Mundingburra State School values are **CURIOSITY, COMPASSION and RESILIENCE**. These are underpinned by our school rules of **WE LEARN, WE CARE and WE PERSEVERE**.

**LEARNING ENVIRONMENT**

Mundingburra State School provides a rich learning environment that is open, respectful, caring and safe through a commitment to well being. We do this by:

- Promoting the school motto of **WE LEARN, WE CARE, WE PERSEVERE** through embracing our values of **CURIOSITY, COMPASSION and RESILIENCE**
- Actioning the values and rules through our Schoolwide Positive Behaviour focus lessons and ethos
- Promoting these values/rules to create a safe, caring, tolerant and disciplined environment where children, staff, parents can communicate effectively to provide purposeful learning through excellent teaching.
- Developing a Responsible Behaviour Plan for Students in consultation with school community designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively with our school community
- Ensuring parents are consulted, supported and represented in facilitating a supportive school environment
- Creating an attractive physical environment with well established grounds, oval and play equipment for students
- Respect an individuals intellectual, social,emotional and physical growth whilst maintaining individual rights and responsibilities
- Developing an attendance reward system with specific targets
- Reward systems built into all classroom management plans including Mundingburra Merits (level achievements for honour badges for excellence in behaviour)

**CURRICULUM & PEDAGOGY**

Mundingburra State School provides a responsive curriculum and pedagogical framework, which enhances well being, equipping students with knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships. Pedagogy that enhances well being builds positive relationships. We do this by:

- Implementing SWPBS (including focused lessons on various aspects of social learning)
- Provide professional development to refresh and build capacity in the use and analysis of data and the SWPBS lessons
- Ensuring each class has a negotiated classroom plan, highlighting whole school systems for acknowledging appropriate/desired behaviour and a clear process for the management of inappropriate behaviour
- Having a clearly defined SWPBS Matrix which outlines consistency of behaviour for all students in situations inside and outside the classroom (Sch’wide Positive Behav.)
- Adapting the C2C units to implement the Australian Curriculum
- Implementing QCAR for other learning areas (Qld Curric.Assess & Reporting)
- Access support programs for students if required incl AEP (Alternative Ed. Program)
- SAS (Strength & Support) PLC (Pos. Learn Centre)
- Providing resources for parents and students to reinforce our valued behaviour
- Teachers participate in peer observations, class buddy programs and mentor others.
- Embedding Aboriginal and Torres Strait Islander perspectives across all curriculum areas and develop PLP for all Indigenous students (Positive Learning Plan)
- Having differentiated curriculum with a focus on individual data to support decisions
- Specialist programs to support students with disabilities

**PARTNERSHIPS**

Mundingburra State School promotes partnerships with the community so as to respond appropriately to students’ needs. We do this by:

- Maintaining a learning environment that supports the needs of identified students through the provision of various support staff eg. Behaviour Support, Guidance Officer
- Consultation with Local Consultative Committee and Parents and Citizens Association
- Provide parents with representation on WPHS committee, SWPBS committee
- Strong connections with the parent body through extra-curricula programs such as Science Mates, Music Mates and Sporting Buddies
- Acknowledge and value parents as an integral part of the their child/school community eg EATSIP’s committee, NAIDOC, Open Nights, Parent/Teacher Interviews
- Monitoring school attendance and morale as indicators of social and emotional competence within staff and students at the school
- Developing a Responsible Behaviour Plan for Students in collaboration with school community
d- Having a cohesive approach to learning (Pedagogical Framework) and well being (Responsive Behaviour Plan) by linking procedures/processes fundamentally underpinned by our values:
  - CURIOSITY (WE LEARN)
  - COMPASSION (WE CARE)
  - RESILIENCE (WE PERSEVERE)
- Providing professional support for staff in the implementation of the school and departmental policies and procedures
- Explicit teaching of skills associated with social and emotional learning
- Developing processes and frameworks and implementing them using teams of people/expertise to ensure all students have the right to learn eg PBS committee, Local Consultative Committee, EATSIP’s committee, P&C Association + sub committees, Special Needs Committee
- Having students progressively become more responsible for their personal goal setting, monitoring and review in collaboration with teachers and parents through the use of the PLP’s

**POLICIES & PROCEDURES**

Mundingburra State School acknowledges that policy intentions are transformed into action by school staff, students and the wider community. We strive to do this:

- Having a cohesive approach to learning (Pedagogical Framework) and well being (Responsive Behaviour Plan) by linking procedures/processes fundamentally underpinned by our values:
  - CURICOSITY (WE LEARN)
  - COMPASSION (WE CARE)
  - RESILIENCE (WE PERSEVERE)
- Providing professional support for staff in the implementation of the school and departmental policies and procedures
- Explicit teaching of skills associated with social and emotional learning
- Developing processes and frameworks and implementing them using teams of people/expertise to ensure all students have the right to learn eg PBS committee, Local Consultative Committee, EATSIP’s committee, P&C Association + sub committees, Special Needs Committee
- Having students progressively become more responsible for their personal goal setting, monitoring and review in collaboration with teachers and parents through the use of the PLP’s