

# Personal & Social Learning at Pender's Grove Primary School

## Parent Information Afternoon

### Pender's Grove Primary School Values

Respect	Respect means showing kindness to others, our environment and ourselves. Being respectful means acting in a way that makes others feel safe and cared for and allows everyone to learn in their own way.
Integrity	Integrity means taking responsibility and doing what we know is right. Having integrity means being fair and honest.
Determination	Determination means trying our best and never giving up. With determination we are able to solve problems and learn from our mistakes.
Curiosity	Curiosity means being interested in the world and the people around us. Being curious means asking questions, wondering, exploring and trying new things.

# 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, Grade 3 and Grade 5 students work together while 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:

# What do emotions look like?

## Learning Intention:

We will build our vocabulary to describe emotions

## Success Criteria:

We will demonstrate ways we show emotions through body language and name the emotion.

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

# Emotion Freeze Frame

We will work in groups to set up a guessing game for your peers.

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.

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?



## 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 view freeze frame drawings and discuss.

# School-wide Positive Behaviour Support

The Department of Education states: 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](#)

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# 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.



## Pom Pom Reward...

- Science experiment
- Games in the hall
- Picnic lunch in PGPS front garden
- Chrome books
- Indigenous Garden-relax, garden, read, draw.
- Short movie/documentary (1 hr)
- Library
- Art / Craft activity
- Go Noodle / Yoga / Meditation
- Talent Show

# 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...**

