

Introduction & Purpose

At Kidman Park Primary School, wellbeing is central to learning, belonging, and inclusion. Our approach aligns with the Department for Education's Wellbeing and Engagement Framework, Behaviour Support Policy, Bullying Prevention and Response Policy, and Attendance Policy. We recognise that a positive sense of wellbeing enables students to engage deeply with their learning.

In our Approach to Wellbeing each framework;

We Support mental and emotional health, helping students manage stress, develop resilience, and maintain positive mental health.

We Enhance academic success by creating a positive school climate where students can engage in learning, concentrate better, and achieve their full potential.

We actively promote social skills, student agency and relationships, teaching students effective communication, conflict resolution, empathy, and fostering healthy connections with others.

We prevent negative behaviour by promoting kindness, respect, and inclusivity, creating a safe and accepting school environment.

We support emotional regulation with strategies to identify and express emotions, make positive choices, and reduce behavioural issues.

We establish a foundation for lifelong wellness, providing students with essential skills, coping strategies, and self-care practices that contribute to their long-term positive mental health and resilience.

Kidman Park Primary School incorporates a focus on student wellbeing during our annual acquaintance nights, where parents/caregivers have the opportunity to meet their child's teacher, and are able to gain insight into class structures, routines and expectations using our frameworks. We believe that fostering a holistic sense of wellbeing is crucial for our students' success.



**KIDMAN
PARK** ASPIRE
+ SOAR
PRIMARY SCHOOL

Our Values

WE ARE CURIOUS



We ask questions, explore new ideas, and find creative solutions

WE ARE PERSISTENT



We embrace challenges, learn from mistakes, and keep trying

WE ARE RESPECTFUL



We communicate with kindness, listen to understand, and care for others, places, and things



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PBIS (Positive Behaviour Interventions and Supports)

PBIS is a framework used at Kidman Park Primary School to promote positive behaviour and improve overall school climate. PBIS focuses on teaching and reinforcing positive behaviours, rather than just punishing negative behaviours.

The key principles of PBIS include:

Prevention: PBIS emphasises proactive strategies to prevent behaviour problems from occurring. This involves setting clear expectations for behaviour and teaching students the skills they need to meet those expectations.

Positive reinforcement: PBIS encourages the use of positive reinforcement to acknowledge and reward students' positive behaviours. This can be done through verbal praise, tangible rewards, or other incentives that motivate and encourage students.

Data-driven decision making: PBIS involves collecting and analysing data on student behaviour to identify patterns, areas of concern, and progress. This helps schools make informed decisions about interventions and supports needed.

Multi-tiered system of support: PBIS uses a multi-tiered system of support, which means providing different levels of interventions and supports based on students' individual needs. Universal strategies are applied to all students, while more targeted interventions are provided to those who need additional support. Ready to Learn plans and Traffic Light Behaviour Trackers are created when students are identified needed Tier 2 Support.

At Kidman Park Primary school, PBIS is implemented through a series of steps:

Developing a behaviour matrix: At the beginning of each year, Leadership, staff and students collaboratively develop a Behaviour Matrix that defines clear expectations for our classrooms, school environment and wider community.

The Behaviour Matrix outlines positive, specific and observable behaviours across different settings, such as classrooms, yard play, specialist areas and excursions. It provides a consistent framework that supports both students and staff in understanding what positive behaviour looks like in practice.

Kidman Park Primary School, expected behaviours are explicitly taught, modelled and reinforced. This occurs through:

- Direct instruction and classroom discussions
- Role-playing and real-life scenarios
- Integration of the Habits of Mind
- Teaching through the Keeping Safe: Child Protection Curriculum

This proactive and consistent approach supports students to develop self-regulation, respectful relationships and a strong sense of belonging within our school community.

Reinforcing positive behaviour: Kidman Park Primary School staff consistently acknowledge and reinforce positive behaviours using various strategies, such as process praise, rewards, and recognition programs. Each class has their own reward system dependent on their classes identified needs. This helps create a positive and supportive learning environment.

Monitoring and collecting data: We collect data on student behaviour to track progress and identify areas for improvement. This can include tracking incidents, Students in each year level having access to a morning check in and out surveys, the Department for Education's Wellbeing and Engagement survey, formative feedback from class teachers and feedback from our intervention program 'What's the Buzz'.

Analysing data and making adjustments: Each year, staff analyse data gathered from the Department for Education Wellbeing and Engagement Survey and Daily Check-In surveys to identify trends, celebrate areas of success and pinpoint areas requiring additional support.

This data-informed approach enables Kidman Park Primary School to make purposeful and responsive decisions about student wellbeing and engagement. Findings are used to guide adjustments and targeted supports across:

- Tier 1 (whole-school and classroom practices)
- Tier 2 (targeted group interventions)
- Tier 3 (individualised and intensive supports)

By regularly reviewing and responding to data, the school ensures supports remain responsive, inclusive and aligned with the evolving needs of students and the wider school community.

Berry Street Education Model (BSEM)

The Berry Street Education Model underpins trauma-informed and resilience-building practices. It includes predictable routines, tuning-in, WWW reflections, mindfulness, and explicit regulation lessons to support student wellbeing.

Morning Routine / Tuning In

Greeting: While each class at KPPS has their own individual routine, unpacked during acquaintance night each year, core elements aligned with the BSEM are evident. At the start of each day, students gather and engage in a respectful greeting of one another. Throughout the greeting, students are encouraged to actively participate by "tracking the speaker," maintaining eye contact, and attentively listening. It is important to note that only one person speaks at a time, fostering a culture of respect and focused communication.

Values: To instill a strong sense of culture and shared values, classes regularly reflect upon the school motto **Aspire and Soar**, as well as our core school values:

- **We are Respectful**
- **We are Persistent**
- **We are Curious**

Students are encouraged to actively participate in discussions about how they can live out these principles, not only while at school but across all areas of their lives. Through exploring practical and meaningful ways to demonstrate the school's motto and values, students develop a deeper understanding of their importance and are supported to shape their own personal values. This process empowers students to intentionally apply these principles to their actions, decisions and interactions within the school community.

Expectations: During this dedicated time, students are invited to reflect on and discuss the class expectations. These expectations align with the class agreement, the school motto, and the school values. By connecting the expectations to these guiding principles, students are encouraged to understand the importance of fostering a positive and inclusive classroom environment.

Announcements: This time provides an opportunity for the teacher or students to share important information and updates through the 'Student Daybook'. During this time, announcements pertaining to the day's agenda, special occasions such as birthdays, celebrations, and noteworthy achievements are shared. It serves as a platform for recognising and acknowledging individual and collective accomplishments, fostering a positive and inclusive classroom atmosphere.

Positive Primer: To cultivate an environment filled with positivity and enhance student readiness for learning, a positive primer is implemented at the start of each day or lesson. This practice aims to evoke a flow of positive emotions, leaving students feeling energised, happy, and in a positive frame of mind. Each class throughout KPPS uses their own unique primers that range from saying the roll call in a playful or humorous voice to displaying captivating images of nature or everyday object.

WWW (What Went Well)

This reflection strategy serves as a valuable tool for classes at KPPS to acknowledge and appreciate the positive aspects of a lesson, a specific time frame, or an entire day. By posing the simple question, "What Went Well?" at the conclusion of a lesson or day, students are encouraged to identify and share the highlights and successes they experienced. This practice fosters a mindset of gratitude and optimism, enabling students to recognise their achievements, progress, and positive moments. Through WWW, students gain a greater sense of self-awareness and develop an appreciation for the valuable learning experiences they encounter.

Ready to Learn Plans

In alignment with the PBIS framework Staff work together to implement a "Ready to Learn " plan for students who identify requiring Tier 2 support. One is created for Junior Primary and another for Primary and Middle Students which supports their developmental growth. These plans are created during student review team meetings and focus on outlining effective de-escalation strategies for students, enabling them to regain focus and readiness to learn when they feel overwhelmed. Accessibility of the Ready to Learn plans is a priority, ensuring that students, teachers, and the leadership team can easily access them. As a result, some students may keep a copy of their Ready to Learn plan on their desks for quick reference.

Brain Breaks

Brain breaks are short activities incorporated into the daily routine to enhance student engagement and optimise their learning experience. Teachers have the flexibility to determine the appropriate timing for both energising and calming brain breaks, allowing students to reset and refocus, ensuring they are prepared and receptive for further learning. During brain breaks, staff at KPPS implement strategies for both escalation and de-escalation. Escalation strategies are utilised to re-ignite student engagement following intense periods of activity or rigor. On the other hand, de-escalation strategies are employed to assist students in refocusing their attention on their learning when their minds are overly stimulated.

Ready to Learn Scales

Throughout KPPS, students utilise Ready to Learn Scales to recognise and articulate their emotions, enabling teachers to provide appropriate support to foster their readiness for learning. Throughout the KPPS these scales look different. Junior Primary classes use a range of non visual and visual prompts ranging from a visual type 'moodometer' to thumbs up, down, and focus student check ins. Primary Years and Middle Years Students are provided an opportunity to fill out a Check In Form each morning during Morning Routine. The Wellbeing Leader then flags students for that day depending on the results, and addresses the needs of those particular students who are not in a zone deemed ready to learn.

Regulation Stations

Regulation Stations are specially designated area within each building at Kidman Park, serving as a safe haven for students to retreat to when they experience overwhelming emotions and seek to restore their emotional and physical needs. This dedicated space provides a nurturing environment for students to regain control over their emotions and find a sense of calm. In 2022 Nathan Baily Senior Occupational Therapist, Student Support Services, Support and Inclusion Division, supported staff by hosting a workshop series being offered by the DfE Occupational Therapy team. Nathan assisted staff at Kidman Park Primary School and together were able to create 'Clever Classrooms' spaces were created for teachers to intentionally use breakout and outdoor spaces to support the regulation need of students, as well as support students with access for effective movement breaks.

Mindfulness

Mindfulness is an integral component of the Berry Street Education Model, which emphasises the holistic development of students. By incorporating mindfulness practices at KPPS, students are encouraged to cultivate present-moment awareness, non-judgmental attention, and self-regulation skills. These practices support students in managing their emotions, enhancing their focus, and fostering overall well-being.

At Kidman Park Primary School mindfulness commonly occurs after lunch. During this time teachers often implement mindfulness activities to re-centre students after the long break. Activities can include; Mindful Art, Reading activities, Journal Entries, Guided Meditation or Mindful Moments activities.

At the beginning of each school year, teachers make adjustments to learning spaces to accommodate new classes. They are supported to utilise the Berry Street Education Model domains to guide their focus during the first term. By implementing learning activities centred around Identity, Attachment, Wellbeing, Engagement, Self-Regulation, Relationships, and Community, teachers aim to build strong connections with their students, foster a positive classroom environment, and meet their underlying needs.

Embedding the Berry Street Education Model at Kidman Park benefits all students (not only those who have experienced trauma) as it strengthens the foundational skills every learner needs to succeed.

By implementing the BSEM we are able to build emotional regulation, relationship-building, stamina for learning, and a sense of belonging to all students at Kidman Park and in turn enhances engagement and classroom readiness for every student.

Habits of Mind

At Kidman Park Primary School, we embed the Habits of Mind across everything we do. The Habits of Mind equip students at Kidman Park with the thinking dispositions needed to navigate complex learning, social situations, and real-world challenges.

These habits foster resilience, curiosity, empathy, and flexible problem-solving traits that strengthen both wellbeing and academic success.

By embedding the Habits of Mind across teaching and wellbeing practices, we support students to become self-regulated, reflective learners who can persist through difficulties, communicate effectively, and take responsibility for their growth.

The Habits of Mind align closely with our school values and help create a culture where students confidently tackle challenges and embrace continuous learning.

The Habits of Mind dispositions include;

- Persisting
- Managing Impulsivity
- Listening with Understanding and Empathy
- Thinking Flexibly
- Metacognition
- Striving for Accuracy
- Applying Past Knowledge to New Situations
- Questioning and Posing Problems
- Thinking and Communicating with Clarity and Precision
- Gathering Data Through All Senses
- Creating, Imagining and Innovating
- Responding with Wonderment and Awe
- Taking Responsible Risks
- Finding Humour
- Thinking Interdependently
- Remaining Open to Continuous Learning

Restorative Practices

Restorative Practices is an approach implemented at Kidman Park Primary School in 2021 after consultation and training with Bill Hansberry, Hansberry Education Consulting Pty Ltd. Restorative Practice focuses on building and repairing relationships, addressing conflicts, and fostering a sense of community within a school setting. The approach emphasises dialogue, empathy, and understanding rather than punishment. Restorative practices aim to create a safe and supportive environment where all members of the school community feel valued and heard.

Implementing restorative practices at Kidman Park Primary School involves the following key elements:

Building a restorative culture: The school community, including Leadership, teachers, staff, students, and parents, should be educated about restorative practices and their benefits. This helps create a shared understanding and commitment to the restorative approach.

Relationship-building activities: Kidman Park Primary School incorporate activities and exercises that promote positive relationships, such as team-building exercises, morning circles, circle time, activities within Health lessons aligned with the Australian Curriculum achievement standards and CPC as well as cooperative games during class fitness and PE. These activities help students at KPPS develop empathy, active listening skills, and a sense of belonging.

Restorative language and communication: Using restorative language and communication techniques is essential. At Kidman Park staff promote respectful and open dialogue, encouraging students to express their feelings and needs, and teaching active listening skills. Restorative questions, such as "What happened?", "What were you thinking/feeling?", and "What can be done to make things right?" can be used to facilitate discussions and problem-solving.

Restorative conferences and circles: Restorative conferences and circles provide structured opportunities for students at KPPS for addressing conflicts and repairing harm. Conferences involve bringing together all parties involved in an incident to discuss the impact, explore perspectives, and collaboratively develop solutions. Circles, on the other hand, involve regular group discussions where participants can share their thoughts, feelings, and experiences in a safe and supportive environment.

Restorative consequences and resolutions: Staff at Kidman Park Primary School use restorative practices to focus on repairing harm and restoring relationships. Consequences are designed to be educative rather than solely punitive. Students are encouraged to take responsibility for their actions and work towards making amends. This may involve apologies, restitution, or engaging in activities that benefit the affected individuals or the broader community. Staff are provided ongoing training and support to effectively implement restorative practices. This includes professional development sessions, coaching, and reflective discussions. Staff at Kidman Park understand the principles of restorative practices and develop the skills necessary to facilitate restorative processes.

Through the implementation of restorative practices at Kidman Park Primary School, staff, students, parents and caregivers work together to build a respectful, inclusive and connected school culture. These practices strengthen relationships, support positive behaviour, and develop students' skills in communication and conflict resolution.

Restorative approaches promote accountability, empathy and a strong sense of community, contributing to improved wellbeing and supporting every student to feel safe, valued and able to succeed.

Wellbeing Hub – 'The Batcave'

The Wellbeing Hub known to students as the Batcave (Breathe and Think Cave) is a dedicated space designed to help students develop and enhance their interoception skills, a whole school approach implemented at Kidman Park Primary School.

Interoception refers to the ability to perceive and interpret internal bodily sensations, such as hunger, thirst, temperature, heartbeat, breathing, and emotional states. This sensory awareness plays a crucial role in self-regulation, emotional well-being, and overall self-awareness. As part of this approach, students flagged by staff needing regulated breaks facilitate in regular interoception sessions. Interoception cards are also present in each class created from the Department for Education's Interoception 101 handbook to provide all students at Kidman Park Primary access to Interoception.

The space itself provides various sensory tools and equipment that facilitates interoception awareness. Examples include weighted blankets, sensory cushions, fidget toys, stress balls, tactile materials, and soft textures. These tools can help students connect with their bodily sensations and focus on their internal experiences. The room also Provides comfortable seating options for example bean bags and floor cushions which has been complemented by incorporating calming elements such as soft music, nature sounds, and on occasions aromatherapy to create a serene atmosphere.

In addition, the Batcave serves also as a versatile space that:

Implements Mindfulness and Breathing Activities: The space offers guided meditation scripts, breathing techniques, and audio recordings that encourage students to tune into their bodies and practice self regulation.

Supports Emotional Regulation: The Space includes visual prompts, feeling charts, emotion cards, or mood journals, enabling students to identify and express their emotions in a healthy way.

Acts as a reflective space: The space provides materials for journaling, drawing, or engaging in art therapy. This encourages students to explore and express their thoughts and feelings, fostering self-awareness and emotional well-being.

After each time a student comes to the Batcave they complete a Student Wellbeing Exit Slip. The Exit Slip is used by the Wellbeing Leader to monitor times students are checking in and flag particular students if necessary. The room is supervised by the Wellbeing Leader, however at times is also supervised by other members of leadership

Social Skills Lunch Club

A social skills club is offered voluntary twice a week to students Kidman Park Primary in the Batcave. The space provides a supportive environment that allows students with opportunities to practice and develop their social skills in a relaxed and inclusive setting during playtime. This allows a time for students to improve their communication, cooperation, empathy, and relationship-building abilities while fostering positive social interactions among peers.

Wellbeing Committee & Community Action Team

At Kidman Park our Wellbeing committee and Community Action Team support the wellbeing Leader in driving wellbeing initiatives aligned with the Site Learning Plan across Kidman Park. They coordinate campaigns such as RU OK Day, Harmony Week, and Spirit Days, and monitor wellbeing data from students check ins each morning (students names removed) and the Wellbeing and Engagement Collection surveys to inform decisions.

Enhancing student well-being: The team works together to develop strategies and initiatives that promote the well-being of all students across the school. This includes addressing social-emotional needs, fostering positive relationships, and creating a supportive and inclusive learning environment.

Strengthening the school's well-being programs: The team reviews and evaluates the effectiveness of existing well-being programs and interventions. They identify areas of improvement, explore evidence-based practices, and implement enhancements to ensure that the school's programs align with best practices and meet the diverse needs of students.

Promoting positive school climate: The team focuses on fostering a positive and nurturing school climate. They collaborate on initiatives to promote kindness, empathy, and respect among students, staff, and the wider school community. Strategies may include implementing anti-bullying programs, promoting restorative practices, and celebrating diversity.

Supporting staff well-being: Recognising the importance of staff well-being, the team discusses and implements measures to support the well-being of educators and support staff. This can involve providing resources for self-care, organising professional development opportunities related to well-being, and promoting work-life balance.

Engaging parents and the community: The team recognises the value of parent and community involvement in supporting student well-being. They collaborate on ways to actively engage parents, caregivers, and the wider community in the well-being initiatives of the school.

Monitoring progress and evaluating outcomes: The team establishes systems for monitoring the progress of the site improvement plan and evaluating the outcomes of implemented strategies using data collection.

The Community Action Team meets each fortnight and typically engages in various activities and initiatives to promote and support student wellbeing. Examples include;

Awareness Campaigns: The team may organise campaigns to raise awareness about mental health, bullying prevention, stress management, or other relevant topics. These campaigns can involve posters, videos, presentations, or guest speakers to educate students and staff about important issues.

Wellbeing Events and Workshops: The team can organise events and workshops focused on promoting wellbeing. These events might include mindfulness sessions, physical activities, art therapy workshops, or sessions on healthy eating. They create opportunities for students to learn and practice strategies for self-care and stress reduction.

Safe Space Creation: The team can work on creating safe spaces within the school where students can feel comfortable, supported, and able to express themselves freely. This could involve designating specific areas as safe spaces, promoting inclusivity and respect, and organising activities that foster a sense of belonging.

Policy Advocacy: The team may advocate for the development or revision of school policies related to student wellbeing. They can gather feedback from students using the DfE Wellbeing and Engagement surveys to identify areas that need improvement, and work with the Wellbeing Leader and Wellbeing SIP team to implement changes that positively impact student wellbeing.

Collaborative Projects: The team can collaborate with teachers and staff to develop projects that address specific wellbeing concerns. For example, anti-bullying initiatives, mental health awareness campaigns, or projects that promote positive relationships and a supportive school culture.

Community Engagement: The team engages with the broader community by collaborating with local organisations or inviting guest speakers to address wellbeing-related topics. This expands the support network for students and helps create a community-wide commitment to student wellbeing.

The Community Action Team's primary focus is to create a positive and supportive environment that enhances student wellbeing and empowers students to take an active role in their own wellbeing journey as well as provides an avenue for student voice to support the schools Site Learning Plan around Wellbeing.

Support Programs

Morning Check In (Google Forms)

Students complete a morning Google Form check-in each day aligned with the Department for Education's Wellbeing & Engagement Collection questions, allowing staff to identify and support students requiring support.

Keeping Safe: Child Protection Curriculum

Kidman Park Primary School is committed to providing a safe and supportive learning environment for all children. We teach the Keeping Safe: Child Protection Curriculum (KS:CPC) from Foundation to Year 6. This program helps children understand their right to feel safe, recognise unsafe situations and seek help from trusted adults. KS:CPC is taught in age-appropriate ways and reinforced through positive relationships, wellbeing programs and school culture. Families are encouraged to talk with their children about what they are learning and to contact the school if they have any questions or concerns. Child safety is a shared responsibility. Together, we support our students to feel safe, respected and confident.

In South Australia, the KS:CPC is mandated in all Department for Education and Catholic Education sites.

Buddies

Our F-6 Kidman Park Primary School Buddies program offers valuable opportunities for students to participate in meaningful learning activities that promote the development of nurturing and mentoring social skills, especially during a time of transition. The program intentionally pairs students in partnerships that are designed to last for several years, fostering enduring connections and support between peers. Through this initiative, students at Kidman Park primary through agency have the chance to engage in collaborative activities that connect to the school values to enhance their social interactions, empathy, communication, and leadership skills. The Kidman Park Buddies program aims to create a positive and inclusive school environment where students can learn from one another, build strong relationships, and grow together throughout their educational journey.

The Kidman Park Primary Buddies program offers several benefits, including;

Support in the yard: Foundation students have someone they can turn to if they feel worried or scared in the playground. Their buddy acts as a source of comfort and guidance, helping them navigate their new environment.

Building relationships: The program facilitates the development of new and positive relationships between Foundation to Grade 6 students. This interaction allows for mutual learning, understanding, and friendship, creating a sense of inclusiveness and togetherness within the school community.

Responsibility for older students: Students in years 3 to 6 have the opportunity to take on and develop responsibility through their role as a buddy. They learn how to support and guide younger students, enhancing their leadership and agency skills and fostering a sense of accomplishment.

Positive role modelling: As buddies, older grade students become positive role models for their younger peers. They exemplify good behaviour, empathy, and kindness, setting a positive example for other students in the school.

What's the Buzz?

What's the Buzz is social-emotional learning program designed for children aged 4 to 12 years. By incorporating the program part of the intervention support at Kidman Park Primary, it provides a structured curriculum that aims to develop essential life skills, emotional intelligence, and positive relationships among children. The program focuses on various topics such as empathy, resilience, communication, problem-solving, and mindfulness. It uses engaging activities, stories, discussions, and role-plays to encourage students to explore and understand their emotions, develop empathy towards others, and cultivate healthy social interactions.

The program is designed to benefit all students, with a particular focus on those who may face challenges in understanding and engaging in social interactions. These programs have shown significant value for students with various conditions, including higher-functioning forms of autism spectrum disorders, language disorders, specific learning difficulties, auditory processing disorders, non-verbal learning disorders, pervasive developmental disorders, ADHD, reactive behaviours, anxiety, shyness, and social phobia. By providing targeted support at Kidman Park Primary "What's the Buzz?" supports students to overcome barriers and enhance their social skills and interactions, fostering inclusivity and positive development for all.

At Kidman Park Primary, every semester the Wellbeing leader collaborates with class teachers to identify students who could benefit from the program. The parents/caregivers of these students are then provided with a detailed program outline, explaining how it can support their child, along with a permission form. Once all forms are collected, students are grouped based on their specific needs, and tailored 40-minute sessions are scheduled each week for a duration of 16 weeks, accommodating the unique requirements of each class. This approach ensures that students receive targeted support and the necessary resources to enhance their well-being and overall development.

Forge Class (Tier 3)

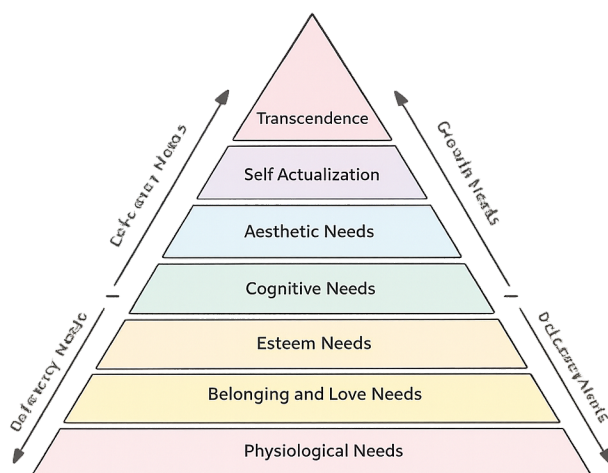
The Forge Class supports Tier 3 behaviour intervention. It provides a structured, small-group program led by the Wellbeing Leader, using trauma-informed, restorative, and interoception-based strategies to rebuild readiness for learning. The Keeping Safe: Child Protection Curriculum is heavily modelled throughout the forge class to support student growth and development in a safe setting.

By aligning our Approach to Wellbeing with Abraham Maslow Hierarchy of Needs we are able to ensure that every child has the foundations necessary to flourish. By addressing students' physiological, safety, belonging, and esteem needs through PBIS, Berry Street strategies, the Batcave, restorative practices, Habits of Mind and targeted wellbeing programs, we create the stability and connection required for learning.

When "deficiency needs" are supported, students are empowered to move into the top of the pyramid the "growth needs" of cognitive engagement, creativity, self-actualisation and Transcendence.

*Our students discover their passions, embrace challenges, and truly **aspire and soar** as confident, curious and persistent learners.*

MASLOW'S MOTIVATION MODEL



https://www.researchgate.net/publication/383241976_Maslow's_Hierarchy_of_Needs

Support Services & Resources

Our supports include Keith Kovacs (Wellbeing Leader) Apollo the Facility Dog, AIT, Aboriginal Education, EALD (Maria Harrington and Chloe) Wellbeing SSO (Jas Pitman), and Department Student Support Services. We network with a team of external services to ensure support is provided to all of our students and their families.

Kidman Park Primary School works in partnership with a range of support services and provides resources when support is identified to foster wellbeing and inclusion. These offerings are designed to ensure that students are supported and included in the community.

In School Support

- Wellbeing Leader Keith Kovacs + Leadership Team
- Wellbeing SSO Jas Pitman
- Kidman Park Primary School's Facilities dog Apollo
- Aboriginal Education and EALD teacher Maria Harrington
- Wellbeing SSO Jas Pitman
- Autism Inclusion Teacher (AIT) Michael Hewitt

Support Services

- Flinders Park Education Office Student Support Services and include;
 1. Speech Pathologist
 2. Inclusive Educator
 3. Psychologist
 4. Behaviour Support Educator
 5. Social Work Truancy
 6. Aboriginal Education Services
- Better Behaviour Centre Woodville
- Cowendilla Learning Centre
- SAPOL Henley Beach Branch – 'Think U Know' Cyberbullying, Cybersafety, App awareness
- CAMHS Western
- Headspace
- Department for Child Protection
- RASA – Ikids
- Kids Helpline
- eSafety Commissioner
- 1800 Respect

Resources

- CONNECTED: A community approach to bullying prevention within the school gates and beyond
<https://www.education.sa.gov.au/docs/support-and-inclusion/engagement-and-wellbeing/bullying/connected-community-approach-bullying-prevention.pdf>
- Responding to Risks of Harm, Abuse and Neglect – <https://www.education.sa.gov.au/working-us/rrhan-ec>
- Keeping Safe: Child Protection Curriculum - <https://kscpc.sa.edu.au/>
- Bullying No way! - <https://bullyingnoway.gov.au/>
- Voice It Toolkit
<https://edi.sa.edu.au/library/document-library/curriculum-and-learning/curriculum-development/voiceit/voiceit-educator-guide.pdf>
- Whats The Buzz - <https://www.whatsthebuzz.net.au/>

Events Promoting Wellbeing & Inclusion

- Kidmanathon
- Spirit Day - hosted by the Community Action Team
- Sports Day
- Kidman Celebrates – THE EVENT
- Cultural Celebrations
- Identity Celebrations
- Harmony Day
- National Day of Action against Bullying and Violence
- RU OK Day
- Year 5 and 6 School Camp
- Curriculum aligned incursions/excursions
- Year 6 Graduation
- Party Day
- School Disco
- Dedication to Learning Assembly
- Acquaintance night
- Kidman's Got Talent