

# Drillham State School

## Learning and wellbeing Policy

2017 to 2020



## **Drillham State School's commitment to learning and wellbeing**

Drillham State School is a Band 5 school located in the Darling Downs and South West Region. For several years the school has alternated between being a one or two teacher school. To support student's wellbeing a multi-age, open classroom setting has been implemented with Prep-2 and Year 3- 6 groupings. Most students from Drillham transition to Miles High School.

Optimising wellbeing within Drillham State School context requires a whole-school approach that covers practices in four domains:

1. Learning environment
2. Curriculum and pedagogy
3. Policies and procedures
4. Partnerships.

At Drillham we ensure systems are in place to promote and support the health and wellbeing of students when at school or involved in school activities.

## **LEARNING ENVIRONMENT**

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

### **Drillham State School does this by:**

- Having a focused, collaborative school vision supported by parents, students and staff.  
*"To provide an exceptional education that meets the differentiated needs of every child; empowering them with confidence, skills, knowledge and resilience to be the best they can be in their future endeavours."*
- Implementing personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of P-12 curriculum assessment and reporting framework.
- Regularly inviting parents and community members into the school to participate in school events, support school programs and celebrating student success.
- Providing a safe, well maintained, tidy physical environment with the necessary resources that supports learning, and opportunities for positive social interaction between all students and staff.
- Maintain a physical environment that maximises learning space and access to required resources.
- Providing a differentiated learning environment where students can experience success on a daily basis through all Learning Areas and varied extra-curricular activities such as music, sport, camps, and excursions as well as individualised programs such as spelling and number facts..
- Providing a collaborative environment where students, staff and parents communicate regularly.
- Offering a warm, interactive and supportive environment where time is taken to develop individual relationships to help students grow in confidence and resilience.
- Supporting conflict resolution skills in a supported and interactive manner between all parties.
- Maintaining computers in a manner to maximise supervision and cyber safety.
- Incorporating 'Brain food snacks' as part of the classroom environment.
- P&C supporting programs with funding and time to ensure education is accessible for all and all students are including by managing cost of uniforms, stationary and camps for families.
- Timetabling is integrated across classes and grades to ensure maximisation of support, differentiation of content, expertise of staff and consistency.
- Ensuring teachers' have access to the necessary resources to support learning and wellbeing including a wide range of interactive play base resources, extensive sports equipment and games.
- Having a whole school approach to camps including bi-annual whole school camp; whole school camp to Columboola and Year 5 & 6 Tallebudgera camp.

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- A collaborative approach is used in the multi-age classroom, maintaining a P-2 and 3-6 grouping to ensure consistency year to year and allowing older students to take on a supportive role.
- Rules are clearly portrayed and displayed around the school.
- Providing a supportive, welcoming environment encouraging development of relationships before and after school through play and conversation from 8:12 am to 8:50 am and 3:00 pm to 3:25 pm, aligning with bus timetables.
- Access pastoral care through
- Implement consistent school-wide rules and consequences based on SWPBS (School Wide Positive Behaviour Support) approaches to support positive behaviour across the school.
- Consider Smart Choices.

## 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.

### Drillham 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.
- Including indigenous and other perspectives in curriculum across all year levels.
- Reinforcing positive behaviour through a consistent system of recognition and rewards for both learning and behaviour, and explicit teaching of behaviours.
- Developing differentiated curriculum based on the Australian curriculum for individuals using data/ short-cycle data to drive all decisions.
- Offering a focused curriculum utilising C2C resources and extra-curriculum programs which provides all students with the opportunity to perform to the best of their ability, ensuring personal safety and health concepts covered including public health and safety messages.
- Implement daily behaviour instruction, supporting students to take ownership of their own learning and behaviours and accept consequences, utilising reflection forms.
- Ensuring provision of training and professional development for staff in catering for student differentiation and student well-being.
- Providing opportunities for students to develop team skills and resilience strategies.
- Providing a differentiated curriculum that focuses on the individuals social, emotional and academic needs within a multi-age setting, maximising the utilisation of all classroom staff to ensure the best opportunities for all students.
- Incorporate gardening, cooking, excursions, experts, guest presenters and online learning to bring real life contexts into the classroom.
- Development and review of individual learning goals each term using SMART approach.
- Ensuring teacher aid support minimises disruption to teaching and is focused in the classroom, minimising 'pull out' intervention by conducting morning support programs before school.
- Risk assessments completed for all variations to school routines.

## POLICIES AND PROCEDURES

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

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

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### Drillham State School does this by:

- Having a clearly defined Pedagogical Framework which outlines consistency of behaviour and learning for all students in situations inside and outside the classroom.
- Having a clear process for facilitating standards of behaviour and ensuring ongoing review of the school's Responsible Behaviour Plan, taking into account the individual circumstances of students when applying individual behaviour support and proactive measures.
- Cyber safety and bullying area specific components of the Schools responsible behaviour Plan
- Working collaboratively with, and consulting with P&C, families and community regarding improvement agenda, policies and procedures so that an inclusive and supportive environment is maintained.
- Providing students with opportunities to have a 'voice' in the school through general and focused discussions, whole school voting, putting forward ideas for resource purchasing, and general discussions around teaching and learning as well as operational procedures.
- Conducting weekly staff meetings, involving all staff to stay abreast of departmental requirements, complete professional development and manage student support and progress.
- Conducting two face to face parent teacher meetings.
- Ensuring staff have up to date first aide, asthma, and anaphylaxis training.
- Utilising the data from the annual School Opinion Survey to identify area of concern and success to develop and enhance to support the wellbeing of students and staff and ensure transparent communication with parents
- Implementing Morning fitness; Sun Safe; Uniform; Homework policy; Dress code; G&T policy; differentiation and Inclusivity plans.
- Providing lunch time preparation of healthy food such as peeling apples, toasting sandwiches.
- Staff are provided with access to current research, department documents, legislation and links to other departmental support, to support student development and well-being.
- Budget aligns to school priorities, school policies and extra-curricular activities.
- WHS meetings, play-ground inspection, fire, lockdown and snake drills occur once a term. Add specific school strategies for example:
- Staff participate in professional development programs to support policies being enacted by the school such as asthma and anaphylactic training.
- Monitor excessive heat limiting activities when 31 to 35 degrees and postponing over 35 degrees.
- Provide structured and unstructured physical activity including PE lessons, Morning Sport, before school and after school play.
- Implement strategies to support road safety.
- Implement 'Request to administer medication at school' for students requiring medication.
- Maintain one adrenaline auto-injector and asthma reliever / puffer in first aid kit.
- Reduce effects of nits by notifying parents to check hair; minimise head to head contact and provide parents with information on treatment.
- Watch for warning signs and seek immediately guidance officer support to support suicide prevention.
- Implement 'out-of-home' care policy and same day notification.

## PARTNERSHIPS

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

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### Drillham State School does this by:

- Participating in the School Chaplain program providing pastoral care to students.
- Involving the P&C in the decision making processes of the school and informing the P&C of all school based activities.
- Maintaining strong partnership with Miles High and Columboola Environmental Centre
- Ensuring relevant and timely communication between the school, students and parents through a range of communication techniques such as weekly community newsletter, phone calls, interviews, communication books and emails. Communication may be with regard to behaviour, successes, support or programs.
- Promoting and monitoring student attendance.
- Supporting the use / hire of school facilities by community groups e.g. tennis court hire.
- Accessing relevant support for students through external networks including a variety of Government and community agencies
- Regularly involving parents, community members, pre-prep students and play group in school activities through inductions days, book week, Under 8's, P&C barbeques, P&C working bees, morning reading, class presentations and involvement in curriculum and extra-curriculum activities.
- Actively involving parents and community into the school and in student's education through flexible P&C meetings, training workshops; and a section in the newsletter providing hints and support for parents.
- Drillham staff work with other local schools with programs and professional development.
- Families are supported when seeking external support for student well-being such as speech pathologist, hearing tests, health nurse by the school providing letters of support, information and observations.
- Students run community services such as ANZAC parade, Respite visits, Under 8's, Book week and selling garden produce and are encouraged to have input into school discussions regarding school operations and decisions.
- Local expertise is employed, where possible to support extra-curricular activities such as sports coaching, artist in residence and weekly music.
- Parenting support information published in weekly newsletter using Parenting Ideas.
- Year 5 & 6 take on school representative and leadership roles based on leadership qualities.
- Keep parents abreast of 'Administration of medications in schools'
- Implement student protection procedure.

