



Wellbeing for learning and life

Greenmount 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.

Greenmount State School does this by:

- setting high expectations for behaviour and academic achievements across all year levels. This is promoted through newsletters, parades, classroom reward systems and P&C meetings
- individual student data and individual learning styles are catered for in an inclusive learning environment
- providing lessons to develop social and emotional capabilities through Kids Matters.
- providing and engaging in professional development which enhances our knowledge and skills in learning and wellbeing through Kids Matter at a school, cluster and community level
- utilising school chaplain to provide pastoral care to students, staff and community
- staff completing mandatory training requirements including Student Protection, Code of Conduct and Workplace Health & Safety contributing to a safe learning environment

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.

Greenmount State School does this by:

- developing and implementing a whole school curriculum that embeds explicit teaching and demonstrates high expectations of student learning.
- providing whole school curriculum programs across all key learning areas and incorporating the multi age
- embedding of social and emotional learning capabilities through teaching kids matter
- providing teachers and staff with PD opportunities that reflect our school improvement agenda.
- Teachers planning form an important place for differentiation in teaching and learning.
- students having access to their individual academic progress and attendance by using an individual data book.
- reinforcing positive behaviour through a consistent system of recognition and rewards for both learning and behaviour through gotcha prizes and weekly awards
- providing a range of extracurricular activities for students. These activities may be combined with other schools in Clifton Cluster and include; NAIDOC, school camps, Arts Council, interschool sports, Daniel Morcombe child safety day, gala days and the community Anzac Day parade.
- providing a balanced range of professional development opportunities within the school district, region and Clifton Cluster including Kids Matter and Pedagogical Framework.





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POLICIES AND PROCEDURES

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

Greenmount State School does this by:

- articulating the school's approach to learning and wellbeing in enrolment interviews and in the Responsible Behaviour Plan that we value a strong, safe and successful environment
- publishing the school policies and procedures relevant to student wellbeing and learning on the school website, in enrolment packs and regular updates in the newsletters
- providing opportunities for school community involvement in school operations relevant to student wellbeing in P&C meetings, annual options program, regular communications and the school newsletter
- providing information to staff, parents and students about the school's Responsible Behaviour Plan. Setting targets for all students to engage in the high expectations for being STRONG SAFE and SUCCESSFUL
- providing professional development opportunities to support student learning and wellbeing through our Clifton Cluster Kids Matter program

PARTNERSHIPS

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

Greenmount State School does this by:

- supporting positive working relationships between students and all staff and parents to ensure students and parents know that they are appreciated, respected and valued
- providing ample opportunity for parents to discuss student progress informally and formally throughout the year (i.e. parent/teacher interviews, P&C meetings and informal conversations)
- maintaining our school as a happy place that ensures students have a sense of belonging to the school
- staff being highly involved in the Professional Development and networks organised and established by the Clifton Cluster and engaging in the process of flying start program at the Clifton High School

