# AIRVILLE STATE SCHOOL

## LEARNING AND WELL BEING FRAMEWORK

### WELL BEING FOR LEARNING AND LIFE

<table>
<thead>
<tr>
<th>LEARNING ENVIRONMENT</th>
<th>CURRICULUM AND PEDAGOGY</th>
<th>POLICIES AND PROCEDURES</th>
<th>PARTNERSHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A positive school ethos and rich learning environment that is open, respectful, caring and safe optimises learning through a commitment to wellbeing.</td>
<td>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.</td>
<td>Policy intentions are transformed into action by school staff, students and the wider community.</td>
<td>Productive partnerships expand the knowledge, skills and resources available in the school.</td>
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</tbody>
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### Airville State School does this by:

- Enacting and periodically reviewing the Responsible Behaviour Plan for students in collaboration with the school community. This enables high standards to be maintained makes expectations explicit to ensure effective teaching and learning.
- Promoting the school Code of Conduct:
  - Enacting the school motto: Always your Best
  - Enacting the school’s mission:
  - Providing Induction for every new staff member
  - Acknowledging the religious Instruction volunteer services offered by a local Chaplain who promotes our school values within the school community.
- Offering opportunities for students to participate in Kid’s Matter programs, community events, competitions, and interschool competitions.
- Recognising and valuing the diversity of our population.
- Supporting staff through a range and variety of activities including Weekly Staff Updates to facilitate effective communication.
- Committing to professional development to ensure effective skilling and confidence levels and providing opportunities for staff to attend offered courses.

### Airville State School does this by:

- Reinforcing positive behaviour through a consistent system of recognition and rewards for both learning and behaviour.
- Differentiating curriculum to engage students with the focus on using data to inform decisions
- Setting and implementing personalised goals for learning and behaviour.
- Providing collegial feedback opportunities to build staff capacity.
- Developing the Airville State School Expectation Matrix in order to reinforce the valued behaviours and to ensure the consistency of approach across the whole school.
- Developing and implementing Airville State School’s Pedagogical Framework and identifying learning styles to provide a supportive curriculum.
- Embedding social and emotional learning capabilities through the learning area of Health with a focus on road safety, sun safety, anti-bullying (Including Cyber safety), protective behaviours (Brave Hearts), Danial Morcombe unit of work.
- Offering a range of programs and activities which include brainy snacks, smart moves, interschool sport, dance, verse speaking, swimming.

### Airville State School does this by:

- Embedding the Responsible Behaviour Plan and Our Code of Conduct
- Setting and maintaining high expectations of conduct, respectful attitudes and performance for whole school community.
- Providing opportunities for stakeholders to have a voice in the school through active participation.
- Acknowledging that ownership for learning and behaviour rests with the individual.
- Following procedures from a variety of policies to cover topics such as student welfare, sun safety, road safety and mental health and well being.
- Offering opportunities for professional development programs to support policies being enacted by the school.
- Collaborating with the Burdekin cluster of schools for transition days, Junior Secondary forward planning, athletics competitions.

### Airville State School does this by:

- Maintaining strong relationships with family groups in recognition of diverse cultures through special events such as Parade acknowledgement, ANZAC day, Inductions and Year 7 Farewell, Fancy dress ball, end of year functions, family barbecues, open days, under 8s day
- Working with relevant support and community groups to meet the needs of individuals and if relevant, their families.
- Monitoring school attendance and morale as indicators of positive or negative social and emotional competence within staff and students at the school.
- Creating a significant sense of recognition and belonging among all groups within the school.
- Establishing meaningful partnerships both within and outside of the school with a focus on providing the best education for all students.
- Ensuring that the school is a happy place and that students have a sense of belonging to the school.
- Acknowledging and valuing parents/caregivers as an integral part of their child/ren’s education and of the school community.
- Encouraging parents/caregivers to communicate with staff.
- Communicating positively with parents/caregivers.
- Ensuring relevant and timely communication between the teacher, the child and parent/caregivers.
- Providing information sessions about a range of topics.
- Acknowledging and encouraging volunteer support both inside and outside the classroom.
- Encourage parent and student participation and attendance at Pre-prep program for the following year.
- Icy-cup shop
- Participation in annual school camp Years 3 to 7