



Darling Heights State School's

Commitment to

Learning & Wellbeing



Darling Heights State School is located in Toowoomba, Queensland.

It is a Band 9, Prep to Year 7 Primary School, with a high English as a Second Language/Dialect Learner groups, including students born overseas and those of a migrant heritage as well as Aboriginal, Torres Strait Islander and South Sea Islander populations.

LEARNING ENVIRONMENT

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

Darling Heights State School does this by:

- Promoting the School Vision to empower our students to become resilient lifelong learners and active participants in their education.
- Promoting the school's aim to provide a safe, caring, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.
- Promoting and encouraging high standards of responsible non-violent behaviour through the STAR Values framework (Students value Safety, Thinking, Acting Responsibly and Respect).
- Development of a Responsible Behaviour Plan for Students in collaboration with the school community which is designed to facilitate high standards of behaviour so that learning and teaching is effective and students participate positively within the school environment.
- Employing a School Chaplain who supports our pastoral care program and models and promotes our school values within the community.
- Ensuring that parents are consulted, supported, informed and involved to facilitate the supportive school environment.

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.

Darling Heights State School does this by:

- Developing and implementing a challenging curriculum which emphasises intellectual engagement, connectedness, differentiation and a supportive school environment.
- Developing a School Wide Pedagogical Framework in order to reinforce the valued behaviour and ensure consistency of approach across the whole school.
- Aligning this SWP Framework with STAR values delivered across the school as part of School Wide Positive Behaviour Support.
- Ensuring that teachers implement the SWPBS framework as part of a whole school focus. This framework focuses daily on community and school values, rules and expectations, verbal and visual cues and self-management strategies.
- Providing staff with Behaviour Wall resources to teach and reinforce our STAR values.
- Ensuring that there is a clear understanding of the links between responsibilities for one's learning and one's behaviour is reinforced daily through the use of the Behaviour Wall.
- Awarding Class Gotcha and Principal Awards to students identified as significantly contributing to the wellbeing of the classroom.
- Developing and implementing individual support profiles for students with high behavioural needs and through the Behaviour Reference Group, enabling staff to make the necessary adjustments to support these students.

POLICIES & PROCEDURES

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

Darling Heights State School does this by:

- Having a cohesive approach to learning and wellbeing by linking SWP, SWPBS and STAR values.
- Developing processes and frameworks as well as implementing them using teams of people best suited to the task to ensure all students' right to learn.
- Ensuring that decision making happens as close as possible to those upon whom it impacts and that all relevant groups are represented on the Student Support Services and Behaviour Reference Group committees.
- Ensuring that policy 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, social awareness, relationship skills and responsible decision making, Rock and Water and the Shine program.
- Ensuring parent involvement on relevant policy making Committees such as SWPBS.
- Using timely and explicit feedback from Students, Teachers and Parents as a critical element in guiding actions.
- Providing a dedicated section of the school newsletter which encourages parents to be actively and positively involved in school behaviour expectations.

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

Darling Heights State School does this by:

- Creating a sense of recognition and belonging among all groups within the school.
- Ensuring that teaching is connecting and respecting the life experiences and cultures of our students.
- Maintaining strong relationships with family groups through special events such as Harmony Day, NAIDOC Week and Australia Day.
- Maintaining a learning environment that supports the needs of identified students through the provision of various support staff, eg Chaplain, Guidance Officer, HOSES.
- Providing professional development opportunities to staff to increase their knowledge in ways to work with students with specialist and or mental health issues such as those related to Children in Care, Refugees and those with a Low Incidence Disability.
- Working in partnership with Social Workers /Teachers/ Guidance Officers who provide services outside the school. This includes Child Youth and Mental Health Services, the Toowoomba Behaviour Support Centre, RAI and the Management of Young Children's Program.
- Offering the Shine Program to female students in the Senior School by liaising with the City Women group.
- Ensuring relevant and timely communication between the Teacher, the Child and the Parents and/or Caregivers.
- Monitoring school attendance and morale as indicators of social and emotional competence within the school.

