Positive and Supportive Learning Environment
Progress report Term 3 2014.

Little Grove Primary School will provide a positive, healthy and supportive environment for students and staff, underpinned by a values-rich learning culture that supports quality learning and positive behaviours.

The following items have been completed or in progress:

|--------------------------------------------|---------------------|-----------|-----------------------|
| Promote the development of a positive school community | **Implement Kids Matter and the School Wide Positive Behaviour System across the school.**  
- Positive and Supportive Learning environment Team (PASLET) has continued with meetings on a regular basis.  
- In consultation with staff and students the team finalised the schools 4 expected behaviours: Open to Learning, Show Respect, Be Responsible and Build Resilience.  
- Staff, students and the team have developed a draft version of LGPS behaviour matrix. This will be finalised at the end of term 3.  
- Resources have been purchased and planning underway for explicit teaching of Social and Emotional Learning Skills. (SELS) | ✓ | |
| Provide professional learning to staff in the area of children’s mental health issues, School Wide Positive Behaviour System and Kids Matter. |  
- The Kids matter representatives attended Component 2 Training on Social and Emotional Learning Skills for Students.  
- The PBS representatives attended Component 3 training – Teaching Expected Behaviour  
- The staff have been presented with session 1 of Kidsmatter Component 2  
- Staff training on teaching explicit behaviours will occur term 4. | ✓ | |
| Form a school community ‘Improving Students Mental Health’ Committee and complete getting started/introduction modules of Kids Matter and School Wide Positive Behaviour System. |  
- This committee has been incorporated into the PASLET.  
- A selection of students completed an ACER on-line Social and Emotional Well-being survey as part of LGPS data collection. The team analysed the results and presented the findings to the staff. One third of the sampled students scored at the low level of social-emotional wellbeing or lower. This information added to the importance of implementing strategies to improve student’s mental health. | ✓ | |
| Investigate and implement programs to improve staff and student awareness of resilience and anxiety. Teach specific social skills to improve students’ ability to create and maintain healthy relationships. | ✓ | |
The Kids Matter Team researched a variety of resources to use in the school for social and emotional learning strategies. Bounce Back was chosen as it stretches across K-8 and fitted well with the expected behaviours of our matrix and goes into depth with the teaching of SELS. The books were purchased for every classroom with a grant provided by One Life – Anglicare for the Implementation of Kids matter. One copy of each year level of the updated version of Friendly Schools and Families was also purchased as the staff are familiar with these, the supplement the Bounce Back resources and also provide good online support.

Lynette has produced an overview of Casel’s 5 social and emotional skills matched with our school matrix and Bounce Back units of work. From that she has mapped out a teaching schedule (2015) for the explicit teaching of SELS for K-2, 3/4 and 5/6.

### Maintain the school Chaplaincy program and school volunteer mentoring program.

- Although funding for the Schools Volunteer Program has been removed, our volunteers have continued to support LGPS and mentor the students.
- The school Chaplain has been an integral part of our pastoral care delivery and has provided many people in the school community with support. He also visits most classes on a regular basis and talks about friendship and discusses values to support the growth of SELS.

### Develop and implement school-based programs to instil pride in our school, self and community.

- Implementation of PBS
- This year faction captains and vice captains were included with the Student Councillors in the Grip Leadership Conference.
- Classes have been participating in the Stephanie Alexander Kitchen Garden Program.
- The fitness club has been run effectively and students receive regular recognition at each assembly.
- A play cave has been purchased which senior students will help coordinate and maintain.

### Students will begin to collect evidence towards developing a digital ‘Citizenship Portfolio’ to demonstrate their participation and cooperation in school and community initiatives and programs that support the development of positive mental health.

- Some ideas that have been gathered for ways to achieve this include: use of a digital portfolio on the ipad for students to record their own participation and reflect on these, setting up reading rosters where student take turns to read stories to Junior student and earn tokens, developing a token/badge system (like scouts) for various jobs/tasks in the school community and that fits with our Positive Behaviour Support matrix and acknowledgements.