

Wellbeing at Newrybar Public School

Student Wellbeing-Learning Dispositions- Growth Mindset

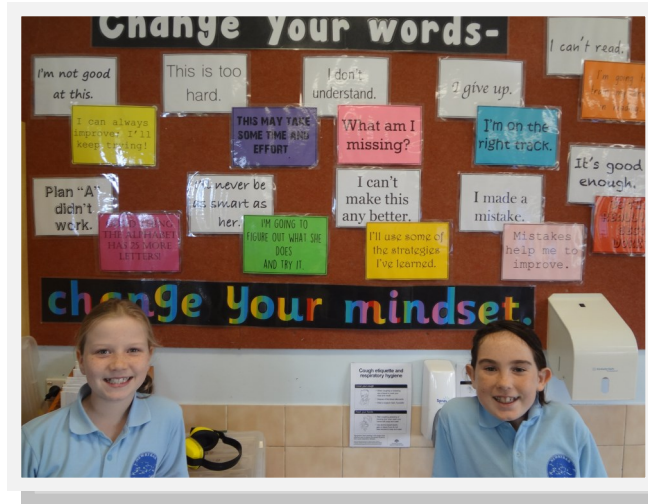
Developing a Growth Mindset

At Newrybar Public School we encourage children to take on challenges and persevere when it comes to learning, but it is more than just being motivated or resilient. We develop in students a growth mindset, where they know and believe that their abilities can improve over time.

Having a growth mindset assists children in reframing how they approach challenges. It can also provide insight into what types of teaching and support can help them to be more successful.

A major part of having a growth mindset is not allowing failure to stop you from working to improve. Children with a growth mindset know that setbacks can actually provide a way forward for them in their skills development and learning progress.

At Newrybar Public School, we have a conversation about next steps. We talk about what the child learned from the experience-
“What would you do differently next time? What were you missing? Could you try a different strategy?”





An Attitude of Gratitude

There is extensive research around the benefits of gratitude to overall well-being. Having an attitude of gratitude has been linked to feeling happier, more hopeful and more energetic. It is also linked to lower levels of anxiety and loneliness and a higher satisfaction with school. As part of our Well-Being program at Newrybar Public School, the senior students spend time in class each Monday reflecting on what they are grateful for and recording this in their Gratitude Journals. We continue to use these journals to remind ourselves and be grateful for

Student Wellbeing- Bucket-Filling





Bucket-Filling

At Newrybar Public School, we encourage positive behaviour by using the concept of each of us having an invisible bucket that we carry around inside of us. Children realise how easy and rewarding it is to express kindness, appreciation, and love by 'filling buckets'. There are many things that we can do to fill (or dip) into our own and each other's buckets.

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|--------------------------|--|---|---|---|---|
| Week 3 Bucket-Filling | Stage One- IRS1.11- Identify the ways in which they communicate, cooperate and care for others. | <p>I can identify things they can do and say to be a "bucketfiller".</p> <p>I can classify behaviours as either "bucket fillers" or "bucket dippers".</p> <p>I can name reasons to be a "bucket filler".</p> <p>I can literally fill the buckets of my classmates and will have their own buckets filled as well!</p> | <p>Write the words Respect, Responsibility, and Resilience on the board.</p> <p>Discussion about the meanings of these character traits will take place.</p> <p>Read Have you Filled a Bucket Today? to the class. https://www.youtube.com/watch?v=jsX_YPjmDXY</p> <p>Follow with a discussion;</p> <ol style="list-style-type: none"> 1.Does everyone in our class carry an invisible bucket? 2.How can you tell if someone's bucket is empty or full? 3.How do you feel when your bucket is empty? Full? 4.What can you do to fill someone's bucket? How does that make you feel? 5.What happens to your bucket when you dip into someone else's? 6.People who are bullies, are they bucket dippers or fillers? Are their buckets full? 7.What can we do here, in our class and school, to make sure that everyone's bucket is full? <p>Guided Practice: After reading the book, lead a "Sorting Activity," Students will identify behaviours and comments as either "bucket fillers" or "bucket dippers." Those that are "bucket fillers" will go in the large sand bucket and those that are "bucket dippers" will go in the bin. Examples attached.</p> |  aec74302e...  Have You Filled A Bucket Today? by Carol McCloud (Nelson Publishing & Marketing, 2007) Bucketfiller-Examples | <p>It was necessary to give students time to study their own buckets and to share thoughts and feelings regarding the activity.</p> <p>Buckets can be displayed and messages taken home to share with families if the children choose to.</p> |
|--------------------------|--|---|---|---|---|



Student Wellbeing- Character Strengths Program

| | | | | |
|---|--|--|--|---|
| Personal Development /Positive Education | A student will; Early Stage One- IRES1.11- Identify how individuals care for each other. | Discuss honesty with the students. Guiding questions: <i>What does honesty mean?</i> 1. To be truthful 2. To not lie, cheat, or steal. | http://charactered.net/preview/lessons/honesty-k2.asp The Boy Who Cried Wolf- YouTube https://www.youtube.com/watch?v=heasnJY8HMM https://www.youtube.com/watch?v=GUBtbjaVnI | Lots of great discussion about being honest because it is right, not because you are afraid of getting in to trouble. |
| Focus- Honesty | Stage One- IRS1.11- Identify the ways in which they communicate, cooperate and care for others. | <i>Why is honesty important? What makes you say that?</i> 1. Honest people are trustworthy, dependable, and respected by others. 2. It is the right thing to do. It feels good. | We watched three versions of The Boy who Cried Wolf. | |
| | I can understand that honesty is being truthful about what I say and do. | <i>What are the consequences of dishonesty?</i> 1. Losing the trust and respect of others. 2. The need to tell more lies in order to cover up. 3. You may face punishment and embarrassment. |  Social- Stories...  Social- Stories | |
| | I can understand that honesty means, not lying, not hiding the truth (deceiving) and acting in a way that is morally right (not cheating). | <i>What are the qualities of an honest person?</i> 1. Tells the truth, regardless of the consequence. 2. Admits when he or she is wrong. 3. Does not cheat or steal. 4. Does not exaggerate to make things seem different than they are. |  Honesty- Activity-Cu...  Character Strengths | |

The character strength that is the school focus is added to regular newsletters.

12th Mar – 23th Mar 2018

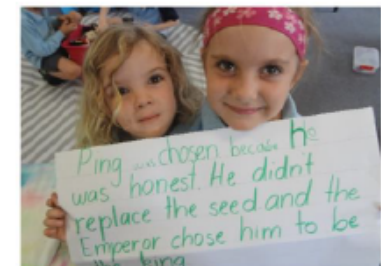
Positive Education at NPS

At NPS we combine traditional education with the study of happiness and well-being. Positive education emphasises the importance of training the heart as well as training the mind in education.

This year we will begin a positive education program that nurtures and celebrates our characters strengths. During weeks 4 and 5, we were focusing on the character trait 'Honesty', and during weeks 6 and 7 our focus has been 'Kindness'. Whilst there is a regular timetabled positive education lesson each week, we will ensure that the character strengths are a focus in other learning areas both in the classroom and on the playground.

The development of Character Strengths has been an ongoing commitment at NPS. We use the language of character strengths in our classroom as a highly impactful way to interweave Positive Education through our everyday teaching.

Positive classroom and school culture is known to have a significant impact on students' learning outcomes, engagement, pro-social behaviour and the connection to our school .



Student Wellbeing



Our **Buddy system** plays an important role in helping to create a safe school environment. The program enables younger children to feel safe and cared for while older children feel valued.

Kindergarten Orientation commences early in Term 3 and runs through to the end of the year. This provides for the social, emotional and academic wellbeing of our new students starting school the following year. The start to formal schooling for our students is a happy and an excitedly anticipated event.



We use the **Story Dogs** program at our school. Reading to a dog is a non judgemental setting, the children's focus improves, their literacy skills increase and their confidence grows. The accepting, nature of dogs ensures that children relax, open up and have fun while reading to a friendly, calm dog.

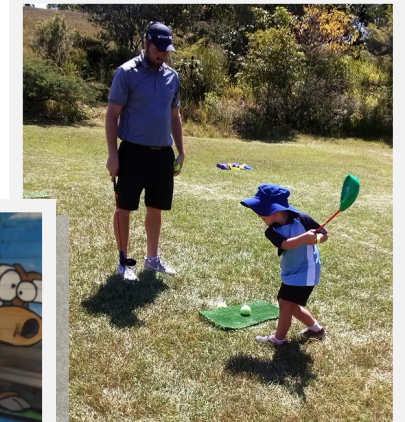


Student Wellbeing- Student Leadership and Holistic Education



At Newrybar Public School we provide a holistic education, nurturing the broad development of the students and focusing on their intellectual, emotional, social, physical and creative potentials. There is an emphasis on life experience and learning beyond the confines of the classroom. A variety of sports and creative arts activities are offered to ensure education as growth, discovery and a broadening of horizons.

Our students experience **leadership** opportunities during their time at school. Students take on a number of leadership responsibilities that provides them with the opportunity to demonstrate responsibility, organisational skills, patience and perseverance. An example is representing the school at the Bangalow ANZAC ceremony.



Staff Wellbeing

At NPS we cherish our staff, we know each other as individuals, we seek each others' views within the framework of clear expectations, and we are given autonomy. We are provided professional development opportunities and we learn alongside each other. This gives the message that 'we are in this together' and it promotes a sense of equality, belonging and ownership.

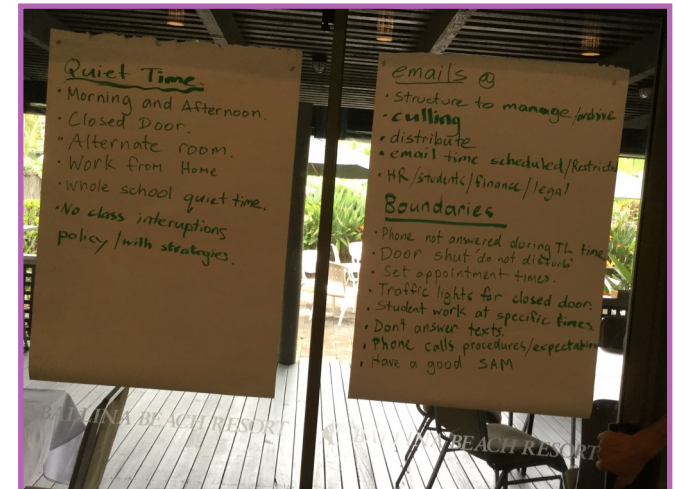
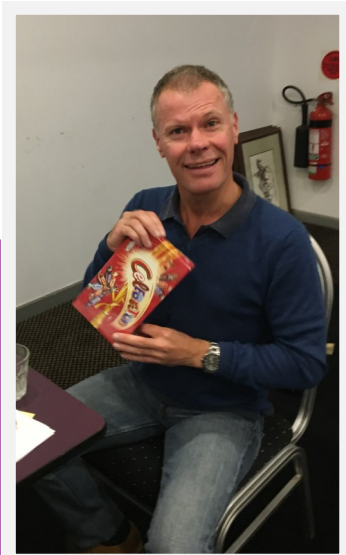
Teachers at NPS report feeling supported, cared about, looked after and valued, and that translates into the classroom.

At Newrybar Public School;

- a work life balance is encouraged and supported.
- teachers report feeling valued so they are usually conscientious about their work and happy to go the extra mile.
- teachers value time to learn about their students – rather than being focused only on getting through the curriculum.
- staff feel that they are engaged as teachers in partnership, they are trusted to do a good job and are given positive feedback for their efforts. This has resulted in a motivated and committed staff.
- staff care about children and their overall wellbeing.

The Principal has been engaged in the Flourish program which has focused on behaviour change strategies, collegial support and reviewing and assessing current habits and practices. The skills developed throughout the program have assisted all staff to review and maintain more positive and productive work habits.

At VoSS staff meetings that finish at 6-7pm we include , snacks, games and prizes to keep the staff attentive and to be aware of everyone's wellbeing.



Individualised Learning/ILPs

A sample of an ILP for a student on funding support.

| Newrybar Public School - Individual Learning Plan 2018 | | | |
|--|---|--|------------------------|
| Name - [REDACTED] | | Class - Year 2 | Date - 3 rd |
| Focus / Focus | Academic | Social | |
| | <ul style="list-style-type: none"> to identify and use the correct short vowels, common long vowels, digraphs and blends when writing correctly form all letters in upper and lower case (correct reversals) and write using appropriate size and spacing. Retain text read and transfer to writing Reach Level 20 in reading Recognise, write and order numbers to 100 Have 1-1 correspondence when counting collections to 20 Skip count by 2, 5 and 10 Know and understand the 'friends of ten'. Use a number line to add and subtract numbers to 100 | <ul style="list-style-type: none"> Demonstrate active listening behaviours to follow simple instructions Understand the difference between a question and a statement. Model and practice appropriate social interactions. Encourage social interaction during eating and play time with peers of a similar age. | |
| Strategy | Student | Staff | |
| | <ul style="list-style-type: none"> Look around for cues if I am unsure about what to do Daily home-reading Remaining on task | <ul style="list-style-type: none"> Continue to teach and revise blends and high frequency words Daily modelled and guided reading and writing. Encourage the use of word cards and environmental print. Daily counting, skip counting and mental maths | |

At Newrybar Public School we develop targeted support through personalised approaches to learning.

Information about students is collected in order to plan appropriate support through an Individual Learning Plan. Information about a student's literacy and numeracy levels, social and emotional wellbeing and physical capabilities, informs us about the need for modifications to school routines, programming and assessment practices, additional learning support programs and curriculum options. It also informs us about professional learning needed by teachers, effective pedagogy and strategies for differentiating teaching and learning.

When needed the ILP includes the school counsellor, Occupation Therapists, the Learning Support Teacher, specialist teachers, parents, carers and transition advisers as appropriate.

Individualised Learning/ILPs continued

A sample of an ILP for a student working with the Learning Support Teacher.

| Newrybar Public School –Individual Learning Plan 2018 | | | | | | |
|---|--|-------------------------------------|--|---------|---------|---|
| Name – XXXX | | Year 2 | Date – 12 March 2018 | | | |
| Literacy focus | Compose and review texts over 5 sentences linked to the given topic. Text to make sense and be able to be reread by Sage, teachers and peers. Reread text throughout writing process to verify meaning and spelling. Use visual memory and personal word card to read and write high frequency words. Hear and record sounds in words to approximate spelling of unfamiliar words. Correctly form upper and lower case letters, leave spaces between words and use full stops to indicate the end of the message. Read fluently with correct phrasing and include expression for character voices and narrative. Recognise high frequency words and use these in reading and writing. Currently reading at level 14 and writing text with assistance. | | | | | |
| | <table border="1"> <thead> <tr> <th>Student</th> <th>Parents</th> </tr> </thead> <tbody> <tr> <td> Read familiar text each day at home and in class. Compose sentences and say aloud before writing. Use word card when writing. Look, write, check, fix when writing. </td> <td> Listen to reading of familiar text each day. Read books as often as possible and talk about the text, include nonfiction texts of interest. Use of word card at home and encourage writing for a purpose eg shopping lists, letters. </td> </tr> </tbody> </table> | | | Student | Parents | Read familiar text each day at home and in class. Compose sentences and say aloud before writing. Use word card when writing. Look, write, check, fix when writing. |
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| Read familiar text each day at home and in class. Compose sentences and say aloud before writing. Use word card when writing. Look, write, check, fix when writing. | Listen to reading of familiar text each day. Read books as often as possible and talk about the text, include nonfiction texts of interest. Use of word card at home and encourage writing for a purpose eg shopping lists, letters. | | | | | |
| Newrybar Public School – Learning Accommodations 2018 | | Student: XXXX | Year 2 | | | |
| Curriculum | Receptive Communication | Social Competence | Hand Motor Skills | | | |
| Extended time | Visual supports/cues/social stories | Visual rules – class/individual | Therapeutic Recommendations incorporated | | | |
| Reduced content | Timetables: Personal/Class | Explicit behaviour focus identified | Handwriting focus in small group | | | |
| Negotiated presentation | Scaffolds of tasks required | Managing emotions (visual supports) | Hand-eye co-ordination activities | | | |
| Highlighting relevant sections | Signing/hand gestures | Social scripts/stories | Technology | | | |
| Concrete materials | Explicit teacher instruction | Structured playground program | Pencil grips | | | |

Rich Curriculum

Rich-Curriculum Activities at NPS

At NPS we promote exploration and free play during lunch breaks but we also emphasise the importance of rich curriculum activities. From strengthening the mind to promoting better time management skills, we recognise that rich curriculum activities can assist children's development beyond academics.

We provide yoga sessions, meditation classes and mindfulness activities. Music tuition, drumming lessons, dance and lunchtime choir groups are offered.

We also provide high-endurance sports, such as sprint training and individualised athletics coaching, which supports students to maintain patience and resilience.

We are proud to offer such an array of rich curriculum activities in our small school setting, allowing students to pursue interests outside of a standard academic context. Our rich curriculum activities promote the long-term development and success of all children.



Rich Curriculum



Our rich curriculum is intentional. We aim for every child in our school to experience a curriculum that will support the aspiration for them to grow up as competent and confident learners and communicators, healthy in mind and body, secure in their sense of belonging and in the knowledge that they make a valued contribution to society. Students have the opportunity to perform plays for an audience, learn about characters and authors in the annual Book Parade, have fun at the Easter Hat Parade and participate in excursions.



Analysis of Wellbeing at NPS

We are very proud of the **Student Wellbeing** programs at Newrybar Public School. Visitors to the school frequently make comments about our how happy our students are and how well they work and play together across all ages.

Staff work together and support each other, this includes our administrative staff, school learning support officers and teachers. Maintaining and nurturing the positive **wellbeing** of staff is intentional at our school.

Due to the nature of our small school, our methods of teaching and experience of staff, **Individualised Learning** is not confined only to students with funding support.

The opportunities offered for **Rich Curriculum** are embedded in our school culture.