Kulpi 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.

Kulpi State School does this by:

- having a strong school vision based on providing ‘Working together to ensure that every day, in every classroom, every student is learning and achieving’
- promoting and encouraging our school values which emphasise responsibility, personal dignity, self-worth, initiative, risk taking, interdependence, tolerance, honesty, happiness and life-long learning
- enacting our school vision and values through ‘The Kulpi Way’ - a set of guiding principles upon which our way of life at this school is founded
- the development and ongoing review of the school’s Responsible Behaviour Plan in collaboration with all groups within the school community. This plan clearly outlines Expectations and Success Indicators under the five aspects of ‘The Kulpi Way’ and fosters a positive, proactive and flexible approach in supporting students to develop sound decision-making skills and abilities
- by partially achieving using KidsMatter, a national mental health promotion, prevention and early intervention initiative, as a basis for recognising and informing the school community of the fundamental importance of student’s mental health to their learning and wellbeing
- the development and continued use of a common language about responsible behaviour based on ‘The Kulpi Way’
- having a strong commitment to involving parents in all aspects of their child/children’s education
- all staff support our pastoral care program and model and promote our school values within the school community
- having a clear focus on responsibility and ownership of, and pride in the school, by all groups within the school community.

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.

Kulpi State School does this by:

- developing and implementing a challenging curriculum which emphasises higher order thinking, deep knowledge, intellectual engagement, connectedness, differentiation and a supportive school environment
- developing a structure for educational delivery which enables students to gain behaviours necessary for life-long learning
- 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 clear expectations about the teaching of The Kulpi Way’ Social and Emotional Learning using the school’s scope and sequence framework of lessons
- having used the KidsMatter program to develop and implement a scope and sequence of lessons for social and emotional learning P-7 under the five aspects of ‘The Kulpi Way’
- having a clearly defined Expectations Teaching Matrix which outlines consistency of behaviour for all students in situations inside and outside the classroom
- 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 (posters displayed throughout the school)
- providing supporting resources for parents and students
- reinforcing positive behaviour through a consistent system of recognition and rewards for both learning and behaviour, through Parade, the Newsletter and special celebratory days.
Wellbeing for learning and life

POLICIES AND PROCEDURES

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

Kulpi State School does this by:

- having a cohesive approach to learning and wellbeing by linking procedures and processes through ‘The Kulpi Way’:
  - act safely
  - learn together
  - respect ourselves and others
  - care for ourselves and the environment
  - always do our best
- ensuring that decision-making happens as close as possible to those upon whom it impacts and that all relevant groups are represented – e.g. Staff, Kulpi Kitchen Kid’s Club and P & C. meetings)
- 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
- developing processes and frameworks, and implementing them using teams of people best suited to the task to ensure all students’ right to learn – e.g. Learning Support, Guidance Officer, Speech Therapist
- providing professional support for staff in the implementation of school policies and procedures – e.g. Staff Meetings, Specialist Teachers
- acknowledging that ownership for learning and behaviour and the consequences of remaining the same, including determining the positives or negatives, rests with the individual
- having students progressively become more responsible for their personal goal setting, the monitoring and review in collaboration with teachers and parents – e.g. Individual Education Plan
- using timely and explicit feedback as a critical element in guiding actions
- evaluating and assessing year level, class and individual performance against benchmarks and indicators, via interpretation of trend data.

PARTNERSHIPS

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

Kulpi 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, if relevant, their families
- ensuring that teaching is connecting and respecting the life experiences and cultures of our students – e.g. act safely
- learn together
- respect ourselves and others
- care for ourselves and the environment
- always do our best– e.g Acknowledgement of Country at Parade
- ensuring that school is a happy place and that students have a sense of belonging to the school
- acknowledging and valuing parents as an integral part of their child/children’s education and of the school community – e.g 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, welcoming ceremonies, ANZAC DAY presentations
- monitoring school attendance and morale as indicators (positive or negative) of social and emotional competence within staff and students at the school – e.g. Awards, Every Day Counts promotion
- ensuring staff wellbeing is maintained by implementing casual afternoon teas during staff meetings and sharing of organic food cooked in Kitchen Garden Class.

*The mention of specific organisation, programs or resources does not imply that they are endorsed by the Department of Education and Training.