

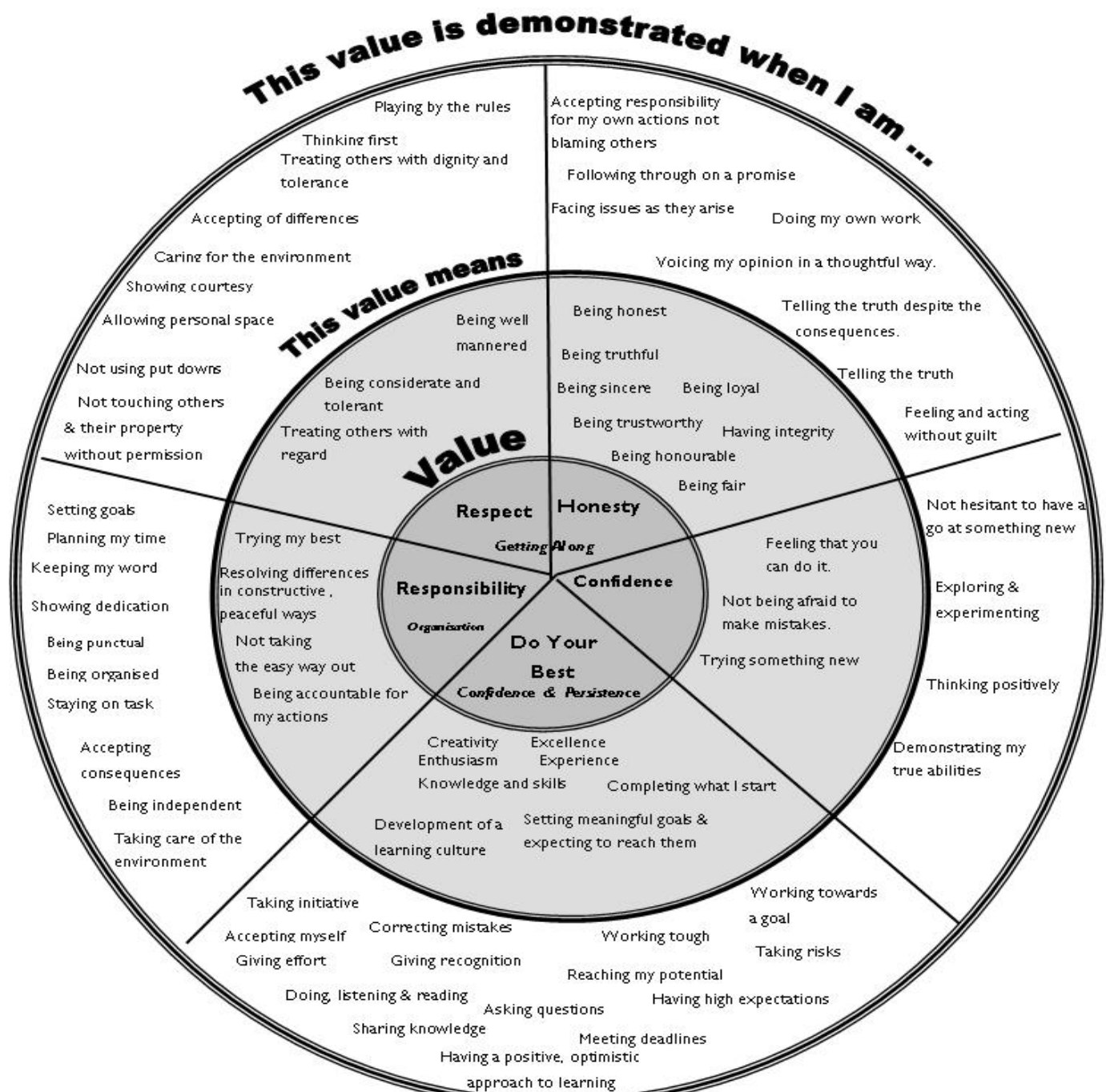
Student Wellbeing

Crib Point Primary provides a strong foundation for student learning with student engagement and wellbeing as a whole school priority. A positive school culture ensures that students feel valued and cared for, have meaningful opportunities to contribute to the school and can be effectively engaged in their learning. Supportive and positive relationships between students, staff, parents and the wider community are vital for students' success and well being.

We have five core values that underpin our beliefs, the environment we provide and the way we act.

- * **RESPECT**
- * **RESPONSIBILITY**
- * **DO YOUR BEST**
- * **HONESTY**
- * **CONFIDENCE**

CORE VALUES WHEEL



Our school rules have been linked to 5 key words known as the 5Cs and coloured to assist with student recognition of the rules. The rules are:

THE 5 Cs

Co-operation – We will work together to enable everyone to learn and enjoy school.

Communication- We will communicate honestly and respectfully.

Care- We will show care for all people and our environment.

Common Sense- We will keep everyone safe.

Consideration- We will be considerate in the way we treat others.

Programs and initiatives implemented to promote personal learning and student wellbeing:

Program	Description
You Can Do It	<p>The “YOU CAN DO IT” program is designed to provide all children with the foundations for Achievement and Social Emotional well-being in school, work and the world of tomorrow. The core value is the development of the potential of all children (academically, intellectually, interpersonally & emotionally) through instilling in children the 5 foundations.</p> <p>GETTING ALONG, ORGANISATION, PERSISTENCE, CONFIDENCE & RESILIENCE.</p> <p>Weekly classroom awards relating to the foundations are published in the newsletter and presented to the children at assembly.</p> <p>Staff have been trained in the YCDI program integrating it into their everyday classroom programs.</p>
Values Education	<p>At Crib Point Primary 5 core values underpin our beliefs, the environment we provide and the way we act. They are; RESPECT, RESPONSIBILITY, DO YOUR BEST, HONESTY and CONFIDENCE. These values are taught through dedicated lessons within the classrooms and embedded in the language that is used across the school.</p>
Junior School Council	<p>A Representative from each classroom participates in weekly Junior School Council meetings which are overseen by a staff member. The children influence decision making which relates to the school’s physical environment, policy making and fundraising for charitable organisations. The student representatives from the senior school have the opportunity to participate in a School Council meeting.</p>
Leadership Program School & House Captains	<p>Children in Grade 6 have the opportunity to be selected for a position as school captain or house captain. Their roles include hosting assemblies, acting as an ambassador when visitors are at the school, representing the school at functions outside of the school including public speaking, mentoring other students and leading their House.</p>

Peer Mediators	Peer mediation is one of the conflict resolution strategies available in our school in which students are actively involved in resolving minor playground disputes. It involves students who are trained in mediation leading other students through a structured process to resolve a dispute. The peer mediators are identified in the playground by their bright vests.
Chaplaincy	The chaplaincy program is a voluntary program which runs under the auspices of The National Schools Chaplaincy Programme, Access Ministries & Christian Education in schools. Chaplaincy is a relational ministry of building trust, confidence and competency amongst students, staff and parents. The programmes that the Chaplain runs include “Seasons of Growth—Grief and loss”, Step up to MAPS—anger management, Courtyard Games— Social skills, Individual and family support. The Chaplain provides children and families support in times of distress, of uncertainty and through change; helping children work through confusion, anger and anguish.
Australian Defence Force Transition Aide	The ADF aide provides information, supports and develops a range of activities for dependants of ADF members and families to ease the impact of mobility and deployment, integrating these children, many who have a parent deployed in an overseas location, into our school community as quickly as possible.
School is Cool – commencement of the school year.	Commencement of school year- School is Cool, Learning How to Learn program- each class formulates its own vision-mission – rules- values and 5 star work expectations. Whole school activities are undertaken which are designed to promote connectedness and engagement across year levels.
It’s Not Ok To Be Away Attendance strategies	<p>Its Not OK to Be Away is a state-wide initiative building a school and community approach to the issue of student attendance. The initiative is designed to change community and student attitudes to school attendance. It requires the support of both parents and the community if student attendance is to be successfully addressed.</p> <p>Student attendance is the responsibility of everyone in the community</p> <p>Effective schools monitor, communicate and implement strategies to improve regular school attendance, as this is a prerequisite for improving educational outcomes.</p> <p>A class attendance award is presented at assembly each week.</p> <p>Follow up phone calls to parents when children have been absent for 3 consecutive days.</p> <p>Referrals are made to the welfare committee in cases of chronic absenteeism.</p>
Circle Time—Classroom conferences	<p>A democratic, participatory classroom activity with a focus on relationships and responsibilities. Outcomes of effective classroom meetings in a circle format are</p> <ul style="list-style-type: none"> • Students feeling respected and included in the process feel compelled to own their behaviour. • When students participate in a process that is procedurally fair they begin to take responsibility for personal behaviour. • When students are a part of the solution they begin to develop empathy and insight. • Students who participate in classroom meetings learn about fairness and justice. • Students when provided with a safe forum are able to talk about what was done to them and how it can be fixed.
Social Stories	Social Stories are short stories written by the teacher with the student. They describe situations or concepts in a format that is meaningful for children who struggle with social situations. Social stories help them to “NAVIGATE” a situation which they find difficult to manage. Social Stories are used as a communication strategy and a tool to reduce anxiety for children who are within the autism spectrum. They enable people to: understand a situation and learn how to respond or behave in that situation.

<p>Fortnightly Student Wellbeing meetings</p>	<p>Once a fortnight the well-being committee which consists of the Principal, Well-being coordinator, junior & senior sub school leaders, chaplain and a representative Student support service officer meet to discuss student referrals that have been made by teachers. The referrals may be made to access Speech therapists, Guidance Officers, Social Workers, the Chaplain or external agencies. These meetings also focus on planning strategies to support children at educational or emotional risk.</p>
<p>Re Think Sessions— withdrawal from the playground</p>	<p>Students who exhibit serious unacceptable playground behaviour will be withdrawn to a particular supervised area “Re think” for a period of 20 minutes. Re think sessions focus on restorative practices linked to “Mind master” & “Head Hassler” concepts. These incidents will be recorded on RISC (record is sent home to the parent), and if necessary further action will occur. A “Rethink” sheet will be completed by the child and sent home to the parent. In severe cases parents will be notified by phone.</p> <p>This process is also used for serious unacceptable classroom behaviour.</p>
<p>Staged Response Documents</p>	<p>Positive behaviours are most effectively supported through relationship based whole-school and classroom practices. However, it is recognised that some individuals and groups of students require additional support in the development of pro-social, positive behaviours. For most of these children and young people, the development of pro-social behaviour is achieved in stages, and requires reinforcement and acknowledgement to support each step towards positive improvement. Students with problem behaviours can be responded to through a staged response process as outlined by the Department of Education and Early Childhood Development.</p>
<p>Speech Therapy Assistance Program (STA)</p>	<p>Limited speech pathology resources and a large number of students who require therapy often results in a therapy caseload that is simply too large for a Speech Pathologist to effectively manage. Students with speech and language difficulties receive therapy less often than is desirable and, in some cases, may receive no therapy at all. The STA program addresses these issues by introducing trained Speech Therapy Assistants to assist the Speech Pathologist in the delivery of therapy. This allows the Speech Pathologist to manage a larger caseload and to deliver frequent, effective therapy to students who need it. Speech Therapy Assistants are usually selected from qualified Integration Aides already working at the school who receive a short training course to prepare them for participation in the program.</p>
<p>Language Enhancement Activity Program (LEAP)</p>	<p>LEAP has 4 components: Oral language, Phonological Awareness, Reading Comprehension & Narrative Writing. It is an intervention program which caters for individual or small group instruction by the School Support Officers (Teacher Aides).</p>