The Gums 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.

**The Gums State School** does this by:

- promoting a positive school ethos in newsletters, school publications, meetings with parents, P&C Meetings, school assemblies
- promoting our school vision ‘Learning for Life’ and encouraging our school values- Learning, Care, Respect, Responsibility, Inclusiveness, Excellence and Integrity
- 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, Be Responsible and Be a Learner
- having a commitment to professional development through Staff DPPs and a school Professional Learning Plan aligned to school priorities, staff and student needs
- encouraging students to develop a sense of identity and belonging through making and being engaged in decisions i.e. (raising money for charities)
- maintaining and continuing the high Staff morale and wellbeing

**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.

**The Gums 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
- providing whole school curriculum programs across all key learning areas. The implementation of these programs is tracked in a central location [G drive] to allow teachers to share planning.
- 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 strategies form an important part of teachers’ planning and are collated in a central location [G drive]
- allowing students to have regular access to their progress, attendance and behaviour data. This allows students to set personal goals.
- reinforcing positive behaviour through a consistent system of recognition and rewards for both learning and behaviour
- providing a range of extracurricular activities for students. These activities may be combined with other schools in Tara Cluster and include; NAIDOC, school camps, Arts Council, interschool sports, public speaking competitions
- reinforcing positive behaviour through a consistent system of recognition and rewards for both learning and behaviour
- providing a balanced range of professional development opportunities within the school district, region and Tara Cluster network.
POLICIES AND PROCEDURES
Policy intentions are transformed into action by school staff, students and the wider community.

The Gums State School does this by:
- clearly stating the school’s approaches to learning and wellbeing in enrolment interviews and in the Responsible Behaviour Plan that we value Care, Respect, Responsibility, Inclusiveness, Excellence, Integrity and Learning for all Students
- 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 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 programs (aligned to the school’s Professional learning Plan) to support policies being enacted by the school.

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

The Gums 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 ample opportunity for parents to discuss student progress frequently during the year (i.e. parent/teacher interviews, P&C meetings and informal conversations)
- ensuring that teaching and learning is connecting and respecting the life experiences and cultures of our students
- maintaining our school as a happy place that ensures students have a sense of belonging to the school
- being highly involved in the programs, Professional Development and networks organised and established by the Tara Cluster
- supporting partnerships with all schools in our Tara Cluster to share and utilise staffing and resources (e.g. NAIDOC, RREAP, Tara and District Sports Association, 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