



Wellbeing for learning and life

Mapleton State School's 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.

Mapleton does this by:

- promoting a positive school ethos in newsletters, school publications, meetings with parents, P&C Meetings and weekly school parades
- Promoting our school vision
- tracking individual student data and ensuring individual needs are being met through different approaches (differentiation) and to be inclusive of student needs
- demonstrating a commitment to providing a school where students can experience success and achievement every day
- providing students with a warm, caring, supportive environment where they can grow in confidence and resilience
- utilising local support personnel and networks e.g. Guidance Officer, Speech Language Officer, AVT Teacher and the Smith Family to help with student learning needs identification
- ongoing review and development of the school's Responsible Behaviour Plan with support of Staff and P&C. RBP clearly outlines expectations of- Care for Self, Others, Learning and the Environment.
- having a commitment to professional development through Staff DPPs and a school Professional Learning Plan aligned to school priorities, staff and student needs
- encouraging students to develop a sense of identity and belonging through making and being engaged in decisions i.e. (raising money for charities via student council.)
- maintaining and continuing the high Staff morale and wellbeing

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.

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Mapleton State School does this by:

- developing and implementing a whole school curriculum that embeds higher order thinking, social and cultural differences and differentiation that cater for the range of student learning styles and interests
- 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 track their own progress with attendance and behaviour in their using the tracking sheets. This allows students to set personal goals.
- reinforcing positive behaviour through a consistent system of recognition and rewards for both learning and behaviour
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- providing a balanced range of professional development opportunities within the school



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POLICIES AND PROCEDURES

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

Mapleton State School does this by:

- clearly stating the school's approaches to learning and wellbeing in enrolment interviews and in the Responsible Behaviour Plan that we value Care, Respect, Inclusiveness, Resilience and Persistence for all Students
- 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 and face-face conversations)
- providing information to staff, parents and students about the school's Responsible Behaviour Plan. Setting and maintaining high expectations for Students in conduct, respectful attitudes and performance
- using staff meetings to review and evaluate school operational matters relevant to student wellbeing
- ensuring the budget support for professional development programs (aligned to the school's Professional Learning Plan) to support policies being enacted by the school.
- promoting our school vision of a safe, caring and supportive environment where all stakeholders work collaboratively towards the shared belief of equality of opportunity and where all students experience success, develop confidence and achieve the highest possible learning and social outcomes.
(outlined in our 1S1P)

PARTNERSHIPS

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

Port Curtis Road State School does this by:

- supporting positive working relationships between students and all staff to ensure students know that they are appreciated and respected.
- providing ample opportunity for parents to discuss student progress frequently during the year (i.e. parent/teacher interviews, P&C meetings and informal conversations)
- ensuring that teaching and learning is connecting and respecting the life experiences and cultures of our students
- maintaining our school as a happy place that ensures students have a sense of belonging to the school
- being highly involved in programs, Professional Development and networks organised
- supporting partnerships with schools in our Cluster to share and utilise staffing and resources (e.g. NAIDOC & District Sports Association)
- monitoring school attendance and morale as indicators (positive or negative) of social and emotional competence within staff and students at the school
- continually ensuring staff wellbeing is maintained by providing a relaxed, happy environment for sharing our experiences

PARTNERSHIPS

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

[Insert school name] does this by:

- Add school strategies examples
- positive relationships with school partners that wellbeing
- professional development programs support