

Lockrose State School
Learning & Wellbeing Framework

Learning Environment

A positive school ethos and rich learning environment that is open, respectful, caring and safe optimises learning through a commitment to wellbeing.

Lockrose does this by:

- promoting the school vision to empower our students to become resilient life-long learners as active participants in a changing world and authors of a sustainable future
- promoting the school 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
 - 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
- development of a Responsible Behaviour Plan for Students, in collaboration with the school community and designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community ensuring parents are consulted, supported and involved to facilitate the supportive school environment
- implementing Kidsmatter, a national mental health promotion, prevention and early intervention initiative aimed at primary school-aged students
- employing a School Chaplain who provides pastoral care and values-based support to our school community
- operating a Breakfast Club where students are provided with a healthy breakfast
- creating an attractive physical environment e.g well established grounds and oval, range of art work beautifying school buildings

Curriculum & 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.

Lockrose State School does this by:

- developing and implementing a challenging curriculum which emphasises a pedagogical framework
- developing a structure for educational delivery which enables students to gain behaviours necessary for lifelong 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
- having used the KidsMatter program to develop and implement a scope and sequence of lessons for social and emotional learning
- having a clearly defined Behaviour 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
- providing supporting resources for parents and students
- reinforcing positive behaviour through a consistent system of recognition and rewards for both learning and behaviour.

Policies & Procedures

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

Lockrose State School does this by:

- having a cohesive approach to learning and wellbeing by linking procedures and processes through:
- ensuring that decision-making happens as close as possible to those upon whom it impacts and that all relevant groups are represented
- 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
- providing professional support for staff in the implementation of school policies and procedures
- 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
- using timely and explicit feedback as a critical element in guiding actions
- evaluating and assessing whole school, year level, class and individual performance against benchmarks and indicators, via interrogation of trend data.
- Encouraging the development of positive behaviours and self-discipline through the implementation of a range of programs

Partnerships

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

Lockrose 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
- 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
- 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, welcoming ceremonies, greetings in various languages at school entry and on parades
- monitoring school attendance and morale as indicators (positive or negative) of social and emotional competence within staff and students at the school
- Promoting and celebrating individual and school achievements through both the school newsletter, school website and local media
- Promoting staff wellness and emotional development through appropriate development and a variety of resources.