



# HARLAXTON STATE SCHOOL'S

## Learning and Wellbeing Framework



Harlaxton state School  
Band 7  
Prep to Year 6  
ICSEA 3%  
30% Indigenous enrolments  
44% Ezidi enrolments

Making Connections  
Creating Opportunities

### 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
- Explicitly teaching 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, differentiated C2C units, NAIDOC celebrations encompassing all cultures
- Responding to individual student needs through fortnightly Support Group meetings
- Providing additional support for identified students- Denise Kable, Chaplain, Guidance Officer, Speech Language Pathologist, Occupational therapist, Physiotherapist, Support Teacher: Literacy & Numeracy, EALD teachers and Teacher Aides, QPASS
- Providing the opportunity for all Year Six 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 Essential Skills for Classroom Management and Classroom PBL

### 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 aligned to the appropriate Achievement Standards
- 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 and other support agencies
- Embedding social and emotional learning across all curriculum areas, including explicit teaching of Values (Respect, Relationships and Resilience) and all staff using common language (PBL).
- Creating opportunities for students to participate in service learning and extracurricular activities through Year 6 leadership model, interschool sport, Emu Gully camp, Amaroo, Denise Kable, mentors
- Participation by staff in professional development including;- Classroom PBL, Inclusive Practices, Embedding Indigenous Perspectives

## PARTNERSHIPS

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

- Developing positive relationships through CT/RT, regular contact with parents, twice a year parent interviews and 'open door' policy. Weekly newsletter, texts to parents and Facebook page
- Development of partnerships including; Smith Family, Toowoomba North COC, New Hope Community care, Mercy Family Services, DoCS, Multicultural Australia, QPaSS, private medical specialists, Downlands College, PACE, PCYC, working with 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 PBL 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.