Burketown State School’s 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.

Burketown State School does this by:
- fostering a sense of belonging by describing what it means to be a ‘Burketown’ student and associating that identity with high expectations for behaviour and a commitment to learning
- providing support and pastoral care to all students and family members.
- promoting and encouraging our school values which are emphasised through our ‘You Can Do It’ Program.
- enacting our school vision and values through ‘The Burketown Way’ - a set of guiding principles upon which our way of life at this school is founded.
- the development and ongoing review of the school’s Responsible Behaviour Plan in collaboration with all groups within the school community. This plan clearly outlines behavioural expectations and fosters a positive, proactive and flexible approach in supporting students to develop sound decision-making skills and abilities
- the development and continued use of a common language about responsible behaviour based on ‘The Burketown Way’
- having a strong commitment to involving parents in all aspects of their child/children’s education
- having a clear focus on responsibility and shared decision making in order to have continued ownership of, and pride, in the school by all groups within the school community.
- being committed to developing students who will be socially competent
- encouraging families to read and discuss the Responsible Behaviour Plan for Students
- using school and community events to encourage interactions and the establishment of positive relationships between students, teachers and parents.
- taking advantage of informal interactions that occur between students, past students and parents in the extracurricular program to build the school culture

**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.

Burketown State School does this by:
- developing and implementing a challenging curriculum which emphasises higher order thinking, deep knowledge, intellectual engagement, connectedness, differentiation and a supportive school environment
- teaching confidence, resilience, persistence, organisation and getting along as lifelong skills for wellbeing
- offering staff training and mentoring in Essential Skills for Classroom Management.
- committing to extra curricular opportunities to all students, from Prep to Year 7 involved in sporting, academic and arts groups outside of class time.
- developing a structure for educational delivery which enables students to gain behaviours necessary for life-long learning
- communicating clear expectations about the teaching of The Burketown Way.
- Using the ‘you can do it’ program to develop and implement a scope and sequence of lessons for social and emotional learning P-7 under the five aspects of ‘you can do it’.
- having a clearly defined Expectations Teaching Matrix which outlines consistency of behaviour for all students in situations inside and outside the classroom
- communicating and implementing this framework through modelled behaviour, use of a common language and reinforcing positive behaviour
- reinforcing positive behaviour through a consistent system of recognition and rewards for both learning and behaviour.
- implementing the QUT YuMi Deadly Maths (YDM) Program to support the Indigenous student population. The program maintains a constant theoretical perspective with regard to teaching mathematics to Indigenous students that is built around building from home language, contextualisation, mathematics structure, representations and whole of school change.

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

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

Burketown State School does this by:
- an active and involved Parents and Citizens Association which maintains constant contact with the school including into the School Responsible Behaviour Plan.
- encouraging students as well as staff to consistently reinforce expectations of positive behaviour and respectful attitudes.
- having a cohesive approach to learning and wellbeing by linking procedures and processes through The Burketown Way:
- ensuring that decision-making happens as close as possible to those upon whom it impacts and that all relevant groups are represented
- explicit teaching of skills associated with social and emotional learning: self-awareness, self-management, social awareness, relationship skills and responsible decision-making
- acknowledging that ownership for learning and behaviour and the consequences of remaining the same, including determining the positives or negatives, rests with the individual
- having students progressively become more responsible for their personal goal setting, the monitoring and review in collaboration with teachers and parents
- using timely and explicit feedback as a critical element in guiding actions
- evaluating and assessing whole school, year level, class and individual performance against benchmarks and indicators, via interrogation of trend data.
- working collaboratively with our Student Council and School Parents and Citizens’ Association to develop and review policies and procedures
- utilising our annual School Opinion Survey to gain feedback on our policies and procedures

PARTNERSHIPS

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

Burketown State School does this by:
- continuous contact and work with local community groups including Carpentaria Land Council, Burke Shire Council, Moungibi housing, Burketown Fishing organisation, Gregory river land care group, Rodeo sports association and The Burketown Kindergarten.
- developing a key partnership with the local kindergarten to assist with our prep and pre-prep program.
- engaging parents in the school through a variety of means of regular communication (e.g. communication books, newsletters, website, home visits, parent-teacher interviews and structured phone calls home from teaching staff).
- creating a significant sense of recognition and belonging among all groups within the school
- establishing meaningful partnerships both within and outside the school with a focus on providing the best education for all students
- 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/children’s education and of the school community
- ensuring relevant and timely communication between the teacher, the child and the parent/s and/or caregivers
- working with a variety of agencies to expand the knowledge, skills and resources available to the school and to best support students and families. Interagency connections include, Allied Health, local Queensland Health personnel, Burketown Kindergarten, Indigenous Schooling Support Unit and The Queensland Police Service.

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