

PREAMBLE: The strong and mutual interconnection between wellbeing and learning has meant that learner wellbeing has always been an integral part of educators’ work. The influence of continuous and rapid change upon today’s learners and the consequent complexity of their lives require educators to inquire into new ways of working that support the wellbeing and learning connection.

Wellbeing is used loosely to imply a generalised state of feeling valued, socially, emotionally, intellectually and, eventually, economically.

Child wellbeing is more than the absence of problems.

Positive relationships are paramount. Educators who are respectful, interested and caring build positive relationships with learners and those associated with them. Partnerships are fostered through reciprocal communication and sharing of information. These relationships create optimum conditions for wellbeing and successful learning. In positive relationships, learners will interact with others; participate; ask questions; seek help; take risks; and be reassured of their capabilities and worth. These interactions are central to any new learning. Positive student to student relationships are also influential in fostering wellbeing.

Wellbeing to establish a safe learning environment and reduce bullying.

Currently we do in 2021 to promote student wellbeing we:	To improve this work in 2021 we will	Timeline	Who is responsible?
<ul style="list-style-type: none"> • Undertake a termly wellbeing audit during staff meeting. This provides an overview of our student wellbeing across the school. It is confidential and only shared with relevant staff including our PCW. • Bully Free Zone – Wall/ Pods (via SRC) – Whole School – as part of the National Day of Action Against Bullying and Domestic Violence on 20th March 2020. • Bully Audit reports discussed at STAR meetings • Each class sharing a weekly wellbeing post – share via fb and include in context statement and handbooks at least daily • Wellbeing info into school newsletters at least twice a term. • Each class takes part in wellbeing learning activities each week. Some examples include: <ul style="list-style-type: none"> ○ Mindfulness activities. ○ Worry Wally Monsters ○ Monday mental health check-in for students that is then follow up during the week. ○ Kindness/compliments box. ○ Friday thankfulness journal. ○ Warm Fuzzy 	<p>Each class to learn about Harmony Day on Friday 19th March using Bullying No Way & Harmony Day resources.</p> <p>Bully Audits follow up discussed at staff meetings.</p> <p>‘Be You’ resource shared via Weekly bulletin in terms 2 & 3.</p> <p>Neuroscience – chronic stress and the rise of stress hormones has many causes, one being children hearing adult conversations that they would be better off not hearing. Investigate how we can share this information with parents.</p> <p>Investigate intergenerational trauma PD at staff meeting.</p> <p>Invite Deanne Bowden – Interoception Specialist to observe tricky children.</p>	<p>19th March 2021</p> <p>Term 1, 2 & 3</p> <p>3 times per term</p> <p>Ongoing</p> <p>End term 1</p> <p>When needed</p> <p>As needed</p>	<p>Teachers</p> <p>All staff led by Principal</p> <p>Principal</p> <p>Principal and staff.</p> <p>Principal to arrange.</p> <p>All Staff</p>

<ul style="list-style-type: none"> ○ Bucket Fillers ○ Relaxation after play breaks ○ Teaching of the impact of words eg squeeze toothpaste/ crumple paper <ul style="list-style-type: none"> ● Teach students about wellbeing aligned with the Australian Curriculum - Health and Physical Education and the Personal and Social Capabilities across Curriculum Priority. ● Age appropriate teaching against the AC includes both bullying at school and cyber bullying. ● Continue to revisit interoception PD including new resources, and the Regulation scale at staff meeting PD. ● Be You Online Mental Health mental health training for staff, by interest, in 2020 ● Support services invited to attend STAR meetings ● Daily Interoception in all classes is expected. ● Ensure student wellbeing is an item on the Year 7 to High School agenda. ● Staff Wellbeing – Thankful Thursday / Shout Out Wall ● SAPOL visit to the 2 older classes early in term 1, 2020. ● Teachers work to build Growth Mindsets in all students. ● Extra play curriculum to develop social skills of targeted students. ● The PCW checks in weekly with identified students (pending parent permissions). ● PCW mailbox and learning activities. ● Behaviour Management practices align with department expectations that include a restorative approach. ● Teachers notice student interactions. ● Play is the Way is used by all class teachers. ● Breakfast Club run by local volunteers. ● School provides fruit to students who don't bring any from home daily. ● Parents and Friends group provide emergency lunches. ● Late in term 4, the school started to look at the Be You suite of online resources. The school joined in week 1, 2020. 	<p>Extra play curriculum to develop social skills of students, developed with specific focus on students who are known to bully or be bystanders.</p> <p>Look at the Friendly Schools Initiative under the section on Strong Partnerships with Families to see what else we can do to improve parents and community understanding about what we do to build student wellbeing and keep bullying well managed.</p>	<p>Term 2</p>	<p>Teaching staff and class support staff.</p> <p>Principal</p>
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<ul style="list-style-type: none"> Local media approaching the school about hospital and homes visits after seeing posts on school facebook page. STAR group meet 7 or 8 times across each year, at least once each term. 			
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Wellbeing to establish a safe learning environment and reduce bullying.

Currently to specifically address bullying we:	To improve this work in 2021 we will	Timeline	Who is responsible?
<ul style="list-style-type: none"> All the wellbeing work that is listed above is part of our preventative work to reduce bullying. Bully audits reviewed with student leaders to make them more useful to the school, and relevant to students Student leaders designed bully audit guide to assist older students helping younger students understand what bullying is as they complete audits together. Undertake 3 bully audits each year. These provide school wide data that we cross reference with student and parent bullying reports during the term. This also serves as a cross check to ensure we are not missing any bullying behaviour. Any previously unknown bullying reported in bully audits is followed up. Teach students about the school being a Bully Free Zone, building consistency of the language we use to describe bullying. Pamela (PCW) is extending the Hang 7 group to become Kindness Ambassadors. This involves year 7 students identifying acts of kindness in other students, presenting them with a leaf that will be added to the Kindness Tree that will be displayed in or near the activity room. Pamela (PCW) is working with 2 students from each class to work on the Wellbeing Classroom. The children go to the PCW for a short lesson about feelings and emotional intelligence. Then the children return to their classes and teach the same mini lesson to the students in their own class. Each mini lesson takes about 30 minutes to learn and 10 minutes to teach to their class. 	Consider at different ways to get bully reports.	Ongoing	All staff
	We began late in 2019, using the interoception observation tool to gain further information about student behaviour. We have adapted this to use to observe children who others report as displaying bullying behaviour, victims and bystanders. We have a class and yard observation tools. Continue to develop this work in 2021.	Ongoing and as required	All staff who are trained
	Further develop children’s skills in reporting bullying.	Ongoing	All staff
	Use teachable moments to develop catastrophe scale in children.	As the teachable moment presents itself	Principal and teachers.
	Re-start Hospital & Homes visits to develop children empathy development and service to community.	Term 2	Principal
Use “Bullying No Way’ Decision Making Framework to review bullying and wellbeing Action Plan.	Term 1	Principal	

<ul style="list-style-type: none"> • Students from older classes sit alongside students from JP classes helping them to complete the bully audits. • Every report of bullying is followed up appropriately under the department and school behaviour management policy. Follow up can look very different to ensure each child named understands what behaviours need to change. • Report on bully audit data to the Governing Council after each of the bully audits. • Ensure we get key messages to our parent body via the newsletter and our Facebook page. Friendly Schools resources may help. Include wellbeing websites on school webpage. • Staff are vigilant in noticing and observing children who may be bullying or victims. • Spending a very long time within the health part of the HPE curriculum (Australian Curriculum) presenting learning about how to be friends, what a positive friendship looks like, how we know if someone is not being nice to others. • Play is the Way strategies into daily fitness. • Teachers explicitly teach students in developmentally appropriate ways: <ul style="list-style-type: none"> ○ what bullying is ○ what harassment is ○ what bullying is NOT ○ what bystanders are ○ what bystanders can do to stop bullying. • We strongly and repeatedly encourage students and parents to report bullying to the school. • Address yearly anti-bullying school audit checklist. • Extensive use of the Bullying No Way website to plan for teaching in line with the Australian Curriculum Health and Physical Education area and the Social Capabilities. • Look after new student wellbeing. 			
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<ul style="list-style-type: none"> • Continue to remind parents to report bullying behaviours that their children tell them, but have not told the school. • Design a confidential process to enable students to report bullying without the bully seeing. • Continue to review Bullying Policy as it is due to update in line with current DfE requirements and research. • Hospital and Homes visits, ceased during COVID in 2020. • Pamela’s weekly treats & gratitude days. • Breakfast Club – Foodbank provides sanitary pads and food hampers. • Staff shout outs. • Touch base with vulnerable kids and families in the holidays. 			
<p>A deeper look at the Friendly Schools Initiative.</p> <ul style="list-style-type: none"> • Leadership is committed and engaged. Already in place. • Common understandings that are revisited as needed. Already in place. • Focus on respect and healthy relationships. Already in place. • Consistency of messages and responses. Already in place. • Learning and support for self-management and positive behaviours. Already in place. • Social and emotional learning embedded into classroom teaching (personal capabilities continuum from Aust Curriculum). Already in place. • Strong partnerships with families Improved greatly in 2020 and term 1 2021 (as confirmed in ESR report). • Student voice and peer support promoted. Already in place. 			