

Wollongong West Public School

Wellbeing Framework

‘A positive therapeutic and non-punitive approach to supporting children’s wellbeing’



Contents

1. Introduction

- Wellbeing Framework for Schools
 - A Department of Education document.
- School Behaviour Support and Management Plan
 - A Department recognised behaviour policy.
- Anti-Bullying Plan
 - A department recognised anti-bullying plan.



2. The Care Continuum

- Prevention
- Early Intervention
- Targeted Intervention
- Individual Intervention



NSW Department of Education

Wollongong West Public School, School Behaviour Support and Management Plan

Overview

Wollongong West Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are outlined in our **WWPS Wellbeing Framework**.

Promoting and reinforcing positive student behaviour and school-wide expectations

Wollongong West Public School has the following school-wide expectations:

- Our students will be safe, respectful, and responsible learners.
 - a) Our students will be actively connected to their learning, have positive and respectful relationships, and experience a sense of belonging to their school and community.
 - b) Our students will be respected, valued, supported, and empowered to succeed.
 - c) Our students will grow and flourish, do well and prosper.

Wollongong West Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Barry Street Education Model
- Zones of Regulation
- Restorative Practices

NSW Education

ANTI-BULLYING PLAN

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

Introduction

Wollongong West Public School is committed to creating quality learning opportunities for all children. This includes strengthening their cognitive, physical, social, emotional and spiritual development.

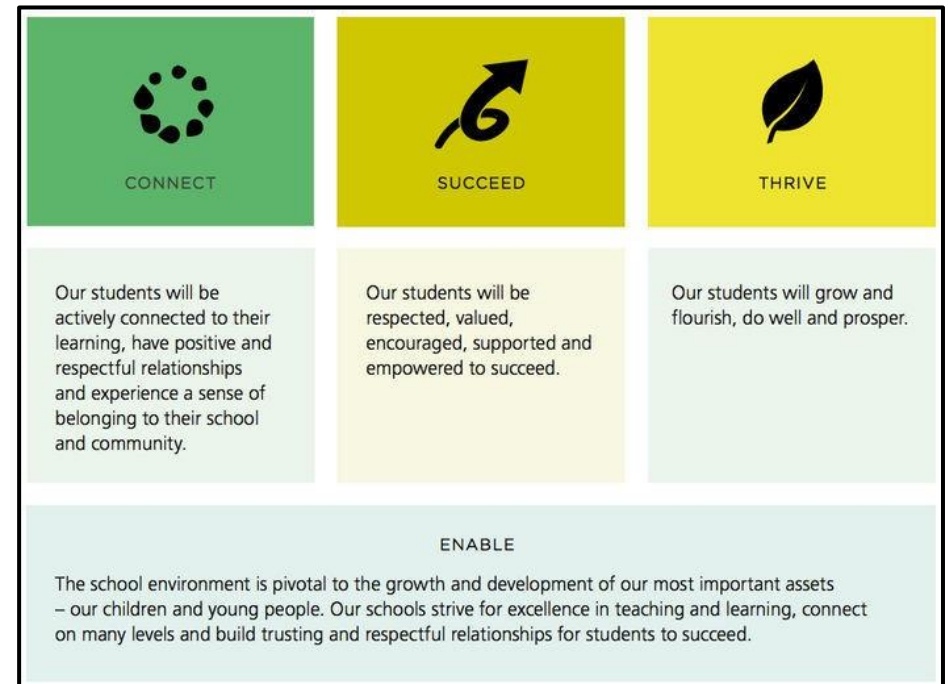
Our shared understanding of wellbeing is that:

- It is dynamic and integral to learning.
- It focuses on attributes and strengths that teach and support children to grow and learn from challenges and complexities
- Positive, trusting and respectful relationships are vital.

Our localised Wellbeing Framework adopts a **positive, therapeutic and non-punitive** approach to supporting children's wellbeing.

It is informed by the NSW Department of Education's *Wellbeing Framework for School's* document that supports all children to **connect, succeed and thrive** in an enabling school environment.

Our school is committed to providing a **safe, supportive and responsive learning environment** for everyone through adherence to the Behaviour Code for students.



Supporting Documents

School Behaviour Support and Management Plan

Our School Behaviour Support and Management Plan is a mandatory document for all public schools in the NSW Department of Education. Our localised Wellbeing Framework aligns with our School Behaviour Support and Management Plan. This plan is available on our school website.

NSW Department of Education

Wollongong West Public School, School Behaviour Support and Management Plan

Overview

Wollongong West Public School is committed to explicitly teaching and modelling positive behaviour and to supporting all students to be engaged with their learning. Key programs prioritised and valued by the school community are outlined in our **WWPS Wellbeing Framework**.

Promoting and reinforcing positive student behaviour and school-wide expectations

Wollongong West Public School has the following school-wide expectations:

- Our students will be safe, respectful, and responsible learners.
 - a) Our students will be actively connected to their learning, have positive and respectful relationships, and experience a sense of belonging to their school and community.
 - b) Our students will be respected, valued, supported, and empowered to succeed.
 - c) Our students will grow and flourish, do well and prosper.

Wollongong West Public School uses the following strategies and systems to explicitly teach, recognise and reinforce positive student behaviour and behavioural expectations:

- Berry Street Education Model
- Zones of Regulation
- Restorative Practices

NSW Education
ANTI-BULLYING PLAN

Bullying behaviour has three key features. It involves the intentional misuse of power in a relationship. It is ongoing and repeated, and it involves behaviours that can cause harm. The NSW Department of Education requires all NSW public schools to have an Anti-bullying Plan which details the strategies implemented to reduce student bullying behaviours.

Resources

The NSW anti-bullying website (see: <https://antibullying.nsw.gov.au/>) provides evidence-based resources and information for schools, parents and carers, and students. Schools are encouraged to visit the website to support whole-school prevention, early intervention and response approaches and strategies for student bullying behaviour.

Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.

Anti-Bullying Plan

Our Anti-Bullying Plan is a mandatory document for all public schools in the NSW Department of Education. Our localised Wellbeing Framework aligns with our Anti-Bullying Plan. This plan is available on our school website.

The Care Continuum

The care continuum facilitates the implementation of a whole-school, prevention-focused, and positive approach to behaviour support to meet the needs of *all* students. Students may require different types of intervention delivered in different ways along a **continuum of care** to best support their needs.

The continuum of care includes interventions for:

- **All students** - creating a safe and respectful learning environment.
- **Some students** - providing early intervention and targeted support for students at risk.
- **A few students** - supporting students with complex and challenging needs through intense, individual interventions.

Our Wellbeing Framework

outlines the

types of intervention

(programs, practices and services)

provided for students and

where

along the continuum, the intervention lies.



The Care Continuum



Prevention

Preventative approaches aim to establish safe and respectful learning environment for all students and will reduce minor behaviours of concern when applied consistently.

Early intervention

Early intervention approaches address emerging, low level and potentially disruptive behaviours that may escalate if not addressed.

Targeted intervention

Targeted interventions are designed for students, or groups identified as at risk of developing negative behaviours unless support is provided.

Individual intervention

Individual interventions address more challenging or complex behaviours and involve individual assessment, implementation monitoring and review.

Some key points about the care continuum


- There are **different entry points** depending on the level of need.
- An intervention can begin at prevention or at any other point along the continuum.
- The care continuum is **designed to be used in both directions** and some strategies span across the continuum where relevant.

Prevention

on the care continuum



Our whole-school approach aims to establish and maintain safe, respectful learning environments for all students. The tables below details the types of initiatives used across the whole school.

Initiative	About the Initiative
<p>Zones of Regulation</p> <p>A framework that teaches students strategies for emotional and sensory management.</p> <p>The Zones of Regulation program is embedded into our school practice. It is used school wide, in all classrooms and in the playground.</p> <p>For more information read our <i>All about Zones of Regulation</i> Document Located on the WWPS website</p>	<p>About Zones of Regulation</p> <p>Lessons are explicitly taught in Term 1 each year. The strategies and the language of Zones are then used in everyday practice.</p> <p>Individual Intervention</p> <p>Individualised programs are created for targeted students within this whole school preventative program</p> 

Berry Street Education Model

A model that looks at student wellbeing through a trauma informed framework, linking trauma informed approaches with proven positive psychology interventions

**For more information read our
All about Berry Street Education Model
document
Located on the WWPS website.**

About Berry Street

Our school Wellbeing practices, and teaching and learning programs are informed by 5 domains.

- The domains of
 - Body
 - Stamina
 - Character
 - Engagement

These are all underpinned by the domain of Relationship.

Berry Street promotes:

- Strong teacher/student relationships
- Using social skills programs, circle time, role play and drama activities to support social and emotional wellbeing.
- Integrating mindfulness, movement breaks and social emotional learning into teaching and learning programs
- A growth mindset and increasing stamina for learning

Restorative Practices

A restorative approach that focuses on building, maintaining and restoring relationships

**For more information read our
All about Restorative Practices
document
Located on the WWPS website.**

About Restorative Practices

Restorative Practices are used in everyday practice. A restorative conversation can be facilitated by a teacher or support staff between students and between teacher and student. WWPS utilises restorative practices which seek to repair relationships which have been damaged. Restorative conversations are used to identify what went wrong and how things can be fixed. These conversations can happen during walk and talks, circle time or facilitated discussions.

- Restorative conversations are recorded on School Bytes

Strategies to support self-regulation

About our strategies to support self-regulation

- **Sensory spaces and sensory tools**
 - Sensory equipment supports all students with emotional regulation. Sensory toolkits are available in all learning spaces as well as access to Sensory Circuit rooms for emotional regulation.
- **Patterned repetitive activities**
 - Repetitive movement, such as body percussion activities to support self-regulation.
- **Walk and talk procedures**
 - A procedure where students are supported to regulate through movement and active speaking and listening with a trusted adult
- **Mindfulness activities**
 - Students focus on what they are sensing and feeling in the moment
- **Flexible seating**
 - Flexible seating can be used to support student focus and engagement.
- **Brain Breaks**
 - A timed mental break to support students to stay focused and engaged in their learning. Brain breaks are used as required, following transitions, or when students are in the yellow or blue zones.

Early Intervention

A brain break may be specifically scheduled into some students personalised programs to support focus



Positive Wellbeing Practices

About our Positive Wellbeing Practices

- Unconditional Positive Regard
 - A child feels valued, respected and supported regardless of their presenting behaviours.
- Play Based Learning
 - Engagement in learning is supported through developmentally appropriate learning activities.
- Circle Time
 - All students start each day with a class routine of positive affirmations, greetings and touch
- Loose Parts activities
 - Students manipulate objects in their environment to make meaning and support learning.
- Growth Mindset
 - All students believe that they can improve learning through effort and perseverance
- Reward Systems
 - Class and individual reward systems to promote engaged learning
 - School wide reward systems e.g. positive playground behaviour.
- School expectations
 - Weekly promotion of expectations e.g. wearing a hat outside
- Playtime initiatives
 - We have a variety of playtime initiatives to support every child in their play time. E.g. Lego Club, Chess Club, Soccer Games on our top oval

<p>Inclusive Practice</p>	<p>About Inclusive Practice</p> <ul style="list-style-type: none"> • A culture of inclusion and belonging is embedded in everything we do. At our school we value, acknowledge and respect every learner, including students with disability, culturally and linguistically diverse students and Aboriginal and Torres Strait Islander students. <ul style="list-style-type: none"> ○ We have a school Indigenous Mob called the <i>WWPS Indigenous Mob</i>. The mob is student led and involves all Aboriginal and Torres Strait Islander students. The Mob meet weekly to support one another in the achievement of the goals on their Personalised Learning Pathways plan. ○ We have teachers trained in S.T.A.R.S in Schools – a program that supports student from Refugee backgrounds.
<p>Responding to Student Mental Health</p>	<p>About responding to Student Mental Health</p> <ul style="list-style-type: none"> ○ At times students may experience mental health challenges and all school staff will respond in a non-reactive and sensitive way to ensure students remain safe. Our school uses the SEE, SAY, DO Model. Procedures are in place for when a student reports intent to self-harm or has suicidal ideations.
<p>Parent, Carer and Community Engagement</p> <p>Engaging with, and developing relationships with parents, carers and families is of high importance at our school.</p> <p>Strong community relationships support student wellbeing and help support the joint effort in giving our students the best start in life.</p>	<p>About Parent, Carer and Community Engagement</p> <p>Parents, carers and families are encouraged to be active participants in their children’s learning. Our school facilitates the following:</p> <ul style="list-style-type: none"> • Use of the See Saw App for communication. • Use of the School Bytes App for communication. • Parent/Carer/Family information sessions • Showcase Assemblies • Breakfast Club facilitated by Church Mentor Volunteers • Community surveys e.g. Tell Them from Me • Collaboration with Parents and Citizens Association (P&C)

<p>School Programs and Initiatives</p>	<p>About school programs and initiatives</p> <ul style="list-style-type: none">• Child Protection Learning<ul style="list-style-type: none">○ Mandatory child protection lessons are taught annually as programmed in our PDHPE scope and sequence• WoW Start Program<ul style="list-style-type: none">○ Transition to school program for incoming Kindergarten students.• Transition to High School Program<ul style="list-style-type: none">○ A program to support our Stage 3 students transition to high school.• Mental Health Initiatives<ul style="list-style-type: none">○ Calendared events are acknowledged to support positive mental wellbeing. E.g. RUOK? Day• Celebrating Events<ul style="list-style-type: none">○ Calendared events are acknowledged. E.g. Harmony Day, NAIDOC Week, Refugee Week.
<p>Student Wellbeing Team</p> <p>A team comprised of teachers and support staff formed at the beginning of each year to support student wellbeing</p>	<p>About the Student Wellbeing Team</p> <p>The Student Wellbeing Team work to create, establish and improve wellbeing initiatives and programs in our school.</p>

<p>Attendance and Enrolment Procedures</p>	<p>About Attendance Procedures</p> <ul style="list-style-type: none"> • We promote regular student attendance at our school. Poor attendance is followed up with parents/carers and if required, an attendance plan is put in place to support regular attendance. • Our school rolls are marked at the beginning of every day. Students arriving after the roll has been taken are marked as 'arriving late' <p>About Support Class Enrolment Procedures</p> <ul style="list-style-type: none"> • Students in our Support Unit classes are supported to engage in their new school environment from the beginning (enrolment). • Clear procedures are followed by the Support Unit Staff and Assistant Principal to support our students <p>About Specialised Enrolment Procedures</p> <ul style="list-style-type: none"> • Families who have recently arrived to Australia are supported in enrolling their child with a welcome meeting. The school principal, EAL/D specialist teacher and translator (if available) meet with the newly arrived family to conduct a welcome meeting and support in the enrolment process.
<p>Learning and Support Team</p> <p>Our school has a Learning and Support Team that works with students, parents and carers, classroom teachers and other professionals to identify students who need extra support.</p> <p>Our team is comprised of:</p> <ul style="list-style-type: none"> • Principal • School psychologist • EAL/D Specialist • Assistant Principal Curriculum and Instruction 	<p>About our Learning and Support Team</p> <p>The Learning and Support Team (LST) meet weekly to discuss students who have been referred for learning and support needs. Additionally, the team monitor the allocation of resources and the implementation of programs to support whole school wellbeing.</p> <p>When a student is referred the team meet with the referring teacher, stage supervisor and any other staff who are associated, to discuss the student.</p>

Early Intervention

Along the care continuum



Initiative	About the Initiative
<p>Recording events and communications</p> <ul style="list-style-type: none"> School Bytes 	<p>About recording events and communications in School Bytes</p> <p>All behavioural and wellbeing events and communications are recorded on School Bytes - an electronic student record app.</p>
<p>Visual Supports</p> <p>Individual student need for visual supports are identified, and the appropriate resources are designed and used to support individual students.</p>	<p>About using visual supports</p> <ul style="list-style-type: none"> Individualised visual timetables First and Then charts Individual reward systems Communication Boards (PICS 4 PECS)
<p>Sensory Supports</p> <p>The use of sensory supports are monitored and timed to support student wellbeing and ability to self regulate.</p>	<p>About sensory supports</p> <p>Individualised sensory supports are provided for students who are sensory seeking.</p> <ul style="list-style-type: none"> Sensory Circuit programs Sensory Room programs Individualised sensory support tools, for example: weighted toys, bubble timers. Heavy work Brain breaks

Learning and Support Team

- **Early Intervention Measures**

Our school has a Learning and Support Team that works with students, parents and carers, classroom teachers and other professionals to identify students who need extra support.

Our team is comprised of:

- Principal
- School psychologist
- EAL/D Specialist
- Assistant Principal Curriculum and Instruction

About Early Intervention measures**Referral to the school Learning and Support Team (LST)**

- This is a process where teachers access additional support for students. The respective teacher meets with LST to discuss strategies and next steps.

Review Meetings

- These are held for students in Support Classes or students in Mainstream Classes who receive Integration Funding Support. The meetings are held in Term 3 with the classroom teacher and school principal. Parents, carers and families attend annual student review meetings to evaluate the success of current supports and plan future directions.

Targeted Intervention

Along the care continuum



Initiative	About the Initiative
<p>Recording of events and communications</p> <ul style="list-style-type: none"> Targeted 	<p>About recording events and communications for specific purposes</p> <ul style="list-style-type: none"> ABC Forms. Antecedent, Behaviour, Consequence forms. <ul style="list-style-type: none"> ABC forms are used as required by teachers to monitor repetitive student behaviour to see any patterns. These are data collection forms that are completed to inform a functional behaviour analysis.
<p>Targeted Intervention Programs</p>	<p>About our Targeted Intervention Programs</p> <ul style="list-style-type: none"> Secret Agent Society Program (SAS) <ul style="list-style-type: none"> A small group intervention program to strengthen a student’s understanding of emotions and friendships ASPECT ‘How to’ Guides <ul style="list-style-type: none"> A whole class or small group intervention play-based program to strengthen student engagement in social situations. This is for Early Stage 1 classes or small groups of students in K-2 who require support with social learning, especially children with autism.

Learning and support team

- **Targeted Intervention**

Our school has a Learning and Support Team that works with students, parents and carers, classroom teachers and other professionals to identify students who need extra support.

Our team is comprised of:

- Principal
- School psychologist
- EAL/D Specialist
- Assistant Principal Curriculum and Instruction

About Targeted Intervention measures

- **Personalised Learning and Support Plans (PLaSPs)**

- These plans involve the development of short and long-term goals to support individual need. These are developed by classroom teachers and share with students' families.

- **School Counselling Service**

- Observations, Behavioural assessment , Psychometric Assessment, targeted psychological intervention, collaboration with teachers and external agencies.

- **Verbal Intervention and Safety Intervention (VISI)**

- A staff professional learning experience that equips staff to utilise management and intervention techniques to de-escalate situations in a safe manner.

Individual Intervention

Along the care continuum



Initiative	About the Initiative
<p>Personalised Learning Pathways</p>	<p>About Personalised Learning Pathways (PLPs) All students who identify as Aboriginal or Torres Strait Islander are supported by a Personalised Learning Pathway. They are developed in a consultation process between the student, parents/carers and teachers, to identify, organise and apply personal approaches to learning and engagement.</p> <ul style="list-style-type: none"> • PLPs can have short term or long term goals
<p>Recording of events and communications</p> <ul style="list-style-type: none"> • Individual 	<p>About recording events and communications for specific purposes</p> <ul style="list-style-type: none"> • ABC Forms. Antecedent, Behaviour, Consequence forms. <ul style="list-style-type: none"> ○ ABC forms are used as required by teachers to monitor repetitive student behaviour to see any patterns. ○ These are data collection forms that are completed to inform a functional behaviour analysis.

Learning and Support

- **Individual Intervention**

Our school has a Learning and Support Team that works with students, parents and carers, classroom teachers and other professionals to identify students who need extra support.

Our team is comprised of:

- Principal
- School psychologist
- EAL/D Specialist
- Assistant Principal Curriculum and Instruction

About our Individual Intervention measures

- **Individual Funding**

- If needed, access requests are completed for integration funding or support unit placement.

- **School Counselling Service**

- Individualised psychological intervention and assessment by school psychologist or counsellor
- Risk assessments
- Care coordination

- **Complex Case Conferences**

- A complex case conference is held with the students' class teacher, stage supervisor, school principal and the school psychologist. The teacher will bring ABC data (Antecedent, Behaviour, Consequence) to develop a *Functional Behavioural Analysis*. With this information, the classroom teacher develops an *Individual Behaviour Support Plan*. The following two plans are developed if required:
 - *Response Plan*
 - *Risk Management Plan*

Suspension Procedures

About Suspension Procedures

- A student may be suspended when the students' behaviour of concern has significantly harmed or put another person at significant risk. A suspension allows time for the school to plan and create detailed supports for the student. Once the student returns, the supports are implemented to keep everyone safe at school.