



Wellbeing for learning and life

Milman 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.

Milman State School does this by:

- Clearly articulating standards and expectations of students, staff and parent behaviours
- A behaviour code to encompass all aspects of school life through: RESPECT – RESPONSIBILITY - SAFETY
- Clear and consistent policies, curriculum programs and explicit instruction
- A culture of two-way communications and feedback
- Promoting a positive school ethos in newsletters, school publications, meetings with parents, P&C Meetings, school Parades
- Acknowledging individual differences and providing opportunities for students to learn and succeed
- Tracking individual student data and ensuring individual needs are being met through different approaches (differentiation) that are inclusive of student needs
- Demonstrating a commitment to providing a school where students can experience success and achievement every day
- Providing students with a warm, caring, supportive environment where they can grow in confidence and resilience
- Utilising local support personnel and networks e.g. Guidance Officer and Speech Language Officer to help with student learning needs identification
- Ongoing review and development of the school's Responsible Behaviour Plan (RBP) with support of Staff and P&C. RBP clearly outlines expectations of Be Safe, Be Respectful and Be Responsible.

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.

Milman State School does this by:

- Using school-wide pedagogical practices to ensure consistent, quality teaching for all students
- Providing students with an appropriate and consistent curriculum that builds on a foundation for life-long learning
- Providing and encouraging professional development in curriculum, pedagogy and classroom practice.
- Building positive relationships between students and staff
- Being responsive to the individual needs of students to build on their strengths
- Allowing students to have regular access to their progress, attendance and behaviour data. This allows students to set personal goals.
- Providing regular behaviour and attendance information to parents
- A clear focus on positive behaviour through the school's Respect – Responsible – Safe behaviour code
- Reinforcing positive behaviour through a consistent system of recognition and rewards for learning, attendance and behaviour
- Providing extra-curricular activities such as support for community events, cluster and district sports competitions, local show work and fundraising for nominated charities



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POLICIES AND PROCEDURES

Policies and procedures enable schools to make good decisions that optimise wellbeing. Policy intentions are transformed into action by school staff, students and the wider community.

Milman State School does this by:

- Aligning policy and curriculum with Central Queensland Region guidelines
- Involving the school community in decision-making and clearly sharing/outlining new curricula, teaching practices and expectations to parents.
- Annual involvement in Queensland's 'Bullying - No Way' program to assist in developing a positive approach to bullying, prejudice and other negative behaviours that have a negative impact on wellbeing.
- Using the simple process of 'High Five' to encourage students to develop skills to deal with conflict.
- Creating student leadership positions and opportunities for leaders to develop their skills.
- Providing opportunity for school community involvement in school operations relevant to student wellbeing in P&C meetings, regular communications (emails & letters and face-face conversations)
- Providing information to staff, parents and students about the school's Responsible Behaviour Plan. Setting and maintaining high expectations for Students in conduct, respectful attitudes and performance
- 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 Annual Implementation Plan) to support policies being enacted by the school.
- Providing professional development opportunities to expand knowledge of policies and procedures which promote learning and wellbeing. These have included, but are not limited to:-
 - Code of Conduct
 - Student Protection training
 - Essential Microskills

PARTNERSHIPS

Productive partnerships expand the knowledge, skills and resources available in the school. Schools expand their capacity to support the wellbeing of students by nurturing partnerships with and between students, teachers, parents and carers, support staff and community groups.

Milman State School does this by:

- Facilitating productive partnerships between teachers, parents, carers and students. This has included parent reading, end of term celebrations, beginning Prep and classroom information sessions, parent volunteers, P&C information sessions, working bees and inclusion of past staff members in community events.
- Recognising that parents play an integral role in the education of their children, supporting both learning and wellbeing.
- Working with parents to optimise student learning and wellbeing. This not only includes information through our newsletter and website, but individual interventions when appropriate.
- ensuring that teaching and learning is connecting and respecting the life experiences and cultures of our students
- Supporting positive working relationships between students and all staff to ensure students know that they are appreciated and respected.
- Providing ample opportunity for parents to discuss student progress frequently during the year (i.e. communication books, parent/teacher interviews, P&C meetings and informal conversations)
- Recognising the diversity in our parent and carer community and choosing approaches which reach out to all.