Grosmont 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.

Grosmont State School does this by:
- Promoting a positive school ethos in school publications, meetings with parents, P&C Meetings, school assemblies and newsletters.
- Reinforcing a strong school vision and promoting and encouraging our school values.
- Tracking student data and ensuring individual needs are being met through different approaches and levels of support (i.e. differentiation, gifted and talented program).
- Utilising local support personnel and networks (i.e. Guidance Officer, Speech Language Pathologist, Behaviour Support Officer) to help with student learning needs identification.
- Ensuring a strong commitment to professional development through Staff DPPs and a school Professional Development Plan aligned to school priorities and staff and student needs.
- Ongoing review of the school’s Responsible Behaviour Plan in collaboration with all groups within the school community. This plan clearly outlines expectations of ‘Be Safe’, ‘Be Respectful’, and ‘Be Responsible’.
- Encouraging students to develop a sense of identity and belonging by being involved in school decision making through the Student Council and engaging in associated activities.
- Ensuring student and staff safety is of high priority through the completion of Curriculum Activity Risk Assessments, regular WH&S meetings and reporting of hazards in MyHR.

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.

Grosmont State School does this by:
- Developing and implementing a whole school curriculum that embeds higher order thinking and social and cultural differences, and caters for the range of student learning styles and interests.
- Allowing students to have regular access to their progress data to allow them to set personal goals and reflect on their social and emotional learning.
- Teaching students time management skills and independence through delivery of homework, task sheets and assessment criteria and setting independent and partner work to complete.
- Encouraging the students to participate in service learning by running school assemblies, participating in ANZAC Day ceremony, cleaning up the local community through Clean Up Australia Day and involvement in the local Country Women’s Association activities.
- Providing a range of extracurricular activities for students to engage with (i.e. Arts Council, School sports events, Public Speaking Competition etc.).
- Engaging parents in student learning and wellbeing by inviting them into the classrooms and encouraging them to volunteer or offering their skills and talents to assist teachers in the delivery of curriculum programs.
- Providing a balanced range of professional development opportunities within the school, district, region and Miles Cluster network.

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

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

**Grosmont State School does this by:**
- Publishing the school policies and procedures relevant to student wellbeing and learning on the school website, in enrolment packs and delivering regular updates in the newsletter.
- Providing opportunity for school community involvement in school operations relevant to student wellbeing and learning through P&C meetings and regular communications (i.e. emails and face-to-face conversations).
- Utilising staff meetings to review and evaluate school operational matters relevant to student learning and wellbeing with school staff.
- Ensuring the budget for professional development programs (aligned to the school’s Professional Development Plan) support policies being enacted by the school.

Partnerships

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

**Grosmont State School does this by:**
- Providing ample opportunity for parents to discuss student progress frequently throughout the year (i.e. in parent/teacher interviews, informal daily conversations).
- Being highly involved in the programs, Professional Development and networks organised and established by the Miles Cluster.
- Supporting partnerships with all schools in the Miles Cluster to share teaching practice and utilise funding and resources (i.e. RREAP).
- Establishing and maintain meaningful partnerships both within and outside the school with a focus on providing the best education for all students (i.e. C&K Kindergarten).
- Working with relevant support and community groups to meet the needs of particular students (i.e. Early Childhood Parent Support Worker).
- Ensuring relevant and timely communication between the teacher, the child and the parent/s.
- Maintaining strong relationships with family groups in recognition of diverse cultures through special events (i.e. Harmony Day, NAIDOC).
- Monitoring school attendance and morale as indicators (positive or negative) of social and emotional competence within staff and students at the school.
- Ensuring staff wellbeing is maintained by providing a relaxed staffroom environment for debriefing and sharing of daily experiences.

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