

STUDENT WELLBEING MARCH 2015

LEVEL 1 – RESOURCING

What resources will we utilise to support Student Wellbeing?

- ✚ Assistant Principal Wellbeing. Allocate appropriate budget including PITW.
- ✚ PCW, ACEO. SSO class and yard support.
- ✚ Identify FLO students and allocate a FLO case manager.
- ✚ Wellbeing Committee to develop processes and share information leading to whole school understandings and agreements.
- ✚ Develop student voice and leadership – SRC House Captains, Peer Mediators, and Crossing SSO class and yard support Monitors.
- ✚ Survey tools to be used with students, staff and families
- ✚ Programs include PITW, Buddy Class, Kidz Biz, Choir, After School Sports, Sports Clinics, Student 2 Student Reading Program, Life Ed Van, Swimming, Premiere Reading Challenge, Rainbow Reading, Quick Smart Maths, Crime Prevention Training Workshops and PCW programs (Breakfast Club, Boys/Girls Clubs, What's the Buzz?)
- ✚ Texts and school resources (Posters and On-line Resources), Click view
- ✚ PD – PITW, SMART, PALS, Kids Matter, Keeping Safe, Child Protection Curriculum
- ✚ Community Resources – Local businesses, Headspace, CAMHS, ICAN, Local Council, RSL, Variety Club, SAFC

LEVEL 3 – CHANGES IN THINGS LEARNERS DO

How will we see students learning, in ways to support their wellbeing?

- ✚ Participating fully in all aspects of their learning, striving for excellence and realising their full potential in an emotionally and socially competent manner
- ✚ Articulate and enact School Values of: Friendliness, Empathy, Courage, Persistence, Resilience and Good Manners
- ✚ Self – regulate, develop coping and problem solving strategies
- ✚ Articulate their needs and feelings
- ✚ Approach tasks with optimism and enthusiasm
- ✚ Accept responsibility for their own responses and learning
- ✚ Engage in school events/activities/learning opportunities i.e. SAPSASA, Choir
- ✚ Improved attendance from at risk students
- ✚ Reduced yard issues, low level to high level
- ✚ Students showing initiative, independence, confidence, support for each other, risk taking in learning
- ✚ Stronger parent engagement
- ✚ Students are having fun and relationships are built upon and maintained between staff, students and families

LEVEL 2 – CHANGE IN THE THINGS TEACHERS DO

What pedagogies will we implement to support student wellbeing?

- ✚ Develop understanding and pedagogy to especially engage children with social/emotional challenges i.e. PITW, Restorative Practices, Emotional Thermometer
- ✚ Engage with families and support services i.e. ATSI Council, Governing Council, Family Ties, Families SA, Smith Family
- ✚ Personal and frequent contact with families
- ✚ Differentiate for all students
- ✚ Recognise when students need an alternative response/task
- ✚ Create a classroom culture of increased tolerance aligned to our values
- ✚ Facilitate genuine student voice, class meetings
- ✚ Encourage problem solving, thinking at more complex levels
- ✚ Focus on the positives, develop intrinsic motivation, encourage optimism

LEVEL 4 – SMARTA TARGETS

Improvement in Wellbeing. What will we measure, how will we know?

- 100% of staff participating in SFD's, staff meetings related to student wellbeing
- Regular PITW in staff meetings
- All classes have an Honour Book for TRT's to use and document in. TRT folders to include student profiles.
- Year 3 – 7 classes participating in class meetings at least once a fortnight and SRC meetings one a week with Assistant Principal Wellbeing
- 100% staff trained in Restorative Practices and actively use language to support students, colleagues and the wider community
- All classes hold lessons around explicit social skills e.g. Life Raft, including relevant needs of individual students. PITW focus.
- Students have access to extra curricula activities that promote health and wellbeing at recess and lunch times. All students engaged in physical activities.
- 100% of students accessing the Child Protection curriculum.
- 100% of teachers follow up unexplained non- attendance /lateness. Better data.
- Improved incidences of Rethinks and Suspensions across the school
- 100% GOM students have IEP's. Individual goals are updated twice per year.

--	--