



WELLBEING NEWSLETTER

RESPECT

RESPONSIBILITY

RESILIENCE

Dear WPPS Families,

Welcome to the very first WPPS Wellbeing Newsletter! I hope this newsletter becomes a valuable way to stay informed and connected with the wellbeing initiatives and community events across our school.

For those I haven't met yet, my name is Kim (or Ms D) and this is my 10th year teaching at our wonderful school. Over the years, I've had the opportunity to work across a range of year levels, and I am currently teaching 5B from Tuesday to Friday.

On Mondays I work in my new role as the Mental Health and Wellbeing Leader, supporting a whole-school approach to mental health and wellbeing.

I look forward to working in partnership with you to support your children. Please reach out if you have any questions or would like support. Together, we can continue to foster a caring, connected school community where every child feels safe, valued, and ready to learn.

Kim Duong
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Meet our Year 6 Wellbeing Leaders

'As wellbeing leaders, we aim to make all students and staff feel respected, appreciated, and welcomed. We believe that all genders and races should be treated equal. The future is before us, and we can either ignore it or live it.'

Kyte and Viv.



Mental Health in Primary Schools (MHiPS)

WPPS has adopted the MHiPS initiative - an evidence-based approach led by the University of Melbourne in partnership with the Department of Education, Victoria and Murdoch Children's Research Institute. The MHiPS initiative aims to build the capacity of schools to support the mental health and wellbeing of all students and strengthen early intervention practices across primary school settings.

The MHWL role is different from allied health roles, as it does not provide one-to-one counselling.

Instead, the focus is to:

- Promote a whole-school approach to mental health and wellbeing for students, staff and families, while increasing understanding and reducing stigma.
- Support staff to build their knowledge and confidence in using evidence-based strategies to identify and respond to student mental health needs.
- Ensure students have a safe and supportive person to talk to, and teach practical strategies to help manage worries or anxiety.
- Help identify students who may require additional support and guide families through appropriate referral pathways, both within the school and externally.
- Work collaboratively with leadership, staff, families and external agencies to coordinate targeted support for students when needed.



School Wide Positive Behaviour Support (SWPBS)

At WPPS, we implement the School-Wide Positive Behaviour Support (SWPBS) framework, an evidence-based framework to encourage and reinforce positive behaviours throughout the school community. SWPBS is designed to teach and encourage positive behaviours in all students. It does this by setting clear expectations and providing support to meet those expectations in order to enhance our school culture and improve the social, emotional, behavioural and academic outcomes for our students.

Our school has established clear behaviour expectations to create a safe and supportive learning environment for all students. These expectations are consistently reinforced across all school settings and are linked to our school values of:

Respect

We treat people, places and things with kindness and care.

Responsibility

We take responsibility for ourselves, our learning and our behaviours.

Resilience

We keep going or adapt when things become challenging. We bounce back when things don't turn out as expected.



WPPS Positive Behaviour Matrix

	All Spaces	Learning Spaces	Play Spaces	Shared Spaces	Digital Spaces
Respect	- We use manners and are inclusive - We follow the instructions of all staff - We support others to share their ideas	- We take turns fairly - We raise our hand to share and use our inside voices - We actively listen	- We play safely and fairly - We look after equipment and school grounds - We respect personal space	- We give others privacy - We keep shared spaces clean - We use the space for its intended purpose	- We communicate with kind words - We take care of the schools and other people's technology - We only use the programs we have been instructed to use
Responsibility	- We are honest and own our actions - We are in the right place at the right time - We look after our own and others' belongings	- We collaborate with others - We care for our school's property and equipment - We stay on task and actively participate	- We follow the agreed upon rules and play by example - We speak up when we see unsafe behaviour - We use equipment/sticks for its intended purpose	- We use the bathrooms properly and then leave - We walk quietly, patiently, and safely - We report any misuse of areas or inappropriate behaviours	- We follow ICT protocols and use devices and the internet safely - We are thoughtful about the content we share online - We ensure that devices are charged at the end of the day
Resilience	- We use different strategies to understand and manage our emotions - We challenge ourselves to do things that are not easy - We learn from our mistakes	- We give all tasks a go - We become better learners by facing challenges and not giving up - We use feedback to improve	- We share spaces with others - We attempt to solve problems ourselves before telling a teacher - We determine rules before a game starts	- We act on reminders of appropriate behaviour, such as walking - We are patient and calm	We stay calm when faced with technical problems and attempt to work through the problem

How expected behaviours are acknowledged - Personal Points

Rewards are a valuable part of the learning environment and can support, rather than undermine, intrinsic motivation. They are particularly helpful in building early confidence and fluency in areas such as literacy, numeracy, and social skills.

Clear expectations, paired with consistent recognition of positive behaviour, help create a safe, predictable, and supportive school culture. Acknowledging students' efforts reinforces the importance of both social and academic goals, and encourages ongoing engagement, especially when students have input into the rewards.

SWPBS incentives provide meaningful feedback, celebrate progress, and help strengthen positive behaviours and expectations.

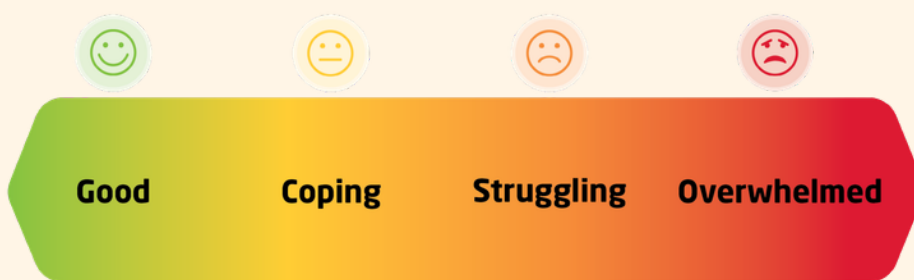
At WPPS, we use a 'Personal Points' system. When teachers acknowledge expected behaviours, students are awarded Personal Points aligned with the school value they have demonstrated. These points contribute to both the school's house system and each student's individual points.

Over time, students accumulate Personal Points which can be redeemed for rewards. Each year level offers a range of rewards for 10, 20, 30, 40, or 50 points, allowing students to work towards goals that are meaningful and motivating for them. These reward options are reviewed and updated each year, with student input helping to shape choices that are engaging and relevant.

Understanding wellbeing with the Children's Wellbeing Continuum

As part of the MHIPS initiative, we are working towards embedding a shared language through the Children's Wellbeing Continuum, developed by the Murdoch Children's Research Institute. This supports students to better understand, reflect on, and communicate how they are feeling.

The continuum uses child-friendly language and visual cues to help students identify their wellbeing across four key states.



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Good:

Calm, connected, and engaged.

Coping:

A little worried, tired, or distracted.

Struggling:

Upset, worried, or withdrawn.

Overwhelmed:

Unable to cope, feeling unsafe, or highly dysregulated.

By using this tool regularly, students are encouraged to check in with themselves, recognise when they may need support, and develop a shared language around emotional wellbeing. It also enables staff to respond proactively and provide timely, appropriate support for each child.

Additional Supports

We encourage families to seek support from external services when needed, including:

- [Kids Helpline](#)
- [Headspace National Youth Mental Health Foundation](#)
- [Child and Adolescent Mental Health Services](#)
- [Lifeline](#)
- [Family Mental Health Support Services](#)
- [Parentline](#)
- [Raising Children Network](#)
- [Neurowild](#)
- [Yellow Ladybugs](#)
- [Emerging Minds](#)
- [Minus18](#)
- [Rainbow Door](#)
- [Orange Door](#)

