LEARNING ENVIRONMENT

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

Haden State School does this by:

- promoting the school vision to empower our students to become resilient life-long learners as active participants in a changing world and authors of a sustainable future
- promoting the school aim to create a safe, caring, tolerant and disciplined environment where children, staff and parents communicate effectively to provide purposeful learning through excellent teaching adding value to all students everyday
- having a strong commitment to involving parents in all aspects of their child/children’s education
- respecting the importance of the individual’s intellectual, social, emotional and physical growth, whilst maintaining that individual rights and responsibilities must contribute to a positive community spirit
- development of a Responsible Behaviour Plan for Students in collaboration with the school community and designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community
- ensuring parents are consulted, supported and involved to facilitate the supportive school environment
- implementing You Can Do It, a national mental health promotion, prevention and early intervention initiative aimed at primary school-aged students
- creating an attractive physical environment e.g. well established grounds and oval, range of art work beautifying school buildings
- maintaining our strong team ethos across the school
- providing opportunities for staff to maintain their own wellbeing through our health and wellbeing program and activities and our staff social club
- building the capacity of our Student Leaders and School Council who regularly meet, present ideas and participate in leadership training opportunities
- embedding our school’s Code of Behaviour and Cyber Safety to Care for Yourself, Others, Learning and School.

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.

Haden State School does this by:

- ensuring teachers implement this framework as either part of a whole school focus, planned class program or on an incidental needs basis, e.g. in the playground as situations arise. The framework focuses on community and school rules, values, rules and expectations, verbal and visual cues and prompts and self-management strategies
- developing students’ visual and verbal cues and prompts to build self-management strategies when in unstructured situations
- providing staff with resources to teach and reinforce our valued behaviours
- developing and implementing a challenging curriculum which emphasises higher order thinking, deep knowledge, intellectual engagement, connectedness, differentiation and a supportive school environment
- ensuring there is a clear understanding of the links between responsibility for one’s learning and one’s behaviour and this is reinforced daily, as cognitive processes need input from our emotions to be effective
- communicating and implementing this framework through modelled behaviour, use of a common language and reinforcing positive behaviour
- providing resources for staff to teach, reinforcing our valued behaviours
- providing supporting resources for parents and students
- reinforcing positive behaviour through a consistent system of recognition and rewards for both learning and behaviour
- teaching confidence, resilience, persistence, organisation and getting along as lifelong skills for wellbeing
- demonstrating a commitment to pedagogical training, enhancement, focus and evidence of embedded practice of differentiation
- ensuring staff use data to track and inform best instructional practices
POLICIES AND PROCEDURES

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

Haden State School does this by:

- providing parents with up-to-date information about social and emotional wellbeing through the School Newsletter
- promoting and celebrating individual and school achievements through both the school newsletter, school website and local media
- promoting staff wellness and emotional development through appropriate professional development and a variety of resources.
- ensuring that policies and procedures explicitly address the links between social and emotional competency and productive learning
- explicit teaching of skills associated with social and emotional learning: self-awareness, self-management, social awareness, relationship skills and responsible decision-making
- having students progressively become more responsible for their personal goal setting, the monitoring and review in collaboration with teachers and parents
- using timely and explicit feedback as a critical element in guiding actions
- evaluating and assessing whole school, year level, class and individual performance against benchmarks and indicators, via interrogation of trend data
- working collaboratively with our Student Council and School Parents and Citizens’ Association to develop and review policies and procedures
- utilising our annual School Opinion Survey, along with our school generated Parent Survey to gain feedback on our policies and procedures
- working closely with our teachers to align policies and curriculum through our established school planning model that involves all year level teachers and is maintained through our head of curriculum
- providing a Parent Reference section in the Resource Centre to support social and emotional wellbeing of students.

PARTNERSHIPS

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

Haden State School does this by:

- creating a significant sense of recognition and belonging among all groups within the school
- establishing meaningful partnerships both within and outside the school with a focus on providing the best education for all students
- working with relevant support and community groups to meet the needs of particular students and, if relevant, their families
- ensuring that teaching is connecting and respecting the life experiences and cultures of our students
- ensuring that school is a happy place and that students have a sense of belonging to the school
- acknowledging and valuing parents as an integral part of their child/children’s education and of the school community
- ensuring relevant and timely communication between the teacher, the child and the parent/s and/or caregivers
- maintaining strong relationships with family groups in recognition of diverse cultures through special events such as Harmony Day, NAIDOC, welcoming ceremonies, greetings in various languages at school entry and on parades
- monitoring school attendance and morale as indicators (positive or negative) of social and emotional competence within staff and students at the school.