# Evidence Set 3: Student Wellbeing

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## 1. Reflection

Building a responsive student body is embedded in the principles pertaining to promoting quality student engagement in learning across the curriculum. At Hill Top Public School we work across the school and community to build positive student values towards education and learning. When examining the wellbeing element we evaluated and discussed the changing student climate and analysed student wellbeing through our school PBL program. Our PBL team consisting of staff representatives from across all stage groups is committed to development of PBL principles in all school settings and using the PBL framework in a systems approach to support our current Student wellbeing policy. All staff are engaged in continually enhancing and improving practices to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

After analysis of evidence relating to the Learning Culture element, our staff develop programs to support the needs of identified students and all teachers understand that student engagement and learning are related. Our referral process and tracking of students to the LST links directly to our school plan target of improving support for referred students through development of PLP’s and provision of intervention for those students.

## 2. Our school practices:

- Our evidence will show the development of an updated student wellbeing policy supported by PBL principles and systems for the implementation of the key elements of that policy across all school settings.
- Our evidence will demonstrate how teachers address the needs of identified students through individualised planning, with the understanding that engagement and learning are related.
- Referral, support and tracking for students with individual needs is a structured process embedding LST processes as displayed in our evidence.

### Why are these practices important?

Embedding a positive school culture and set of values into all facets of school life for all students is reliant upon the implementation of pedagogy that strives to support and reinforce ongoing improvement, reflection and a planned approach to supporting the wellbeing of all students. Our practices are the framework for supporting teachers in managing challenging behaviour and ensuring students’ wellbeing and safety by implementing school systems and legislative requirements (Teacher standards 4.3.2 & 4.4.2). Developing staff understanding of effective student tracking and data collection is contributing to an improved systems approach to strengthening the implementation of current policies, programs and processes promoting student wellbeing across the whole school.

## 3. Evidence and Data

The evidence collected comes from:
- School wide professional learning opportunities incorporating all teachers
- Implementation of PBL across the school
- Opportunities for behaviour reward and achievement
- Learning and support team practices

**Evidence –**
1. Student engagement photographs – Learning Culture
2. School behaviour PBL matrix and photographs of classroom systems - Learning Culture
3. Sample individual programs addressing the needs of students across the school - Learning Culture
4. Positive behaviour policy - Wellbeing
5. Reward days, Bounce day initiative- Wellbeing
6. Professional learning, mandatory child protection- Wellbeing
4. Analysis and Annotations

Annotation 3.1 – Learning Culture. Research into what works in education by Hattie extensively lists the pedagogical elements contributing to the 'greatest effects on student learning'. At our school all teachers understand that cooperative learning and student reflection (Hattie) are a key component for strengthening the relationship between student engagement and learning. Our evidence demonstrates students across K-6 learning through engagement. All teachers provide students with opportunities to explore learning concepts underpinned by research and collegial advice about how students learn (standard 1.2.2) along with strategies that are responsive to the strengths and needs of all students (standard 1.3.2). Lesson sequences engage students and promote learning along with incorporating a range of resources including ICT and peer support to engage students in their learning (standards 3.3.2 & 3.4.2). Our evidence photographs exemplify what student engagement looks like in classrooms across our school.

Annotation 3.2 – Learning Culture. Using the theoretical basis for Positive Behaviour Learning of to achieve a comprehensive, integrated whole school approach to student wellbeing and behaviour our expected behaviour matrix supports staff, students and parents in understanding how positive behaviours relate to all settings in our school. The use of our matrix is consolidating school wide and classroom systems for all students, staff and community members (Tier 1 PBL). All staff refer explicitly to the language and expectations outlined in the matrix when interacting with students and their parents. Class teachers support students in achieving expectations of behaviour with the implementation of our “Hill Top hero’s” ladder system guiding students in earning achievement aligned with our school reward system.

Annotation 3.3 - Learning Culture. Through teacher and parent referral to the learning and support team along with analysis of student background information all students with additional needs, learning or behaviour are supported equitably through the development and implementation of individual programs where adjustments to school and classroom programs are made. Our school has less than 5% English as a second language and 8 Aboriginal students. We have 15% of our students with diagnosed Autism and/or mental health and behavioural needs with another 20% of our student body requiring adjustments to either school or class programs. We have 2 students receiving funding support. To support the development, tracking and review of how the needs of individual students are met class teachers, school counsellor and LAST develop Individual and Personal planning using Sentral which is newly introduced to our school this year. The individual student programs in our evidence are examples of how school systems and class programs are adjusted to meet planned goals for each student. Individual student plans develop ongoing performance improvement and provide opportunities for students to reflect on their personal achievements.

Annotation 3.4 – Wellbeing. Our student welfare policy, was developed and recently reviewed using the DoE wellbeing for schools rationale “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”. At Hill Top PS having a planned and strategic approach to supporting the wellbeing of all students encompasses our current policy and the frameworks that support the implementation of this policy. Our school has identified factors of student, staff and community knowledge of behaviour and values, community involvement and a systems approach to supporting PBL principles as key to enhancing student wellbeing and improving student outcomes. We have a positive behaviour framework, classroom behaviour system, positive reward system and positive parent partnership program developing in all classrooms and across the different settings in the school.

Annotation 3.5 – Wellbeing. Providing opportunities for students to accept responsibility and grow as confident decision makers is a key component to supporting the emotional, social and spiritual wellbeing of students. As part of our student wellbeing programs we provide scaffolded opportunities for students to work with others, gain a sense of reward and achievement and understand how to lead others by accepting responsibility for exemplifying positive behaviour and values themselves. The introduction of our PBL peer support groups provides all year 6 students with opportunities to communicate support and work with younger students developing a sense of value, cohesiveness and cooperation across the student body. Our current student leadership framework embeds the principles of PBL and election of student leaders for these roles allows for all interested year 6 students to ‘have a go’ and support each other in leading school assemblies, reward days, sport carnival days and represent the school at school and community events. Hill Top PS PBL reward days are led by our student leadership teams and support all students across the school in developing a sense of belonging and respect for expected behaviours at school.
Annotation 3.6 – Wellbeing.
Each year our Term One Staff Development Days look at updating and completion of mandatory training as set by the DoE. All staff and our regular day to day casual teachers completed mandatory keeping them safe online training. The guidelines supporting mandatory reporting procedures are discussed and revised throughout the year, at whole school communication meetings and at stage meetings. All staff maintain currency of knowledge about requirements to meet obligations under keeping them safe. Our evidence shows a completion certificate from a staff member and our SDD agenda scheduling the required training for all staff.

5. Judgement

Our evidence support that in the Learning Culture element we are working towards delivering. We have;

- All staff working towards broadening opportunities for deeper student engagement through differentiated teaching and learning practices.
- A well developed Matrix for expectations of student behaviour supporting our current student wellbeing policy.
- A process for addressing the individual needs of students through development of ILP for identified students.

Our evidence supports that in the Wellbeing element we are working towards delivering. We have;

- A clearly established Student Wellbeing policy supporting a common understanding of the behaviours and expectations for students to enhance learning and wellbeing at school.
- Some systems in place to support the implementation of our PBL program across the school.
- Engaged all staff in professional learning, maintaining currency of knowledge of requirements to meet obligations under Keeping Them Safe.

6. Plan for the Future

Ongoing review of processes to support individualised programming for students with individual learning needs

- Refine systems for tracking growth for students requiring reasonable adjustments in learning and whole child perspectives using internal and external data measures.
- Strengthen teacher understanding of how to develop and implement individual learning plans for identified students.
- Ongoing professional learning for staff in addressing the needs of identified student groups with particular focus on students with a disability.

Refine practices for implementation of PBL across the whole school

- Strengthen collection of data and analysis of positive and negative student behaviours across all school settings.
- Develop consistency of implementation for explicitly teaching expected behaviours to all students based on school wide data analysis.
- Regularly collaborate with the broader school community the behaviours, attitudes and expectations that enhance wellbeing in the delivery of teaching and learning.
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Christopher recapping what the instructions are and what he has books
Christopher listens to the reading post daily using the accompanying discussion about the vocabulary and the meaning of the story.
Christopher reads home reader to teacher daily and there is book.
Christopher is read to daily in class and there is a deliberate conversion meaning of words and how to use them

In order to achieve this target, the following strategies will be employed
- Christopher attends a maths group daily (during Jemm Time) in which he works individually on a personalised program. eg Counting up to 30 and back, friends to 10, writing numbers. Daily assessment of improvements are recorded
- Completion of Quick maths daily.
- Daily work with arrays to aid the understanding of Multiplication
- progress in Quick maths
- improvement in Times table knowledge

Target #2: Improvement in Christopher’s knowledge of the meaning of words and how to use them- emersion in language
In order to achieve this target, the following strategies will be employed
- Christopher is read to daily in class and there is a deliberate conversion and discussion about vocabulary that is present and the meaning of the book.
- Christopher reads home reader to teacher daily and there is a lot of discussion about the vocabulary and the meaning of the story.
- Christopher listens to the reading post daily using the accompanying books- conversation about vocabulary and meaning
- Christopher recapping what the instructions are and what he has to do.

Evaluation
- Christopher’s verbal recount of the story read.
- Progression in reading levels
- His ability to use vocabulary words covered.

Target #3: New Target

Evaluation
• Alex needing extra time to process new information.
• Alex needs to use strategies to manage his negative language and needs to learn to use his voice and not use physical force.

Follow teacher instructions
Key Learning Area: ALL
In order to achieve this goal, the following strategies will be employed
• Visual behaviour monitoring ladder system implemented in short sharp and regular timeframes
• Alex to be given additional verbal reminders using common language ‘Alex you need to follow teacher instructions, please’...
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• allow take up time.
• Short sharp and immediate verbal praise/recognition of positive behaviours demonstrated by Alex (at least 5 praises within every 30 minute timeframe)
• Provision of a quiet area, with IPAD or music and the use of headphones for timeout when Alex needs a calm down and refocus time (10 mins)

Additional Support/Resources:
Regular communication with parent through face to face on the days mum collects Alex after school at 3pm.
Implementation of school PBL welfare policy, class timeout, buddy class time out, executive support if needed.
LST review and monitoring with school counsellor input USSSP funding (Term 1 $400.00)
Use of Chill Tops room when needed

Evaluation
Plan Review each term or earlier if needed.
Data record by CT using Sentral system for positive and negative behaviour in classroom
Data record by all T’s for playground behaviour
Supervisor review of sensorial data through exec and LST meetings
Regular update to parent.

Plan Resolution
Comments Plan will be ongoing in order to meet Alex’s long term needs.

Next Review Date 17/08/2017
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The introduction of our PBL peer support groups provides all year 6 students with opportunities to communicate, support and work with younger students developing a sense of value, cohesiveness and cooperation across the student body.

Our current student leadership framework embeds the principles of PBL and election of student leaders for these roles allows for all interested year 6 students to ‘have a go’ and support each other in leading school assemblies, reward days, sport carnival days and represent the school at school and community events.

Hill Top PS PBL reward days are led by our student leadership teams and support all students across the school in developing a sense of belonging and respect for expected behaviours at school.
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**Hill Top Public School Staff Development Days 17 & 18 December:**

Links for review prior to the SDDs: Checklist for schools - [https://detwww.det.nsw.edu.au/media/downloads/proflearn/e](https://detwww.det.nsw.edu.au/media/downloads/proflearn/e)

4. CPR and EAR refresher: Link from Deb Middleton at NHHS is coming


May not apply to you this year!

**Anaphylaxis:** Certification is valid for 2 years. Online training to be completed if you have not un