

SALE PRIMARY SCHOOL – I.S.D.E.S. 2006 – 2009
BUILDING RESILIENCE, HEALTH AND WELLBEING ACTION PLAN

PRIMARY PREVENTION	EARLY INTERVENTION	INTERVENTION	POSTVENTION
<i>BUILDING BELONGING & PROMOTE WELLBEING</i>	<i>STRENGTHENING COPING & REDUCING RISKS</i>	<i>ACCESS SUPPORT & PROVIDE TREATMENT</i>	<i>MANAGE TRAUMA & LIMIT IMPACT</i>
<ul style="list-style-type: none"> • Build & maintain supportive relationships between students, staff and community • Student and staff well-being is an ongoing and active school priority • Personal and Social Skills programs • Practice inclusive teaching and learning • Implement curriculum to engage all children • Continual implementation of “Bounce Back Program” • Program to identify and celebrate student successes and talents • Excellence Program- a six week in school engagement program. 	<ul style="list-style-type: none"> • Procedures and protocols to assess risks and identify needs • Procedures and protocols to deal with possible issues • Programs developed to support children at risk and improve skills in relevant areas • School based support and counselling available • Opportunities for staff to participate in Professional Development to support student and staff welfare priorities eg. Seasons of Growth, Bullying, Student Learning Styles 	<ul style="list-style-type: none"> • Action plan in place to deal with critical incidents • Clearly documented referral and monitoring follow-up procedures • Short term and long term goals established for students identified ‘at risk’ • Review cycle established • Monitoring and evaluating progress (Individual Learning Plan) • Participation in outside programs through Visiting Performers, as they become available • Ongoing welfare focus through staff commitment to programs run within the school • LAP • Transition Aide (RAAF) 	<ul style="list-style-type: none"> • Procedures and protocols for an emergency response • Counselling and support available at short call • Further referral options identified as needed • Recovery monitoring protocol in place • Maintain and access Professional Development programs which provide expertise in managing trauma, Seasons of Growth • Update and review medical protocols • Links with community agencies

CURRICULUM PROGRAMS

<ul style="list-style-type: none"> • Curriculum evenings which include families: eg. maths, science, music, information/consultation • Integrated curriculum • Early Years – assessment programs – Observation Survey and PEAP • Middle Years – Innovation & Excellence • Parental and Community involvement in classroom and school activities • Get Real Program • Get Wise Program • Camping and Outdoor Ed'n Program • Junior School Council • Active School and Extra Curricula Sports Program, including swimming • School Dance Program • Whole School inclusive curriculum policy • Whole School Student Management (Assertive Discipline) • Whole School Social Skills • Staff Welfare Plan/Program • Staff Representative committee. • Class Parent Representative Program • Lunchtime Sports Program • Bike Education • School Music Programs, Choirs, Taiko 'The Boyz' & Band • Young Leaders 	<ul style="list-style-type: none"> • Student/Staff Welfare an agenda item at Staff Meetings on a needs basis. • Police In Schools when available. • Weekly achievement celebrations • Awesome authors. • Cross age and buddy activities • Transition Programs Kinder to Prep, Grade 6 to Year 7 • Extension work and activities for high achievers, Tournament of the Minds, Excellence Streams, Philosophy and Thinking Skills • Staff awareness of Multiple Intelligences and Learning Styles when planning programs • School Nurse screening and information • Grade 5/6 Pastoral Program on needs basis. • Grade 3/4 Clubs Program • Whole School Social Skills Program • Peer Mediation • P-6 Health program including safety with medication • Health week to promote aspects of health lifestyles • Drug Education <ul style="list-style-type: none"> ▪ Units of work in CSF level 2 (safe medicines) ▪ Units of work in CSF Level 3/4 Health based units (including tobacco, alcohol, illegal drugs, making choices, peer pressure) • Body Systems units of work in CSF Level 4 	<ul style="list-style-type: none"> • Student Support Services – Speech Therapy, Guidance Officer, Special Needs • Student Reports – Attitude and Behaviour section. Children involved in personal goal setting and self evaluation • Teaching and Learning strategies which promote co-operative skills, group work & problem solvin • Motivating Boys through the Arts program eg Boys Band. • Special needs children documented and all staff know the procedures for their care • Staff PD on pertinent issues – visiting speakers etc. • LAP program • Identification of gifted and talented students and programs developed for those children within the classroom. • Learning Improvement Plans • Teachers as mentors for students at risk • Discipline procedures – (positive follow ups to yard/class issues) 	<ul style="list-style-type: none"> • Staff members designated with responsibility to monitor I.S.D.E.S. plan • CRT communication process • Part-time teachers communication process • Specialist intervention – Reading Recovery program, Special Needs • Yard Duty responsibilities clear, documented and implemented • Extension work and activities for high achievers, Tournament of the Minds, Young Leaders. • Community Services information and contact details available • Staff members as designated co-ordinators: Student/Staff Welfare, Critical Incidents, Grief and Loss • All teaching/non-teaching staff – 24hr e-mail communication • Transition Programs Kinder to Prep, Grade 6 to Year 7
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RESOURCES AND PROFESSIONAL DEVELOPMENT

<p>PROGRAM RESOURCES</p> <p>Teaching & Learning:</p> <ul style="list-style-type: none"> • Multiple Intelligences and Individual Learning Styles • Bloom's Taxonomy • De Bono thinking strategies • Thinkers Keys <p>Social Skills:</p> <ul style="list-style-type: none"> • Healthy Kids, Healthy Classrooms; Different Kids Different Classrooms, Friendly Kids 	<p>PROFESSIONAL DEVELOPMENT</p> <p>Teaching & Learning:</p> <ul style="list-style-type: none"> • Whole staff PD on Learning and Teaching styles • Arrange for high quality presenters to support best practice <p>Social Skills:</p> <ul style="list-style-type: none"> • Boys in Education • Updates on Bullying and Welfare Programs as they become available <p>Health</p>
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<p>Friendly Classrooms,</p> <ul style="list-style-type: none"> • Dirty Tricks, Hands Off • Bounce Back • Community Services information & contact details readily available • Staff member designated as co-ordinators: Student/Staff Welfare; & Critical Incidents 	<ul style="list-style-type: none"> • Asthma Awareness • Expand numbers of staff with First Aid training and updates as required to maintain a consistent approach to first aid issues. • Allocate staff member to ensure first aid resources are up to date • PD on handling of critical incidents and the school's emergency response procedures. • Linking with Gippsland Deaf/Hearing Impaired group <p>Parent:</p> <ul style="list-style-type: none"> • Provision of "Parent Issues" – Reference Library • Access providers for parenting and/or grief workshops • Linking with Support Services
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SCHOOL CHARTER & POLICIES

<ul style="list-style-type: none"> • CHARTER – Student Welfare – review as needed • Student Management Policy – includes “Anti-Bullying”, “Code of Conduct”, “Classroom & School Rules” – revisited each year so students/parents/staff have ownership and it is consistently implemented • Behaviour management plan for children who require it. • Student Welfare/Sunsmart/Integration/Special Needs/Healthy Schools Policies • Staff Welfare Policy – (Charter and Annual Report Staff Survey) • Occupational Health & Safety/Equal Opportunity – update as needed • All staff to complete Merit & Equity training and Sexual Harassment on line course 	<ul style="list-style-type: none"> • Transition Program – Kinder to Prep and Grade 6 to Year 7 • Assessment & Evaluation Policy – in line with philosophy re student responsibility for learning • Inclusive Curriculum – Charter Priority • Emergency Management Policy – update as needed • First Aid, Asthma Management and Medications Policy – update as needed
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HOME / SCHOOL RELATIONSHIP

<ul style="list-style-type: none"> • Parent/Teacher ‘chats’ • Parent/Teacher/student interviews – both informal and formal • Regular PSG meetings for children with special needs and also for children requiring Learning Improvement Plans • Parent Information Nights • Parent Education & Parent Forums – Guest speakers on areas relating to home/school relationships where applicable and available. • Parent support programs – grief management, adolescents, drug education • Parent Representatives for each grade. 	<ul style="list-style-type: none"> • School Newsletters – update Drug Ed information, reports on the value of the weekly and publication of the students receiving the awards • Special events with a community focus – grandparents, numeracy, literacy, FAMPA, science family night, Arts Show, Christmas concert in the park. • Parent Club and School Council Involvement • Annual Report – Parent survey, could include a Student Survey • School Canteen. • Parent Consultation on curriculum and operational matters • Safety House • Assemblies – discussing student safety / health matters
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- **This Action Plan will be reviewed and adapted yearly, (To be scheduled in the Health and PE Action Plan for Term 3)**
- **The responsibility for each program to operate in our school is established at the beginning of each year on a yearly basis. Eg. LAP Judy Lawless (LAP Co-ordinator) eg. Co-ordinator of students at risk (Brad Evans Vice Principal)**

2 0 0 6	Year 1 School: Sale Primary School				
		Key Improvement Strategies	How	Who	When
	Whole School	<ul style="list-style-type: none"> • Build & maintain supportive relationships between students, staff and community • Student and staff well-being is an ongoing and active school priority • Personal and Social Skills programs • Practice inclusive teaching and learning • Implement curriculum to engage all children • Continual implementation of “Bounce Back Program” • Program to identify and celebrate student successes and talents • Procedures and protocols to assess risks and identify needs • Procedures and protocols to deal with possible issues • Programs developed to support children at risk and improve skills in relevant areas • School based support and counselling available • Opportunities for staff to participate in Professional Development to support student and staff welfare priorities eg. Seasons of Growth, Bullying, Student Learning Styles • Action plan in place to deal with critical incidents • Clearly documented referral and monitoring follow-up procedures • Review cycle established • Participation in outside programs through Visiting Performers, as they become available • Ongoing welfare focus through staff commitment to programs run within the school • Procedures and protocols for an emergency response 	<ul style="list-style-type: none"> • Curriculum evenings which include families: eg. maths, science, music, information/consultation • Integrated curriculum • Early Years – assessment programs – Observation Survey and PEAP • Middle Years – Innovation & Excellence • Parental and Community involvement in classroom and school activities • Get Real Program • Get Wise Program • Camping and Outdoor Ed’n Program • Junior School Council • Active School and Extra Curricula Sports Program, including swimming • School Dance Program • Whole School inclusive curriculum policy • Whole School Student Management (Assertive Discipline) • Whole School Social Skills • Staff Welfare Plan/Program • Staff Representative committee. • Class Parent Representative Program • Lunchtime Sports Program • Bike Education • School Music Programs, Choirs, Taiko ‘The Boyz’[& Band • Young Leaders • Student/Staff Welfare an agenda item at Staff Meetings on a needs basis. • Police In Schools when available. • Weekly achievement celebrations • Awesome authors. • Cross age and buddy activities • Transition Programs Kinder to Prep, Grade 6 to Year 7 • Extension work and activities for high achievers, Tournament of the Minds, Excellence Streams, Philosophy and Thinking Skills • Staff awareness of Multiple Intelligences and Learning Styles when planning programs • School Nurse screening and information • Grade 5/6 Pastoral Program on needs basis. • Grade 3/4 Clubs Program • Whole School Social Skills Program 		

	<ul style="list-style-type: none"> Update and review medical protocols 	<ul style="list-style-type: none"> Peer Mediation P-6 Health program including safety with medication Health week to promote aspects of health lifestyles Drug Education <ul style="list-style-type: none"> Units of work in CSF level 2 (safe medicines) Units of work in CSF Level 3/4 Health based units (including tobacco, alcohol, illegal drugs, making choices, peer pressure) Body Systems units of work in CSF Level 4 Student Support Services – Speech Therapy, Guidance Officer, Special Needs Student Reports – Attitude and Behaviour section. Children involved in personal goal setting and self evaluation Teaching and Learning strategies which promote co-operative skills, group work & problem solvin Motivating Boys through the Arts program eg Boys Band. Special needs children documented and all staff know the procedures for their care Staff PD on pertinent issues – visiting speakers etc. LAP program Identification of gifted and talented students and programs developed for those children within the classroom. Learning Improvement Plans Teachers as mentors for students at risk Discipline procedures – (positive follow ups to yard/class issues) Staff members designated with responsibility to monitor I.S.D.E.S. plan CRT communication process Part-time teachers communication process Specialist intervention – Reading Recovery program, Special Needs Yard Duty responsibilities clear, documented and implemented Extension work and activities for high achievers, Tournament of the Minds, Young Leaders. Community Services information and contact details available Staff members as designated co-ordinators: Student/Staff Welfare, Critical Incidents, Grief and Loss All teaching/non-teaching staff – 24hr e-mail communication Transition Programs Kinder to Prep, Grade 6 to Year 7 		
Student Learning	<ul style="list-style-type: none"> Excellence Program- a six week in school engagement program. Monitoring and evaluating progress (Individual Learning Plan) Short term and long term goals established for students identified ‘at risk’ 			

	Student Wellbeing and engagement	<ul style="list-style-type: none"> • LAP • Counselling and support available at short call • Further referral options identified as needed • Maintain and access Professional Development programs which provide expertise in managing trauma, Seasons of Growth • Links with community agencies • Transition Aide (RAAF) 			
	Student Pathways and Transitions	<ul style="list-style-type: none"> • Recovery monitoring protocol in place • Maintain and access Professional Development programs which provide expertise in managing trauma, Seasons of Growth • Links with community agencies Transition Aide (RAAF) 			