

Ardmona Primary School endorses a School Wide Positive Behaviour culture with the implementation of a whole-school-approach to social development of social and emotional wellbeing known as the Berry Street Education Model of practice. The BSEM is aligned with consistency of modelled teaching practices supporting calmer and compassionate classrooms, co-operation and collaboration, and importantly, improved wellbeing and educational outcomes for students. Main focus of the BSEM is the quality of the relationships between adults and students in the school community and between students themselves. This implies a climate in the school and classroom that is built on the fundamental premise that positive, healthy relationships already exist.

BSEM strategies map completely to Tier 1 school wide interventions which are universal and target 100% of our students. (School-Wide Positive Behaviour Support). Curriculum planning draws the BSEM strategies from each of the five domains Body, Stamina, Relationship, Character and Engagement, evidencing the alignment with the DET SWPBS model.

In our planning we consider FISO, the Victorian Department of Education's Framework for improving School Outcomes (Strategic Planning: Improving School Governance, 2019) and the Respectful Relationships (Respectful Relationships, 2019) initiative. BSEM and Respectful Relationships both contribute to building the values and culture of our school community so they can work together to create safe, respectful and positive learning school environments that all our students can

#### **Ardmona whole-of-school BSEM is focused on:**

- Building social capital - which is built around inclusive and positive relationships of all key stakeholders students, teachers, families and community members.
- Responding in a relational way when difficult issues occur.
- Teachers work with students to develop trusting and enduring relationships that underpin the development of 4 areas of learning: Body, Stamina, Character and Engagement.

#### **Berry Street Education Model areas:**

##### **BODY**

In the Body domain, students learn about how stress can impact their readiness to learn, identify triggers that make them feel anxious and apply learned strategies so they can make positive choices. At Ardmona Primary School, classroom teachers use strategies such Meditation, Ready to Learn Charts, Mindfulness activities, and Safety Plans to help students build their capacity for self-regulation.



## STAMINA

In the Stamina domain, students learn how their mindsets can impact their attitude about learning and how effort translates to success. A fixed mindset is evident when students resist unfamiliar tasks or use language such as “I’m not good at this” or “I can’t do it?” At Ardmona Primary School, students are encouraged to use a growth mindset, whereby challenges, setbacks, mistakes, effort and feedback are considered essential for learning and success. We believe in the power of the word “yet”, so teachers and students use language such as “I can’t do it yet” and “I can become good at this with effort and practise”. Our staff build strong relationships with students to foster their resilience and emotional intelligence.

## CHARACTER

In the Character domain, teachers help students identify strengths, such as kindness, humour and bravery, within themselves and in others. By exploring the similarities and differences between each person’s strengths, we build tolerance and respect. At Ardmona Primary School, we respect, encourage and celebrate each student’s unique personalities, strengths, motivations and values. Our schools weekly student awards help our students understand the values that are important to our school community and how their own character strengths contribute to our positive school climate.

## ENGAGEMENT

In the Engagement domain, teachers and students work together to create a positive learning environment. At Ardmona Primary School, all students participate in circle time each morning, which is an opportunity for them to connect with their peers and teachers in a positive way. Students engage in regular brain breaks that help them energise their brains to focus on new information. We also work with students to identify individual learning goals and track their progress so they can reflect, build upon and celebrate their achievements, making them more engaged in the learning process. APS staff commitment to the BSEM is explicitly taught in daily routines and lessons and is referenced in the schools BSEM Scope and sequence plan.

### High Impact Teaching Strategies

The below outlines how our five domains (Body, Relationship, Stamina, Engagement and Character) align with the High Impact Teaching Strategies (HITS).

*BSEM Strategies – Mapped to HITS*

### Explicit Teaching

Whole School Relationships/Approach

SEL (Social and Emotional Learning)

All domains: Body, Relationship, Stamina, Engagement and Character.

### Structuring Lessons

- Consistent predictable routines (morning circle/greetings)
- De-escalation
- Self-regulation
- Flow
- Stamina for independent learning
- Self-regulation
- Positive emotion
- Cultivating wonder
- Play— humour and fun
- Reflection (WWW – what went well)



580 Turnbull Road  
Ardmona Vic 3629

Phone: 03 5829 0273

Fax: 03 5829 0421

Email: [ardmona.ps@edumail.vic.gov.au](mailto:ardmona.ps@edumail.vic.gov.au)

[www.ardmonaps.vic.gov.au](http://www.ardmonaps.vic.gov.au)

Keep up to date by following us on:



### Setting Goals

- Consistent predictable routines
- Present, centred, ready to learn
- Attachment
- Willingness
- Emotional intelligence
- Stamina for independent learning
- Values
- Hope

### Worked Examples

- Flow
- Process praise
- Growth mindset
- Hope
- Resilience

### Collaborative Learning

- Self-regulation
- Emotional intelligence
- Values
- Character strength
- Community strengths
- Resilience
- Positive emotions

### Multiple Exposures

- Consistent predictable routines
- Positive praise
- Resilience
- Hope

### Questions

- Flow
- Active constructive responding
- Gratitude

### Feedback

- Unconditional positive regard
- Attachment
- Positive narration
- Golden statements
- Person praise
- Values



580 Turnbull Road  
Ardmona Vic 3629

Phone: 03 5829 0273

Fax: 03 5829 0421

Email: [ardmona.ps@edumail.vic.gov.au](mailto:ardmona.ps@edumail.vic.gov.au)

[www.ardmonaps.vic.gov.au](http://www.ardmonaps.vic.gov.au)

Keep up to date by following us on:



- Resilience
- Gratitude

### Differentiated Teaching

- De-escalation
- Mindfulness
- Positive movement and rhythm
- Present, centred, ready to learn
- Redefining power
- Stamina for independent learning

### Meta-cognitive Strategies

Teaching students to think about their own thinking.

All domains: Body, Relationship, Stamina, Engagement and Character.

### At Ardmona Primary School whole-of-school BSEM is focused on—

- Building social capital- which is built around inclusive and positive relationships of all key stakeholder’s students, teachers, families and community members.
- Responding in a relational way- Unconditional positive regard.
- Teachers work with students to build their learning capacity and capabilities across all aspects of learning connected to Body, Stamina, Character and Engagement.

### Review Cycle

Policy last reviewed	June 2022
Approved by	Principal
Next scheduled review date	June 2023



580 Turnbull Road  
Ardmona Vic 3629

Phone: 03 5829 0273

Fax: 03 5829 0421

Email: [ardmona.ps@edumail.vic.gov.au](mailto:ardmona.ps@edumail.vic.gov.au)

[www.ardmonaps.vic.gov.au](http://www.ardmonaps.vic.gov.au)

Keep up to date by following us on:

