2. Guest speaker leads ‘What We Value’ / Health and Wellbeing strategic direction - the bridge between students, teachers and parents. 3. Panel of students, teachers, and parents presents interview and survey data (power point/videos) 4. Dialogue between audience and panel members (Community of Inquiry mode) led by chairperson 5. Three Year Plan and specific strategies 6. Action Plan & minutes shared at staff meetings, SRC/Senior Leaders meetings, in school newsletters/year level assemblies 7. Follow up forums on assemblies and in class 8. All actions & developments shared at following Senior Forum. • Results: Development of school specific values and processes to make these explicit in school community, Work Ethic Policy, PD for staff in building trusting working relationships with students, PD in teacher effectiveness , Responsible Behaviour Plan proactive and supportive strategies, Connection Evenings – family evenings where relationships are built between home and school and within families • ‘A Good Place To Be Committee’: Committee shares research about what a positive, productive & transforming school culture is/ staff meetings and Senior SRC/Leaders meetings follow up • School specific Values are created via these ‘ground up’ processes, a range of different survey methods (written surveys, interviews in grounds and library recorded, anecdotal classroom discussions etc.) A values writers group devises the actions statements for the recurring values. A design group designs classroom posters and banner for values and action statements. • Two comprehensive Booklets - with extensive School Specific Values Process and Making Values Explicit Process (many meetings, forums, staff/student/parent discussions and meetings, 1200 school community members surveyed, results analysed by classes, poster designed by students and staff, presentations on assemblies/ SRC led activities) • P-12 students have weekly mini lessons regarding explicit ways to enact each of the school values/ year 1-10 have 30 minute lessons/assemblies/ classroom posters/ banner/school diary/signboards/newsletters/curriculum links • Values Committee continues to work with community to ensure that the terminology in these school specific values becomes a shared language and strategies for making them come to life keep developing.
<p>2. Wide web of dynamic student/staff/parent leadership networks</p>	<ul style="list-style-type: none"> • Students, staff & parents believe in the positive whole school culture ethos and its connection to student success in learning outcomes and whole person development • The whole community of all staff & students takes responsibility for leading or being a member of a key committee, school event or celebration • With ever broadening ownership, a wider, more effective & dynamic range of leadership positions and committee members is developed. • Each committee is led by 1-2 senior leaders, 1-2 staff, if appropriate 1 HoD/executive member and where possible parent members. Equal numbers of male and female committee leaders are selected if suitable (as role models). Where this is not appropriate two students of same gender are selected. • Leadership Camps, where leadership skills in all students are developed. Year 10 Outdoor Education Camp/ Year 10 School Based Alternate Camp, Year 11 Leadership Camp/Year 11 School Based Alternate Camp & Senior SRC Leadership Camps are led by five teams of committed teachers and students. • A comprehensive motivational and information process is conducted for two terms during year level assemblies with guest speakers, forums and presentations by Year 12 students who have experienced the leadership process. • The Australian Electoral Commission conducts gives presentations and conducts the ballots. • Approximately 40% of the cohort applies for leadership positions by writing applications which are displayed at intervals each week for whole school community to read. • There are quality selection processes for each position, depending on the criteria for the position (involving various combinations of speeches, interviews, personal history of behaviour/work ethic) • Leadership Positions: <ul style="list-style-type: none"> ➢ School/College and Vice Captains ➢ SRC (Student Representative Council) President ➢ SRC Secretary ➢ SRC Treasurer <p>Committee Leaders (2 per position) meet weekly with teacher coordinators, organise a wide range of associated activities which integrate with whole school community values/goals:</p> <ul style="list-style-type: none"> ➢ Cultural Captains ➢ Sports Captains (whole school sport) ➢ Music Captains (Instrumental Music) ➢ Environmental Leaders ➢ Year 12 Formal Committee ➢ Futures Leaders (VET) ➢ Health &Wellbeing Leaders ➢ House Captains (2 for each house)

	<ul style="list-style-type: none"> ➤ Indigenous Students Leaders ➤ International Student Leaders ➤ Senior Mentors of Middle School Student Representative Council ➤ Social Justice Leaders ➤ Senior Leaders (20-25) selected as role models in all areas (committee meets weekly & organises Year 12 issues) ➤ Senior Leader Captains <p>Student Representative Council Members</p> <ul style="list-style-type: none"> ➤ Year 10 and 11 SRC members (12-15) <p>(All above leaders are members of the Senior SRC (45 members) or of the Senior Leaders Committee (20 members.)</p> <ul style="list-style-type: none"> • Wide web of leadership networks: activities, fundraising (peer mentoring, Senior Leaders Year 8 Activity Day, Buddy Process, Senior Dance, SRC Leadership Camp, SRC Leaders create and share multi-media presentations and celebrations on assembly, lead school song, year level assembly forums, Senior Dance, Senior Forums, Connection Evenings, lunch time sporting competitions (Year 6-12) – also student/staff Major Project fundraising (e.g. large signboards at tuckshop with ‘tuckshop’ written in 8 of the most common languages of students at the school, multi-cultural banners in the hall, large trees planted and plaques denoting key cultural issues /values (e.g. ‘These Three Trees’ symbolising Junior, Middle and Senior cohesion in P-12 college.) Comprehensive Leadership Booklet
3. Health & Wellbeing Strategic Direction	<ul style="list-style-type: none"> • Health & Wellbeing Committee (State Mindmatters Coordinators, 3 students (including Health & Wellbeing Leaders), 3 parents and 3 teachers – led by staff Health & Wellbeing coordinator_ meet once per month and organise major student/staff wellbeing activities and programs (for example, Year 10 Health and Wellbeing work program) • HWB Committee organises: staff wellbeing activities (10 minutes every staff meeting, Student Free Day activities, weekly yoga sessions for staff and students) • Year 10 Health & Wellbeing subject an option for all Year 10s. Surveys indicate that it is one of the most valued of all subjects in the curriculum and has made a significant difference to students’ lives. Comments from ‘at risk’ student and senior leaders –‘HWB has given me a reason to come to school.’ ‘I have learnt more in this subject than in any other.’ • Year 10 Health and Wellbeing work program as a one semester subject is completed. • Stress-Less day for all Year 12 students, led by HWB Committee and Year 12 Health Education Class. • Youth Empowerment National Forum training for 3 students and 2 staff who then trained all Senior SRC members and Senior Leaders. This training builds resilience, self esteem and wellbeing. These trained students trained Year 8 students in weekly Year classes (during the seniors’ access period).The students also trained all Year 11 students at Year 11 Camp. • Peer Mentoring Program, Bully Referral Program and Buddy Program (senior students buddies all year with Year 6-9 students – visiting in grounds and each Friday morning in class). • ‘The ChangeRoom’: Weekly Year 12 Common Room activities are organised by Chaplains and senior students. ‘Brekkie Club’ – weekly breakfast and discussion activities available to all year levels.
4. Community Events, Celebrations, service Learning	<ul style="list-style-type: none"> • Rationale: Connectedness between students, teachers and parents in a school community is essential. For students it is imperative to strive for maintaining a balance between school, family and friends is essential. Celebrating student success in a wide range of strategies builds optimism, hope and self worth. Teachers need to communicate a belief to all students in their inherent worth and their inherent capacity to move forward, even in small steps. • This ethos is communicated implicitly and explicitly in class, assemblies, newsletters and in the grounds. ‘The way we do things around here.’ • Community Events: <ul style="list-style-type: none"> ➤ Year 12 welcome Breakfast (160 students, parents and teachers) – guest speakers and past students speak about their career pathways (work, TAFE, university). Motivational DVDs from recent Leadership Camps are shown. Inspiration and whole cohort supportiveness is the key. ➤ Leaders Induction Ceremony (a celebration for all students and elected leaders who take oaths regarding their responsibilities/ student led speeches, compering and vocal / dramatic performances require staff /student leadership team to collaborate and mentor in order to create the joy and motivation of the celebration ➤ Reflection Day (Year level Forums/multi-media presentations/ panel discussions/surveys on specific topics ‘How does the media impact upon and attempt to construct our values?’ ➤ Motivational Media Year Level Forums, linking with school specific values and led by student/staff panel and committee ➤ Year 12 Graduation – every single Year 12 student is honoured by the whole community for completing the rite of passage as a high school student. Student/staff led Graduation Committee with wide range of student multimedia celebrations. The whole school community of parents, students and teachers is united and honoured for their part in students’ journey as a key milestone. ➤ Final Day Year 12 Ceremony – major focus on all Year 12 students expressing gracious appreciation for mentoring, inspiration and guidance -a rite of passage where trusting working relationships between students and staff are honoured and life long learning is a goal. • Celebrations: (Improvement awards, ‘With All Thy Might’ Awards (for those who give their best regardless of grade) and also Academic Excellence Awards. Certificates are presented on year level assemblies and letters sent home. Awards Night is a student led ceremony with arts performances and speeches relating to student/staff/parent success and school values. • Staff/parent and student handbooks include ethos of assemblies and celebrations. Weekly senior assemblies are celebrations with a student assembly committee managing the agenda and the staging of high quality artistic, musical, dramatic, scientific, academic, sporting performances and presentations. All Senior Leaders and SRC members present t least one audio-visual presentation including data show which communicates the fine work they are doing (e.g. Social Justice Committee – Two Can Day, Walk for Want, Shave for a Cure. Ox-Fam, Environmental Committee – Tree planting Days, Climatology guest speaker, tanks and water use in the school) • The school hall or meeting place is the ‘Bora Ring’ of the school with Senior SRC fundraising and student designs creating Social Justice/ Cultural/‘With all Thy Might’/House and School banners. The hall or meeting place must belong to the students, staff and parents in the sense that they all contribute regularly to the sharing. • Arts festivals, performances: Instrumental Music program and performances, whole school musicals (integrating and uniting staff and expertise from all curriculum areas, drama, dance, music performances, art exhibitions) • Science Fair (all year 10 students, teachers, parents, university science lecturers and aligned industry reps. – expo of audio visual student projects, interviews, question and answers from guest speakers, awards, community sharing) • Service Learning examples: Year 10 Community Learning Program for 15-20 seriously ‘at risk’ Year 10/11 students to help ensure that school is relevant and engaging so that they do not want to leave school. (Retention rates greatly improved.) Their weekly program involved: individualised work experience suiting their aptitudes, Work Links Work Readiness certificate course, Suncorp Stadium fitness training (Tai Kwon Do, Boxercise, swimming), Service Learning (working a half day per week with Prep. students (reading with them and sharing activities), retirement villages and SWARA (special needs students). <ol style="list-style-type: none"> 1. Intergenerational Day: Senior SRC organises intergenerational mini-olympics and performances and concerts where young and old perform together. 2. ‘Opening Doors’ (i) Year 10 History, English and Drama integrated unit involve interviewing grandparents and members of retirement villages about life in the 19302 and 1940s. An intergenerational day where students and elderly people converse, dance (to 1940s music), sing and record. This Service Learning unit can be available online. (ii) Year 11 English Communication unit: Working with the Community & Charities Expo unit.