# Learning and Wellbeing Framework

## Learning Environment

- A positive school ethos and rich learning environment that is open, respectful, caring and safe optimises learning through a commitment to wellbeing by:
  
- Respecting the importance of the individual's intellectual, social, emotional and physical growth, while maintaining an individual's rights and responsibilities must contribute to a positive school community spirit
  
- Development of a Responsible Behaviour Plan for Students, in collaboration with the school community and designed to facilitate high standards of behaviour so that the learning and teaching in our school is effective
  
- Creating an inviting physical environment through well-established grounds and displaying student work

## Curriculum and Pedagogy

- Our curriculum enhances students' wellbeing, equips them with the knowledge, skills, attitudes and strategies to understand and manage themselves then build positive relationships by:
  
- Embedding the Woodstock State School Pedagogical Framework to ensure a consistent teaching approach to reading and all KLAs across the whole school.
  
- Embedding Quality Control processes to ensure high standards of teaching, assessment and student attainment.
  
- Build student self-management strategies through the 'Gold Card' Programme and by providing staff with resources to teach and reinforce our valued behaviours
  
- Rewarding students identified as significantly contributing to the welling of the classroom and school community through Citizenship awards.

## Policies and Procedures

Woodstock State School encourages the development of responsible citizens, confident individuals and effective contributors through the provision of a safe and supportive learning environment. This is achieved by:

- Affording students an opportunity to play an active and significant role in the governance of the school through Student Council and class meetings
  
- Encouraging the development of positive behaviours and self-discipline through the implementation of a range of strategies including 'Gold Card' peer mentoring and support
  
- Proactively encouraging students to develop their leadership skills by providing leadership opportunities such as school & house captains and student council membership
  
- Providing feedback to students giving 'Gottcha' awards which acknowledge student actions that reflect the school Responsible Behaviour Plan

## Partnerships

The school actively promotes partnerships with the community in order to respond to student needs. This is achieved by:

- Accessing community, government and non-government agencies to promote a learning environment that engages students (eg. Townsville City Council, Woodstock CWA & Sports and Recreation Club, Nth Qld Dry Tropics/ Healthy Habitat, Scripture Union)
  
- Maintaining a learning environment that supports the needs of identified students through the provision of various support staff (Guidance Officer, Learning Support, Speech Pathologist, Chaplain etc)
  
- Promoting the Australian Curriculum and literacy support skills to maximise opportunities for parent/carers involvement in their child's learning.
  
- Providing up-to-date information about social and emotional wellbeing through the school newsletter and website for parents and staff
  
- Celebrating individual and school achievements through school newsletter, Townsville Bulletin and other local media.