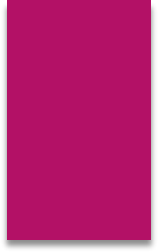
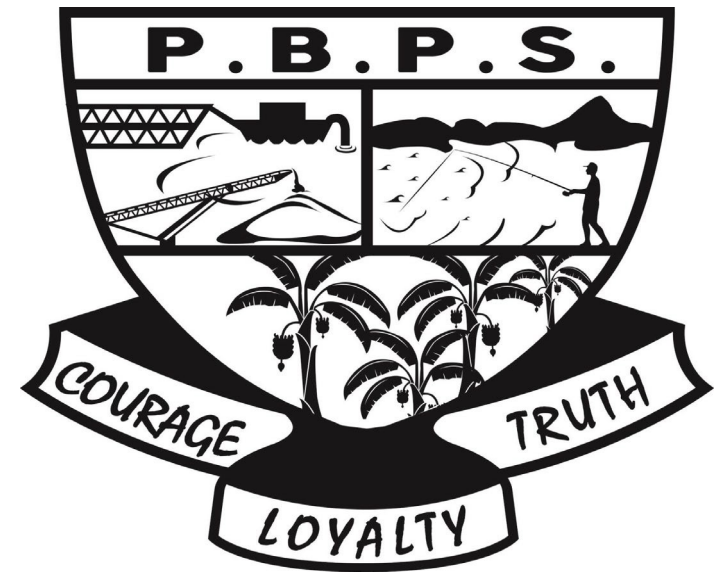


Pottsville Beach Public School

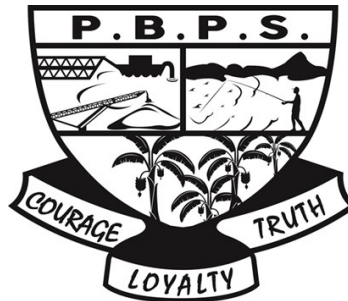


**Transforming
Learning & Culture**



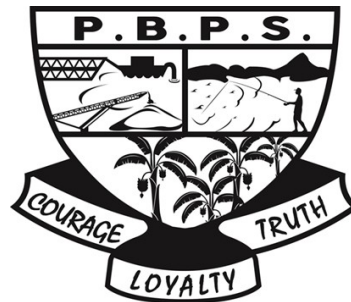
Learning Intention

- To develop as an informed learning community
- To develop clarity in communication
- To be part of the transformation that benefits our children



Success Criteria

- I understand how our school is transforming learning & culture to benefit our school community at Pottsville Beach PS





The Big picture

We know that the heart and soul of a school is school climate and most educators agree that children learn better in an honouring and respectful culture.

Start here: Building respectful relationships are key to the work we do: Teachers – Learners, Teachers – Teachers, Learners and their peers, all with our community.

To do this we have completed intensive reflection and review. As a result there are four areas of focus we have for the next year or two.

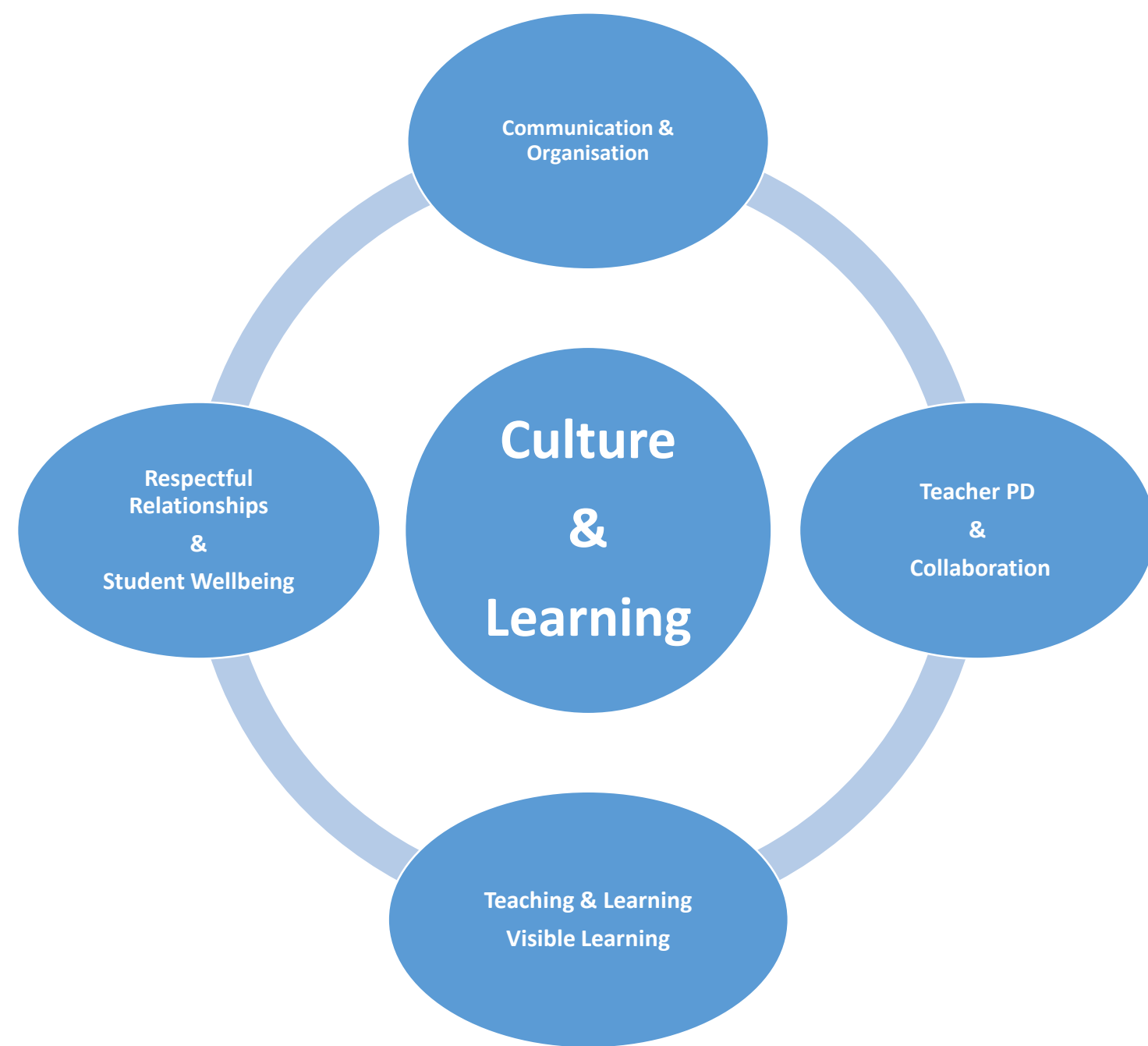
How are we transforming culture? We are developing learners and teacher collective efficacy through the gathering and analysing school climate data, developing goals and creating exciting and inspiring action plans to support our culture, student engagement and teacher pedagogy so that we can successfully sustain a positive learning environment with a focus on leadership, expectations and continuous improvement practices.

Reflection & Professional Development

Where are we going?

How are we going?

Where to next?



- **Respectful relationships** – culture building through Student Wellbeing (Behaviour, Merit, Bounceback), Leadership, Playground organisation
- **Communication & Organisation** - streamlining processes – office (IT, paperless, cashless), Community communication & consultation, playground, staff duty & RFF
- **Teacher professional development** - Visible Learning & What works best in education, collaborative practices, RFF, meeting, communication strategies, school programs, QTSS
- **Building & Developing visible learners** “Where they are going, How they are going, Where to next’.



Building culture through leadership

2020 Leadership opportunities

- SRC Executive – 4 school leaders – elected Term 4 2019
- Sports Captains – 2 per House – elected Term 1 2020 (Cook, Philip, Flinders & Oxley)
- Sports Vice Captains – 2 per House – elected Term 1 2020 (Cook, Philip, Flinders & Oxley)
- Bounce Back Leaders – Year 6 – training for Year 5 in Term 4 2019
Year 6 Bounce Back leaders will be teaching and leading a small group of learners from each grade on a fortnightly wellbeing program throughout the year. Teachers will teach the focus concept on the alternate weeks. (YCDI has been adapted as part of this program).
- Helping Hands (select learners) – Year 5 – training for Year 4 in Term 4 2019
Year 5 Helping Hands is a volunteer program to support friendships in the playground.
- Sports 'Leaders'- Year 5 – training for Year 4 in Term 4 2019
Year 5 Sports leaders lead Year 1 in a fortnightly fundamental sports skills program.
- Buddies – Year 4 – training for Year 3 in Term 3 2019
Year 4 buddies meet with a Kindergarten partner in a fortnightly curriculum based activity and mentor at lunch during the first few weeks of school.
- SRC – Class representatives 2 per class – Years 2-6
Each class representative is the voice for their class and brings thoughts and ideas to regular SRC meetings.
- Other roles and responsibilities such as EcoWarriors, Library Monitors, IT leaders etc.

Ylead – Leadership training 2020

Communication and defined strategic processes

- SENTRAL – Daily routine & Parent portal
- SKOOLBAG – Parent communication
- RFF, Duty, Timetables, Playground, QTSS/collaboration
- Strategic planning – School plan, Curriculum, Programming, PDP
- Student & Staff wellbeing practices
- Streamlining processes – policy, guidelines, office practices (IT, paperless, cashless)



Visible learning

Pottsville PS, Ocean Shores PS, Byron Bay PS, Tweed Heads South PS, Fingal Head PS, Kingscliff PS, Cudgen PS, Bogangar PS, Tumbulgum PS, Crabbes Creek PS

Why Visible Learning?

Visible learning is an in-depth change model of professional learning and development where teachers engage with effective research and put it into a practical inquiry model to ask questions of ourselves about the impact we are having on student achievement and motivation us to become more inspired and passionate teachers who are empowered to make a change in our classrooms, measure the impact of that change, and improve student outcomes.

Research: The evidence

Professor John Hattie. Uni Melb. Published Visible Learning 2009. : A synthesis relating to achievement. His findings from: 1600 meta-analysis of 95,000+ research studies involving more than 300 million students.

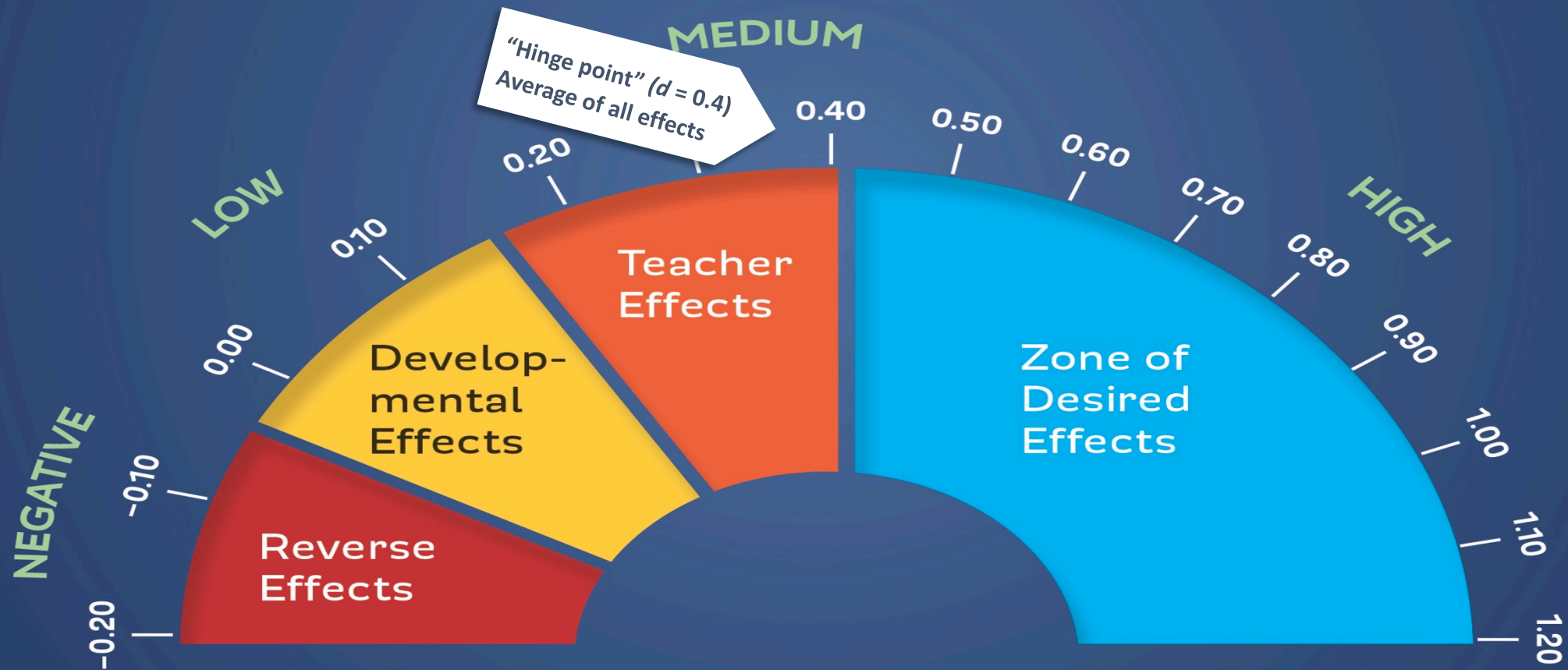
He built a story about the power of teachers and of feedback, and constructed a model of learning and understanding by pointing out what works best in improving student learning outcomes.

This is the world's largest evidence base into what works best in schools to improve learning.

Some other researchers:

Carol Dweck – Growth Mindset, Wilam Dylan, Marzarno, Shirley Clarke, Doug Fisher, Nancy Frey, Klaus Zierer, Lyn Sharratt, Russ Quaglia, Jams Nottingham

THIS IS THE HINGE POINT—A YEAR'S
WORTH
OF GROWTH FOR A YEAR IN SCHOOL.



Our school

We are starting by:

- *building our clarity and common language so that we are talking 'about learning'
- *engaging our learners understanding their learning Intentions, learning purpose and success criteria so that teachers 'know thy impact'
- *we will keep moving forward so that our learners know where they are in their learning, what they need to do to achieve and what to do next
- *Our expert teachers will regularly focus on evaluating the effects they have on learners, and adjusting teaching methods accordingly for continuous improvement

In fact our teachers have already increased their collaborative work to employ best teaching practices in order to make a real difference for the learning of our children.

Shared language of learning by all in the school community

Inspired and Passionate Teachers

Applies effective habits of thinking and doing

Explains and understands progress

Knows where they are at, where they are going and what their next steps are.

Learning dispositions

Assessment capable

A visible learner

Feedback

Learning processes

Seeks, receives, acts on and gives feedback

Understands how to learn

Learning strategies and metacognition

Mindframes for teachers

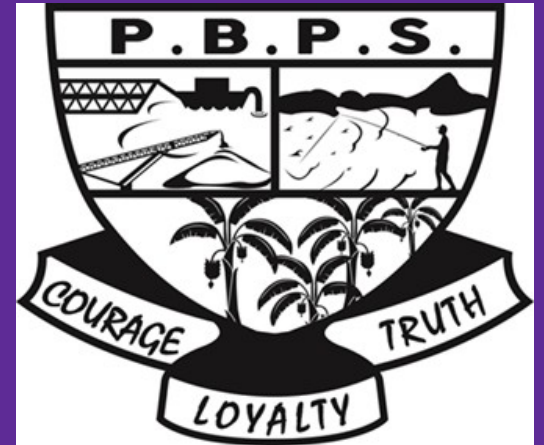


Student Wellbeing: A whole school approach

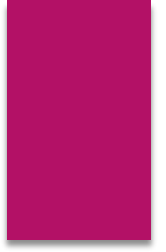
Merit & Behaviour expectations

Pottsville Beach Public
School

STUDENT WELLBEING



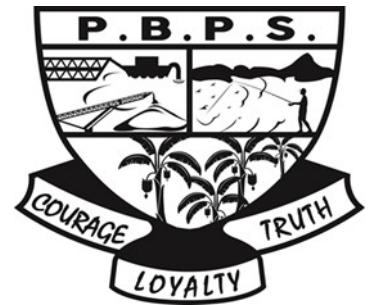
Our school values?



Respect

Participation

Safety



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[illegible]

5 Star Awards = 1 Bronze

STAR AWARD

AWARDED TO _____

CLASS _____ FOR _____

VALUE: ☐ PARTICIPATION ☐ RESPECT ☐ SAFETY

OTHER _____

SIGNATURE _____ DATE _____

POTTSVILLE BEACH PUBLIC SCHOOL

STAR AWARD

AWARDED TO _____

CLASS _____ FOR _____

VALUE: ☐ PARTICIPATION ☐ RESPECT ☐ SAFETY

OTHER _____

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POTTSVILLE BEACH PUBLIC SCHOOL

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POTTSVILLE BEACH PUBLIC SCHOOL

STAR AWARD

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POTTSVILLE BEACH PUBLIC SCHOOL

STAR AWARD

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VALUE: ☐ PARTICIPATION ☐ RESPECT ☐ SAFETY

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POTTSVILLE BEACH PUBLIC SCHOOL



AWARDED TO

CLASS _____

DATE _____

TEACHER _____

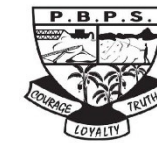
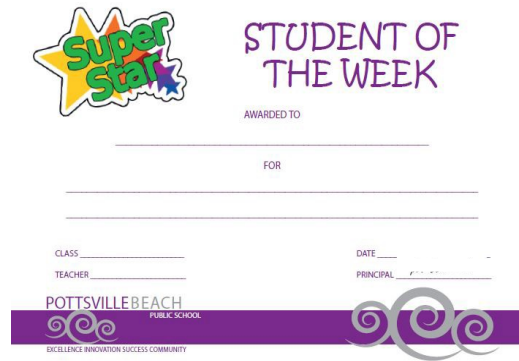
PRINCIPAL _____

POTTSVILLE BEACH
PUBLIC SCHOOL
EXCELLENCE INNOVATION SUCCESS COMMUNITY



Teachers hand out 2 *Student of the Week Awards* at each assembly

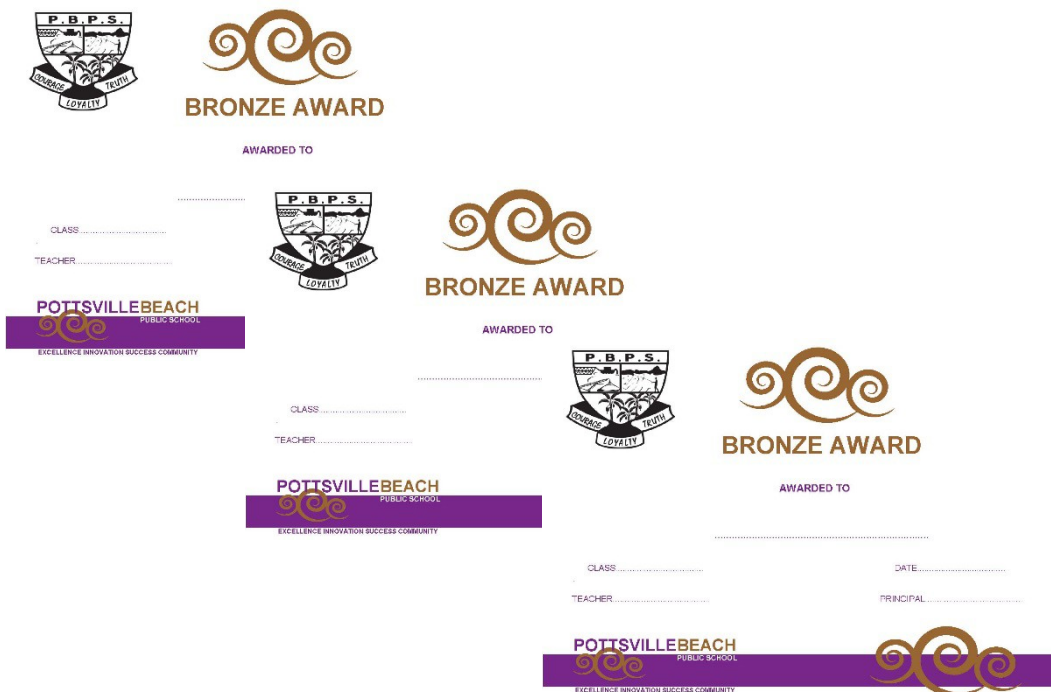
3-6 Student of the Week



K-2 Student of the Week

1 student of the week award at assembly = 1 Bronze

Bronze Awards will be organised by Mrs Foster
and given to you in class by your teacher (except for Kindergarten)



3 Bronze awards = 1 Silver Award

Silver Awards will be organised by Mrs Foster and presented to you at your stage assembly



SILVER AWARD

AWARDED TO

CLASS

TEACHER

POTTSVILLEBEACH
PUBLIC SCHOOL



SILVER AWARD

AWARDED TO

CLASS

DATE

TEACHER

PRINCIPAL

POTTSVILLEBEACH
PUBLIC SCHOOL



SILVER AWARD

AWARDED TO

CLASS

DATE

TEACHER

PRINCIPAL

POTTSVILLEBEACH
PUBLIC SCHOOL



GOLD AWARD

AWARDED TO

CLASS

DATE

TEACHER

PRINCIPAL

POTTSVILLEBEACH
PUBLIC SCHOOL



EXCELLENCE INNOVATION SUCCESS COMMUNITY



3 Silver Awards = 1 Gold Award

Gold Awards will be organised by Mrs Foster
and presented to you at your stage assembly

What happens when you have achieved 3 Gold Awards?



AWARDED TO

.....

CLASS.....

DATE.....

TEACHER.....

PRINCIPAL.....

POTTSVILLEBEACH
PUBLIC SCHOOL

EXCELLENCE INNOVATION SUCCESS COMMUNITY



AWARDED TO

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CLASS.....

DATE.....

TEACHER.....

PRINCIPAL.....

POTTSVILLEBEACH
PUBLIC SCHOOL

EXCELLENCE INNOVATION SUCCESS COMMUNITY



AWARDED TO

.....

CLASS.....

DATE.....

TEACHER.....

PRINCIPAL.....

POTTSVILLEBEACH
PUBLIC SCHOOL

EXCELLENCE INNOVATION SUCCESS COMMUNITY



You will
receive the
very
prestigious
Pottsville
Medal at the
end of year
Assembly



Frequently asked questions????

► **How long will it take to earn a Medal?**

That depends on each individual student, but they will need to be persistent.

► **Will I get a Medal this year?**

Most learners will take more than one year to earn a Medal.

► **Will all learners get a medal?**

All learners have the right to work towards receiving a medal but it will be up to the efforts of each and every person.

► **What about learners in Year 6 who will be leaving the school soon?**

The teachers are working on a system to reward the students who achieve the most awards this year. We will also use this system for learners in Year 6 next year and the year after.

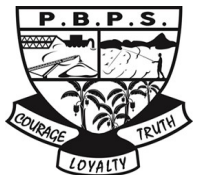
Behaviour

Respect Participation Safety

Adaptation of Positive behaviour for learning & Restorative Justice

Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the person who has bullied someone and forgiveness by the person who has been bullied.

Positive Behaviour for Learning (PBL) is a comprehensive, integrated whole school approach to student wellbeing and behaviour. PBL is a process that supports school leadership teams to create positive learning environments that enable student learning and wellbeing.



Behaviour Reminder Cards – Restorative Justice Questions

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think you need to do to make things right?

Reminders

VERBAL REDIRECTION
1 ST visual REMINDER
2 ND visual REMINDER
3 rd Reminder TIME OUT Behaviour Reflection Qs
4 TH visual REMINDER
BEHAVIOUR REFLECTION with AP

Classroom behaviour Reminder Cards

PBPS Behaviour Reminder Card K – 2

Name _____ Date _____ Class _____

Circle any PBPS Value that you have not followed.
Safety Respect Participation

Behaviour Reflection Section

Draw or write about your behaviour. Explain why you have been sent to 'Time Out' in another room.

Draw or write what you need to do to improve your behaviour. Explain what you can do differently from now on.

PBPS Behaviour Reminder Card 3 – 6

Name _____ Date _____ Class _____

Circle any PBPS Value that you have not followed.
Safety Respect Participation

Behaviour Reflection Section

- 1. What happened? Explain how you were involved and what you did?

- 2. What were you thinking of at the time?

- 3. What have you thought about since?

- 4. Who has been affected by what you have done? In what way?

- 5. What do you think you need to do to make things right?

Grade	Level	Level	Level	Level	Level
1	2	3	4	5	6
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853	854	855	856	857	858
859	860	861	862	863	864
865	866	867	868	869	870
871	872	873	874	875	876
877	878	879	880	881	882
883	884	885	886	887	888
889	890	891	892	893	894
895	896	897	898	899	900
901	902	903	904	905	906
907	908	909	910	911	912
913	914	915	916	917	918
919	920	921	922	923	924
925	926	927	928	929	930
931	932	933	934	935	936
937	938	939	940	941	942
943	944	945	946	947	948
949	950	951	952	953	954
955	956	957	958	959	960
961	962	963	964	965	966
967	968	969	970	971	972
973	974	975	976	977	978
979	980	981	982	983	984
985	986	987	988	989	990
991	992	993	994	995	996
997	998	999	1000	1001	1002
1003	1004	1005	1006	1007	1008
1009	1010	1011	1012	1013	1014
1015	1016	1017	1018	1019	1020
1021	1022	1023	1024	1025	1026
1027	1028	1029	1030	1031	1032
1033	1034	1035	1036	1037	1038
1039	1040	1041	1042	1043	1044
1045	1046	1047	1048	1049	1050
1051	1052	1053	1054	1055	1056
1057	1058	1059	1060	1061	1062
1063	1064	1065	1066	1067	1068
1069	1070	1071	1072	1073	1074
1075	1076	1077	1078	1079	1080
1081	1082	1083	1084	1085	1086
1087	1088	1089	1090	1091	1092
1093	1094	1095	1096	1097	1098
1099	1100	1101	1102	1103	1104
1105	1106	1107	1108	1109	1110
1111	1112	1113	1114	1115	1116
1117	1118	1119	1120	1121	1122
1123	1124	1125	1126	1127	1128
1129	1130	1131	1132	1133	1134
1135	1136	1137	1138	1139	1140
1141	1142	1143	1144	1145	1146
1147	1148	1149	1150	1151	1152
1153	1154	1155	1156	1157	1158
1159	1160	1161	1162	1163	1164
1165	1166	1167	1168	1169	1170
1171	1172	1173	1174	1175	1176
1177	1178	1179	1180	1181	1182
1183	1184	1185	1186	1187	1188
1189	1190	1191	1192	1193	1194
1195	1196	1197	1198	1199	1200
1201	1202	1			

Student Behaviour Contract Agreement

Respect – Safety – Participation

Name:

Class:

I _____ accept that I have demonstrated unacceptable behaviour involving

I agree to

I understand that the consequences of breaking this contract will be:

- An interview with the Principal involving my parents.
- Exclusion from the playground, classroom or school functions.
- Possible suspension

I understand that, if I have a problem resolving conflict, I ask a teacher for help in order to learn better ways to deal with my problem.

Student signature		Date
Teacher signature		Date
Assistant Principal's signature		Date
Parent signature		Date

Student Behaviour Contract – Classroom

Respect – Safety – Participation

Name:

Class:

Date Started:

Goal/School Rule Focus: i.e. Goal 1 & Goal 2

Scoring System 1 – 10
 2 – Little to no attempt at achieving goals
 4 – Poor
 6 – Fair
 8 – Very Good
 10 – Excellent

		9.00-10.00	10.00-11.00	11.50-1.10	1.35-3.00
Day 1	Student's Score				
	Teacher's Score				
AP's Signature and Comment					
Day 2	Student's Score				
	Teacher's Score				
AP's Signature and Comment					
Day 3	Student's Score				
	Teacher's Score				
AP's Signature and Comment					
Day 4	Student's Score				
	Teacher's Score				
AP's Signature and Comment					
Day 5	Student's Score				
	Teacher's Score				
AP's Signature and Comment					

Comment:

Student signature		Date
Teacher signature		Date
Assistant Principal's signature		Date
Parent signature		Date

Playground Reminder Cards

PBPS Behaviour Reminder Card - Playground

Name.....
 Class Date..... Time

Duty Teacher

Location

☐ Southern Oval ☐ Northern Oval ☐ Computers
☐ Toilets ☐ Canteen Cola ☐ Big Cola
☐ Library ☐ Passive Play ☐ Other

Value

☐ Safety ☐ Respect ☐ Participation

Negative Behaviour

☐ Swearing
☐ Physical Violence
☐ Targeting other students
☐ Insolence
☐ Harassing other student
☐ Other

Details

.....

Restorative Justice Questions:

1. What happened?
2. What were you thinking of at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think you need to do to make things right?

Student Signature:

AP Signature:

Class Teacher Signature:

Parent Signature:

☐ Incident entered on Sentral Welfare

Student Behaviour Contract – Playground
 Respect – Safety – Participation

Name: Class:

Date Started:

Goal/School Rule Focus: i.e. Safety – Keep hands and feet to myself

	Recess		Lunch	
	11.00-11.25	1.10-1.35	1.35-2.00	
Day 1	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comment: Fines:	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comment: Fines:	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comment: Fines:	
Day 2	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comment: Fines:	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comment: Fines:	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comment: Fines:	
Day 3	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comment: Fines:	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comment: Fines:	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comment: Fines:	
Day 4	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comment: Fines:	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comment: Fines:	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comment: Fines:	
Day 5	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comment: Fines:	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comment: Fines:	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comment: Fines:	

Comment:

Student signature	.....	Date	.....
Teacher signature	.....	Date	.....
Assistant Principal's signature	.....	Date	.....
Parent signature	.....	Date	.....

POTTSVILLE BEACH PUBLIC SCHOOL


 Licence to Play

..... is able to join in play activities for minutes while the following rules are being followed:

- Follow instructions
- Use polite language
- Keep hands and feet to yourself

Date: Signed:

Points lost: 0 1 2
 WOW! Time out Off Playground

Your parent or carer signs here



Level 4 Behaviour Card Information

► What happens if I get more than one behaviour card?

Your child's behaviour will be discussed by the welfare team.

If they get 3 behaviour reminder cards in one term, or display highly unacceptable Level 4 behaviour, parents/carer will be asked to come in to a meeting and you may be at risk of suspension from our school.

You will also be placed on a 5 to 10 day **behaviour contract**. The welfare and leadership team will decide how long the reflection time will be.

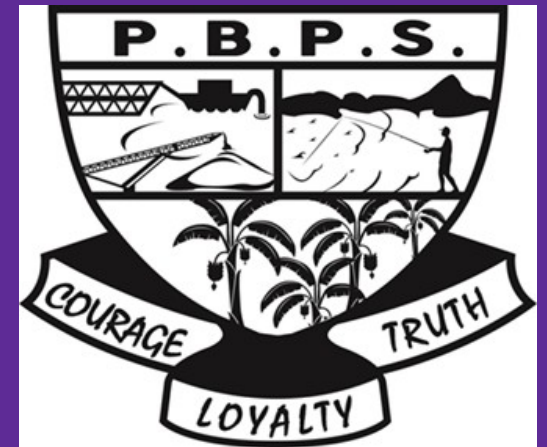
If you are on a **behaviour contract** you may be excluded from the classroom, the playground, school excursions, camps and other school functions.

Student Wellbeing: A whole school approach

Enhancing wellbeing, resilience and social-
emotional learning

Pottsville Beach Public
School

STUDENT WELLBEING



Growth Mindset for all – We are all Learners!

Fixed Mindset vs. Growth Mindset

Based on the work of Dr. Carol Dweck

I believe that my **[Intelligence, Personality, Character]** is inherent and static. Locked-down or fixed. My potential is determined at birth. It doesn't change.

Fixed
Mindset



Avoid failure
Desire to Look smart
Avoids challenges
Stick to what they know
Feedback and criticism is personal
They don't change or improve

I believe that my **[Intelligence, Personality, Character]** can be continuously developed. My true potential is unknown and unknowable.

Growth
Mindset



Desire continuous learning
Confront uncertainties.
Embracing challenges
Not afraid to fail
Put lots of effort to learn
Feedback is about current capabilities



<https://youtu.be/M1CHPnZfFmU>

2min

We call them 'Bounceback groups'

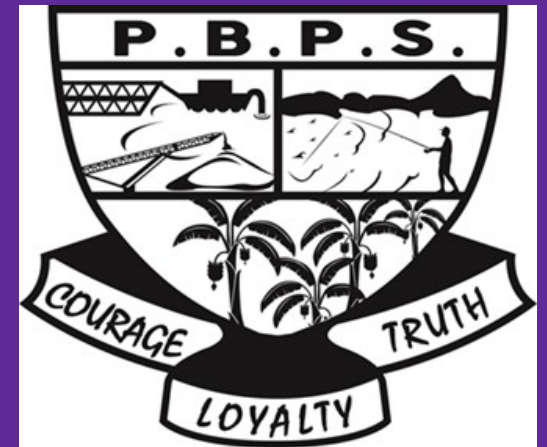
- Adapted core units from both BounceBack & YCDI programs
- All lessons have a structure – not just taught by teachers – *More engaging for our learners
- At PBPS we are starting our conversation and teachings with all aspects of 'What is bullying?' before moving into other areas.
- The new 'Student Wellbeing team' collaborate on the sequence.
- We use a 'Circle Time' strategy to activate our conversations

What is Circle time?

Circle Time is a strategy where we come together to build our **P.B.P.S school community** and work together to communicate our concerns and develop strategies to solve problems. Circle Time gives us the opportunity to develop our friendships across our school community.

Pottsville Beach Public
School

STUDENT WELLBEING



Circle Time Promotes the Social and Emotional Aspects of Learning



self-awareness

managing feelings

motivation

empathy

social skills

Students who are anxious, angry or depressed don't learn; people who are in these states do not take in information efficiently or deal with it well... when emotions overwhelm concentration, what is being swamped is the mental capacity cognitive scientists call 'working memory', the ability to hold in mind all information relevant to the task at hand.

Goleman, D. *Emotional Intelligence* (New York: Bantam Books, 1995)

Regular CIRCLE TIME helps PBPS...

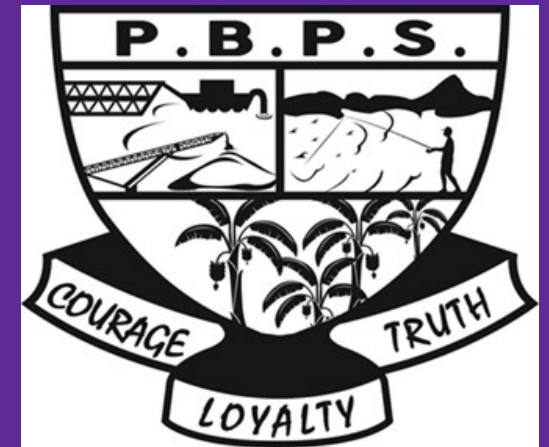
Build Friendships
Improve Listening Skills
Develop Empathy
Solve Problems

Promotes Responsibility
Creates Trust
Teach Assertiveness
Promote Understanding

Create a Sense of Belonging
Develop Personal Integrity
Improve Relationships

Pottsville Beach Public
School

STUDENT WELLBEING





Circle Time Rules

1. Everyone has a chance to speak (Talking Piece) and when someone speaks everyone listens respectfully.
2. There are no put downs - no blaming, naming or shaming.
3. You can pass, no-one has to say anything if they don't want to.

ARE WE READY FOR CIRCLE TIME?
We need five skills to make circle time work:

looking listening speaking thinking concentrating

Is our CLASSROOM ready?
Are the seats in a circle?
Is there a clear space in the circle?

Is our TEACHER ready?
Is our teacher feeling positive, prepared and purposeful?

Are WE ready?
Can we remember our ground rules?
• We listen when anyone else is speaking
• We signal if we want to speak
• We speak positively to each other
• We do not name anyone and say negative things to them
• We respect all our different ideas

Is CIRCLE TIME ready to begin?
What is the theme for today's circle time?
Do we have some exciting ideas and resources?
What games will we play?
What will the round be?
What targets and goals will we agree?
Will we remember to have fun and end on a positive note?

with thanks to Jenny Mosley

Using Circle time strategies with Bounceback & YCDI resources

Bounceback: (2003)

Pf. Helen McGrath & Pf. Toni Noble.

A multi award-winning program since 2003 that supports teachers and schools in their efforts to promote positive mental health, wellbeing and resilience for both students and teachers and build safe and supportive class and school learning environments.

You Can Do It! (1990)

Pf. Michael Bernard.

Provides research based best practices in promoting positive outcomes for students, parents and teachers. Research studies show that YCDI! Education leads to improvements in wellbeing, achievement and behaviour.

As we work towards... making visible our

- Promotion and support for developing a mentally healthy learning community
- Fostering our partnerships with families and community
- Building our teachers' capacity to teach skills for wellbeing and resilience
- Guiding our learners to develop skills and ability and
- Support those experiencing mental health issues

Bounceback! Positive Education

<https://youtu.be/7WyR4AqRweY>

- **Core values and Social Values:** These units focus on developing pro-social values including values related to ethical and intercultural understanding.
- **People Bouncing Back:** This unit focuses on developing self-management strategies for coping and bouncing back.
- **Courage:** This unit focuses on strategies to find and act with courage in both everyday life and difficult circumstances.
- **Looking on the Bright Side:** This unit focuses on teaching optimistic thinking, positive tracking, being appreciative and expressing gratitude.
- **Emotions:** This unit focuses on strategies for developing & boosting positive emotions and managing negative emotions.
- **Relationships:** This unit focuses on explicitly teaching social skills for building relationships and maintaining friendships.
- **Humour:** This unit focuses on the use of humour as a coping skill.
- **Being Safe:** This unit focuses on strategies and skills for creating a safe class and school environment and discouraging and managing bullying incidents.
- **Success:** This unit focuses on skills and attitudes for identifying & applying character and ability strengths, setting goals, planning, persevering (grit & the development of a growth mindset), overcoming mistakes and obstacles and being successful in achieving personal and learning goals.

You Can Do It! (YCDI)

Education program teaches confidence, persistence, organisation, getting along and resilience.

YCDI's focus is on building social, emotional, and motivational capacity of young people rather than on their problems and deficits. It encourages prevention, promotion, and intervention efforts (school, home and community) in order to build the social and emotional strengths of young people.

As a strength-building approach, YCDI also seeks to build the capabilities of adults (community, school, home) associated with positive outcomes in young people.

This includes:

- Positive, caring relationships with young people.
- Providing for their safety, high expectations for achievement and behaviour.
- Involving young people in decision-making.
- Providing them with special responsibility.
- Providing a high quality academic program that provides young people with multiple opportunities for success.

What does Bounce Back look like?

- Weekly lessons 40mins: Teacher-led and Year 6 Bounce back leaders fortnightly rotation.
- Teachers introduce the fortnightly focus
- Year 6 leaders take their own groups and lead a lesson with activities
- Bounce Back groups are formed with their peers from each grade
- Leaders have a lesson plan, resources and a talking piece. Teachers are backup supervision and guidance during these sessions

Playground



Outdoor
Nature Play
& Equipment

