

Personal & Social Learning at Pender's Grove Primary School

Information for Families

Buddies & Cross Age

Each fortnight the Grade 6 and Foundation students meet together for Buddies. Buddies gives the Grade 6s an opportunity to develop leadership skills and help their buddy to feel happy and safe at school.

In Cross Age, the Grade 3 and Grade 5 students work together while the Grade 1, Grade 2 and Grade 4 students work together. Cross Age gives students an opportunity to work collaboratively and develop positive relationships with students from different year levels.

Term 1:

Getting to know each other & having fun

Term 2:

Collaborating with others & having fun

Term 3:

Understanding relationships and diversity & having fun

Term 4:

Developing resilience & having fun

Respectful Relationships

Respectful Relationships supports schools to promote respect and equality while helping students to build resilience, confidence, interpersonal skills and healthy relationships.

The 8 topics of Respectful Relationships are Emotional Literacy, Personal Strengths, Positive Coping, Problem Solving, Stress Management, Help-seeking, Gender & Identity and Positive Gender Relations.

Here is an example of a Respectful Relationships lesson for Grade 3/4s:

Before lesson print p. 6 (Emotion Cards) and organise A3 paper for drawing
[Click here for Learning Materials](#)

Activity 2

What do emotions look like?

Learning Intentions:

We will learn grow our vocabulary to describe emotions

We will demonstrate ways we show emotions through body language

We will enhance our ability to recognise emotions and the types of events and situations that trigger particular emotions

Activating Prior Knowledge



Last lesson we played the Emotions Echo game. Let's play a couple of quick rounds to warm up. One of you can be the leader. You'll say an emotion word and then show that emotion with your face and body. The rest of us will copy!

Emotion Freeze Frame

Now you're going to work in groups to set up a guessing game for your classmates. Each group will design a freeze frame showing a situation in which someone might feel a certain emotion. You'll have five minutes to plan and rehearse your freeze frame. You can't talk or move in the freeze frame so you'll have to show us the situation and emotion using your bodies and faces. The rest of us will look at the freeze frame and guess the emotion.

Teacher: Put students into groups of 3 or 4 and give each group one of the emotion cards.

Emotion Freeze Frame

Let's watch the freeze frames! After watching, see if you can guess the emotion shown and the situation. Can you also guess some of the emotions felt by other characters in the scene?

Teacher: After the group guesses, ask the actors to explain the design of their freeze frame.



Task

With your group, work together to draw a picture of your freeze frame and write a matching caption which describes the situation and the emotions it triggered.

Reflection



Gallery Walk to look at freeze frame drawings

School-wide Positive Behaviour Support

According to the Department of Education, 'School-wide positive behaviour support (SWPBS) is a framework that brings together school communities to develop positive, safe, supportive learning cultures.

SWPBS assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

When SWPBS is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- increased respectful and positive behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- increased adoption of evidence-based instructional practices
- a predictable learning environment with improved perceptions of safety and increased attendance.'

[See here for more information](#)

Matrix

Our [Matrix](#) shows the behaviours that we expect students to exhibit at school. The expected behaviours are organised by our [school values](#) of Respect, Integrity, Determination and Curiosity, as well as by location.

Each week each classroom teacher chooses an expected behaviour from the Matrix and teaches a lesson about that behaviour. Students reflect on its importance and relevance, practise the behaviour and reflect on the experience.

[Here is an example of a SWPBS lesson](#)

Pom Poms

Teachers acknowledge students when they see them engaging in positive behaviours verbally and using pom poms. The pom poms go into a class jar and the students decide on the whole class reward that everyone will enjoy when the jar is full.



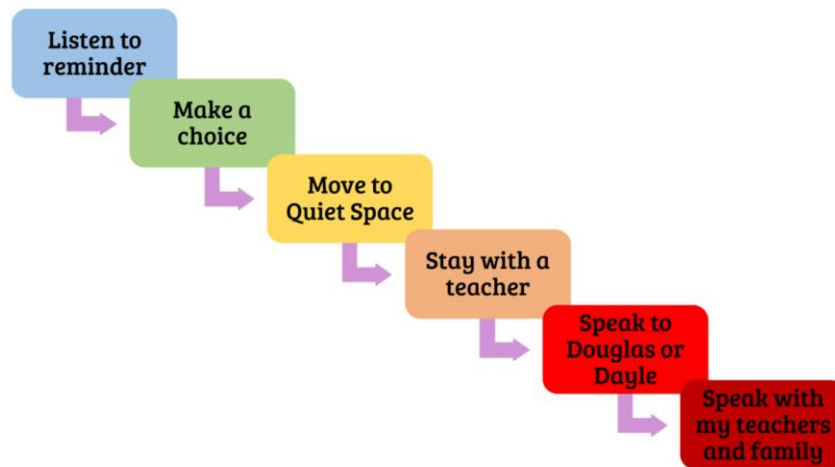
Consequences of Behaviours of Concern

Teachers use a variety of strategies to manage behaviours of concern, including:

- Providing verbal reminders
- Providing additional support or extension for learning tasks
- Asking students to move to another spot in the classroom
- Asking students to spend some time in another class
- Debriefing with students during lessons or break times
- Asking Douglas and Dayle for support
- Contacting families
- Meeting with families

Pender's Grove Consequences of Behaviour Flowchart

If my behaviour is making it harder for myself or others to be safe or to learn, I will need to...



Lunchtime Activities

Last year teachers ran activities at lunchtime to support students' social and emotional wellbeing and learning. These will resume soon.

Lunchtime Activities - Term 1

	LUNCH 1 12.00 – 12.30	LUNCH 2 1.20-1.50
MONDAY	<i>Gardening with Wendy</i>	<i>Library with Tessa (reading, drawing)</i>
TUESDAY	<i>Gardening with Saskia</i>	<i>Hall games with Jack</i>
WEDNESDAY	<i>Library with Cynthia (reading, drawing)</i>	<ul style="list-style-type: none">• <i>Hall games with Nick</i>• <i>Art Activities in Art Room with Felicity</i>
THURSDAY	<i>Drawing with Amy in LN building</i>	<i>Library with Alan (Lego)</i>
FRIDAY	<i>Ensemble with Paul in Music Room</i>	<i>Library with Saskia (board games)</i>