



Wellbeing for learning and life

Helidon State School's commitment to learning and wellbeing

LEARNING ENVIRONMENT

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

Helidon State School does this by:

- Promoting our school beliefs by pursuing intellectual excellence; fostering positive relationships; embracing individuality; connecting with the community and promoting healthy, active lifestyles.
- Providing a warm, caring environment with dedicated staff who are responsive to the needs of all students.
- Providing pastoral care programs which include mentoring opportunities, access to our school chaplain and lessons that develop social and emotion capabilities.
- Applying a consistent, school-wide positive behaviour program (SWPSB).
- Rewarding and celebrating success – academic, sporting, behavioural, cultural by Students of the Week, Helidon Star, attendance awards, classroom awards, classroom displays of student work – promoted to the wider community through the school newsletter, website and school noticeboards.
- Providing opportunities for all students to learn and succeed by acknowledging individual differences.
- Ensuring students have opportunities to participate in school decision making processes through the Student Council.
- Maintaining a safe cyber environment through education, school policies and supervision.
- Committing to professional development.
- Providing Professional Development opportunities to support staff well-being.

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.

Helidon State School does this by:

- Embedding social and emotional capabilities through the delivery of the National Curriculum, Essential Learnings and the Early Years Curriculum Framework and by explicitly teaching the skills and strategies to understand and manage themselves and their relationships.
- Building positive relationships between staff and students by providing a supportive school environment that is responsive to the individual needs of students.
- Making students aware of the expectations required of them to achieve well in their schooling. Staff explicitly teach students the strategies required to be active autonomous learners.
- Providing leadership roles for students throughout the year such as Student Council activities, conducting school parades and participating in community events.
- Providing extracurricular activities for students such as participation in competitive and non-competitive musical performances, academic challenges, community involvement and sporting events.
- Providing Professional Development opportunities to support staff in the delivery of the curriculum and pedagogy.
- Providing leadership opportunities for the students such as Young Leaders conferences.





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POLICIES AND PROCEDURES

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

Helidon State School does this by:

- Involving parents and students in the regular review of policies and procedures and determination of computer usage, class and playground rules.
- Clearly defining staff roles within the school community.
- Encouraging students to take active steps in tackling bullying, prejudice and other behaviours that have a negative impact on wellbeing through reinforcement of school values at small group, class and whole school level.
- Designing curriculum with a focus on the individual; using data to drive decisions.
- Providing opportunities for students to have a 'voice' in the school.
- Implementing EQ policies and procedures such as inclusive education, smart choices, smart moves, Student Protection, Sun Safety Strategy, First Aid, Anaphylaxis Guidelines, Road and Rail Safety, Code of Conduct and Asbestos Training.
- Implementing EQ procedures such as
- Providing professional development programs to support policies being enacted by the school.

PARTNERSHIPS

Productive partnerships between students, teachers, parents and carers, support staff and community groups to expand the knowledge, skills and resources available in the school

Helidon State School does this by:

- Working with parents to optimise student learning and wellbeing.
- Engaging a range of school based services and external agencies to support students and their families – MYCP, medical staff, local services (police and fire brigade), Child Youth and Mental Health Service, Child Safety, Youth Services Coordinators, Speech Pathologist, SEU Gatton, Dental Van, Guidance Officer.
- Fostering positive relationships with students within the school/wider community. Small/large group visits to BUPA (nursing home) and the encouragement of reciprocal visits.
- Encouraging parent, caregiver and community involvement in the daily activities of the school.
- Informing parents, caregivers and the wider community about school happenings/events through the newsletter, website and school signs.
- Promoting community partnerships that support wellbeing such as Helidon Community Playgroup, Kate's Place, sporting organisations, PALS (high school) transition program.
- Providing professional development programs that support these partnerships.

