Crawford 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.

Crawford State School does this by:
- having a strong school vision that aspires to empower our students to reach their full potential in an inspiring, caring and secure environment
- proactively modelling and explicitly teaching positive behaviours that develop student social and emotional capabilities through the adoption of the 7 Habits of Happy Kids program
- recognising and valuing individual differences and providing resource variety and opportunities for all students to learn and succeed
- fostering regular communication with parents, students and staff, that ensures a shared understanding around the fundamental importance of student mental health to learning and well being
- providing daily buddy learning opportunities that foster a leadership and peer support system
- applying consistent school-wide rules and consequences which are clearly explained, positively reinforced, and reward leadership behaviour.
- providing and engaging in professional development opportunities with health professionals such as Michael Carr-Greg and using Kidsmatter to enhance our knowledge and skills about student learning and wellbeing

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.

Crawford State School does this by:
- having a school vision that values diversity and encourages excellence and life-long learning
- developing and implementing the Australian curriculum, while emphasising student engagement, real-world connectedness and differentiated classrooms, catering to individual students
- ensuring staff are equipped to sensitively address the pastoral needs of students while ensuring academic goals are also of focus
- encouraging students to take advantage of the opportunities that arise to be involved in school and/or community service through participation in the student project club or other individual school initiatives such as participation in the Red Shield Appeal
- conducting daily focus sessions that consciously develops gratitude and a positive attitude through individual reflection in personal gratitude journals
- catering for student interests by providing extra-curricular activities such as art, gardening and computer clubs each week
- providing supporting resources to parents through regular newsletter postings

*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.

Crawford State School does this by:
- using evidence-based research in child and adolescent development, health, wellbeing and learning to shape our communications and inform our enacted practices
- encouraging students to take active steps in tackling bullying, prejudice and other behaviours that have a negative impact on wellbeing
- working collaboratively with staff and parents to create and review relevance of policies and procedures
- ensuring the expertise of trained professionals such as Guidance Officers, Health Nurses, Speech Language Pathologist, specialist teachers, Occupational Therapist, are utilised in order to provide valued input into the development of policies and procedures relating to the wellbeing of our students
- providing professional support for staff in the implementation of school policies and procedures

PARTNERSHIPS

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

Crawford State School does this by:
- creating a sense of belonging among all groups within the school
- acknowledging and valuing parents as an integral component of a child’s education and wellbeing and an important element in this school community
- maintaining a learning environment that supports the wellbeing of identified students and their families, through the engagement of various school based support services and external agencies such as Guidance Officer, Behaviour management support teacher, Community Health Nurse, RAI program, Lifeline and CTC Youth services
- promoting and celebrating student achievements through the school newsletter, school website and local media
- encouraging regular visits from the Arts Council
- facilitating productive partnerships throughout the Kingaroy school group. This includes principal partnerships such as the KEG and KDSSA; teacher partnerships such as combined professional days, and early years network meetings; student partnerships which include year 7 transition program, sporting and athletic events, joint camps and creative arts presentations; and parent partnerships such as combined training for volunteer programs
- promoting staff wellness and emotional development through appropriate professional development and support

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