Laidley District State School’s commitment to learning and wellbeing

Laidley District State School is located in the Lockyer Valley, east of Toowoomba in a fertile farming area. Our school is Band 9, Prep to Year 7, with a highly transient population, in a low socio-economic area and was severely flood effected in the 2011 and 2013 floods. Our average school population is 500 students. Approximately 60% of our students live outside the town area either south of town in the Laidley Creek catchment or north of town in recently established housing estates.

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 District State School does this by:

- encouraging our students to live our school motto: Open fields, endless possibilities
- promoting high standards of responsible non-violent behaviour through our school rules: I am Responsible, I am Respectful, I am Ready to Learn
- being committed to providing a safe, respectful and disciplined learning environment for students and staff where students have the opportunity to engage in quality learning experiences, acquire values supportive of their lifelong wellbeing and experience success on a daily basis.
- operating a whole school approach to positive behaviours (SWPBS) with stakeholders taking an active role in the development and implementation at our school.
- using clearly stated school and playground expectations that are displayed for all to see, refer to and follow.
- using clearly stated positive behaviour rewards within the behaviour system (SWPBS) so all stakeholders know what rewards are given for positive behaviours.
- displaying a behaviour plan and reward system on a Behaviour Wall in every classroom (SWPBS)
- operating a Breakfast Club in partnership with the school chaplains and volunteers from Laidley churches
- operating an area of refuge and respite for children, who have difficulties interacting in social situations with other children, at break times.
- providing a setting in which children can reflect on their behaviour and learn about doing the right thing and becoming responsible for their own actions.
- Providing classroom rewards for increasing attendance on a whole class basis

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.

Laidley District State School does this by:

- delivering lessons on the whole school approach to positive behaviours (SWPBS) incorporated into the curriculum via parade presentations and class lessons
- instructing anti-bullying lessons within the curriculum as part of the SWPBS behaviour system to maintain consistency across the school.
- developing and implementing individual support profiles for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings using data driven decisions.
- capacity building of staff by training a team of First Steps in Reading and a team of First Steps in Number who work with staff to support and build literacy and numeracy capacity and embed best practice pedagogy throughout the school.
- capacity building of teachers to deliver the National Curriculum by implementing year level peer mentoring sessions regularly and peer moderation sessions each term.
- using an explicit approach to teaching the curriculum and ensures each student knows what is being taught.
- Implementing an oral language program targeted at increasing students’ vocabulary bank to respond to a data driven need for increased development.
- Offering a wide range of extracurricular activities including concert band, choir, Zumba, archery, cooking, scrapbooking, photography, touch football, softball, netball and soccer in our Thursday afternoon activities clubs.
- Encouraging student leadership in the school by attendance at leadership training events and by hosting the weekly assemblies.

*The mention of specific organisation, programs or resources does not imply that they are endorsed by the Department of Education, Training and Employment.*
POLICIES AND PROCEDURES
Policy intentions are transformed into action by school staff, students and the wider community.

Laidley District State School does this by:
- Focusing on building a culture of high expectations for all teaching and learning
- Setting and maintaining high expectations of conduct, respectful attitudes and performance
- Utilising school and community support through P&C, classroom and chaplaincy breakfast volunteers
- Considering the individual circumstances of students when applying support and behaviour management consequences using data driven decisions
- Promoting an environment responsive to the diverse needs of students by weekly meeting of LNAP to establish and review learning plans and individual student differentiation plans
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the school behaviour code via the school’s referral system
- Recognising and taking into account students’ age, gender, disabilities, cultural backgrounds, socioeconomic situations and their emotional states when differentiating
- Recognising the rights of all students to express opinions in an appropriate manner and at the appropriate time and work and learn in a safe environment regardless of their age, gender, disabilities, cultural backgrounds or socioeconomic situations, and receive adjustments appropriate to their learning and/or impairment needs.
- Providing opportunities for students to have a voice in the school in Student Council attended by school, house, arts and class captains
- Using positive reinforcement every school day and acknowledging positive behaviour by awarding Student of the Week at weekly parades and Laidley Legends of the Term for each class and specialist teacher at special end of term parades
- Rewarding students who maintain a green behaviour level with a special activity at the end of each term.

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

Laidley District State School does this by:
- Working closely with all agencies – particularly Department of Child Safety, Key Assets, Evolve, Child Mental Health and Butterfly Kids Psychology Group as well as our school’s Adopt-a-Cop.
- Working closely with all Regional Support Staff particularly the Behaviour Support Teacher, Speech Pathologist, Advisory Visiting Teachers in areas of physical impairment, visual impairment, hearing impairment and Assistive Technology
- Providing a Breakfast Club for students which is sponsored by the local churches and school community donations
- Maintaining a School Choir comprised boys and girls who perform at school and community functions within and outside of the school
- Maintaining a Chaplaincy Program staffed by a male and a female chaplain.
- Maintaining a fortnightly newsletter with contributions from the Administration team and specialist teachers as well as individual Student KIT (Keep in Touch) books for positive home school communication
- Explicitly communicating between all stakeholders on student progress and wellbeing via KIT books thus alerting families to any problems or action plans for problem solutions
- Ongoing professional development of the SWPBS internal coach and committee occur on a regular basis on campus and at regional professional development sessions.