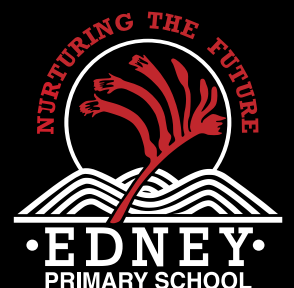


NURTURE

EDNEY PRIMARY SCHOOL
HEALTH AND WELLBEING PLAN



We are nurturing the future



WHY? - OUR VISION

Children are at the **heart** of our school.

At Edney, nurturing the future means meeting the needs of the whole child - both academic and social.

Social skills, the skills for healthy lifestyle, to prepare students to be active, happy and positive members of their school, family and community are not naturally occurring skills. Just like reading, writing and mathematics, these skills are taught, not caught, and children need explicit instruction, along with opportunities to practice these skills.

Where the school plans, success generally follows. We plan for English, we plan for Mathematics, so surely, we must plan for something as important as the very wellbeing of our students, staff and school.

At **Edney** Primary School, we aim to foster resilience, and meaningful, respectful relationships in a supportive environment.

WHAT?

Health and Wellbeing is both everywhere in the school and curriculum, while also hidden and at times overlooked.

This plan articulates a set of skills, a scope and sequence and common language to bring Health and Wellbeing into the light, to place it front and centre across the school, and to reaffirm the school's commitment to nurturing the future, for our students, staff and community.

The "What" draws together the school's Positive Behaviour Support practices, our Students Requiring Additional Support process, and a comprehensive curriculum to be followed in all classrooms and the playground to explicitly address this area alongside the Health and Physical Education curriculum.

LINKING TO EDNEY 2020

By the Year 2020, you will see:

- An integrated approach to the total health and wellbeing of students, staff and community
- A dedicated program and approach to supporting staff wellbeing and professional development
- A strategic and planned approach to fostering student independence, resilience and leadership
- Continued focus on standards of respect and excellence, with a whole school approach to positive behaviour support, intervention and bullying prevention.



All students
requiring
intervention receive
support

We're **nurturing the future.**

WHO?

The survey of the school community conducted in 2018 reflects the staff's strong belief and commitment to supporting the Health and Wellbeing of students:

- 95% of staff believe supporting students' mental health and wellbeing is a central part of their role;
- 100% of staff agree that supporting students' mental health and wellbeing helps reduce behavioural problems and improves their academic learning outcomes; and
- 80% of staff agree they know how to teach social and emotional skills to my students

HOWEVER, only 30% of staff agreed:

“Social and emotional skills are taught formally and integrated as part of the regular curriculum at our school.”

We see it as essential, we see the benefits for students, but there is a need for more support to build the confidence of our excellent team to make a difference in this area.

The implementation of the Health and Wellbeing Plan is a shared responsibility and an expectation of every individual staff member.

WHEN?

Our Health and Wellbeing Plan is both a specific curriculum plan, as well as a guiding practice document. Specific lessons are to be completed over the course of each term throughout the year in all classrooms. In addition, the skills, understandings and language are appropriate to use, model, reinforce and practice across all learning areas, and within and outside of all classrooms.

HOW?

- At Edney, we value the Health and Wellbeing of our students, staff and families.
- A whole school approach embedded in the Edney way.
- Encouraging and caring of all staff, students and community members
- A whole school program that develops social and emotional skills that enable students to develop their self-awareness and self-management together with social awareness, relationship skills and responsible decision making skills.
- ALL staff are responsible for implementing and supporting the Social and Emotional Learning program and strategies throughout the school week.
- Classroom teachers are responsible for implementing the protective behaviours program with their year group.
- Teachers to use the “scope and sequence” provided to ensure that all areas and lessons are covered.

Strategies

- Whole school use of “Friendly Schools Plus” program and resources
- Friendly Schools Posters - all students explicitly taught what the posters are about and what they should do in the playground if they need help
- All staff to use the same “language” in the playground when a child is requesting help
- Classroom teachers to explicitly teach the protective behaviours using the DoE program and resources.

Optional resources - staff may choose to also use some or all of the following resources:

- SDERA “resilience” lessons in the “Challenges and Choices” program
- Mindup Program
- Be You website for Mental Health resources.

NURTURING THE NURTURERS

Wellbeing

is a state in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community (WHO, 2016).

Wellbeing is more than just optimal physical health, it's about feeling satisfied and happy as well as developing as a person, being fulfilled, and making a contribution to the community. Wellbeing consists of different elements or dimensions. The health and wellbeing of staff in public schools is paramount to the functioning of effective schools.

All members of the school community play an important role in reducing risk factors and promoting protective factors, and in doing so increase the likelihood of positive educational outcomes for students.

At the heart

children are at the heart of our school. To make the greatest impact, our staff need to be supported to be their best, to be well, to be happy and to continue their good work, always maintaining the balance.

A healthy workplace

is one where workers and managers collaborate to continually improve the health, safety and wellbeing of all workers (WHO, 2010).

Physical Wellbeing



Psychological Wellbeing



Social and Community Engagement



Career Wellbeing



Financial / Personal Resources



STAFF HEALTH AND WELLBEING

Physical Wellbeing - having good health and enough energy to get things done.

- Promote consumption of healthy, sustainable and safe food consistent with the Australian dietary guidelines
- Encourage and support people to be as physically active as often as possible throughout their lives
- Promote opportunities for physical activity and wellbeing amongst staff
- Use and share staff skills, strengths and interests.

Psychological Wellbeing - having strong relationships and love in your life.

- Enhance and develop strategies to promote mental health and wellbeing and reduce
- Staff and families of staff members can access People Sense, Employee Support and Regional Support services
- Access to *Be You* resources.

Social and Community Engagement - the sense of belonging, engagement and involvement you have with our school.

- Professional learning and education sessions for staff in the development of its social and emotional competence, health and wellbeing
- Provision of designated areas where staff can take a break, or socialise and connect with each other
- Staff being given the opportunity to apply for positions, roles and promotions
- Importance being given to staff job satisfaction and fulfilment
- Encourage and maintain affiliation with the Darling Range Learning Community and other professional and collegiate networks
- School policies and provisions to help staff cope with, and manage stress, and reduce and prevent staff burnout
- Provisions for access to professional advice and assistance.

Career Wellbeing - how you occupy your time and liking what you do each day.

- Being well informed and actively participating in school activities
- Being given access to opportunities, roles and responsibilities at the school
- Staff being given the opportunity to apply for positions, roles and promotions
- Being provided with adequate support, resources and technology
- Continuing to provide free application writing and interview techniques workshops and development of job and promotional opportunities information and skills
- Maintaining a functioning Workload Committee representative of all staff, with clear, transparent guidelines and access
- Supporting the important work of Unions and Professional Associations and the role they play in assisting members.

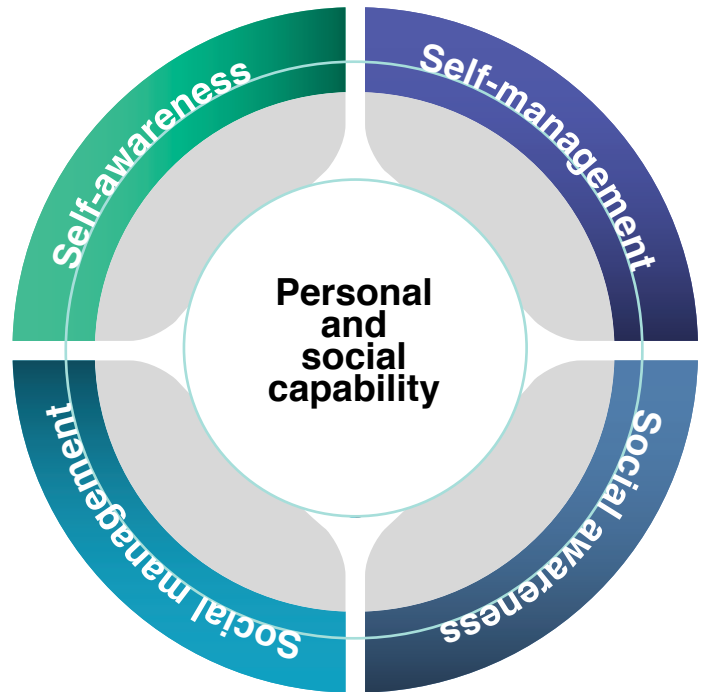
Financial / Personal Resources - effectively managing your economic life to reduce stress and increase security.

- Financial literacy and budgeting
- Superannuation and retirement planning
- GESB
- Salary packaging and flexible remuneration options

BRINGING IT ALL TOGETHER

In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship.



PROGRAM OVERVIEW

FRIENDLY SCHOOLS PLUS

Self-Awareness

- Identifying and recognising emotions
- Accurate self-perception and self-efficacy
- Recognising personal beliefs and values
- Spirituality

Self-Management

- Impulse control and stress management
- Self-motivation and discipline
- Goal setting and organisational skills

Social Awareness

- Perspective taking
- Empathy development
- Appreciating diversity
- Respect for others

Relationship Management

- Communication, social engagement,
- Building relationships
- Working cooperatively
- Negotiation, refusal, and conflict management
- Help seeking and providing

Social Decision Making

- Problem identification and situation analysis
- Problem solving and decision making
- Personal, moral, and ethical responsibility
- Monitoring and evaluation

PROTECTIVE BEHAVIOURS

We all have the right to feel safe at all times

Safety

- Feeling safe
- Recognising safety
- Rights and responsibilities
- Secrets and surprises
- Safety continuum
- Personal space
- Body ownership / Public and private

Early Warning Signs

- Body signals
- Specific, internal, physical sensations
- Feelings and reactions
- Minimising risk

We can talk with someone about anything, no matter what it is

Networks

- Asking for help
- Relationships
- Communicating with and supporting others
- Inviting people to be on your network
- Persistence

OUR COMMON LANGUAGE

CLASSROOM AND PLAYGROUND SAMPLE PHRASES

- Respect and Excellence
- The Edney Way
- “At Edney, we treat each other with respect”
- Friendly behaviours
- Unfriendly behaviours
- “Who could you talk to?”
- “Are you dobbing, or asking for help?”
- “Asking for help is always ok.”
- “What do you need my help with?”
- “What is the problem?”
- “It sounds like you need my help, let’s go and sort it out.”
- “Have you tried to work this out with the person?”
- “What have you done already to try to work out the problem?”
- Bystanders
- “Is it mean, unfriendly or bullying?”

BEHAVIOUR MANAGEMENT SAMPLE PHRASES

When things go wrong:

- What happened?
- What were you thinking of at the time?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

When someone gets hurt:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

EMOTIONAL REGULATION VOCABULARY AND DEFINITIONS

- **The Zones:** A concept used to help students learn how to self-regulate.
- **The Blue Zone:** is used to describe low states of alertness, such as when one feels sad, tired, sick or bored. This is when one’s body and/or brain is moving slowly or sluggishly.
- **The Green Zone:** is used to describe a regulated state of alertness. A person may be described as calm, happy, focused or content.

- **The Yellow Zone:** is used to describe a heightened state of alertness; however, a person has some control when in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, and many more slightly elevated emotions and state. The Yellow Zone is starting to lose some control.
- **The Red Zone:** is used to describe extremely heightened states of alertness or very intense feelings. A person may be experiencing anger, rage, explosive behaviours, panic, terror or elation when in the Red Zone. Being in the Red Zone can be best explained by not being in control of one’s body.
- **Self-regulation:** the ability to achieve the preferred state of alertness for the given situation. This includes regulating one’s body’s needs as well as one’s emotions.
- **Toolbox:** a collection of calming and alerting strategies a student can pull from depending on the present need.
- **Tools or strategies:** used interchangeably to refer to a calming or alerting technique that aids the student in self-regulation.
- **Trigger:** an irritant that causes a student to become less regulated and increases the likelihood of going into the Yellow or Red Zone
- **Stop, Opt, Go:** a concept used to aid students in controlling impulses and problem solving better solutions
- **Expected behaviours:** behaviours that give people around you good or comfortable thoughts about you
- **Unexpected behaviours:** behaviours that give people uncomfortable thoughts about you
- **What is the size of the problem?**
- **Big Problems:** problems that many people share and that have no easy, quick, or pleasant solution
- **Medium Problems:** problems some people share that are able to be resolved in an hour to a couple of days
- **Little Problems:** problems that only affect one to two people and can be ignored or solved in a matter of minutes
- **Inner-critic:** used to describe negative, self-defeating thoughts
- **Inner-coach:** used to describe positive thoughts.

KINDERGARTEN SCOPE AND SEQUENCE

TERM ONE

FRIENDLY SCHOOLS PLUS

Special Me

- Promote positive peer relationships by describing themselves to the rest of the class

Feeling happy

- Describe how it feels to be happy
- Identify situations that can make them feel happy

Sad Feelings

- Describe types of situations when people might feel sad
- Demonstrate compassion when others feel sad
- List who to talk with if they feel sad

Scary feelings

- List other words for feeling scared
- Describe types of situations when people might feel scared
- Demonstrate compassion when others feel scared
- List who to talk with if they feel scared

PROTECTIVE BEHAVIOURS

Feeling Safe

- Students to increase 'feelings' word vocabulary
- Students to identify how they feel
- Students to identify a place or time they feel safe

Early Warning Signs

- Introduce concept of body signals and early warning signs
- Students to recognise times they have felt scared/unsafe
- Students to recognise their own early warning signs

Safety Continuum and Problem Solving

- Introduce safety continuum - safe/fun to feel scared/unsafe
- Students to identify strategies to use if lost at a shopping centre
- Students to understand the importance of staying safe online
- Compare how staying safe online is the same as staying safe in the real world
- Students to explain ground rules for travelling safely on the internet

TERM TWO

FRIENDLY SCHOOLS PLUS

When you're having a bad day

- Describe examples of things that can spoil their day
- Show they care for others who are having a bad day
- List who to talk with if they are having a bad day

Social mistakes - being bossy

- Describe what people do when they are being bossy
- Show an understanding of how others feel when someone is being bossy
- Identify ways of helping others who are being treated badly

Social mistakes - when you can't get what you want

- Describe how it feels when they can't get what they really want
- Demonstrate ways to control feelings of frustration

PROTECTIVE BEHAVIOURS

Safe surprises and unsafe secrets

- Introduce the concept of safe surprises and unsafe secrets
- Students to identify the difference between surprises and secrets
- Students to understand what constitutes a safe surprise

Networks

- To reinforce that children can ask for help from their network friends if they feel scared or unsafe
- To develop an understanding that children can persist in asking for help until they feel safe again

Persistence

- Students to understand they can persist in asking for help if they feel unsafe
- When, why and how to tell
- Network review and the link to persistence
- Opportunities to rehearse and practise persistence skills

TERM THREE

FRIENDLY SCHOOLS PLUS

Using manners - please, may I and thank you

- Demonstrate respect for others by knowing when to use the courtesy words “please”, “may I...” and “thank you”

Saying sorry

- Demonstrate different ways of saying sorry if they have done something wrong

Excuse me

- Demonstrate respect for others by using the courtesy words “excuse me”

Sharing and taking turns

- Demonstrate the social skills required for making and keeping
- Friends and working cooperatively together in school

PROTECTIVE BEHAVIOURS

Body ownership/Public and private

- Use correct terminology for naming body parts
- Students can identify public and private parts of the body
- Students can identify public and private clothing
- Students can describe public and private behaviours

Personal Space

- Students to develop an understanding of personal space

TERM FOUR

FRIENDLY SCHOOLS PLUS

Helping each other

- Demonstrate ways they could help each other in the classroom and in the playground

Listening to each other

Demonstrate how to effectively listen to others

Saying how we feel

- Identify difficult social situations
- Demonstrate effective use of the first two steps of the making choices model

Sorting out a problem

- Describe how the process of thinking, feeling, talking and choosing can help them deal with social problems
- Demonstrate through role play, appropriate ways of dealing with problems in social situations

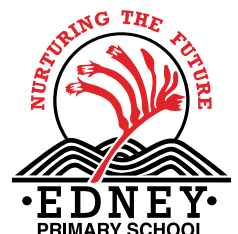
PROTECTIVE BEHAVIOURS

No, Go, Tell if they feel unsafe

- To encourage students to use No, Go, Tell if they feel unsafe
- To be able to use an assertive response when responding to a scenario

Program Review

- Students to revise content of the Protective Behaviours: Exploring skills for life program



PRE-PRIMARY SCOPE AND SEQUENCE

TERM ONE

FRIENDLY SCHOOLS PLUS

We are special kids

- Identify and demonstrate friendly behaviours

Our feelings and our emotions

- Identify and label their emotions
- Describe how people can feel differently about the same and different situations.
- Explain why it is important to be able to control our emotions

Feeling grumpy and angry

- Describe types of situations that make some people feel grumpy and angry
- Identify ways to control their grumpy and angry feelings
- Demonstrate ways of keeping safe when someone is angry

Feeling excited

- Describe the types of situations that make them feel excited
- Explain how controlling their excitement is important to avoid hurting themselves and others
- Demonstrate strategies to monitor and regulate their excitement

PROTECTIVE BEHAVIOURS

Feeling Safe

- Students to increase 'feelings' word vocabulary
- Students to identify how they feel
- Students to identify a place or time they feel safe

Early Warning Signs

- Introduce concept of body signals and early warning signs
- Students to recognise times they have felt scared/unsafe
- Students to recognise their own early warning signs

Safety Continuum and Problem Solving

- Introduce safety continuum – safe/fun to feel scared/unsafe
- Students to identify strategies to use if lost at a shopping centre
- Students to understand the importance of staying safe online
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- Students to explain ground rules for travelling safely on the internet

TERM TWO

FRIENDLY SCHOOLS PLUS

Knowing how I feel

- Identify situations that make them feel not-so-good
- Predict how to interpret a range of feelings
- Demonstrate how to manage feelings effectively

Controlling grumpy and angry feelings

- Identify how their bodies react when they feel grumpy or angry
- Describe the characteristics of experiences which cause people to feel grumpy or angry
- Demonstrate ways to control grumpy and angry feelings

Feeling brave when you're scared

- Identify when they are feeling scared
- Describe the characteristics of someone who is feeling scared
- Demonstrate how to control and take positive action when they feel scared

Caring, sharing and friendship

- Discuss the benefits of having friends and ways of being friendly
- Demonstrate how to speak in a friendly way, listen to others' ideas, and care about others and their feelings

PROTECTIVE BEHAVIOURS

Safe surprises and unsafe secrets

- Introduce the concept of safe surprises and unsafe secrets
- Students to identify the difference between surprises and secrets
- Students to understand what constitutes a safe surprise

Networks

- To reinforce that children can ask for help from their network friends if they feel scared or unsafe
- To develop an understanding that children can persist in asking for help until they feel safe again

Persistence

- Students to understand they can persist in asking for help if they feel unsafe
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TERM THREE

FRIENDLY SCHOOLS PLUS

Sharing and taking turns

- Describe the importance of a friendly happy and safe classroom
- Demonstrate the friendly behaviours of sharing and taking turns

Working through a problem

- Identify situations where they disagree with someone
- Demonstrate different strategies to work through these disagreements

Including others

- Describe what it feels like to be left out
- Demonstrate ways to include others

Class rules about being friendly

- Describe and practise school and classroom rules that help to keep everyone safe and happy

PROTECTIVE BEHAVIOURS

Body ownership/Public and private

- Use correct terminology for naming body parts
- Students can identify public and private parts of the body
- Students can identify public and private clothing
- Students can describe public and private behaviours

Personal Space

- Students to develop an understanding of personal space

TERM FOUR

FRIENDLY SCHOOLS PLUS

Dealing with unfriendly behaviour

- Identify unfriendly behaviours and attitudes and describe the effects of these on people's feelings
- Take action to respond to unfriendly behaviours

Asking for help

- Identify a trust group that students can turn to for help

Saying sorry if I am unfriendly

- Identify unfriendly behaviours and know when they should apologise
- Demonstrate saying sorry and changing their unfriendly behaviours

Class rules about being friendly

- Identify the steps to help to make choices
- Role play making choices

PROTECTIVE BEHAVIOURS

No, Go, Tell if they feel unsafe

- To encourage students to use No, Go, Tell if they feel unsafe
- To be able to use an assertive response when responding to a scenario

Program Review

- Students to revise content of the Protective Behaviours: Exploring skills for life program

YEAR ONE SCOPE AND SEQUENCE

TERM ONE

FRIENDLY SCHOOLS PLUS

We are all similar and different in some way

- Identify student similarities and differences
- Celebrate and value student, staff and family diversity in our friendly school
- Demonstrate positive ways of being inclusive

Experiencing different feelings

- Identify and predict the feelings and responses they and others may have to different social situations
- Demonstrate their understanding and acceptance of
- The different responses they and others may have to similar social situations

We all feel worried sometimes

- Compare the characteristics of people and experiences which can cause some students to feel worried
- Demonstrate strategies to use when students feel worried
-

PROTECTIVE BEHAVIOURS

Feeling Safe

- Expand students' vocabulary on feelings words
- Students to discuss the meaning of feeling safe and unsafe

- Students to understand that we all have different feelings, and that it is OK to express our feelings
- Students to develop the capacity to understand and self-regulate their emotions in ways that account for their own feelings and those of others
- Students to explore their own sense of self and the factors that contribute and influence their identities

Early Warning Signs

- Introduce the concept of early warning signs
- Students to develop an understanding of early warning signs felt in the body when they feel scared or unsafe Students to recognise own emotions and demonstrate positive ways to react in different situations
- Students to develop an understanding that different people have different early warning signs to different situations Students to identify how strengths and achievements of themselves and others contribute to personal identities
- Students to practise strategies they can use when they need help with a task, problem or situation

TERM TWO

FRIENDLY SCHOOLS PLUS

Hurt feelings

- Identify situations when someone could be feeling hurt
- Show ways they can help themselves when their feelings are hurt
- Demonstrate ways of showing understanding and care for others who are feeling hurt

Feeling shy

- Recognise when someone is feeling shy
- Take some positive action if they are feeling shy
- Demonstrate ways to help someone if they are feeling shy

Feeling left out and lonely

- Recognise when someone is left out of a group and feeling lonely
- Take some positive action if they are feeling left out and lonely
- Demonstrate ways to help someone if they are feeling lonely

Being thoughtful, caring and polite

- Identify the characteristics of thoughtful, caring and polite behaviours
- Describe the benefits to our class of practising thoughtful, caring and polite behaviours
- 11 • Demonstrate how to be thoughtful, caring and polite to other people

PROTECTIVE BEHAVIOURS

Safe and unsafe secrets

- Students to learn what a secret is, and the difference between safe and unsafe secrets
- Students to understand the importance of talking with others if they have an unsafe secret

Networks

- Introduce the concept of networks
- Students to develop an understanding of what a network is and support each student to identify their own helping hand network
- Reinforce that students can ask people on their network for help.
- Students identify people and places where they can seek help to enhance their health, safety and wellbeing
- Students learn help seeking behaviours
- Strategies students can use when they need help

Persistence

- Introduce the strategy of persistence
- Students to understand they may not get the help they need the first time they ask
- Students to develop an understanding of persistence and that they can persist in asking for help from their helping hand network adults if they feel scared or unsafe

TERM THREE

FRIENDLY SCHOOLS PLUS

Using friendly behaviours to make friends

- Describe how to display friendly behaviours
- Discuss the effects of friendly behaviours on others
- Demonstrate friendly behaviours towards others

Working cooperatively

- Define what working cooperatively means
- Describe the importance of working cooperatively in the classroom
- Demonstrate ways to work cooperatively

What can I contribute?

- Identify the value of using everyone's skills to work cooperatively
- Define what special skills they can contribute to the class
- Demonstrate how their special skills contribute to the class achieving its goals

Working cooperatively: Mini projects

- Identify what all team members need to do to work together cooperatively
- Describe the different roles of each team member
- Demonstrate how the skills of planning, organising and negotiating assist teams to achieve their goals

PROTECTIVE BEHAVIOURS

Body ownership/Public and private

- Introduce the concept of body awareness and ownership
- Introduce the concept of private and public
- Students to identify private and public places
- Students to identify private and public clothing
- Students to identify private and public parts of the body
- Students to be able to distinguish between private and public behaviours

Personal Space

- Introduce the concept of personal space
- Students to develop an understanding of personal space
- Students to develop an understanding of social distance and different levels of intimacy between different types of relationships
- Students to develop an understanding that they are in charge of and to whom they give physical affection

TERM FOUR

FRIENDLY SCHOOLS PLUS

We all have choices

- Identify that in every social situation there are opportunities to make choices, good and not-so-good
- Describe the effects on others of good and not-so-good choices
- Demonstrate making good choices in social situations and observing the outcomes of these choices

Working out ways to respond

- Identify what it means to think, feel and act about a social situation
- Describe why it is important to link what they think, how they feel and the actions they take and the effects on others
- Demonstrate ways of responding appropriately in social situations using the 'think, feel, do' process

PROTECTIVE BEHAVIOURS

Saying No - Assertiveness

- Introduce the strategy of assertiveness
- Students to use 'No, Go, Tell' if they feel unsafe
- Students to use an assertive tone of voice and assertive body language when responding to a scenario
- Students to persist in saying NO if they don't feel safe or comfortable about doing something

Program Review

- Students to revise content of the Protective Behaviours Program

YEAR TWO SCOPE AND SEQUENCE

TERM ONE

FRIENDLY SCHOOLS PLUS

Diversity in my world

- Identify personal thoughts, feelings and experiences
- Demonstrate different ways of expressing their thoughts, feelings and experiences

Seeing the bright side

- Describe the impact of positive thoughts and energy
- Demonstrate optimistic thinking by trying to look on the bright side of situations

The power of a smile

- Identify the behaviours that help make people feel happy
- Describe how people use symbols of happiness to spread a message of positive thoughts
- Demonstrate actions they can take to bring happiness to others

Different feelings, different days

- Identify emotions and how they can make us feel

- Describe the associations between emotions and colour to help describe feelings
- Demonstrate ways to communicate about how they feel through the use of colour

PROTECTIVE BEHAVIOURS

Feeling Safe

- Expand students' vocabulary on feelings words
- Students to discuss the meaning of feeling safe and unsafe

Early Warning Signs

- Students to develop an understanding of early warning signs felt in the body when they feel scared or unsafe Students to recognise own emotions and demonstrate positive ways to react in different situations
- Students to develop an understanding that different people have different early warning signs to different situations Students to identify how strengths and achievements of themselves and others contribute to personal identities

TERM TWO

FRIENDLY SCHOOLS PLUS

Responding to feelings of frustration and anger

- Describe how their bodies react when they feel frustrated or angry
- Predict why they might feel frustrated and angry in some social situations
- Describe the possible effects of feeling frustrated or angry on their relationships
- Demonstrate strategies to use to control their frustration or anger

Dealing with frustrating and angry situations

- Identify the situations or triggers which may cause them to feel angry
- Discuss how others may react differently to situations that make them feel frustrated or angry
- Explain ways to manage their frustration and anger when they feel out of control
- Demonstrate actions they can take to keep safe when someone is angry and out of control

Bringing colour into other people's lives

- Establish the importance of being friendly
- Understand how their friendly behaviours - taking turns, sharing, speaking in a friendly way, listening to others' ideas, and caring about others and their feelings - can build strong friendships

Friends colour our lives

- Establish the importance of friendly, happy and safe classrooms

Meeting new people

- Support social skills development in a commonly problematic social "trouble spot"
- Address a common mode of "social aggression"

PROTECTIVE BEHAVIOURS

Safe and unsafe secrets

- Students to learn what a secret is, and the difference between safe and unsafe secrets
- Students to understand the importance of talking with others if they have an unsafe secret

Networks

- Introduce the concept of networks
- Students to develop an understanding of what a network is and support each student to identify their own helping hand network
- Reinforce that students can ask people on their network for help.
- Students identify people and places where they can seek help to enhance their health, safety and wellbeing
- Students learn help seeking behaviours
- Strategies students can use when they need help

Persistence

- Introduce the strategy of persistence
- Students to understand they may not get the help they need the first time they ask
- Students to develop an understanding of persistence and that they can persist in asking for help from their helping hand network adults if they feel scared or unsafe

TERM THREE

FRIENDLY SCHOOLS PLUS

When it is hard to join in

- Identify and demonstrate ways to “stop and think” in social problems that arise during play times

When friendship makes you feel blue

- Define a friendship that is not supportive and happy
- Describe and demonstrate how to move away from an unhealthy or unsupportive friendship

Problems with friends

- Demonstrate ways to limit social problems that arise during play times
- Describe the importance of trying to think optimistically about their friends

The benefit of the doubt

- Ask themselves in troublesome social situations: ‘Could there be another reason?’
- Demonstrate positive thinking to discourage anger and reactive

How we think

- Link interpretation, emotion and action in their relationships
- Reflect on how they respond in social situations

PROTECTIVE BEHAVIOURS

Body ownership/Public and private

- Introduce the concept of body awareness and ownership
- Introduce the concept of private and public
- Students to identify private and public places
- Students to identify private and public clothing
- Students to identify private and public parts of the body
- Students to be able to distinguish between private and public behaviours

Personal Space

- Introduce the concept of personal space
- Students to develop an understanding of personal space
- Students to develop an understanding of social distance and different levels of intimacy between different types of relationships
- Students to develop an understanding that they are in charge of and to whom they give physical affection

TERM FOUR

FRIENDLY SCHOOLS PLUS

What is bullying?

- Identify the behaviours that constitute bullying
- Discuss why bullying is an unacceptable behaviour
- Demonstrate empathy for the person being bullied
- Communicate their feelings about the possible effects of bullying

How I feel in social situations

- Identify different feelings and illustrate how they might feel in different situations
- Assess their feelings and responses in a bullying situation

What can I do if I am bullied?

- Plan strategies to effectively respond to bullying situations
- Role-play strategies to think about and plan responses to bullying situations

Asking for help

- Identify a personal trust group and how they would contact this group
- Identify actions they can take in a bullying situation demonstrate asking for support

What should I do if I’m a bystander to bullying?

- Plan strategies to effectively respond to bullying situations
- Role-play strategies to think about and plan responses to bullying situation

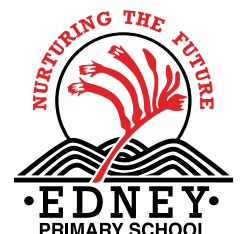
PROTECTIVE BEHAVIOURS

Saying No - Assertiveness

- Introduce the strategy of assertiveness
- Students to use ‘No, Go, Tell’ if they feel unsafe
- Students to use an assertive tone of voice and assertive body language when responding to a scenario
- Students to persist in saying NO if they don’t feel safe or comfortable about doing something

Program Review

- Students to revise content of the Protective Behaviours Program



YEAR THREE SCOPE AND SEQUENCE

TERM ONE

FRIENDLY SCHOOLS PLUS

My self-esteem

- Define self esteem
- List factors that can contribute to positive self esteem
- Demonstrate actions they can take to help themselves feel better
- Demonstrate how helping others can also be good for their self esteem

Physical and emotional health

- Describe the difference between physical and emotional health
- Classify hurtful situations according to whether they cause harm physically and/or emotionally
- Demonstrate ways they and others can minimise physical or emotional hurt

When my feelings are hurt

- Describe situations that may hurt their feelings
- Identify positive actions they can take when their feelings are hurt
- Demonstrate ways to help themselves feel better

Safe and unsafe feelings

- Identify feelings that help them recognise when they are safe
- Identify feelings that warn them they are not in a safe situation
- Describe when and where they feel safe and unsafe at school
- Demonstrate when they need to ask an adult for help
- Use strategies to keep themselves safe in a social situations

PROTECTIVE BEHAVIOURS

Feeling Safe

- Students to develop a vocabulary of different feelings
- Students to discuss the meaning of feeling safe and unsafe
- Students to understand that we all have different feelings, and that it is OK to express our feelings

Early Warning Signs

- Students to develop an understanding of the different types of early warning signs
- Students to develop an understanding that different people have different early warning signs

TERM TWO

FRIENDLY SCHOOLS PLUS

Managing our feelings

- Explain why it is important to learn to manage their feelings
- Describe the positive and negative ways in which their bodies can react to feelings
- Demonstrate ways of managing their feelings

Positive thinking

- Identify factors that can spoil a good day
- Demonstrate positive actions they can take to turn a not-so-good day into a better day
- Identify self talk that can make them feel better about themselves

Perseverance

- Describe situations where perseverance is needed
- Demonstrate an ability to persevere in challenging situations

Giving - making deposits

- Identify the value of giving to and sharing with others
- Describe how their friendly behaviours - taking turns, sharing, speaking in a friendly way, listening to others' ideas, and caring about others and their feelings can lead to positive feelings for themselves

- Demonstrate ways to develop and maintain positive friendship groups using their friendly behaviours

PROTECTIVE BEHAVIOURS

Safe and unsafe secrets

- Students to understand what a secret is, and the difference between safe and unsafe secrets
- Students to discuss the relevance of talking with trusted others if they have an unsafe secret

Networks

- Reintroduce the concept of networks
- Students to develop an understanding of what a network is and support each child to identify their own helping hand network
- Reinforce that students can ask people on their network for help
- Reinforce the need for cybersafety

Persistence

- Introduce the strategy of persistence
- Students to understand they may not get the help they need the first time they ask
- Students to develop an understanding of persistence and that they can persist in asking for help from their helping hand network adults if they feel scared or unsafe

TERM THREE

FRIENDLY SCHOOLS PLUS

Making things better

- Identify times when they or others are not being treated nicely
- Describe what someone can do to feel better when being treated Unkindly
- Demonstrate ways to feel better when treated unkindly

Bullying behaviours

- Describe the characteristics of specific types of bullying behaviour
- Predict whether a behaviour is bullying or not bullying
- Demonstrate the ability to distinguish between and respond to bullying and non-bullying behaviours

Bullying - Keeping safe

- Identify if a behaviour is bullying or not bullying
- Describe ways to assess potential risks before responding to a bullying situation
- Demonstrate safe actions to take as a bystander to a bullying situation

How does it feel to be bullied?

- Identify feelings others may experience as a result of being bullied

- Describe the possible physical and mental effects of bullying behaviour
- Demonstrate actions they can take to discourage bullying behaviour

PROTECTIVE BEHAVIOURS

Body awareness ownership/public and private

- Introduce the concept of body awareness and ownership
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Personal Space

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TERM FOUR

FRIENDLY SCHOOLS PLUS

Choices and consequences

- Demonstrate the use of a choices and consequences model to select appropriate actions to take to respond to bullying situations

Responding safely to bullying situations

- Identify when it is safe to respond to a bullying situation
- Describe strategies they can use to respond in a safe way to a bullying situation.
- Plan strategies to effectively respond to bullying situations
- Demonstrate actions to take to reduce harm caused by a bullying situation

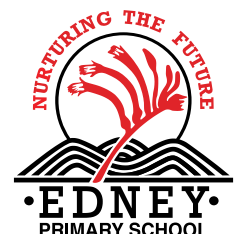
PROTECTIVE BEHAVIOURS

Assertiveness

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Program Review

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YEAR FOUR SCOPE AND SEQUENCE

TERM ONE

FRIENDLY SCHOOLS PLUS

Exploring my values

- Identify values which are meaningful to them
- Describe the importance of applying their values beyond the classroom to the wider community
- Demonstrate putting their values into practice in social situations

Values and manners online and offline

- Values and manners online and offline
- Identify manners and the role manners play in their lives
- Describe common manners expected by the society in which they live
- Demonstrate appropriate manners in all situations

Values and social rules

- Identify social rules
- Explain the reasons these rules exist
- Demonstrate how to use social rules in different situations

PROTECTIVE BEHAVIOURS

Feeling Safe

- Students to develop a vocabulary of different feelings
- Students to discuss the meaning of feeling safe and unsafe
- Students to understand that we all have different feelings, and that it is OK to express our feelings

Early Warning Signs

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TERM TWO

FRIENDLY SCHOOLS PLUS

Resolving Conflict

- Identify positive actions they can take to resolve conflicts
- Describe the difference between win/win, win/lose and lose/lose conflict resolution

When it is ok to say “no”

- Identify the types of situations when it is okay to say “no”
- Predict the effect on themselves and others of saying “no” in social situations
- Demonstrate saying “no” confidently in role play situations
- **Standing up for what you believe in and value** Identify situations which challenge what they believe in and value
- Describe how the decisions they make can be influenced by their values
- Predict ways to maintain positive control of their emotions in challenging situation
- Demonstrate positive responses which reflect their personal values in response to conflict situations

PROTECTIVE BEHAVIOURS

Safe and unsafe secrets

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TERM THREE

FRIENDLY SCHOOLS PLUS

Friends and friendship groups

- Identify reciprocal friends and friendship groups
- Describe the influence of values on friendship and positive friendship groups
- Demonstrate actions they can take to promote positive communication and cooperation in friendship groups

Equality and exclusion in groups

- Identify fairness, equality and exclusion in groups
- Describe behaviours and attitudes that reflect treating people fairly and equally
- Demonstrate fostering a culture of fairness and equality within our school community

Empathy - understanding how others feel

- Identify times when they need to try to understand how others may be feeling
- Predict how others may be feeling
- Apply strategies to demonstrate their understanding of others' feelings

Behaviours that are bullying

- Identify bullying behaviours
- Describe the characteristics of bullying behaviour

- Demonstrate actions they can take and who they can go to for help in a bullying situation.

PROTECTIVE BEHAVIOURS

Body awareness ownership/public and private

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TERM FOUR

FRIENDLY SCHOOLS PLUS

Who is involved in bullying?

- Identify who is involved in bullying situations
- Describe the roles of the key players involved in a bullying situation
- Demonstrate safe actions key players can take to reduce bullying

Why some people bully but most people don't

- Identify reasons some people bully and most people don't
- Describe how they feel about bullying behaviour
- Demonstrate positive alternatives to inappropriate, anti-social and bullying behaviour

Taking steps to help solve social problems

- Identify times when they can safely take action to discourage bullying as a bystander to a bullying situation
- Describe the steps involved in the decision making model
- Demonstrate, using the decision making model, that they can decide how to deal with bullying behaviour

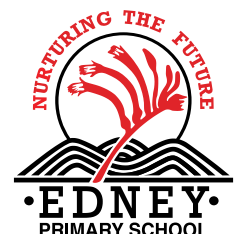
PROTECTIVE BEHAVIOURS

Assertiveness

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Program Review

- Students to revise content of the Protective Behaviours Program



YEAR FIVE SCOPE AND SEQUENCE

TERM ONE

FRIENDLY SCHOOLS PLUS

Understanding emotional responses

- Identify why their feelings are affected by many factors
- Describe how their feelings can affect their response to a situation
- Demonstrate control of their negative emotions in social situations

Understanding human needs

- Identify the basic needs of human beings
- Describe what it feels like to be part of a group
- Demonstrate how to care for and support others in a group

Cool friend, good friend

- Identify factors that influence their ideas about what it means to be popular
- Describe the similarities and differences between being popular and being a good friend
- Demonstrate how to be a good friend
-

PROTECTIVE BEHAVIOURS

Meaning of feeling safe/Rights of a child

- Students to discuss the meaning of feeling safe and unsafe
- Students to understand that with every right there is also a responsibility

- Students to recognise the influence of emotions on relationships and behaviour
- Students to understand the factors that influence how people interact
- Students to recognise ways to respond to successes and challenges

Recognising early warning signs/Choice, control, time limit

- Students to understand the three elements of feeling safe - choice, control and time limit
- Students to recognise their early warning signs
- Students to identify people and places where they can seek help to enhance their health, safety and wellbeing
- Students can apply effective decision making and problem solving skills in health and movement contexts

TERM TWO

FRIENDLY SCHOOLS PLUS

Reigning Myself In

- Identify factors that trigger their emotions and how to control these triggers.
- Describe what it feels like to be “out of control”
- Describe what it feels like to be in control
- Demonstrate being in control of their emotions in difficult social situations

Being responsible for myself

- Identify what personal responsibility means to them
- Explain the effects of taking responsibility for their actions
- Demonstrate being responsible for themselves and their actions

Saying sorry

- Identify times when they need to say sorry
- Describe the effects on themselves and others of saying sorry
- Demonstrate saying sorry and really meaning it

PROTECTIVE BEHAVIOURS

When to seek help/Secrets

- Introduce the concept of safe/unsafe secrets
- Students to develop strategies for dealing with unsafe or uncomfortable situations
- 19• Students to understand the importance of

safe practices when using ICT and online services

- Students to understand how to manage their own personal safety

Networks/Network Invitation

- Students to identify a network of support people
- Students to practise coping skills, help-seeking strategies and accessing community support resources
- Students to understand the importance of developing networks of support for promoting mental health and wellbeing
- Students to develop strategies for dealing with unsafe or uncomfortable situations
- Students to understand how to manage their own personal safety

Networks/Asking for help

- Students to recognise when they are safe and when they need help
- Students to understand resilience and the skills that support resilient behaviour
- Students to practise coping skills, help-seeking strategies and accessing community support resources

TERM THREE

FRIENDLY SCHOOLS PLUS

Friendship groups

- Identify healthy and unhealthy friendship groups by defining the characteristics of each
- Describe the benefits of belonging to a healthy friendship group
- Demonstrate healthy friendship traits

Friendship and tricky situations

- Identify tricky situations among friends
- Describe factors contributing to tricky situations with friends
- Demonstrate positive actions to respond to tricky situations with friends

Social responsibility

- Define social responsibility in the context of their home, school and community
- Predict changes to home, school and community when they act in a socially responsible manner
- Demonstrate ways they can put social responsibility in to practice

The truth about bullying

- Define bullying
- Describe the effects of bullying behaviour on students and their peers
- Demonstrate safe actions they can take against bullying behaviour

FRIENDLY SCHOOLS PLUS

Types of bullying

- Identify different types of bullying
- Describe the effects of each of the different types of bullying
- Demonstrate attitudes and behaviours which discourage all types of bullying behaviour

Is this bullying?

- Identify reasons some people tease in playful and hurtful ways
- Describe differences between joking, teasing and bullying and the effects of each
- Demonstrate actions they can take to respond positively to teasing situations

More steps to help solve social problems

- Apply the decision-making model in a variety of bullying related situations.
- Describe the effects a bystander can have in bullying situations.
- Demonstrate how to respond safely as a supportive bystander in bullying situations

PROTECTIVE BEHAVIOURS

Assertiveness

- Students to recognise when they are safe and when they need help
- Students to practise coping skills, help-seeking strategies and accessing community

PROTECTIVE BEHAVIOURS

Body ownership Public and private/Appropriate and inappropriate relationships

- Students to recognise when they are safe and when they need help
- Students to understand characteristics of appropriate and inappropriate relationships
- Students to demonstrate assertive responses using the No, Go Tell strategy
- Students to identify ways to show respect to people we know and appropriate ways to act

Relationships/Personal space

- Students to recognise when they are safe and when they need help
- Students to understand resilience and the skills that support resilient behaviour
- Students to understand coping skills, help-seeking strategies and community support resources
- Students to understand the importance of developing networks of support for promoting mental health and wellbeing
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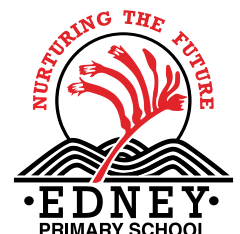
TERM FOUR

support resources

- Students to develop strategies for relating/interacting positively with others
- Students to understand assertive behaviour and standing up for yourself
- Students to understand about establishing and managing changing relationships
- Students to understand how to assertively address bullying, harassment and violence (offline and online)
- Students to understand how to manage relationships when there is an imbalance of power
- Students to develop strategies for dealing with unsafe or uncomfortable situations
- Students to understand how to use safe practices when using ICT and online services
- Students to understand how to manage their own personal safety

Program Review

- Students to revise content of the Protective Behaviours Program



YEAR SIX SCOPE AND SEQUENCE

TERM ONE

FRIENDLY SCHOOLS PLUS

Getting what we want

- Identify powerful members of their school community
- Describe how members of their school community use their power
- Demonstrate using power in a positive way to achieve status within friendship groups

Aggressive or assertive?

- Define aggressive, submissive and assertive behaviours
- Describe the differences between the three types of behaviours
- Demonstrate assertive responses in social situations

Making it happen

- List advantages of taking care of their minds and bodies
- Describe what healthy minds and bodies look like, feel like and sound like
- Demonstrate healthy practices for their mind and body

PROTECTIVE BEHAVIOURS

Meaning of feeling safe/Rights of a child

- Students to discuss the meaning of feeling safe and unsafe
- Students to understand that with every right there is also a responsibility
- Students to recognise the influence of emotions on relationships and behaviour
- Students to understand the factors that influence how people interact
- Students to recognise ways to respond to successes and challenges

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- Students to understand the three elements of feeling safe - choice, control and time limit
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- Students can apply effective decision making and problem solving skills in health and movement contexts

TERM TWO

FRIENDLY SCHOOLS PLUS

Self-talk

- Identify self-talk
- Describe how self-talk can affect the way they feel and act
- Demonstrate the use of positive self-talk
- Demonstrate ways to minimise negative thoughts

Challenging myself

- Identify factors involved in facing challenges and 'having-a-go'
- Describe what it feels like to move out of their 'comfort zone'
- Demonstrate facing new challenges in a safe way

PROTECTIVE BEHAVIOURS

When to seek help/Secrets

- Introduce the concept of safe/unsafe secrets
- Students to develop strategies for dealing with unsafe or uncomfortable situations
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Networks/Network Invitation

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Networks/Asking for help

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- Students to understand resilience and the skills that support resilient behaviour
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TERM THREE

FRIENDLY SCHOOLS PLUS

Peer groups

- Identify peer groups and peer influence
- Describe how it can feel to be part of a peer group
- Demonstrate ways peer groups can influence others positively

Responding to negative peer pressure

- Identify negative peer influence
- Describe the effects of negative peer influence on themselves and others
- Demonstrate ways to respond positively to negative peer influence

Bystanders to bullying, anti-social and inappropriate behaviours

- Investigate the effect bystanders can have on a bullying situation
- Identify the roles of the people involved in a bullying situation and assess the risks
- Plan strategies to effectively respond to bullying situations as a bystander
- Demonstrate empathy for people being bullied

Conflict resolution as a bystander

- Identify strategies to respond to a difficult bullying situation
- Analyse bullying situations and devise

appropriate responses demonstrate empathic responses to students who are bullied

PROTECTIVE BEHAVIOURS

Body ownership Public and private/Appropriate and inappropriate relationships

- Students to recognise when they are safe and when they need help
- Students to understand characteristics of appropriate and inappropriate relationships
- Students to demonstrate assertive responses using the No, Go Tell strategy
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- Students to understand safe practices when using ICT and online services
- Students to understand how to manage their own personal safety

TERM FOUR

FRIENDLY SCHOOLS PLUS

Bystanders online

- Identify bullying online
- Describe the barriers to being a supportive bystander online
- Demonstrate positive bystander actions to online bullying

Decision - making skills

- Explore the factors influencing the decisions they make
- Review and consider the choices, and consequences of decisions they make

Decision - making model

- Develop their problem solving skills in social situations
- Use the decision making model to decide what actions to take in socially relevant situations
- Appreciate the benefits of effectively applying the decision making process when faced with social choices

Possibilities

- Identify topics they need to explore during times of transition
- Describe processes associated with exploring new topics
- Demonstrate ways they can develop critical thinking skills

PROTECTIVE BEHAVIOURS

Assertiveness

- Students to recognise when they are safe and when they need help
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- Students to understand assertive behaviour and standing up for yourself
- Students to understand about establishing and managing changing relationships
- Students to understand how to assertively address bullying, harassment and violence (offline and online)
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DOCUMENT REFERENCES

The Zones of Regulation by Leah M. Kuypers, Think Social Publishing 2011.

Friendly Schools Plus
Pearson Education Australia

Department of Education Western Australia

School Curriculum and Standards Authority

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