

## Miami State School 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.

#### Miami State School does this by:

- Having a strong school vision we believe that every student is capable of learning and given the right conditions for learning should demonstrate continual progress and readily experience success. By promoting high expectations for all students we challenge the notion that ‘it is unreasonable to expect more from some students’. We establish ambitious but realistic goals that promote high expectations for every student in our school. It is important that students take responsibility for their own learning too;
- Promoting and encouraging our school values of Respect, Honesty and Commitment as developed by the student council with continuing to embed a common language;
- Engaging with our school vision and values through explicit and structured learning experiences in classes and assemblies;
- Encouraging all students to believe they can learn and be successful;
- The development and ongoing review of the school’s Responsible Behaviour in collaboration with all groups within the school community;
- Using Positive Behaviour strategies to support the whole school positive reward system “Zipftacular” reinforces an ethos of self-belief with the motto “You Believe You Achieve”;
- Having a strong commitment to involving and supporting parents in the development of their child;
- Having a team approach to pastoral care with shared responsibility for all stakeholders led by our admin team with specialist support by the Guidance Officer and Chaplain who present needs based programs;
- Sharing decision making with students, student council, parents, P&C and staff both teaching and non-teaching to promote a sense of ownership and pride, in the school by all groups within the school community;
- Promoting a safe, clean school environment;
- Being committed to wellbeing for staff, students and parent community eg; a healthy work life balance for staff;
- Educating students and developing an understanding with students of cybersafety.

### 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.

#### Miami State School does this by:

- Providing quality learning experiences that use individualised and differentiated curriculum and teaching;
- Aligning resources to match school’s needs;
- Explicitly teaching school values – Honesty, Respect and Commitment;
- Providing a variety of extracurricular activities through our Talented Sports Program (TSP) and Talented Arts Program (TAP).
- Recognising children do not come to school with all skills that they require;
- Innovating with futures thinking and digital technologies for a rapidly changing and networked society;
- Developing specialised programmes, class structures and educational solutions that are creative and flexible to achieve our goals;
- Encouraging students to take responsibility for their own achievement through personal application;
- Working with families to develop children’s many potentials by offering learning through an immense range of programs;
- Guiding children to becoming productive, ethical and healthy citizens in a rapidly changing world;
- Encouraging students to share the challenge of creating a high profile school of excellence;
- Nurturing a love of learning necessary for life-long learning;
- Reinforcing positive behaviour through systems of recognition and reward such as our individual class reward systems, Zipftacular raffle tickets for the playground and an understanding of Triple P strategies such as ‘Descriptive Praise’ and ‘Immediacy’.

## POLICIES AND PROCEDURES

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

### Miami State School does this by:

- Understanding that individual belief systems guide all of our actions and for policy to be successful it needs to be owned by the majority this means including stakeholders in the decision making and using mandates for action; eg student leaders, school councils and Miami Mentors;
- Striving to make the links between social and emotional competency and productive learning through explicit teaching of skills: self-awareness, self-management, social awareness, relationship skills and responsible decision-making through the Daniel Morcombe programme;
- Using teams to ensure all students' right to learn – e.g. Personalized Learning Committee and Year Level Teams;
- Providing professional support for staff in the implementation of school policies and procedures with in-service, text and electronic resources and individual modelling;
- Acknowledging that ownership for learning and behaviour are the individuals and developing student responsibilities for learning through reciprocal conversations such as goal setting and using timely, targeted feedback;
- Ongoing and timely data collection to inform decision making and policy development;
- Engaging parents to provide feedback – policy eg. P&C meetings, Quadrennial School Review, Responsible Behaviour Plan and uniform policy;
- Regular communication with parents about student attendance after consecutive days/patterns of non-attendance, late arrivals and early departures and also monitored at week 5 and 10 of each term for patterns of absences.

## PARTNERSHIPS

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

### Miami State School does this by:

- Creating a significant sense of recognition and belonging among all groups within the school through a positive attribute culture from teacher to teacher mentors, teacher to student mentors, student to student mentors;
- Establishing meaningful partnerships both within and outside the school with a focus on providing the best education for all students with organisations such as CYMHS, Developmental Assessment Team, Act for Kids, Family and Child Connect, HOF and Kalwun House, private practice, psychologists etc.;
- Participating in the Murdoch University Platform Project
- Working with relevant support and community groups to meet the needs of particular students and, if relevant, their families with practical support through our Chaplain and other agencies with food hampers and uniforms;
- Ensuring that teaching is connecting and respecting life experiences, cultural diversity and individual differences to enrich our learning;
- Acknowledging and valuing parents as an integral part of their children's education and of the school community with our many interactions both formal, such as parent nights and informal with our community events such as the Rainbow Run;
- Ensuring relevant and timely communication between the teacher, the child and parent/s caregivers with electronic and traditional contacts such as texting, Facebook, school website, newsletters, student diaries and other strategies such as the Happy Grams/postcards;
- Proactive behaviour management, lunchtime clubs, play equipment, Groovy Groups and Lego Club;
- Student life and Wellbeing programs such as Life Education (a health education program) and 'Talk About It' (a relationships and sexual health program).
- Encouraging staff Wellbeing through education and group forming because wellbeing research has documented a links between education for healthy life choices and a sense of community for an overall sense of life satisfaction;
- Promotion of positive community events such as Anti Bullying Day and Day for Daniel;
- Sharing relevant important information to strengthen community partnerships eg: Curriculum newsletters.
- Welcoming volunteers and community organisations to support program delivery.