

# Shelley Primary School

Inspiring a Passion for Learning

## EXCELLENCE IN CARE PLAN

A Health & Wellbeing framework for staff and students





## POLICY STATEMENT

SPS will support staff and students to develop teamwork, problem solving, creativity, independent thinking and commitment to sustainability while engaging in mindful, collaborative approaches to self-management and interpersonal development.

## PROCEDURES

Shelley Primary School (SPS) recognises the need to foster skills and attitudes that will meet the demands of our ever-changing world. Students learn the importance of taking responsibility for the choices they make daily

*"... research results show beneficial outcomes of positive self-esteem, which is seen to be associated with mental well-being, happiness, adjustment, success, academic achievements and satisfaction." Mann, M<sup>1</sup>*

which impact academically, physically, emotionally and socially on themselves and others. Learning is enhanced in an environment where staff and students engage in mindful practice, learn to think successfully, feel calm, welcome and included.

Shelley Primary School staff have adopted a common approach to the development of a happy and healthy school that is

geared towards continuous improvement. This model outlines the multidimensional approach to ensuring SPS students learn, understand and demonstrate the values of our school.



<sup>1</sup> Mann, Michelle et al Health Education Research 2004 pp357 - 372

# POLICY BACKGROUND



## EDUCATION DEPARTMENT POLICIES

There are a range of department policies and protocols in place to ensure the safety and wellbeing of school communities. The most critical and relevant are outlined below.

### NATIONAL QUALITY STANDARD (NQS)

NQS sets a national benchmark for early childhood education and care in Australia. The NQS includes 7 quality areas that are important outcomes for children. Services are assessed and rated by their regulatory authority against the NQS and given a rating for each of the 7 quality areas and an overall rating based on these results.

### WORKPLACE HEALTH AND SAFETY

As a WA public school, SPS will, as far as reasonably practicable, provide and maintain a safe and healthy working and learning environment for all workers and students through developing and maintaining strong health and wellbeing systems and processes.

*"Managing psychosocial risks at work is just as important as managing physical risks."*

**Safe Work Australia**

Our school conducts regular lockdown and evacuation drills to ensure staff and students know what to do in an emergency. Buildings and grounds are inspected annually, with repairs and maintenance being prioritised. SPS has a procedure in place for minimising risk extreme weather conditions,

### GOOD STANDING

The Student Behaviour in Public Schools policy and procedures outline the requirements of schools in providing every student with the educational support the student needs to learn and maintain positive behaviour and good standing at school.

One of the keys to improvement in student learning is a positive and educative approach to student management. The implementation of the SPS Good Standing procedure strengthens that approach. Each term a whole school reward is offered to all students in good standing.



# SCHOOL - BASED APPROACH



## SCHOOL-BASED PLANS

### RISE PROGRAM

A whole school wellbeing program is explicitly integrated across all year levels; highlighting appropriate social skills, cyber safety, interpersonal skills and protective behaviours. By implementing a combination of metacognition and strong connected practice, students learn the appropriate skills, knowledge and values to become successful citizens and operate effectively as part of the Shelley community. The focus for RISE changes each term.

**Term 1** Individual Success

**Term 2** Small Group Success

**Term 3** Classroom Success

**Term 4** School Success

The Shelley Success Ladder is explicitly taught across all terms as a metacognition strategy, encouraging internal locus of control which is strongly linked to

*"... learning performances of the students with internal locus of control are high, and they are more proactive and effective during the learning process. Kutanis & Mesci<sup>2</sup>*

## SCHOOL-BASED TEAMS

### STUDENT SERVICES

The Student Services team is led by the Deputy Principal – Student Services. Within the team is the Learning Support Coordinator, Chaplain and School Psychologist. The student services team offers a range of supports including case managing tier three interventions, allocation of funding for students with special needs and provision of special needs assistants.

### SOCIAL AND EMOTIONAL WELLBEING (SEW)

SPS has responded to low levels of SEW among its student population by forming a committee to develop specific strategies to support improved student wellbeing. The SEW Committee meets regularly to develop, maintain and assess the RISE program.



### HEALTH & PHYSICAL EDUCATION TEAM

Our Physical Education team ensure all students achieve the mandated 120 minutes of physical activity each week. They also provide a range of opportunities for students to compete both at intra and inter school level.

### GROUNDS COMMITTEE

A grounds committee to be formed to ensure regular inspection and maintenance of all grounds and buildings. Annual inspections commenced in June 2022 led by the MCS, Gardener and Principal.

<sup>2</sup> Kutanis, R and Mesci, M Journal of Economic and Social Studies 2011 pp