Byfield 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.

Byfield State School does this by:
- Having a strong whole school vision for students through school’s vision statement ‘Grow from challenges, Engage through actions, and Be happy with oneself’.
- School Rules (Be Safe, Be Responsible, Be Respectful, Reach Beyond) being consistently adhered to by all staff in all situations.
- Actively encouraging success in academic, social and leadership skills. Celebrate achievement through annual school awards – School Spirit, Academic, and Reaching Beyond. Appoint student leaders each year through Student Leadership process.
- Reviewing school’s Responsible Behaviour Plan regularly. This plan outlines the school’s positive and proactive approach in supporting students to develop sound decision making skills and developing resilience.
- Engaging School Chaplain in students’ lives for support in classroom and being available for individual or family needs.
- All staff playing a role in promoting and supporting student well-being eg through hygiene prompts, playground supervision, ‘healthy first – treats second’ at lunch, promoting being active at lunch play, booking Life Education visits yearly.
- Each student being valued for their individuality and strengths and supported to achieve their best each year. Data is collected and utilised to ensure differentiation strategies are timely, effective and relevant.
- Reward student positive behaviours and achievements in classroom (classroom rewards system), Student of the Week, announcements in newsletter, recording in One School.

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.

Byfield State School does this by:
- Implementing the Australian Curriculum through C2C units in Maths, English, Science, History and Geography, and the Queensland Curriculum through using The Essentials. Ensure that the curriculum is rigorous, developmental, inclusive and current.
- Having a process within curriculum delivery to cater for differentiation, linkage to life skills and challenges to promote higher order thinking skills.
- Implementing a school Pedagogical Framework which outlines the expectations of teachers in teaching the curriculum.
- Having clear and high expectations for student improvement, student engagement and student behaviour.
- Embedded Explicit Instruction teaching processes – Drills, Tune-in, I Do, We Do, You Do, CFUs and review for all new knowledge.
- Reviewing annually school’s Embedding Aboriginal and Torres Strait Islanders perspectives.
- Providing opportunities for students to engage in extra-curricular activities such as Gala Days, Sporting Days, Leadership Camp, excursions, Active After School programs.
- Staff accessing relevant and identified professional development as per Professional Developmental Plan or school identified needs.
- Accessing Guidance Officer or Support Services personnel to identify students’ learning needs promptly.
- Communicating term focus in learning areas to parents.
- Sharing data with students and parents including individual targets as per the Improvement Assessment Schedule.

*The mention of specific organisation, programs or resources does not imply that they are endorsed by the Department of Education, Training and Employment.
POLICIES AND PROCEDURES

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

Byfield State School does this by:

- Promoting values through specific actions or everyday interactions to instil positive behaviours, fairness, resilience, self-problem solving, anti-bullying, safe play and general wellbeing.
- Ensuring students demonstrate the application of the School Rules in all situations within the school eg moving between classrooms, classroom or playing fields.
- Providing relevant professional development for staff as per system, regional and school identified needs.
- Involving P&C in school operations relevant to student wellbeing.
- Having a clear process of consequence for inappropriate behaviours and actions.
- Acknowledging that ownership for negative actions or behaviours rests with the individual
- Celebrating student achievement through school newsletter
- Publishing relevant policies and procedures on school’s website and school newsletters.

PARTNERSHIPS

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

Byfield State School does this by:

- Ensuring that school is a happy place and that students have a sense of belonging to the school.
- Acknowledging and valuing parents as an integral part of their child’s education and of the school community.
- Monitoring school attendance as indicators of positive or negative competencies.
- Actively promoting all students participate in local public events eg Education Week display, local show.
- Engaging with small school cluster for Gala days which have a focus on culture, art, sport or curriculum.
- Promoting open door policy through regular parent/teacher contacts.
- Acknowledgement of Country is said at school parades, concerts and formal occasions.
- Offering a Chaplaincy program.

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