Allenstown State School’s Commitment to Learning and Well-Being

**Learning Environment**

A positive school ethos and rich learning environment that is open, respectful, caring and safe, optimises learning through a commitment to wellbeing.

Allenstown State School does this by:

- Having an explicit positive school ethos with a focus on individual and whole school effort through a strong commitment to School Wide Support Processes.
- Promoting its Primary Goals which are to:
  - Identify, address and monitor the learning needs of each and every student.
  - Provide a safe, respectful and quality learning environment, where students have the opportunity to engage in quality learning experiences.
  - Respect every student’s individual cultural, intellectual, social, emotional and physical growth.
  - Celebrate academic, behavioural and social successes through multiple avenues including: Newsletters, parade, certificates, personal calls to parents and end of year rewards.
- Implementing a Responsible Behaviour Plan for Students, in collaboration with all key stakeholders within our school community.
- Having protective behaviours programs, career aspiration programs and cyber-safety programs conducted by the Guidance Officer during the year.
- Employing a School Chaplain to support our pastoral care program.
- Providing ongoing student support through school-based staff responsibilities, including the Leadership Team, School Chaplain, SEP staff, Guidance Officer and other outside agencies.
- Operating a Breakfast Club and toast mornings where students are provided with a healthy breakfast.
- Making lunches available at all times to students in need.
- Ensuring parents are consulted, supported and involved to facilitate a supportive school environment.
- Building the capacity of our Student Leaders who regularly meet, present ideas and participate in leadership activities.

**Curriculum & 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.

Allenstown State School does this by:

- Implementing explicit instruction – teaching that is systematic, direct, engaging, and success orientated.
- Implementing a high quality school curriculum plan that has clear expectations about what is taught, how it is taught, how achievements are monitored and assessed and how these are reported to students and parents.
- Implementing School Wide Positive Behaviour Support with explicit teaching of our school wide support Processes.
- Reinforcing positive behaviour through a consistent system of recognition and rewards for both learning and behaviour – weekly student awards on parade, public recognition in end of semester academic achievement rewards, end of term attendance awards.
- Whole school adoption of the Responsible Behaviour Plan for Students.
- Developing and implementing individual support profiles for students with high behavioural, academic and social needs, enabling staff to make necessary adjustments to support students in all settings.
- Evaluating and assessing whole school, year level, class and individual performance against benchmarks and indicators.
- Continuing to support staff professional development needs through strategic planning.
- Developing students’ social skills and emotional resilience to build self-management strategies, through leadership programs.
- Developing life-long learning through participation in Instrumental Music, Representative Sport and Camps.
- Implementation of a structured differentiated curriculum that enhances wellbeing and develops life-long learners.
Allenstown State School actively promotes partnerships with the community so as to respond appropriately to student needs.

Allenstown State School does this by:

- The operation of our “Wraparound Service”. This service works with families and community organisations to assist families to access the community supports they need and includes: A weekly playgroup, 123 Magic- parenting and emotion courses, Vibrant Women program, Super Jobs for Super Kids, and assistance into adult education and work-ready programs.
- Student leadership and personal development programs run by the school chaplain in partnership with community organisations.
- Ensuring there is school-wide agreement regarding approaches to supporting the social and emotional wellbeing of students.
- Maintaining a learning environment that supports the needs of identified students through the provision of various support staff e.g. Chaplain, Guidance Officer, Behaviour Management Support Team and SEP staff.
- Developing a comprehensive approach to the provision of support for students in need, academically, socially and emotionally, e.g. guidance services, behaviour support and chaplaincy service.
- Using timely and explicit feedback to parents as a critical element in guiding actions.
- Utilising our annual School Opinion Survey to gain feedback on our policies and procedures.
- Encouraging and supporting visits from cultural organisations, e.g. Queensland Arts Council, high school science visits, Elders for NAIDOC week.
- Assemblies have an open invitation to parents.
- A very active and involved Parents and Citizens Association.
- Partnering with The Smith Family to locate their operations at the school in 2015.

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

Allenstown State School does this by:

- Having a rigorously enacted Responsible Behaviour Plan for Students and School Wide Positive Behaviour Support practices encompassing the four school rules of Always Safe, Always Respectful, Always Learning and Always Present.
- Providing professional support for staff in the implementation of school policies and procedures through Staff Meetings and Professional Development whilst evaluating whole school performance through benchmarks, indicators and other data.
- Providing an environment that is conducive to high staff morale that ensures staff wellbeing is maintained.
- Parents and carers are invited to participate in the development of policies and procedures and are seen as partners in promoting positive outcomes for all students.
- Creating a significant sense of recognition and belonging among all groups within the school.
- Specialised transition for all final year students to High School.
- School camps and excursions policy.
- Student leadership programs
- Parent Teacher Interviews (twice a year) and assessment and reporting policies.
- Implementing an Oral Language Program in the Early Years to respond to students’ language development needs.
- Ensuring that school is a happy and supportive place and that students have a sense of belonging to the school.
- Ensuring relevant and timely communication between the teacher, the child and the parent/s and/or caregivers.
- Monitoring school attendance and morale as indicators of social and emotional competence within staff and students at the school.
- Clear and respectful communication procedures between school, parents and community organisations.