Highfields State School
“Flying High with Learning”

Highfields State School is a Band 10 school in the Darling Downs South West Region. Classes range from Prep to Year 7 with a Cluster based Special Education program. LOTE is Japanese. We are a National Solar Schools recipient. Our programs are supported by an active P&C and School Council. Highfields uses “You Can Do It” strategies to support student social and emotional learning.

LEARNING ENVIRONMENT

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

Highfields State School does this by:

- Belief that students “Fly High with Learning” through Intellectual Rigour, Positive Relationships, Embracing Individuality and Connecting with Communities
- Using the “Five Keys to Success” – Confidence, Persistence, Organisation, Getting Along, Emotional Resilience to support and celebrate the social and emotional capabilities of our young people through weekly awards based on “Five Keys”.
- Having a Responsible Behaviour Management Plan based on Essential Skills for Classroom Management and featuring school wide expectations of: Be Safe, Be Respectful, Be a Learner, which manifests itself in classroom rules, playground expectations and reflection on choices in both Junior and Senior Re-Think Rooms
- Supported socialisation for the Junior School through the Year 7 monitor process in the playground
- Having an Improvement Agenda that encompasses the whole school
- Regularly collecting and exploring data on our students through a whole school framework to fine tune learning.
- This is supported through the Special Needs Reference Group

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.

Highfields State School does this by:

- A shared understanding of contemporary reading pedagogy through all teachers being trained in First Steps in Reading
- Instigation of NAPLAN Action Plan
- School Leadership Program for all Year 7s
- Consolidating explicit teaching practices in every classroom with the expectation that “every child will learn” supported by staff nominated PD.
- Negotiated goal setting for individuals and groups across KLAs and in behavioural contexts
- Designing curriculum offerings that cater for individuals with differing entry and exit points
- Respecting, recognising and developing talent and ability
- Embedding “You Can Do It” ethos across KLAs
- Providing opportunities for students including ICAS competitions, Interschool sport, Speech Therapy, Literacy intervention, Darling Downs Maths team Challenge, Amaroof Environmental excursions, Student Leadership programs, extensive instrumental and choral programs, percussion ensembles, Fanfare, TYME in the Park, Drama Festival, Optiminds, School Camping programs, Chess Club, Tennis Coaching, Athletics, Swimming and Distance running, lunch time organised sport comps.

*The mention of specific organisation, programs or resources does not imply that they are endorsed by the Department of Education and Training.*
POLICIES AND PROCEDURES

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

Highfields State School does this by:
- Special Needs Reference Group
- Smart Choices, Sun Safe, Cyber Bullying, Book Work policies
- Differentiation; both academic and emotional
- Consistent positive behaviour outlined in the school’s Responsible Behaviour Plan for students including school wide expectations of student behaviour.
- Planning of relevant, appropriate, inclusive curriculum that includes gender, disability, abilities, culture and race within an organisational structure and ethos that supports and fosters participation and belonging
- Pastoral care - special group support for pre teenage girls, impulsive boys, children with similar challenges through Guidance Officer
- Seasons program for students encountering grief and loss.
- 123 Magic- support for parents with Behaviour Management
- Support for families battling cancer- counselling, meal drops, differentiated treatment
- Chaplaincy and RI support from District with local representation in committees
- Active Local Consultative Committee
- Transition commitment for- Pre-school to Prep, Prep to Yr 1, handovers for Special needs children to new classes, Children in Care to new classes, Yr 7 to High school
- Whole school and administration commitment to reflection and review of how support systems are working and fine tuning to support student well being
- PD for staff on student mental health issues, Reactive Attachment Disorder
- Regular PD organised to support students with medical issues- epilepsy, diabetes, asthma, specialist medications using health nurse

PARTNERSHIPS

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

Highfields State School does this by:
- Staff- student- parent/carer triangle
- Support from outside agencies including Dept of Child Safety, Evolve, Child Youth and Mental Health, Lifeline, Cerebral Palsy League, Management of Young Children Program, Denise Kable, Dept of Communities, Child Development Services, Toowoomba Base Hospital, Private paediatricians, specialists and psychologists, Police
- School partnerships that support wellbeing- Defence School Transition Aide, Chaplain, School Nurse
- Active members of Highfields Better Business group, Highfields District Sport and Recreation Association and Highfields Australia Day celebrations
- Community Facility hire – Churches, Dance groups, Quilters, Zen do Kai, sporting organisations
- RSL support through addresses to students and Anzac day
- Chaplaincy and RI Committees to support emotional and spiritual needs of students
- Brownsholme Aged Care visits by Year 7 students
- Music performances for surrounding schools
- Specific programs like You Can Do It, Seasons, 123 Magic behaviour program that builds social and emotional capabilities in students and provide coping mechanisms
- Staff understanding that the relational aspects of teaching are the building blocks for better outcomes where students can make mistakes and learn in a supportive and encouraging environment.
- “Walk for Daniel” to promote Child Safety initiatives and visits from the Life Education van

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