

Laidley State School School

Learning & 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.

Laidley State High School does this by:

- fostering School Wide Positive Behaviour by promoting the school principles of respect, responsibility, learning and safety
- promoting the school's values of ASPIRE-Ambition, Self Belief, Perseverance, Integrity, Respect and Empathy
- 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
- employing an Indigenous Teacher's aide who provides learning and emotional support for all Indigenous students
- employing a School Chaplain who provides pastoral care and values-based support to our school community
- creating an attractive physical environment e.g well established grounds and oval, well maintained school buildings

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.

Laidley State High School does this by:

- developing and implementing a challenging curriculum which utilises a consistent pedagogical framework within the school
- explicitly teaching students expected behaviour
- explicitly teaching students knowledge and values related to Literacy, Study Skills, Health: Well Being and harm minimization, Career and Goal planning, Leadership, Relationships and Personal Development within the subject of Personal Career and Development
- regularly ensuring there is a clear understanding of the links between responsibility for one's learning and one's behaviour
- providing resources for staff to teach, reinforcing our valued behaviours
- providing staff opportunities to participate in appropriate professional development
- providing supporting resources for parents and students
- reinforcing positive behaviour through a consistent system of recognition and rewards for both learning and behaviour.

Policies & Procedures

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

Laidley State High School does this by:

- having a cohesive approach to learning and wellbeing by linking procedures and processes to Values and Principles
- 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
- providing professional support for staff in the implementation of school policies and procedures
- 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
- consistent implementation of school policies e.g. Attendance, Student Punctuality, Emergency Evacuation Procedure
- effective use of Behaviour Level System to provide rewards for positive behaviour and consequences for negative behaviour
- effective use of School Diaries

Partnerships

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

Laidley State High 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
- maintaining a Student Support Group who utilize referrals from staff to provide relevant support to students in need.
- working with community groups to meet the needs of particular students and, if relevant, their families
- acknowledging and valuing parents as an integral part of their child/children's education and of the school community
- developing effective procedures for communicating with parents in a timely manner
- maintaining strong relationships with family groups in recognition of diverse cultures through special events such as, NAIDOC week
- monitoring school attendance and morale of students and staff through attendance records and the School Opinion Survey
- promoting and celebrating individual and school achievements through both the school newsletter, school website and local media
- effectively utilising the support provided by external organizations such as Youth Connections, the Youth Support Co-ordinator and the School Nurse
- promoting staff wellness and emotional development through appropriate professional development and a positive relationships.
- developing productive partnerships with employers, TAFE and the Universities to maximize learning opportunities for students