

# Ardmona Primary School Philosophy

## Berry Street Education Model Policy

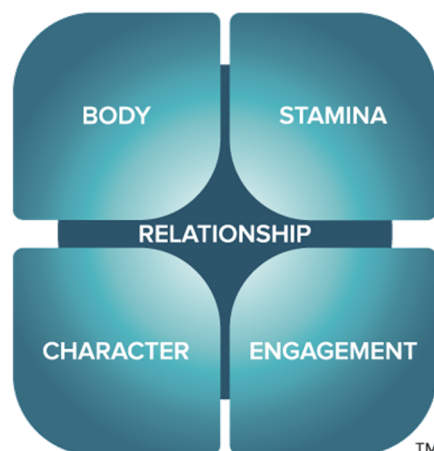
Ardmona Primary School endorses a School Wide Positive Behaviour culture with the implementation of a whole-school-approach to social development of social and emotional wellbeing known as the Berry Street Education Model of practice.

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.

### **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.



**BSEM areas:**

- 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 as Meditation, Ready to Learn Charts, Mindfulness activities, and Safety Plans to help students build their capacity for self-regulation.
- 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.
- 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.
- 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.**

April 1<sup>st</sup> 2019 APS SC endorsement