



Wellbeing for learning and life

Hatton Vale State School commitment to learning and wellbeing

LEARNING ENVIRONMENT

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

Hatton Vale State School does this by:

- Promoting the school vision of *Believe and you'll dare to Become*.
- Promoting a safe, caring, supportive school environment with a focus on learning.
- Implementing the Responsible Behaviour plan for students with a focus on the four expectations of Being a Learner; Being Responsible; Being Respectful; and Being Safe
- Promoting inclusive practices across the school in both the implementation of the curriculum and teaching practices.
- Acknowledging and rewarding students displaying the four expectations through participation in Clubs and Class Rewards Systems in all areas of the school.
- Providing ongoing commitment to improvement in staff expertise through participating in profiling and accessing Regional Support Staff.
- Providing pastoral care and values-based support to the student and parent community through the school chaplain.
- Providing a weekly breakfast club with support from local churches.
- Maintaining an attractive physical environment in the school grounds and the classrooms.
- Supporting teachers and students in their respective roles to maximise learning time in classrooms.

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.

Hatton Vale State School does this by:

- Implementing a whole school curriculum that incorporates C2C and implementation of other learning areas in the QCAR Framework.
- Developing and implementing the HVSS Pedagogical Framework with an emphasis on explicit teaching.
- Developing and encouraging a positive disposition and love of learning.
- Following the Code of School Behaviour with a common language and consistency across the school from all teaching and non-teaching staff.
- Developing and implementing a range of gender-based programs to support the social and emotional development of our students.
- Providing ongoing support in catering for the diverse needs of students with specific social/emotional concerns.
- Having clearly articulated practices for reporting suspected harm or neglect to ensure students' wellbeing.





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POLICIES AND PROCEDURES

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

Hatton Vale State School does this by:

- Implementing the HVSS Code of school Behaviour and articulating to parents clear expectations around learning in classrooms.
- Implementing the HVSS Pedagogical Framework with a focus on explicitly teaching students and monitoring learning so all students are achieving success.
- Ensuring staff compliance with the Student Services Referral Process for any concerns regarding students' academic, social, emotional or physical well-being.
- Continuing the work of the PBL in reviewing and updating the school processes and procedures in the Code of School Behaviour
- Reviewing the data on sick bay attendance and absenteeism and analysing possible causes and solutions.
- Developing clear and open processes for reporting and communicating concerns to parents using OneSchool to record contact.
- Continuing the work of the social committee in developing a collegial staff.
- Providing pastoral care for staff and supporting the well-being of all staff members.
- The development of the PACE Framework (Parent and Community Engagement)

PARTNERSHIPS

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

Hatton Vale State School does this by:

- Continuing the focus on respectful and caring relationships between staff, students, parents and community members.
- Establishing positive learning environments by explicitly focusing on using kind words for peers and positive friendship groups.
- Acknowledging and valuing the importance of parents and/or carers as the first educators in each child's life and fostering these relationships.
- Ensuring school is a place where students feel they belong and have a sense of pride in the school.
- Exploring the connection with Allied Health Services at Griffith University or Qld University to establish HVSS as a training centre for students' practical experience.
- Establishing closer relationships with DOCs, Community Health Services, Lockyer Multicultural Services and other organisations to support the well-being of all students.
- Promoting and celebrating successes in the school through regular newspaper articles, publications and updating the school website.
- Ensuring the PBL Team are supporting staff wellness and work/life balance.
- Exploring a range of extracurricular activities to engage students out of school hours.

