Cecil Plains P-10 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.

Cecil Plains P-10 State School does this by:

- Having an explicit positive school ethos through a focus on individual and whole school effort as inferred through the school’s YES Message: YES – You Can Do It, Yes – Every Child Shall Improve & YES – Student Targets Aim for Real Success (STARS).
- A whole school approach to an improvement agenda which leads to acknowledged achievement.
- A whole school positive values system, underpinned by the You Can Do It program using positive language and recognition to develop a positive learning environment.
- Explicit support for school wide positive behaviour strategies and programs across all year levels.
- Pastoral care through school-based staff responsibilities, including class teachers, teacher aides, ancillary staff, SBYHN, Guidance Officer and Youth Support Coordinators.
- Focus on the Foundations for Reading and Literacy.
- Implementation of The Cecil Challenge rewarding students’ positive behaviour, attendance and completion of homework/assignments.

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.

Cecil Plains P-10 State School does this by:

- Underpinning curriculum delivery through our YES Message by supporting and celebrating achievements.
- Whole school adoption of the Gradual Release of Responsibility pedagogical framework (Fleming Model).
- Integrating whole school social skilling through You Can Do It.
- Continuing to support staff professional development needs through strategic planning.
- Opportunities for staff with specialised knowledge and interest in teaching in specific curriculum areas including Lower Primary, Upper Primary, Junior Secondary and Senior Secondary areas.
- Specific learning programs that build social and emotional capabilities inclusive of vocational and career planning.
- Student access to core teachers across year levels and subjects to allow sustained learning and relationship development.
- Implementing the Dimensions of the Learning and Wellbeing Framework to guide curriculum decision making.
POLICIES AND PROCEDURES

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

Cecil Plains P-10 State School does this by:

- Implementing, through the development and a commitment to-Smart Choices; Sun Safety; Smart Moves; Cybersafety; whole school Bookwork Policy; as an integral part of the school’s approach to learning and wellbeing.
- Acknowledging individual differences and specific needs by providing opportunities for all students to learn and succeed through a process of differentiation through a process of inclusive education.
- Applying consistent and supported school wide positive behaviour expectations and consequences that are collaborative; clear; positively enforces and where positive behaviour is rewarded.
- Implementing structures for pastoral care for students and staff.
- Maintaining a positive and safe learning environment for all students and staff.
- Student participation in class meetings and student forums including Student Council and opportunities to participate in school decision – making processes.
- Opportunities for Junior Secondary students to participate in Student Leadership.
- Whole school and administration committed to regular review processes and evaluation of school operations relevant to student wellbeing.
- Ongoing support for prioritised professional development programs to support policies such as Code of Conduct and Student Protection.

PARTNERSHIPS

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

Cecil Plains P-10 State School does this by:

- Fostering positive staff-student-parent/carer relationships in a transparent, appropriate and supportive school environment.
- Maintaining and accessing school partnerships that support wellbeing through external agencies and school-based services eg. DISCO; Bush Children’s; Smith Family; Child Youth and Mental Health

- Maintaining partnerships with local businesses through the use of structured workplace learning experiences for year 10 students.
- Encouraging and supporting visits from cultural organisations such as Queensland Arts Councils when aligned with curriculum.
- Fostering an Early Years link with the local Little Country Kids Club (e.g. development of transition programs for pre-prep children)
- Supporting transition for Junior Secondary students to work or Senior Phase at the conclusion of their Year 10 schooling.
- Supporting the organisation of school based apprenticeships/traineeships for year 10 students as a pathway to the future.
- Supporting professional development programs that support these partnerships.
- Active After School Communities partnerships.
- Whole school camps and excursions policy, including calendars for engagement.
- Leadership development program – class representatives; student council; student leaders; leadership camp; leadership days; collaboration and teamwork activities

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