

Applecross Primary School

Student Wellbeing and Care Guidelines



At Applecross Primary School, we consider a focus on positive wellbeing to be a critical component of a supportive learning environment. This focus encompasses the students, their families, our educators, and support staff. Empowering members of our school community to develop the skills they need to maintain positive wellbeing is an ongoing priority for our school.

A broad range of approaches are employed to promote positive mental health and wellbeing throughout our school community. This includes:

- **Connection and Belonging** – fostering positive and safe school environments that create connection and belonging for students.
- **Mastery and Accomplishment** – providing high-quality teaching that gives every student a sense of mastery and accomplishment by building on their strengths.
- **Case Management and Referral** – ensuring that any student who is experiencing difficulties is identified and, in a systematic and planned way, connected to the support they need either inside or outside the school.

CONNECTION AND BELONGING

The **Developing Positive Student Behaviour Guidelines** provides details of preventative strategies and programs that form a whole school approach focusing on student social and emotional development related to the school setting.

Class Agreements

Each class develops their own agreement, identifying expected behaviours that help create a safe learning environment for all students, recognising the rights and responsibilities of all class members. These are displayed in every room for parents, relief teachers and students to refer to.

School Values

INTEGRITY	DIVERSITY	ACHIEVEMENT	GROWTH
 <ul style="list-style-type: none"> • Follow school and class rules • Treat others as you would like to be treated • Value yourself and others 	 <ul style="list-style-type: none"> • Accept things you wish were different without complaint • Accept others who look, speak and act differently • Reach out in friendliness 	 <ul style="list-style-type: none"> • Complete tasks to the best of your ability • Set goals and work to achieve them • Be a good friend 	 <ul style="list-style-type: none"> • Take your agreements seriously • Admit mistakes without excuses • Be willing to do your part
 <ul style="list-style-type: none"> • Be trustworthy and reliable in class and the playground • Be truthful and admit to your mistakes 	 <ul style="list-style-type: none"> • Value each other and appreciate sharing • Be a good listener and follow steps to help others solve problems 	 <ul style="list-style-type: none"> • Focus your attention on tasks • Resist distractions • Ask for help when needed 	 <ul style="list-style-type: none"> • Know you are valued whether you succeed or fail • Be willing to try new things • Trust yourself to handle whatever happens
 <ul style="list-style-type: none"> • Help others • Give your best effort • Care for our earth and all living things • Reduce, reuse and recycle waste 	 <ul style="list-style-type: none"> • Forgive others and yourself when mistakes are made • Focus attention and think clearly • Consider others and their feelings 	 <ul style="list-style-type: none"> • Display a positive attitude • Give your full effort • Believe in yourself and have confidence in your ability 	 <ul style="list-style-type: none"> • Help and share ideas • Show kindness even when you disagree • Follow the rules
 <ul style="list-style-type: none"> • Demonstrate kindness to others who may be hurt or troubled • Help others 	 <ul style="list-style-type: none"> • Spend quiet moments to practice being calm • Speak gently and use peaceful words • Be fair to yourself and others to help solve problems 	 <ul style="list-style-type: none"> • Maintain a steady pace and complete tasks • Be a loyal friend in good times and bad • Make good decisions and stick to them 	 <ul style="list-style-type: none"> • Dare to have big dreams that make a difference • Trust that tomorrow can be better than today • Take action to make your dreams come true

The values and statements form part of the common language as we explore how each value looks, sounds, and feels in our daily lives during classroom, buddy activities and at whole school assemblies. Students are encouraged to reflect upon these values when setting personal goals and when managing conflicts or disagreements.

Zones of Regulation

The Zones of Regulation provides a framework for students to think and talk about the way they are feeling and identify tools (strategies) that develop students' ability to understand and regulate their emotions in a safe and appropriate manner.



Health Curriculum: Protective Behaviours and Resilience

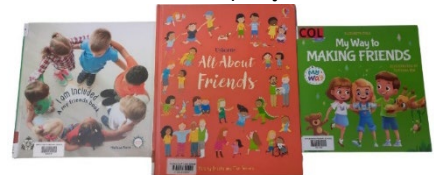
Protective Behaviours and Resilience (SDERA) are resources used in line with the Health Curriculum to teach children understandings, skills and strategies to identify and respond to a range of unsafe or challenging situations.

Friendship skills

Friendship skills helps children establish and maintain healthy relationships. Small group or individual sessions are tailored to the needs of students and teach the students concepts of friendships and strategies to make friendships and manage conflict with perspective taking. We continue to build our library of resources on friendship understandings. "In the moment" support is provided at recess, lunch and in class group activities. On occasion, lessons are shared with parents for continuity.

Buddy Classes

Each class is paired with another to conduct buddy activities every fortnight. The students love having a big or little buddy each year and activities vary from collaborative art projects, assistance with using technology, sharing stories they have written or simply reading a book together. Activities are also often linked to a school value or special days and events occurring throughout the school year.



Lunchtime Activities

The outdoor environment has been enhanced to include nature play opportunities and a variety of playground equipment, to enrich the opportunities for students to engage with peers and develop skills and interests.

The school endeavours to provide a broad range of before school and lunch time activities that cater for diverse interests. Lunchtime "Clubs" provide alternative activities from regular outdoor choices that cater for students that may have a range of interests, prefer quieter spaces or enjoy support in social situations.

Special Days

We acknowledge several important days throughout the school year to promote respect, good health, and inclusivity. These include: Bullying No Way: Week of Action, Harmony Day, R U OK Day, Outdoor Classroom Day, and NAIDOC week. Check out our school calendar each year.



Showcasing Wellbeing

It is important to share the work of educators and students with the wider community. This happens through sharing online on Audiri (whole school) and Connect (classroom), and live through assemblies, showcase weeks, student performances etc.

Respectful Relationships

Respectful Relationships is about embedding a culture of respect and equality across our entire community, from our classrooms to staffrooms, sporting fields, in the ICT space, as well as social or community events. Respectful communication and conduct is expected from all members of the school community. Student, parent and staff codes of conduct have been established to ensure everyone is aware of their accountability when interacting with others.

Staff Wellbeing

The wellbeing of our staff has been a critical consideration in our overall strategy to build a supportive learning environment for our students. We work hard to provide a caring workplace for our staff and conduct regular team building and social activities to foster camaraderie and a sense of fun and belonging. It is heartening to often hear visitors comment on the lovely vibe of our school as a result.

MASTERY AND ACCOMPLISHMENT

Differentiation

Teachers plan differentiated lessons with appropriate accommodations and adjustments based on diagnosis, assessments, and professional recommendations. Teachers cater for learning difficulties, disabilities, social/emotional difficulties. Adjustments range in level from quality differentiated teaching practice, supplementary, substantial, extensive.

Support

Alongside teacher's adjustments and accommodations students may get support from Allied Professionals (education assistants) either in small groups or individually. Allied Professionals follow documented plans and intervention programs. The observations from Allied Professionals are shared with teachers regularly to modify plans for improved student outcomes.

CASE MANAGEMENT AND REFERRAL

The Student Services Team

To support classroom teachers, students and their families, we have a Student Services Team comprising of the Principal, Deputy Principals, the School Psychologist and a School Chaplain. This team meets to discuss and plan appropriate interventions for any student identified by teachers and families as experiencing learning difficulties that places them at educational risk. The team will then organise meetings with parents, caregivers and classroom teachers to discuss and plan appropriate interventions. Guidance and support are provided to obtain referrals or seek assistance from outside agencies such as medical or allied health professionals whenever necessary.

School Chaplain

YouthCARE provides our school chaplain program on Wednesday and Thursday each week, supported by the school community. Students can be referred to the school chaplain by teachers in consultation with parents. The pastoral care delivered might include support and guidance about ethics, values, relationships and social and emotional issues. The chaplain also runs small groups including the Seasons for Growth program. The chaplain is a member of the health and wellbeing committee offering insights into how the school can provide greater wellbeing for the school community.

School Psychologist

The school psychologist works on cases referred via the Learning Support Deputy. Teachers and parents have identified difficulties impacting on a student's learning that often require investigation, often resulting in referral to services including paediatrician, psychologist, psychiatrist, speech therapy.

Learning Support Deputy

The portfolio of Learning Support includes managing referrals to the Chaplain and School Psychologist, and supporting teachers, parents and students with well-being and learning difficulties. The coordination of documentation that supports tracking and handover of accommodations and adjustments at a whole school level is a priority.