Ascot State School

Student Success and Wellbeing

Our Vision
Lifelong Learning for Lifelong Success

Our School Goal
We are committed to all students becoming successful learners, confident and creative individuals, active and informed citizens.

The following document has been reviewed and supported by Dr Andrew Martin, UNSW

Rationale
“Wellbeing is both central to learning and an outcome of learning. Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. Happy, healthy and confident young people are vital in securing a strong future for Queensland, which is why the Learning and Wellbeing Framework will be used in Queensland state schools from 2012.”

The Ascot State School Learning and Wellbeing Framework incorporate aspects of current practice and:

- acknowledges the importance of wellbeing to the learning process
- develops a rich school culture and positive ethos that creates a sense of belonging and self-responsibility, leading to positive behaviour, improved student attendance and achievement
- embeds personal and social capabilities within the general curriculum
- improves educational outcomes for all students.

Student Success and Wellbeing Empowerment
Student Success and Wellbeing is supported and addressed by class teachers through the General Capabilities, a key dimension of the Australian Curriculum. General Capabilities encompass knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, assist students to live and work successfully in the twenty-first century. They play a significant role in realising the goals set out in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA) 2008 that all young people in Australia should be supported to become successful learners, confident and creative individuals, and active and informed citizens.

The Role of the Student Success and Wellbeing Coach
The Student Success and Wellbeing Coach is employed 2 days a week as a teacher for students, and a coach for staff and parents. Refer to Appendix 1a for Year 5 Overview and 1b for Year 6 Overview.
## Student Success and Wellbeing

The role of the Student Success Coach is to facilitate and lead the following:

### Language of Success

<table>
<thead>
<tr>
<th>Students</th>
<th>Staff</th>
<th>Parents/Community</th>
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</thead>
<tbody>
<tr>
<td>Explicit teaching in classrooms based on the work of <a href="#">Professor Andrew Martin, University of New South Wales</a>; <a href="#">Dr Carol Dweck, Stanford University</a>; <a href="#">Dr Martin Seligman, University of Pennsylvania</a></td>
<td>Staff Professional Learning with Professor Andrew Martin, University of New South Wales</td>
<td>Parent Newsletter Articles and Information Session provided by <a href="#">Professor Andrew Martin, University of New South Wales</a></td>
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### Students Engaged in Success

<table>
<thead>
<tr>
<th>Students</th>
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<tbody>
<tr>
<td>Playground Buddies</td>
<td>Dr Robert Marzano’s work guides teachers’ pedagogical framework for planning, teaching and assessing</td>
<td>School Newsletter has articles on Success and Wellbeing</td>
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<tr>
<td>Leadership Program</td>
<td>All staff are encouraged to use the articles and ideas provided in the Gavotte</td>
<td>School Newsletter has a section, Student Voice, where students share what it is to learn.</td>
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<tr>
<td>Lunchbox Series</td>
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<td>Students Activating Wellbeing – student ideas for their school</td>
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### Mentoring For Success

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<tr>
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<th>Parents/Community</th>
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<tbody>
<tr>
<td>Students are mentored by an Ascot staff member, each fortnight</td>
<td>Ascot staff volunteer to be involved with our Mentoring Program</td>
<td>Each term, parents of students involved with lessons receive an email outlining Student Success</td>
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### Partnerships For Success

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<tr>
<th>Students</th>
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<tbody>
<tr>
<td></td>
<td>Professor Andrew Martin, University of New South Wales</td>
<td>P&amp;C hosted Dan Haesler in 2014 and shared his presentation for staff and students</td>
</tr>
<tr>
<td></td>
<td>Staff are asked to provide feedback on Mentoring Program</td>
<td>Parents are asked to provide feedback on Mentoring Program</td>
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</table>
**Student Success and Wellbeing for Students**

Ascot State School’s middle school students participate in weekly Student Success lessons. Together with the class teacher, the Student Success teacher works with the students on the 21st century skills of Engagement and Motivation based on the work of some leading educational experts including, Professor Andrew Martin, University of New South Wales; Dr Carol Dweck, Stanford University; Dr Martin Seligman, University of Pennsylvania and Dr John Hattie, The University of Melbourne.

Teaching motivation, engagement, mindset and the science of learning is powerful. Ascot State School believes engagement remains the key for students to succeed and that Motivation and Engagement are essential learning.

- We study Dr Andrew Martin’s Motivation and Engagement Wheel and especially, Helpful Thinking and Helpful Behaviours, which include: self-belief, valuing school, focusing, planning, time management and persistence. Refer to Appendix 2.

- We aim to teach the students that they have a very important and vital part to play in their learning each day, achievement and success.

- We discuss what it means to be a learner, a leader, and a person of good character.

- Giving time and 'honest effort’ to schoolwork and extra curricula activities are the concepts to be encouraged and nurtured now.

- Our students discuss their own education; what it means to learn; the value of helpful thinking and behaviour; and how to use their passions and strengths to participate and grow their learning and mindset.
Student Success and Wellbeing for Staff
The Student Success and Wellbeing Coach shares our Engagement in Learning journey with staff by:

- introducing staff to educational experts including, Professor Andrew Martin, University of New South Wales; Dr Carol Dweck, Stanford University; Dr Martin Seligman, University of Pennsylvania and Dr John Hattie, The University of Melbourne
- hosting professional learning sessions with Dr Andrew Martin and the Student Success Coach
- involving staff in discussions regarding Ascot’s Wellbeing Framework and ideas for future direction
- aligning Habits of Mind with the Motivation Wheel of Dr Andrew Martin, UNSW
- providing the staff with ideas and readings for Engagement in the Classroom via the staff Gavotte
- engaging the staff with stories and reflective graphics via the Gavotte
- inviting staff to be involved in Lunch Time ‘Teacher Voice’ talks.

Student Success and Wellbeing for Parents
The Student Success and Wellbeing Coach shares our Engagement in Learning journey with parents by:

- hosting information sessions with Dr Andrew Martin, UNSW
- emailing term updates to keep parents involved and included in their students’ learning
- including articles in the Digest regarding Engagement and Motivation.
- publishing students’ powerful messages of success and learning in the Digest. Refer to Appendix 3.

Student Success and Wellbeing for Mentoring
In 2013, the Ascot Mentor Program began with each year 6 student being partnered up with a ‘significant other staff member’ who, along with their class teacher also cared for their wellbeing. The students met with their Mentor for approximately 5 mins each fortnight. In 2014, the same cohort of students continued with Mentoring. The program encourages the students to share their ideas and insights and fosters a sense of belonging that supports, encourages and celebrates success. It acknowledges the role that staff members play outside the classroom in building diverse and inclusive partnerships for learning.
Linking Experts
Student Success and Wellbeing uses Dr Andrew Martin’s Motivation and Engagement Wheel and the Habits of Mind (HOM) (Marzano, 1997) to realize the goals set out in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA) 2008 that all young people in Australia should be supported to become successful learners, confident and creative individuals, and active and informed citizens.

The learning process can be characterised as one in which students move from ‘will’ to ‘skill’. Educational and cognitive psychologies have contributed much to our understanding of how students learn and how to move them towards independent discoverers via teacher-led explicit and structured instruction. When students have academic will and skill, their educational journey is much more enjoyable and successful. (Martin, 2014).

In addition to this inner drive, research and theory show that external influences play an important role in the development of will and skill. Major external influences include parents/caregivers, peers, counsellors/psychologists and teachers. Of these, much research suggests it is the teacher (via instruction) who perhaps plays the greatest role in directly impacting both academic will and academic skill.

Habits of Mind (HOM) and Attitudes and Perceptions, form the backdrop of the learning process. HOM provide a foundation that should increase student’s success while they are using the processes identified in Dimensions one to four. HOM identified in the Dimensions of Learning model fall into three general categories: critical thinking, creative thinking, and self-regulated thinking. Each year level is allocated four of Habits of Mind that are explicitly taught. It is up to individual teachers to decide what other HOM are suitable to their particular class or unit of work. Refer to Habit of Mind Year Level Overview, appendix 4.
References


Appendices

Appendix 1a: Ascot State School Student Success and Wellbeing Year 5 Overview
Appendix 1b: Ascot State School Student Success and Wellbeing Year 6 Overview
Appendix 2: Student Motivation and Engagement Wheel
Appendix 3: Student Voice – Success and learning published in the Digest
Appendix 4: Linking Experts - Habits of Mind and the Motivation Wheel
# ASCOT STATE SCHOOL STUDENT SUCCESS AND WELLBEING
## Year 5 Overview

<table>
<thead>
<tr>
<th>Class Information</th>
<th>Classes receive 1 x 30 min lesson each week.</th>
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<tbody>
<tr>
<td><strong>General Capabilities and The Wheel</strong></td>
<td>General capabilities encompass knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century.</td>
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<tr>
<td></td>
<td>• Critical and creative thinking; Personal and social capability; Ethical understanding</td>
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<td></td>
<td><strong>The Wheel:</strong></td>
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<td></td>
<td>• Helpful Thinking: Self belief, Learning focus, Valuing school, Helpful Behaviours: Persistence, Planning, Study Management</td>
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</tbody>
</table>
| **Learning Outcomes** | **DoL 1 & 2: Attitudes and Perceptions / Acquire and Integrate Knowledge** - *What will this student learn?*  
**DoL 5: Critical Thinking; Creative Thinking; Self Regulated Thinking** - *Focussed Teaching & Resources.*  
**ASOT DQ5 & DQ9** – Engage Students and Communicate high expectations. |
|                   | 1. Strategies for Learning Success  
2. Mindfulness Strategies for Learning and Focus  
3. Storytelling – Moral Stories to support learning and understanding  
4. Gratefulness – Fill a Bucket  
5. International Teachers’ Day  
6. My Story, my passion, my learning – My Success |
| **Formative Assessment** | **Assessment to Promote, Improve and Assist Student Learning** |
|                   | • Observations and consultations with students relating to attitudes, processes, skills and knowledge.  
• Class teacher comments.  
• Students’ health reflections and learning targets. |
| **Key Strategies** | **Class teacher and Student Success teacher:** |
|                   | • Work to develop appropriate Wheel Strategies for the students to use and understand.  
• Monitor that student learn what is intended. Use appropriate and varied pedagogy.  
• Provide direct intensive teaching for student in areas of difficulty in both one on one and group settings. |
# Appendix 1b

High Care, High Collaboration, High Expectations

<table>
<thead>
<tr>
<th><strong>ASCOT STATE SCHOOL STUDENT SUCCESS AND WELLBEING</strong></th>
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<tbody>
<tr>
<td><strong>Year 6 Overview</strong></td>
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</table>

| **Class Information** | Classes receive 1 x 30 min lesson each week. Students participate in individual mini-lessons to complete a VIA Strength Finder. Select students participate in 20% time. |
| **General Capabilities and The Wheel** | General capabilities encompass knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century.  
- Critical and creative thinking; Personal and social capability; Ethical understanding  
The Wheel:  
- Helpful Thinking: Self belief, Learning focus, Valuing school,  
- Helpful Behaviours: Persistence, Planning, Study Management |
| **Learning Outcomes** | **DoL 1 & 2: Attitudes and Perceptions / Acquire and Integrate Knowledge** - *What will this student learn?*  
**DoL 5: Critical Thinking; Creative Thinking; Self Regulated Thinking** - *Focused Teaching & Resources.*  
**ASOT DQ5 & DQ 9** – Engage Students and Communicate high expectations.  
7. Helpful Thinking – self belief, learning focus, valuing school  
8. Circle of Control – Dr Stephen Covey  
9. VIA Me Strength Finder  
10. Helpful Behaviours – persistence, planning, study management  
11. Mindset – Growth and Fixed, Dr Carol Dweck  
12. Unhelpful Thinking – anxiety, failure, uncertain control  
13. What is Learning? What is Student Success?  
14. Student Voice  
15. International Teachers’ Day  
16. Storytelling – Moral Stories to support learning and understanding  
17. My Story, my passion, my learning – My Success |
| **Formative Assessment** | **Assessment to Promote, Improve and Assist Student Learning**  
- Observations and consultations with students relating to attitudes, processes, skills and knowledge.  
- Class teacher comments.  
- Students’ health reflections and learning targets. |
| **Key Strategies** | **Class teacher and Student Success teacher:**  
- Work to develop appropriate Wheel Strategies for the students to use and understand.  
- Monitor that student learn what is intended. Use appropriate and varied pedagogy.  
- Provide direct intensive teaching for student in areas of difficulty in both one on one and group settings. |
Appendix 2
Student Motivation and Engagement Wheel

Motivation Wheel

Helpful Thinking
- Learning focus
- Self-belief

Helpful Behaviours
- Planning
- Study Management

Unhelpful Thinking
- Self-sabotage
- Uncertain control

Unhelpful Behaviours
- Failure avoidance
- Anxiety

Valuing School
Persistence
Disengagement
Appendix 3

High Care, High Collaboration, High Expectations

Student Voice from Year 6/7 Students, 2014

Failure is nothing but learning from your mistakes. Every little fail you do makes you better. That’s why we keep trying. If you fail and give up you will never get better. Randell

Learning helps you understand what you are doing and when you think you can, you can do the best you want. Adrian

You never stop learning in your life. You can never fail, if you never stop trying. Will

I love learning about learning because it teaches me so many things that I have never even thought or known about. I have really enjoyed the lessons that Mrs Clark has taught. Example, the rocket. It has turned my fixed mindset into a growth mindset. Phoebe

I have learned that when I try and fail I gain a better understanding than if I was to succeed. Zara

You don’t know everything, **YET**, in life! When you start something, finish it. You can never learn or fail if you never start. Abe

I automatically think of having a growth mindset. I like how Mrs Clark inspires us to think growth and try hard at school. Molly

Yet is the most powerful word in learning. Denny

I believe to never give up and always persevere. If you put in effort you will succeed. Every person who has tried and failed has succeeded along the way. Georgie

I will always remember that the power of yet is very strong. Kelsey

Believe in yourself. Stay hopeful, stay strong and believe in yourself. Elspeth

I believe that when I try my best I can achieve anything. I will never give up until I know it’s not going to work. I believe that when you know it’s not going to work, it will one day. Never stop believing in yourself. Trust yourself, be kind to yourself. Lamia

I learned about growth and fixed mindset. And that you should keep a growth mindset and try not to get caught up in fixed mindsets. We learned about Austin’s Butterfly and saw how persistent he is. When Mrs Clark walks into the room with her lovely voice, she teaches us to believe in ourselves. She teaches the most important subject. Xavier

I remember to always have a growth mindset, to help me learn and help me with my confidence and thoughts. Chloe
Learning is your best opportunity for success and to learn you must always have an open mind, don’t try to shut thinking out when you fail, try and try again. You must always have self belief. Travis

I know that with a growth mindset, you will succeed. Poppy

Believe in yourself. If it is to be, it is up to me. Charlotte

Learning has many different meanings. It helps you move through life successfully and supports you with difficult things to come. But most of all, it teaches you to be a better person later in life. And it helps you to succeed. Gabrielle

Learning is the start to your life. Positive mindset, no fixed mindset. If you fail, you learn. Most people fail before they are great. You can’t finish without starting. Bryleigh

There is never one way at doing something. So if you don’t get it one way, go the other way. Aaron
### Appendix 4

**Linking Habits of Mind and the Motivation Wheel**

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Habit of Mind</th>
<th>Motivation and Engagement Wheel</th>
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</table>
| Prep       | • Restrain impulsivity  
             • Persevere  
             • Plan appropriately  
             • Respond appropriately to feedback | Helpful Thinking – valuing school  
                        Helpful Behaviours – persistence, planning |
| One        | • Be accurate and seek accuracy  
             • Respond appropriately to others’ feelings and level of knowledge  
             • Push the limits of your knowledge and abilities  
             • Plan appropriately | Helpful Thinking – learning focus, valuing school  
                        Helpful Behaviours – persistence, planning |
| Two        | • Be clear and seek clarity  
             • Restrain impulsivity  
             • Persevere  
             • Monitor your own thinking | Helpful Thinking – valuing school, learning focus, self belief  
                        Helpful Behaviours – persistence, |
| Three      | • Maintain an open mind  
             • Respond appropriately to others’ feelings and level of knowledge  
             • Push the limits of your knowledge and abilities  
             • Monitor your own thinking | Helpful Thinking – learning focus, valuing school, self belief |
| Four       | • Restrain impulsivity  
             • Persevere  
             • Be accurate and seek accuracy  
             • Respond appropriately to feedback | Helpful Thinking – learning focus, valuing school  
                        Helpful Behaviours – persistence, |
| Five       | • Be accurate and seek accuracy  
             • Persevere  
             • Push the limits of your knowledge and abilities  
             • Plan appropriately | Helpful Thinking – learning focus, self belief  
                        Helpful Behaviours – persistence, planning |
| Six        | • Maintain an open mind  
             • Generate trust and maintain your own standards of evaluation  
             • Respond appropriately to feedback  
             • Evaluate the effectiveness of your actions | Helpful Thinking – self belief, valuing school  
                        Helpful Behaviours – student management |
| Seven      | • Take a position when the situation warrants it  
             • Generate trust and maintain your own standards of evaluation  
             • Generate new ways of viewing a situation that are outside the boundaries of standard convention  
             • Evaluate the effectiveness of your actions | Helpful Thinking – self belief, valuing school,  
                        Helpful Behaviours – student management |