



# HARLAXTON STATE SCHOOL

## Learning and Wellbeing Framework



Harlaxton state School  
Band 7  
Prep to Year 7  
ICSEA %- 4  
43% Indigenous enrolments

### 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, NAIDIC 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 Well-being 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.