Fairview Heights State School is an IDEAS school, with a current enrolment of 582 students, and is committed to learning and wellbeing.

**LEARNING ENVIRONMENT**

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Fairview Heights State School does this by:

- Promoting the school ethos and values through a Whole School Visions Program which is designed to build a sense of community and pride in achievements
- Implementing a strong whole school Responsible Behaviour Plan using the PODS strategy (Practising Safety, Overall Respect, Demonstrating Learning, Showing Responsibility)
- Building leadership capacity in older students through Monday leaders meetings who actively pastorally care for fellow students
- Providing opportunities for Year 7 students to participate in programs to develop resilience, positive self esteem and good decision making. Strength (boys) and Shine (girls)
- Constantly reinforcing the school values to the wider school community through newsletters, websites, assembly, parent information sessions
- Supporting students through the school's Chaplaincy Program
- All staff promoting and supporting student wellbeing through Visions program
- Utilising the school's Guidance Officer’s knowledge in providing Professional Development to school staff focussing on student wellbeing.

**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.

Fairview Heights State School does this by:

- Including social and emotional learning as the central component of the school’s Visions program
- Implementing the Fairview Heights Explicit Instruction Framework across the whole school to ensure consistency of approach
- Implementing Fairview Heights Bookwork Expectations from Years 1 – 7
- Setting individual learning goals for all students
- Celebrating goals achieved through class and whole school celebrations
- Enabling previous teacher to share individual student profiles with new year level teacher to ensure easier transitions
- Tracking student progress through whole school assessment guidelines and benchmarks
- Encouraging collaboration within cohorts and across year levels to ensure consistency
- Providing staff with professional development on C2C implementation, differentiation, ICT, behaviour support, goal setting, data tracking and analysis, coaching and mentoring
- Ensuring the schools’ values are explicitly taught through the Visions program across the school
POLICIES AND PROCEDURES

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

Fairview Heights State School does this by:

- Embedding the IDEAS framework into all policies and procedures across the school
- Providing older students with an opportunity to play an active and significant role in the governance of the school through Leadership Meetings
- Setting and maintaining high expectations of behaviour through PODS strategy
- Providing parents with a variety of opportunities to have input into the governance of the school
- Running dedicated literacy blocks across the whole school focussing on reading and comprehension skills
- Holding SAMS meetings – Student Achievement Meetings to track and analyse data
- Holding monthly BUDS meetings in cohorts – Be Understanding Delivering Successes to share best practice and assist with mentoring and coaching
- Providing relevant Professional Development delivered by staff who are leaders in their field
- Holding regular SMT meetings to discuss whole school governance

PARTNERSHIPS

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

Fairview Heights State School does this by:

- Engaging parents and community members through a variety of regular communications
- Fostering close partnerships with our feeder high school (Wilsonton Campus) through regular visits and communication
- Conducting Parent information sessions
- Placing emphasis on the development of the whole individual and staff focussing on getting to know students (SAMS meetings)
- Maintaining a learning environment that supports the needs of identified students through the provision of various support staff (e.g. Chaplain, Guidance Officer, Speech Therapist, Learning Support)
- Monitoring morale of students, staff and parents through data collected from School Opinion Survey
- Employing a range of community engagement strategies which bring the community into the learning environment (woodworkers, mentors)
- Providing Professional Development around coaching and mentoring for staff

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