



## FLINDERS PARK PRIMARY SCHOOL ACTION PLAN – WELLBEING & ENGAGEMENT

FOCUS	TEACHERS	LEADERS	TARGET
<p><b><u>Student Learning</u></b></p> <p><b>Students are provided with regular opportunities to learn about, practise and adapt their social and emotional skills to new situations in the classroom, school and wider community.</b></p>	<p>Develop an understanding of the core social and emotional competencies and how these relate to academic learning, as per Component 2 of Kids Matter Framework.</p> <p><i>Staff will work together to explore evidence based programmes and develop a whole-school approach to Social and emotional learning for all students. (External Review point 2.)</i></p>	<p>Support Kids Matter Action Team to have resources and time, to engage teachers, students and families with programs and activities determined to support and include all students.</p> <p>School Leaders will work with and guide staff as they critically examine SEL programmes to develop a whole school approach to SEL for all students, this maybe different for JP and Primary, with adequate time and resources being given to this process.</p>	<p>All students are taught, and given opportunities, to practise and transfer their social skills in and out of the classroom.</p>
<p><b><u>Effective Teaching</u></b></p> <p><b>Teachers will teach and develop understanding and application of school values and motto with strategies that support a growth mindset.</b></p>	<p>Teachers will explore a Social and Emotional Learning (SEL) curriculum in a variety of ways with a view to review at end of 2017.</p> <p>Teach our school values and motto</p>	<p>School Leaders will support teachers to teach SEL – providing resources, ensuring opportunities to work collaboratively with peers is given and using Performance meetings as an opportunity for further discussion.</p> <p>Support staff will be given the opportunity to learn about SEL programmes</p> <p>Promote motto and values with-in our school and its' community through modelling language in everyday situations (assembly, conversations), newsletter articles, staff performance management meetings.</p>	<p>A whole school approach to the teaching of SEL skills is taught formally and regularly in a coordinated and supported way throughout the school.</p> <p>Teachers, students and community use the language of our school values and motto. There is a decrease in bullying incidences.</p>

	Teach about open and fixed mindsets, and provide opportunities to develop a growth mindset to improve student engagement and learning	Provide training, resources, direction and support in Mindset philosophy	Engagement survey data shows improvement from Term 1 to Term 3.
<p><b><u>Engaged Families and Communities</u></b></p> <p><b>Families will improve student attendance and lateness</b></p> <p><b>Parents/community will be informed of the value of a growth mindset and how it impacts on student learning also school values and motto</b></p> <p><b>Information is provided to parents about the school's social and emotional curriculum and work collaboratively with parents to assist students' development of social and emotional needs.</b></p>	<p>All classroom teachers will know, understand and follow attendance policy and procedures to improve attendance</p> <p>Inform parents of how they implement the Mindset pedagogy in their classrooms via newsletters, blogs, email</p> <p>Inform parents of specific aspects of SEL programmes being taught in classes and across the school via class displays, individual family meetings, homework contracts, class newsletters.</p> <p>Develop a common language that can be potentially used with parents/carers to assist staff when talking with families about issues/concerns in response to behavioural needs</p>	<p>Follow-up attendance and lateness with families as per policy and procedures. Communicate actions with classroom teacher/staff as a whole</p> <p>Inform parents of programmes and SEL through newsletters (including relevant Kids Matter links) community display notice boards, assembly, Governing Council Meetings.</p>	<p>FPPS attendance achieves 95%</p> <p>SEL programmes are reported to parents in a variety of ways – school and class newsletters, Gov Council meetings, community noticeboards, open days</p> <p>Annual Parent survey and other perception data continue to improve and show positive parent attitude and connection to the school</p>