LEARNING ENVIRONMENT

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

Pentland State School does this by:

• promoting a positive school ethos in newsletters, school publications, and meetings with parents, P&C Meetings and school website.

• tracking individual student data and ensuring individual needs are being met through different approaches (differentiation) and to be inclusive of student needs.

• demonstrating a commitment to providing a school where students can experience success and achievement every day.

• providing students with a warm, caring, supportive environment where they can grow in confidence and resilience.

• utilising local support personnel and networks e.g. Guidance Officer and Speech Language Officer to help with student learning needs identification.

• ongoing review and development of the school’s Responsible Behaviour Plan with support of Staff and P&C. RBP clearly outlines expectations of Be Safe, Be Respectful and Be Active Learner.

• having a commitment to professional development through Staff DPPs and a school Professional Learning Plan aligned to school priorities, staff and student needs.

• maintaining and continuing the high Staff morale and wellbeing.

• Employing a school Chaplain who supports our pastoral care program and models and promotes within the school community.

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.

Pentland State School does this by:

• developing and implementing a whole school curriculum that embeds higher order thinking, social and cultural differences and differentiation that cater for the range of student learning styles and interests

• ensuring all staff teach core values explicitly throughout the curriculum and students understand what is being taught

• ensuring strategies are in place to allow for differentiation in teaching and learning. These are documented and kept on hand in the classroom.

• allowing students to have regular access to their progress, attendance and behaviour data. This allows students to set personal goals on a term by term basis. Reflection also plays an important component.

• reinforcing positive behaviour through a consistent system of recognition and rewards for both learning and behaviour. Marbles is used as a form of recognition for appropriate behaviour.

• providing a balanced range of professional development opportunities within the school district, region and Dalrymple Cluster network.
POLICIES AND PROCEDURES

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

Pentland 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 regular updates in the newsletters

• provides opportunity for school community involvement in school operations relevant to student wellbeing in P&C meetings, regular communications (emails, letters and face-face conversations)

• providing information to staff, parents and students about the school’s Responsible Behaviour Plan. Setting and maintaining high expectations for Students in conduct, respectful attitudes and Performance

• using staff meetings to review and evaluate school operational matters relevant to student wellbeing

• ensuring the budget support for professional development opportunities, as outlined in the school’s Annual Implementation Plan.

PARTNERSHIPS

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

Pentland State School does this by:

• supporting positive working relationships between students and all staff to ensure students know that they are appreciated and respected.

• providing regular opportunity for parents to discuss student progress frequently during the year (i.e. parent/teacher interviews, P&C meetings and informal conversations)

• being highly involved in the programs, Professional Development and networks organised and established by the Dalrymple Alliance Cluster

• supporting partnerships with all schools in our Cluster to share and utilise staffing and resources (e.g. NAIDOC, RREAP, ANZAC Day)

• monitoring school attendance and morale as indicators (positive or negative) of social and emotional competence within staff and students at the school

• continually ensuring staff wellbeing is maintained by providing a relaxed, happy environment for sharing our experiences

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