

Engagement

All students encounter daily challenges that can impact on their success at school. It is our collective belief that all children deserve the best opportunity to learn and grow. At Alberton Primary School we use the Berry Street Education Model [BSEM] to approach teaching and learning in a way that enables teachers to increase engagement with all students including those with complex, unmet learning needs.

This results in improving students' ability to self-regulate and improved learning and wellbeing outcomes. Pedagogical strategies include BSEM trauma informed practice and Positive Education.

Children's Parliament

Seven Parliaments across APS, Environments, Diversity, Education, Public Relations, Community Affairs, ATSI Nations and Sports Ministries.

Parliament inclusive of CPAPS Pledge, constitution and Convention on the Rights of the Child.

- Minimum of two meetings per term
- Allocated staff advisor
- Prime Minister to report to Governing Council termly
- Prime Minister & Deputy Prime Minister to coordinate Principal Tours

Common Understandings:

- Unconditional positive regard is key for building positive relationships with students and is strongly correlated with improved wellbeing and learning outcomes.
- Every student deserves, and has the ability to learn in a safe, structured and supportive environment.
- Predictability = safety.
- Behaviour is a form of communication.

Berry Street Trauma Informed Practice

School wide training received. Explicit teaching of content through classroom practice.

Teachers committed to:

- 1 mindfulness session per day every day, usually after break time.
- WWW (what went well) from 2:45pm every day. A Practice that can be transferred into Literacy and Numeracy learning. Ensuring a calm exit and learning preparation time for the following day.
- Morning Care Circle
- BSEM Yearly Planning overview
- Brain Breaks – All teachers will use brain breaks to regulate and ready the brain for further learning at the beginning of new lessons and or after transition times.
- Ready to Learn Plans/Scales

Back to School Program

All classes will revisit the Back to School Program for the first two weeks of every term. This will ensure routines and expectations are well embedded, preparing students for success in their learning. As part of the Back to School Program, all classes have their own 'Class Ready to Learn Plan'. Students who are identified as Wave 3 students, will have their own ready to learn plan. This plan can be accessed by all staff and developed in consultation with families.

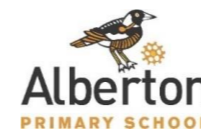
Classroom Practice

- Staff acknowledge the inter-relationship between positive wellbeing and engaged and successful learning.
- Staff commit to the explicit teaching and promotion of social and emotional learning.
- Relevant professional development is facilitated and resources are provided.
- What Went Well reflection are driven by students at the conclusion of everyday.
- Care circle driven by students.
- Developing children's awareness of their feelings and emotions.

Whole School Wellbeing Framework

2023

Curiosity | Connection | Respect | Wellbeing



What Went Well Reflections

At the end of every day, all students will come together for a closing circle. At this time, students will reflect on What Went Well, and either share with the class or the person next to them.

This is also an opportunity to connect to character strengths of the day.

Mindfulness

Is about sharpening our focus and being aware of what we are sensing and feeling in the present moment, without interpretation or judgement. When practised repetitively the brain can become less reactive to stimuli that would normally be perceived as threatening or problematic. All teachers will explicitly teach and model mindfulness after first break each day.

Keeping Safe-Child Protection Curriculum

Minimum of one lesson per week.

It is an expectation that this is included in class timetables, communicated with families through term overviews, and documented in weekly planning.

Mandatory Reporting as required; discussion with leadership when this process occurs; documentation completed.

Support Programs

Student Wellbeing Role, Transition Programs, Breakfast Club, Kick-start Food Program, Yard Play and Lunch Clubs.

One Plan & DECD Student Support Services (Psychology, Behaviour Coach, Special Education and Speech Therapy).

Other Agencies: Smith Family Learning Club & Scholarships & Volunteers.

Morning Routines

- Classroom doors open by 8.35am and staff will greet every child by name upon entry
- Students greeting their peers **using their name** and safe touch – handshake, fist bump, (COVID Safe).
- Discussion about the VIA character strength focus for the day – maximum of 3.
- Discussion about expectations and the class daily timetable.
- Sharing of announcements and/or positive news – birthdays, student results– Maximum of 3.
- Positive Primer to bring the routine to a close and transition to learning experience.

Environment:

- A "Chill Out Zone", students can access this area to regulate or de-escalate, e.g. tent or corner with pillows.
- Access to engage in a visible "Ready to Learn Scale", this could be individual or communal. Students are able to use this to express where they are placed in terms of readiness to learn.
- Access to water in the classroom.
- Access to sensory experiences within the classroom, e.g. learning tools