Learning Environment

A positive school ethos and rich learning environment that is open, respectful, caring and safe optimises learning through a commitment to wellbeing.

Quinalow Prep – Yr 10 State School does this by:

- Explicitly promoting a positive school ethos centred around the core values of Be Safe, Be Respectful, Be Responsible, Be a Learner.
- Developing inclusive practices in order to respond to individual student needs through the implementation of consistent referral systems allowing for different approaches and levels of support to be offered in a variety of learning experiences.
- Creating opportunities for students to strengthen and develop group identity and a sense of belonging, by offering different approaches and levels of support to cater for different needs, and by including a variety of learning experiences and extracurricular activities such as Showcase, inter-school and district sporting carnivals, choir and cultural pursuits.
- Promoting responsible student behaviour by ensuring consistent and positive enforcement of agreed behaviour support practices including students receiving high levels of positive reinforcement for demonstrating expected behaviours, and by providing safe and supported activity areas for student play and recreation.
- Supporting the school commitment to student wellbeing through professional development of staff in the areas of differentiation of learning and environment.

Curriculum & 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.

Quinalow Prep- Yr 10 State School does this by:

- Developing a differentiated curriculum that reflects the needs of students including those of differing social and cultural backgrounds, while providing meaningful learning opportunities to apply learning in real contexts and valuing and rewarding student achievement.
- Embedding of social and emotional learning capabilities using initiatives such as registering as No Bullying School, DISCO, SBYN, and health strand of PE curriculum.
- Developing a School Wide Pedagogical Framework in order to reinforce valued behaviours and to ensure consistency of curriculum approaches across the whole school.
- Providing opportunities for student involvement in ANZAC Day, Awards Night, Assembly and various local community events to create a culture of confidence, trust and group identity.
- Valuing student participation in Quinalow School’s responsible behaviour plan with class achievement awards.
- Providing staff with professional development that supports student wellbeing through productive pedagogies and differentiated curriculum strategies to embed social and emotional learning across the curriculum.
Quinalow Prep – Yr 10 State School’s Commitment to Learning and Wellbeing

**Partnerships**

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

Quinalow Prep-10 State School does this by:

- Strengthening positive relationships between staff and students through choir, show case, chess club, small interest group instruction and pastoral care.
- Promoting professional relationships by providing opportunities for staff to collaborate and share expertise and to access wider social impact groups.
- Encouraging parents and carers to partner with the school in solving student problems through open and routine consultation.
- Expanding the school curriculum to accommodate the specific needs of students through VET, DISCO, local choral and show society groups, sporting associations.
- Monitoring school attendances and morale as a gauge of social and emotional well-being within the school.
- Creating a sense of belonging among all groups within the school.

**Policies and Procedures**

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

Quinalow Prep-Yr 10 does this by:

- Developing processes and frameworks that reflect the school ethos, behaviour policies and inclusive education.
- Ensuring parent involvement in relevant school decision making and school procedures involving operations relating to student well-being eg. School sub-committees, first aid group, healthy eating tuckshop, swim club.
- Providing a forum for the parent body to actively engage and promote relevant policies and procedures supporting student wellbeing through the school newsletter.
- Ensuring that policies and procedures explicitly address the links between social and emotional competency and productive learning.
- Using timely and explicit feedback from students, teachers and parents as a critical element in guiding actions.