Wellbeing for Learning: one goal, many strategies

At Mount Barker South Primary School wellbeing is based on the premise that teaching and learning will be most effective when children feel safe and connected to their peers and teachers, and when relationships are based on mutual respect, dignity, hope and a willingness to work together.

Wellbeing strategies for the whole school

**One of the many whole school strategies that we currently have in place is TRIBES.**

**What is Tribes?**

**Tribes is…**

A **vehicle to develop positive relationships, a sense of belonging and community.**

Tribes Learning Communities is a whole-school approach to promoting student resilience. The Tribes process is based on building caring relationships, positive expectations, and opportunities for meaningful participation and contribution by students.

‘Tribes’ is a democratic group process which ultimately aims to maximize the learning and healthy development of every child whilst promoting a positive and respectful culture within the school community. It is based on building caring relationships, positive expectations, and opportunities for meaningful participation and contribution by all students. At Mount Barker South Primary School, all classes use the
common language of the core Tribes Agreements to create positive classroom environments and to encourage the development of each child’s knowledge, skills and resilience.

The Tribes Agreements are:

**Mutual Respect**

• We will treat people the way we want to be treated.

• We will value and respect each person, regardless of gender, culture, socio-economic status or ability.

• We will value and respect other opinions, beliefs and values.

**Appreciation/No Put-downs**

• We will speak kindly to others and think of other people’s feelings.

• We will encourage each other; our talents, interests and ambitions.

**The Right to Participate/Pass**

• We have the right to pass in certain activities, but know that the more we participate, the more we gain.

• We will actively participate in curriculum activities.

• When electing to pass, we will remain in the group without having to be a verbal participant.

**Attentive Listening**

• We will listen with our eyes, ears and heart.

• We will listen while someone is speaking and then make comments/respond.

**Personal Best**

• We will always do the best we can.

• We will set personal goals for achievement and reflect on our learning.

• We will be willing to have a go and take a risk.

Pictures of community circle and comments..

**Restorative Practices**

Restorative Practices is a participatory and democratic response to harmful behaviour that focuses on the incident rather than solely on the offending behaviour. Community conferencing is one of the most well known restorative practices that brings
together all those who are responsible for, or have been harmed by wrongful behaviour.

Restorative Practices principles underpin all student welfare and classroom management policies and procedures at Mount Barker South Primary School.

A restorative school or classroom is characterised by high levels of support, as well as clear boundaries, where problem solving around issues is done with student involvement. The kinds of conversations that can be heard in these classrooms are about what happened, what was the thinking behind the behaviour, who has been affected and in what way. This level of meaningful dialogue always involves discussions around feelings and attempts to find a resolution to conflict in a non-punitive way. When additional intervention is required, support is provided by the leadership team, regional office staff or external agency providers.

**National Safe Schools Framework (NSSF)**

The Ministerial Council on Education, Employment, Training & Youth Affairs (MCEETYA)'s National Safe Schools Framework (NSSF) is a partnership between the Commonwealth, State and Territory government and non-government school authorities and other key stakeholders. The Framework aims to assist school communities to build safe and supportive environments where:

- bullying, harassment and violence are minimised; and
- students are supported in relation to welfare issues such as child abuse and neglect.

Our school has developed clear parent/student friendly brochures that reflect the practices and policies that are in place at the South to support students feeling safe and secure. Please ask at the front office if you would like to attain a copy.

**OPAL – Optional Primary Alternative Learning Class**

**Flexible Learning Options**

Our school has formed a small years 4-7 Optional Primary Alternative Learning (OPAL) class which focusses on programs to support students
who are experiencing significant difficulties remaining engaged in mainstream schooling.

Our flexible learning option class engages daily in diverse curriculum approaches, programs which support the students to learn life skills and to develop post school option aspirations.

Each student in the OPAL class has their families full support which is described through their individual learning plan. This explicit partnership plan meets both the Australian Curriculum requirements and the child’s specific wellbeing needs. It also connects the student to the broader community through designated external service providers support programs.

The OPAL students participate in “hands on”, contextual learning in both their class setting, and through off school site programs. Mentors through Flinders University and Relationships Australia also aid in supporting the students to aspire to achieve their goals and to flourish.

**Student Attendance**

Our school has a strong focus on improving attendance rates which reflects the findings of international research that demonstrates a strong correlation between students learning, longer-term life outcomes, attendance at school and appropriate participation in education programs.

It is crucial that children and students develop habits of regular attendance at an early age; even from the time they are enrolled in a pre-school setting.

Poor patterns of attendance place students at risk of not achieving their educational, social and psychological potential and are disadvantaged in the quality of choices they are able to make in later life situations.

Our attendance action plan and policies have been developed in consultation with parents and students and are available on the schools website.
Child Protection Curriculum

The new Child Protection Curriculum that we teach across our school replaces the Protective Behaviours Program. It is called Keeping Safe: Child Protection Curriculum.

**Why Develop or implement a Child Protection Curriculum?**

Providing child protection curriculum is our best opportunity to ensure that all children and young people know:

1. What abuse is and the harm it causes.
2. That it is against the law and what protection they are entitled to
3. That children and young people that have been abused are not to blame and have a right to report it.

The Child Protection Curriculum has 2 main themes and 4 focus areas which are:

1. We all have the right to be safe
2. We can help ourselves to be safe by talking to people we trust

The main themes are:

1. The right to be safe
2. Relationships
3. Recognising and reporting abuse
4. Protective strategies

Our school has developed a Child protection Curriculum parent brochure that can also be accessed on our website for further reading.