



Wellbeing for learning and life

Bollon 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.

Bollon State School does this by:

- promoting a positive school ethos in newsletters, school publications, meetings with parents, P&C meetings, school assemblies and presentations and on the school website;
- explicitly teaching and promoting the four school values of respect, responsibility, safety and a commitment to learning;
- providing a whole school curriculum framework that applies to all year levels;
- utilising district support personnel and networks e.g. guidance officer and behaviour support teacher to identify learning and behavioural needs;
- monitoring and differentiation of individual student learning needs through regular analysis of data;
- utilising approaches to positive behaviour including a responsible behaviour plan, regular awards and rewards;
- providing the opportunity for students to take leadership roles in student committees and associated activities;
- having a commitment to professional development through staff developing performance frameworks and whole school professional development plan.

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.

Bollon State School does this by:

- providing quality whole school curriculum programs across all key learning areas, including the use of C2C. The planning and implementation of these programs is located in a central location [G Drive] to allow teachers to share planning and delivery;
- providing quality pedagogical practices, based on explicit teaching research models;
- ensuring strategies are in place to allow for differentiation in teaching, learning and assessment. These strategies form part of teachers' planning and are collated in a central location [G Drive];
- allowing students to have regular access to their progress data through individual learning portfolios and data profiles. This allows students to reflect on and set personal goals for improvement;
- providing students with regular verbal and written feedback;
- providing access to extra curriculum support via the homework club;
- providing access to a range of extra-curricular activities both at a school level and combined with cluster schools. These activities include; camps, interschool and district sport, public speaking challenge, cultural enrichment days, Artslink performances, NAIDOC celebrations, gardening club and woodwork club;
- provided staff with a balanced range of professional development opportunities within the district.





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POLICIES AND PROCEDURES

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

Bollon State School does this by:

- clearly stating the school's approaches to learning and wellbeing at enrolment interviews and parent meetings;
- publishing the school policies and procedures relevant to student wellbeing and learning on the school website, in enrolment packs and parent handbook, in the school office and on school notice boards;
- providing opportunities for school community involvement in school operations relevant to student wellbeing and learning in P&C meetings and regular communication to parents;
- providing information to parents and students about the school's Responsible Behaviour Plan;
- regularly reviewing and evaluating school operational procedures relevant to student wellbeing and learning during fortnightly staff meetings;
- ensuring budget support for professional development (as identified in the whole school professional development plan) to support operational procedures relevant to student wellbeing and learning.

PARTNERSHIPS

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

Bollon State School does this by:

- developing and supporting positive relationships between all students and staff. This rapport is further developed through a whole school teaching structure, allowing teachers to work with students from all year levels;
- promoting an open door policy allowing ample opportunities for parents to discuss student progress;
- inviting the wider school community to participate in curriculum programs and school celebrations;
- providing information through the website, newsletters or communications to homes about the relevant services available within the school and wider community that support student wellbeing;
- developing working partnerships with cluster schools to share and utilise knowledge, expertise, staffing, and resources in order to support student wellbeing and learning (e.g. RREAP, BST)

