Nullawarre and District Primary School

POLICY:	**STUDENT WELLBEING AND ENGAGEMENT POLICY**
PRESENTED AT SCHOOL COUNCIL:	**September 2021**
TO BE REVIEWED:	Every second year or when changes occur to the Department's "School Policy and Advisory Guide" - **September 2023**

This policy does not need to be approved by School Council. *The NDPS School Council has been consulted and the views of School Council have been considered to ensure that this policy has been tailored to our school community.*

Help for non-English speakers
If you need help to understand the information in this policy, please staff at Nullawarre and District Primary School for assistance.

PURPOSE

The purpose of this policy is to ensure that all students and members of our school community understand:

(a) our commitment to providing a safe and supportive learning environment for students
(b) expectations for positive student behaviour
(c) support available to students and families
(d) our school's policies and procedures for responding to inappropriate student behaviour.

Nullawarre and District Primary School is committed to providing a safe, secure, and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy, and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our school to create and maintain a safe, supportive, and inclusive school environment consistent with our school's values.

SCOPE

This policy applies to all school activities, including camps and excursions.

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1. School profile

Nullawarre and District Primary School was established in 1875 and is located in the heart of a strong dairy community along the Great Ocean Road, thirty-two kilometres from the regional city of Warrnambool. There are currently eighty-one students enrolled from Years Prep to Six that learn across three composite classrooms.

The school grounds are surrounded by local farmlands and have recently become connected to the town centre through a designated walking track. Most students that attend our school live locally but rely on bus transport to ensure their safe travel to school. Nullawarre and District Primary School prides itself for its close ties to the local community and enjoys community collaboration to ensure the students can thrive in their learning through a strong sense of connectedness.

At NDPS, all members of our school community work together to set high expectations for our students and prioritise their engagement and achievement. We strive to be Responsible, Respectful and CURIOUS in all that we do and above all else, we aim to equip our students with the skills they will require to be successful in whatever it is they choose to pursue after school

Nullawarre and District Primary School is a dynamic learning community where members work collaboratively to assist children to realise their potential. At NDPS we encourage all students to DREAM……..as their FUTURE awaits them!

2. School values, philosophy, and vision

Nullawarre and District Primary School's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff, and members of our school community are encouraged to live and demonstrate our core values of responsibility, respect, personal excellence and curiosity in all that they do.

Nullawarre and District Primary School's values are entwined within our Thrive Matrix which focuses on developing each child in a holistic way. Our core values focus on developing the following areas:

>> *Responsibility – to set and expect high standards for both learning and personal behaviours*

>> *Respect – to treat everyone with respect and do what is best for the whole school community*

>> *Personal Excellence – to set challenging learning goals and strive to achieve them*

>> *Curiosity – to think in new and innovative ways to be an excellent problem solver*

Nullawarre and District Primary School's vision is to create a dynamic learning community where members work collaboratively to assist children to realise their potential. At Nullawarre and District Primary School, *we encourage all students to dream… as their future awaits them!*

3. Engagement strategies

Nullawarre and District Primary School has developed a comprehensive Inclusion and Wellbeing Framework to promote engagement, positive behaviour, and respectful relationships for all students in our school. This framework is built on the foundational understanding that schools offer a natural setting to drive evidence-based wellbeing initiatives and strategies that ultimately provide an effective learning environment where all students and their families can flourish. We acknowledge that some students may need extra social, emotional, or educational support at school, and that the needs of students will change over time as they grow and learn. As such, it is vital that our school works across the community to implement a shared approach to supporting the health, wellbeing, inclusion and engagement of all students at Nullawarre and District Primary School.

A summary of the universal (whole of school), targeted (year group specific) and individual engagement strategies used by our school is included below:

Universal (Tier 1):

Nullawarre and District Primary School adopts the following universal engagement principles and strategies:

- high and consistent expectations of all staff, students and parents and carers
- all teachers taking responsibility for all students across the school and actively working together to ensure students feel safe and supported for effective learning to take place
- prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing
- creating a culture that is inclusive, engaging, and supportive and built on a foundation of common language and expectations
- welcoming all parents/carers and being responsive to them as partners in learning
- analysing and being responsive to a range of school data such as attendance, Attitudes to School Survey, parent survey data, student management data and school level assessment data
- delivering a broad curriculum to ensure that students can choose subjects and programs that are tailored to their interests, strengths, and aspirations
- using the Framework for Improving Student Outcomes (FISO) to drive school improvement and the Victorian Teaching and Learning Model (VTLM) as an instructional framework to ensure an explicit, common, and shared model of instruction to ensure that evidenced-based, high yield teaching practices are incorporated into all lessons
- adopting a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching
- incorporating Nullawarre and District Primary School's Statement of Values into our curriculum and promoting it to students, staff, and parents so that they are shared and celebrated as the foundation of our school community
- carefully planning transition programs to support students moving into different stages of their schooling, with particular emphasis on the transitions into Nullawarre and District Primary School (Kindergarten to Prep) and to secondary settings (Year 6 to Year 7)
- acknowledging positive behaviour and student achievement in the classroom and formally in school assemblies and communication to parents
- monitoring student attendance and implementing attendance improvement strategies at a whole-school and at an individual level
- students having the opportunity to contribute to and provide feedback on decisions about school operations through the Student Representative Council which has representatives from all cohorts across the school. Students are also encouraged to speak with their teachers and principal whenever they have any questions or concerns
- creating opportunities for cross-age connections amongst students through house groups, athletics, buddies, performing arts and lunch time programs
- having an 'open door' policy that acknowledges our students and their families as partners in learning. As such, all students and their families are welcome to contact classroom teachers and the if they would like to discuss a particular issue or feel as though they may need support of any kind
- As part of our Wellbeing and Inclusion Framework, engaging in school wide positive behaviour support with our staff and students, which includes:
  - Respectful Relationships
  - Positive Education and Growth Mindset philosophies
  - You Can Do It! - practices and philosophies

- o The Resilience Project - practices and philosophies
- o Speech Pathology in Schools Program (SPiSP)
- o Communities of Practice (CoP) focus on trauma informed practices
- o Victorian Curriculum Capabilities
- implementing additional programs, incursions and excursions developed to address specific behaviours in a proactive manner
- providing ongoing opportunities for student inclusion, including sports teams, recess, and lunchtime activities

Targeted (Tier 2):

Nullawarre and District Primary School adopts the following targeted engagement principles and strategies:
- each classroom teacher is responsible for identifying students who may require additional academic, social/emotional or wellbeing interventions based on ongoing observations and assessments
- the principal is responsible for tracking and interpreting data to identify students who are at risk of disengaging because of ongoing assessments, including attendance, Attitudes to School Survey Data and Teacher Judgements
- all Koorie students will relate to a Koorie Engagement Support Officer
- all students identified under the Program for Students with Disabilities (PSD) will have an Individual Education Plan and a Student Support Group (SSG) and will be referred to Student Support Services (SSS) for further support needs
- monitoring student progress and emotional regulation and consultation with Student Support Services to determine the need for referrals and Individual Education Plans
- all staff will undertake inclusion and wellbeing practice development in response to needs identified by student wellbeing data, classroom teachers or other school staff each year
- staff are specifically trained in trauma-informed practices and will apply an appropriate trauma-informed approach to working with students who have experienced trauma

Individual (Tier 3):

Nullawarre and District Primary School implements a range of strategies that support and promote individual engagement, which may include:
- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with student and their parent/carer to talk about how best to help the student engage with school
- developing an Individual Learning Plan and/or a Behaviour Support Plan
- considering if any environmental changes need to be made, for example changing the classroom set up
- referring the student to:
  - o school-based wellbeing supports
  - o Student Support Services
  - o Appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child, and adolescent mental health services or ChildFirst (Orange Door)

Where necessary the school will support the student's family to engage by:
- being responsive and sensitive to changes in the student's circumstances and health and wellbeing
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student
- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- running regular Student Support Group meetings for all students:
  - with a disability
  - in Out of Home Care
  - and with other complex needs that require ongoing support and monitoring

4. Identifying students in need of support

Nullawarre and District Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, and socially. All school staff play a significant role in developing and implementing strategies help identify students in need of support and enhance student wellbeing. Nullawarre and District Primary School will utilise the following information and tools to identify students in need of extra emotional, social, or educational support:
- personal, health and learning information gathered upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by school staff such as changes in engagement, behaviour, self-care, social connectedness, and motivation
- attendance, detention, and suspension data
- engagement with families
- self-referrals or referrals from peers

5. Student rights and responsibilities

All members of our school community have a right to experience a safe and supportive school environment. We expect that all students, staff, parents, and carers treat each other with respect and dignity. Our school's Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:
- participate fully in their education
- feel safe, secure, and happy at school
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers, and members of the school community
- express their ideas, feelings, and concerns
- respect their right and the right of others to learn.

Students who may have a complaint or concern about something that has happened at school are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the school leadership team.

6. Student behavioural expectations and management

Behavioural expectations of students, staff and families are grounded in our school's Statement of Values. Student bullying behaviour will be responded to consistently with Nullawarre and District Primary School's Bullying policy.

When a student acts in breach of the behaviour standards of our school community, Nullawarre and District Primary School will institute a staged response, consistent with the Department's policies on behaviour, discipline and student wellbeing and engagement. Where appropriate, parents will be informed about the inappropriate behaviour and the disciplinary action taken by teachers and other school staff.

Our school considers, explores, and implement positive and non-punitive interventions to support student behaviour before considering disciplinary measures such as detention, withdrawal of privileges or withdrawal from class.

Disciplinary measures may be used as part of a staged response to inappropriate behaviour in combination with other engagement and support strategies to ensure that factors that may have contributed to the student's behaviour are identified and addressed. Disciplinary measures at our school will be applied fairly and consistently. Students will always be provided with an opportunity to be heard.

Disciplinary measures that may be applied include:
- warning a student that their behaviour is inappropriate
- teacher controlled consequences such as moving a student in a classroom or other reasonable and proportionate responses to misbehaviour
- withdrawal of privileges
- referral to the Year Level Coordinator
- restorative practices
- detentions
- behaviour support and intervention meetings
- suspension
- expulsion

Suspension, expulsion, and restrictive interventions **are measures of last resort** and may only be used in situations consistent with Department policy, available at:
- https://www2.education.vic.gov.au/pal/suspensions/policy
- https://www2.education.vic.gov.au/pal/expulsions/policy
- https://www2.education.vic.gov.au/pal/restraint-seclusion/policy

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education and Training.

The Principal of Nullawarre and District Primary School is responsible for ensuring all suspensions and expulsions are recorded on CASES21.

Corporal punishment is prohibited in our school and will not be used in any circumstance.

7. Engaging with families

Nullawarre and District Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents and carers by:
- ensuring that all parents have access to our school policies and procedures, available on our school website
- maintaining an open, respectful line of communication between parents and staff, supported by our Building Relationships Policy
- providing parent volunteer opportunities so that families can contribute to school activities
- involving families with homework and other curriculum-related activities

- involving families in school decision-making where appropriate
- coordinating resources and services from the community for families
- including families in Student Support Groups and developing individual plans for students.

8. Evaluation

Nullawarre and District Primary School will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students so that we can measure the success or otherwise of our school-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:
- student survey data
- incidents data
- school reports
- parent survey
- case management
- CASES21, including attendance and absence data
- SOCS
- SELP
- ABLES

Nullawarre and District Primary School will also regularly monitor available data dashboards to ensure any wellbeing or engagement issues are acted upon in a timely manner and any intervention occurs as soon as possible.

COMMUNICATION
This policy will be communicated to our school community in the following ways:
- Available publicly on our school's website
- Included in staff induction processes
- Made available in hard copy from school administration upon request

Our school will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department's policies at:
- Suspension process
- Expulsions - Decision

FURTHER INFORMATION AND RESOURCES
- Statement of Values and School Philosophy Policy
- Bullying Prevention Policy
- Child Safety Policy
- Building Relationships Policy
- Attendance Policy
- Inclusion and Diversity Policy
- Child Safe Standards

APPENDICES
Appendix A: Nullawarre and District Primary School Wellbeing and Inclusion Resource Document

NULLAWARRE & DISTRICT PRIMARY SCHOOL

WELLBEING & INCLUSION
RESOURCE DOCUMENT
Foundation – Six

INCORPORATING:
Communities of Practice (CoP)
SPiSP (Specifically Occupational Therapy)
WASSP Initiative: The Resilience Project
YOU CAN DO IT!

VICTORIAN CURRICULUM LINKS:
Respectful Relationships
Capabilities

Respectful Relationships
Resources have been included from the FUSE documents on the Department website.
Communities of Practice – As a key focus of the CoP, Brain Break ideas have been included.
Some ideas are linked to Speech Pathology in Schools Program (SPiSP) Specifically the Occupational Therapy and the development of fine and gross motor skills. Linked back to the AIP focus of handwriting.
First 30 minutes of the day activities and ideas
This will be a bank of ideas that have been completed during 2020 in classroom planners.
YOU CAN DO IT!
Research into Social and Emotional needs of young people, frameworks and resources to support social and emotional learning and teaching in the classroom.
The Resilience Project ideas and resources
WASSP Initiative - there are a lot of activities and resources that can be utilised from the Resilience Project
Diagnostic Assessment
Survey Monkey, Emotional Checklists, NDPS School Values, Goal Setting, Sensory Assessment, Student Reflection   **Personal Social, Ethical, Intercultural, Critical and Creative thinking Capabilities**
Victorian Curriculum links

How to use this document
- Pedagogy
- Key resource descriptions and Policy
- Assessment (reporting and planning)
- Classroom resources
- Personal and Social Capabilities – Victorian Curriculum checklist

NDPS AIP GOALS AND STRATEGIES

STUDENT ACHIEVEMENT
To commit to using evidence based teaching strategies with high expectations, deep understandings of student learning needs and the creation of rich contexts, so that individual learning outcomes improve for all students with a commitment to strong literacy and numeracy achievement.

Key Improvement Strategy (KIS):
Embed an agreed and consistent whole school approach to teaching and learning in Numeracy (with a focus on number).

Goal 2:

ENGAGEMENT
Create a student centred learning environment so that all learners are holistically engaged, motivated and thriving with the desire and confidence to follow and develop new passions and interests.
WELLBEING
To nurture and extend the personal, physical and social attributes of each student and support them to reach their potential as learners and citizens.

Key Improvement Strategy (KIS):
Work collectively as a school community on implementing the Inclusion and Wellbeing CoP Framework to embed a positive and significant impact on attitudes to learning, social relationships and student achievement.

Goal Two: Focusing on embedding Inclusion, Engagement and Wellbeing priority targets.
Why this focus: So that we commit to not only focusing on students' learning achievements, but also building their individual wellbeing. All staff will continue developing a change of practice approach that allows us to develop a grass-roots approach that focuses on adopting a whole-school wellbeing philosophy that runs a thread through everything we do here at school. This is in comparison to the previous practice of implementing a few wellbeing programs viewed as 'add-ons' to support all students' leaning growth achievements.

Focus Area:
- Embed the Positive Education philosophy to assist the whole school community to flourish and continue building a Growth Mindset strategy with a focus on collective efficacy by teaching staff and students in cognitive engagement
- Reduce the average number of days absent across the school to align with or better state data overall 'Attitudes to Attendance'

Actions:
- To develop a Social/Emotional Learning Program (SELP) for classroom delivery and plan for individual students.
- Continue our work in the Small Schools Community of Practice that links to Trauma Informed Practices and the Wellbeing and Inclusion Framework.
- Active participation in the 'Resilience Project'. Prep-6 completing the Resilience Project curriculum and journals
- Resilience Project Workshops taking place in 2021.
- STEAM, Performing Arts: to build curiosity and engagement in all students
- Identify and support equity funded students focusing on their social/emotional growth

Happy, healthy and active students
In 2021, the overall percentage of positive responses on the Student Attitudes to School Survey and School Staff Survey in all domain areas of Health and Wellbeing (Happy, Healthy and Resilient Staff and Students) will improve by:
Student Attitudes to School Survey
- Self-regulation and goal setting: positive endorsement to increase from 85% to 95%
- Sense of Confidence: positive endorsement to increase from 70% to 90%
School Staff Survey
- Building resilience and creating a resilient supportive environment: positive endorsement to increase from 89.8% (2019) to 95%
Staff safety and wellbeing: positive endorsement to remain at 100% in 2021

Actions
Continue our work within our CoP: Embed our whole school approach of social-emotional learning, belonging and engagement as set out in our Inclusion and Wellbeing Framework.
Continuing building staff capacity to collect, analyse, monitor and respond to student engagement and wellbeing data
Plan whole school professional learning
Ensure a collaborative and inclusive culture is sufficiently resourced and nurtured.
Identify and regularly track the learning progress of all disadvantaged students
Provide opportunities for students, staff and families to engage in regular wellbeing opportunities.
Employment of a Wellbeing co-ordinator that integrates Social and Emotional learning and wellbeing through The Performing Arts.

Framework for Improving Students Outcomes (FISO)

Positive Climate for learning

Student wellbeing relies on positive, trusted and supportive environments, basic material needs being met, good mental, social, emotional and physical health, learning, participation and a positive sense of culture and identity. A whole-school approach to health and wellbeing is integral to positive student engagement, learning, growth, relationships and achievement. Positive relationships between teachers, parents/carers/kin and students can help students feel connected and engaged in their learning. Maintaining relationships with parents/carers/kin and students, and teaching social and emotional skills, helps students to make informed decisions, build resilience and actively participate in decisions about their learning.
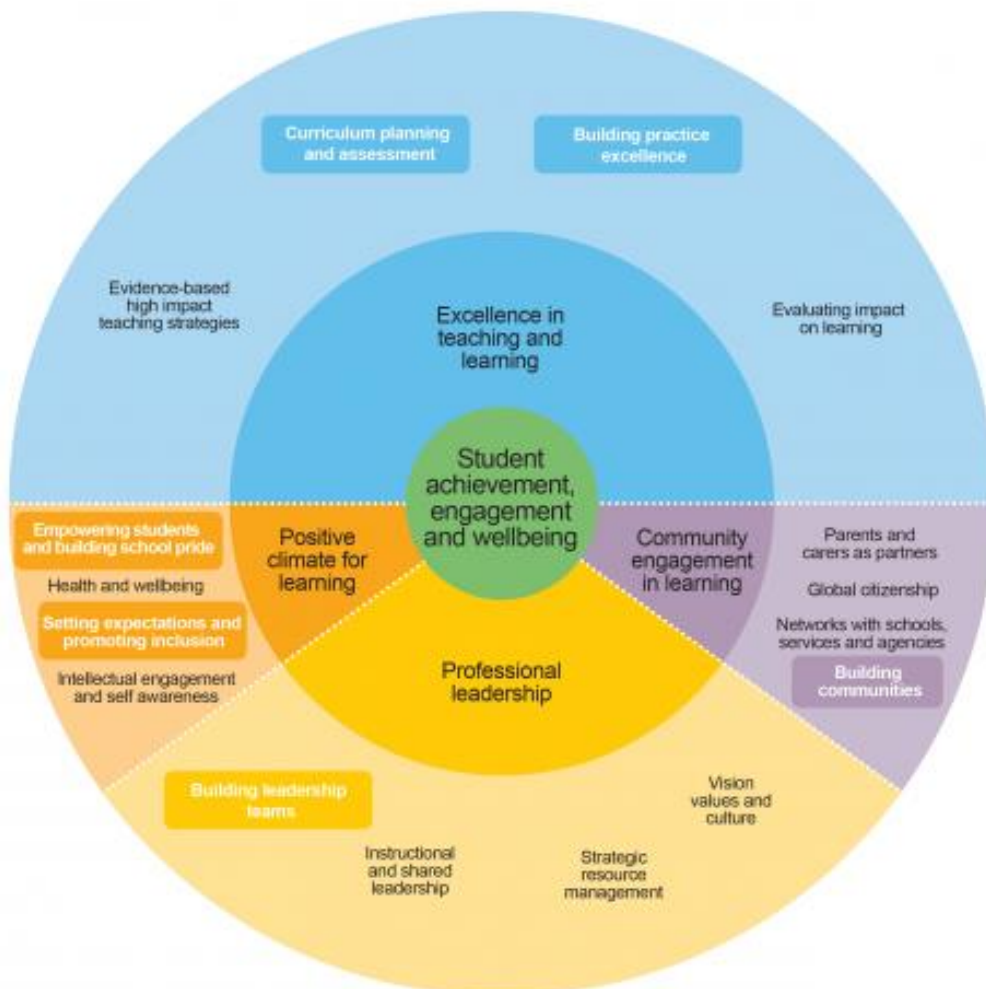
Wellbeing and Inclusion Planning Model

Whole School Evidence-Based Approach to assist with the development of Learning/Teaching and planning for Social and Emotional Growth.
Linking with CoP (Communities of Practice) Respectful Relationships, SPiSP (Speech Pathology in Schools Program) Victorian Curriculum Capabilities & WASSP Initiative – The Resilience Project
Victorian Education Department – FISO (Framework for Improving Student Outcomes) & HITS (High Impact Teaching Strategies)

FISO Health & Wellbeing	Questions/Behaviours *Staff and Students*	Steps for planning and teaching *Diagnostic Assessment Model*	Tools / Resources *Wellbeing and Inclusion Document*	HITS *Strategies for effective Learning & Teaching*
What *- The school strengthens the social and emotional wellbeing of students.* *- The school addresses the physical needs of students.* *- The school addresses the psychological and social wellbeing of students.* *- The school supports students to realise their potential.*	▪ What behaviours are being shown? ▪ What decisions is the child making? ▪ What is the child saying? ▪ What is the child's body language saying? ▪ What relationships are they gravitating to? ▪ What emotions are they exhibiting? ▪ What emotions are they not showing? ▪ What is happening out of school that is contributing to the student's behaviours?	**Step 1:** *Observational Checklists/Note taking* Using the checklists to gather observational data on students to further develop an understanding of where to next for the planning learning and teaching. **Step 1a:** *Gathering additional data* ▪ *If you need to gather more data diagnostically, or if you need to gather more data for a particular student.* At times there will be a need to gather more data to identify where to next for students. The Survey Monkey questionnaires are between 8-12 questions in length and are specific in their purpose. **Step 2:** *Curriculum resources – Where to next?* Respectful Relationships, You Can Do It, The Resilience Project all have target specific resources and lesson plans to cater for Social and Emotional learning and teaching. The lessons also support integration of learning throughout other curriculum areas, and link to the Victorian Curriculum Capabilities. **Step 3:** *Planning and Implementing* Plan to teach a specific strategy during your 30-minute Wellbeing lesson. Using the above resources in your planning to cater for those specific areas you have uncovered during diagnostic assessment. Include Brain Breaks throughout the day to allow students to re-set and focus for key learning times. **Step 4:** *Continuous Monitoring – Student goals and reflections (self-assessments)* When teaching a new strategy, students may develop personalised goals within the unit being taught. Staff checklists, rubrics assessment tools can be used as formative assessment. ***The use of Summative assessment will not be necessary as information gathered throughout the term will be sufficient to make a teacher judgement against the Victorian Curriculum Capabilities.*	▪ 30 minutes daily Wellbeing & Inclusion ▪ Brain Breaks ▪ Intervention (Tier 2 students) ▪ Referrals (Tier 3 students) ▪ CoP (Communities of Practice) ▪ Goal Setting ▪ Emotional observations and checklists ▪ SELPs ▪ Play Based Learning ▪ The Resilience Project ▪ You Can Do It ▪ Sensory Assessment ▪ SPiSP – Emotional Literacy ▪ Respectful Relationships ▪ Victorian Curriculum – P&S Capability ▪ Australian Curriculum – P&S Capability ▪ ABLES testing ▪ Zones of Regulation ▪ School Values – THRIVE Matrix ▪ Personal and Social Assessment Rubric ▪ Professional Development/Reading - Contextual Wellbeing - Making SPACE for learning - Trauma Informed Practice in schools - Respectful Relationships - You Can Do It - The Resilience Project **ASSESSMENT – Survey Monkey** ▪ Respect and Getting Along ▪ Confidence and Self Worth ▪ Independence and work confidence ▪ Responsibility and Organisation ▪ NDPS: Thoughts and feelings about school ▪ Resilience and Curiosity ▪ All about me: Emotions ▪ Emotions: Self Awareness 1 ▪ Emotions: Self Awareness 2	*Strategy 1: Setting Goals* *Student centred goals based on strategy* *Students can identify these and have ownerships over their learning* ***Strategy 2: Structuring Lessons*** *Clear instructions of learning* *Scaffolding to support all students* *Clear expectations and ways to achieve success* *Linking of learning* ***Strategy 3: Explicit Teaching*** *Relevant content and activities to support students learning* *New content/strategies are explicitly shared* *Feedback is encouraged and guided* *Teacher models how/when to apply strategies* *Uses prior knowledge of students to deliver instruction* ***Strategy 4: Worked Examples*** *Allows students to practice skills being taught* *Teacher provides examples of strategies and supports to reduce cognitive load* *Students practice independently and reflect on their attempts at a new skill or strategy* **Strategy 5: Collaborative learning** *Allowing students to work in groups that foster peer learning* *Allowing students to work together to apply acquired knowledge and skills* *Students working collaboratively to develop relationships and problem solve/share thoughts and opinions* **Strategy 6: Multiple Exposures** *Allowing students to practice the skills and strategies being taught multiple times* *Providing feedback form staff and their peers to improve.* **Strategy 7: Questioning** *Probing, extending, reflecting and revising* *Open ended questions and scenarios* *Integration for development of emotional literacy* **Strategy 8: Feedback** *Student voice to enable feedback* *Reflection throughout the day* **Strategy 9: Metacognition** *Allowing students time to problem solve* *Encouraging students to develop and share their reasoning and thoughts* *Promoting self-assessment and questioning* *Encouraging discussion of thoughts and opinions* *Sharing of strategies* *Evaluating effectiveness of strategies and skills* *Self-motivation* *Intrinsic vs extrinsic motivation* *Challenges & a growth mindset* **Strategy 10: Differentiated Teaching** *Evidence based teaching a learning* *Individualised interventions*

RESPECTFUL RELATIONSHIPS

Respectful Relationships supports schools and early childhood settings to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence.

UNDERSTANDING RESPECTFUL RELATIONSHIPS

TOPIC 1: EMOTIONAL LITERACY Emotional literacy can be defined as the ability to understand ourselves and other people. It includes the ability to understand, express and manage our own emotions, build empathy, and to respond appropriately to the emotions of others. Building a large vocabulary for emotions helps to increase emotional literacy and build self-awareness and empathy for others.

TOPIC 2: PERSONAL STRENGTHS Children and young people need a vocabulary to help them recognise and understand strengths and positive qualities in themselves and others. This topic provides learning activities to build this vocabulary and to use it when discussing personal, social and ethical challenges. Research in the field of positive psychology emphasises the importance of identifying and using individual strengths. Social and emotional learning programs which use strength based approaches promote student wellbeing, positive behaviour and academic achievement.

TOPIC 3: POSITIVE COPING Learning activities in this topic provide opportunities for students to identify and discuss different types of coping strategies. When children and young people develop a language around coping, they are more likely to be able to understand and deliberately utilise a range of productive coping strategies and diminish their use of unproductive coping strategies. Students learn to extend their repertoire of coping strategies and benefit from critically reflecting on their own choices and being exposed to alternative options. Activities introduce students to the concept of self-talk and practice using positive self-talk to approach and manage challenging situations. Positive self-talk is a key strategy for coping with negative thoughts, emotions and events. It is associated with greater persistence in the face of challenge, and can be learnt or strengthened through practice.

TOPIC 4: PROBLEM SOLVING Problem-solving skills are an important part of the coping repertoire. The classroom program provides a number of learning activities to develop students' problem-solving skills. The activities in the program assist students to develop their critical and creative thinking skills, and to apply them to scenarios exploring personal, social and ethical dilemmas.

TOPIC 5: STRESS MANAGEMENT Children and young people experience a range of personal, social and work-related stressors in their everyday lives. Activities within this topic have an explicit focus on teaching positive approaches to stress management. Assisting students to recognise their personal signs and symptoms of stress, and to develop strategies that will help them to deal with stress effectively, will help students cope with future challenges. The activities focus on the ways in which self-calming strategies can be used to manage stressful situations.

TOPIC 6: HELP-SEEKING Learning activities in this topic area are designed to help students discuss the importance of seeking help and providing peer support when dealing with problems that are too big to solve alone. This helps to normalise and destigmatise help-seeking behaviour. Scenario-based activities help students identify situations in which help should be sought, identify trusted sources of help, and practice seeking help from peers and adults.

TOPIC 7: GENDER AND IDENTITY Learning activities within this topic assist students to challenge stereotypes and critique the influence of gender norms on attitudes and behaviour. They learn about key issues relating to human rights and gender identity, and focus on the importance of respect within relationships. The activities promote respect for diversity and difference.

TOPIC 8: POSITIVE GENDER RELATIONS Learning activities within this topic focus on building an understanding of the effects of gender-based violence and focus on the standards associated with respectful relationships. Students develop the skills needed to solve problems, set boundaries within relationships, and play an active role within the prevention of gender-based violence. They develop peer support and help-seeking skills that can be applied in response to situations involving gender-based violence in family, peer, community or on-line relationships.

DEVELPING SOCIAL AND EMOTIONAL SKILLS

Developing students' personal and social capabilities via social and emotional learning As well as teaching academic skills, it is part of the core business of schools to promote student resilience, wellbeing and positive social attitudes. One way that schools can achieve this is through the teaching of evidence based programs that explicitly foster personal and social capabilities. Explicit efforts to provide Social and Emotional Learning (SEL) opportunities is recognised as a key part of this work.

SEL is the process through which children and young people build and effectively apply the knowledge, attitudes and skills necessary to:
• Understand and manage emotions
• Set and achieve positive goals
• Feel and express empathy
• Establish and maintain positive relationships
• Make responsible decisions
• Develop resilience to deal with change
• Create positive gender norms
• Contribute to social cohesion.

Social and emotional skills help students develop the resilience to deal with change, challenge and unpredictability. Social and emotional learning is important in the context of data highlighting that Australian young people face a range of stressors and anxieties, and a high incidence of mental health problems. Social and emotional skills are also the foundation of positive relationships, including positive gender relationships, and contribute to social cohesion. Efforts to promote personal and social capabilities and build resilience can be fostered through a whole school approach. This includes efforts at organisational, pedagogical and relational levels. A key component of a whole school approach is the promotion of positive teacher-student relationships. Positive relationships are significantly associated with increased 'school connectedness' and with cognitive, emotional and behavioural engagement. A sense of connectedness or belonging to school and to family is the single most important protective factor for young people. It is associated with positive health and academic outcomes. Students who experience discrimination or stigma are more likely to also experience reduced connectedness to school.

In contrast, students who feel cared for by people at their school and feel connected to learning:
• Are more likely to be motivated
• Show improved academic outcomes
• Have higher academic self-efficacy
• Show improved mental health
• Are less likely to abuse substances
• Are less likely engage in violence
• Are less likely to experience discrimination or stigma.

Nullawarre and District Primary School – Social and Emotional Plan

Nullawarre and District Primary School
Social and Emotional Learning Plan – SELP

Student: **Year Level:**   **Classroom teachers:**

Behaviour shown at school regularly:	Additional Information:
-	

Emotional regulation – Safety – Behavioural regulation – Relationship building – Mindfulness

Targets	Strategies	Victorian Curriculum
Emotional Regulation I can… I can…		
Building relationships I can… I can…		
Reflection:		

Data tracking – Personal and Social Capability

Data tracking – Student name (Grade xx)

Teacher Judgements

	Mid Prep	End Prep	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6
Personal & Social Capability													

ABLES testing

	Current	End Term 1	End Term 2	End Term 3	End Term 4
Self-Awareness – Emotion					
Self-Awareness – Self					
Social Awareness					

SELP Questionnaire

	Current	End Term 1	End Term 2	End Term 3	End Term 4
How do you feel about school?					
How do you feel about friendships?					
How do you feel about learning?					
How do you feel about recess in the yard?					
How do you feel about lunch time in the yard?					

Nullawarre and District Primary School – Individual Education Plan

Nullawarre and District Primary School
Individual Education Plan – Extension / Intervention

Student: **Year Level:** **Classroom teachers:**

What we know:	Additional Information:
-	

Targets	Victorian Curriculum	Reflections
Literacy I can… I can…	•	
Numeracy I can… I can…	•	

Data tracking – English & Mathematics

Data tracking – Student name (Grade xx)

Teacher Judgements

	Mid Prep	End Prep	End Year 1	Mid Year 2	End Year 2	Mid Year 3	End Year 3	Mid Year 4	End Year 4	Mid Year 5	End Year 5	Mid Year 6	End Year 6
Reading													
Numeracy													

Reading Levels

	Current	End Term 1	End Term 2	End Term 3	End Term 4
Fountas and Pinnell Benchmarking					
PM Benchmarking/Running Records					

Fountas and Pinnell – Letter ID/High Frequency Words

Letter ID	N/A			
Read				
Sounds Write Alphabet code knowledge test				

PAT

	Current	End Term 2	End Term 4
Reading	Test xx – Stanine xx, Scale Score xx Reading raw score - xx		
Mathematics	Test xx – Stanine xx, Scale Score xx Reading raw score - xx		

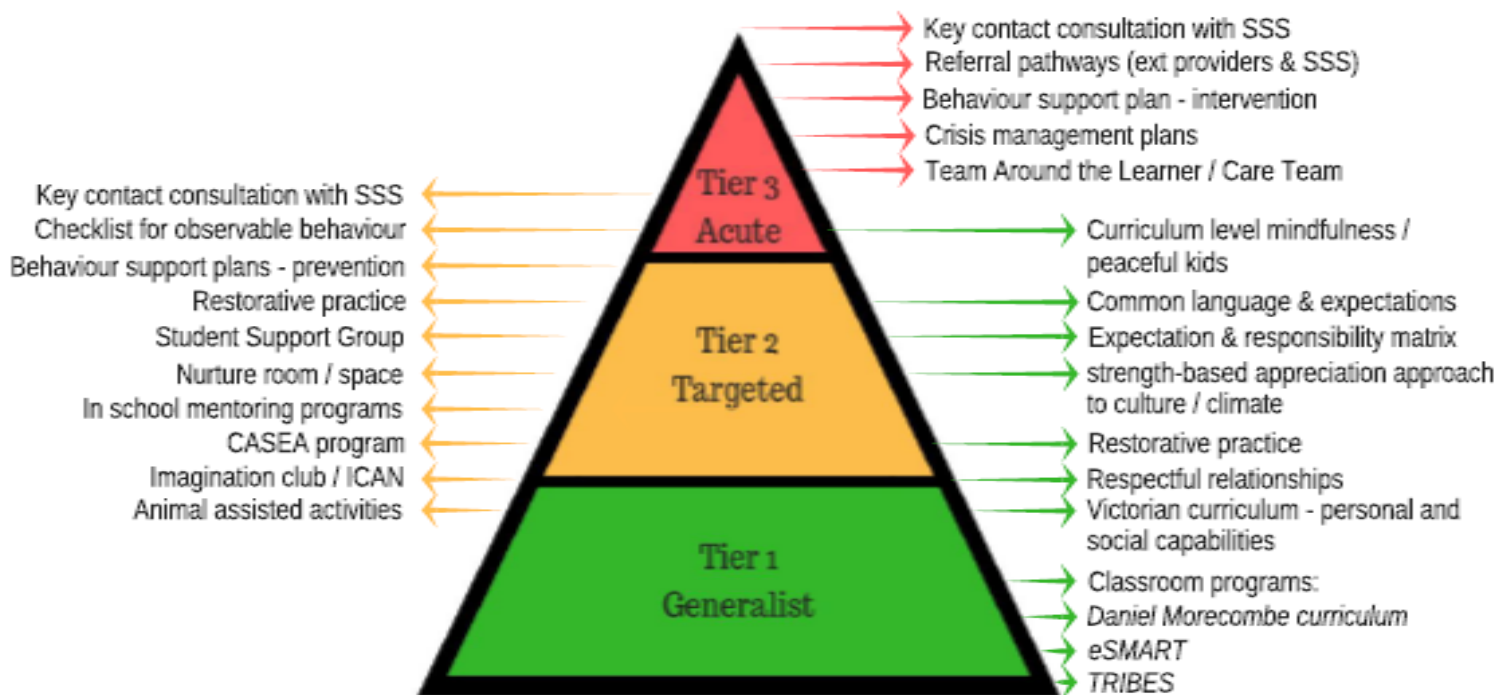### Booker Diagnostic and Maths Online Interview

	Current	End Term 2	End Term 4
Booker Diagnostic Screening Test	First xx questions administered, xx correct		
Mathematics Online Interview	End of xx – working towards xx (gaps in xx)		

Students

Goal: Teaching the student how to think about their thinking so that they can build self-regulatory ability, relational capacity and then nurture willingness to engage in learning.

Tier 3 Acute (arrows pointing to):
- Key contact consultation with SSS
- Referral pathways (ext providers & SSS)
- Behaviour support plan - intervention
- Crisis management plans
- Team Around the Learner / Care Team

Tier 3 Acute (left side arrows):
- Key contact consultation with SSS
- Checklist for observable behaviour
- Behaviour support plans - prevention
- Restorative practice
- Student Support Group
- Nurture room / space
- In school mentoring programs
- CASEA program
- Imagination club / ICAN
- Animal assisted activities

Tier 2 Targeted / Tier 1 Generalist (right side arrows):
- Curriculum level mindfulness / peaceful kids
- Common language & expectations
- Expectation & responsibility matrix
- strength-based appreciation approach to culture / climate
- Restorative practice
- Respectful relationships
- Victorian curriculum - personal and social capabilities
- Classroom programs:
- *Daniel Morecombe curriculum*
- eSMART
- TRIBES

Key:

Tier 1: Acute need for outside intervention

Tier 2: Targeted intervention strategies

Tier 3: Generalist strategies to be undertaken as a whole class across an entire school

Areas of investigation:
- Trauma informed practice

COMMUNITIES OF PRACTICE (CoP)
BRAIN BREAKS
First 30 MINUTES of the day
SPEECH PATHOLOGY IN SCHOOLS (SPiSP)

Communities of Practice (CoP) - Incorporate 30 minutes of WELLBEING and INCLUSION daily into classrooms. Teaching skills and strategies to develop social and emotional understanding.

Resources are also linked to the work being done in schools linked to the SPiSP – Specifically Occupational Therapy to develop fine and gross motor skills to further improve outcomes in handwriting and development.

- Teachers will begin each day with 30 minutes of Positive Education and Wellbeing/Inclusion focus.
- Brain break will be incorporated into daily practice

Resources Include:
- Brain Break exercises and activities
- Fine and gross motor activities for skill development
- Activities and ideas to cater for the first 30 minutes of every day
- Mindfulness and listening activities to help settle and still the mind

- WELLBEING & INCLUSION –
- FIRST 30 MINUTES

- **Some ideas and resources to help support the first 30 minutes of the day**
-
- These are some activities that can link to discussion focusing on what the classroom needs. You could use picture story books and literature to discuss some of these concepts, use current events to discuss emotion and how it makes us feel, introduce zones of regulation to give younger students a visual and prompts on how to express themselves. Board games, jigsaws, team building activities are all to help practice team building, collaboration skills, conflict resolution, problem solving skills, listening and responding appropriately, taking turns, sharing.
-
- The powerful component is the discussion with the students prior to completing their activity. Allow students time to process the information and then give them time to apply these new skills and put them into practice whilst completing the 'do' activity.
-
- **Questions to consider:**
- **WHY** are we doing this activity or having this discussion?
- **HOW** can I engage students using this content?
- **WHAT** will the 'do' activity be so students can engage with the skill or strategy being taught?

Nullawarre and District Primary School

POLICY:	**BULLYING PREVENTION POLICY**
SCHOOL COUNCIL CONSULTATION:	**August 2021**
TO BE REVIEWED:	Every three years or when changes occur to the Department's "School Policy and Advisory Guide" - **August 2024**

Help for non-English speakers

If you need help to understand the information in this policy, please contact the staff at Nullawarre and District Primary School for assistance.

PURPOSE

Nullawarre and District Primary School is committed to providing a safe and respectful learning environment where bullying will not be tolerated.

The purpose of this policy is to:

- explain the definition of bullying so that there is shared understanding amongst all members of the Nullawarre and District Primary School community
- make clear that no form of bullying at Nullawarre and District Primary School will be tolerated
- outline the strategies and programs in place at Nullawarre and District Primary School to build a positive school culture and prevent bullying behaviour
- ask that everyone in our school community be alert to signs and evidence of bullying behaviour, and accept responsibility to report bullying behaviour to school staff
- ensure that all reported incidents of bullying are appropriately investigated and addressed
- ensure that support is provided to students who may be affected by bullying behaviour (including targets, bystanders and students engaging in bullying behaviour)
- seek parental and peer group support in addressing and preventing bullying behaviour at Nullawarre and District Primary School.

When responding to bullying behaviour, Nullawarre and District Primary School aims to:

- be proportionate, consistent and responsive
- find a constructive solution for everyone
- stop the bullying from happening again
- restore the relationships between the students involved.

Nullawarre and District Primary School acknowledges that school staff owe a duty of care to students to take reasonable steps to reduce the risk of reasonably foreseeable harm, which can include harm that may be caused by bullying behaviour.

SCOPE

This policy addresses how Nullawarre and District Primary School aims to prevent, address, and respond to student bullying behaviour. Nullawarre and District Primary School recognises that there are many other types of inappropriate student behaviours that do not meet the definition of bullying which are also unacceptable at our school. These other inappropriate behaviours will be managed in accordance with our *Code of Conduct Policies, Building Relationships Policy, Student Wellbeing and Engagement Policy* and *Inclusion and Diversity Policy*.

This policy applies to all school activities, including camps and excursions.

Definitions

Bullying

In 2018 the Education Council of the Council of Australian Governments endorsed the following definition of bullying for use by all Australian schools:

> *Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.*
>
> *Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records)*
>
> *Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.*

Bullying has three main features:
- It involves a misuse of power in a relationship
- It is ongoing and repeated, and
- It involves behaviours that can cause harm.

Bullying can be:

1. *direct* physical bullying – e.g. hitting, tripping, and pushing or damaging property.
2. *direct* verbal bullying – e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
3. *indirect* bullying – e.g. spreading rumours, playing nasty jokes to embarrass and humiliate, mimicking, encouraging others to socially exclude a person and/or damaging a person's social reputation or social acceptance.

Cyberbullying is direct or indirect bullying behaviours using digital technology. For example via a mobile device, computers, chat rooms, email, social media, etc. It can be verbal, written and include images, video and/or audio.

Other distressing and inappropriate behaviours
Many distressing and inappropriate behaviours may not constitute bullying even though they are unpleasant. Students who are involved in or who witness any distressing and inappropriate behaviours should report their concerns to school staff and our school will follow our *Code of Conduct Policies, Building Relationships Policy, Student Wellbeing and Engagement Policy* and *Inclusion and Diversity Policy*.

Mutual conflict involves an argument or disagreement between people with no imbalance of power. In incidents of mutual conflict, generally, both parties are upset and usually both want a resolution to the issue. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.

Social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Single-episode acts of nastiness or physical aggression are not the same as bullying. However, single episodes of nastiness or physical aggression are not acceptable behaviours at our school and may have serious consequences for students engaging in this behaviour. Nullawarre and District Primary School will use its *Student Wellbeing and Engagement Policy* to guide a response to single episodes of nastiness or physical aggression.

Harassment is language or actions that are demeaning, offensive or intimidating to a person. It can take many forms, including sexual harassment and disability harassment. Further information about these two forms of harassment, including definitions, is set out in our *Inclusion and Diversity Policy*. Harassment of any kind will not be tolerated at Nullawarre and District Primary School and may have serious consequences for students engaging

in this behaviour. Nullawarre and District Primary School will use its *Student Wellbeing and Engagement Policy* to guide a response to students demonstrating harassing behaviour, unless the behaviour also constitutes bullying, in which case the behaviour will be managed in accordance with this *Bullying Prevention Policy*.

Bullying Prevention

Nullawarre and District Primary School is committed to building a positive and inclusive school culture through embedding the school's Inclusion and Wellbeing Framework. We strive to foster a school culture that prevents bullying behaviour by modelling and encouraging behaviour that demonstrates acceptance, kindness and respect.

Bullying prevention at Nullawarre and District Primary School is proactive and is supported by research that indicates that a whole school, multifaceted approach is the most effect way to prevent and address bullying. At our school:

- We have a positive school environment that provides safety, security and support for students and promotes positive relationships and wellbeing.
- We strive to build strong partnerships between the school, families and the broader community that means all members work together to ensure the safety of students.
- Teachers are encouraged to incorporate classroom management strategies that discourage bullying and promote positive behaviour.
- A range of year level incursions and programs are planned for each year to raise awareness about bullying and its impacts.
- In the classroom, our social and emotional learning curriculum teaches students what constitutes bullying and how to respond to bullying behaviour assertively. This promotes resilience, assertiveness, conflict resolution and problem solving.
- Students are encouraged to look out for each other and to talk to teachers and older peers about any bullying they have experienced or witnessed.
- We participate in the National Day of Action against Bullying and Violence.

Incident Response

Reporting concerns to Nullawarre and District Primary School

Bullying complaints will be taken seriously and responded to sensitively at our school.

Students who may be experiencing bullying behaviour, or students who have witnessed bullying behaviour, are encouraged to report their concerns to school staff as soon as possible.

Our ability to effectively reduce and eliminate bullying behaviour is greatly affected by students and/or parents and carers reporting concerning behaviour as soon as possible, so that the responses implemented by Nullawarre and District Primary School are timely and appropriate in the circumstances.

We encourage students to speak to their classroom teacher or the principal as soon as an issue arises. However, students are welcome to discuss their concerns with any trusted member of staff including teachers, education support staff, business manager or other support staff.

Parents or carers who develop concerns that their child is involved in, or has witnessed bullying behaviour at Nullawarre and District Primary School should contact the school principal, Linda Mooseek, by phone on 03 5566 5627 or by email directed to linda.mooseek@education.vic.gov.au. [

Investigations

When notified of alleged bullying behaviour, school staff are required to:
1. record the details of the allegations in XUNO; and
2. inform the Principal immediately.

The Principal is responsible for investigating allegations of bullying in a timely and sensitive manner.

To appropriately investigate an allegation of bullying, the Principal may:

- speak to the those involved in the allegations, including the target/s, the students allegedly engaging in bullying behaviour/s and any witnesses to the incidents
- speak to the parents of the students involved
- speak to the teachers of the students involved
- take detailed notes of all discussions for future reference
- obtain written statements from all or any of the above.

All communications with the Principal in the course of investigating an allegation of bullying will be managed sensitively. Investigations will be completed as quickly as possible to allow for the behaviours to be addressed in a timely manner.

The objective of completing a thorough investigation into the circumstances of alleged bullying behaviour is to determine the nature of the conduct and the students involved. A thorough understanding of the alleged bullying will inform staff about how to most effectively implement an appropriate response to that behaviour.

Serious bullying, including serious cyberbullying, is a criminal offence and may be referred to Victoria Police. For more information, see: Brodie's Law.

Responses to bullying behaviours

When the Principal has sufficient information to understand the circumstances of the alleged bullying and the students involved, a number of strategies may be implemented to address the behaviour and support affected students in consultation with staff, SSS and the Department of Education and Training.

There are a number of factors that will be considered when determining the most appropriate response to the behaviour. When making a decision about how to respond to bullying behaviour, Nullawarre and District Primary School will consider:

- the age and maturity of the students involved
- the severity and frequency of the bullying, and the impact it has had on the target student
- whether the student/s engaging in bullying behaviour have displayed similar behaviour before
- whether the bullying took place in a group or one-to-one context
- whether the students engaging in bullying behaviour demonstrates insight or remorse for their behaviour
- the alleged motive of the behaviour, including any element of provocation.

Nullawarre and District Primary School may implement all, or some of the following responses to bullying behaviours:

- Offer counselling support to the target student or students, including referral to the SSS or another external provider.
- Offer counselling support to the students engaging in bullying behaviour, including referral to the SSS or another external provider.
- Offer counselling support to affected students, including witnesses and/or friends of the target student, including referral to the SSS or another external provider.
- Facilitate a restorative practice meeting with all or some of the students involved. The objective of restorative practice is to repair relationships that have been damaged by bringing about a sense of remorse and restorative action on the part of the person who has bullied someone and forgiveness by the person who has been bullied.
- Facilitate a mediation between some or all of the students involved to help to encourage students to take responsibility for their behaviour and explore underlying reasons for conflict or grievance. Mediation is only suitable if all students are involved voluntarily and demonstrate a willingness to engage in the mediation process.
- Facilitate a Student Support Group meeting and/or Behaviour Support Plan for affected students.
- Prepare an Individual Management Plan restricting contact between target and students engaging in bullying behaviour.

- Provide discussion and/or mentoring for different social and emotional learning competencies of the students involved.
- Monitor the behaviour of the students involved for an appropriate time and take follow up action if necessary.
- Implement disciplinary consequences for the students engaging in bullying behaviour, which may include removal of privileges, detention, suspension and/or expulsion consistent with our *Student Wellbeing and Engagement Policy*, the Ministerial Order on Suspensions and Expulsions and any other relevant Department policy.

Nullawarre and District Primary School understands the importance of monitoring and following up on the progress of students who have been involved in or affected by bullying behaviour. Where appropriate, school staff will also endeavour to provide parents and carers with updates on the management of bullying incidents.

The Principal is responsible for maintaining up to date records of the investigation of and responses to bullying behaviour.

COMMUNICATION

This policy will be communicated to our school community in the following ways:
- Available publicly on our school's website
- Included in staff induction processes
- Discussed at staff briefings/meetings as required
- Made available in hard copy from school administration upon request

FURTHER INFORMATION AND RESOURCES

This policy should be read in conjunction with the following school policies:
- Statement of Values and School Philosophy
- Student Wellbeing and Engagement Policy
- Parent Complaints Policy
- Duty of Care Policy
- Inclusion and Diversity Policy
- Building Relationships Policy

The following websites and resources provide useful information on prevention and responding to bullying, as well as supporting students who have been the target of bullying behaviours:
- Bully Stoppers
- Kids Helpline
- Lifeline
- Bullying. No way!
- Student Wellbeing Hub
- Office of the eSafety Commissioner
- Australian Student Wellbeing Framework

EVALUATION

This policy will be reviewed every three years, or earlier as required following an incident or analysis of new research or school data relating to bullying, to ensure that the policy remains up to date, practical and effective.

Data will be collected through:
- discussion and consultation with students and parent/carers
- regular student check-ins
- regular staff check-ins

- assessment of other school-based data, including the number of reported incidents of bullying in each year group and the effectiveness of the responses implemented
- Attitudes to School Survey
- Parent Opinion Survey

Proposed amendments to this policy will be discussed in consultation with staff, student representative groups and School Council.

Bullying – Nullawarre and District Primary School

National Day Against Bullying – House Meetings

Each year Nullawarre and District Primary School is an active participant in the National Day Against Bullying. We hold multi age group House Meetings to discuss key terms, behaviours and strategies to support students to better understand what bullying looks, sounds and feels like. We have common language around the school to ensure students are familiar with, and are responsive to bullying behaviour.

is it BULLYING?

When someone says or does something *unintentionally* hurtful and they do it once, that's **RUDE.**

When someone says or does something *intentionally* hurtful and they do it once, that's **MEAN.**

When someone says or does something *intentionally* hurtful and they *keep doing it*—even when you tell them to stop or show them that you're upset—that's **BULLYING.**

Technology at Nullawarre and District Primary School

eSmart – House Meetings

At Nullawarre and District Primary School we have over 1:1 devices for students to utilise and engage in their learning through the use of technology. Ranging from laptops, notebooks, iPads and MAC laptops. Being eSmart is engrained into daily practise and learning at Nullawarre, focusing on the correct way to use the technology, and understanding our digital footprint. Again, we hold multi age House Meetings throughout the year to gain a better understanding of the correct way to use technology, and what to look out for when working with technology. We hold an eSmart week during the year focusing on strengthen our technology awareness skills. This is completed from Prep-Six.

NEDB4Bed (No electronic devices before bed)

This has been promoted during classrooms and through the weekly newsletter that is sent to parents and community members, with the intent to further educate parents and carers on the impacts of technology.

We are eSmart®

Positive Education @ NDPS

VISION
We are encouraged to dream.... Our future awaits...

RESPONSIBILITY
I am responsible for myself and my choices

CURIOSITY
I am open to new opportunities

Optimal Wellbeing

FLOURISH

Feeling good means doing good

RESPECT
I am respectful of myself, others and my environment

PERSONAL EXCELLENCE
I am capable of doing my personal

POSITIVE

Health   Wellbeing
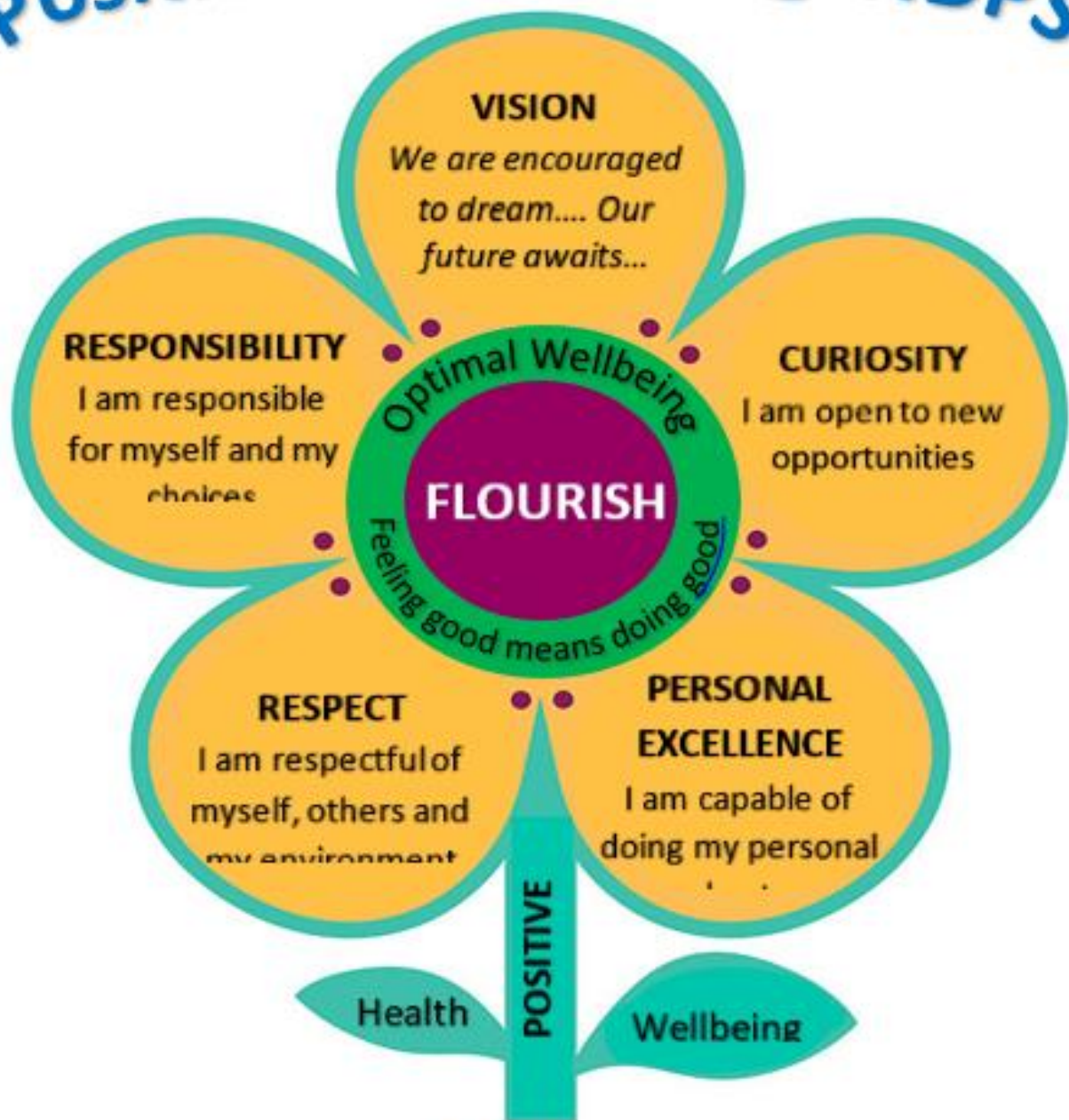
Fosters

Academics & Achievement

+

Character & Wellbeing

Student Values - NDPS

Individual Attributes and Outcomes					
Vision	**Curiosity**	**Personal Excellence**	**Respect**	**Responsibility**	
I am encouraged to dream and think about my future.	I take the initiative to help others.	I can remain focused on a task.	I treat everyone with courtesy and respect.	I keep trying	I stop and think before doing anything.
I am content and grateful for what I have and do.	I step forward and think creatively how I can best support my friends and family.	I contribute my ideas and thoughts in discussions.	I help and support my family, teachers, and friends.	I admit my mistakes and learn from them.	I set out to learn something new every day.
I recognise and appreciate the contributions of everyone.	I care about the environment.	I am keen to explore new ideas or ways of doing things.	I can be trusted to follow instructions and do the right thing.	I can manage my thoughts and emotions.	I know that with effort, I can improve.
I encourage others to follow their dreams.	I use my talents and skills to benefit others.	I reach my goals despite all challenges.	I work well with others.	I reflect on my challenges and work on my strengths to achieve my personal best.	
I am thankful even when I face challenges.	I know there is always more than one way to solve a problem.	I am able to learn and adapt in every situation.	I do what is best for my school, team, or community.	I will continue to believe in myself even when I face setbacks.	I will keep learning throughout my life.

Resilient Mindset + Passion for Community + Future-Ready Confidence + Passion for Community + Heart of Gratitude = Character Strengths

YOU CAN DO IT!

https://www.youcandoiteducation.com.au/

Username:	nullawarre
Password:	Nullawarre2020

PART 1 **ACHIEVEMENT**	PART 2 **RELATIONSHIPS**	PART 3 **WELLBEING**	PART 4 **SOCIAL AND EMOTIONAL BLOCKERS**
Work confidence Persistence Goal setting Time management Teamwork	Values Character strengths Getting along skills	Resilience Happiness	Worry Anxiety Feeling down Anger Not paying attention Procrastination

Both frameworks address the aspects of the psychological functioning of young people that leads to poor learning, behaviour and social and emotional outcomes. Negative Attitudes and under-developed Character (values and strengths) create Social-Emotional Blockers (anger, worry, feeling down, procrastination, not paying attention). Additionally, the frameworks represent the Positive Attitudes and Character (values, strengths) that support five essential Social-Emotional Skills all contributing to positive outcomes (getting along, organisation, persistence, confidence, resilience).

GOALS
Achievement
Relationships
Well-Being

ENVIRONMENT
Effective Teaching
Positive Parenting
Community Support

SOCIAL-EMOTIONAL SKILLS

| Getting Along | Organisation | Persistence | Confidence |

Resilience

ATTITUDES

| Following Rules Thinking First Accepting Everyone | Setting Goals Time Management | Working Tough Giving Effort Growth Mindset | Being Independent Taking Risks Accepting Myself I Can Do It! |

CHARACTER

| **VALUES** Caring, Fair, Honesty, Respectful, Responsible | **STRENGTHS** Wisdom, Courage, Humanity Justice, Temperance, Transcendence |

The YCDI goal is to help all children reach the top of the triangle. However, this cannot solely be accomplished through the traditional academic curriculum, instruction and services. The YCDI view is that in order for all young people to reach the top of the triangle, they need to develop values/strengths, attitudes as well as social and emotional learning skills.

NOTE: The six terms sitting under 'STRENGTHS" are what positive psychologists refer to as 'Virtues' categories consisting of different character strengths (see www. viacharacter.org).

There are 24-character strengths that are subsumed under the six categories.

- **Wisdom and Knowledge:** creativity, curiosity, judgment, love of learning, perspective
- **Courage:** bravery, perseverance, honesty, zest
- **Humanity:** love, kindness, social intelligence
- **Justice:** teamwork, fairness, leadership
- **Temperance:** forgiveness, humility, prudence, self-regulation
- **Transcendence:** appreciation of beauty and excellence, gratitude, hope, humour, spirituality

Primary Information Pack -
https://edu.youcandoiteducation.com.au/pluginfile.php/1648/mod_page/content/5/PA-Primary-Intro.pdf

THE RESILIENCE PROJECT

THE RESILIENCE PROJECT PRINCIPLES

Gratitude – Paying attention to the things that we have right now, and not worrying about what we don't have. We practise this by noticing the positives that exist around us.

Empathy – Putting ourselves in the shoes of others to feel and see what they do. We practice this through being kind and compassionate towards other people.

Mindfulness – Our ability to be calm and present at any given moment. We practice this through slowing down and concentrating on one thing at a time. This could be our breathing, completing a colouring sheet or noticing the noises we can hear.

Emotional Literacy – Our ability to label our emotions as we experience them. Labelling our emotions helps us to manage our emotions (soften negative emotions and find positive emotions). We practice this by labelling our emotions as we experience different parts of our day.

GRATITUDE QUESTIONS
- What were three things that went well for you today?
- Who is someone you feel really grateful for today? Tell us why.
- What is it about our home that makes it our home/special family place?
- What is something you are looking forward to tomorrow?

EMPATHY QUESTIONS
- Who is someone you know who may be experiencing some difficulty currently? What could we do for them as a family?
- Remember someone who has done something kind for you recently. What did they do for you?
- Say something kind to someone in your home

EMPATHY QUESTIONS
- How did you practice mindfulness today? These are things like meditation, puzzles, spot the difference, colouring.

WHY THE RESILIENCE PROJECT EXISTS

The mental health statistics in this country are confronting. Our mission is to teach positive mental health strategies to help people become happier and more resilient.

We share emotionally engaging stories that help to make the topic of mental health more accessible. The research is clear; the more positive emotion you experience, the more resilient you will be. For that reason we focus on three key pillars that have been proven to cultivate positive emotion; Gratitude, Empathy and Mindfulness (GEM). Our programs also have a strong focus on Connection, Purpose, Kindness, Emotional Literacy and Physical Health.

THE RESILIENCE PROJECT CURRICULUM

The Resilience Project curriculum has been designed by teachers for teachers. We understand that teachers facilitating the delivery of wellbeing curriculum will have varying levels of expertise in the subject.

To assist, we have designed evidence-based lesson plans and activities that are easy to follow, include comprehensive resources, and a range of practical activities to make delivery of the curriculum an engaging and enjoyable experience.

The preferred approach is to complete each lesson in its entirety, however we acknowledge that this isn't always possible. Therefore, lessons have been divided into multiple shorter activities, which provide the opportunity to complete as much of the lesson as possible and still achieve great outcomes.

Our curriculum has been produced to align with Victorian and Australian Curriculum Standards and Frameworks, and addresses aspects of achievement standards in the Personal and Social Capabilities learning area and the Health and Physical Education learning area.

Our Partnership Program has been evaluated by the University of Melbourne, with 6 primary schools receiving the Program and 6 schools used for comparison data.

Focus groups and interviews conducted with students, parents and teachers showed that students benefited from the Program in different ways:

- Improved confidence and self-esteem, especially in relation to their peer relationships
- Improved wellbeing and ability to express emotions
- Improved knowledge and communication of emotions
- Improved relationships both at school and at home
- More supportive classroom environments
- What mindfulness activity are you going to do tomorrow?
- What is your favourite mindfulness activity?
- How do you feel after you do a mindfulness activity?

ASSESSMENT
OBSERVATIONAL – DIAGNOSTIC - SENSORY

Step 1: Observational Checklists/Note taking
Using the checklists below to gather observational data on students to further develop an understanding of where to next for the planning, and learning and teaching.

Step 1a: Gathering additional data
- *If you need to gather more data diagnostically, or if you need to gather more data for a particular student.*

Once you have gathered observational data, as a reflection tool click on the survey monkey that suits where to next for your students. These questionnaires are between 8-12 questions in length and are specific in their purpose.

- Respect and Getting Along
- Confidence and Self Worth
- Independence and work confidence
- Responsibility and Organisation
- NDPS: Thoughts and feelings about school
- Resilience and Curiosity
- All about me: Emotions
- Emotions: Self Awareness 1
- Emotions: Self Awareness 2

Step 2: Curriculum resources – Where to next?
Respectful Relationships, You Can Do It, The Resilience Project all have target specific resources and lesson plans to cater for Social and Emotional learning and teaching. The lessons also support integration of learning throughout other curriculum areas, and link to the Victorian Curriculum Capabilities.

- Respectful Relationships
- You Can Do It
- The Resilience Project

Step 3: Planning and Implementing
Plan to teach a specific strategy during your 30-minute Wellbeing focus you are teaching. Use the above resources in your planning to cater for those specific areas you have uncovered during diagnostic assessment. Include Brain Breaks throughout the day to allow students to re-set and focus for key learning times.

Step 4: Continuous Monitoring
– Student goals and reflections (self-assessments)
When teaching a new strategy, students may develop personalised goals within the unit being taught. Templates and idea questions are attached.

Wellbeing and Inclusion –
Achievement Standards and Progress Indicators

An overview of the Personal and Social Capability curriculum and the areas of learning that sit between each of the progressive levels. This document has been informed by the Victorian Curriculum. It is useful in establishing accurate teacher judgements and should be accompanied by work samples and observations that give evidence of the standard of attainment.

Mid-Year focus: Emotional Literacy, Respectful Relationships, Family
End Year focus: Challenges, Conflict, Personal Strengths, Persistence and Participation

Progressing towards Foundation

0.5 – *A student progressing towards the Level Foundation standard can:*	F.0 – *A student at the Level Foundation standard can:*
Self-Awareness and Management: • Identify their likes and dislikes, needs and wants, abilities and strengths • Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations	**Self-Awareness and Management:** • Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems
Social Awareness and Management: • Practise the skills required to include others and make friends with peers, teachers and other adults • Name and practise basic skills required to work collaboratively with peers	**Social Awareness and Management:** • Identify a range of groups to which they, their family and members of their class belong • Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict

Progressing towards Level One

F.5 – *A student progressing towards the Level One standard can:*	1.0 – *A student at the Level One standard can:*
Self-Awareness and Management: • Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions •	**Self-Awareness and Management:** • Identify personal strengths and describe how these strengths are useful in school or family life
Social Awareness and Management: • Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour	**Social Awareness and Management:** • Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks

Progressing towards Level Two

1.5 – *A student progressing towards the Level Two standard can:*	2.0 – *A student at the Level Two standard can:*
Self-Awareness and Management: •	**Self-Awareness and Management:** • Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations
Social Awareness and Management: • Listen to others' ideas, and recognise that others may see things differently • Identify how families can have a range of relationships	**Social Awareness and Management:** • Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict

Progressing towards Level Three

2.5 – *A student progressing towards the Level Three standard can:*	3.0 – *A student at the Level Three standard can:*
Self-Awareness and Management: • Identify and explore the expression of emotions in social situations and the impact on self and others	**Self-Awareness and Management:** • Identify personal strengths and select personal qualities that could be further developed
Social Awareness and Management: • Identify the importance of including others in activities, groups and games	**Social Awareness and Management:** • Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate

Progressing towards Level Four

3.5 – *A student progressing towards the Level Four standard can:*	4.0 – *A student at the Level Four standard can:*
Self-Awareness and Management: • Name and describe the skills required to work independently	**Self-Awareness and Management:** • Identify how persistence and adaptability can be used when faced with challenging situations and change
Social Awareness and Management: • Describe the ways in which similarities and differences can effect relationships	**Social Awareness and Management:** • Identify conflicts that may occur in peer groups and suggest possible causes and resolutions • Identify the importance of including others in activities, groups and games • Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion

Progressing towards Level Five

4.5 – *A student progressing towards the Level Five standard can:*	5.0 – *A student at the Level Five standard can:*
Self-Awareness and Management: • Reflect on how personal strengths have assisted in achieving success at home, at school or in the community	**Self-Awareness and Management:** • Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations
Social Awareness and Management: • Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved	**Social Awareness and Management:** • Describe the various causes of conflict and evaluate possible strategies to address conflict • Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles

Progressing towards Level Six

5.5 – *A student progressing towards the Level Six standard can:*	6.0 – *A student at the Level Six standard can:*
Self-Awareness and Management: • Explore the links between their emotions and their behaviour	**Self-Awareness and Management:** • Identify the skills for working independently and describe their performance when undertaking independent tasks
Social Awareness and Management: • Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences	**Social Awareness and Management:** • Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual

Curriculum – Termly guaranteed curriculum template
(Same structure as Literacy and Numeracy)

Wellbeing and Inclusion 2021 - Term xx

Focusing on: Student Learning Growth and Assessment utilising the Personal and Social Capability and You Can Do It resources

Victorian Curriculum Level	Teaching and Learning – Achievement Standard & Learning Progression Summary	Assessment
Foundation		•
Level 1 & 2	•	
Level 3 & 4	•	•
Level 5 & 6	•	

==Term xx Inquiry focus:==	
You Can Do It – Part xx	*Respectful Relationships* •

Respectful Relationships Assessment

Emotional Literacy
- Which emotions were children easily able to express?
- Which emotions were harder for children to express?
- Why might this be the case?
- How do you express your emotions in the classroom?
- What is the effect on your students?

Personal Strengths
- What calming strategies work well to settle the class?
- What calming strategies do you use to settle yourself?
- What strengths do you use and model within the classroom?
- What strategies do you use to develop the strengths of your students?
- What strengths do you use and model within the classroom?
- What strategies do you use to develop the strengths of your students?

Problem Solving
- What calming strategies do you use when the class or individuals are feeling stressed or overwhelmed?
- What calming strategies do you use to settle yourself?
- How do you deal with problems in your personal and professional life?
- What are the most common problems within your class?
- What role do you play in empowering and assisting your student to work through their problems?

Help Seeking
- Who are the people you could turn to for help when needed?
- How do you encourage students to seek and provide assistance in the classroom?
- Who are the people you could turn to for help?
- How do you encourage students to seek and provide assistance in the classroom?

ABLES TESTING -
https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/ablesassessment.aspx

Social & Emotional Diagnostic Assessment
Prep/One/Two
Linked with You Can Do It: Part 4 – Social and Emotional Blockers

Purpose: To gather data linked with Personal and Social Capabilities, Respectful Relationships and You Can Do It to identify areas students need support developing in regard to their social and emotional wellbeing.

Administration of assessment:
- o   Working in small groups to focus on individual students and their responses.
- o   Asking the questions below and then checking off the skills, knowledge of emotional language and strategies to overcome an emotional blocker.
- o   Finding areas in which students feel least confident in, gathering the data and then accessing the resources available to support the implementation of learning and teaching in the classroom. Specifically, the designated 30 minutes of wellbeing time in each classroom.

Can you tell me what a blocker is?	
Can you give me an example of a blocker in the classroom?	
How/why does a blocker make learning hard?	
Can you share some strategies on how to remove a blocker?	
What strategy could you use if you are feeling in the blue, yellow or red zone?	
Can you share a time where you have felt sad?	
What strategy could you use if you are feeling sad at school?	
Can you share a time you felt angry?	
What is a strategy you could use at school if you felt really angry?	
Can you share a time you felt worried?	
What strategy could you use if you felt worried at school?	
Can you name a time you felt bored?	
What could you say to yourself to help change your mindset and be productive with your time?	
Can you name some things that are distracting in the classroom?	
What could we change to help you focus on your learning?	
What does it mean to have a positive mindset?	
Can you use positive self-talk and say something nice about yourself?	
What does it mean to 'bounce back'?	
What might 'bouncing back' look like when we're at school	

SCHOOL VALUES REFLECTION QUESTIONS – LINKED WITH YOU CAN DO IT!	
VISION **Work Confidence**	o Can you name something about school you are grateful for? Why?
PERSONAL EXCELLENCE **Persistence**	o What is a role model? o How could we be a role model at school?
RESPONSIBILTY **Organisation**	o Why is it important to take care of my things?
RESPECT **Getting Along**	o What are the different ways we can show respect? o What would someone be doing if they weren't showing respect?
CURIOSITY **Resilience**	o Why is it important to make mistakes? o How do you feel when you make a mistake? o What is feedback? o How can we use feedback to help us in our learning?

Social and Emotional Assessment Record (EXAMPLE)

Grade:	Dates:	Learning Intention:

NAMES:	Can successfully identify and describe a blocker	Can share strategies to remove blockers in learning	Successfully identifies strategies to get out of the blue/yellow/red zones	Can identify the emotion sad and angry and how they make us feel	Can share strategies on how to manage the emotions sad and angry when at school	Can describe the feeling of being worried	Can identify a strategy to help overcome feeling worried when at school	Can identify the feeling of boredom	Can share a strategy on how to alter mindset to be productive with their time	Can give a reason they might feel distracted during learning time	Can identify a strategy they could use to help be less distracted during learning time	Can give themselves praise and identify something positive about themselves.	Understands the term bounce back and what this means and looks like

Social & Emotional Diagnostic Assessment
Grade 3/4/5/6

You Can Do It - https://www.youcandoiteducation.com.au/survey-of-student-social-emotional-skills/

Learning process – Student centred
o Students to complete this 1:1 on their device and have their results sent to teachers email address.
o Teacher to gather the data and each morning have a discussion based on a particular focus (listed below)
o Once discussed the questions and what they mean, students are to be self-reflective on each part within.
o At the end, they are to set themselves a goal for the following day/week?
o They could record this in their Resilience Project journals??? Diaries???
o Share these goals and what strategies they could use to help them be successful.

Assessment steps – Diagnostic approach including Goal Setting
o Once the data has been gathered from the online assessment tool, looking at the gaps what do students feel least confident? What is the first starting point? What area received the lowest score? Use the reflective questions to start the conversation with students. One discussed, give students a self-reflective question sheet and have them fill in their answers individually.
o Students are to identify a goal from this self-reflection. It might be their goals for the week. Or if you complete these assessments all week, they might have 5 goals they set themselves for the term. Each week they are to reflect on the goals they set themselves and the teacher can give feedback based on individual goals for individual students.
o To collate these goals students set themselves, teacher could record these throughout the term, and each week be reflective on how they have strengthened their knowledge, skills and strategy bank to develop their social and emotional understanding. This aides in integration this into daily learning practice (developing climate) and allowing students to be reflective throughout the week focusing on their social and emotional development.
o It also helps gather data using the Personal and Social Capabilities to give an accurate teacher judgment against the Victorian Curriculum, as well as linking to the Communities of Practice Framework (You Can Do It) and including 30 minutes of structured, tailored wellbeing and inclusion sessions into each day.

SENSORY ASSESSMENT

Use this action plan as guidance for supporting a child's sensory needs in the classroom environment.

Sensory Processing Screening Tool

Name of Educator/Parent: **Name of Student:**

Score each item with a number between 1 and 5, calculate the total for each sensory area and also the totals for avoider and seeker. Then follow the Sensory Processing Action Plan to help you decide what to do next.

1 = Never 2 = Rarely 3 = Sometimes 4 = Most of the time 5 = Always

TACTILE/TOUCH AVOIDANT
1. Avoids casual touch from other people
2. Doesn't like having messy and dirty hands
3. Doesn't enjoy using very cold and or very hot items

TACTILE/TOUCH SEEKING
1. Enjoys playing with different textures? (sand, playdough)
2. Touches other people frequently
3. Taps, bangs, squeezes or rubs things frequently

VISION AVOIDANT
1. Distracted by glare, bright or florescent lights
2. Squints, blinks or rubs eyes frequently
3. Gets distressed when their visual field is crowded (by lots of colours, people or moving objects)

VISION SEEKING:
1. Distressed when the lights are dim or off
2. Flaps hands, fingers in front of eyes
3. Watches moving objects for excessive lengths or time? (E.g. spinning tops or hourglass timers)

MOVEMENT AVOIDANT
1. Seems tired, moves slowly and slumps in their chair
2. Seems clumsy, moves awkwardly?
3. Gets dizzy easily

MOVEMENT SEEKING
1. Unable to sit still on chair, wraps legs around chair legs
2. Fidgets constantly, never still
3. Enjoys spinning, rocking, jumping

SOUND AVOIDANT
1. Distressed by singular loud noises (fire alarm) or grouped loud noises (choirs singing, large crowd noise)
2. Speaks with an unusually quiet voice
3. Unable to filter out noise and focus on teacher or parent's voice

SOUND SEEKING
1. Speaks with a very loud voice
2. Hums, repeats phrases and makes odd noises
3. Unable to focus when the environment is silent

SMELL AND TASTE AVOIDANT
1. Complains about smells
2. Complains about tastes
3. Picky eater, very self-limited diet

SMELL AND TASTE SEEKING
1. Frequently licks/chews on objects and/or people
2. Frequently smells/sniffs objects and people
3. Doesn't seem to notice strong odours

SENSORY AVOIDER TOTAL

SENSORY SEEKER TOTAL

PARTICIPATION PROFILE
1. Unable to participate in tasks they didn't know were part of the days schedule
2. Difficulty transitioning between activities
3. Easily overwhelmed, frustrated and/or acts out
4. Difficulty initiating and completing tasks

PROPRIOCEPTION PROFILE
1. Doesn't appear to be aware of where their body is in space
2. Bumps into classmates, walls etc.
3. Accidentally spills things when pouring or drinking?
4. Lies down at inappropriate times

For scores of 9+ in a domain, refer to the Sensory Processing Action Plan for strategies

If a child is scoring high in most or all domains (seeking and/or avoiding) – consider a referral to Occupational Therapy for a full Sensory Processing assessment and individualised therapy plan.

Feel free to discuss with your SRF Key Worker

Sensory Processing Action Plan

Name of Educator/Parent:　　　　　　　　**Name of Student:**

Use this action plan as guidance for supporting a child's sensory needs in the kindergarten classroom environment. Highlight the strategies that you plan to implement.

TACTILE AVOIDANT

- Encourage the child to stand/walk at the end of the line or have an end bag hook.
- Modify art activities to reduce the tactile input e.g. use of rolling pin with play dough, use of a paintbrush/other tools when using paint.
- Allow the child to wash their hands e.g. at sink or have a bowl of water next to them during very messy activities.
- Ensure tags and strings are removed from uniform

TACTILE SEEKING

- Design activities that have a range of different textures available – invite the child to participate in messy play clean up time
- Fiddle toys & seat cushions– things that gently vibrate or have differing textures
- Provide education around personal space and appropriate types of touching

VISION AVOIDANT

- Allow the student to where sunglasses where necessary
- Seat the student away from direct sunlight
- Reduce unnecessary visual stimuli in the classroom and offer an uncluttered environment

VISION SEEKING:

- Will learn well from material that has been colour coded and/or from visual media like Electronic Whiteboard's and DVD's
- Bright, flashing toys can be used as part of existing reward systems.
- Ideal candidate for visual schedules and pictorial cues

MOVEMENT AVOIDANT

- Provide relaxation activities during the day (e.g. progressive muscle relaxation)
- Include movement activities that are not coordination based
- Completed seated games that involve movement

MOVEMENT SEEKING

- Include regular movement breaks – do not use these as a reward or remove them as punishment, they need to be a consistent, reliable part of a routine
- Trial a round exercise ball instead of a chair
- If the child's work output is good and it is not distracting anyone else, do not attempt to stop the chair fidgeting

SOUND AVOIDANT

- Control the volume of music and other electronic media in the room
- Seat the student away from speakers and other noise sources
- Warn of unexpected sounds where possible, such as the machinery about to start in a cooking class

SOUND SEEKING

- Use music, song and rhythm to teach curriculum areas
- Ensure you have the student's attention before giving instruction to ensure they are focussed on your voice instead of other sounds in the environment
- Vary the volume and tone of your voice to maintain attention

SMELL AND TASTE AVOIDANT

- Monitor the use of perfumes and aftershaves on staff if you have a child in this category
- Gently encourage the child and give praise for trying new types of food
- Be aware of smells involved in certain activities and monitor the child for behaviour changes (e.g. when cooking)

SMELL AND TASTE SEEKING

- Allow the child to use scented pens and textas
- Use some aromatherapy techniques with the child
- Map the times when the child chews most frequently an introduce a chew toy that is given and removed at appropriate intervals between meals
- Provide snacks of a range of different textures

PARTICIPATION PROFILE

- Develop a visual schedule that is used consistently. Ensure it has a 'finished' option. Speak to your SRF Key Worker for assistance if required.

PROPRIOCEPTION PROFILE

- Gross motor skill program targeting proprioception – discuss with SRF Key worker

Student Reflection Questions
Strengthening student agency

Once the assessment is completed, these questions could be a prompt for discussion about providing feedback and discussing strategies to help everyone feel confident, supported and heard in the classroom.

Work confidence	o Do you find learning new things challenging? Why? Why not? o Do you get nervous or worried if you have to share something in front of the group? Why? Why not? o Are you excited about trying, learning or doing new things? Why? Why not? o Do you feel confident to have a go at a learning task you are unsure about? Why? Why not?
Persistence	o When work is hard, do you find it easy or hard to problem solve to work out the answer? Why? Why not? o When you feel bored or frustrated at school, do you zone out, or keep persisting with your learning by using different strategies to help stay on task? What are those strategies? o Do you complete all work to the best of your ability? Why? Why not? o Do you feel like you put 100& into your learning at all times? Why? Why not? o Can you share some strategies you use when work is difficult or challenging or boring that you could use to help you stay focused and on track?
Organisation	o If you're unsure of an instruction, do you find it easy to ask for help? o Do you keep your desk and resources tidy? How could you improve this? o Do you complete reading and spelling practice at home? Why? Why not? o Do you find it easy to start a learning task? Why? Why not?
Getting Along	o Do you find working as a group easy or hard? Why? o Do you find it easy to make friends? o Do you get frustrated easily if something doesn't go the way you want it to? Why? Why not? o Do you follow the classroom rules and school values? How could we improve this?
Resilience	o Do you find it easy or hard to tell someone how you feel and why? o Do you get upset if someone tells you're doing your task wrong? Why? Why not? o When you get upset do you have a good bank of strategies to help you calm down? What are these? o When you're upset or angry, does it take you a long time to calm down? Or do you feel upset and angry for a long time? Why? Why not? o Do you understand what the term 'bounce back' means? Can you give an example of when someone could bounce back?
SCHOOL VALUES REFLECTION QUESTIONS – LINKED WITH YOU CAN DO IT!	
VISION **Work Confidence**	o Can you name something about school you are grateful for? Why? o What is something I would like to achieve by the end of the year?
PERSONAL EXCELLENCE **Persistence**	o What is a role model? o How could we be a role model at school?
RESPONSIBILTY **Organisation**	o Why is it important to take care of my things? o Why is it important to complete my learning to the best of my ability at all times? o Do you sometimes hand in work that isn't the best of your ability? Why? Why not?
RESPECT **Getting Along**	o Do you follow the classroom rules and school values? How could we improve this? o What are the different ways we can show respect? o What would someone be doing if they weren't showing respect?
CURIOSITY **Resilience**	o What does it mean to take a risk with your learning? o Why is it important to make mistakes? o How do you feel when you make a mistake? o What is feedback? o How can we use feedback to help us in our learning?

Work Confidence

Self-Reflection: Write down your answers and give reasons why you think this way ☺

Do you find learning new things challenging? Why? Why not?	
Do you get nervous or worried if you have to share something in front of the group? Why? Why not?	
Are you excited about trying, learning or doing new things? Why? Why not?	
Do you feel confident to have a go at a learning task you are unsure about? Why? Why not?	
Can you name something about school you are grateful for? Why?	
What is something I would like to achieve by the end of the year?	

Persistence

Self-Reflection: Write down your answers and give reasons why you think this way ☺

When work is hard, do you find it easy or hard to problem solve to work out the answer? Why? Why not?	
When you feel bored or frustrated at school, do you zone out, or keep persisting with your learning by using different strategies to help stay on task? What are those strategies?	
Do you complete all work to the best of your ability? Why? Why not?	
Do you feel like you put 100% into your learning at all times? Why? Why not?	
Can you share some strategies you use when work is difficult or challenging or boring that you could use to help you stay focused and on track?	
What is a role model?	
How could we be a role model at school?	

Organisation

Self-Reflection: Write down your answers and give reasons why you think this way ☺

If you're unsure of an instruction, do you find it easy to ask for help?	
Do you keep your desk and resources tidy? How could you improve this?	
Do you complete reading and spelling practice at home? Why? Why not?	
Do you find it easy to start a learning task? Why? Why not?	
Why is it important to take care of my things?	
Why is it important to complete my learning to the best of my ability at all times?	
Do you sometimes hand in work that isn't the best of your ability? Why? Why not?	

Getting Along

Self-Reflection: Write down your answers and give reasons why you think this way ☺

Do you find working as a group easy or hard? Why?	
Do you find it easy to make friends?	
Do you get frustrated easily if something doesn't go the way you want it to? Why? Why not?	
Do you follow the classroom rules and school values? How could we improve this?	
What are the different ways we can show respect?	
What would someone be doing if they weren't showing respect?	

Resilience

Self-Reflection: Write down your answers and give reasons why you think this way ☺

Do you find it easy or hard to tell someone how you feel and why?	
Do you get upset if someone tells you're doing your task wrong? Why? Why not?	
When you get upset do you have a good bank of strategies to help you calm down? What are these?	
When you're upset or angry, does it take you a long time to calm down? Or do you feel upset and angry for a long time? Why? Why not?	
Do you understand what the term 'bounce back' means? Can you give an example of when someone could bounce back?	
What does it mean to take a risk with your learning?	
Why is it important to make mistakes?	
How do you feel when you make a mistake?	
What is feedback?	
How can we use feedback to help us in our learning?	

Respectful Relationships
Wellbeing activities and conversation starters

There are a range of activities that will help build and maintain students' wellbeing. The activities cover six

key elements that are important to wellbeing.

These activities are based on the optional Resilience, Rights and Respectful Relationships teaching and learning materials.

Six key elements that are important to wellbeing

Emotional literacy
Understanding emotions helps students to understand themselves and other people.

We can do this by focusing on recognising, expressing and managing emotions.

Understanding emotions is key to building empathy and self-awareness.

Personal strengths
Help to build students' ability to recognise and understand positive qualities in themselves and others.

This will help to build your students' self-confidence and their capacity to face and manage challenges.

Positive coping
Provide opportunities for your students to discuss and learn different types of coping strategies.

This will increase your students' ability to manage stress, control impulses and overcome obstacles.

Problem solving
Students can develop their critical and creative thinking skills to explore different types of problems.

This can build your students' ability to make responsible decisions that consider the likely consequences of different ways of solving problems.

Stress management
Learn about different calming strategies to deal with stress.

This can help your students to cope with challenges they are facing now and in the future.

Help seeking
In these challenging times, it is important to normalise asking for help.

Students will learn to recognise situations in which to seek help, how to identify trusted people in their lives to ask for help and practice asking for and providing help.

For students in Foundation level

Emotional literacy

Learning intention:
- Students recognise and name some commonly experienced emotions
- Students identify what the emotions look like through facial and body expressions

Activity: What do emotions look like?
- Reading a story that illustrates different emotions
- Full instructions: Page 5 of [Resilience, Rights and Respectful Relationships - Foundation](#)

Personal strengths

Learning intention:
- Students explore what it feels like when they have to do something they are afraid of
- Students explore what bravery looks like

Activity: What does being brave look like?
- Using drawings to explore personal strengths that can be used when children feel nervous or scared
- Full instructions: Page 12 of [Resilience, Rights and Respectful Relationships - Foundation](#)

Positive coping

Learning intention:
- Students learn self-talk techniques to understand and manage their emotions

Activity: Managing emotions
- A statue game that encourages children to think about what can help them feel calm or happy
- Full instructions: Page 21 of [Resilience, Rights and Respectful Relationships - Foundation](#)

Problem solving

Learning intention:
- Students recognise that problems are a normal part of life
- Students increase their ability to identify and name problems
- Students recognise that there are solutions to problems

Activity: The picnic problem solving game
- Uses the scenario of preparing for a picnic to explore finding solutions for different problems
- Full instructions: Page 24 of [Resilience, Rights and Respectful Relationships - Foundation](#)

Stress management

Learning intention:
- Students identify activities that can help them to reduce their stress levels

Activity: The picnic problem solving game
- Students share ideas of how they like to calm down or cheer up and draw pictures to show one of their coping strategies
- Full instructions: Page 30 of [Resilience, Rights and Respectful Relationships - Foundation](#)

Help seeking

Learning intention:
- Students identify people who they can go to for help
- Students identify people who they can share their good times with

Activity: My helpful people
- Uses drawings for students to identify who they would share happy news with and who to ask for help
- Full instructions: Page 33 of [Resilience, Rights and Respectful Relationships - Foundation](#)

For students in Years 1 and 2

Emotional literacy

Learning intention:

- Students name some of the commonly experienced emotions
- Students identify the ways in which emotions are shown in body language

Activity: Emotions statues

- A statue game that encourages students to think about the causes of different emotions and recognise when others express their emotions
- Full instructions: Page 4 of Resilience, Rights and Respectful Relationships - Years 1 and 2

Learning intention:

- Students identify experiences that can trigger particular emotions

Activity: Emotion triggers

- Uses drawings for students to show how experiences can cause emotions
- Full instructions: Page 5 of Resilience, Rights and Respectful Relationships - Years 1 and 2

Personal strengths

Learning intention:

- Students describe the kinds of actions that generate a sense of pride or accomplishment
- Students identify key strengths used in the school setting

Activity: Strength detectives

- Uses a scenario to encourage students to think about what sorts of experiences can lead someone to feel proud of themselves
- Full instructions: Page 9 of Resilience, Rights and Respectful Relationships - Years 1 and 2

Learning intention:

- Students describe how to use strengths to be a good friend and family member

Activity: Building the strengths display

- Creates a display of strengths from words, pictures and photographs in the classroom based on students' individual strengths
- Full instructions: Page 10 of Resilience, Rights and Respectful Relationships - Years 1 and 2

Positive coping

Learning intention:

- Students explore the difference between calming and cheering coping strategies
- Students identify times when they need to use calming or cheering coping strategies

Activity: Cheering up and calming down

- Uses music to explore strategies for students calm themselves down or cheer themselves up

Learning intention:

- Students identify situations that can cause fear
- Students select coping strategies to help deal with their fears

Activity: Facing fears

- Uses nursery rhymes and books to help students identify fears and explore coping strategies
- Full instructions: Page 20 of Resilience, Rights and Respectful Relationships - Years 1 and 2

For students in Years 1 and 2 continued

Problem solving

Learning intention:

- Students describe the cooperative behaviour that helped the team to succeed in the activity
- Students identify how the cooperative behaviour can help with solving problems

Activity: Let's work together: cooperative games

- Uses two games that encourage teamwork to explore solutions to different problems and how it can be applied in the classroom
- Full instructions: Page 25 of Resilience, Rights and Respectful Relationships - Years 1 and 2

Learning intention:

- Students use the problem-solving model to help them identify options for children experiencing problems
- Students identify possible sources of help
- Students describe and enact problem-solving and help-seeking strategies

Activity: Real world problems

- Uses different scenarios to explore different options to address problems and consider upsides and downsides
- Full instructions: Page 27 of Resilience, Rights and Respectful Relationships - Years 1 and 2

Stress management

Learning intention:

- Students develop a definition of stress
- Student recognise how stress can be felt in the body
- Students identify experiences that can cause feelings of stress

Activity: What is stress?

- Asks students to think about how stress is felt and its causes, using a character named Wibbly
- Full instructions: Page 31 of Resilience, Rights and Respectful Relationships - Years 1 and 2

Learning intention:

- Students choose favourite strategies for dealing with the fears, anger and sadness

Activity: Coping with stress

- Asks students to think about ways to calm down or cheer up, using a character named Wibbly
- Full instructions: Page 34 of Resilience, Rights and Respectful Relationships - Years 1 and 2

Help seeking

Learning intention:

- Students practise skills in peer helping

Activity: I can help my friends

- Uses scenarios to encourage students to think of ways they can provide help to other children in need

Learning intention:

- Students discuss the types of situations in which they would be best to seek adult assistance
- Students understand the importance of finding the language to name problems when help-seeking

Activity: How do I ask for help?

- Uses scenarios and role-play to explore ways in which children can ask an adult for help
- Full instructions: Page 47 of Resilience, Rights and Respectful Relationships - Years 1 and 2

For students in Years 3 and 4

Emotional literacy

Learning intention:
- Students develop their vocabulary to identify and describe their emotions
- Students identify the ways in which emotions are shown in body language

Activity: The emotions echo game
- The game explores emotions and body language and asks students to think about how they can work out what emotions other people are experiencing
- Full instructions: Page 4 of Resilience, Rights and Respectful Relationships - Years 3 and 4

Learning intention:
- Students develop their vocabulary to identify and describe their emotions
- Students identify and demonstrate the ways in which emotions are shown in body language
- Students enhance their ability to recognise emotions in others
- Students identify the types of events and situations that are associated with positive and negative or comfortable and uncomfortable emotions

Activity: What do emotions look like?
- Creates freeze frames and role play to show a situation where someone might feel certain emotions, then asks students to guess the emotions
- Full instructions: Page 5 of Resilience, Rights and Respectful Relationships - Years 3 and 4

Personal strengths

Learning intention:
- Students develop an understanding of the concept of personal strengths
- Students identify and name their personal character strengths
- Students recognise how different strengths help people to learn and thrive

Activity: What are personal strengths?
- In small groups, students discuss character strengths and what actions people take who are showing that strength
- Full instructions: Page 13 of Resilience, Rights and Respectful Relationships - Years 3 and 4

Learning intention:
- Students describe the personal character strengths that people use in their everyday lives
- Students identify examples of ways in which strengths can be seen in the actions people take
- Students identify the strengths that they would like to further develop

Activity: Strengths we use every day
- A 'pass the parcel of strengths' game, where students explore examples of actions someone can take to show strengths
- Full instructions: Page 18 of Resilience, Rights and Respectful Relationships - Years 3 and 4

Positive coping

Learning intention:
- Students identify the types of events and situations that can lead to feeling strong emotions
- Students practise techniques for controlling anger and reflect on how these techniques might help them to control their emotion

Activity: Taming angry feelings
- Introduces techniques and activities for controlling anger and asks students to describe how these strategies made their bodies feel
- Full instructions: Page 25 of Resilience, Rights and Respectful Relationships - Years 3 and 4

Learning intention:
- Students focus on the impact their actions can have on others
- Students learn a technique for making a strong apology

Activity: Making apologies
- Asks students to make a fictional apology letter based on the strong apology model
- Full instructions: Page 27 of Resilience, Rights and Respectful Relationships - Years 3 and 4

For students in Years 3 and 4 continued

Problem solving

Learning intention

- Students develop their recognition that problems are a normal part of life
- Students increase their ability to identify and name problems
- Students recognise that there are solutions to problems
- Students develop a range of strategies to use in working to solve problems

Activity: Roads and roundabouts problem-solving model

- Introduces the 'roads and roundabout model,' where the 'roundabout 'is a place to think about which 'road' to take when a problem arises in everyday life
- Full instructions: Page 29 of Resilience, Rights and Respectful Relationships -Years 3 and 4

Learning intention:

- Students develop an understanding that different problems can require different types of problem-solving strategies
- Students identify a range of strategies they use to solve problems

Activity: Problem-solving in peer situations

- Uses scenarios and the 'problem roundabout' model explore solutions to different problems and make a display in the classroom of these different strategies
- Full instructions: Page 30 of Resilience, Rights and Respectful Relationships -Years 3 and 4

Stress management

Learning intention:

- Students use a game to help them develop self-calming techniques
- Students discuss the role of self-calming and self-control in managing their daily challenges
- Students explain the value of self-discipline in helping them to learn

Activity: Slow motion mirror game

- The game asks students to mirror each other's reflections then explores the skills needed and what messages relate to good friendship
- Full instructions: Page 39 of Resilience, Rights and Respectful Relationships - Years 3 and 4

Learning intention:

- Students identify that there are a range of strategies that can be used to help deal with strong emotions
- Students practise strategies for calming and coping when upset

Activity: Calming and coping

- Encourages students to identify and share self-calming strategies, which are then displayed in a class list
- Full instructions: Page 40 of Resilience, Rights and Respectful Relationships - Years 3 and 4

Help seeking

Learning intention:

- Students normalise help-seeking behaviour
- Students identify strategies for peer support and peer referral
- Students identify sources of help for children experiencing a range of problems

Activity: Help-seeking scenarios

- Uses scenarios to explore options to either provide help, or seek help, for situations involving children experiencing distress
- Full instructions: Page 50 of Resilience, Rights and Respectful Relationships - Years 3 and 4

Learning intention:

- Students explore the notion of trust and how they know they trust someone
- Students list five trusted people who they would seek help from

Activity: Help-seeking sources

- Uses two 'helping hands', where students write the names of five different people they can provide help to and seek help from
- Full instructions: Page 53 of Resilience, Rights and Respectful Relationships - Years 3 and 4

For students in Years 5 and 6

Emotional literacy

Learning intention:
- Students demonstrate their understanding of emotions through a focus on the way in which they are embodied
- Students understand how people interpret the emotional responses of others through observation of body language

Activity: What do emotions look like?
- Uses a guessing game and role play to encourage discussion of body language and understanding emotions
- Full instructions: Page 5 of Resilience, Rights and Respectful Relationships - Years 5 and 6

Learning intention:
- Students review a vocabulary that can be used to describe a range of positive and negative emotions
- Students identify triggering events or situations that can lead to particular emotional responses
- Students investigate the notion of mixed emotions or emotional complexity

Activity: Recognising positive, negative and mixed emotions
- Explores concepts of 'positive/comfortable' emotions and 'negative/ uncomfortable' emotions through discussion and examples
- Full instructions: Page 7 of Resilience, Rights and Respectful Relationships - Years 5 and 6

Personal strengths

Learning intention:
- Students review their understanding of the difference between talents and character strengths
- Students identify the character strengths they admire or value in others

Activity: What are character strengths?
- Asks students to draw someone doing something positive for, or with, someone else to explore qualities defined as character strengths
- Full instructions: Page 16 of Resilience, Rights and Respectful Relationships - Years 5 and 6

Learning intention:
- Students identify character strengths they admire in others
- Students identify the kind of actions that match particular character strengths

Activity: What are character strengths?
- Uses small group discussions to explore admirable actions in fictional characters and learn about character strengths
- Full instructions: Page 19 of Resilience, Rights and Respectful Relationships - Years 5 and 6

Positive coping

Learning intention:
- Students investigate the concepts of positive and negative self-talk
- Students develop a positive self-talk vocabulary
- Students practise using positive self-talk

Activity: Introducing the concept of self-talk
- Uses scenarios and discussion to introduce the concepts of 'positive and negative self-talk
- Full instructions: Page 28 of Resilience, Rights and Respectful Relationships - Years 5 and 6

Learning intention:
- Students practise using positive self-talk

Activity: Enacting positive and negative self-talk
- Uses role play and discussion to explore the advantages of positive self-talk to win an argument
- Full instructions: Page 28 of Resilience, Rights and Respectful Relationships - Years 5 and 6

For students in Years 5 and 6 continued

Problem solving

Learning intention:
- Students identify the problem in a scenario
- Students brainstorm possible options for a solution
- Students compare options and choose one to try

Activity: We have a problem, how can we deal with it?
- Uses scenarios and introduces the daisy problem-solving model to explore personal problems
- Full instructions: Page 36 of Resilience, Rights and Respectful Relationships - Years 5 and 6

Learning intention:
- Students role play the selected option in a problem situation
- Students reflect on the challenges of carrying out choices in social situations
- Students evaluate an action
- Students modify an action based on advice

Activity: Exploring what works
- Uses role play and rehearsal to demonstrate chosen strategies to help a personal deal with a problem
- Full instructions: Page 39 of Resilience, Rights and Respectful Relationships - Years 5 and 6

Stress management

Learning intention:
- Students identify the various contexts and situations in people's lives that can cause stress
- Students recognise that stress is often felt when we feel challenged

Activity: Stressors
- Uses brainstorming in small groups to examine the way different places or contexts provide different types of stressors
- Full instructions: Page 46 of Resilience, Rights and Respectful Relationships - Years 5 and 6

Learning intention:
- Students use collaborative play to lift the mood and build a sense of social support

Activity: Lifting the mood
- A collaborative game that encourages students to think about personal strengths and dealing with differences in opinion
- Full instructions: Page 49 of Resilience, Rights and Respectful Relationships - Years 5 and 6

Help seeking

Learning intention:
- Students identify people who they can turn to when they need help
- Students identify people who already contribute to, support or help them
- Students identify ways in which they provide help to others

Activity: Who to turn to, and who to thank
- Uses 'helping hands' or 'support hands' so students can record information about whom they could turn to for help, and who already provides them with support
- Full instructions: Page of Resilience, Rights and Respectful Relationships - Years 5 and 6

Learning intention:
- Students identify sources of help
- Students rehearse help-seeking conversations

Activity: Who to turn to, and who to thank
- Uses scenarios and role-plays to encourage reflection on being a helper and a help-seeker
- Full instructions: Page 60 of Resilience, Rights and Respectful Relationships - Years 5 and 6

Zones of Regulation – Student cards

Purpose: To conduct regular daily check ins with students to help regulate emotions and encourage expression and honesty of emotions. It also encourages students to identify the emotion and why they feel a certain way. It aides in conflict resolution straight after recess and lunch or during the day, as it encourage problem solving and help seeking behaviours.
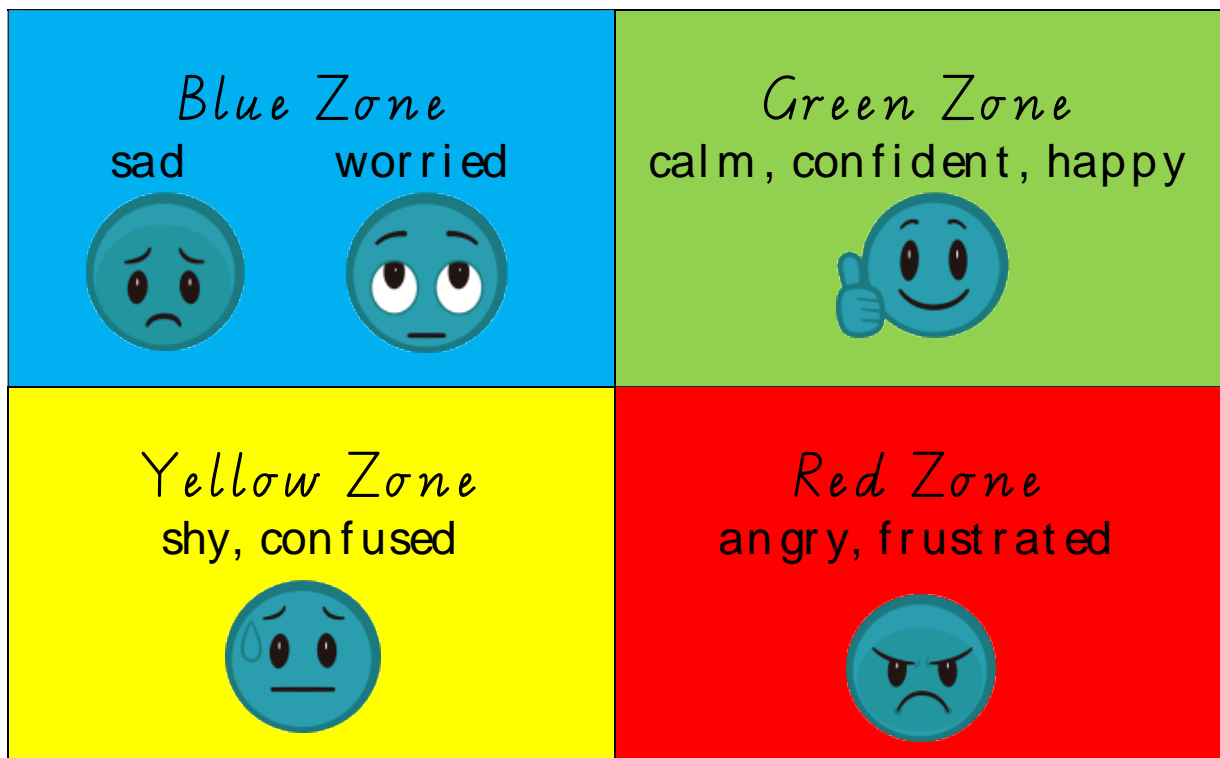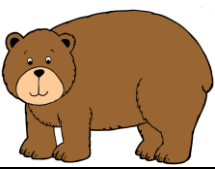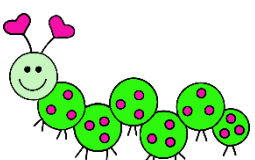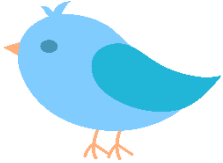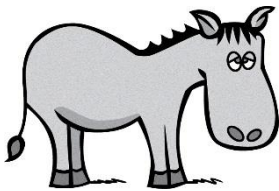
Brain Break activities

Linked with OT Focus – building fine motor skills and strength and dexterity in hands to support handwriting.
Exercise component to encourage active moments throughout the day and to develop gross motor skills.

DEXTERITY	STRENGTH	EXERCISE
- Pasta threading - Hiding and finding objects in trays of sand, dirt etc. (using tweezers to grade up) - Wrapping gifts (cutting, folding, sticky tape) (wrap up a pass the parcel to play the game) - Lego/Blocks - Painting nails with polish - Learning to plait - Practising shoelaces - Stickers / stencils - Sorting (coins, nails/screws, buttons etc) - Potting/repotting plants - Picking flowers and picking off petals/leaves (can use petals/leaves in drawings/art afterwards) - Counting with coloured things (coloured rice, use tweezers/tongs) (poms poms, buttons etc.) - Letter formation practice - Mazes, dot-to-dots, colour by number - Make a bday/Christmas wish list by cutting pics out of catalogues - Dominos - Building card houses - Daisy chains	- Scrunch and toss (paper, newspaper, magazines) - Playdough, plasticine, clay - Baking (kneading dough, using cookie cutters) - Tongs/tweezers - Screwing on/off lids (make it a race against siblings/parents) - Tug of war - Woodwork (hammering nails into wood) - Using chalk on concrete - Peg activities use pegs for counting, colour matching etc - Digging/raking in the garden, pulling weeds - Monkey bars or climbing frames (if they have them at home) - Animals walks (below)	- Yoga (Cosmic Kids is good for the little kids) - Dancing to Music 54321 – 5-star jumps, 4 push ups, 3 sit ups, 2 lunges, 1 burpee (Exercises just as an example. Students could choose their own exercises and complete a circuit) - Keep it up Scrunching up newspaper and hitting it up in the air and keeping it up without it falling on the ground – encourages hand eye co-ordination. - Music that encourages movement **Example:** Brush your teeth with orange juice Head shoulders knees and toes I'm a little tea pot The wheels on the bus - Running, jumping, walking, bike riding, skipping etc - Bobs and statues - Follow the leader - Balancing - Building obstacle courses inside and outside with different materials - Throwing and catching activities - Hit the target activities. Throwing a beanbag or ball and aiming for a particular spot. Maybe a hula hoop on the ground or chalk spot on the ground or wall. - Paper plate skates. Sliding around on the floor with paper plates under feet. Imitating a hockey player or ice skater. - Jumping activities. Lay two objects out that children have to jump over. Distance them out to make it more challenging. How far can they jump?

Animal Walk activities

	Animal	Movement description:
1	**Penguin Walks**	Walk on heels only, and arms at side (put arms out if too hard to balance) **Make easier:** walk toes out flat foot
2	**Froggy Jumps**	Squatting position knees pointing outwards hand touch floor initially, with legs in, jump into standing and flow back down to squat position at floor. **Make easier:** 1/2 squat and smaller jumps
3	**Kangaroo Hops**	Feet together, hands centred at chest **Make easier:** jump on mini trampoline
4	**Creep like a cat**	Stepping with large steps slowly and cautiously **Make easier:** take smaller steps
5	**Dog walks and stretches**	Crawling on all fours; arch back up and curve down ▪ May need help to arch/curve back
6	**Bear**	Walking on straight arms and legs
7	**Caterpillars**	Walk out hands and feet stay in 1 position, then creep feet up to meet hands **Make easier:** just walk hand in and out

8	**Wheelbarrow**	One person holds the others feet and they walk on their hands
9	**Bird**	On tummy fly like a plane lifting head arms, and feet from floor **Make easier**: lift torso only
10	**Balance in a ball (Hedgehog)**	Sitting on bottom curled into a ball, lean back, but try and stay in a ball. **Make easier:** lie on floor and just curl head and torso up
11	**Gallop like a horse.**	Leading with 1 foot gallop.
12	**Donkey kicks**	Lean on hands and kick out both feet **Make easier:** just kick out 1 foot backwards at a time.

Progressive Muscle Relaxation Script

Hands & Arms
- Pretend you are holding a BIG, JUICY, orange in each hand
- Try and squeeze all the juice out – keep squeezing – keep squeezing.
- Now drop the orange and put your arms on the floor
- Breathe in and out

Arms & Shoulders
- Pretend you are a furry, lazy, sleepy kitten who wants a big stretch
- Stretch your paws out in front of you and then stretch them above your head
- Keep reaching and reaching and stretching and stretching
- Now put your paws beside your body
- Breathe in and out

Shoulder & Neck
- Now pretend you are a turtle sitting right next to a nice, peaceful pond in the warm sun
- Imagine that you feel nice, and safe, and warm.
- Oh no! There is thunder and rain clouds!
- Pull your head into your shell so you don't get wet!
- Phewf, the sun is out, push your head out of your shell and into the warm sun
- Oh no! It's raining again, quick put your head back into your shell!
- The sun is back out, pop your head back out into the warm sun and breathe in and out

Face & Nose
- Uh oh! Here comes a pesky old fly that has landed on your nose
- Try to get him off without using your hands
- That's it, scrunch up your nose, make as many wrinkles in your nose as you can
- Well done you've chased him away
- Oops! Here he comes – scrunch up your nose again
- Finally he's gone! Breathe in and out
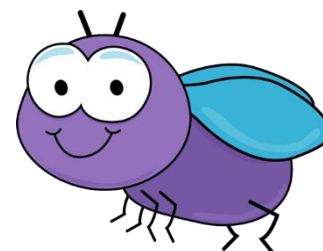
Stomach
- Imagine you are lying on the ground in the grass in Africa!
- Here comes a cute baby elephant, but he doesn't see you lying in the grass
- Uh oh! He's about to step on your stomach
- Don't move, you don't have time to get away
- Get ready for him by making your tummy very hard, hold it really tight
- It looks like the baby elephant is going another way, relax your tummy
- Oops! He's coming this way again, make your tummy very hard in case he stands on it!
- He's gone – you can relax now, breathe in and out

Legs & Feet
- Let's pretend we are standing barefoot in a BIG, FAT, MUDDY puddle
- Squish your toes deep into the mud as far as you can
- Spread your toes apart and feel the mud squish between your toes
- Push down and try to get your toes right to the bottom of the mud puddle
- Now step out of the muddle puddle, relax your legs and breathe in and out

Brain Break Physical Movements

- Jump up and down 10 times
- Spin around in a circle 5 times
- Hop on one foot 10 times (swap)
- Do 10 star jumps
- Hop like a frog 10 times
- Balance on your left and right foot for 10 seconds
- Do 20 high knees
- Do 20 butt kicks
- Bend down and touch your toes 20 times
- Arm circles
- Flap your arms like a bird 20 times
- Do 10 push ups
- Shake your whole body
- Lie on your back and pedal like a bike
- Sit and stand on an invisible chair
- Take giant steps forward/backwards
- Take small steps forward/backwards
- Balance on a line
- Walking on your tip toes
- Running on the spot
- Calf raises
- Bobs and statues
- Hot potato
- Yoga poses
- Follow the leader (outside)
- Balloon activities
- Wooden spoon races
- **Cosmic Kids Yoga** - https://www.youtube.com/user/CosmicKidsYoga

Brain Break activities

- Exercise / stretching
- Movement
- Arm circles
- Hoola hoop circle
- Ordering activities
- Opposite instructions
- Rock paper scissors teamwork game
- TRIBES Manual – Energisers pages 381 – 390
- Ball games

BRAIN BREAK ACTIVITIES

Crossing Over March.

March to marching music. When the music stops the children copy the teacher's cross over movement.

For example:
- Elbow to opposite knee
- Hand to opposite foot
- Thumb to opposite ear.
- Bend the upper body forward and side to side.
- Bend over at the waist and swing the arm side to side, in large circles and figure 8s.
- Then continue marching.

5-4-3-2-1.
- Jump
- Hop
- Blink
- Nod
- Spin

Play Simon Says

Letter Call Out!
- Teacher calls out a letter.
- In pairs the children take turns to say as many things starting with that letter as they can think of until teacher says STOP!

Washing Day
- Pretend you are washing the windows.
- Cleaning the white board.
- Painting a large wall with a brush/roller.
- Washing the car.

Build a sandcastle
- Build a sandcastle.
- Scoop up the sand with your hands. Make it as high as you can.
- Decorate it with some shells, seaweed and stones.
- No jump on it and wreck it.

Keep it up!
- Imagine you have a large balloon in your hands.
- You have to keep it up in the air.
- It must not touch the ground.
- Be careful not to run into any other person or furniture.

Air Writing
- Write your name in the air.
- Write the alphabet in the air.
- Write numbers 1 to 10 in the air.
- Encourage them to make large movements to make large symbols.

Go Wild!
- Take turns suggesting animals and go crazy doing your best imitations.

Freeze Frame!
- Count to 10.
- On ten children freeze like a statue.

Find It Fast!
- Choose a colour or description (something round, flat, brown, long, etc) and race to see who can find objects that match the description first.

Slow Motion
- Teacher calls out movements such as jump, hop, walk etc.
- Children must do them in slow-mo.

Would you rather?
- Have an extra eye or leg?
- Eat only ice cream or potato chips?
- Be able to fly or breath underwater?
- Be able to blend in with your surroundings or be able to turn invisible.
- Have $1,000,000 or the biggest house in Australia?
- Have a pet tiger or elephant?

Hokey Pokey
- Dance the Hokey Pokey.
- Adding different parts of the body.

Variation: Pretend you are an animal such as

- A bear.
- You put your bear claws in.
- An elephant
- You put your elephant trunk in.

Limbo!

Invisible Ball
- Pretend you are kicking, hitting, throwing an invisible ball to a partner.
- Use opposite hands and feet.

Letter Shapes
- Make the shape of the first letter of your name with your body.

Two at a time!
- Suggest 2 actions to do at the same time.
- E.G: Rub your tummy and pat your head.

Focus Ball
- Stand or sit with legs and feet together. Bring your palms together in front of your chest. Keep your fingertips together as you pull your palms apart, forming a ball with your fingers. Press your fingertips together until you feel the muscles in your hands and arms activating. See if you feel your core tighten too. Now close your eyes and as you breathe in, inflate your ball and as you breathe out, flatten the ball by pushing your palms together. (Then repeat these instructions for 60 seconds).

Wall Push Ups
- Find a wall and do push ups.
- Do as many as you can in 1 minute.

Ear-Nose Switcheroo.
- Touch your left ear with your right hand and at the same time touch your nose with your left hand. Call out Switcheroo!
- Swap so you are touching your right ear with your left hand and your nose with your right hand. Switch back and forth a few times. Then close your eyes, take a deep breath, and blow it all out.

Air Play

- Use your finger to draw pictures or spell words for a partner in the air. Take turns guessing what is being spelled or drawn.

The Mexican Wave
- Tap your knees until it's your turn.

Balancing
- How long can you balance on one leg?

Stretch It Out!
- Stand with feet shoulder-width apart. Left hand on your thigh and raise right hand overhead. Lean to the left and stretch your arm as far as you can to the left. Repeat on the right side. Stand straight taking 5 deep breaths.

Alphabet game
- Choose a category (ex. movies, food, jobs etc.), then take turns naming something from that category while going down the alphabet.

For example:
- If your category is food, one person might say "apples," the next person "bananas" and so on.

fruit	food
movies	animals
jobs	country
books	names

Bounce it out!
- Pretend you are bouncing on a mini-trampoline.
- Make sure you are bouncing straight up and down.

Have a Chat!
- Give children 3 minutes to chat to anyone they wish.

Musical Instruments
- Think of a musical instrument you would see being played in a marching band. Choose one and pretend you are marching in a band.

Heads and Tails
- Students stand. The teacher calls out true or false statements.
- Hands on heads if you think it's true.
- Hands on bottoms if you think it's false.
- If your guess is incorrect, you must sit down. The last person standing wins.

Stir the pot.
- You are standing in front of an enormous cauldron. Inside the cauldron is an ooey-gooey pot of caramel. Take hold of a large stirrer and plunge it to the bottom of the pot. Slowly begin to stir in a clockwise direction. Use your whole body to help get a full range of motion in your wrists and shoulders. Throw your hips into the action. After a minute or two, change direction.

Line Up!
- Line up in the right order.
- age (day/month)
- height
- alphabetical order
- (first, middle or last names)
- hair length
- How far from school you live.
- (Closest to the furthest)

Make it rain.
- Conjure up a rainstorm! Sit at your table, tap 1 finger on the desk, then 2, then 3, then 4, then your whole hand until you all feel like you're in the middle of a deluge. Work your way backward from 5 down to 1 as the storm ebbs away.

Name Moves
- Students stand behind their chairs. In turn, each student says his or her name while making a special movement. For example a student might say, "Kayla!" while dramatically dropping to one knee and doing Jazz Hands. After the student does his or her move, the rest of the class says the student's name in unison and imitates the move. Then it is the next student's turn.

Concentration Clapping
- Line kids up in a single file line. Starting at the beginning of the line, have the first and second face each other with arms bent at the elbows and palms facing in. Keeping eyes locked. Try to clap simultaneously, making a single sound. Make 2 attempts, then second person turns to lock eyes with the third and tries to clap simultaneously. And so on down the line

Mingle, Mingle, Group
- Children mill about saying, "mingle, mingle, mingle" in soft voices until the teacher says, "Groups of __!" Students must make groups containing the number of people called. Students who are left over must do three jumping jacks before the next round starts.

Break out the hot hands.
- Rub your hands together vigorously until they warm up. Close your eyes and place hands over your eyes. Breathe deeply and clear your mind and refocus.

Disco
- Play some groovy music and children freestyle dance as if at a disco

Facial gymnastics.
- Get your sillies on for 30 seconds. Wriggle your eyebrows up and down as fast as you can. Then try to raise one eyebrow at a time. Then switch back and forth between a smile and frown. Throw a sneer or two in for good measure.

Quick as a Wink
- Snap your left fingers while you wink your right eye. Switch to snapping your right fingers while winking your left eye.

Uncurl Stretch.
- Stand tall. Reach both hands behind you and touch the middle of your back. Push your shoulders back and down. Count to 10 while breathing in and out slowly.

Rock! Paper! Scissors!
- Take a 2 minute Rock, Paper, Scissors break.

Echo Clapping
- One person claps out a rhythm/beat. Others echo.
- Continue around the class.
- Echo Call
- One person calls a sound. Others echo.
- Continue around the class.

WELLBEING & INCLUSION – FIRST 30 MINUTES

Some ideas and resources to help support the first 30 minutes of the day

Discussion	Activities
o Multiple intelligences	o Collaboration activities
o Zones of Regulation	o LEGO challenges
o Talking about our senses	o Drawing on butchers' paper
o Sharing things, we are grateful for	o Sharing iPads
o Building friendships	o Understanding emotions games
o Conflict resolution	o Threading
o Character strengths	o Board games
o Interests and hobbies	o Jigsaw puzzles
o Positive affirmations	o Teamwork games
o Kindness	o Facing challenges (eg: cup challenge)
o Patience	o Minute to win it activities
o Responsibility	o Fine motor activities
o Positive self-talk	o Cutting pasting
o Discussing worries/anxieties and strategies	o Mindfulness colouring
o Trust	o Connect the dots
o Honesty	o Playdough
o Manners	o Dominos
o Inclusion	o Blocks, working together to achieve a goal
o Sharing opinions	o Yoga
o Still minds	o Smiling Minds app
o Deep breathing	o Deep belly breathing
o Positive communication	o Drama activities
o School values	o Role play
o THRIVE Matrix	o Memory/cards games linked with emotions
o Understanding blockers	o Charades
o Growth and fixed mindset	o Creating displays
o Communication skills	o Insight Timer app
o Mindfulness	
o Emotions/vocabulary	
o Family	
o Living in the moment	
o Body image	
o Empathy	
o Diversity/acceptance	
o Goal setting / SMART Goals	
o Self-esteem	
o Diet and exercise	
o eSmart and NEDB4Bed	
o Bouncing back – resilience	
o Connecting with nature (5 senses)	
o Picture story books – Emotional Literacy	
o Appreciations	
o Open ended questions	
o Problem solving	
o Critical and creative thinking	
o Team work	
o Happiness	

YOU CAN DO IT TEACHING RESOURCES

Unit activities – links to the Victorian Curriculum, Learning intention and Success Criteria's, goal setting, explicit teaching, resource packs, videos, materials, discussion points, reflection prompts and tasks

Year 1	https://edu.youcandoiteducation.com.au/course/view.php?id=34
Year 2	https://edu.youcandoiteducation.com.au/course/view.php?id=37
Year 3	https://edu.youcandoiteducation.com.au/course/view.php?id=41
Year 4	https://edu.youcandoiteducation.com.au/course/view.php?id=45
Year 5	https://edu.youcandoiteducation.com.au/course/view.php?id=49
Year 6	https://edu.youcandoiteducation.com.au/course/view.php?id=53

RESPECTFUL RELATIONSHIPS ACTIVITIES

Click on the link to download the booklets with activities linked to the about learning focuses in for Respectful Relationships.

Foundation	https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=893b7ed8-1f0a-4b6b-a2d0-c4a037ea0216
Grade One and Two	https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=29b6985a-935d-4053-97c9-f776a99b0fb6
Grade Three and Four	https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=7327c6bf-696a-41c4-8fc3-3c45dccdc8bd
Grade Five and Six	https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=b74ae78a-995a-4a73-8361-3a200d448bd7

The Resilience Project resources

RESOURCES

- Teacher portal – online resources
- The Resilience Project curriculum mapping documents
  (Refer to Linda's email on the 15/6/2020 for curriculum mapping documents, along with a GEM Chat booklet)
- Teacher journals
- Student journals
- Student diaries
- GEM TV
- TRP@Home - https://theresilienceproject.com.au/at-home/
- Resilience Project Website - https://theresilienceproject.com.au/
- Mindfulness colouring
- Empathy activities and story books
- Smiling Minds app

Personal and Social Capabilities

Foundation	Term 1	Term 2	Term 3	Term 4
Self-awareness and management				
Recognition and expression of emotions				
Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations				
Development of Resilience				
Identify their likes and dislikes, needs and wants, abilities and strengths				
Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems				
Social awareness and management				
Relationships and diversity				
Identify a range of groups to which they, their family and members of their class belong				
Practise the skills required to include others and make friends with peers, teachers and other adults				
Collaboration				
Name and practise basic skills required to work collaboratively with peers				
Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict				

One/Two	Term 1	Term 2	Term 3	Term 4
Self-awareness and management				
Recognition and expression of emotions				
Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions				
Development of Resilience				
Identify personal strengths and describe how these strengths are useful in school or family life				
Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations				
Social awareness and management				
Relationships and diversity				
Identify how families can have a range of relationships				
Listen to others' ideas, and recognise that others may see things differently				
Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour				
Collaboration				
Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks				
Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict				

Three/Four	Term 1	Term 2	Term 3	Term 4
Self-awareness and management				
Recognition and expression of emotions				
Identify and explore the expression of emotions in social situations and the impact on self and others				
Development of Resilience				
Identify personal strengths and select personal qualities that could be further developed				
Identify how persistence and adaptability can be used when faced with challenging situations and change				
Name and describe the skills required to work independently				
Social awareness and management				
Relationships and diversity				
Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion				
Describe the ways in which similarities and differences can affect relationships				
Identify the importance of including others in activities, groups and games				
Collaboration				
Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate				
Identify conflicts that may occur in peer groups and suggest possible causes and resolutions				

Five/Six	Term 1	Term 2	Term 3	Term 4
Self-awareness and management				
Recognition and expression of emotions				
Explore the links between their emotions and their behaviour				
Development of Resilience				
Reflect on how personal strengths have assisted in achieving success at home, at school or in the community				
Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations				
Identify the skills for working independently and describe their performance when undertaking independent tasks				
Social awareness and management				
Relationships and diversity				
Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences				
Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual				
Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved				
Collaboration				
Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles				
Describe the various causes of conflict and evaluate possible strategies to address conflict				

Ethical Capabilities

Foundation / One / Two	Term 1	Term 2	Term 3	Term 4
Understanding Concepts				
Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts				
Decision Making and Actions				
Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so				
Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved				

Three / Four	Term 1	Term 2	Term 3	Term 4
Understanding Concepts				
Explore the contested meaning of concepts including fairness and harm and how they can seem to differ in different situations				
Explore the extent to which particular acts might be regarded by different people as good or bad, right or wrong, better or worse, and explain why				
Discuss the ways to identify ethical considerations in a range of problems				
Decision Making and Actions				
Explore how apparently wrong actions can sometimes lead to good outcomes and the reverse				
Discuss the role of personal values and dispositions in ethical decision-making and actions				

Five / Six	Term 1	Term 2	Term 3	Term 4
Understanding Concepts				
Examine the contested meaning of concepts including truth and happiness and the extent to which these concepts are and should be valued				
Discuss how ethical principles can be used as the basis for action, considering the influence of cultural norms, religion, world views and philosophical thought on these principles				
Examine how problems may contain more than one ethical issue				
Decision Making and Actions				
Explore the significance of 'means versus ends' by considering two ways to act when presented with a problem: one that privileges means and one ends				
Discuss the role and significance of conscience and reasoning in ethical decision-making				

Critical and Creative Thinking Capabilities

Foundation / One / Two

	Term 1	Term 2	Term 3	Term 4
Questions and Possibilities				
Identify, describe and use different kinds of question stems to gather information and ideas				
Consider personal reactions to situations or problems and how these reactions may influence thinking				
Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities				
Reasoning				
Examine words that show reasons and words that show conclusions				
Compare and contrast information and ideas in own and others reasoning				
Consider how reasons and examples are used to support a point of view and illustrate meaning				
Meta-cognition				
Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self				
Explore some learning strategies, including planning, repetition, rewording, memorisation and use of mnemonics				
Investigate ways to problem-solve, using egocentric and experiential language				

Three / Four

	Term 1	Term 2	Term 3	Term 4
Questions and Possibilities				
Construct and use open and closed questions for different purposes				
Explore reactions to a given situation or problem and consider the effect of pre-established preferences				
Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas				
Reasoning				
Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view				
Distinguish between main and peripheral ideas in own and others information and points of view				
Investigate why and when the consequences of a point of view should be considered				
Identify and use 'If, then…' and 'what if…' reasoning				
Explore distinctions when organising and sorting information and ideas from a range of sources				
Meta-cognition				
Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies				
Examine an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation, and reflect on how these can be applied to different tasks to reach a goal				
Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses				

Five / Six	Term 1	Term 2	Term 3	Term 4
Questions and Possibilities				
Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities				
Experiment with alternative ideas and actions by setting preconceptions to one side				
Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities				
Reasoning				
Investigate common reasoning errors including contradiction and inconsistency, and the influence of context				
Consider the importance of giving reasons and evidence and how the strength of these can be evaluated				
Consider when analogies might be used in expressing a point of view and how they should be expressed and evaluated				
Examine the difference between valid and sound arguments and between inductive and deductive reasoning, and their degrees of certainty				
Explore what a criterion is, different kinds of criteria, and how to select appropriate criteria for the purposes of filtering information and ideas				
Meta-cognition				
Investigate thinking processes using visual models and language strategies				
Examine learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information and reflect on the application of these strategies in different situations				
Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals				

Intercultural Capabilities

Foundation / One / Two

Foundation / One / Two	Term 1	Term 2	Term 3	Term 4
Cultural Practices				
Identify what is familiar and what is different in the ways culturally diverse individuals and families live				
Describe their experiences of intercultural encounters in which they have been involved				
Cultural Diversity				
Identify and discuss cultural diversity in the school and/or community				
Imagine and explain what their responses might be if they were placed in a different cultural situation or setting				

Three / Four

Three / Four	Term 1	Term 2	Term 3	Term 4
Cultural Practices				
Compare their own and others cultural practices, showing how these may influence the ways people relate to each other				
Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures				
Cultural Diversity				
Explain the role of cultural traditions in the development of personal, group and national identities				
Identify how understandings between culturally diverse groups can be encouraged and achieved				

Five / Six

Five / Six	Term 1	Term 2	Term 3	Term 4
Cultural Practices				
Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced				
Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures				
Cultural Diversity				
Identify barriers to and means of reaching understandings within and between culturally diverse groups				
Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups				