



Wellbeing for learning and life

Condamine State School's commitment to learning and wellbeing

Condamine State School is a small Band 5 school located in the Darling Downs and South West Region, the school's current enrolment is 37 students (2013). The school currently has two teachers; Prep-3 and 3-7. Our Students engage with the multi-age 'Curriculum to the Classroom,' using the junctures of Prep to Year 2, Year 3 & 4, and Years 5 to 7.

LEARNING ENVIRONMENT

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

Condamine State school does this by:

- ✓ *Providing a safe, well maintained, tidy physical environment, with the necessary resources to support learning and opportunities for positive social interaction between all students and staff.*
- ✓ *Providing a school wide positive behaviour program focusing on students being 'learners' at school. When **we are learners** we are:*
 - 👍 *Safe*
 - 👍 *Respectful*
 - 👍 *Responsible*
- ✓ *Celebrating and acknowledging diversity through various 'Special Days'.*
- ✓ *Maintaining computers in a manner to maximise supervision and safety.*
- ✓ *Incorporating 'Brain food snacks' as part of the classroom routine.*
- ✓ *Providing a differentiated learning environment where students can experience success on a daily basis through all KLA's and varied extra-curricular activities such as music, sport, camps, and excursions.*
- ✓ *Providing a collaborative environment where students, staff and parents communicate regularly and openly, with respect.*
- ✓ *Providing a supportive multi-age learning environment with established routines and minimal staff disruptions.*
- ✓ *Providing numerous professional development opportunities for staff, focusing on the core priorities of English and Maths and Science.*
- ✓ *Providing students opportunities to participate in religious instruction.*
- ✓ *Ensuring provision of training and professional development for staff in catering for student differentiation and student wellbeing.*
- ✓ *Providing opportunities for students to develop leadership capacity to gain success and self-satisfaction.*



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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.

Condamine State School does this by:

- ✓ *Implementing the Australian Curriculum, by utilising the 'Curriculum into the Classroom' support documents for English, Maths and Science.*
- ✓ *Ensuring all staff have access to the necessary resources to support learning and wellbeing for all students.*
- ✓ *Reinforcing positive behaviour through a consistent system of recognition and rewards for both learning and behaviour.*
- ✓ *Developing differentiated curriculum for all individuals (providing their own program), using data to drive all decisions.*
- ✓ *Offering a focused curriculum and extra-curricular programs which provides all students with the opportunity to perform to the best of their ability.*
- ✓ *Using choice theory to develop responsible thinking, supporting students to take ownership of their own learning and behaviours and accept consequences.*
- ✓ *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.*
- ✓ *Ensuring personal safety and health concepts covered in KLAs, utilising outside support.*



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POLICIES AND PROCEDURES

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

Condamine State School does this by:

- ✓ *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.*
- ✓ *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.*
- ✓ *Conducting two face to face goal setting meetings with both parents (where possible), students and teachers each year to discuss academic, social and emotional needs of students and putting a semester plan in place; staff ensure transparent communication with parents. (Interviews end of Term 2 & 4.)*
- ✓ *Utilising the data from the annual School Opinion Survey to identify areas of concern and success, in order to develop and enhance the support and wellbeing of students and staff and also ensure transparent communication with parents.*

PARTNERSHIPS

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

Condamine 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.*
- ✓ *Ensuring relevant and timely communication between the school, students and parents through a range of communication techniques, including; fortnightly school newsletter, phone calls, interviews, communication books, and emails.*
- ✓ *Promoting and monitoring school attendance and morale of students and staff as an indicator of social and emotional wellbeing.*
- ✓ *Supporting the use / hire of school facilities by local families and community groups e.g. tennis court hire; use of fields by local sporting club.*
- ✓ *Accessing relevant support for students through external networks including a variety of Government and community agencies.*
- ✓ *Regularly involving parents, community members and pre-prep students in school activities through inductions days, book week, P&C barbeques, morning reading, class presentations and involvement in curriculum and extra-curricular activities.*