



Wellbeing for learning and life

Proston P-10 State School Learning and Wellbeing Framework 2013



*Every day, every student is learning and
achieving in every classroom*



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LEARNING ENVIRONMENT

A positive school ethos and rich learning environment that is open, respectful, caring and safe optimises learning through a commitment to wellbeing.

Proston P-10 State School does this by:

- promoting the school motto of **STRIVE TO EXCEL** which is reflected in the programs and support structures implemented across the school that encourage each student to strive to achieve his or her personal best in all undertakings
- having a focused, collaborative school vision supported by parents, students and staff - *“Every day, every student is learning and achieving in every classroom”*
- through the School Wide Positive Behaviour Support Program promoting the four school rules: *Be a learner, Be safe, Be respectful and Be co-operative*
- through the development of a Responsible Behaviour Plan for students in collaboration with school community which facilitates high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community
- conducting whole school assemblies where the school vision and values are explicitly referred to and success of students is celebrated
- ensuring students have a nutritious breakfast so they are ready to learn by offering Breakfast Club five days a week
- appointing Year Level Co-ordinators who play a key role in supporting the wellbeing of the students in their care by checking in with them on a daily basis
- appointing Primary and Secondary Co-ordinators to support classroom teachers and lead teaching teams by sharing best practices
- implementing “RAVES” (Individual Learning Goals) for every individual student so that all students are working towards achieving success, all staff members are aware of student goals and are ensuring each student achieves their individual goals through effective strategies based on sound educational practices
- developing a dedicated Student Services Team, comprising of a Guidance Officer and an Inclusion Teacher, Head of Curriculum and Principal to develop strategies for students requiring support with learning, social skills and behaviour
- providing a differentiated learning environment where students can experience success on a daily basis through all Key Learning Areas and extra-curricular activities such as music, sport, camps, in-school performances and excursions
- providing lunchtime activities, such as Lego club, wood shop, summer swimming and games, during lunch breaks to create social spaces which facilitate positive interactions amongst students
- participating in “Four way meet” interschool sporting competitions each term to enable students to socialise with students from other schools within the Barambah cluster of schools
- enabling students to have opportunities through Student Council to take part in decision making around school expectations, consequences and playground rules and other school activities
- having designated areas for year level groups to promote a sense of security and stability
- inviting parents and community members into the school to participate in school events and to celebrate student success



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CURRICULUM AND PEDAGOGY

Curriculum that enhances wellbeing equips students with the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships.

Pedagogy that enhances wellbeing builds positive relationships.

Proston P – 10 State School does this by:

- providing and implementing a challenging curriculum which emphasises higher order thinking, deep knowledge, intellectual engagement, connectedness, differentiation and a supportive school environment
- ensuring the curriculum from Prep to year 10 is seamless and allows for smooth transitions from year level to year level
- implementing differentiated curriculum design with a focus on individual student needs by using student performance data to drive decisions
- providing staff with professional development to refresh and build capacity in the use and analysis of data
- promoting the connection between improved behaviour and academic outcomes through the evidence based tools within School Wide Positive Behaviour Support
- having a clearly defined School Wide Positive Behaviour Support (SWPBS) Expectations Matrix which outlines consistency of behaviour for all students in situations inside and outside the classroom
- scheduling lessons each week to ensure SWPBS expectations are taught directly and teachers are helping students to develop their skills in goal setting, time management and conflict resolution
- promoting effective strategies for teaching and learning expectations during staff meetings and on student free days to create a common understanding of curriculum expectations and pedagogy
- ensuring all staff have access to the necessary resources to support learning and wellbeing of all students
- having a system for school Leadership team to carry out curriculum observations in classrooms followed by feedback sessions with teachers and support staff
- developing processes for “walk throughs” where teachers on staff participate in peer observations and also mentor one another
- engaging classroom profilers who observe teaching practices and lessons and provide feedback to teachers on classroom management systems
- offering camps and excursions which will develop confidence, persistence and leadership qualities in students and a careers camp (Year 10) which assists students to make informed career choices
- providing opportunities for students to gain success, self-satisfaction and leadership capacity through participation in community events, school assemblies and student council activities
- ensuring all students from P – 10 are explicitly taught life skills including how to care for themselves and others during Health lessons
- employing the community health nurse to deliver personal development lessons - “High Talk” to all students in Years 7 – 10
- incorporating the school garden into students learning with weekly Stephanie Alexander Kitchen Garden lessons
- providing professional development for staff in explicit teaching strategies and catering for different student abilities as well as the wellbeing of our students



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POLICIES AND PROCEDURES

Policy intentions are transformed into action by school staff, students and the wider community.

Proston P-10 State School does this by:

- adopting School Wide Positive Behaviour Support Program as the basis for whole school focus on positive outcomes for our students
- having a focused approach to school improvement through our Quadrennial School Review and the development of our Strategic Plan and Annual Improvement Plans
- working collaboratively with, and consulting with our Local Consultative Committee, Parents & Citizens Association, families and community members regarding our school improvement agenda, policies and procedures so that an inclusive and supportive environment is consistently maintained regardless of school staffing changes
- having a clear process for facilitating standards of expected behaviour through our Responsible Behaviour Plan, taking into account the individual circumstances of students when applying targeted and intensive behaviour support to provide proactive measures
- ensuring ongoing review of the Responsible Behaviour Plan every two years to ensure practices are in keeping with Education Queensland policy
- maintaining staff skills in Non-Violent Crisis Intervention strategies to ensure we are enabling students in high levels of distress to become calm safely and monitor their wellbeing appropriately
- ensuring our Classroom Environment policy is implemented in every learning environment and is clearly understood by all staff
- ensuring our Bookwork Policy is implemented by all school staff and monitor bookwork to ensure students understand bookwork expectations
- actively supporting the development of student leaders through current Student Leaders and encouraging them to have a 'voice' in the school through the Student Council
- conducting reviews of "Raves" (Individual Learning Plans) each term to identify the needs of individual students and their support requirements
- conducting parent information sessions throughout the school year outlining expectations for computer usage, for learning and for behaviour of our students
- conducting a parent-teacher interview each semester to discuss academic, social and emotional needs of students with all parents
- providing a written report card to parents each semester outlining the achievement standards obtained by individual students
- training our whole school staff in Understanding Poverty in order to understand the challenges members of our school community face
- utilising the data from the annual School Opinion Survey to identify areas of concern and success to develop and enhance to support the wellbeing of students and staff and ensure transparent communication with parents
- implementing our Sun Safe and uniform policy



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PARTNERSHIPS

Productive partnerships expand the knowledge, skills and resources available in the school.

Proston P-10 State School does this by:

- ensuring relevant and timely communication between the school, students and parents through a range of communication techniques such as fortnightly newsletters, information sessions, phone calls, interviews, communication books, behaviour books, emails and report cards
- actively engaging with our community to establish and maintain our School Wide Positive Behaviour Support systems
- maintaining regular communication with parents/carers regarding individual student progress
- promoting the regular attendance of community members at all school events such as sports and swimming carnivals, school fete, classroom events, celebrations and ceremonies
- participating in the School Chaplain program providing pastoral care to students
- recognising that parents play an integral part in their child's education and inviting them to assist with reading groups or other classroom activities
- involving the P&C in the decision making processes of the school and informing the P&C of all school based activities
- working with tertiary institutes to organise the Careers Camp for our Year 10 students
- offering students in Years 8 to 10 who are at risk of disengagement an opportunity to work with support and youth workers from a range of community organizations
- representing the school at South Burnett Regional Council meetings
- maintaining strong partnership with Murgon State High School and other cluster schools to ensure smooth transition to Years 11 and 12 for our students
- participating in the School Nurse for Youth Program to support all students in our Secondary department
- participating in community events, such as local fishing competitions, bull sale, campdraft and the Proston Show by promoting student work, running stalls and assisting with catering

