



John Wollaston  
ANGLICAN COMMUNITY SCHOOL

# John Wollaston Anglican Community School

## Valuing, Appreciating and Celebrating Learning



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PRIMARY 2022

## Primary Leadership are here to help.



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HEAD OF PRIMARY



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# Valuing, Appreciating and Celebrating Learning – The Background

A new way for JWACS Primary...

In 2021 we conducted a Certificate Review which explored how our community could create a new way of Valuing, Appreciating and Celebrating Learning here in Primary. We are very excited in 2022 to be getting started with our new way! Let's recap and then see what is new for 2022.

Firstly, we had some key imperatives that had to underpin the way we moved forward –



- As an IB World School we needed to continue developing our use of the IB learner profile and bring this language within the community back to life. This was identified as a Recommendation in our 2020 Evaluation Report.
- The new system must be manageable and sustainable.
- The new system should support student agency.
- Whole School approach required.
- It was an **opportunity** – a chance to bring our practices up to date, build coherence between Character Strengths and Learner Profile and develop student agency.

Secondly, it was important to consult our learning community to see what was important to the people the new approach would impact.

Here's a summary of what parents, students and teachers had to say...

## What we should celebrate –

- Learning – both in and outside of school
- Looking after each other, care and kindness – good character
- Overcoming personal challenges
- Achievement of goals

## How we should celebrate –

- Smaller achievements and frequently
- Children having a voice in the process
- Goal setting
- Acknowledgements
- Displaying and sharing using noticeboards and newsletters, with students having a choice.

Families and students were divided on whether we needed to keep the Character Quest as well as new certificates. Educators, however, were not. In 2022, the new way will mean that King of The Jungle (peg charts and certificates) and Character Quest processes will no longer be part of how we celebrate and value learning in Primary. It is time to move on from these practices.

In addition to all of the abovementioned input, it was also important to look at how inclusive the new way was going to be and if it was possible to have a system that supported student wellbeing in some way. We are a proudly inclusive community and our practices going forward needed to be flexible enough to be relevant to all students. In relation to wellbeing, our teaching and learning program supports the development of knowledge and understanding – but could our new way also support this by developing helpful habits or practising some of these strategies? We believe we have taken a great step in the right direction.

So, there's the background. We hope you will embrace the new way with your child and family and find that these tools support the *Valuing, Appreciating and Celebrating of Learning* with your child /ren.

Mrs Tracey Rogers

HEAD OF PRIMARY  
February 2022

# Valuing, Appreciating and Celebrating Learning – How it Works

At JWACS we believe in using every opportunity to encourage students to aspire to be their best self. Our certificates are just one of the tools that members of our learning community can use to support and motivate our learners. Keeping the approach simple allows for great flexibility and adjustment to suit the age and stage of children as they progress.

## What do our new certificates look like?



Gratitude Certificate



Personal Best Certificate

## Why these certificates?

Gratitude Certificates help promote a grateful mindset, but also actively encourage students to practise gratitude regularly. Gratitude Certificates can be given to any member of our community, from any member of our community, when the person's efforts to make our School a great place have been noticed. It is anticipated that more Gratitude Certificates will be presented than Personal Best. How wonderful for the giver to be thinking about others in a positive way, and how special to receive a Gratitude from a peer, teacher or parent!

Personal Best Certificates are to recognise when students have achieved a goal or made significant personal progress in some way. These can also be used for groups of students, such as a class, for working together to achieve a collective goal. The beauty of these certificates is that the goals can be highly personalised for different children. The ideal outcome is that we have students who are self-aware of their goals and can articulate and celebrate their own milestones – and not in comparison with others.

## Who can award them?

In order to promote agency and recognise learning in a holistic way, all members of the JWACS community can award these certificates. As this is very new, the Personal Best Certificates have a place for a trusted adult to support the awarding of a certificate by a student.

In our new system, parents and guardians are empowered to play an active role in valuing, appreciating and celebrating children's learning. Parents and guardians have great insight into their children's goals, effort and development. By involving parents and guardians, we are supporting a holistic view of learning, valuing children's efforts both in and outside the classroom.

# Certificate Examples

To help clarify, I have created some examples –

1

Student, Mary, has been trying to use capital letters in her writing properly for ages. Mary's Mum has watched her spend a whole week at home editing her narrative until all of the capital letters were in the right place. Mary checks her work with Mum and is elated that she has done it! Mary and her Mum share this success back at school by completing a Personal Best certificate recognising her as principled and a thinker and posting it.

2

Head of Primary awards the Tadpole Class a Gratitude Certificate for their consistently tidy bag rack. Students, without teacher prompting, maintained this high standard throughout the term. Through being principled, they have shown respect to the School and their belongings.

3

Teacher, Mrs Smith, has been learning about fractions with her class. A pre-assessment and conversations with student, Danny has showed that this area of Mathematics is a struggle for him. Danny really wants to master this and over the next few weeks, works diligently and pushes himself to understand fractions better. Mrs Smith notices his willingness to communicate his struggles and take risks to further his learning. The post-assessment shows some growth for Danny in this area, but Danny feels a bit disheartened. Mrs Smith discusses this with Danny and together they celebrate his positive and proactive approach to learning. A Personal Best certificate is awarded, and Danny begins to see that his attitude and effort is valued in learning as the Learner Profile attributes of risk-taker, communicator and thinker are celebrated.

4

Dad, Peter, has noticed that his daughter Sara is struggling to get organised in the mornings for school and often results in them being late. Together, they put an organisational chart for the morning in place and set a goal to make it to School on time every day for a fortnight. In the first week, they struggle and are late to school a couple of times. They persist and trouble-shoot and after four weeks, they have made it to school on time for 10 days in a row. They celebrate by using a Personal Best certificate for Sara, for being reflective, open-minded and principled. Sara also wants to thank her Dad for the support, so she completes a Gratitude Certificate for him!

## What is the process?

1. Complete all sections of the relevant certificate. Be sure to highlight or circle the Learner Profile attribute/s you think have been demonstrated.
2. Students can post them in the Certificate Post Boxes located in Primary and ELC Reception.
3. A member of Primary Leadership will visit classes to present certificates once a week. Students who would like to have their photo included in Wollaston's Wrap can have their photo taken! It is important that this is a student choice.
4. The student can take the certificate home or display in the classroom.



## What is the Learner Profile?

An explanation of the Learner Profile can be found on the back of your child's Student Diary. This explains the attributes of the Learner Profile for you to refer to. Linking these to actions through the certificates will help student understanding and recognition of how they are developing as a learner!

## Where do we get certificates from?

One of each certificate will have come home with your child. Additional certificates can be collected from Primary or ELC Reception.



## Why post them?

First and foremost, joy. The children enjoy being able to do something special with their certificates.

Secondly, as teachers are not the only ones awarding certificates, they are not able to easily collate the Learner Profile attributes being recognised elsewhere. The Learner Profile attributes will be logged so that teachers can see what wonderful qualities are being developed in and out of school. This process will also help Primary Leadership gather some information about the level of engagement with the new certificates across the school. Please see the Dos and Don'ts section below for a word on competition!

## How do we get started?

I would suggest that over the first few weeks of the year, simply familiarise yourself with the new certificates. I have asked teachers to discuss it with their class and to start with a class goal first. There will need to be plenty of modelling of how this works. Ask lots of questions and have-a-go when you feel there is a good reason to celebrate. The more we work together to shape and develop this with the children, the better it will be!

## What about the environment?

With a simplified new system, the overall paper use should be reduced. Teachers have already raised this issue and I have had some express an interest in trying to make a digital version. However, the view that a tangible hard copy certificate held value was also raised. The certificates to begin with will be A5 in size to help reduce the use and I would encourage all families who do not plan to store them as a keepsake, to recycle as appropriate.

## What if students are making poor choices with their behaviour?

Please see the Promoting Positive Behaviours document on the opposite page for our approach in Primary.

## Dos and Don'ts

### Do

Do get excited about the new certificates and share the enthusiasm with your child.

Do encourage your child to ask questions to help clarify how it works.

Do engage with your child about what might be meaningful goals or gratitude.

### Don't

Don't get competitive. The fastest way to ruin this system is to compare how many certificates a student gets with another, whether in the same family, class or across year levels. This is not a competition. The number of certificates is not important.

Don't hesitate to have-a-go. The more meaningful the goal for Personal Best certificates the more meaningful these will become for your child.

Once we get the year underway and have some examples come through, it may be helpful to share some anecdotes or stories of success, so that we can grow and develop the use of our certificates together. Please don't hesitate to get in touch with your success stories!



## PROMOTING POSITIVE BEHAVIOURS

All students at John Wollaston are supported and encouraged to demonstrate the School's core values of *Honesty, Respect, Responsibility and Commitment*. Our Student Code of Conduct also makes clear to students the expectations of the School.

At times, students will make poor choices with their behaviour. This can occur for a number of reasons. It is important that students understand there are consequences for disrespectful or inappropriate behaviour and take responsibility for their actions. Restorative approaches ensure the student is supported in 'making things right' and ensuring the repair of any relationships damaged by the poor behaviour choice/s. At all times, the consequence for the behaviour takes into consideration the student's developmental stage. Our approach in Primary to promote a return to positive behaviours is outlined below.

### Classroom Level

All low-level poor behaviour choices will be managed by class teachers in line with the Essential Agreement established at the commencement of the academic year. Steps will be put in place to support the child/ren as required. Class teachers will communicate any more serious or ongoing issues to parents / guardians and will refer concerns to the Deputy Head of Primary.

Behaviours at this level include, but are not limited to, being disruptive, not following instructions, not sharing, answering back to staff, not working in alignment with the Essential Agreement.

### Deputy Head of Primary

Ongoing or serious concerns with behaviour are referred to the Deputy Head of Primary. The context, nature and seriousness of issues is established. In all cases, the Deputy Head of Primary, in collaboration with the class teacher, will work to establish a restorative behaviour plan and communicate with parents / guardians as required. If required, a referral to the School Counsellor or Chaplain may be appropriate. These referrals can only be made through the Deputy Head of Primary or Head of Primary.

Consequences and behaviours at this level are outlined below.

#### Lunchtime Detention

Sample behaviours –

- Persistent poor choices in class
- Swearing
- Disrespectful behaviour towards peers
- Escalating game play
- Rough conduct

Communication with parents / guardians at this level can be maintained through SEQTA, the Student Diary or by phone.

#### After School Detention

Sample behaviours –

- Deliberate physical aggression
- Theft
- Damage to property
- Derogatory comments

At this level a meeting is arranged with parents / guardians, the class teacher and Deputy Head of Primary to establish the restorative plan.

### Head of Primary

Serious breaches of the Code of Conduct (e.g., violent behaviour, derogatory behaviour of sexist or sexual nature, ongoing harassment or bullying) and failure to modify behaviours over time may result in **suspension**. Parents / guardians meet with the Head of Primary to establish the restorative plan. Suspensions can be either internal (student still attends school) or external. Activation of suspensions is always finalised with approval of the **Principal**.

**The Principal is the final arbiter on all matters pertaining to School Rules and Regulations.**

