

# MOUNT ISA SCHOOL OF THE AIR



## WELLBEING FRAMEWORKS



# Wellbeing @ MISOTA

At MISOTA, our contribution to ensuring Every Student Succeeding is underpinned by the knowledge that the efficacy of curriculum and pedagogy are heightened through student learning and wellbeing alongside staff wellbeing and parent and community engagement.

When these three interrelated frameworks for learning exist in harmony alongside one another, student success is more likely to occur. We acknowledge first and foremost parents as first teachers of their children and value the role of the Home

Tutor/Governess/Governor in the education of our shared students. We step alongside these wonderful operators of the isolated classroom towards ensuring each student succeeds.

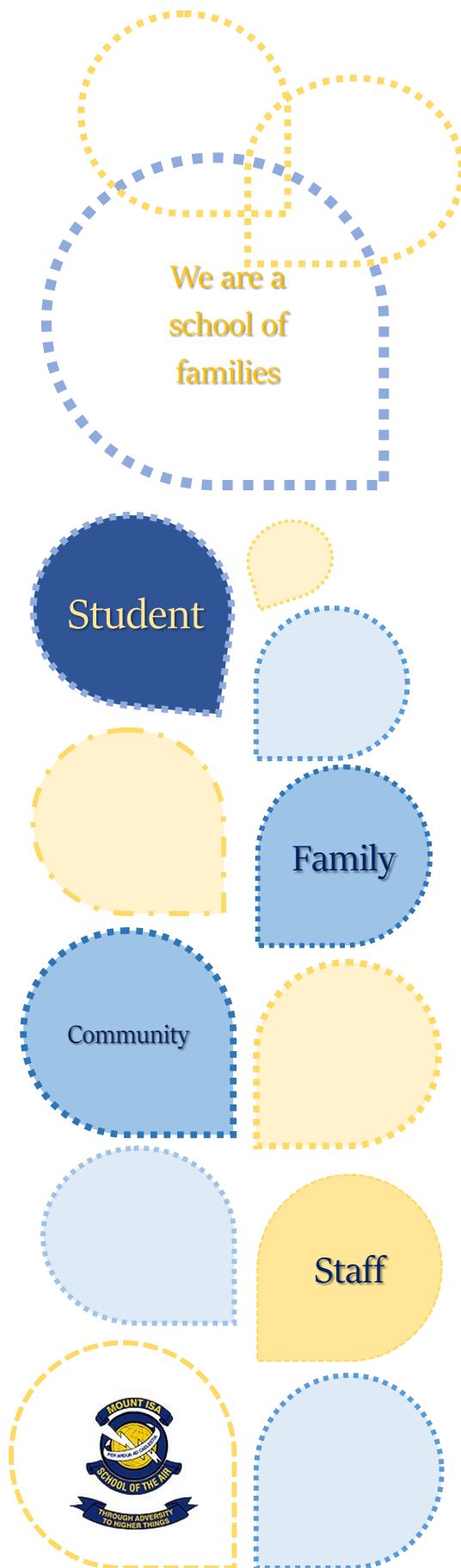
Therefore, we consider the Student, Staff, Parent and Community Frameworks as informative of one another and reflected as such in our MISOTA Wellbeing Frameworks.



## Our Core Beliefs

We believe that our teaching and learning is underpinned by the wellbeing of our students, staff and families. We acknowledge that for their growth in the future our students require cognitive, social and emotional skills for success.

We acknowledge that strong relationships between the school and family is essential towards student success. Within this partnership, the conditions for nourishing the hearts and minds of every student is our focus, leading the way through adversity to higher things.



## Our Wellbeing Culture

Wellbeing at MISOTA is paramount towards ensuring each person in our school community is valued and cared for. Our school culture supports a holistic approach to wellbeing at the individual, school/workplace and organisation level within the context of a school of distance education.

The Wellbeing of each individual at MISOTA is drawn from the World Health Organisations (2016) definition: “a state in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to her or his community.”

# STAFF WELLBEING

Student

Family

Community

Staff



## Physical

Flexible Work Arrangements  
Workspace requirements  
Hours of duty and site times  
Site safety  
4WD safety and vehicle orientation  
Mandatory work breaks  
Community organisation membership  
Space for bicycles in carpark  
Shower facilities  
Staffroom  
Hygiene provisions

## Financial/Personal

Unions  
Salary Packaging Professionals  
Health Funds  
Financial Planners  
Flexible arrangements  
Support accessing payroll information  
Local Accommodation Committee

## Psychological

Provision of dedicated outdoor eating area  
Personal Development Plans  
MoJo Mates  
Wellbeing Committee  
Staff Social Club  
Access to counselling services

## Social & Community Engagement

Part of Mount Isa Schools – MISSA,  
NQR Instrumental Music, HOC  
Network, SS Principals  
QSDE Network  
QSDE Curriculum Writers Coalition  
Western Alliance  
Rock Pop Mime volunteering  
Do It For Dolly Day  
McKissa Sports

## Occupational

PDP meetings – each term  
Coaching and Mentoring  
Professional Learning Communities  
Local Consultative Committee  
Co-Plan, teach, reflect cycle  
Curriculum Alignment Sessions  
Career Planning and Transitioning – transfers, promotions, retirement, leave, PD  
Membership to various staff Unions



# PARENT & COMMUNITY ENGAGEMENT

Student

Family

Community

Staff



## Communication

Home Tutor Network  
Govie Network  
P&C, ICPA  
Western Alliance  
Queensland Schools of Distance  
Education network  
School Opinion Survey  
Home Tutor Seminar  
Govie Inservice  
Reporting process  
Weekly Feedback  
Field Team

## Decision-Making

Consultative process enacted through attendance at all school  
Field Events  
School Opinion Survey  
P&C

## Partnerships with Parents

Parent Liaison Officer  
P&C Association  
Isolated Children's Parent's Association  
Govie Network  
Western Alliance consultative group

## Community Collaboration

Consultative process enacted through attendance at all school Field Events  
Linking with Outback Futures, Uniting Care Services, eKindy, Western Alliance, Family and Child Connect, Bush Children

## School Culture

Responsible Behaviour Plan  
MISOTA Mantras  
Student Code of Conduct



# STUDENT WELLBEING

Student

Family

Community

Staff



## Personal

PLT and Go2 sessions  
ST:L&N  
Guidance  
Officer/HOSES/SLT  
Outback Futures  
Save the Children  
Bush Children's  
Headspace  
RAFS  
Ekindy  
Clubs of the Air

## Physical

Field Activities  
Activity Days  
Group Days  
Minischool  
Home Visits by class teachers  
Sports for Bush Kids program  
Brain breaks  
Sports Day  
Regional Sports

## Psychological

On air classes,  
Contact with families  
PLT sessions  
Go2 Sessions – Y7-10  
Allocation of Go2 Teacher for each individual student  
School Chaplain  
Guidance Counsellor

## Social

Annual Field Event program  
High student:teacher ratio  
School Camps  
Student Council  
Student Leadership  
Facebook page  
Sports Captains

## Cognitive

Inclusive classrooms  
Differentiated curriculum  
Diversity of enrolment categories  
Diverse Learners team  
Reading Support Coach  
School-wide reading program  
Alignment to Australian Curriculum  
Instrumental Music program



“More learning occurs in a joyous classroom where children feel safe, secure and accepted, and where they feel the teacher sees them for who they really are.”

– Diamond, 2010