

WELLBEING FOR LEARNING



GOODWOOD PRIMARY SCHOOL

WELLBEING FOR LEARNING - ACTION PLAN



Wellbeing for learning

The overall state of mental, emotional, and physical health that supports an individual's ability to engage with, participate in, and benefit from learning. It recognises that learning is not just about cognitive processes like remembering facts or solving problems but also about fostering a healthy, balanced state of mind and body to optimise learning outcomes.

Vision

At Goodwood Primary School, we envision a vibrant and inclusive school community where every child feels connected and engaged. We believe that fostering respect, resilience, and positive relationships is essential for enhancing cognitive and emotional engagement in learning. By prioritising a supportive school climate, we empower our students to thrive academically and personally, embrace challenges with confidence, and contribute meaningfully to our school community and beyond.

Objective

To enhance student wellbeing by creating a supportive, engaging, and inclusive school environment that fosters emotional, social, and academic growth.

* HIWS – High Impact Wellbeing Strategies (<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/High-impact-wellbeing-strategies.aspx>)

* WEC – Wellbeing and Engagement Collection (<https://edi.sa.edu.au/supporting-children/health-and-wellbeing/wellbeing-and-engagement-collection>)

GOODWOOD PRIMARY SCHOOL

WELLBEING FOR LEARNING - ACTION PLAN



Area of Wellbeing	HIWS	WEC Priorities	Action(s) to Take	Target/Goal	Timeline	Progress Checkpoints
Emotional	1. Build relationships with students	Emotional engagement with teachers	Daily Circle Time activities to explicitly teach emotional regulation understanding and strategies, coping strategies, positive self-talk through the use of student questions and scenarios	Increase in High Wellbeing in WEC for Emotional engagement with teachers from 78% to 90%	12 Months	End Term 1 Focus group check in
	7. Promote coping strategies and facilitate referrals	Happiness				WEC Term 2
		Optimism	Daily Zones check in routine	Increase in High Wellbeing in WEC for Emotional Regulation from 39% to 50%		Zones of Regulation Student Survey mid-year results end Term 2
		Worries	Daily lunch catchups with students during lunch eating time (individually or small group)			
		Satisfaction with life	Weekly/ daily gratitude and reflection journal (written or video via Seesaw)	Increase in High Wellbeing in WEC for Wellbeing Literacy from 20% to 40%		End of Term 3 Focus group check in
		Emotional regulation	Class letterbox for questions to teachers, Circle Time topics, class meeting ideas, worries and wonderings	Increase in High Wellbeing in WEC for Happiness, Optimism, Worries, Satisfaction with life		Zones of Regulation Student Survey end year results end Term 4
		Wellbeing literacy	Teachers model skills and attitudes of a respectful relationship	Increase in students feeling comfortable sharing their feelings from Zones survey		
			Teachers use humour to build connections			
			Consider body language when interacting with students.			
			Restorative conversations to repair negative interaction	Increase in students knowing tools or strategies to use for focus or energy from Zones survey		
			Daily mindfulness – student choice			

GOODWOOD PRIMARY SCHOOL

WELLBEING FOR LEARNING - ACTION PLAN



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Social	2. Facilitate peer relationships	<p>Friendship intimacy</p> <p>Peer belonging</p> <p>Bullying</p>	<p>Daily Circle Time activities to explicitly teach strategies to support positive friendship building and how to deal with issues which may arise in friendships</p> <p>Create opportunities for cooperative peer interactions within learning times</p> <p>Team building games played at least once per week</p> <p>Teachers model positive and respectful conversations</p> <p>Break time clubs</p> <p>PCW weekly cooking group</p> <p>Social Support Groups facilitated by SSO</p>	<p>Increase in High Wellbeing in WEC for Friendship Intimacy from 70% to 80%</p> <p>Increase in High Wellbeing in WEC for Peer Belonging from 54% to 60%</p> <p>Decrease in Low Wellbeing in WEC for Bullying areas</p> <p>Decrease in students experiencing "Bullying" as per Student Bullying survey</p>	12 Months	<p>End Term 1 Focus group check in</p> <p>WEC Term 2</p> <p>End of Term 3 Focus group check in</p> <p>Student Bullying survey end Term 2</p>

GOODWOOD PRIMARY SCHOOL

WELLBEING FOR LEARNING - ACTION PLAN



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Mental	5. Foster student self-efficacy	Cognitive engagement	Teacher facilitated student goal setting	Increase in High Wellbeing in WEC for Cognitive Engagement from 49% to 60%	12 Months	End Term 1 Focus group check in
	6. Engage students		Differentiated learning opportunities for all students for all learning (differentiated task and differentiated thinking)	Growth in student perception of setting own learning goals in LA Survey		WEC Term 2
			Explicit teaching of growth and fixed mindset (See lesson plan)	Growth in student perception of their influence on their own learning in LA Survey		End of Term 3 Focus group check in
			Effective feedback and next steps in learning provided to students	Growth in student perception of students having voice within the class and school in LA Survey		Learner Agency (LA) Student Survey Term 4
			Teacher/student co-construction of learning tasks and assessment design			
			Weekly class meeting			
			Explicit teaching of resilience, persistence, organisation			
			Explicit teaching of how to be an effective learner (See lesson plan)			

GOODWOOD PRIMARY SCHOOL

WELLBEING FOR LEARNING - ACTION PLAN



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Learning Environment	3. Establish and maintain clear classroom expectations	Connectedness to school	<p>In collaboration, establish class rules and expectations at the beginning of the year and revisit at the start of each term or as required.</p> <p>Consistent reinforcement of expectations</p> <p>Focus on educating on desired behaviour and not punitive responses</p> <p>Work with families to establish supportive strategies for students experiencing behavioural challenges</p> <p>Students collaborate with teachers of design and set up classroom space to encourage focussed and collaborative learning, to promote ownership of the classroom space. Expectations of furniture, equipment and resources use are co-constructed.</p>	Increase in High Wellbeing in WEC for Connectedness to School from 61% to 70%	12 Months	<p>End Term 1 Focus group check in</p> <p>WEC Term 2</p> <p>End of Term 3 Focus group check in</p> <p>Learner Agency Student Survey Term 4</p>

GOODWOOD PRIMARY SCHOOL

WELLBEING FOR LEARNING - ACTION PLAN



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School Culture	4. Support inclusion and belonging	Connectedness to school	Promote inclusivity within the classroom and whole school <ul style="list-style-type: none"> - Embrace diversity - Respectful and safe environment - Differentiated instruction - Collaboration - Class discussions - Celebrate achievements - Inclusive language - Encourage reflection and self-awareness 	Increase in High Wellbeing in WEC for School Climate from 42% to 55%	12 Months	End Term 1 Focus group check in
		School climate School belonging	<ul style="list-style-type: none"> - Provide opportunities for students to develop, understand and express their identity <ul style="list-style-type: none"> - Cultural celebrations - Personalised learning and interests - Reflection/growth journals - Feedback opportunities - Identity mapping - Promotion and sharing of school rules, expectations and consequences - Swift and consistent response to language and behaviour that is discriminatory, offensive or demeaning to others. - Modelling of respect, positive interactions and acceptance. - Students engage in peer interactions with their buddy class at least 3 times per term 	Increase in High Wellbeing in WEC for School Belonging from 57% to 70%		WEC Term 2 End of Term 3 Focus group check in

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WELLBEING FOR LEARNING - ACTION PLAN



Area of Wellbeing	HIWS	WEC Priorities	Action(s) to Take	Target/Goal	Timeline	Progress Checkpoints
Physical		<p>Overall health</p> <p>Sports</p> <p>Sleep</p> <p>Nutrition</p> <p>Music and arts</p>	<p>Daily Circle Time activities to explicitly teach strategies to support importance of sleep, nutrition and develop student understanding of the benefits of music and art for mental health.</p> <p>Daily fitness to promote the importance of physical activity for mental health and physical health</p> <p>Regular movement breaks throughout the day. Short intervals of physical activity to decrease restlessness and promote engagement in learning activities.</p> <p>Take learning outside the classroom regularly</p> <p>Music to be an option during mindfulness</p> <p>Art activities to be an option during mindfulness</p> <p>Students listen to music during learning task time for regulation if beneficial for them</p> <p>Opportunities to practice yoga and meditation</p>	Increase in High Wellbeing in WEC for Overall Health from 30% to 40%	12 Months	<p>End Term 1 Focus group check in</p> <p>WEC Term 2</p> <p>End of Term 3 Focus group check in</p>

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Focus Group Questions:

Happiness: *How do you feel most days – happy, excited, and ready to have fun?*

Optimism: *Do you usually feel like more good things happen to you than bad things?*

Satisfaction with life: *Are you happy with your life and the way things are going?*

Emotion Regulation: *When you're feeling worried or upset, do you know how to think about it in a way that helps you feel better?*

Sadness: *Do you often feel sad, upset, or like you make mistakes?*

Worries: *Do you often worry about things at home, school, or mistakes you make?*

Wellbeing Literacy: *Do you know how to talk about how you're feeling and understand what is good for your wellbeing?*

Connectedness to School: *Is there a teacher or adult at your school who cares about you, listens to you, and believes in you?*

Emotional Engagement with Teachers: *Do you get along with your teachers, and do they listen to you and help when you need it?*

School Climate: *Do students and teachers at your school treat each other kindly and help each other out?*

School Belonging: *Do you feel like I belong in this school?*

Peer Belonging: *Do you feel like you have people you can hang out with at school?*

Friendship Intimacy: *Do you have at least one person you feel close to at school?*

Cognitive Engagement: *Do you try your best when learning new things, even if it's hard, and get excited to come up with new ideas?*

Overall Health: *Do you know what you need to do to make sure you are healthy?*