

# Williamstown PS Principal Q&A

“Once a Willy Kid, always a Willy Kid!”

RESPECTFUL

RESPONSIBLE

RESILIENT

LEARNERS



## Purpose:

To provide an overview of key areas of the school.

Build greater understanding of school processes, supports and operations

## Format:

- Presentation of 3 themes
- 10-15 min presentation of each theme
- 10-15 min question time after each theme presentation

## Themes:

Student Wellbeing

Supporting Neurodiversity

Buildings and Infrastructure

“Once a Willy Kid, always a Willy Kid!”



# Student Wellbeing

“Once a Willy Kid, always a Willy Kid!”

RESPECTFUL

RESPONSIBLE

RESILIENT

LEARNERS



# Student Wellbeing

## School Strategic Plan (2023-2027)

### Goal:

- To enhance student agency in wellbeing and learning

### Key Improvement Strategies:

- Embed & demonstrate a whole school approach to student agency
- Enhance a whole school approach to inclusion, student health and wellbeing

## Annual Implementation Plan (2024)

### Key Improvement Strategies:

- Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

### Actions:

- Appointment of Mental Health and Wellbeing Leader
- Establish regular wellbeing team meetings
- Implement the Student Wellbeing HUB
- Employ a mental health practitioner (Social Worker/Councillor)

“Once a Willy Kid, always a Willy Kid!”

RESPECTFUL

RESPONSIBLE

RESILIENT

LEARNERS



# Student Wellbeing

Lisa Leydin  
Assistant Principal

Mat Montebello  
Principal

Student  
Wellbeing

Molly Hedditch  
Disability and Inclusion Support

Anna Swan  
Mental Health and Wellbeing Leader

Bern Tripodi  
Expressive Arts Therapist

## Weekly Meetings

- Monitoring of individual student needs.
- Allocation of resources and services.
- Review of dedicated program participation
- Communication with families

“Once a Willy Kid, always a Willy Kid!”

RESPECTFUL

RESPONSIBLE

RESILIENT

LEARNERS



# Student Wellbeing

## Wellbeing Programs and Resources

### Teacher Led

- Willy Kids are Friendly Kids
- Expressive Arts Therapy
- Friday Foodies Club (Kate F)
- Positive Minds (Anna S)

### Student Guided

- Bluestone Lounge
- Wellbeing Hub
- Lunch Time Programs

“Once a Willy Kid, always a Willy Kid!”

RESPECTFUL

RESPONSIBLE

RESILIENT

LEARNERS



# Student Wellbeing

## Student Voice

### Attitude to School Survey

- Student voice and agency
- Motivation and Interest
- Stimulated Learning
- Differentiated Learning  
Challenge

Additional - Monitoring of unapproved  
absence

“Once a Willy Kid, always a Willy Kid!”



RESPECTFUL

RESPONSIBLE

RESILIENT

LEARNERS

# Student Wellbeing

## Student Voice

### PIVOT Wellbeing Grade 5/6

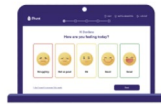
#### Overview of the Wellbeing for Learning tool

At the start of the engagement, students complete a **baseline survey**, which is a 15-question survey focused on student belonging, safety and resilience. Throughout the year, students then respond to five questions **each week** including a general wellbeing measure.

**Baseline (5 min, 1 per year)**

**Weekly Check-in (1 min)**

The weekly check-in includes:



- One general wellbeing question**
- Designated school staff will be notified if a student identifies as 'struggling'
  - Students can also access to internal and external support for help



- Three questions, one from each wellbeing for learning domain**
- Different questions each week that are compared to the Baseline
  - Questions rotate through a five week cycle



- One question on protective behaviours**
- Protective behaviours include **sleep, friendship, family and school work**.
  - Students respond on the same protective behaviours question each week



“Once a Willy Kid, always a Willy Kid!”

RESPECTFUL

RESPONSIBLE

RESILIENT

LEARNERS





# Student Wellbeing

## Relationships

Student → Teacher

Student → School Leadership

Family → Teacher

Family → School Leadership

“Once a Willy Kid, always a Willy Kid!”

RESPECTFUL

RESPONSIBLE

RESILIENT

LEARNERS



# Questions?

“Once a Willy Kid, always a Willy Kid!”

RESPECTFUL

RESPONSIBLE

RESILIENT

LEARNERS



# Supporting Neurodiversity

“Once a Willy Kid, always a Willy Kid!”

RESPECTFUL

RESPONSIBLE

RESILIENT

LEARNERS



# Supporting Neurodiversity

## Most common types of neurodiversity

- Autism, or Autism Spectrum Conditions
- ADHD: Attention Deficit Hyperactivity Disorder, or ADD: Attention Deficit Disorder
- Dyscalculia
- Dyslexia
- Dyspraxia, or Developmental Coordination Disorder (DCD)

“Once a Willy Kid, always a Willy Kid!”



RESPECTFUL

RESPONSIBLE

RESILIENT

LEARNERS

# Supporting Neurodiversity

## System Based Support Disability and Inclusion Reforms

Tier 1 – Core student learning funding

Tier 2 – School-level funding

Tier 3 – Student-level funding

“Once a Willy Kid, always a Willy Kid!”



RESPECTFUL

RESPONSIBLE

RESILIENT

LEARNERS

# Supporting Neurodiversity

## Whole school adjustments:

- Team and whole school planning
- Targeted Professional Development for staff
- IEP students 12+ months below in one or more curriculum areas
- Student Support Group
- School Funded Education Support Staff
- Learner Profiles for students
- Teaching adjustments
- Literacy and Numeracy Intervention Programs
- Expressive Arts therapy
- Social Skills Program

## All classroom environments

- Visual timetables, including images to support written information
- Flexible seating and workspaces
- Behaviour expectations and class agreements
- Learning Intention & Success Criteria clearly displayed
- Visual supports (Apple TV)
- Use of iPads (Assistive Technology)
- Break-Out spaces

“Once a Willy Kid, always a Willy Kid!”



RESPECTFUL

RESPONSIBLE

RESILIENT

LEARNERS

# Supporting Neurodiversity

## School Process and Support

- School & Home Partnership
- Student Support Services (HWK)
- Investigate
- Assessment
- Review
- Implement recommendations, support, adjustments, access resources
- Monitor

“Once a Willy Kid, always a Willy Kid!”



RESPECTFUL

RESPONSIBLE

RESILIENT

LEARNERS

# Supporting Neurodiversity

## School Process and Support

- School & Home Partnership
- Student Support Services (HWK)
- Investigate
- Assessment
- Review
- **Implement recommendations, support and adjustments, access resources**
- Monitor

“Once a Willy Kid, always a Willy Kid!”



RESPECTFUL

RESPONSIBLE

RESILIENT

LEARNERS



## Supporting Neurodiversity

- Level of Adjustments will be at the level that allows the student to successfully access the curriculum.
- Learner Profile Created

For students whose adjustments require tier 2 and tier 3 support

- IEP may be developed (Depending on Required Support)
- Arrangement of SSG (Depending on Required Support)

“Once a Willy Kid, always a Willy Kid!”

RESPECTFUL

RESPONSIBLE

RESILIENT

LEARNERS



# Supporting Neurodiversity

## Whole school awareness

- Celebration of Neurodiversity Week
- Celebration of successful neurodivergent people
- Promotion of Neurodiversity throughout the school
- Neurodiversity literature (Students)
- Neurodiversity literature/resources (Staff)
- Ongoing staff Professional Learning

“Once a Willy Kid, always a Willy Kid!”



RESPECTFUL

RESPONSIBLE

RESILIENT

LEARNERS

# Questions?

“Once a Willy Kid, always a Willy Kid!”

RESPECTFUL

RESPONSIBLE

RESILIENT

LEARNERS



# Buildings and Infrastructure

“Once a Willy Kid, always a Willy Kid!”

RESPECTFUL

RESPONSIBLE

RESILIENT

LEARNERS



## Buildings and Infrastructure

### Maintenance

- School based
- Focus to ensure school assets are maintained
- School based annual schedule
- Combination of skilled contractors and WPS maintenance staff

### School Projects

- School council directed
- Combination of locally raised and Department funds
- B&G Master plan
- Development of areas of school need

### Condition Maintenance

- VSBA Rolling facilities Evaluation
- Categorized maintenance
- Priority 1 & 2 (Immediate to 12 months completion, VSBA Funding provided)
- Priority 3 - (2 years completion)
- Priority 4 & 5 (3-5 years completion)

“Once a Willy Kid, always a Willy Kid!”



RESPECTFUL

RESPONSIBLE

RESILIENT

LEARNERS

## Buildings and Infrastructure

### School Projects

- Funded by locally raised funds, DE funds or successful grant funding.
- Projects are developed as part of the school's B&G Master plan.
- Master plan is developed by school leadership, B&G Sub-committee and School Council.
- The master plan lists projects into priority order as identified by school council.
- Master plan outlines all school projects and conditioned maintenance and allocated funding streams.
- Current Master plan is for 2023-2027

Note: Currently developing a community version of the master plan

“Once a Willy Kid, always a Willy Kid!”

RESPECTFUL

RESPONSIBLE

RESILIENT

LEARNERS



# Buildings and Infrastructure

Successful major projects from previous master are:

- Front basketball court
- Multi-purpose court
- 2-staged prep playground
- Assembly shade sail
- 5/6 deck shade sail
- Parker St Garden (West)

Current projects completed from current master plan:

- Junior Quad
- Gate Upgrade
- Fencing Upgrades

Future Projects listed on current master plan

- Junior Toilets (VSBA Grant Application)
- Parker St Garden (East)
- Electra St Garden

“Once a Willy Kid, always a Willy Kid!”



RESPECTFUL

RESPONSIBLE

RESILIENT

LEARNERS

## Buildings and Infrastructure

### Department Project Requirements

- \$5000-\$50,000: Minimum 1 quote required. Recommended multiple quotes obtained
- \$50,000-\$100,000: Minimum 3 quotes required. School Council Approval
- \$100,000-above: School Council approval required to VSBA approval submission. Public Tender Required

Note: WPS's practice is to always seek 3 quotes for any projects \$20,000 and above.

Large projects are always identified in the school's annual budget with its own budget line.

"Once a Willy Kid, always a Willy Kid!"

RESPECTFUL

RESPONSIBLE

RESILIENT

LEARNERS





# Buildings and Infrastructure

## Condition Maintenance

VSBA have taken on our remaining Priority 2 items due to insufficient funds being provided.

### Remaining items

- Redbrick Roof
- Redbrick Roof Edging
- Bluestone Building concrete molds
- Bluestone Window Trims and concrete framing

“Once a Willy Kid, always a Willy Kid!”



## Buildings and Infrastructure

# Questions?

“Once a Willy Kid, always a Willy Kid!”

RESPECTFUL

RESPONSIBLE

RESILIENT

LEARNERS

