



# Wellbeing for learning and life

## Pittsworth 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.

#### Pittsworth State School does this by:

- Having an explicit positive school ethos through a focus on individual and whole school effort as inferred through the school motto "Care and Learn Together"
- promoting and encouraging our school values which emphasise responsibility, relationships, respect .
- delivering the whole school positive values code, underpinned by the SWPBS system using positive language and recognition to develop a positive learning environment.
- the development and ongoing review of the School's Responsible Behaviour Plan in collaboration with all groups within the school community
- explicit support in the form of the GOTCHA café for school wide positive behaviour strategies and programs across all year levels
- pastoral care through school-based staff responsibilities, including class teachers, teacher aides, the leadership team, School Chaplain, SET staff and Guidance Officer
- The leadership team implementing the GROW Coaching model as a means of providing feedback to staff in professional conversations
- providing opportunities for staff to maintain their own wellbeing through our health and wellbeing activities
- building the capacity of our Student Leaders who regularly meet, present ideas and participate in leadership activities
- designated spaces for Prep, Lower Primary and Upper Primary students where students can feel safe and supported by developing a sense of belonging and group identity
- ensuring parents are consulted, supported and involved to facilitate the supportive school environment.

### 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.

#### Pittsworth State School does this by:

- delivering a challenging curriculum through the implementation of C2C units and through explicit teaching based on Archer & Hughes 16 Elements of Explicit Teaching
- whole school adoption of the Gradual Release of Responsibility framework
- continuing to support staff professional development needs through strategic planning
- planned implementation of SOTL – Symphony of Teaching and Learning curriculum organisation and engagement with ICTs.
- specific learning programs that build social and emotional capabilities
- providing resources and support for staff to teach, reinforcing our valued behaviours
- reinforcing positive behaviour through a consistent system of recognition and rewards for both learning and behaviour – weekly student awards on parade, public recognition and GOTCHA cafe
- developing a structure for educational delivery which enables students to gain behaviours necessary for life-long learning eg Stephanie Alexander Kitchen, Creative Generation, Instrumental Music
- providing supporting resources for parents and students through articles in School Newsletter each fortnight
- having clearly defined behaviour expectations to ensure consistency of approach across the school – Buddy Teachers, Time In – reflection and restitution.





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## POLICIES AND PROCEDURES

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

### Pittsworth State School does this by:

- implementing and showing a commitment to Smart Choices Strategy; Sun Safety guidelines; Smart Moves; Cybersafety guidelines; whole school Bookwork Policy and Learning Environment guidelines as an integral part of the school's approach to learning and wellbeing
- working closely with our teachers to align policies and curriculum through our school planning model
- acknowledging individual differences and specific needs by providing opportunities for all students to learn and succeed through a process of differentiation that is mindful of inclusive education
- applying consistent and supported school wide positive behaviour expectations and consequences that are collaborative; clear; positively enforced and where positive behaviour is rewarded.
- implementing structures for pastoral care for students and staff. This includes the Student Services Team
- providing professional support for staff in the implementation of school policies and procedures through Staff Meetings and Professional Development whilst evaluating whole school performance through benchmarks, indicators and other data
- using timely and explicit feedback as a critical element in guiding actions
- student participation in class meetings and student forums including Student Council and opportunities to participate in school decision - making processes
- utilising our annual School Opinion Survey to gain feedback on our policies and procedures
- explicit teaching of skills associated with social and emotional learning: Getting Along With Others, specific social skills programs, Girls Club, Boys Club and the SHINE program
- working collaboratively with our staff to develop and review policies and procedures with ratification from School Parents and Citizens' Association

## PARTNERSHIPS

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

### Pittsworth State School does this by:

- fostering positive staff-student-parent/carer relationships in a transparent, appropriate and supportive school environment.
- maintaining and accessing school partnerships that support wellbeing through external agencies and school-based services eg. Red Cross; Smith Family; Child Youth and Mental Health; Behaviour Support Teacher
- encouraging and supporting visits from cultural organisations such as Queensland Arts Councils, Science Specialists, G & T Program providers when aligned with curriculum
- fostering an Early Years link with local kindergarten/ Daycare/ Childcare providers through access and transition programs
- supporting transition for Year 7 students to High School
- exploring Active After School communities partnerships including an association with local sporting / recreational organisations
- school camps and excursions policy
- student leadership development program – student council; student leaders; leadership camps; leadership days; collaboration and teamwork activities
- promoting and celebrating individual and school achievements, through the school newsletter, school website and local media
- promoting staff wellness and emotional development through appropriate professional development and a variety of resources.
- 'Meet & Greet' parent sessions at the start of the year
- Parent Teacher Interviews (twice a year)
- Friday Assemblies have an open invitation to parents
- Liaising with P&C in prioritising school expenditure to provide resources
- Newsletters, Web Site, and School Facebook page

