



## Granite Belt Community of State Schools commitment to learning and wellbeing

### LEARNING ENVIRONMENT

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

#### GB CoSS does this by:

- promoting a positive school ethos in newsletters, school publications, meetings with parents, P&C Meetings, school assemblies
- providing a whole school curriculum framework that embeds the teaching and learning of resilience skills (applies to all classes – this is not required when ‘whole school curriculum’ is stated)
- implementing a pastoral care approach to students. This is explicitly stated in staff induction and forms a core part of the chaplaincy program
- tracking individual student data to be inclusive of student needs
- utilises local support personnel and networks e.g. guidance officer to help with student learning needs identification
- utilising approaches to positive behaviour including a responsible behaviour plan, students awards and rewards
- having a commitment to professional development through staff development plans and a school Professional Learning Plan aligned to staff and student needs
- provides the opportunity for students to be involved in the student committee and associated activities

### 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.

#### GB CoSS does this by:

- providing whole school curriculum programs across all key learning areas. The implementation of these programs is tracked in a central location [G drive] to allow teachers to share planning.
- ensuring strategies are in place to allow for differentiation in teaching and learning. These strategies form an important part of teachers’ planning and are collated in a central location [G drive]
- allowing students to have regular access to their progress data [via data profiles]. This allows them to set personal goals, reflect on social and emotional learnings regularly.
- Provides aids to student time management skills. These aids may include homework plans, assessment planners, task sheets etc.
- providing a range of extracurricular activities for students. These activities may be combined with other schools in GB coSS and include; camps, Extended Learning Programs, interschool sports, multimedia competition, lecturette competitions, Maths Challenge, Crisps Art Show etc
- providing a balanced range of professional development opportunities within the district, region and GB CoSS network.



# Wellbeing for learning and life

## POLICIES AND PROCEDURES

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

### GB CoSS does this by:

- clearly stating the school's approaches to learning and wellbeing in enrolment interviews
- publishing the school policies and procedures relevant to student wellbeing and learning on the school website, in enrolment packs and regular updates in the newsletters
- provides opportunity for school community involvement in school operations relevant to student wellbeing in P&C meetings, regular communications (emails & letters)
- providing information to parents and students about the school's Responsible Behaviour Plan
- using staff meetings to review and evaluate school operational matters relevant to student wellbeing
- ensuring budget support for professional development programs (aligned to the school's Professional learning Plan) to support policies being enacted by the school.

## PARTNERSHIPS

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

### GB CoSS does this by:

- supporting positive relationships between students and all staff. We do this by using teaching teams to connect with classroom learning.
- Providing ample opportunity for parents to discuss student progress and frequent intervals during the year (not just set meeting times)
- Being highly involved in the programs, PD and networks organised by GB CoSS (Administrators' Meetings, Administrative Assistant network, P-3 teachers meetings, Teacher Aide meetings)
- Providing information through newsletters or communications to homes about relevant services available within the school and community that support wellbeing (e.g. CDS Services)
- Supporting partnerships with all schools in our Gb district to share and utilise staffing and resources (e.g. RREAP)
- Attending interagency meetings that focus on supporting wider community needs.
- Link families with other agencies such as CDS, Red Cross, Dept of Communities.