Clifton 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.

Clifton State School does this by:

- Setting high expectations for behaviour and academic commitment
- Identifying, addressing and monitoring learning needs of each individual child eg. Assessment differentiation, collecting data (student profiles) on G Drive, tracking sheet
- Quality Teaching Plans that incorporate differentiation and inclusive practices
- Engage parents meaningfully, eg. meet & greets, parade items, newsletter, homework checklists, phone calls, individual parent teacher interviews, WOW walls and weekly awards.
- Providing a safe, respectful and disciplined learning environment. eg. school rules – Be Safe, Be Respectful and Be a Responsible Learner.
- Promoting the school vision to allow our students to become resilient, life-long learners. ‘Every child, every opportunity’
- Acknowledge the importance of the individual’s intellectual (goal setting and academic assessment), social, emotional (Kidsmatter) and physical growth (Smart Moves program)
- Staff focusing on the essential skills of teaching and learning and the professional standards of teaching
- Staff completing mandatory training requirements including Student Protection, Code of Conduct and Workplace Health and Safety contributing to a safe learning environment

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.

Clifton State School does this by:

- Behaviour management program with common knowledge, reinforcing positive behaviour
- Working within the Pedagogical Framework adapted from Quality Teaching Model (NSW), incorporating the gradual release of responsibility and explicit teaching
- Focusing on Higher Order Thinking Skills
- Providing all students with the opportunity to perform to the best of their ability based on our school vision – ‘Every Child, Every Opportunity’
- Using data and providing quality feedback
- Recognising and rewarding both learning and behaviour
- Offering extra-curricular activities eg. Camps, excursions, inter-school sports, NAIDOC week, Shooting for the stars, ‘Clifton Crew’ Garden club, cattle judging, active after school care
- Providing resources for staff to teach and students to learn
- Opportunities to participate in school service eg. assisting with parade and school events, including ANZAC Day ceremony involving the whole school
- PD with a focus on engaging students, differentiating the curriculum and supporting student with diverse needs
- Focussed Social Emotional Learning lessons—Fun Friends, Friends for Life, Rock and Water, Shine, Daniel Morcombe units
POLICIES AND PROCEDURES
Policy intentions are transformed into action by school staff, students and the wider community.

Clifton State School does this by:
• Fostering a sense of belonging by describing what is means to be Clifton State School student and associating that identity with high expectations for behaviour and a commitment to learning
• Reinforcing our core value that every student matters
• Encouraging excellence in all endeavours through school assemblies, celebration for success, school publications and positive postcards
• Encouraging interactions and the establishment of positive relationships between students, teachers and parents through school events e.g. Prep open day, Welcome BBQ’s, special parades, parent teacher interviews
• Implementing and adhering to the Responsible Behaviour Plan involving, consulting and supporting parents as key partners to a student’s school life
• Professional development of staff to enhance understanding of learning and wellbeing i.e. Kidsmatter
• Implementation of school policies such as anti-bullying, mobile phone policy etc
• Broadly communicating attendance expectations, procedures and actions to all community members
• Utilise school support for inclusion through “Model for Differentiation”
• Cluster approach to policy and procedure development and implementation

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

Clifton State School does this by:
• Encouraging parent participation in the school - Parents as an integral part of learning processes and the community
• Building strong positive relationships with cluster schools
• Developing Indigenous ties with local area and students at the school
• Affording students with an opportunity to play an active and significant role in governance of school through student council
• Staff work collaboratively with colleagues to develop professional relationships and share expertise. e.g. moderation, peer/classroom walk-throughs, coaching and feedback processes
• Accessing support to students through external network – Government and other agencies as required and internal support staff – GO, STLaN, SNT, HOSES
• Strong School Chaplain presence – Chaplain run activities such as Breakfast Club, ‘Clifton Crew’ (Gardening club) and Social Emotional Learning activities
• Partnership with Clifton State High School - open days, transition days
• Newsletter articles on behaviour management strategies
• Ensuring school is a happy place and creates a sense of belonging. e.g. Buddy system with Year 6 and Prep
• Celebrating school achievements through school newsletter, website and local media
• Monitoring school attendance – daily conversations, Newsletter articles, Clear daily targets – 100%

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