Inglewood 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.

**Inglewood State School does this by:**

- Being committed to develop students who will be socially competent
- Developing a *Responsible Behaviour Plan for Students*, in collaboration with the school community designed to facilitate high standards of behaviour to protect learning and teaching
- Implementing the *School Wide Positive Behaviour Support* (SWPBS) program
- Encourage families to read and discuss the *Responsible Behaviour Plan for Students*
- Including Indigenous perspectives in curriculum across all year levels
- Conducting annual ‘meet the teacher’ evenings
- Promoting the school belief that every child matters every day
- Reinforcing the school motto ‘At Inglewood State School we learn, we care and together we succeed’
- Making a commitment to relevant professional development

**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.

**Inglewood State School does this by:**

- Implementing the Dimensions of the Learning and Wellbeing Framework to guide curriculum decision making
- Providing support thought programs such as the school Chaplin
- Providing positive recognition through programs such as student of the week and star awards. Using these positive recognition programs to acknowledge those students who meet the school’s vision and values
- Differentiation of the school curriculum to focus on the use of data to drive decisions for individual students
- Use of effective and explicit teaching methods to promote success for every student
- Providing access to a wide range of extra-curricular activities eg School Band, Drama programs, writing competitions
- Staff participate in extensive professional development to improve their curriculum knowledge and pedagogical skills
**Policies and Procedures**

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

**Inglewood State School does this by:**

- Implementing the Green and Healthy School Community Framework. This includes the Stephanie Alexander Kitchen Garden Program with a focus on growing fruit and vegetables.
- Staff are trained in Understanding Poverty to be better able to work with the local community.
- Implementation of Embedding Aboriginal and Torres Strait Islander Perspectives in Schools (EATSIPS) policy; staff are also trained in professional development relevant to this agenda.
- Encouraging student participation and responsibility e.g. Peer Mentoring Program, Student Voice.
- Providing students with opportunities to have a ‘voice’ in the school and to actively participate in school activities.
- Staff are trained in First Steps in Reading and Mathematics (Number).
- Encouraging students as well as staff to consistently reinforce expectations of positive behaviour and respectful attitudes.
- A very active and involved Parents and Citizens Association with maintains constant contact with the school.

**Partnerships**

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

**Inglewood State School does this by:**

- Engaging parents in the school through a variety of means for regular communication (e.g. Newsletters, parent-teacher interviews, Information evenings).
- Provide students with work experience opportunities.
- Fostering positive relationships with students.
- Working in partnership with local Health services and the Police.
- Maintaining partnerships with other schools, both feeder schools and other ‘like’ schools eg for combined events to maximise the benefit for all students.
- Encourage regular visits from Arts Council.

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