Yangan 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.

**Yangan SS does this by:**
- Promoting our school values of **Caring, Improving** and **Contributing** that encompass the personal attributes of honesty, responsibility, courtesy, respect, self-worth and persistence.
- Promoting a positive school ethos in newsletters, school publications, meetings with parents, P&C Meetings, school assemblies.
- Providing a whole school approach to positive behaviour support through choice theory.
- Utilises local support personnel and networks e.g. guidance officer to help with student learning needs identification.
- Utilising approaches to positive behaviour including a responsible behaviour plan, student’s awards and rewards.
- Promoting our aim to create a safe, tolerant and disciplined environment in which effective communication exists between all school members.
- Having a commitment to professional development through staff development plans and a school Professional Learning Plan aligned to staff and student needs.
- Provides the opportunity for older students to be involved in the student council and associated activities.
- Creating an attractive physical environment such as well-maintained grounds, clean and safe surrounds and stimulating classrooms.

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.

**Yangan SS does this by:**
- Developing and implementing a challenging curriculum that encompasses higher order thinking, deep knowledge, intellectual engagement, connectedness, differentiation and a supportive school environment.
- Providing whole school curriculum programs across all key learning areas.
- Ensuring strategies are in place to allow for differentiation in teaching and learning. These strategies form an important part of teachers’ planning.
- Ensuring there is an understanding that responsibility for one’s learning and one’s behaviour are strongly linked.
- Allowing students to have regular access to their progress data [via student profiles]. This allows them to set personal goals and reflect on social and emotional learnings regularly.
- Providing a range of extracurricular activities for students. These activities may be combined with other schools and include; camps, extended learning programs, interschool sports, Literacy Cup, Reading Competitions, QCWA Project, Warwick Show, etc.
- Providing a balanced range of professional development opportunities within the Southern Downs Cluster, district and region.
POLICIES AND PROCEDURES

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

Yangan SS does this by:
- Having a cohesive approach to learning and wellbeing – care for self and environment, learning together, respect self and others, and always endeavour to do your best (improving).
- 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.
- Clearly stating the school’s approaches to learning and wellbeing in enrolment interviews.
- Provides opportunity for school community involvement in school operations relevant to student wellbeing in P&C meetings, regular communications (emails & letters).
- Explicit teaching of skills associated with social and emotional learning – self-awareness, self-management, social awareness, relationships skills, responsible decision-making.
- Providing information to parents and students about the school’s Responsible Behaviour Plan.
- Using staff meetings to review and evaluate school operational matters relevant to student wellbeing.
- Evaluating school data and individual performance against expectations.
- Accessing professionals and professional development when required.
- Ensuring budget support for professional development programs (aligned to the school’s Professional Development Plan) to support policies being enacted by the school.

PARTNERSHIPS

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

Yangan SS does this by:
- Acknowledging and valuing parents as integral to their child’s wellbeing and education.
- Providing ample opportunity for parents to discuss student progress and frequent intervals during the year (not just set meeting times).
- Supporting positive relationships between students and all staff. We do this by student support meetings to connect with classroom learning.
- Being highly involved in the programs, PD and networks organised by Southern Downs Cluster (Administrators’ Meetings, Administrative Assistant network, P-3 teachers meetings, Teacher Aide meetings).
- Providing information through newsletters or communications to homes about relevant services available within the school and community that support wellbeing (e.g. Red Cross, Bush Childrens).
- Working with relevant support and community groups to meet the needs of particular students.
- Establish partnerships both within the school community and wider to assist in providing the best education we can for our students.
- Supporting partnerships with all schools in our Southern Downs Cluster to share and utilise staffing and resources e.g. participate in cultural events.
- Participating in transition program for Year 7 (2014 Years 6 & 7) entering Warwick State High School.

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