

TERM 3, 2024

WELLBEING NEWSLETTER

Welcome back...

Get ready, gang! Term 3 is the busiest but arguably the most exciting term of the year. We have so many wonderful school events happening including excursions, camps, Production, Footy Day, just to name a few. On top of this of course, are the many classroom-based wellbeing activities that students participate in on a weekly basis.

CURRICULUM

This term, Prep students will be focussing on positive coping, problem solving and stress management.

Year 1-6 students will be focussing on dealing with 'tricky situations' in friendships and groups as part of our Friendology curriculum. The Resilience, Rights and Respectful Relationships topic for Term 3 is Gender and Identity. Areas covered include reflecting on likes, dislikes and strengths, identifying positive and negative gender norms and developing an understanding of the influence of the media and literature on gender norms.

FURTHER INFORMATION

As always, further information on URSTRONG's Friendology curriculum and the Resilience, Rights and Respectful Relationships curriculum can be found online. All content and activities in both of these programs are age-appropriate and evidence-based. Just a reminder that families can create a **free** URSTRONG account, which will give you access to lots of useful and engaging tools to use at home, as well as articles to assist with supporting your child's wellbeing at home. Also a reminder for families with children in Year 1-6 that Friendship Journals must come to school every day, as these are used as a supplementary tool during Wellbeing lessons.

Attitudes to School Survey Data

Each year, school students from Year 4 to Year 12 participate in the Attitudes to School survey (AtoSS). This survey covers the three domains of Learning, Experience at School and Student Health and Wellbeing.

Each year, we use this data to create goals for our school's Annual Implementation Plan, which is recorded and reported to the Department of Education. Staff on the Wellbeing Curriculum Team and the School Improvement Team analyse this data and assist with the implementation of changes to help drive the ongoing improvement of our school. Below are some of the preliminary results that we have received from the Department of Education.

One of the challenges we face is that the data we receive each year only includes student voice from our Year 4-6 students and as we know, even our youngest students have strong opinions and deserve to be heard. This year, we implemented our own simplified version of the Attitudes to School survey for students from Prep to Year 3. They were asked 5 questions that related to questions from the AtoSS so that we could track specific areas across a number of years.

The data below indicates the overall percentage of positive results ('strongly agree' and 'agree') from the Learning domain of the survey, collected from a total of 121 students. Data from the Experience at School and Student Health and Wellbeing domains will be shared in Tintalk in coming weeks.

Effective teaching practice for cognitive engagement	
Effective teaching time	94%
Differentiated learning challenge	95%
Stimulated learning	94%
Effective classroom behaviour	96%

Learner characteristics and disposition	
Learning confidence (sense of confidence)	89%
Perseverance	89%
Motivation and interest	89%
Attitudes to attendance	93%

Teacher-student relations	
High expectations for success	100%
Effort	92%
Teacher concern	89%