

GOODWOOD PRIMARY SCHOOL
AND
PRESCHOOL



WHOLE SCHOOL WELLBEING
AGREEMENT



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School Vision and Values

Goodwood Primary School and Preschool prides itself on offering a diverse and inclusive learning program where children have many opportunities to achieve their personal best.

We focus on personalised learning approaches from Preschool through to Year 6, connecting with our environment and embracing innovative learning tools to support success. In our school and preschool, we are committed to establishing effective relationships and believe it is essential to have authentic connections between all members of a learning community to ensure students can reach their full potential.

Our population reflects a wide range of cultural and linguistic backgrounds. The whole school learning community is committed to valuing and respecting others, and promoting multiculturalism and global education.

The school and preschool community operate under the overarching values of:

Fairness

Achievement

Respect

Wellbeing means having good or satisfactory conditions of existence – in health, happiness and prosperity. It is a complex set of interrelated factors and not a tangible thing that exists in isolation. Wellbeing is about how we are doing and how we feel. Are we healthy? Do we feel safe? Do we feel like we belong? Do we have a positive sense of identity? These are some of the factors that make up our wellbeing. A holistic approach to children and young people's development sets the trajectory for lifelong wellbeing outcomes. It encompasses many sides of life: social, cognitive, emotional, physical and spiritual.

(DfE Wellbeing for Learning and Life Framework)





Wellbeing Support Structure

At Goodwood Primary School there is a whole school approach to wellbeing. Staff, students and their families all play an important role in ensuring the wellbeing of our school community. Key people who support the wellbeing priority across the school are:

Assistant Principal - Student Wellbeing and Engagement

- Encourage positive engagement, behaviour and learning at school.
- Facilitate and promote student voice within the school.
- Monitor attendance and to work with students and families to ensure adequate attendance is achieved.
- Educate and coach students to manage relationships with peers, teachers and families.
- Facilitate crisis response.
- Facilitate brief intervention and referral to professional services.
- Facilitate implementation of wellbeing strategies within the classroom which support student self-regulation.
- Provide support for teachers of students with behavioural needs in an education setting by engaging behaviour support coaches to give specialist advice and support to educators, students and families.
- Collate evidence to pursue IESP funding applications for students with additional needs

Pastoral Care Worker

Pastoral Care Workers promote social, emotional and spiritual wellbeing through role modelling, mentoring, pastoral care, structured activities and programs. They support the school in its aim to be a safe and supportive learning environment for all students and their families regardless of their faith or beliefs.

A Pastoral Care Worker may:

- Engage in pastoral conversation with students to support them socially.
- Support students in managing their academic requirements.
- Facilitate small group social and emotional learning programs.
- Support staff with class learning experiences.
- Liaise with families, providing links with support agencies
- Students can receive short term assistance when faced with challenging situations

All referrals for PCW support are made in consultation with the Wellbeing Assistant Principal. The PCW will only engage with students one to one or in small group sessions with the consent of their parents or caregivers.

Preschool

Our preschool highly values the children's sense of wellbeing and belonging within the preschool community. We focus on children developing a growth mindset and developing a strong social and emotional wellbeing. Children learn to value diversity and treat each other with respect.

Children are involved in the 'What's the Buzz?' program which is a social and emotional literacy program where they learn skills such as cooperation, compromise, empathy, entering play and being a good friend. Children are supported to develop dispositions for learning such as resilience, cooperation, creativity, enthusiasm, persistence, confidence, creativity, and imagination.

The voice of the children, families and educators are listened to and respected.



Whole School Expectations

Week 0: Teachers familiarise themselves with their cohort of students for the coming year through data analysis and sharing of information through the Pastoral Information Form filled in by the previous year's teacher.

First Two Weeks: All classes will engage in the Goodwood Primary School Social Learning Program. Students will participate in learning activities which centre on the school values to foster academic and social success at school. Teachers will facilitate Goal Setting with students and foster Student Voice in the process of developing a Class Code of Conduct.

You Can Do It!: All classes participate in lessons exploring social and emotional learning. Students engage in learning activities which focus on the attributes Persistence, Resilience, Getting Along, Organisation and Confidence. Assembly Awards acknowledge students who are demonstrating these values regularly.

Buddy Classes: All classes from Preschool to Year 6 participate in Buddy Class peer mentoring.

One Plans: A One Plan is a personalised learning plan for children and students. Children and students identified in as being in care, as Aboriginal or with a disability need a personalised learning plan. The targeted learning and adjustments recorded in the One Plan support children and students to engage and be active participants within their learning achieving at their highest potential.

IESP Funding: The Inclusive Education Support Program (IESP) is a functional needs-based funding model for government preschool and school students with disability.

IESP funding is allocated to children and students in mainstream preschools and schools based on the documented adjustments that are described by teachers in their personalised plan, rather than their disability diagnosis or label.

Behaviour Policy: All students are expected to adhere to the parameters outlined in the school Behaviour Policy. Classroom and yard behavioural expectations are outlined to ensure a consistent and safe approach when conducting themselves within the school environment. Consequences for behaviours which are not conducive to learning and safe play are communicated verbally and visually to students. Student behaviours are redirected in a positive and educative manner to support the continued growth in self-management, respect and getting along.

Mindfulness: All classes participate in a 10 minute scheduled mindfulness session each day following lunch. This is an opportunity for students to develop their knowledge and understanding in self-regulation to support their learning and interactions with their peers and staff.

Zones of Regulation: Students check in the morning and periodically throughout the day. A visual or hands on display is available in each class for students to share how they are feeling so the staff and other students can better support them throughout the day.



Developing School Culture

Fairness, Achievement and Respect are the over-arching values by which the students, staff and school community follow to ensure a safe and dedicated school community. Students develop understanding and opportunity to demonstrate these values through whole class discussions, circle time and high expectations for all. The values extend to our parent community through respectful interactions outlined in the parent code of conduct, information sharing guidelines and via strong community involvement.

Wellbeing and Engagement Collection

The WEC asks students' about their views on wellbeing and engagement with school.

The WEC provides the government and schools with information to support improving and maintaining students' health, happiness, wellbeing and relationships. It gives schools, the community and government an insight into what needs to happen to make sure students experience success and are provided with resources and opportunities to reach their full potential.

What's The Buzz?

What's the Buzz? Is a social emotional literacy program designed by Mark Le Messurier and Madhavi Nawana Parker. Staff trained, deliver the Early Learners, Primary Years and Teenagers program to classes. Small group intervention is undertaken with students needing further support to develop their social skill set for successful interactions with their peers and adults. The program teaches interpersonal skills through explicit teaching, games, role play, discussions and quizzes

Student Agency

Senior students in the school have the opportunity to nominate to be part of the Student Leadership Team (SLT). Students in year 5 must write an application letter to apply for the role of Student Leader. A panel of teachers and the leadership team will short list and select the Student Leaders for the following year. This process takes place in Term 4 each year.

Community Service

Students have the opportunity to volunteer for various acts of service which support the betterment of the school. Those may include:

- Crossing Monitors
- Recycling Monitors
- Bin Monitors
- Compost Monitors

Lunch/Recess structured activities

Students have the opportunity to participate in scheduled activities facilitated by staff. These activities are derived from student interest and requests. Students help drive the activities and put forward suggestions which may then be adopted for by the group.



Responsibilities

Students

Monitor own wellbeing
Engage in wellbeing initiatives
Seek assistance
Treat others with kindness and respect
Follow behaviour expectations outlined in Behaviour Policy

Parents/Caregivers

Monitor child's wellbeing
Report concerns to school
Engage with community events
Regularly check and use communication platforms
Encourage child to follow Behaviour Policy
Model respectful behaviours towards self and others

Staff

Monitor student wellbeing
Deliver wellbeing initiatives in the classroom with students
Regularly communicate with students and their families
Uphold Behaviour Policy
Model respectful behaviours towards self and others

Community Involvement

Governing Council Committees: Representatives from the Governing Council convene sub-committees which are made up of the parent and wider community. Some of the sub-committees are Goody Patch, Finance, OSHC, Community and Events, Education and Wellbeing, Facilities, Environment and Sustainability. These committees

Come and Connect: Community members have the opportunity to liaise and communicate with school staff and Governing Council at twice termly informal social gatherings. This is an opportunity to get to know the school community, share ideas, voice opinions or concerns.

Class Parent Representatives: Each class have representative parents who liaise with staff and parents to ensure transparent communication of information regarding their child's class. A messaging platform is often used as a communication tool for parents to easily communicate with each other and the parent rep. Social gathering are organised once per term for families to get together outside of school hours.

Volunteers: Parents and community members are encouraged to volunteer throughout the school in varying roles. Attending excursions, listening to reading, working in the canteen, supporting the library and general classroom support.

Preschool Representatives: The preschool invites families to become preschool representatives, providing a parent/caregiver voice to the preschool, and a way for families to communicate their ideas. The preschool representatives meet once a term, discussing any preschool news, providing feedback and planning social events to connect both groups of families. Families are welcomed into the preschool and are invited to participate in special days such as Harmony Day, excursions and incursions, help with cooking etc or to come and share skills such as a hobby, their work or craft activities.



Organisation and Communication

Communication processes are used throughout the school to ensure clear and transparent sharing of information with the school community, hence alleviating confusion and conflict which impacts the wellbeing of those within the school community.

Sentral: Online communication platform for daily notices, two-way messaging, absence notifications, calendar, interviews, reports and emails. Sharing of information to families at a whole school level is undertaken via Sentral.

Seesaw: Online communication platform for information sharing between class teacher, students and families. Seesaw can also be used for Home Learning and Student Learning Portfolios.

iNewsletter: Online communication platform for sharing of school newsletter fortnightly. All sectors of school have the opportunity to share relevant information with the school community, including important dates, excursion experiences and acknowledging student achievement.

Facebook: Social media platform for sharing of relevant school information with the wider community. School staff only post information to the school page.

Teams: Online learning and communication platform used by teachers and students. May be used for scheduling of lessons, assessments, online learning, communicating with other students and teachers, sharing of important information pertaining to current learning.

Preschool communication: Structured and incidental conversations with families, email, newsletters, Seesaw, and Learning Stories, both group and individual

Child Protection Curriculum

The Keeping Safe: Child Protection Curriculum (KS:CPC) is a respectful relationships and child safety curriculum for children and young people from age 3 to year 12. It teaches children to:

- recognise abuse and tell a trusted adult about it
- understand what is appropriate and inappropriate touching
- understand ways of keeping themselves safe.

The KS:CPC is mandated in all public preschools and schools and is taught every year by teachers who have completed a full day KS:CPC training course. It is a world-class, evidence-based child safety program that is used by a range of other Australian and international schools.

Support Programs



Student Support Services (SSS):

The Student Support Services (SSS) team works in partnership with schools, preschools and families to provide support for additional needs learners. Support may be available for children and students who have:

- developmental delay
- identified disabilities
- learning difficulties
- speech, language and communication needs
- sensory impairment
- behavioural difficulties
- social or emotional difficulties
- health or medical conditions
- attendance and engagement concerns
- giftedness.

Social Work Incident Support Service (SWISS):

SWISS provide a timely, responsive service immediately after a critical incident to minimise its impact on the community. Working with leaders, we use a variety of evidence-based interventions that increase individual and collective community wellbeing. SWISS also provide training to increase your ability to deal with any future critical incidents.

Employee Assistance Program (EAP): The EAP provides confidential face-to-face, online or telephone counselling for you and your immediate family members. All costs are covered by the department.

- improving relationships
- interpersonal conflict
- family and parenting problems
- work-life balance
- life goals and direction
- addiction problems
- legal and financial concerns
- bereavement, grief and loss.

External Supports



Mandatory Notification / Child Abuse Report Line (CARL)

All mandated reporters must make a notification to the Child Abuse Report Line when they suspect a child or young person has been harmed, or is at risk of harm.

The Mandatory Notification Record template (Appendix 1) needs to be completed when a CARL report is submitted either by phone or online. This form needs to be submitted initially to the Principal for signing before handing to the Wellbeing Leader for secure filing.

The Wellbeing Leader can provide support if required when making a CARL report.