



Norwood Primary School Wellbeing Statement

At Norwood Primary School, a strong focus on student wellbeing exists, for the academic and social development of students. We believe that this underpins student's ability to become ethical, thoughtful, informed and active members of society.

We are proud of the rich educational environment provided at Norwood Primary School. We have a commitment to working in partnership with parents to ensure that all students are given every opportunity to reach their full potential.

WHAT IS WELLBEING?

Wellbeing is a sustainable state of positive mood, attitude, resilience and satisfaction with one's self, relationships and educational opportunities which allows students to function successfully at school and in society.

A positive sense of wellbeing is fostered in students by providing social and emotional learning to build self and social awareness, self-management and responsible decision making skills.

Staff at Norwood Primary School are committed to supporting student wellbeing by: building a sense of belonging, providing opportunities to develop through social and emotional learning, working in close partnership with families and identifying and providing early intervention to address student needs.

Student wellbeing is a key part of the Australian Curriculum and is encompassed in the General Capabilities. This underpins all curriculum

areas and supports students to become creative and confident individuals with a sense of optimism about their lives and their future.

THIS STATEMENT

The Norwood Primary School Wellbeing Statement has been developed based on the KidsMatter framework, with a focus on school data and current research on student needs, effective practices and wellbeing programs.

IMPROVEMENT

Student wellbeing is consistently tracked and monitored. Individual needs are addressed by using information gathered to provide the wellbeing support required for each student.

ENGAGEMENT

At Norwood Primary School, positive wellbeing is fostered to support our students become powerful learners, who have a passion for learning, are confident, independent, resilient, and collaborative problem solvers. They are able to work independently and with others and can apply their knowledge in other contexts.

KidsMatter

Kids Matter is an overarching framework which Norwood Primary School have embraced to support students to have a positive sense of well-being and be mentally healthy.






The 4 components are:

1. *Positive School Community*
2. *Social & Emotional learning for students*
3. *Working with parents & caregivers*
4. *Helping children with mental health difficulties.*



Whole School Strategies

The Incredible 5 Point Scale

5	I'm ready to explode 
4	I'm getting very angry 
3	I'm starting to get irritated 
2	I'm doing OK 
1	I'm doing great 

The Way to A

Your Choices

✓ - 'A' Choice 

X - 'B' Choice 

The Way to A is a simple, logical and systematic strategy that encourages students to engage in forethought and self-analysis before acting out. The language of A and B choices used in every classroom.

The Incredible 5 Point Scale is implemented to teach social and emotional information in a concrete, systematic and non-judgemental way, while creating a plan for self-management of emotional regulation.

Circle Time

Circle time emphasises positive, democratic and supportive environments where children learn and practise strategies and skills to feel a greater sense of belonging within their learning environment, class and school community. Circle time objectives are to develop a supportive class ethos, increase social and emotional skills and increase connectedness, resilience and wellbeing.

Social Skills Groups

Students identified by their class teachers, families and available data are placed into small groups to target specific social and emotional learning areas. Groups are reviewed on a term by term basis, and involve students from Reception to Year 4.

Restorative Practice

Restorative conversations are held to support students to learn how to conduct respectful relationships with each other and support everyone to feel that they belong. The conversations help students to understand what being restorative is about and helps them make some important realisations about the importance of fixing things up when we make a mistake or harm someone.

These conversations can be held in the yard, in the classroom or in the office, and they are used to resolve classroom and yard issues, disagreements and other behavioural issues.

Interoception and Mindfulness

All classes participate in interoception or mindfulness activities in class each day.

Mindfulness involves paying attention to the present moment. Practising mindfulness can help improve concentration, to relax and be more productive. This can involve specific activities to practise being focussed, or mindful breathing and guided listening and movement activities.

Interoception involves being aware of your body, how you feel and what those feelings are telling us. An interoception activity is a task that changes your body state whilst you notice how your body feels. Activities that involve visualisation, rhythmic and repetitive movements and focus on how we are feeling at the present moment all help to develop interoception.

Participation in both interoception and mindfulness activities helps to develop social and emotional learning and self-regulation skills.