

## 2019 Student agency and wellbeing



Our **vision** for social and emotional wellbeing is that...

**All children at Ponsonby Primary feel valued by the teachers; that they experience personal success and that they are happy.**

Part of  
2019  
Health  
review

Our main **short-term** goals for 2019 are ...

Term 1 – Complete the faces to data work- all staff have access to the intervention register and we have a story board with children that need a robust transition to 2019. Senior team leaders staff all attend Sharrat's conference day to further their understanding.

Complete the storying work teacher appraisal- with notion of student success and knowing your children- looking to vreate traingles of learning teams..

Review school appraisal documents linked to student success/ bi-culturalism and ako.

Follow the digital citizen guidelines set out by Rachel Kersten

Build PB4L language with teachers (Positive behaviour for learning- language is about children recognising their impact on others)

Teacher only day and Senior leader day look at matrices for PB4L explicit positive behaviour.

### Term 2

Continue further our digital citizen –keeping safe using technology work.

Survey past year 6 students about their experience at PPS to date. Mr Graham to gather student voice as part of our CoL commitment to developing student voice.

Matariki Maori/Pacifica hui to review the Maori & Pacifica action plans

### Term 3

Complete the well -being survey with year 5 and 6 students (The government is committed to making this survey free to schools).

Term 4

Survey parents about whether the children feel the school is inclusive.

Our main **longer-term** goals are articulated fully in **Page 18/19 ERO Wellbeing for Success Guiding document**

Key for PPS

Children feel they belong

They feel they are successful learners

They build personal resilience over time at PPS

They know how to form and keep good relationships

They are provided with a broad curriculum with many activities to try

They feel safe at school

The opinions and ideas matter

Their language culture and identity are acknowledged, valued and accepted.

Teachers really care about all students.

Our **Charter** target 2019 is ...

Related to lifting achievement of children who are below or right on the cusp of curriculum expectations in writing/ reading and mathematics as this can lead to children not valuing their own progress and achievement. We want these children to know their own academic success. We also through our broad curriculum want children to experience positively sport,creativity and cultural awareness.

Within our Annual Plan we also want to help children develop their global and digital citizenship.

The **data sources and consultations** we are used to help form and review this plan are ...

2016 Well- being survey

2016 Inclusiveness survey adapted so no cost

2015/16 Parent effectiveness survey

2017 Parent Effectiveness/ Charter survey

2017 Parent face to face consultation

2017 Student Council and student leader discussions

2018 Well being survey

2018 Student voice, collected and analyzed by SLT

2018 Student Council and Student Leader discussions

**References-**

- PPS Health Strategy
- PPS Intervention Register
- PPS Ehas monitoring and identification documents
- PPS Charter/Annual Plan/Targets
- PPS Maori/Pacifica action plans
- PPS- ESOL procedures
- PPS- Thursday timetables.

**Reviewing your plan: reflection questions:**

- **BALANCE:** Does the plan contain a range of actions that cover a range of wellbeing and inclusiveness aspects? (NOTE: An effective plan is multifaceted.)
- Building shared **LEADERSHIP** and a sense of **OWNERSHIP:** Are all stakeholders involved in the process (school leaders, staff, students, parents and whānau, and professional partners)? Are different people given opportunities to lead? Are key school leaders involved?
- **RESOURCES:** Are adequate resources allocated and professional learning opportunities planned for all (staff, students, parents and whānau)?
- **SUSTAINABILITY:** If key people left, are there other team members involved in each action?  
Are the goals and planned actions realistic and do-able in the timeframes suggested?

**Aspect and Sub-aspect planning template for 2019**

Reviewing and improving for 2019		
<b>Caring and collaborative school</b>	Student review	
<b>Safe school and policies</b>	review of policies- school Doc	
<b>Social support for students</b>	SENCO registers EHAS registers International Student support Data reports	
<b>Respect for culture</b>	All ethnic festivals highlighted Matariki Mandarin teaching	

<b>Student leadership</b>	House captains/ school councillors	
<b>Caring teaching</b>	Team teaching /shared practice	
<b>Caring learning</b>	Teachers knowing their children- registers and data to inform	
<b>Effective professional learning</b>	Coaching initiative	
<b>Home-school partnerships</b>	Fee payer regular meeting/ reporting	
<b>School-community connections</b>	PPSG Parent liaison Email/ text & web Effectiveness surveys PD for parents -2019 digital safety	