



Wellbeing for learning and life

Binjour Plateau State School's commitment to learning and wellbeing

LEARNING ENVIRONMENT

Binjour Plateau State School strives to create a positive school ethos and rich learning environment that is open, respectful, caring and safe optimises learning through a commitment to wellbeing.

Binjour Plateau 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 – RESPECT - ourselves, others, things and places
- A school mascot to promote the school culture
- Clear and consistent policies, curriculum programs and explicit instruction
- A culture of two-way communications and feedback
- Acknowledging individual differences and providing opportunities for students to learn and succeed
- Opportunities for upper school students to develop leadership skills – five Yr 6 and 7 leadership roles per term + supporting Yr 5-7 teams
- A whole-school expectation of helping and supporting others – a “family-like” approach.
- Providing lessons to develop social and emotional capabilities.
- Providing and encouraging professional development which enhances our knowledge and skills in learning and wellbeing, eg cluster Michael Carr-Gregg PD (Staff and parents)

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.

Binjour Plateau State School does this by:

- A clear focus on positive behaviour through the school's Respect – ourselves, others, things and places behaviour code
- 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
- Building positive relationships between students and staff
- Being responsive to the individual needs of students to build on their strengths
- Use knowledge of learning styles and individual differences to promote divergence in thinking and tolerance of others.
- Embedding social and emotional competencies within lessons across the school.
- Providing extra-curricular activities such as , community support and events, cluster speaking and sports competitions, academic challenges, local show work, arts and sports Orange festival.
- Providing and encouraging professional development in curriculum, pedagogy and classroom practice.





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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.

Binjour Plateau State School does this by:

- Involving students in school decision-making, eg welfare, library, sport, fund raising, communications and community involvements
- Involving the school community in decision-making and clearly sharing/outlining new curricula, teaching practices and expectations to parents.
- Using the school you can do it program to develop social skills and life Education
- Using a simple process of STOP, THINK, DO to deal with conflict (Responsible Behaviour Plan)
- Providing PD opportunities to expand knowledge of policies and procedures which promote learning and wellbeing. These have included, but are not limited to:-
 - Inclusive Education
 - Safe, Supportive & Disciplined School Environment
 - Smart Choices
 - Rock and Water
 - William Glasser (choice theory)
 - Student Protection training

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.

Binjour Plateau State School does this by:

- Sharing curriculum plans and aligning pedagogical practices across and within our cluster.
- Facilitating productive partnerships between teachers, parents, carers and students. This has included parent reading, family socials, beginning Prep and classroom information sessions, parent volunteers, P&C information sessions, newsletter sharing and information spots.
- Facilitating productive partnerships throughout our cluster. This includes principal partnerships teacher partnerships such as combined professional development days, the small schools early years network; student partnerships across schools which include our year 7 transition program, sports and athletics partnerships, joint camps, creative arts presentations, gifted and talented workshops; and parent partnerships.
- 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 and small group interventions when appropriate.
- Engaging a range of school-based services and external agencies to support students and their families. This includes Guidance Officer, Hearing Screening, RAI Program, DoCS, Lifeline and CTC Youth Services, Salvation Army, Service Clubs.
- Recognising the diversity in our parent and carer community and choosing approaches which reach out to all.





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