



**KIDMAN**  
**ASPIRE**  
**+SOAR** **PARK**  
**PRIMARY SCHOOL**

**APPROACH TO**  
**WELLBEING**

At Kidman Park Primary School our Approach to Wellbeing incorporates the PBIS framework, Restorative Practices and the Berry Street Education Model to align with the current Department for Education South Australia policies and procedure to support all students.

***This Document is intended to support the Positive Behaviour Guidelines, Bullying Prevention Policy and School Attendance Policy***

Throughout our Approach to Wellbeing each framework;

Supports mental and emotional health, helping students manage stress, develop resilience, and maintain positive mental health.

Enhances academic success by creating a positive school climate where students can engage in learning, concentrate better, and achieve their full potential.

Promotes social skills, student agency and relationships, teaching students effective communication, conflict resolution, empathy, and fostering healthy connections with others.

Helps prevent negative behaviour by promoting kindness, respect, and inclusivity, creating a safe and accepting school environment.

Teaches emotional regulation and behaviour management, equipping students with strategies to identify and express emotions, make positive choices, and reduce behavioural issues.

Establishes a foundation for lifelong wellness, providing students with essential skills, coping strategies, and self-care practices that contribute to their long-term mental health and resilience.

Kidman Park Primary School incorporates a focus on student wellbeing during our annual acquaintance nights, where parents/caregivers have the opportunity to meet their child's teacher, and are able to gain insight into class structures, routines and expectations using our frameworks. We believe that fostering a holistic sense of wellbeing is crucial for our students' success.

# PBIS *Positive Behavioural Interventions and Supports*

[PBIS](#) is a framework used at Kidman Park Primary School to promote positive behaviour and improve overall school climate. PBIS focuses on teaching and reinforcing positive behaviours, rather than just punishing negative behaviours.

The key principles of PBIS include:

**Prevention:** PBIS emphasises proactive strategies to prevent behaviour problems from occurring. This involves setting clear expectations for behaviour and teaching students the skills they need to meet those expectations.

**Positive reinforcement:** PBIS encourages the use of positive reinforcement to acknowledge and reward students' positive behaviours. This can be done through verbal praise, tangible rewards, or other incentives that motivate and encourage students.

**Data-driven decision making:** PBIS involves collecting and analysing data on student behaviour to identify patterns, areas of concern, and progress. This helps schools make informed decisions about interventions and supports needed.

**Multi-tiered system of support:** PBIS uses a multi-tiered system of support, which means providing different levels of interventions and supports based on students' individual needs. Universal strategies are applied to all students, while more targeted interventions are provided to those who need additional support. [Ready to Learn](#) plans and [Traffic Light Behaviour Trackers](#) are created when students are identified needed Tier 2 Support.

At Kidman Park PS, PBIS is implemented through a series of steps:

**Developing a behaviour matrix:** Kidman Park creates a behaviour matrix known to the Kidman Park community as Class, School and Community expectations that outlines expected behaviours in different settings (e.g., classroom, yard play, excursions). These behaviours are typically positive, specific, and observable, serving as a guide for students and staff.

Kidman Park actively teach and model expected behaviours to students. This is done through direct instruction, role-playing, and other interactive methods.

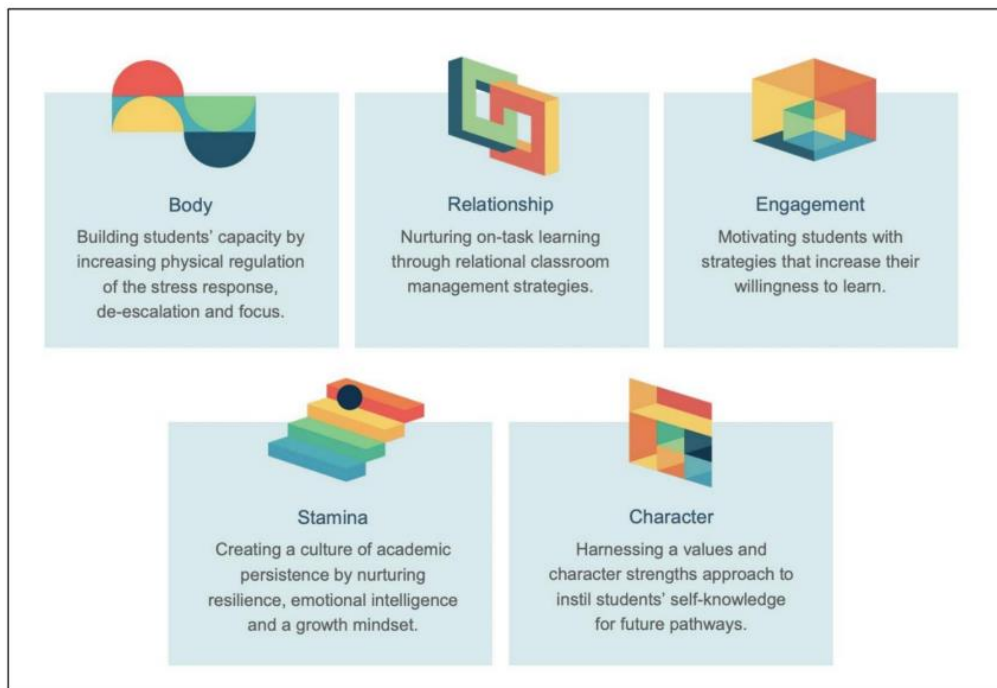
**Reinforcing positive behaviour:** Kidman Park Primary School consistently acknowledges and reinforces positive behaviours using various strategies, such as process praise, rewards, and recognition programs. Each class has their own reward system dependant on their classes identified needs. This helps create a positive and supportive learning environment.

**Monitoring and collecting data:** Kidman Park collects data on student behaviour to track progress and identify areas for improvement. This can include tracking incidents, Students in each year level having access to a morning check in and out surveys, [DfE Student Wellbeing and Engagement survey](#), formative feedback from class teachers and feedback from our intervention program '[What's the Buzz](#)'.

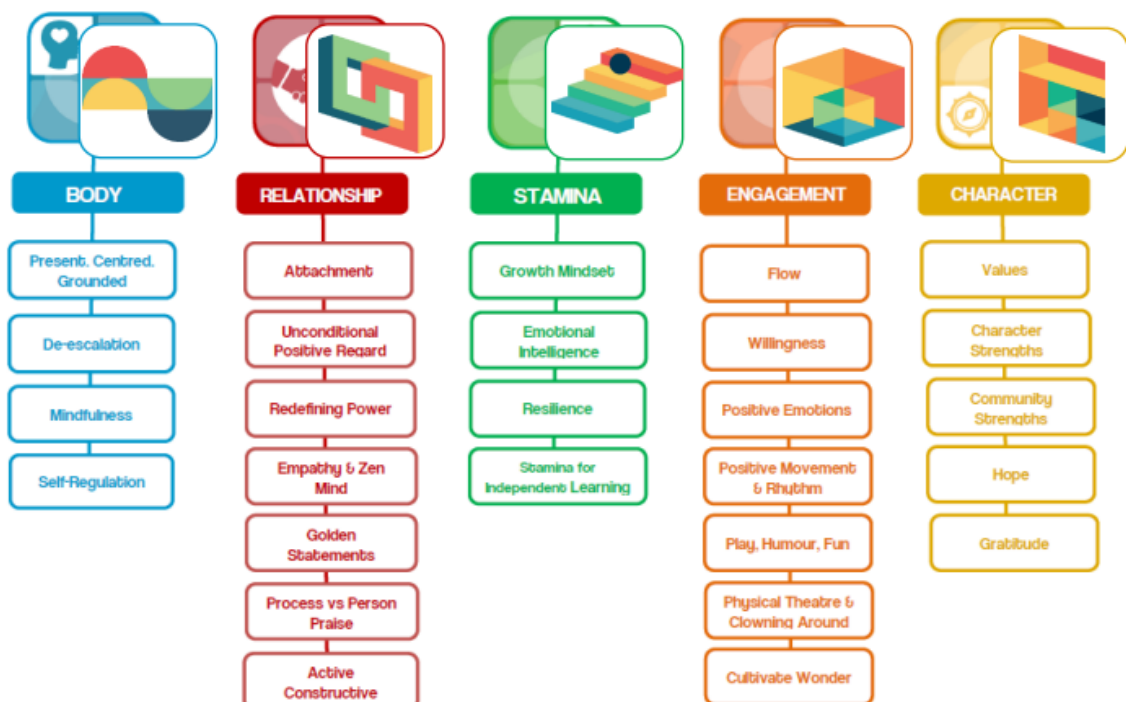
**Analysing data and making adjustments:** Kidman Park Primary School analyses the data collected each year from the DfE Wellbeing and Engagement survey and Daily Check in surveys to identify trends, areas of success, and areas that require additional support. This data-driven approach allows KPPS to make informed decisions about necessary adjustments to support Student wellbeing.

# BERRY STREET EDUCATION MODEL

The Berry Street Education Model ([BSEM](#)) equips teachers with effective strategies to enhance the engagement of students with complex, unmet learning needs, while also fostering the overall improvement of self-regulation, relationships, wellbeing, growth, and academic achievement for all students. The model emphasises the use of relationship-based strategies and encourages the implementation of restorative practices. BSEM comprises five key domains, which are as follows:



Within each of the five domains, the focus areas include:



# BSEM IMPLEMENTATION

## Morning Routine / Tuning In

**Greeting:** While each class at KPPS has their own individual routine, unpacked during [acquaintance night](#) each year, core elements aligned with the BSEM are evident. At the start of each day, students gather and engage in a respectful greetings of one another. Throughout the greeting, students are encouraged to actively participate by "tracking the speaker," maintaining eye contact, and attentively listening. It is important to note that only one person speaks at a time, fostering a culture of respect and focused communication.

**Values:** To instil a strong sense of culture and shared values, classes regularly reflect upon the school motto, "Aspire and Soar," as well as our core school values: "Be Respectful, Be Responsible, Be Grateful, and Be a Learner." Students are encouraged to actively engage in discussions about how they can embody these principles in their daily school life. By exploring practical ways to demonstrate the motto and values, students develop a deeper understanding of their significance and are empowered to integrate them into their actions and interactions within the school community.

**Expectations:** During this dedicated time, students are invited to reflect on and discuss the class expectations. These expectations align with the class agreement, the school motto, and the school values. By connecting the expectations to these guiding principles, students are encouraged to understand the importance of fostering a positive and inclusive classroom environment.

**Announcements:** This time provides an opportunity for the teacher or students to share important information and updates through the 'Student Daybook'. During this time, announcements pertaining to the day's agenda, special occasions such as birthdays, celebrations, and noteworthy achievements are shared. It serves as a platform for recognising and acknowledging individual and collective accomplishments, fostering a positive and inclusive classroom atmosphere.

**Positive Primer:** To cultivate an environment filled with positivity and enhance student readiness for learning, a positive primer is implemented at the start of each day or lesson. This practice aims to evoke a flow of positive emotions, leaving students feeling energised, happy, and in a positive frame of mind. Each class throughout KPPS uses their own unique primers that range from saying the roll call in a playful or humorous voice to displaying captivating images of nature or everyday object.

At the beginning of each school year, teachers make adjustments to learning spaces to accommodate new classes. They are supported to utilise the Berry Street Education Model domains to guide their focus during the first term. By implementing learning activities centred around Identity, Attachment, Wellbeing, Engagement, Self-Regulation, Relationships, and Community, teachers aim to build strong connections with their students, foster a positive classroom environment, and meet their underlying needs.

## WWW (What Went Well)

This reflection strategy serves as a valuable tool for classes at KPPS to acknowledge and appreciate the positive aspects of a lesson, a specific time frame, or an entire day. By posing the simple question, "What Went Well?" at the conclusion of a lesson or day, students are encouraged to identify and share the highlights and successes they experienced. This practice fosters a mindset of gratitude and optimism, enabling students to recognise their achievements, progress, and positive moments. Through WWW, students gain a greater sense of self-awareness and develop an appreciation for the valuable learning experiences they encounter.

# BSEM IMPLEMENTATION CONT.

## Ready to Learn Plans

In alignment with the PBIS framework KPPS has implemented an individualised approach called the "Ready to Learn " plan for students who identify requiring Tier 2 support. One is created for [Junior Primary](#) and another for [Primary](#) and [Middle](#) Students which supports their developmental growth. These plans are created during a student review meeting and focus on outlining effective de-escalation strategies for students, enabling them to regain focus and readiness to learn when they feel overwhelmed. Accessibility of the Ready to Learn plans is a priority, ensuring that students, teachers, and the leadership team can easily access them. As a result, some students may keep a copy of their Ready to Learn plan on their desks for quick reference.

## Brain Breaks

[Brain breaks](#) are short activities incorporated into the daily routine to enhance student engagement and optimise their learning experience. Teachers have the flexibility to determine the appropriate timing for both energising and calming brain breaks, allowing students to reset and refocus, ensuring they are prepared and receptive for further learning. During brain breaks, staff at KPPS implement strategies for both escalation and de-escalation. Escalation strategies are utilised to re-ignite student engagement following intense periods of activity or rigor. On the other hand, de-escalation strategies are employed to assist students in refocusing their attention on their learning when their minds are overly stimulated.

## Ready to Learn Scales

Throughout KPPS, students utilise Ready to Learn Scales to recognise and articulate their emotions, enabling teachers to provide appropriate support to foster their readiness for learning. Throughout the KPPS these scales look different. Junior Primary classes use a range of non visual and visual prompts ranging from a visual type '[moodometer](#)' to thumbs up, down, and focus student check ins. [Primary](#) Years and [Middle](#) Years Students are provided an opportunity to fill out a Check In Form each morning during Morning Routine. The Wellbeing Leader then flags students for that day depending on the results, and addresses the needs of those particular students who are not in a zone deemed ready to learn.

## Calming Spaces

A Calming space is a specially designated area within the classroom, serving as a safe haven for students to retreat to when they experience overwhelming emotions and seek to restore their emotional and physical needs. This dedicated space provides a nurturing environment for students to regain control over their emotions and find a sense of calm. In 2022 Nathan Baily Senior Occupational Therapist, Student Support Services, Support and Inclusion Division, supported staff by hosting a workshop series being offered by the DfE Occupational Therapy team. Nathan assisted staff at KPPS and together were able to create '[Clever Classrooms](#)' spaces were created for teachers to intentionally use breakout and outdoor spaces to support the regulation need of students, as well as support students with access for effective movement breaks.

## Mindfulness

Mindfulness is an integral component of the Berry Street Education Model, which emphasises the holistic development of students. By incorporating mindfulness practices at KPPS, students are encouraged to cultivate present-moment awareness, non-judgmental attention, and self-regulation skills. These practices support students in managing their emotions, enhancing their focus, and fostering overall well-being. At KPPS mindfulness commonly occurs after lunch. During this time teachers often implement mindfulness activities to re-centre students after the long break. Activities can include; Mindful Art, Reading activities, Journal Entries, Guided Meditation or [Mindful Moments](#) activities.

# RESTORATIVE PRACTICES

[Restorative Practices](#) is an approach implemented at Kidman Park Primary School in 2021 after consultation and training with Bill Hansberry, Hansberry Education Consulting Pty Ltd. Restorative Practice focuses on building and repairing relationships, addressing conflicts, and fostering a sense of community within a school setting. The approach emphasises dialogue, empathy, and understanding rather than punishment. Restorative practices aim to create a safe and supportive environment where all members of the school community feel valued and heard.

Implementing restorative practices at Kidman Park Primary School involves the following key elements:

**Building a restorative culture:** The school community, including administrators, teachers, staff, students, and parents, should be educated about restorative practices and their benefits. This helps create a shared understanding and commitment to the restorative approach.

**Relationship-building activities:** KPPS incorporates activities and exercises that promote positive relationships, such as team-building exercises, morning circles, circle time, activities within Health lessons aligned with the Australian Curriculum achievement standards and CPC as well as cooperative games during class fitness and PE. These activities help students at KPPS develop empathy, active listening skills, and a sense of belonging.

**Restorative language and communication:** Using restorative language and communication techniques is essential. At KPPS we promote respectful and open dialogue, encouraging students to express their feelings and needs, and teaching active listening skills. Restorative questions, such as "What happened?", "What were you thinking/feeling?", and "What can be done to make things right?" can be used to facilitate discussions and problem-solving.

**Restorative conferences and circles:** [Restorative conferences](#) and [circles](#) provide structured opportunities for students at KPPS for addressing conflicts and repairing harm. Conferences involve bringing together all parties involved in an incident to discuss the impact, explore perspectives, and collaboratively develop solutions. Circles, on the other hand, involve regular group discussions where participants can share their thoughts, feelings, and experiences in a safe and supportive environment.

**Restorative consequences and resolutions:** Staff at KPPS use restorative practices to focus on repairing harm and restoring relationships. Consequences are designed to be educative rather than solely punitive. Students are encouraged to take responsibility for their actions and work towards making amends. This may involve apologies, restitution, or engaging in activities that benefit the affected individuals or the broader community.

Staff at KPPS are provided ongoing training and support to effectively implement restorative practices. This includes professional development sessions, coaching, and reflective discussions. Staff at KPPS understand the principles of restorative practices and develop the skills necessary to facilitate restorative processes.

By implementing restorative practices at KPPS, staff, students, parents and caregivers can create a more inclusive and respectful school culture, strengthen relationships, and promote positive behaviour and conflict resolution skills. Restorative practices foster a sense of accountability, empathy, and community, ultimately enhancing the overall wellbeing and success of students at KPPS.

# WELLBEING HUB - *Batcave*

The Wellbeing Hub known to students as the [Batcave](#) (*Breathe and Think Cave*) is a dedicated space designed to help students develop and enhance their interoception skills, a whole school approach implemented at KPPS. Interoception refers to the ability to perceive and interpret internal bodily sensations, such as hunger, thirst, temperature, heartbeat, breathing, and emotional states. This sensory awareness plays a crucial role in self-regulation, emotional well-being, and overall self-awareness. As part of this approach, students flagged by staff needing regulated breaks facilitate in regular interoception sessions. Interoception cards are also present in each class created from the DfE [Interoception 101 handbook](#) to provide all students at KPPS access to Interoception.

The space itself provides various sensory tools and equipment that facilitates [interoception](#) awareness. Examples include weighted blankets, sensory cushions, fidget toys, stress balls, tactile materials, and soft textures. These tools can help students connect with their bodily sensations and focus on their internal experiences. The room also Provides comfortable seating options for example bean bags and floor cushions which has been complemented by incorporating calming elements such as soft music, nature sounds, and on occasions aromatherapy to create a serene atmosphere.

In addition, the Batcave serves also as a versatile space that:

**Implements Mindfulness and Breathing Activities:** The space offers guided meditation scripts, breathing techniques, and audio recordings that encourage students to tune into their bodies and practice self-regulation.

**Supports Emotional Regulation:** The Space includes visual prompts, feeling charts, emotion cards, or mood journals, enabling students to identify and express their emotions in a healthy way.

**Acts as a reflective space:** The space provides materials for journaling, drawing, or engaging in art therapy. This encourages students to explore and express their thoughts and feelings, fostering self-awareness and emotional well-being.

After each time a student comes to the Batcave they complete a [Student Wellbeing Exit Slip](#). The Exit Slip is used by the Wellbeing Leader to monitor times students are checking in and flag particular students if necessary. The room is supervised by the Wellbeing Leader, however at times is also supervised by other members of leadership

## Social Skills Lunch Club

A social skills club is offered voluntary twice a week to students KPPS in the Batcave. The space provides a supportive environment that allows students with opportunities to practice and develop their social skills in a relaxed and inclusive setting during playtime. This allows a time for students to improve their communication, cooperation, empathy, and relationship-building abilities while fostering positive social interactions among peers. The Health room also serves as another space which is used for the same purpose on alternate days.



# WELLBEING COMMITTEE

## Wellbeing SIP (*Site Improvement Plan*)

Kidman Park's Wellbeing Site Improvement team consists of educators from junior, primary, and middle years, along with a staff member from the specialist team and the Wellbeing leader. This diverse team meets regularly, typically on a termly basis, to analyse and discuss the current site improvement plan. Their collective efforts aim to collaboratively achieve the following objectives:

**Enhancing student well-being:** The team works together to develop strategies and initiatives that promote the well-being of all students across the school. This includes addressing social-emotional needs, fostering positive relationships, and creating a supportive and inclusive learning environment.

**Strengthening the school's well-being programs:** The team reviews and evaluates the effectiveness of existing well-being programs and interventions. They identify areas of improvement, explore evidence-based practices, and implement enhancements to ensure that the school's programs align with best practices and meet the diverse needs of students.

**Promoting positive school climate:** The team focuses on fostering a positive and nurturing school climate. They collaborate on initiatives to promote kindness, empathy, and respect among students, staff, and the wider school community. Strategies may include implementing anti-bullying programs, promoting restorative practices, and celebrating diversity.

**Supporting staff well-being:** Recognising the importance of staff well-being, the team discusses and implements measures to support the well-being of educators and support staff. This can involve providing resources for self-care, organising professional development opportunities related to well-being, and promoting work-life balance.

**Engaging parents and the community:** The team recognises the value of parent and community involvement in supporting student well-being. They collaborate on ways to actively engage parents, caregivers, and the wider community in the well-being initiatives of the school.

**Monitoring progress and evaluating outcomes:** The team establishes systems for monitoring the progress of the site improvement plan and evaluating the outcomes of implemented strategies using data collection.

# WELLBEING COMMITTEE CONT.

## Community Action Team

In alignment with the Wellbeing SIP a Community Action Team is created each year to create agency throughout KPPS around Wellbeing.

The Community Action Team meets each week and typically engages in various activities and initiatives to promote and support student wellbeing. Here are some examples of what they might do:

**Awareness Campaigns:** The team may organise campaigns to raise awareness about mental health, bullying prevention, stress management, or other relevant topics. These campaigns can involve posters, videos, presentations, or guest speakers to educate students and staff about important issues.

**Wellbeing Events and Workshops:** The team can organise events and workshops focused on promoting wellbeing. These events might include mindfulness sessions, physical activities, art therapy workshops, or sessions on healthy eating. They create opportunities for students to learn and practice strategies for self-care and stress reduction.

**Safe Space Creation:** The team can work on creating safe spaces within the school where students can feel comfortable, supported, and able to express themselves freely. This could involve designating specific areas as safe spaces, promoting inclusivity and respect, and organising activities that foster a sense of belonging.

**Policy Advocacy:** The team may advocate for the development or revision of school policies related to student wellbeing. They can gather feedback from students using the DfE Wellbeing and Engagement surveys to identify areas that need improvement, and work with the Wellbeing Leader and Wellbeing SIP team to implement changes that positively impact student wellbeing.

**Collaborative Projects:** The team can collaborate with teachers and staff to develop projects that address specific wellbeing concerns. For example, anti-bullying initiatives, mental health awareness campaigns, or projects that promote positive relationships and a supportive school culture.

**Community Engagement:** The team engages with the broader community by collaborating with local organisations or inviting guest speakers to address wellbeing-related topics. This expands the support network for students and helps create a community-wide commitment to student wellbeing.

The Community Action Team's primary focus is to create a positive and supportive environment that enhances student wellbeing and empowers students to take an active role in their own wellbeing journey as well as provides an avenue for student voice to support the schools Site Improvement Plan around Wellbeing.

# SUPPORT PROGRAMS

## Buddies

Our F-6 KPPS [Buddies](#) program offers valuable opportunities for students to participate in meaningful learning activities that promote the development of nurturing and mentoring social skills, especially during a time of transition. The program intentionally pairs students in partnerships that are designed to last for several years, fostering enduring connections and support between peers. Through this initiative, students at KPPS through agency have the chance to engage in collaborative activities that connect to the [school values](#) to enhance their social interactions, empathy, communication, and leadership skills. The KPPS Buddies program aims to create a positive and inclusive school environment where students can learn from one another, build strong relationships, and grow together throughout their educational journey.

The KPPS Buddies program offers several benefits, including:

**Support in the playground:** Foundation students have someone they can turn to if they feel worried or scared in the playground. Their buddy acts as a source of comfort and guidance, helping them navigate their new environment.

**Building relationships:** The KPPS Buddies program facilitates the development of new and positive relationships between Foundation to Grade 6 students. This interaction allows for mutual learning, understanding, and friendship, creating a sense of inclusiveness and togetherness within the school community.

**Responsibility for older students:** Grade 3-6 students have the opportunity to take on and develop responsibility through their role as a buddy. They learn how to support and guide younger students, enhancing their leadership and agency skills and fostering a sense of accomplishment.

**Positive role modelling:** As buddies, older grade students become positive role models for their younger peers. They exemplify good behaviour, empathy, and kindness, setting a positive example for other students in the school.

## What's the Buzz

["What's the Buzz?"](#) is social-emotional learning program designed for children aged 4 to 12 years. By incorporating the program part of the intervention support at KPPS, it provides a structured curriculum that aims to develop essential life skills, emotional intelligence, and positive relationships among children. The program focuses on various topics such as empathy, resilience, communication, problem-solving, and mindfulness. It uses engaging activities, stories, discussions, and role-plays to encourage students to explore and understand their emotions, develop empathy towards others, and cultivate healthy social interactions.

The program is designed to benefit all students, with a particular focus on those who may face challenges in understanding and engaging in social interactions. These programs have shown significant value for students with various conditions, including higher-functioning forms of autism spectrum disorders, language disorders, specific learning difficulties, auditory processing disorders, non-verbal learning disorders, pervasive developmental disorders, ADHD, reactive behaviours, anxiety, shyness, and social phobia. By providing targeted support at Kidman Park PS "What's the Buzz?" supports students to overcome barriers and enhance their social skills and interactions, fostering inclusivity and positive development for all.

At KPPS, every semester the Wellbeing leader collaborates with class teachers to identify students who could benefit from the program. The parents/caregivers of these students are then provided with a detailed program outline, explaining how it can support their child, along with a permission form. Once all forms are collected, students are grouped based on their specific needs, and tailored 40-minute sessions are scheduled each week for a duration of 16 weeks, accommodating the unique requirements of each class. This approach ensures that students receive targeted support and the necessary resources to enhance their well-being and overall development.

# SUPPORT SERVICES & RESOURCES

Kidman Park Primary School works in partnership with a range of support services and provides resources when support is identified to foster wellbeing and inclusion. These offerings are designed to ensure that students are supported and included in the community.

## In School Support

- [Apollo](#) Kidman Park Primary School's Facilities dog
- [Aboriginal Education and EALD](#) teacher Maria Harrington
- [Pastoral Care Support](#) – Denys Chew
- [Autism Inclusion Teacher \(AIT\)](#) – Michael Hewett

## Support Services

- [Flinders Park Education Office](#) Student Review Team including Student Support Services for Special Education, Behaviour, Truancy, Support and Inclusion
- [InSchool Psychology](#)
- [Better Behaviour Centre](#) Woodville
- [Cowendilla Learning Centre](#)
- SAPOL Henley Beach Branch – [‘Think U Know’](#) Cyberbullying, Cybersafety, App awareness
- [CAMHS](#) Western
- [Headspace](#)
- [Department for Child Protection](#)
- [RASA](#) – Ikids

## Resources

- Behaviour Support Toolkit
  - I. [Introduction](#)
  - II. [Behaviour categories](#)
  - III. [Behaviour Matrix](#)
  - IV. [Behaviour Strategies](#)
  - V. [Checklist](#)
- [CONNECTED](#): A community approach to bullying prevention within the school gates and beyond
- [Responding to Risks of Harm, Abuse and Neglect – Education and Care](#)
- [Keeping Safe](#): Child Protection Curriculum
- [Bullying No way!](#)
- [Whats The Buzz](#)
- <https://edi.sa.edu.au/library/document-library/controlled-procedures/suspension,-exclusion-and-expulsion-of-students-procedure#title0>

# EVENTS

Events held throughout the year at Kidman Park Primary School that foster Wellbeing and Inclusion include:

- Kidmanathon
- Spirit Day – *hosted each term by the Community Action Team*
- Sports Day
- Kidman Celebrates – THE EVENT
- Cultural Celebrations
- Identity Celebrations
- Harmony Day
- National Day of Action against Bullying and Violence
- RU OK Day
- Year 5 and 6 School Camp
- Curriculum aligned incursions/excursions
- Year 6 Graduation
- Party Day
- School Disco
- Dedication to Learning Award Assembly
- Acquaintance night
- Kidman's Got Talent



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2023

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