



Wellbeing for learning and life

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 'working together to ensure that every day, in every classroom, every student is learning and achieving'
- promoting and encouraging our school values which emphasise the importance of learning, and being respectful, responsible and safe.
- enacting our school vision and values through the explicit teaching of appropriate behaviour
- 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 school behaviour expectations and fosters a positive, proactive and flexible approach in supporting students to develop sound decision-making skills and abilities
- 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 school's Responsible Behaviour Plan
- having a strong commitment to involving parents in all aspects of their child/children's education
- modelling and promoting our school values within the school community
- having a clear focus on responsibility for, ownership of, and pride in the school, by all groups within the school community.
- offering an environment which is stimulating and exciting with opportunities for students to explore, imagine, and learn about the natural world in a safe manner

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 within 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
- teaching the contents of our Behaviour Expectations Matrix which promotes 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, including articles in the school newsletter related to behaviour and wellbeing.
- reinforcing positive behaviour through a consistent system of recognition and rewards for both learning and behaviour, through Parade, the Newsletter and special celebratory days.





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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
- linking procedures and processes through expectations students will:
 - act safely
 - learn together
 - respect themselves and others
 - care for ourselves and the environment
 - always do their 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. students, staff, P & C members and volunteers
- explicit teaching of skills within Health lessons, associated with social and emotional learning: self-awareness, self-management, social awareness, relationship skills and responsible decision-making
- 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 rests with the individual
- having students progressively be responsible for their personal goal setting, the monitoring and review in collaboration with teachers and parents
- 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 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, where appropriate, their families
- ensuring that teaching is connecting and respecting the life experiences and cultures of our students
- learning together
- respecting ourselves and others
- caring for ourselves and the environment
- always doing our best
- 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 our shared history through special events such as 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
- maintaining staff wellbeing is by implementing a shared responsibility for all to care for each other, and contribute towards making our workplace a great place to be

