Harlaxton State School

Learning and Wellbeing Framework

LEARNING ENVIRONMENT

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

Harlaxton State School addresses this through:

- Having an explicit positive ethos as demonstrated in its school vision: “Making Connections-Creating Opportunities”
- Implementing a Whole Child approach through the IDEAS process
- Explicitly teaching Values lessons around our three values of Respect, Relationships and resilience
- Including Indigenous perspectives in curriculum across all year levels
- Encouraging families to read and discuss the Responsible Behaviour Plan for Students
- Providing pastoral care that includes: chaplaincy program, mentoring program, counselling service
- Acknowledging and celebrating diversity-Students With disabilities fully integrated into mainstream classes, NAIDOC celebrations encompassing all cultures
- Responding to individual student needs through fortnightly Support Group meetings
- Providing additional support for identified students: ESL support, Denise Kable, Chaplain, Guidance Officer, Speech language Pathologist, Occupational therapist, Physiotherapist, counsellor, Support Teacher: Literacy & Numeracy, Special Education Teacher
- Providing the opportunity for all year seven students to become a school leader and take responsibility for various roles within and outside the school
- Rewarding positive behaviour through postcards, student of the week
- Expectations are explicitly taught and reinforced through the Behaviour Boards and Individual Behaviour Plans
- Training for all staff in Choice Theory/Reality Therapy and Understanding Poverty (Ruby Payne)

CURRICULUM & 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.

Harlaxton State School addresses this through:

- Planning units of work which include differentiation through Waves of Intervention
- Completion of Support profiles and Individual support Plans as required
- Managing transitions between year levels and high school through chaplains and Indigenous Education worker
- Collecting and analysing data to inform instructional approaches through use of Data Walls, Australian Early Developmental Index (AEDI), ACER Wellbeing Survey, Words Their Way Responding to the academic and pastoral needs of students using referrals to Chaplain, Guidance Officer or other
- Embedding social and emotional learning across all curriculum areas, including explicit teaching of Values (Respect, Relationships and Resilience) and all staff using common language (Choice Theory/Reality Therapy). Use of Happiness and Organisation posters
- Creating opportunities for students to participate in service learning and extracurricular activities through Year 7 leadership model, interschool sport, Vibe 3 on 3 (PCYC), camps, Amaroo, Denise Kable, mentors
- Participation by staff in professional development including:- Marzarno, Ruby Payne, CT/RT, Embedding Indigenous Perspectives
- Visioning through IDEAS and The Whole Child

PARTNERSHIPS

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

- Developing positive relationships through CT/RT, 5 week contact with parents, twice a year parent interviews and “open door “policy. Weekly newsletter and Facebook
- Development of partnerships including:- QOKKA, Smith family, Toowoomba North COC, New Hope Community care, Mercy services, Child safety, private medical specialists, Downlands College. PACE, school cluster including North SS and Rockville SS; North Cluster and like school cluster
- Offering a Chaplaincy program

POLICIES & PROCEDURES

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

- Agreement on school-wide approaches to supporting student learning and wellbeing through The Whole Child Vision and the development of the Learning and Wellbeing Framework
- Ability of our Values program to be built upon for policy intentions
- Focusing on building a culture of high expectations for all teaching and learning by setting targets
- Recognising and taking into account students’ age, gender, disabilities, cultural backgrounds, socio-economic situations and their emotional states
- Recognising the rights of all students to express opinions in an appropriate manner and at the appropriate time and work and learn in a safe environment regardless of their age, gender, disabilities, cultural, backgrounds or socio-economic situations and receive adjustments appropriate to their learning and/or impairment needs.

- ICSEA %- 4
- 43% Indigenous enrolments

Harlaxton State School
Band 7
Prep to Year 7
Band 7
Prep to Year 7