



Wellbeing for learning and life

Southbrook Central 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.

Southbrook Central State School does this by:

- promoting the school values of Consideration, Courtesy, Care, Commitment and Courage to empower our students to become resilient life-long learners, active participants in a changing world and responsible authors of a sustainable future
- promoting the school's aim to create a safe, caring, tolerant and disciplined environment where children, staff and parents communicate effectively to provide purposeful learning through excellent teaching, adding value to all students everyday
- having a strong commitment to involving parents in all aspects of their child/children's education
- respecting the importance of the individual's intellectual, social, emotional and physical growth, whilst maintaining that individual rights and responsibilities must contribute to a positive community spirit
- Establishing a Responsible Behaviour Plan for Students, based on 'School Wide Positive Behaviour' program, in collaboration with the school community, designed to facilitate high standards of behaviour so that the learning and teaching in our school are highly productive
- Use SWPBS data to direct explicit teaching of behaviour skills related to our core values of Consideration, Courtesy, Care, Courage and Commitment
- ensuring parents are consulted, supported and involved to facilitate the School Wide Positive Behaviour Values.
- implementing Friends For Life, a national mental health promotion, prevention and early intervention initiative aimed at primary school-aged students
- creating an attractive physical environment e.g well established grounds and oval, beautifying school buildings
- maintaining our strong team ethos across the school
- providing opportunities for staff to maintain their own wellbeing through our health and wellbeing program and activities and our staff social club
- building the capacity of our Student Leaders and School Council who regularly meet, present ideas and participate in leadership training opportunities
- embedding our school's values and Cyber Safety to Care for Yourself, Others, Learning and School.

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.

Southbrook Central State School does this by:

- ensuring teachers implement this framework as part of a whole school focus with planned class lessons as part of our SWPBS implementation. The framework focuses on community and school values, rules and expectations in the use of "Essential Skills for Classroom Management" and Classroom Profiling as a coaching and feedback tool.
- providing staff with resources to teach and reinforce our valued behaviours
- developing and implementing a challenging curriculum which emphasises higher order thinking, deep knowledge, intellectual engagement, connectedness, differentiation and a supportive school environment
- Maintaining morning Fitness classes to encourage active and healthy living resulting in a shared sense of wellbeing and belonging
- ensuring there is a clear understanding of the links between responsibility for one's learning and one's behaviour and this is reinforced daily, as cognitive processes need input from our emotions to be effective
- communicating and implementing this framework through modelled behaviour, use of a common language and reinforcing positive behaviour
- providing resources for staff to teach, reinforcing our valued behaviours
- providing supporting resources for parents and students
- reinforcing positive behaviour through a consistent system of recognition and rewards for both learning and behaviour.
- teaching confidence, resilience, persistence, organisation and getting along as lifelong skills for wellbeing
- demonstrating a commitment to pedagogical training, enhancement, focus and evidence of embedded practice of differentiation
- ensuring staff use data to track and inform best instructional practices





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POLICIES AND PROCEDURES

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

Southbrook Central State School does this by:

- providing parents with up-to-date information about social and emotional wellbeing through the School Newsletter
- promoting and celebrating individual and school achievements through the school newsletter, postcards, golden pentagon reward days, school sign, school assembly school website and local media
- promoting staff wellness and development through appropriate professional development and a variety of supportive structures or resources
- ensuring that policies and procedures explicitly address the links between social and emotional competency and productive learning
- explicit teaching of skills associated with social and emotional learning: self-awareness, self-management, social awareness, relationship skills and responsible decision-making
- having students progressively become more responsible through their personal goal setting. The monitoring and reviewing of this process is in collaboration with teachers, parents and students.
- using timely and explicit feedback as a critical element in guiding actions
- interrogating performance data to evaluate and assess whole school, year level, class and individual performance against benchmarks and indicators
- working collaboratively with staff, Student Council and School Parents and Citizens' Association to develop and review policies and procedures
- utilising our annual School Opinion Survey to gain feedback on our policies and procedures
- working closely with all teachers to align policies and curriculum through our developing school planning model.
- developing a Parent Reference section in the Resource Centre to support social and emotional wellbeing of students.

PARTNERSHIPS

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

Southbrook Central State School does this by:

- creating a significant sense of recognition and belonging among all groups within the school
- establishing meaningful partnerships both within and outside the school with a focus on providing the best education for all students
- working with relevant support and community groups to meet the needs of particular students and their families
- ensuring that teaching is connecting and respecting the life experiences and cultures of our students
- ensuring that school is a happy and safe place and that students have a sense of belonging to the school
- including, acknowledging and valuing parents as an integral part of their child/children's education and of the school community
- ensuring relevant and timely communication between the teacher, the child and the parent/s and/or caregivers
- maintaining strong relationships with family groups in recognition of diverse cultures through special events such as Harmony Day, NAIDOC, ANZAC, Grandparents Day
- monitoring school attendance and morale as indicators (positive or negative) of social and emotional competence within staff and students at the school.

