Wellbeing for learning and life

Wilsonton State School
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.

Wilsonton State School does this by:
- outlining a clear vision encouraging students to be their personal best inside and outside the classroom
- enacting the school motto; ‘Always our Best’
- creating a culture that places priority on learning and wellbeing
- building in students a sense of belonging by clearly outlining what it is to be a Wilsonton State School student
- fostering warm and supportive relationships between staff, students and the community
- creating an attractive physical environment; well maintained and presented grounds and facilities
- setting and adhering to expectations around effective conditions for learning; well organised classrooms that display relevant and current learning aids
- a Responsible Behaviour Plan for Students, developed in consultation with the school community which places an emphasis on clear expectations and positive support
- acknowledging, recognising and celebrating positive behaviour
- encouraging high standards along with high levels of participation
- working in supportive and collaborative ways to facilitate learning and wellbeing for all in our school community
- participating in professional development that enhances knowledge of learning environments that are conducive to learning and well-being.

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.

Wilsonton State School does this by:
- enacting a whole school curriculum plan that builds a foundation for lifelong learning
- providing a range of academic, sporting and cultural extracurricular activities to develop and maximise a student’s potential
- implementing consistent evidence-based pedagogy that supports the diverse needs of learners and utilises student data to inform
- ensuring that staff implement the Responsible Behaviour Plan as part of a school focus, planned class program or on an incidental needs basis; in the playground as the situation arises
- developing responsible thinking, ensuring that students take ownership of their own learning and behaviours and accept consequences
- taking into account the individual and contextual circumstances when applying individual behaviour support
- providing access to relevant professional development to build capability in implementing pedagogy that allows for differentiation and to support student social and emotional learning
- awarding students identified as significantly contributing to the principles underlying the vision; ‘Be Safe, Be Respectful, Be a Learner’
- develop and maintain strong partnerships with local state secondary schools to support student learning and wellbeing
- delivering differentiated curriculum and employing inclusive practices

*The mention of specific organisation, programs or resources does not imply that they are endorsed by the Department of Education and Training.*
Policies and Procedures

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

Wilsonton State School does this by:
- affording students the opportunity to play an active role in the governance of the school through the Student Council and senior leadership positions
- involving students and parents/caregivers and the P&C Association in the review of school policies and procedures relevant to student wellbeing, e.g. Responsible Behaviour Plan, Uniform Policy, Sun Safety
- having a clear Responsible Behaviour Plan that outlines expectations for behaviour and management of consequences
- having a Tuckshop that demonstrates a commitment to student health and wellbeing
- utilising School Opinion Survey data to gain insight into our policies and procedures
- encouraging students, staff and community to consistently reinforce expectations.

Partnerships

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

Wilsonton State School does this by:
- developing positive relationships with students, their families and the school community based on honest and open communication and mutual respect
- providing formal and informal opportunities for parents/carers and teachers to communicate about student learning and wellbeing
- encouraging parent/caregiver participation and connection to the life of the school and providing relevant support and training
- maintaining positive relationships with local community, Regional Council and service providers
- maintaining a learning environment that supports the needs of identified students through links with various support staff; Head of Special Education, Guidance Officer, Behaviour Management Committee, Student Support Team, Advisory Visiting Teachers and other external support agencies
- promoting and celebrating individual and school achievements through the school newsletter and local media
- facilitating an indigenous Parent Reference Group to advocate for the needs of indigenous learners
- providing professional development for staff on identified medical conditions including First Aid
- promoting social and emotional development through appropriate professional development.

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