



Wellbeing for learning and life

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





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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 eg 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 (eg. 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

