LEARNING ENVIRONMENT

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

Tent Hill Lower State School does this by:
• Our School vision is ‘Growing beautiful futures in the Valley of opportunities’ around which we have developed our school ethos.
• We use a whole school approach utilising the SWPBS framework which also targets student leadership and wellbeing.
• Our school approaches pastoral care in a number of ways. Weekly whole school parades where “our school values and expectations (known as BUDS) are taught and known by every student. Specific school rewards are given each week which recognises classroom and school achievements.
• Our school is committed to a Chaplaincy Program to support our students and their families.
• Catering for and supporting the needs of all children inclusively.
• We embrace professional development opportunities throughout the year with an emphasis on supporting student learning and well-being including positive behaviour, literacy and reading development and numeracy.

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.

Tent Hill Lower State School does this by:
• Following the C2C units and planning for differentiation throughout units and daily lessons.
• All classroom staff cater for a range of learning abilities, backgrounds and preferred learning styles
• Data of students is tracked and used to inform instructional approaches.
• THLSS has adopted the ‘Explicit Instruction’ and “Symphony” frameworks to enhance learning, engagement and well-being.
• Our whole school participates in developing our B.U.D.S. values and positive expectations framework each week. All students are engaged in weekly lessons and follow up activities to illustrate values such as respect and responsibility.
• Embedding social and emotional learning through all daily interactions; including fostering the traits and behavioural strengths such as optimism, confidence, empathy and persistence.
• Providing extracurricular activities for students including sporting events, camps and excursions.
• Providing students many opportunities to support, encourage and help each other.
• Students are provided with various leadership opportunities such as school captains, leaders and student council.
• Providing opportunities for staff to attend appropriate professional development to support the implementation of these policies and procedures.
POLICIES AND PROCEDURES

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

Tent Hill Lower State School does this by:

• Monthly SWPBS meetings provide the avenue for school wide agreement to review, and adopt relevant policies and procedures to support student learning and well-being.
• School curriculum planning utilises a specific differentiated approach for indidual learning which caters for the wellbeing of each student
• School specific actions are implemented to promote positive behaviour, gender equity, social justice as well as targeting bullying, cyber safety and wellbeing
• Involving the school community in school operations relevant to student wellbeing
• Regularly review and evaluate school operations relevant to student wellbeing with all stakeholders.
• Promote professional development programs to support policies being enacted by the school.

PARTNERSHIPS

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

Tent Hill Lower State School does this by:

• School staff develop positive relationships with students by getting to know them as individuals and respecting their individuality
• Staff work collaboratively and opportunities for staff to develop professional relationships and share expertise with colleagues are provided
• Parents and carers are seen as partners in solving the problems of students and routine consultation occurs
• The school facilitates links between students, families and relevant services and resources available within the school and community that support wellbeing
• Professional development has a focus on:
   • diversity of school partnerships
   • opportunities for teachers and student support staff to utilise existing partnerships to support learning and wellbeing
   • strategies to engage the community in learning

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