



EAS Belief About Student Wellbeing –

East Adelaide School inspires a dynamic community that is caring, curious and courageous. Our values are at the centre of our practice. Our values of respect, responsibility, relationships and resilience reflect the school's high expectations of students and supports them to become accountable community members. Our targeted focus upon positive wellbeing and behaviour education builds inclusivity, engagement, safety, consistency, success as well as self-regulation. The staff support the sequential development of students' physical, psychological, social, personal and cognitive capabilities.

Our teaching and learning embody the following philosophies:

- Strong relationships matter and all students have identified advocates at our school
- Educators can make a difference and are supported to love what they do
- Every lesson can teach academic content and psycho-education
- Visual learning and development of stamina for growth is imperative
- Safe and predictable routines are vital
- All students must have the opportunity to understand themselves and how they learn

Our teaching and learning incorporate two main programs:

In order to support the sequential development of student's physical, psychological, social and emotional capabilities, staff are employing the practices of the You Can Do It Program and at least one member of each teaching team has attended the Berry Street Education Model Training. The trainees are supporting their team with the implementation of the Berry Street Trauma Informed Practices. We are developing our understanding of the importance of implementing strategies from Domains 1 and 2 - The Body and Relationships, starting to place the body and relationships at the centre of our classroom intervention and care.

Our staff are developing a knowledge of:

- The impacts of chronic stress and trauma on child development
- The impacts of stress responses and the need for self-regulation, de-escalation as well as present, centred and grounded mindfulness
- Calming strategies
- De-escalation strategies

We achieve this through:

- Restorative Practice
- Ready to learn processes
- Circle time
- Check in times (leadership checking in with identified students)
- Daily WWW – 'What went well today?'
- Regular brain breaks built into learning that help to escalate or de-escalate
- Establishment of safe and calm areas in every learning space
- Positive relationships with students
- Side by side discussions
- Implementation of the Behaviour Support Toolkit
- Mindset For learning – reflective rubric
- Goal Setting



Personal and Social Capabilities

EAS staff strategically plan and support students to develop life skills that support wellbeing and positive mental health. Our learning focuses upon: Self-management, Self-awareness, Social awareness and Social management. (ACARA)

EAS staff also use social and emotional learning resources, protocols and approaches at a classroom level such as:

Growth Mindset	What's the Buzz?	Kimochis	Positive Mood Primers
Play Is the Way	5 Point Scale	Emotional Thermometer	Catastrophe Scale
Behaviour Support Toolkit	Buddy Classes	Proactive Affirmations	Scheduled Healthy Snack Time
Strategies Wheel	Resolution Procedure for Students		

Whole School access to Social and Emotional Learning Programs and resources include:

Craft Groups for Friendship Social Skills Time at Recess and Lunch Bullying Prevention as per our Bullying Policy Student Leaders and Ambassadors Pastoral Care Worker Leader in Wellbeing
Peer Mediators Reflective Tools / Discussions Sensory Toys Sensory Play Group

Data Collection

EAS staff use data to gather and measure information from a variety of sources. Decisions and future directions are documented. The data collection sources used include:

- DfE Student Wellbeing Survey
- Behaviour data
- Attendance data
- Anecdotal notes and observations
- NCCD, AEDI, OCOP, Boxall and Sensory Profile
- Student Feedback

Student Engagement

EAS staff encourage students to develop positive wellbeing by motivating, supporting and inspiring them to become powerful as well as actively engaged learners. We achieve this through:

- Linking behaviour education procedures to school values
- Giving students opportunities to work independently and in teams
- Student agency
- Clear learning intentions linked to behaviour education



Child Protection Curriculum

EAS staff ensure that our students engage in the approved Child Protection Curriculum every year. The Keeping Safe: Child Protection Curriculum is mandated in all Department for Education sites for children and young people from age 3 to Year 12.

Our teaching and learning in regard to wellbeing, is guided by the following documents:

DfE Behaviour Policy EAS Behaviour Education Procedure EAS Cyber Safety Policy
EAS ICT Acceptable Use Agreement Behaviour Support Toolkit

Our students are growing up in a world driven by new technologies and economic globalisation. Their future requires evolving sets of cognitive, social and emotional skills for success. Healthy, confident and resilient young people who can successfully navigate a more complex world are vital. We know that a supportive learning environment that combines a focus upon wellbeing as well as learning is optimal — without one, the other will not happen.

Responding to individual and group differences, implementing common as well as special cause approaches, promoting collaborative learning, connecting to the hearts and minds of every student and teaching students how to manage their wellbeing, are just some of the ways our educators are making sure students thrive.

At East Adelaide School, we continue to provide inclusive environments that nurture the wellbeing of all students so they become resilient lifelong learners who respond positively to their changing world and pursue their passions with confidence.

