Baralaba State School’s 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.

Baralaba State School does this by:
- Having an explicit positive school ethos as demonstrated in its school motto, “Success by Effort” and through the use of our whole school vision “every day, in every classroom students are learning and achieving”
- the embedding on the philosophy of GROWTH (Growth, Resilience, Organisation, Wellbeing, Tenacity, Honesty)
- applying consistent school-wide rules and consequences (School Wide Positive Behaviour) that are:
  - collaboratively developed with students and the broader school community
  - clearly explained (SWPBS Matrix)
  - positively enforced
  - rewarding of good behaviour
- encouraging parents/carers to read the Responsible Behaviour Plan for Students
- providing pastoral care for students through the use of 8-10 student-teacher mentoring program, as well as Chaplains and a Guidance Officer
- ensuring students have the opportunity to actively participate in school decision making through Student Council
- acknowledging individual differences and providing opportunities for all students to learn and succeed through the wide variety of specialist teachers and areas (eg. Manual Arts, Drama, Dance, Home Economics, Art, ICT etc.)
- Supporting staff wellbeing and growth

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.

Baralaba State School does this by:
- Adapting C2C English, Mathematics, Science and History from Prep-10
- Embedding social and emotional learning and capabilities both explicitly within ACARA curriculum and implicitly through expected behaviour
- Providing a range of extra-curricula activities in lunch times (eg. Netball, Cricket, Robotics, Sewing, Wii)
- Implementing differentiation within all classrooms
- Using data to track students and then inform teaching practices
- Embedding Explicit Instruction within every classroom
- Promoting high expectations for all students across all KLAs
POLICIES AND PROCEDURES

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

Baralaba State School does this by:
- enacting a school-wide agreement regarding approaches to supporting student learning and wellbeing
- promoting inclusive education practices
- promoting cybersafety
- developing the school’s capacity in the Friends for Life Program
- staff are trained in the Understanding Poverty Framework to be better able to work with the local community
- staff are trained in the First Steps Reading
- encouraging students to take active steps in tackling bullying, prejudice and other behaviours that have a negative impact on wellbeing
- develop environments that are engaging, supportive and conducive to learning (eg. Smart Moves, Smart Choices)
- Promote healthy behaviours and identify and support individuals or groups of student’s requiring extra support (eg. Sun Safety, Student Protection, Road Safety, Control of Head Lice etc)

PARTNERSHIPS

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

Baralaba State School does this by:
- employing positive relationships between staff and students by developing mutual respect
- staff working collaboratively and professional relationships are developed
- promoting the role of parents/carers in the positive outcomes for their student/s
- providing students with the opportunity to undertake Work Experience and Community Service engagements
- links between students, parents and the school are regularly facilitated (Meet and Greets, Parent/Teacher Interviews, good news phone calls)
- formalising Partnerships with the Baralaba and Woorabinda communities including Red Cross and Baralaba Aged Care

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