



# Wellbeing for learning and life

## **FREESTONE STATE SCHOOL'S COMMITMENT TO LEARNING AND WELLBEING**

### **LEARNING ENVIRONMENT**

A positive, supportive and safe school environment that is respectful, caring and welcoming. This commitment to student and staff wellbeing optimises learning outcomes.

#### **Freestone State School achieves this by:**

- Having a school vision that is based on open, friendly relationships in order to promote progress and excellence in education.
- Our commitment to create a safe, tolerant and disciplined environment in which effective communication exists between all school members.
- Positively promoting school values that encompass the personal attributes of responsibility and organisation, respect, persistence, resilience and working together.
- The development and ongoing review of the school's Responsible Behaviour Plan for Students in collaboration with all stakeholders in order to maintain our safe, supportive learning environment.
- Actively involving the school community, parents/caregivers and staff in all aspects of the school and our educational programme.
- Encouraging all school community members to be responsible and have pride in their school.
- Accessing and utilising support programs such as Bush Children's, KidsMatter and Head Space to inform the school community of the fundamental importance of students' mental health to their learning and wellbeing.
- Creating an attractive physical environment that is safe and clean.

### **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.

#### **Freestone State School achieves this by:**

- Developing and implementing a challenging curriculum that encompasses higher order thinking, deep knowledge, intellectual engagement, connectedness, differentiation and a supportive school environment.
- Ensuring all stakeholders understand the link between supportive, positive behaviour and positive learning outcomes.
- Modelling and setting explicit expectations that outline expected behaviour both inside and outside the classroom.
- Acknowledging, promoting and reinforcing positive behaviour.
- Providing resources for staff that reinforce understanding of how to develop the essential skills of responsibility, organisation, respect, persistence, resilience and working together.
- Working with parents and support staff to develop programs that meet the needs of each student and give them the opportunity to achieve success.
- Recognition of excellence and effort in both learning and behaviour.



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## POLICIES AND PROCEDURES

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

### Freestone State School achieves this by:

- Having a comprehensive approach to learning and wellbeing: act safely, learn together, respect self and others, care for self, others and the environment and always endeavour to do one's best.
- Provide opportunities for all stakeholders in regards to school decision making processes.
- Explicit teaching of skills associated with social and emotional learning: self-awareness and management, social skills and relationships and responsible decision-making.
- Using timely intervention and explicit feedback to assist students to identify how their actions and choices impact on others.
- Evaluating school data and individual performance against expectations.
- Accessing professionals and professional development to support students, parents and staff to develop skills needed to deal effectively with issues that arise.

## PARTNERSHIPS

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

### Freestone State School achieves this by:

- Creating a sense of recognition and belonging.
- Ensuring students and staff are happy to attend school and feel safe and valued.
- Acknowledging and valuing parents as integral to their child's wellbeing and education.
- Respecting the life experiences and cultures of all students.
- Participating in local cultural events.
- Regular, clear and effective communication with parent/caregivers. (Not only when there is an issue.)
- Establishing partnerships both within the school community and wider community to assist in providing the best education we can for our students.
- Working with relevant support and community groups to meet the needs of particular students.
- Monitoring attendance and morale of staff and students.
- Participating in transition program for Year 7 (2014 Years 6 & 7) entering local high schools.
- Participating in small school fun days where students have the opportunity to interact with a larger peer group and develop positive relationships with others.



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