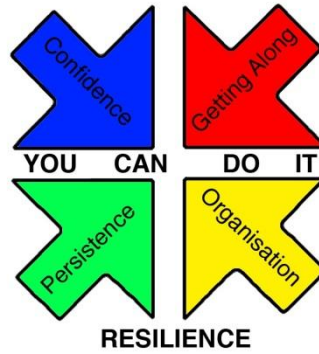


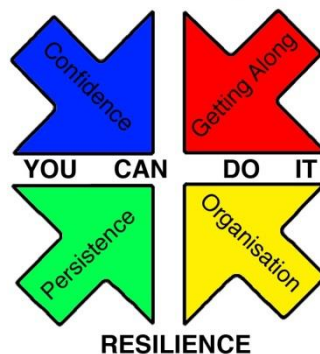
Bolwarra Primary School



“Nothing is Impossible”  
Academic Excellence

# ***SCHOOL WELLBEING PROGRAMS***

Bolwarra Primary School



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# Restorative Practices

Restorative Practices aims to support schools in being happy, safe and productive environments where young people feel connected, relationships are enhanced and effective teaching and learning occurs.

## A Restorative Approach:

- Supports students in making good choices that nurture and protect healthy relationships with teachers, peers and parents
- Establishes clear expectations of behaviour
- Encourages students to understand the impact of their actions on others
- Supports students in “fixing things up” when these actions have harmed others
- Requires students to be accountable for their actions.
- Reduces bullying

## The Key Questions

What happened ?

What were you thinking when you .....?

What have you thought about since ?

Did you make a good choice or a bad choice ?  
In what ways ?

Who has been affected by your behaviour ?

What do you need to do to fix things up ?

These are the key questions that are used after an incident to support children in taking responsibility for their behaviour and to promote thinking about how this behaviour has impacted on others.

## Why Restorative Practices ?

As a parent/teacher we can choose to respond in four different ways when a child does something wrong or makes a mistake ?

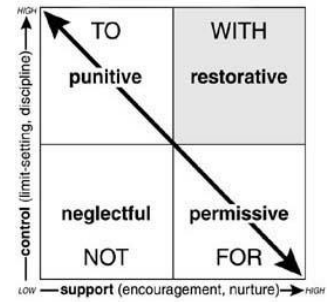


Figure 2: Social Discipline Window

1. **Be Neglectful.** If we choose to do nothing then we choose to ignore the behaviour and/or incident. Responding this way means that we often miss the opportunity to provide the child with appropriate skills and strategies they need to get along well with others and participate appropriately. Responding in this way fails to set and/or reinforce clear boundaries and behavioural expectations.
2. **Be Punitive:** If we choose to respond this way we tend to get cross, angry and annoyed – at our child. Responding this way means that we often fail to listen calmly because we are usually too busy doing all the talking. We also fail to give the child the support they need to learn from the incident. When we respond punitively children often do the right thing, however this is often out of fear of the consequences for doing the wrong thing.
3. **Be Permissive.** Similar to the punitive response choosing to respond in this way also means taking control of the problem. Responding this way however, means we usually over help the child by fixing the incident for them, often because we feel that it is too difficult for them to fix on their own. We may tend to downplay what happened, say that it was just an accident or give the apology on behalf of the child. As with the other ways of responding listed above, we are again failing to provide our child with the skills and strategies they need to solve problems, get along well with others, and/or behave appropriately.
4. **Be Restorative:** When we respond restoratively to an incident we work with the child at solving the issue and help them develop the essential skills and strategies they need. Responding in this way means that we are calm, we listen, we ask questions and we give advice. We help our child talk about the problem, how it is impacting on them and others and what they may do to fix things up. We approach this incident as an opportunity to teach the child involved about appropriate behaviours and to reinforce expectations. Children involved in Restorative Processes tend to make good choices from their head and heart.

**Working Restoratively does not mean there are no consequences for wrongdoing. It does mean however than these consequences are implemented calm, logically and fairly.**

## ***Saying Sorry***

### **How do we apologise?**

The first sentence should describe what was said or done that was wrong.

The second sentence explains why it was wrong.

The third sentence states what choice should have been made or will be made next time.

We use “sincere” body language and tone

*I'm sorry for hitting you.*

*Hitting people when you are upset is the wrong thing to do*

*I should have just walked away*

## ***Receiving an Apology***

***Often our initial response is to say “that’s okay”***

More effective ways to accept apologies are:

- Thank you for your apology
- I accept your apology
- Thank you for your apology but I didn’t like it when you hit me it made me feel sad. Next time I want you to ask for a turn of the truck.

# CIRCLE TIME

Circle Time is a structured framework for social and emotional learning and promoting a positive class ethos. It assists with the development of the individual and the development of the group. It generates a sense of belonging, connectedness and community.

## The benefits of Circle Time

As children learn more about themselves and each other, a warm and supportive group atmosphere is built, along with improved relationships.

Circle Time addresses issues in a positive and often indirect way, using a range of activities often presented as games.

## Circle Time builds..

- self-awareness and awareness of others
- self esteem
- cooperation and trust
- listening skills
- community

## Circle Time Principles

### *INCLUSION and DEMOCRACY*

- Everyone gets a turn
- When you have your turn to speak everyone will listen to you because what you have to say is important
- This means that you need to listen to others when they are speaking

### *CHOICE and SAFETY*

- No-one has to contribute - you may 'pass' when it is your turn

### *RESPECT*

- There are no 'put-downs' - only push-ups
- We don't laugh at or gossip unkindly about what people have said
- We talk about issues, we do not name or blame.

## **Circle Time - A snapshot**

- Circles occur regularly, at least weekly
- Everyone sits in a circle to promote equality
- Participants are regularly mixed up to do things with different people - this breaks down barriers
- Each person has a turn
- The aim is to keep turns brief
- There are few rules but constant reminders of these
- The teacher is a facilitator not a controller
- Circles are regular, short and fun!
- The learning in Circles is applied every day

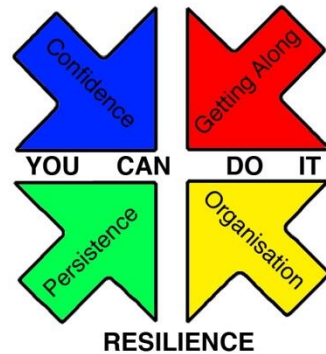
# CHAPLAIN

***John Simpson is our Chaplain and he spends 2 days per week at Bolwarra. His role ....***

- Put simply – *it is to provide a caring, pastoral presence within the school.* This means that the wellbeing of all school members is of the utmost importance.
- This will take many and varied shapes and sizes: being available to Lee and his staff, to all students and their families
- One aspect of this caring role is to be supportive of any member of the school community who is going through a time of difficulty or stress. Personal needs arise for many different reasons: the loss of a pet, a problem with friends, a struggle with school work, and countless others.
- Every effort will be made to work towards the School goals – indeed “Nothing is Impossible” – and it will be a privilege to give additional strength to the development of confidence, getting along, persistence and organization.
- The wellbeing of our students and families is further strengthened by our school chaplain who is at school two days each week. He is on call at other times to meet special needs when these arise.
- He works closely with the whole school community and follows up with students and their families when the going gets tough.
- Parents and staff are able to contact the chaplain directly when the need arises.

# YOU CAN DO IT!

Bolwarra Primary School



“Nothing is Impossible”

Academic Excellence

YCDI's focus is on building social, emotional, and motivational capacity of our students rather than on their problems and deficits.

## REWARDING EXCELLENCE AT BOLWARRA

**Exceptional Students:** Once per term a class will get the opportunity to nominate exceptional students from their grade. Normally 3 will be nominated but this number could be more or less. Students can be nominated more than once per year.

Exceptional Students are those that show the foundations of “You Can Do It!” **all the time.**

Exceptional Students will be rewarded with their photo in the newsletter, on the noticeboard and with a certificate presented to them at Assembly.

**Awards in the Foundations:** We try to catch the children achieving in the following foundations; Persistence, Getting Along, Resilience, Organisation, Confidence and Academic Excellence.

Children caught 10 times receive an award, then again at 20 times and 50 times.



## ACADEMIC EXCELLENCE

Three Habits of the Mind that help students develop **Academic Excellence**.

- **Academic Growth** – students showing high growth in an area of the curriculum.
- **Academic Effort** - students using persistence to achieve the best results they can in a curriculum area.
- **Academic Achievement** – students achieving at a very high level in a curriculum area.

## PERSISTENCE

Two Habits of the Mind that help students develop **Persistence**.

- **Giving Effort** - thinking that the harder you try, the more successful you will be, as well as knowing that success is not caused by external factors (ability, effort).
- **Working Tough** - thinking that in order to be successful, you sometimes have to do things that are *not* easy or fun.

## ORGANISATION

Two Habits of the Mind that help students develop **Organisation**.

- **Setting Goals** –thinking that setting a goal can help you be more successful at a task.
- **Planning My Time** – thinking about how long it will take to accomplish schoolwork and homework and planning enough time to get everything done.

## GETTING ALONG

Three Habits of the Mind that help students develop **Getting Along**.

- **Being tolerant of others** –accepting people with their differences, accepting that everyone acts unfairly towards others some of the time, and not making overall judgments of people’s character (“good person,” “bad person”) based on their differences or behaviour.
- **Thinking First** – thinking that when someone treats you badly, you need to think about different ways you can act, the consequences of each

possible action, and the impact of your actions on how the other person feels.

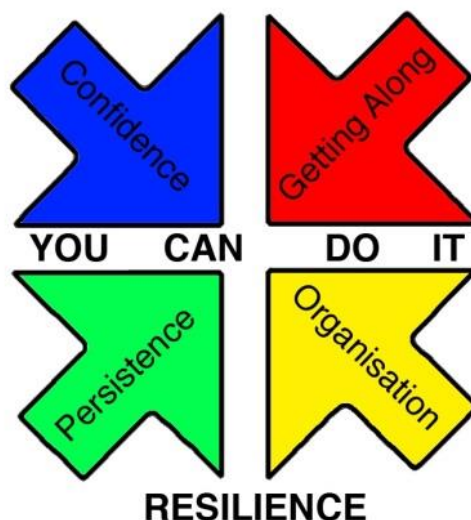
- **Playing by the rules** – thinking that by following important school and home rules, you will live in a better world where everyone’s rights are protected.

## CONFIDENCE

Two Habits of the Mind that help students develop **Confidence**.

- **Accepting Myself** – accepting yourself even when you make a mistake or someone is mean to you.
- **Taking Risks** - knowing that it is good to try new activities even when you might not be able to do them at first.
- **Being Independent** – thinking that it’s important to try new activities and to speak up even if classmates think you’re silly or stupid.
- **I Can Do It** – thinking that when you are having difficulty with your work, it is more likely you will be successful than not.

## Bolwarra Primary School



“Nothing is Impossible”

Academic Excellence

# LEARNING HOW TO LEARN

## LEARNING HOW TO LEARN

The LHTL program is based on a set of beliefs and principles which lay the foundation for the building of a school and classroom culture that strives for continuous improvement. Each class is involved in putting together a LHTL booklet which each family will receive at the Information Night. The booklet will include the classes' Mission Statement, Values and Rules. The LHTL program runs for at least the first 5 school days of the year.

Topic	Suggested activities	Outcome
<p><b>Purpose</b></p> <p>The reason we are here – keep it simple and to the point.</p> <p>The vision is what we are trying to create in our classrooms to achieve our mission.</p>	<ul style="list-style-type: none"> <li>• Five Whys</li> <li>• What do we want?</li> <li>• What are we aiming for?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Display mission/vision statement in class</li> <li>✓ <b>Include in LHTL booklet</b></li> </ul>
<p><b>Values</b></p> <p>A set of values defining ourselves and our classroom.</p> <p><b>A set of guiding principles that will underpin the class rules.</b></p>	<ul style="list-style-type: none"> <li>• What is a good classroom?</li> <li>• What is a good student?</li> <li>• What is a good teacher?</li> <li>• Develop a set of principles with students after considering your mission/vision statements.</li> <li>• Discuss the process for rewards for appropriate classroom behaviour, example YCDI, specific feedback</li> </ul>	<ul style="list-style-type: none"> <li>✓ Display large charts showing what makes a good classroom, teacher and student</li> <li>✓ <b>Include in LHTL booklet</b></li> <li>✓ Students to know the process for rewards and the consequences of inappropriate behaviour.</li> </ul>

<p><b>Anti-Bullying</b></p>	<ul style="list-style-type: none"> <li>• What is bullying?</li> <li>• Steps to take when faced with bullying?</li> <li>• Reading of the Anti/Bullying policy</li> <li>• Explanation of Restorative Practices</li> </ul>	<ul style="list-style-type: none"> <li>✓ Each child knows the steps the take when faced with a bully.</li> <li>✓ <b>Anti-Bullying policy in LHTL booklet</b></li> </ul>
<p><b>You Can Do It!</b> What are the five foundations.  How can students get ticks in each foundation.</p>	<ul style="list-style-type: none"> <li>• You Can Do It! lessons</li> <li>• Getting Started Lessons</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Description of 5 foundations in LHTL booklet from students</b></li> </ul>
<p><b>Playground Principles</b> A set of guiding principles for the playground in line with school policy.  Morning Recess  Lunch  Hats  Games to play in yard</p>	<ul style="list-style-type: none"> <li>• What makes a good student in the playground?</li> <li>• Bystander's Code</li> <li>• Discuss the levels of behaviour</li> <li>• Discuss school policy on bullying</li> </ul>	<ul style="list-style-type: none"> <li>✓ Display playground guiding principles</li> <li>✓ <b>Include a copy in LHTL booklet</b></li> <li>✓ Students understand the levels of behaviour and how they will get rewarded and consequences for inappropriate behaviour.</li> </ul>
<p><b>Classroom Processes</b> Discuss core and supporting processes of the classroom</p>	<ul style="list-style-type: none"> <li>• What are the main functions of the classroom?</li> <li>• What are the supporting functions of the classroom?</li> <li>• Do we have class meetings?</li> <li>• What about homework expectations?</li> <li>• List daily activities and share timetable.</li> <li>• Parent helpers needed?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Display daily timetable</li> <li>✓ <b>Include timetable and homework expectations in LHTL booklet</b></li> </ul>
<p><b>On Track</b> Goal setting</p>	<ul style="list-style-type: none"> <li>• Make action plan to achieve goals</li> <li>• Set goals for other pursuits in the classroom and at home</li> </ul>	<ul style="list-style-type: none"> <li>✓ Better outcomes in all endeavours</li> <li>✓ <b>Include students' individual goals in LHTL booklet</b></li> </ul>
<p><b>Who Am I?</b> A chance to build positive relationships with each other at the beginning of the year</p>	<ul style="list-style-type: none"> <li>• Self esteem</li> <li>• 3Cs – cares, concerns, celebrations</li> <li>• Multiple Intelligences</li> <li>• Reflective Learning</li> <li>• Emotional Intelligence</li> </ul>	<ul style="list-style-type: none"> <li>✓ Students will become smart operators and smart thinkers</li> </ul>
<p><b>Daily 5/CAFÉ</b></p>	<ul style="list-style-type: none"> <li>• Set up room &amp; procedures that you wish to follow for the year.</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>You may wish to include the Daily 5 in LHTL booklet with a description of each area.</b></li> <li>✓ <b>Students know how to do</b></li> </ul>



# Friday Afternoon Assembly

Every Friday a whole school assembly is held in the Prep/1/2 building starting at 3pm. Parents are invited to attend. The assembly is run by the student leaders. Each week the leaders will be joined by a fellow Grade 6 student. The assembly is a celebration of our school. The student leaders meet with the Principal every Friday from 12:30 to 1:30pm. Part of this meeting is devoted to organising the upcoming assembly.

Each assembly starts with the Student Oath followed by the acknowledgment of the traditional custodians of the land. Most weeks then will involve a celebration of student awards including Exceptional Students, YCDI Awards and representation of the school at district sporting events. The rest of the assembly will showcase our students. Throughout the year we will attempt to get as many of our students up the front of assembly to speak to the whole school about their achievements.

We ensure that everything at assembly is a positive about our school and our students. All students are encouraged to add anything to the assembly that they wish.

# Newsletter

The school newsletter comes out every Thursday. The front pages of the weekly newsletter will be devoted to the achievements of the students.

# Understanding Poverty

School staff have attended an Understanding Poverty Professional Development day. From this we have adopted the idea of Mutual Exchange in ensure that all students are able to access our camping program. Teachers have also been allocated a secret buddy. This being someone that they ensure they speak to at least once a day.

## Student Leadership

We believe that all students at our school can be leaders and don't know a title in order to lead. We do have official leaders at Grade 6 level each year. At the end of the year all Grade 5 students are invited to present a speech to the whole school on why they would make a good leader. These students are given support in preparing their presentation if they request it. They are also informed that being an 'official leader' doesn't stop them from being a leader at our school. At the end of this session all students from Grade 2 to 6 vote as well as every staff member. Each vote carries the same weight. Students are informed that their vote should not be based on the presentations they just witnessed but on everything they know of the students. Grade 5 students are informed of the results prior to the End of year Family evening where the student leaders for the following year are announced.

At Bolwarra the student leaders are not given badges as we feel that this can have the tendency to isolate the group from their peers in Grade 6. Students are told that they don't need a badge to be a leader that actions indicate who are leaders.

The official leaders meet with the Principal every Friday from 12:30 to 1:30pm. Each week they will be joined by another Grade 6 student. As the year progresses the students will be encouraged to run their own meetings.

Each year the student leaders are in charge of running 4 Social Service Days (one per term). Generally these days are dress-up days with students asked to bring a gold coin donation. The student leaders are given the responsibility to choose an appropriate cause to raise money for.

2014 – Peter’s Project

2015 – Portland Lighthouse Foundation

2016 – SunSmart (Skin Cancer)

The student leaders are responsible for educating the rest of the school on the cause through assemblies and the newsletter. They also get to choose the themes for the dress-up days.

The student leaders will be called upon to represent our school throughout the year at special occasions such as ANZAC Day.

### **GRIP LEADERSHIP**

Every year in April or May the student leaders will attend the GRIP Leadership day held in Mt Gambier. The students will travel there on a bus with leaders from the other primary schools, who also attend. This whole day conference will motivate the students in their role for the rest of the year.



# Student Oath

*As a student of Bolwarra School, I promise to try my best at all times.*

*As a school we are tolerant, fair and honest. We bounce back from disappointments.*

*We believe in Academic Excellence and the 5 Foundations of You Can Do It: Persistence, Resilience, Organisation, Getting Along and Confidence.*

*Nothing is Impossible.*

The student oath is reviewed and update if necessary by the Grade 6 students each year.

Students say this oath at Monday morning's assembly and Friday afternoons assembly.

# ENVIRONMENT GROUP

The Environment group is responsible for the school veggie garden. Currently they have 4 members with 2 from Grade 5 and 2 from Grade 6. In term 4 each year new members we be inducted from Grade 4 and below.

The group is organised by an interested parent (currently Olivia Coates) and meet most Fridays at 2pm. The group are encouraged to use Assemblies as the vehicle to communicate with the students.

# Special Groups

Students are encouraged to form special groups that they can participate in during play breaks. If a student has an idea for a group that must put their idea onto paper and present it at a student leaders meeting. The student leaders will make a decision on the viability of the group. Previous groups have included a Music group, Runners Group and an Art & Craft Group.

# Farewelling our Grade 6 students

It's important that we farewell our Grade 6 students in a positive manner. To enable this to occur the following special activities occur:

- Family Night
- Last Shared Lunch assembly
- Pizza Night
- Newsletter photos/ Assembly photos
- Legacy
  - 2014 – New sitting area
  - 2015 – Tank

# LAPS & EXERCISE

Every morning before the commencement of class students are involved in physical activity. On Monday, Wednesday and Friday music will be played at 8:50am. Students will then be encouraged to complete at least one lap of our fitness track, parents are also encouraged to join in. Student laps are recorded by Grade 6 helpers. Students receive a certificate once they have completed 50 and then 100 laps. On Tuesday and Thursday all students on hearing the music will meet on the netball court. Mr Gibbons and 3 rostered on Grade 6 students will then take the students through a series of exercises.

We believe that by having the students physically activity each day before starting class they are ready to learn at 9am.

# BEHAVIOUR AUDIT

The Behavior Audit is conducted near the end of each term with students in Grade 3/4/5/6. It is anonymous and students are assured that anything they write down will be followed up.

The information for the Behavior Audit is collated and presented to staff. Information will also be presented to students, parents and school Council where relevant.

Students named numerous times as being kind will receive Kindness awards.

Students named 3 or times as being bullies will be followed up with privately with the Principal. Students named again in the next audit will be placed on Individual Behaviour Plans.

# AWARD SYSTEM

We have an award system based on You Can Do It. Students receive ticks/stars when they show one of the habits of the foundations of Resilience, Getting Along, Organisation, Persistence, Confidence and Academic Excellence. When they reach 10 in any foundation they receive a laminated award at assembly. This same applies when they reach 20. If they reach 50 they receive a handband that relates to the foundation.

Each teacher will also have their own reward system that they operate inside their classroom.

# EXCEPTIONAL STUDENTS

Once per term a class will get the opportunity to nominate exceptional students from their grade. Normally 3 will be nominated but this number could be more or less. Students can be nominated more than once per year.

Exceptional Students are those that show the foundations of “You Can Do It!” **all the time.**

Exceptional Students will be rewarded with their photo in the newsletter, on the noticeboard and with a certificate presented to them at Assembly.

# Appendix

## BEHAVIOUR AUDIT -June (TERM 2) 2016

There are many ways to bully someone. A bully wants to hurt the other person (it's **not an accident**). A bully does or says the same things over and over again. Bullying is UNFAIR. Sometimes a group of students will bully another student.

There are 4 main kinds of bullying. Some examples are:

**Physical Bullying** - When someone hits, shoves, kicks, spits or beats up another person. When someone damages or steals a students' property.

**Verbal Bullying** - Name-calling, mocking, hurtful teasing, or threatening someone. Making people do things they don't want to do.

**Social Bullying** - excluding others from the group, spreading gossip or rumours about others. Making others look foolish, making sure others don't spend time with a certain student.

**Cyber Bullying** - Bullying someone using technology.

1. What grade are you in? 3 4 5 6 (Circle One)
2. Are you a boy or girl? Boy Girl (Circle One)

Please tick only one box for each statement.

Other students have ...	Once a day	Once a week	Once	never
1. Tried to hurt me				
2. Said they would beat me up				

3. Tried to take or break something of mine				
4. Tried to tease me, call me names.				
5. Spread stories about me				
6. Left me out on purpose				
7. Tried to get me in trouble				
8. Helped me with my work				
9. Given me a positive comment about myself.				
10. Helped me 'bounce back'.				

Please write down below the names of any student or adult who have bullied you or others this term. Next to their names tells us what they do to bully.

--

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please write down below the names of any student or adult who have been especially kind to you or others this term. Next to their names tells us what they do that is so good.

--