



**Our Lady Star of the Sea  
Catholic Primary School  
Ocean Grove**

## **STUDENT WELL-BEING HANDBOOK**

### **VISION STATEMENT**

*Inspired by Mary and guided by our faith in her Son, Jesus, we aspire to be a respectful, nurturing and engaging learning community. (August 2011)*

Scripture Reference: **"I have come so that you may have life and have it to the full."**

John 10:10

**School Motto:**

**"Setting the Right Course"**

### **Value Statements**

**We are Respectful We are Safe We are Responsible**

***"We Reach for the Stars!"***

## WHAT IS WELLBEING?

Our Lady Star of the Sea is a learning community that promotes student wellbeing, safety and positive relationships so that students can reach their full potential. *“Wellbeing is both practical and perception: action and awareness. It is a state of being well in body, mind and spirit. Drawing on the wellsprings of our values, sense of purpose and meaning, wellbeing enlivens what matters in our lives.”* (Horizons of Hope,CEM 2017) Wellbeing is integral to learning excellence and ultimately overall health and life success. This holistic view recognises that the sacredness, dignity and giftedness of each person is grounded in the belief that each person is made in the image and likeness of God (Genesis 1:27)

## HOW IS WELLBEING ENACTED AT OUR LADY STAR OF THE SEA?

Within our community at Our Lady Star of the Sea, wellbeing incorporates all aspects of life and is illuminated by our catholic faith and the words of Jesus who said, ***“I have come that you may have life, and have it to the full.”*** (John 10:10)

Wellbeing is enacted through our school’s vision and mission and fostered through our explicit Social and Emotional Learning and teaching practices. Wellbeing is brought to life through respectful relationships, a safe, and inclusive learning environment , where the common good is honoured and authentic partnerships with families, parish and the broader community are nurtured.

## EXPLICIT SOCIAL AND EMOTIONAL LEARNING (SEL) LESSONS

Social Emotional Learning (SEL) supports students to develop fundamental skills necessary for wellbeing and life effectiveness. SEL enables students to recognise and manage emotions, demonstrate care and concern for others, establish positive relationships, make responsible decisions and handle challenging situations effectively. The Personal and Social Capability within the Victorian Curriculum encompasses Social and Emotional Learning. The Personal and Social Capability supports students in becoming creative and confident individuals with a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing, with a sense of hope and optimism about their lives and the future. On a social level, it helps students to form and maintain healthy relationships and prepares them for their potential life roles as family, community and workforce members.

## Resilience, Rights and Respectful Relationships Curriculum

As a Lead School for the Victorian Government, Respectful Relationships, Our Lady Star of the Sea School uses the Respectful Relationships learning materials developed for students Foundation to Year 6 to develop social, emotional and positive relationship skills. Efforts to promote social and emotional skills and positive gender norms in children and young people has been shown to improve health related outcomes and subjective wellbeing. It also reduces antisocial behaviours including engagement in gender-related violence. The learning materials help to develop students’ Emotional Literacy, Personal Strengths, Positive Coping, Problem Solving, Stress Management, Help Seeking, Gender and Identity and Positive Gender Relationships.

## Kimochis Education Program

The Kimochis Education tool kit is used by Our Lady Star of the Sea staff to introduce the knowledge, skills, and attitudes children need to recognise and manage their emotions,

demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively.

### **Berry Street Education Model (BSEM) Curriculum**

In recent years, staff at Our Lady Star of the Sea School have been trained in the domains of the Berry Street Education Model (BSEM). This whole school approach is purposefully designed to support the sequential development of students' physical, psychological, social and emotional capacities. This curriculum has been developed to build capacity over time and help students' to regulate their state in the present moment. The BSEM provides the lens and tools to support teachers to re-humanise our classrooms by acknowledging and cultivating healthy emotional self-awareness and management, strong, positive relationships and skills to self-manage.

### **Values and Character Strengths**

At Our Lady Star of the Sea we recognise the importance of Values Education for all students. As a Catholic school, we take our values from the Gospel values. As research shows, values provide an anchor for a person's wellbeing. They are an essential part of knowing why we exist and are the foundation of who we are, giving meaning to our life. Our values help us with making choices and fulfilling our goals.

#### **Values**

|                     |                    |                     |                       |                        |
|---------------------|--------------------|---------------------|-----------------------|------------------------|
| <b>Acceptance</b>   | <b>Creativity</b>  | <b>Freedom</b>      | <b>Justice</b>        | <b>Playfulness</b>     |
| <b>Achievement</b>  | <b>Culture</b>     | <b>Fun</b>          | <b>Kindness</b>       | <b>Power</b>           |
| <b>Adventure</b>    | <b>Curiosity</b>   | <b>Gratitude</b>    | <b>Leadership</b>     | <b>Religion</b>        |
| <b>Ambition</b>     | <b>Equality</b>    | <b>Growth</b>       | <b>Love</b>           | <b>Respect</b>         |
| <b>Authenticity</b> | <b>Environment</b> | <b>Health</b>       | <b>Loyalty</b>        | <b>Security</b>        |
| <b>Beauty</b>       | <b>Excitement</b>  | <b>Honesty</b>      | <b>Nature</b>         | <b>Self-Acceptance</b> |
| <b>Challenge</b>    | <b>Fairness</b>    | <b>Hope</b>         | <b>Non Conformity</b> | <b>Spirituality</b>    |
| <b>Community</b>    | <b>Family</b>      | <b>Humour</b>       | <b>Peace</b>          | <b>Teamwork</b>        |
| <b>Compassion</b>   | <b>Forgiveness</b> | <b>Independence</b> | <b>Persistence</b>    | <b>Tradition</b>       |
| <b>Courage</b>      |                    |                     |                       | <b>Trustworthiness</b> |

**Character strengths** are our tool to help follow our values. Some values are also character strengths, for example Gratitude.

|                          |                                       |
|--------------------------|---------------------------------------|
| <b>Creativity</b>        | <b>Hope</b>                           |
| <b>Curiosity</b>         | <b>Humour</b>                         |
| <b>Enthusiasm (zest)</b> | <b>Open-mindedness</b>                |
| <b>Honesty</b>           | <b>Love of Learning</b>               |
| <b>Bravery</b>           | <b>Perspective and Wisdom</b>         |
| <b>Kindness</b>          | <b>Social Intelligence</b>            |
| <b>Love</b>              | <b>Modesty and Humility</b>           |
| <b>Fairness</b>          | <b>Prudence</b>                       |
| <b>Persistence</b>       | <b>Self-regulation (self control)</b> |
| <b>Teamwork</b>          | <b>Appreciation of Beauty</b>         |
| <b>Forgiveness</b>       | <b>Spirituality</b>                   |
| <b>Gratitude</b>         | <b>Leadership</b>                     |

Of these Character Strengths, research suggests Love, Social Intelligence, Hope, Persistence, Vitality, Zest, Self-Regulation and Gratitude are essential for all people to be able to flourish.

See Appendix 1 for the list of meanings to 24 Character Strengths.

At Our Lady Star of the Sea a strengths based approach supports Restorative Practices and Social Emotional Learning of our students. (Refer to Behaviour Management )

### **OTHER STRATEGIES USED TO ENHANCE WELLBEING AT OUR LADY STAR OF THE SEA:**

#### **Prayer & Christian Meditation**

Christian Meditation is a form of prayer that engages the mind and helps students to recognise Jesus in themselves and in others. This can be linked in with a modified Circle Time that assists students to develop their own personal faith and their relationship with God and others. These sessions provide opportunities for all students to share connection, praise and gratitude.

#### **Mindfulness and Meditation**

Our Lady Star of the Sea values the benefit of creating time for the student to practice mindfulness and meditation at school. Calm reflective, age appropriate opportunities to develop mindfulness can be used by teachers at various times throughout the day. For example, meditation or mindfulness activities are used to help students to be present, centred, grounded and ready to learn.

#### **Brain Breaks**

Research supports the benefit of engaging in short activities that re-energise the brain and supports learning. Teachers at Sea of the Sea utilise brain breaks throughout learning sessions.

#### **Peer Support**

All Year 6 students are trained to deliver scheduled workshops with students from Year 1 - 4, covering topics and skills that are designed to help them make friends, build community, develop confidence and flourish.

#### **Buddy Program**

Foundation students are matched with a Year 6 Buddy for their first year of schooling. Activities are scheduled on a regular basis where the Buddies work together, promoting friendship, fostering a greater sense of belonging and a more inclusive school community.

#### **Student Leadership**

Student Leadership at Our Lady Star of the Sea provides opportunities for student voice, the development of student leadership skills and encourages active participation in the decision making processes. Our philosophy is to prepare our students to be future leaders in the community.

Students in Year 6 apply for positions of leadership in the following roles:

- House Leader
- School Leader
- Languages Leader
- Respectful Relationships Leader
- Media/Technology Leader
- Performing Arts Leader
- Social Justice Leader
- Green Thumbs/Sustainability Leader

## **MPower Girls / Revved Up**

Targeted programs for our students in Year 5 which focus on friendships, empathy and emotional intelligence.

### **BEHAVIOUR MANAGEMENT AND BUILDING POSITIVE RELATIONSHIPS**

At Our Lady Star of the Sea, teachers recognise the importance of a unified and consistent approach to the management of student's behaviour through **Restorative Practices**. The Restorative Practices Strategies used at our school include: Circle Time, Affective Questioning, Restorative Circles and Conflict Resolution.

Our Pastoral Care Policy states that ... *discipline practices at Our Lady Star of the Sea school are based on Restorative Practices.*

#### **Restorative Practices**

Restorative Practices involve the building of positive relationships and establishing a supportive environment that is fair, consistent and democratic. The underlying principle is that relationships are important, and when a harmful or disruptive incident occurs, the focus is on the harm caused to the relationship and the subsequent repairing of that harm; rather than what rule has been broken and therefore what consequences will be imposed. Restorative Practices gives the school a unified and consistent approach to the management of children's behaviour. The school also aims to develop responsible self-discipline amongst students. The school believes that the school community is responsible for an effective policy, therefore communication and support between staff, students and parents is essential.



#### **Circle Time**

Circle Time is a strategy or vehicle to conduct social and emotional sessions. Circle Time allows the teacher to explore issues of concern and social and emotional learning foci. It allows children to explore and address issues which concern them within a safe and comfortable space and provides a structured opportunity for solving problems. Circle Time affords the opportunity for the teacher and class to communicate with each other about issues which promote self-esteem and positive behaviour.

#### **Affective Questioning & Restorative Circles**

Restorative circles are used by Our Lady Star of the Sea staff when speaking to students about behaviour and incidents. Restorative Circles allow the teacher to demonstrate empathy, teach children how to resolve conflict, and most importantly, allow students to have voice. Our Lady Star of the Sea staff have a consistent approach to using restorative circles, using Affective Questions to help students to reflect on what happened, how they felt, how they chose to respond, the impact of choices made, how they could have responded differently and the impact on how they might have felt as a result of making a different choice.

**Examples of Affective Questioning:**



What happened?

What were you thinking at the time? What are you thinking now?



What strategy did you use to de-escalate? (Safety Plan)



Who has been affected by what you did? How?



What needs to happen to make things better? Any other ideas?

**Think Sheets & Safety Forms**

Think sheets (Foundation - 2) or Safety Forms (Year 3 -6) provide an opportunity for students to reflect on a situation that has occurred that they were involved in. They provide opportunities for all parties involved to reflect and express how they were involved or impacted. These reflections are crucial during the Restorative Circle and a significant part of our Restorative Practices.

**Positive Behaviours for Learning**

Our Lady Star of the Sea School is committed to creating the values of **safety, responsibility** and **respect** throughout our learning community. Teachers are currently working collaboratively with students to design a Whole School Behaviour Matrix that identifies the expectations at Our Lady Star of the Sea, based on our three core values statements:

- We are **respectful**.
- We are **responsible**.
- We are **safe**.

These values are supported by our overarching Positive Behaviours for Learning statement:

“We reach for the Stars!”

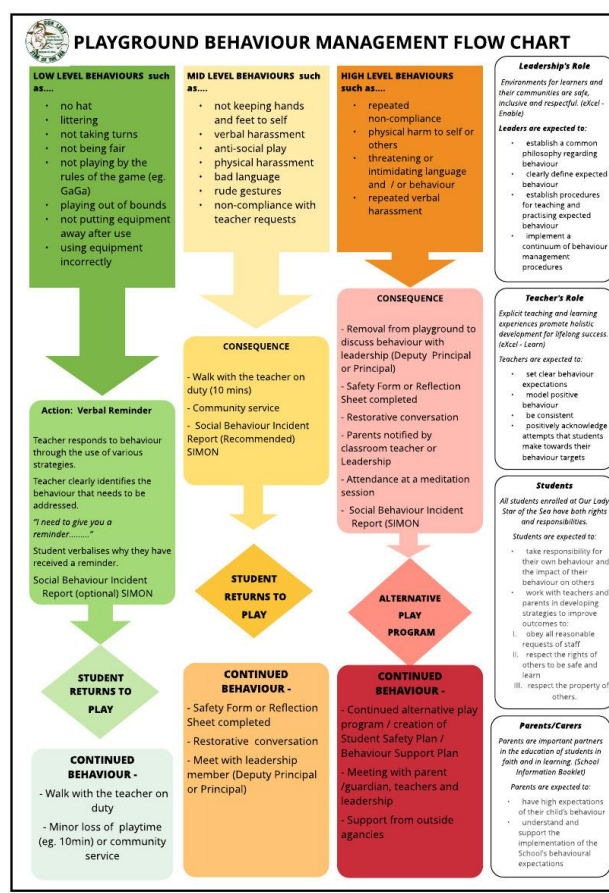
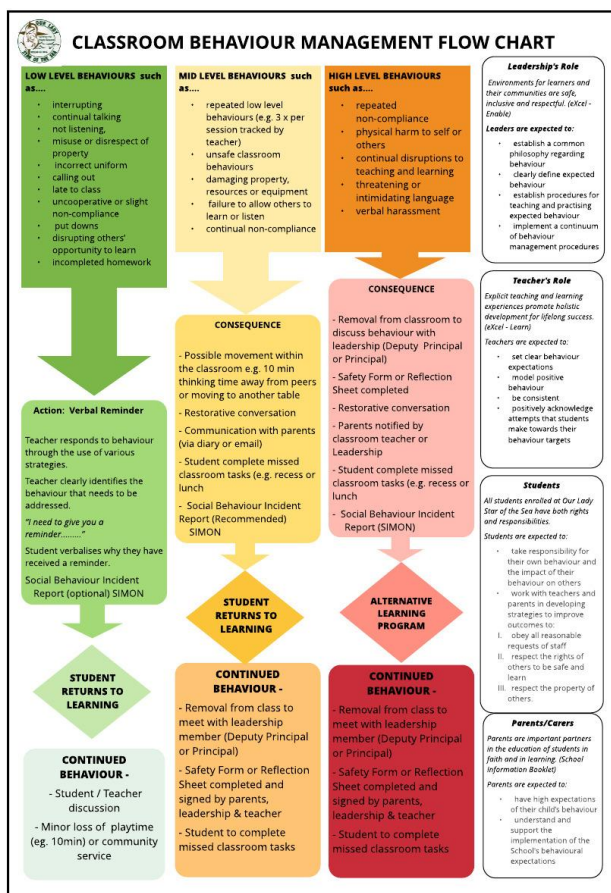
In turn this fits nicely with our school motto, “Setting the Right Course”

**Whole School Positive Behaviour for Learning Matrix**

|                    | WE REACH FOR THE STARS ★ ★ ★ ★  |   |  |  |   |  |
|--------------------|---|---|--|--|---|--|
|                    | ALL TIMES   | LEARNING SPACES   | OUTSIDE SPACES   | IN THE COMMUNITY   | TOILETS   | TECHNOLOGY   |
| WE ARE RESPECTFUL  | I SPEAK POLITELY TO OTHERS AND USE MY MANNERS<br>I USE WHOLE BODY LISTENING<br>I USE WORDS AND ACTIONS TO ENCOURAGE OTHERS<br>I TAKE CARE OF SCHOOL PROPERTY<br>I ALLOW FOR PERSONAL SPACE<br>I USE EQUIPMENT FOR ITS INTENDED PURPOSE                                  | I TREAT OTHERS WITH KINDNESS<br>I RESPECT OTHER'S OPINIONS AND THOUGHTS<br>I RESPECT THE RIGHT FOR EVERYONE TO LEARN              | I PLAY USING FAIR RULES<br>I TREAT EVERYONE AS I WOULD LIKE TO BE TREATED<br>I SHARE EQUIPMENT WITH OTHERS   | I TALK QUIETLY ON THE BUS & WHEN MOVING AROUND VENUES<br>I AM RESPECTFUL OF OTHER PEOPLE   | I USE THE TOILET FOR ITS INTENDED PURPOSE<br>I RESPECT EVERYONE'S PRIVACY<br>I FLUSH THE TOILET<br>I KEEP THE TOILET CLEAN<br>I SPEAK QUIETLY | I USE TECHNOLOGY AS PER THE USER AGREEMENT<br>I ASK PERMISSION BEFORE I TAKE PHOTOS OF OTHERS<br>I LOG OUT OF SHARED DEVICES |
| WE ARE RESPONSIBLE | I USE, RETURN AND STORE EQUIPMENT CORRECTLY<br>I AM A POSITIVE ROLE MODEL<br>I DISPLAY A GROWTH MINDSET<br>I WEAR THE CORRECT UNIFORM WITH PRIDE<br>I LISTEN AND FOLLOW INSTRUCTIONS<br>I SHOW CARE FOR THE ENVIRONMENT<br>I TAKE CARE OF MY OWN AND OTHER'S BELONGINGS | I STAY ON TASK<br>I ALWAYS DO MY BEST<br>I AM READY AND PREPARED FOR LEARNING<br>I KEEP SHARED SPACES TIDY<br>I FOCUS ON LEARNING | I SIT DOWN TO EAT<br>I TAKE CARE OF THE NATURAL ENVIRONMENT<br>I STAY IN AREAS IDENTIFIED FOR PLAYING<br>I TALK TO THE TEACHER ON DUTY WHEN I CANNOT SOLVE ISSUES WITH PEERS | I ADAPT MY BEHAVIOUR TO SUIT THE SETTING OR SITUATION eg. - CHURCH - INTERSCHOOL SPORTS<br>I STAY WITH MY GROUP<br>I REPRESENT THE SCHOOL WITH PRIDE | I PLAN TO USE THE TOILET BEFORE SCHOOL, DURING RECESS OR AT LUNCHTIME<br>I USE PAPER & SOAP WISELY  | I STAY ON TASK AND FOLLOW INSTRUCTIONS<br>I PUT EQUIPMENT BACK ON CHARGE<br>I USE THE INTERNET AND DEVICES AS DIRECTED       |
| WE ARE SAFE        | I KEEP MY HANDS & FEET TO MYSELF<br>I FOLLOW SAFETY INSTRUCTIONS<br>I FOLLOW THE SCHOOL AND CLASSROOM RULES<br>I USE A SAFETY FORM OR MY SAFETY PLAN IF I FEEL UNSAFE   | I AM AWARE OF OTHERS<br>I WORK WITH OTHERS TO SOLVE PROBLEMS<br>I PUSH CHAIRS IN<br>I WALK INSIDE                                 | I AM SUNSMART<br>I WALK NEAR BUILDINGS & AROUND CORNERS  | I FOLLOW INSTRUCTIONS FROM THE LEADERS AND TEACHERS<br>I ABIDE BY ROAD RULES eg. SEAT BELTS, BIKE HELMETS  | I WASH MY HANDS AND SANITISE<br>I LEAVE EQUIPMENT AND FOOD OUTSIDE OF THE TOILETS   | I MAKE GOOD CHOICES ONLINE<br>I TALK TO AN ADULT IF I FEEL UNSAFE ONLINE   |



Flowcharts for the Classroom and Playground environments will be explicitly taught and focussed on within the school.



Select the Flow Charts above to view.

The purpose of Positive Behaviour for Learning at Our Lady Star of the Sea is to:

- Enhance the sense of community in our school
- Promote being respectful, responsible and safe
- Increase positive behaviours and therefore reduce problem behaviours
- Create consistent language, expectations and consequences

### Positive Reinforcement

At Our Lady Star of the Sea we encourage the development of self-discipline and positive behaviours.

Practices to achieve this include the use of:

- Praise / Positive Reinforcement
- Congratulations
- Stickers & Stamps
- Written comments
- House points
- Gotcha awards
- Individual & Class certificates

### Awards

Learning and Teaching about Gospel Values are integral to our Learning Community. We acknowledge all children have strengths and we work with them on building their Values and

Character Strengths. Our weekly awards reflect the Values and Character Strengths of Gratitude, Hope and Optimism, Respect, Kindness, Forgiveness, Fairness, Persistence, Resilience, Getting Along, Zest and Enthusiasm, Love of Learning.

## **BULLYING**

### **Definition of bullying**

The national definition of bullying for Australian schools says:

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. **(Bullying No Way Safe Australian Schools Together)**

Bullying behaviours are to be reported to school staff. Usually the class teachers of the child/children involved or contact the Principal. It is not recommended that parents approach other parents of the other children involved. The school is the best place to report the bully behaviour incidents. We encourage students to report immediately to an adult, any sign of cyber bullying or inappropriate talk online. Cybersafety education is a part of our curriculum. The school's Child Safety Policy further explains the school's practices and procedures. <http://www.staroceangrove.catholic.edu.au/student-wellbeing/61/p/child-safety/>

### **Bullying and Harassment Intervention Strategies**

After an incident has been reported, one or more of the following approaches will be implemented using restorative practices which is a strategy that seeks to repair relationships that have been damaged, including those damaged through harassment and bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.

- Children involved interviewed by staff member to gain further information after the staff member has acknowledged their feelings and voiced that they are there to help.
- Incident Report form to be completed.
- Dialogue between parents and staff.
- Organised playtime activities for the child who may need support in engaging in play.
- Staff informed to monitor specific children at play times and record incidents in Behaviour Book/ safety forms.
- Disciplinary consequences or counselling for student using bullying behaviours.
- Parent resources accessed to assist with home discussion & management strategies.
- Individual Meeting using Affective Questions.
- Group Meeting — No Blame Approach led by a teacher. The child who is the target of the incident decides which students she/he would like to have part of the No Blame Approach.
- Bystanders are encouraged to support the victim.
- Cyber bullying is encouraged to be reported to the school. Students have the option of entering an incident confidentially electronically via the student desktop.



## Serious Incidents

A serious incident is one where the student's behaviour is a danger to themselves and/or other members of the school community. If this occurs:

1. The student is removed from the situation
2. The parents are notified and may be asked to collect the student and the student may not attend school for the remainder of that day.
3. In circumstances which are extremely serious and the belief is formed that the student's attendance at school is a danger to themselves and/or others, the student may be *excluded (suspended)* from school for a period of time
4. The parents will be required to attend a meeting to discuss the student's behaviour at school
5. In consultation with the parents, Principal, Student Wellbeing Leader and School Services Support Staff (MACS) a plan for assistance and support for the student and family will be developed. This could include referral to counselling services and medical practitioners/services.

## CHILD SAFETY

Our Lady Star of the Sea school is compliant with the Child Safety requirements. Child Safety is an ongoing commitment and our school will continually monitor, review and evaluate our policies and practices to maintain the requirements in regard to awareness, understanding and organisational preventative measures to ensure the safety of the students at Our Lady Star of the Sea School.

Our staff are committed to understanding and accepting the associated policies and Code of Conduct which gives clarity and clear direction for Child Safety.

Our School Education Board has ratified our policies and Code of Conduct in relation to Child Safety.

For further information in regard to child safety from the Catholic Education Melbourne go to website <http://www.cem.edu.au/publications-policies/Child-Safety/>

For further information in regard to child safety from Victorian Registration and Qualification Authority go to <http://www.vrqa.vic.gov.au/childsafe/Pages/default.html>

We have a child Safety Policy, Code of Conduct, Reporting Obligation Policy and risk Management plan which are available on the school website.

All staff and volunteers sign off on the Code of conduct and have a current Working with Children Check if they are working with students at Our Lady Star of the Sea. We ask new families upon enrolment to sign that they have read the Code of Conduct.



## CYBER SAFETY

At Our Lady Star of the Sea we believe cyber safe digital literature and responsible online behaviour is an essential part of students' learning. We encourage student learning to be enriched by strong connections, effective communicating online and offline, collaborating locally and globally: being well equipped to be safe and responsible cyber citizens.

Our Lady Star of the Sea School believes this is best learnt in partnership with home, school and the wider community in order for students to be safe and responsible citizens.

At Our Lady Star of the Sea, Internet User Agreements are signed off individually by all students and parents. These agreements ensure students will display positive online behaviour and have Gospel Values underpinning them, such as care, respect, dignity and responsible decision making. Staff also have a User Agreement and these agreements ensure staff and students model appropriate online behaviour.






Child Safety standards require that policies and practices are in place for the online environment. At Our Lady Star of the Sea cybersafety and responsible behaviours are expected and reinforced in the school use of digital technologies.

Our Lady Star of the Sea is an eSmart School.

Screen Time: At Our Lady Star of the Sea Primary School, we use iPads, Chrome books and Apple TV's as learning tools. We value all student's wellbeing. Therefore, we monitor all screen time with an understanding that all students need many opportunities to interact with others and their environment. The Australian National Physical Activity and Sedentary Guidelines state that children aged 5-17 years have a recommended daily screen time of less than 2 hours per day.



#### Our Lady Star of the Sea School is accredited with the following:

- **Kidsmatter**  / **BeYou**  : whole school approach to children's mental health and wellbeing for primary schools.
- **eSmart**: an initiative of the Alannah & Madeline Foundation, helps teachers, librarians and the greater community to best manage cyber risks, bullying and cyberbullying issues so students feel safer and supported.
- **Sunsmart**  - a multifaceted program that aims to reduce skin cancer incidence, morbidity and mortality through targeted prevention and early detection.
- **Healthy Schools Achievement Program**  - supports Victorian schools to create healthy places for working, learning and living. This includes **Healthy Heroes**: a Geelong Cats initiative that works with schools to focus on positive behaviour change across five key areas; physical activity, healthy eating, hydration, screen time and sleep.
- **Ride2 School** - a nationwide program delivered by Bicycle Network, designed to support schools to encourage, empower and enable more students to get physically active on their journey to school.
- **Walk to School**  : an initiative of VicHealth that promotes regular physical activity by encouraging families to walk, scoot or ride to school.

**STRATEGIES USED AT SCHOOL THAT YOU CAN USE AT HOME**

If you are in a situation when you feel unsafe you can:

- Tell the person to stop or say “NO”.
- Try to ignore the situation and walk away to be closer to your friends or a teacher.
- Ask a teacher for help.
- A Child Safety tab is available on the Student Desktop of Our Lady Star of the Sea. This tab contains a form for children to complete which, when submitted, goes directly to the principal and deputy principal. This can be an anonymous submission.

## **HOW TO HELP CHILDREN FEEL CONFIDENT**

### **“BE REAL – SAY WHAT YOU FEEL”**

Some helpful statements:

It makes me mad when .....

I get really upset when .....

I don't like it when .....

Sometimes I don't think you realise how much it hurts when you .....(say that, do that)

It's a bit unfair to say that about..... when she isn't here to defend herself.

When people do that to others, it can be really hurtful.

When you treat me like that, I get really upset.

It's hard for me when .....

No one should deliberately hurt someone else by saying mean things.

None of us would like it if it happened to us.

That's really mean to (say ... do ...)

It's hard for me when ..... I really like it when .....

### **HOW TO ACT CONFIDENTLY**

Stand tall.

Look into other people's eyes not down at the ground.

Speak clearly and reasonably loudly.

Don't give a little laugh after you speak.

Don't smile too much in a nervous way.

Smile confidently when it is appropriate.

Don't hesitate.

Don't fidget.



Phone: (03) 52752272

[www.geelongcity.vic.gov.au](http://www.geelongcity.vic.gov.au)

## REFERENCE MATERIAL

[MACS Pastoral Care of Students Policy](#)

Social and Emotional Learning in Catholic School Communities

Our Lady Star of the Sea Catholic Primary School:

- Vision Statement
- Our Lady Star of the Sea Pastoral Care Policy
- BeYou (formally Kidsmatter)
- Achievement Program
- SunSmart
- Travel Smart
- eSmart
- Our Lady Star of the Sea Parent Library
- Berry Street Education Model
- Resilience Rights and Respectful Relationships Curriculum



## APPENDIX 1: 24 CHARACTER STRENGTHS AND MEANINGS

|                          |  |
|--------------------------|--|
| <b>Creativity</b>        | Thinking of new and creative ways of doing things.                   |
| <b>Curiosity</b>         | Being interested in and curious about the world.                     |
| <b>Enthusiasm (Zest)</b> | Having a passionate and energetic approach to life.                  |
| <b>Honesty</b>           | Being genuine and speaking the truth.                                |
| <b>Bravery</b>           | Being courageous when faced with threat, challenges or difficulties. |
| <b>Kindness</b>          | Going out of your way to do things for others.                       |
| <b>Love</b>              | Valuing loving and close relationships.                              |
| <b>Fairness</b>          | Treating people equally.   |
| <b>Persistence</b>       | Working towards goals despite challenges.                            |
| <b>Teamwork</b>          | Working well in a group or team.                                     |
| <b>Forgiveness</b>       | Forgiving people who make mistakes.                                  |
| <b>Gratitude</b>         | Being thankful for good events and the kindness of others.           |
| <b>Hope</b>              | Thinking hopefully and optimistically about the future.              |
| <b>Humour</b>            | Appreciating humour and having the ability to make others laugh.     |
| <b>Open-mindedness</b>   | Thinking about things from many different approaches and angles.     |
| <b>Love of learning</b>  | Being passionate about new ideas, learning and knowledge.            |

|                                       |  |
|---------------------------------------|--|
| <b>Perspective and Wisdom</b>         | Being able to provide sound advice to others and having a mature view of life and the world. |
| <b>Social intelligence</b>            | Having insight into the motives and feelings of yourself and others.                         |
| <b>Modesty &amp; Humility</b>         | Letting accomplishments speak for themselves.  |
| <b>Prudence</b>                       | Exercising caution, thinking about things you say before saying them.                        |
| <b>Self-regulation (Self-control)</b> | Having discipline and regulating your feelings and actions.                                  |
| <b>Appreciation of beauty</b>         | Noticing and appreciating excellence and beauty.   |
| <b>Spirituality</b>                   | Having a strong sense that there is a higher purpose to life.                                |
| <b>Leadership</b>                     | Having vision, and organising and leading people   |

Initial Handbook:  
Review: April 2022  
Updated : March 2023  
Next Review: March 2024