Meandarra 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.

Meandarra State School does this by:
- having a strong school vision ‘Striving for Excellence – With every child achieving every day.’
- promoting a positive school ethos in newsletters, school publications, meetings with parents, P&C Meetings, school assemblies
- promoting and encouraging our school values which emphasise respect, Innovation & Creativity, Diversity & Inclusiveness, Excellence and Leadership.
- Enacting our school vision and values through ‘The Meandarra Mission’ – a set of guiding principles upon which our way of life at this school is founded.
- tracking individual student data to be inclusive of student needs
- the development and ongoing review of the school’s Responsible Behaviour Plan in collaboration with all groups within the school community. This plan clearly outlines Expectations of ‘Be a Learner’, ‘Be Safe’, ‘Be Respectable’ and ‘Be Responsible’
- using KidsMatter, a national mental health promotion, prevention and early intervention initiative, as a basis for recognising and informing the school community of the fundamental importance of student’s mental health to their learning and wellbeing
- utilises local support personnel and networks e.g. guidance officer to help with student learning needs identification
- the development and continued use of a common language about responsible behaviour based on ‘The Meandarra Mission’ including student awards and rewards.
- having a strong commitment to involving parents in all aspects of their child/children’s education
- having a clear focus on responsibility and shared decision making in order to have continued ownership of, and pride, in the school by all groups within the school community including opportunity for students to be involved in the Project Club and associated activities.

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.

Meandarra State School does this by:
- developing and implementing a challenging curriculum which emphasises higher order thinking, deep knowledge, intellectual engagement, connectedness, differentiation and a supportive school environment
- providing whole school curriculum programs across all key learning areas. The implementation of these programs is tracked in a central location to allow teachers to share planning.
- developing a structure for educational delivery which enables students to gain behaviours necessary for life-long learning
- ensuring there is a clear understanding of the links between responsibility for one’s learning and one’s behaviour, therefore allowing students to have regular access to their progress data displayed on classroom data walls and OneSchool personal profile. This allows them to set personal goals, reflect on social and emotional learnings regularly.
- Provides aids to student time management skills. These may include homework plans, assessment planners, task sheets etc.
- communicating clear expectations about the teaching of the Meandarra Mission.
- having a clearly defined Expectations Teaching Matrix which outlines consistency of behaviour for all students in situations inside and outside the classroom
- communicating and implementing this framework through modelled behaviour, use of a common language and reinforcing positive behaviour
- providing a range of extracurricular activities for students. These activities may be combined with other schools in the Tara Cluster.
- providing resources for staff to teach, reinforcing our valued behaviours
- providing supporting resources for parents and students
- 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 district, region and Tara & District network.

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

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

Meandarra State School does this by:

- having a cohesive approach to learning and wellbeing by linking procedures and processes through The Meandarra Mission:
  - be a learner
  - be safe
  - be responsible
  - be respectful
- clearly stating the school’s approaches to learning and wellbeing in enrolment interviews
- 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, text messages & letters)
- using staff meetings to review and evaluate school operational matters relevant to student wellbeing
- ensuring 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.

Meandarra State School does this by:

- creating a significant sense of recognition and belonging among all groups within the school
- establishing meaningful partnerships both within and outside the school with a focus on providing the best education for all students
- working with relevant support and community groups to meet the needs of particular students and, if relevant, their families
- ensuring that teaching is connecting and respecting the life experiences and cultures of our students
- ensuring that school is a happy place and that students have a sense of belonging to the school
- acknowledging and valuing parents as an integral part of their child/children’s education and of the school community
- ensuring relevant and timely communication between the teacher, the child and the parent/s and/or caregivers
- maintaining strong relationships with family groups in recognition of diverse cultures through special events such as Harmony Day, NAIDOC, welcoming ceremonies, greetings in various languages at school entry and on parades
- monitoring school attendance and morale as indicators (positive or negative) of social and emotional competence within staff and students at the school
- ensuring staff wellbeing is maintained by providing a relaxed staffroom environment for debriefing and sharing our days experiences.

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