



Wellbeing for learning and life

Ooonooba 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.

Ooonooba 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 and continues to make expectations explicit to ensure effective learning and teaching
- Promoting the school core values of the 6C's: common sense, cooperation, consideration, courtesy, communication and care and compassion.
- Enacting the school motto, **"Seek knowledge and truth"**.
- **Enacting the vision, "Ooonooba State School is a community where students, parents and staff work together to develop capable, respectful citizens of the future."**
- Providing Induction for every new staff member
- Employing a school Chaplain who supports our pastoral care program and models and promotes our school values within the school community.
- Offering opportunities for students to participate in Kid's Club, Games Room, Chappy Room activities and events.
- Recognising and valuing the diversity of our population including Indigenous, English as an Additional Language, Students with Disabilities, Defence.
- Supporting staff through a range and variety of activities including Social Club, Staff Smart Moves Pilot, Professional Readings like GR8 "Happy School" articles, Fish Philosophy and Weekly Staff Updates to facilitate effective communication.
- Committing to professional development to ensure effective skilling and confidence levels.

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.

Ooonooba 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 Ooonooba State School Expectation Matrix in order to reinforce the valued behaviours and to ensure the consistency of approach across the whole school.
- Implementing a Peer Support program with explicit teaching focussed on skills like Resilience, Harmony, Making Friends and Optimism.
- Developing and implementing Ooonooba State School Higher Order Thinking 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, antibullying (Including Cyber safety), protective behaviours.
- Offering a range of programs and activities which include brainy snacks, smartmoves, fitaiscal cup, interschool sport, dance, choir and band.
- Providing access to programs such as family planning (Year 7), Life Education (P-7), Daniel Morcombe unit of work and various other activities.



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POLICIES AND PROCEDURES

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

Oonoonba State School does this by:

- Embedding the Responsible Behaviour Plan and Our Code of Conduct- 6C's.
- 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 Mt Stuart Cluster of schools for transition days and Junior Secondary forward planning.

PARTNERSHIPS

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

Oonoonba State School does this by:

- Maintaining strong relationships with family groups in recognition of diverse cultures through special events such as NAIDOC, Defence Medallions, Parade acknowledgement, ANZAC, Inductions and Year 7 Farewell.
- 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. Results show in Parent Opinion Surveys that parents/caregivers are very satisfied that staff are approachable.
- Ensuring relevant and timely communication between the teacher, the child and parent/caregivers.
- Providing information sessions about a range of topics.