

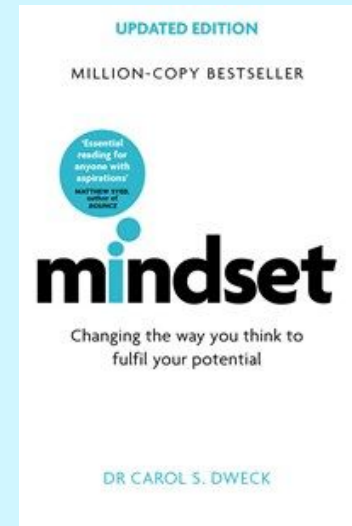
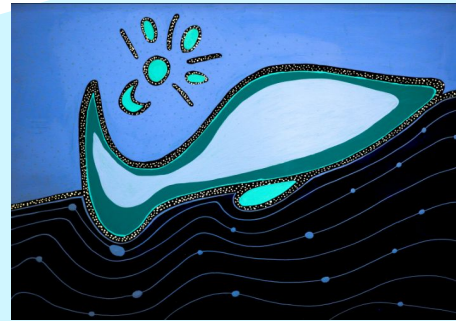
The Cammeray Way – Wellbeing



Acknowledgement of Country

Warimi, as we share our knowledge, teaching and learning within this school, may we also pay respect to Aboriginal and Torres Strait Islander people for the knowledge embedded forever within the Aboriginal Custodianship of Country.

We stand together today, tomorrow, forever, Yanu.



Cammeray Code – Liz

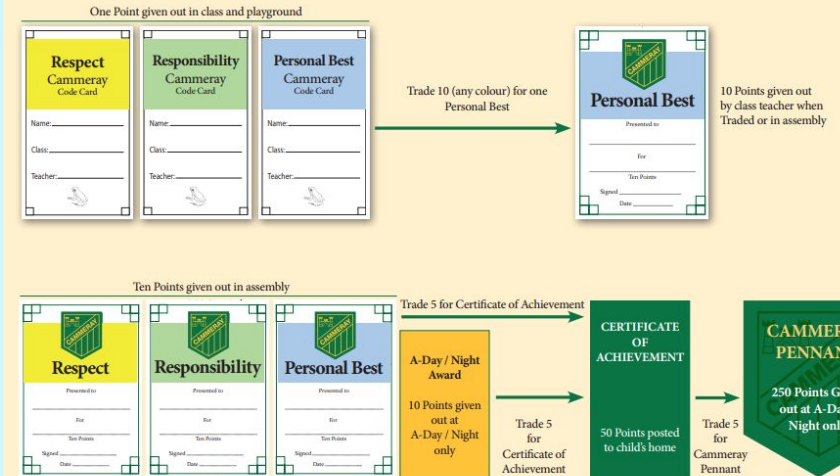


Cammeray Code



Respect	<p>Take pride in being a member of our school and community</p> <p>Actively accept the rights and differences of others</p> <p>Listen and communicate with courtesy</p> <p>Treat others kindly</p>
Responsibility	<p>Care for school property and the environment</p> <p>Be accountable for your actions</p> <p>Look after personal belongings</p> <p>Work, move and play safely</p>
Personal Best	<p>Actively participate in learning opportunities</p> <p>Have a positive attitude</p> <p>Challenge yourself</p> <p>Be resilient</p>

Cammeray Code Flowchart



Distributed Leadership – Kerry



Principal

Kerry McConaghy, supported by Sharon Sands (Director) and Judy Smith (Principal Support)

Deputy Principals (DP)

Elizabeth Bernasconi (K-2) and Kym Watterson (Y3-Y6)

Instructional and Curriculum Leaders

Kathleen Olsen (IL), Pamela Moore (IL) and Alexandra Ball (CD)

Assistant Principals (AP) / Team Leaders (TL)

Specialists - Sharon Fahey (TL)

Year 6 - Laura Tsolakedis (TL)

Year 5 - Hayley Burn (TL)

Year 4 - Katie Rowley (AP/TL)

Year 3 - Dave Robertson (TL)

Year 2 - Helen Lane (TL)

Year 1 - Jessica Moss (TL)

Kindergarten - Charley Neal (TL)

Classroom teacher is the most important contact for families

#NB. tiered leadership provides layers of additional support

Wellbeing Systems at Cammeray – Liz



[Learning and Support Team](#)

[Positive Behavior for Learning](#)

[Wellbeing Hub](#)

Reconciliation Action Plan

Cammeray Public School School Reconciliation Action Plan 2021
Cammeray Public School Reconciliation Action Plan is developed in consultation with Cammeray PS Aboriginal parents and local community members and the schools Aboriginal Education, Inclusivity & Diversity Teams. To promote Reconciliation, we wanted to develop a RAP that demonstrates our commitment to Reconciliation and to our school's core values of Respect Responsibility and Personal Best. We acknowledge that Cammeray Public School exists on Cammeraygal Land and it is important to include Aboriginal Culture and History in our school environment to foster greater understanding, awareness and deeper, meaningful relationships with the Aboriginal Community.



Cammeray Code	
Respect	Take pride in being a member of our school and community Actively accept the rights and differences of others Listen and communicate with courtesy Treat others kindly
Responsibility	Care for school property and the environment Be accountable for your actions Look after personal belongings Work, move and play safely
Personal Best	Actively participate in learning opportunities Have a positive attitude Challenge yourself Be resilient

Cammeray Public School
Reconciliation Action Plan 2021 - 2023

Walker Learning – Kym



Student Voice

Tell Them From Me



Creative and Critical Thinking Strategies – Liz

PARENTS: Habits Of Mind Explanation



<p>Thinking About Your Thinking (Metacognition) <i>Know your know!</i> Being aware of your own thoughts, strategies, feelings, and actions and their effects on others.</p>	<p>Persisting <i>Stick to it!</i> Persevering with a task through to completion, remaining focused. Searching for ways to reach your goal when stuck. Not giving up.</p>	<p>Managing Impulsivity <i>Take your time!</i> Thinking before acting, remaining calm, thoughtful and deliberative.</p>	<p>Striving for Accuracy <i>Check it again!</i> Doing your best. Setting high standards. Fact checking and finding ways to improve.</p>
<p>Listening with Understanding and Empathy <i>Understand others!</i> Devoting mental energy to another person's thoughts and ideas. Making an effort to perceive another's point of view and emotions.</p>	<p>Thinking Flexibly <i>Look at it another way!</i> Being able to change perspectives; generating alternatives; considering options.</p>	<p>Questioning and Posing Problems <i>How do you know?</i> Having a questioning attitude; knowing what data are needed to develop questioning strategies to produce those data. Finding problems to solve.</p>	<p>Thinking Interdependently <i>Work together!</i> Working with and learning from others in reciprocal situations. Teamwork.</p>
<p>Thinking & Communicating with Clarity and Precision <i>Be clear!</i> Striving for accurate communication in both written and oral forms; avoiding over-generalizations, distortions, deletions and exaggerations.</p>	<p>Applying Past Knowledge to New Situations <i>Use what you learn!</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	<p>Gathering Data Through All Senses <i>Use your natural pathways!</i> Paying attention to the world around you. Gathering data through all the senses: Sight, Sound, Smell, Taste, and Touch.</p>	<p>Creating, Imagining, and Innovating <i>Try a different or new way!</i> Generating possibilities; playing with new ideas.</p>
<p>Taking Responsible Risks <i>Venture out!</i> Being adventuresome; living on the edge of your competence.</p>	<p>Finding Humor <i>Laugh a little!</i> Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p>	<p>Responding with Wonderment and Awe <i>Become intrigued!</i> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>	<p>Remaining Open to Continuous Learning <i>Learn throughout your lifetime!</i> Having humility and admitting when you don't know and are curious to find out. Resisting complacency.</p>

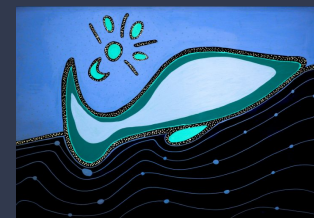
You Can Sit With Me – Kerry



you can sit with me



Got It! Program – Liz



Newsletter

Webinars

Year 1 - Ms Moss



Tips for **kids** to stay on track

Got It!
Getting on Track in Time Program

- Notice your feelings
- Take care of your feelings
- Think about how others are feeling
- Make helpful choices
- Talk to a grown up if you need help
- Be kind to yourself
- Give new things a try

Got It!
Getting on Track in Time Program

The Got It! program in your School

Here are some terrific tips that help kids have fun with friends, learn a lot at school and get along with their families.

Notice your feelings
It's okay to have lots of different feelings. They can help you to think about what to do next.

Take care of your feelings
When you have strong feelings, try doing things that will help you to feel better.

You can:

- > Go somewhere quiet to calm down
- > Stop and think before you act
- > Spend time with family and friends
- > Do something that you like

Think about how others are feeling
Listen to others, even if they have different ideas to you. Imagine how they might feel.

Make helpful choices
I can work on controlling my behaviour. Even if you make an unhelpful choice, the next one you make can improve things.

Talk to a grown up if you need help
You can talk to a grown up, like a parent or a teacher, about how you are feeling. Ask for help if you need to.

Be kind to yourself
Think of all the good things about you. What do you like? What are you good at? Who is important to you? What makes you one-of-a-kind?

Give new things a try
Try new things even if they seem hard at first. You might even have fun!

Keeping on track is easier to do with help.
Find a friend or grown up, like a parent or teacher, and stay on track together.

NSW Health

Tips for **parents and carers** to help families stay on track

Got It!
Getting on Track in Time Program

- Notice your feelings
- Remember you are a role model
- Show empathy
- Use consistent rules and consequences
- Spend quality time together
- Use praise. It's powerful
- Look after yourself

Got It!
Getting on Track in Time Program

The Got It! program in your School

Here are some tips that families may find helpful in learning to cooperate, relate and have fun together.

Notice your feelings
Being aware of your own feelings can help you respond to your child in more helpful ways. Take time, respond when you're calm.

Remember you are a role model!
To help your child learn to manage different feelings, when appropriate:

- > Name your feelings
- > Describe and model helpful ways to cope.

Show empathy
Let your child know all feelings are okay. Help your child to name their feelings.

Use consistent rules and consequences
Family rules work best when children are involved in establishing them with you. Give clear instructions and ensure your child understands them. Consequences work well when they are simple and immediate.

Spend quality time together
Play and have fun together. Spend time with your child doing activities that you both enjoy. Show love and affection. Talk to your child and make time to listen to each other.

Look after yourself
Make time to do things that you enjoy. Spend time with people who support you. Create, notice and enjoy calm times.

Use praise. It's powerful
Reward your child for trying as well as succeeding. Tell your child specifically what you are pleased about. Give lots of positive attention.

Keeping on track is easier to do with help.
Talk to school staff if you have any questions about these tips or the Got It! program.

NSW Health

Cool Kids Anxiety Program – Kerry



A program developed by



MACQUARIE
University



Face-to-face program and services

Cool Kids Anxiety Program +

Delivery format: Individual **Age Range:** 7-17 years **Location:** Macquarie University

Targets: all types of anxiety including general worry, separation anxiety, social anxiety, specific fears and panic.

Online programs and services

Cool Little Kids Online +

Delivery format: Online Program for Parents **Age Range:** Parents of 3-6 year olds **Availability:** International
Targets: excessive shyness, separation anxiety and lack of confidence.

Cool Kids Online +

Delivery format: Online Program for Children and Parents **Age Range:** 7-12 years **Availability:** Australia
Targets: all types of anxiety including general worry, separation anxiety, social anxiety, specific fears and panic.

Chilled Out Online +

Delivery format: Online Program for Teens **Age Range:** 13-17 years **Availability:** Australia
Targets: all types of anxiety including general worry, separation anxiety, social anxiety, specific fears and panic.

Think U Know – Kym



THINK U KNOW

Search site

REPORT ABUSE

ABOUT REQUEST A PRESENTATION MYTH BUSTER FIND ADVICE RESOURCES GET HELP FOR PRESENTERS

Resources

FOR EDUCATORS FOR PARENTS AND CARERS

FILTERS

AGE

UNDER 5 5-12 13+

ACTIVITY

IMAGE AND INSTANT ONLINE GAMING

The Resilience Project (GEM) – Kerry



THE RESILIENCE PROJECT

HOME ABOUT EDUCATION TRP@HOME EVENTS WORKPLACE SHOP APP CONTACT

PARENT & CARER HUB

Welcome! You've found your way to this Hub because your child's school is implementing The Resilience Project's wellbeing curriculum.

Watch the below videos to hear stories about resilience, and be introduced to how **Gratitude, Empathy** and **Mindfulness** can support your kids learning and development, and also support you.

- 1. INTRO
- 2. GRATITUDE
- 3. EMPATHY
- 4. MINDFULNESS
- 5. SUMMARY
- PODCAST



TRP@HOME

Growth Mindset – Kerry



Developing a Growth Mindset

Carol Dweck
 Lewis and Virginia Eaton Professor of Psychology and, by courtesy, at the Graduate School of Education

0:01 / 9:37



PARENT'S GUIDE TO A GROWTH MINDSET

Big Life Journal
 www.biglifejournal.com

PRaise
 FOR: EFFORT, STRATEGIES, PROGRESS, HARD WORK, PERSISTENCE, RISING TO A CHALLENGE, LEARNING FROM A MISTAKE

NOT FOR: BEING SMART, BORN GIFTED, TALENT, FIXED ABILITIES, NOT MAKING MISTAKES

SAY:
 "YOU TRIED VERY HARD AND YOU USED THE RIGHT STRATEGY!"
 "WHAT A CREATIVE WAY TO SOLVE THAT PROBLEM."

THE POWER OF "NOT YET"
 SAY:
 "YOU CAN'T DO IT YET."
 "YOU DON'T KNOW IT YET."
 "BUT IF YOU LEARN AND PRACTICE, YOU WILL!"

FIXED MINDSET
 YOU CAN'T IMPROVE YOUR NATURAL ABILITIES YOU WERE BORN WITH

GROWTH MINDSET
 YOU CAN GROW YOUR INTELLIGENCE

VS

FAILURES AND MISTAKES = LEARNING
 SAY:
 "YOU CAN LEARN FROM YOUR MISTAKES."
 "MISTAKES HELP YOU IMPROVE."
 "LET'S SEE WHAT OTHER STRATEGIES YOU CAN TRY."

BRAIN CAN GROW
 SAY:
 "YOUR BRAIN IS LIKE A MUSCLE. WHEN YOU LEARN, YOUR BRAIN GROWS. THE FEELING OF THIS BEING HARD IS THE FEELING OF YOUR BRAIN GROWING!"

RECOGNIZE YOUR OWN MINDSET
 BE MINDFUL OF YOUR OWN THINKING AND OF THE MESSAGES YOU SEND WITH YOUR WORDS AND ACTIONS.

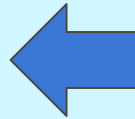
ASK
 "WHAT DID YOU DO TODAY THAT MADE YOU THINK HARD?"
 "WHAT NEW STRATEGIES DID YOU TRY?"
 "WHAT MISTAKE DID YOU MAKE THAT TAUGHT YOU SOMETHING?"
 "WHAT DID YOU TRY HARD AT TODAY?"

BASED ON CAROL DWECK'S BOOK "MINDSET: THE NEW PSYCHOLOGY OF SUCCESS"

Cammeray Public School

THE WEEK AHEAD - Term 1 Week 7, 2021

	Monday March 8	Tuesday March 9	Wednesday March 10	Thursday March 11	Friday March 12
	Value of the Week: Reduce waste				
	Morning assembly	Scope IT	8am: LST Meeting	08:00am Induction	07:30 - 10:00 am Kerry at principals meeting
	09:00 - Pre meeting Sharon	1pm: PDP Meeting	09:30 P&C meeting	09:30 P&C Exec meeting Senior Exec	09:30 Finance Meeting/WHs
Term 1	10:00-12:30pm Senior Exec with Sharon Sands (OEL) and Kerry PDP meeting	3:30 Exec Meeting	SISA - Y1+Y4 accreditation with Kerry	12:30pm SIP meeting senior exec	10:00am-12:00pm Senior exec with Linda O'Brian
Week			2:30pm Exec Data	3:30 Whole School PD- Assessment/Visite Learning	12:30 pm SASS meeting
7			3:30-4:30pm Stage meetings	2:00pm Wellbeing meeting - Kerry and Liz	



Learning Pit - Kerry



THE LEARNING PIT BY JAMES NOTTINGHAM

Easy Learning
This is easy. I think I know the answer. I am ready to make my first attempt.

Deep Learning

Concept
This is easy. I think I know the answer. I am ready to make my first attempt.

Challenge
It's not as easy as I first thought. I keep finding problems with my first answer. Maybe my first attempt was beginner's luck?

Cognitive Conflict
There are so many things to consider. I'm so confused! I feel like giving up (but I won't).

Construct
I'm starting to make sense of all of this. It feels great to be able to create an even better answer. I'm starting to get the hang of this now.

Consider
What have I learnt from going through The Pit? How can I apply this new learning to another context? How am I ready for the next learning challenge.

Eureka!
Wow, that was great. Now I feel as if I really understand it. I can do this!

Adapt
Apply
Transfer
Review

"Desirable difficulties enhance learning." (Brock & Bjork, 1994)

"If you do not have to work hard to make sense of what you are learning then you are less likely to remember it in six weeks time." (Dylan William, 2016)

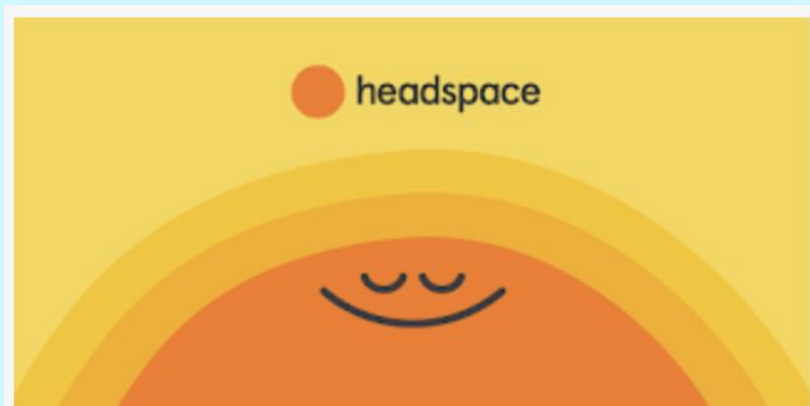
Challenging LEARNING

@TheLearningPit www.ChallengingLearning.com/learningpit

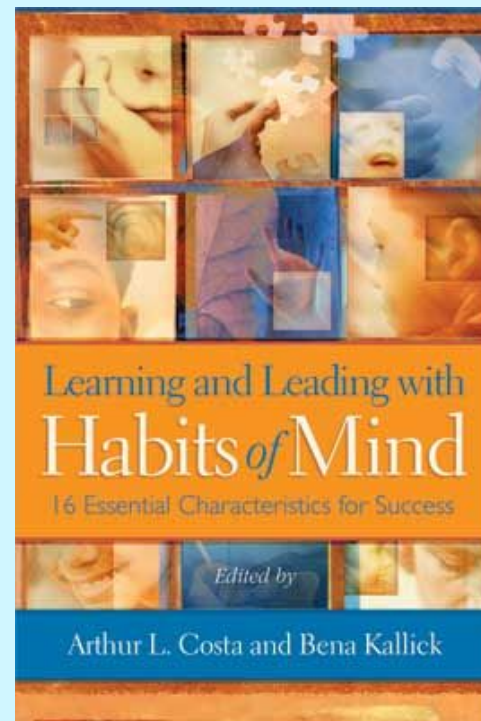
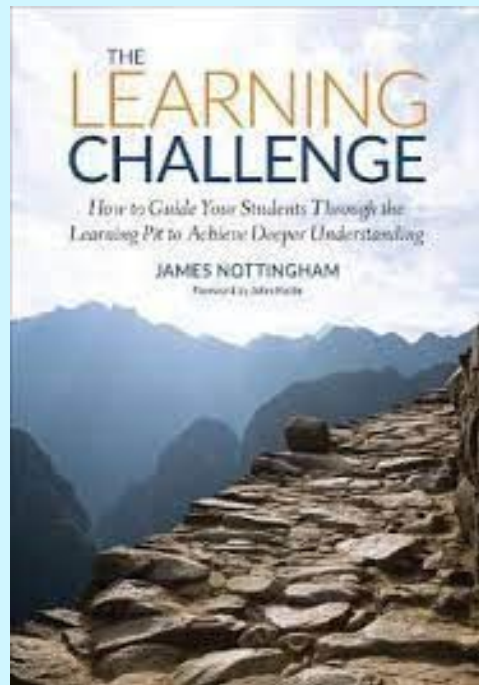
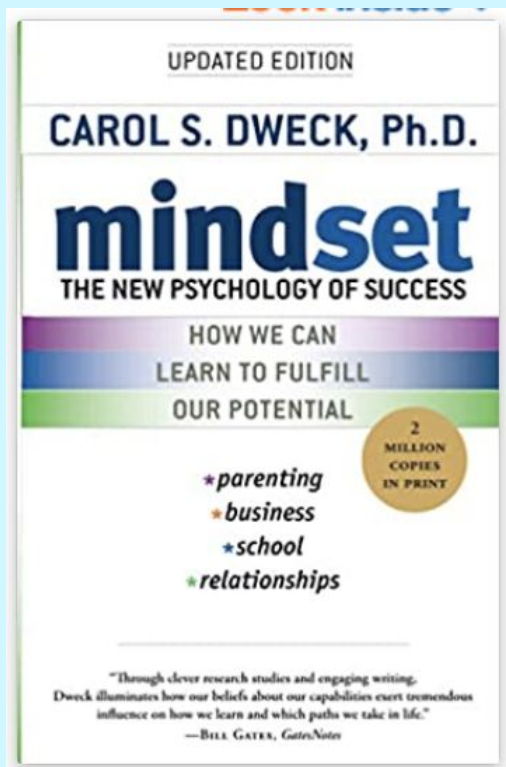
Local Parenting Agencies – Liz



Online Support – Kym



Recommended Reading – Liz



Student Voice – Kym



Class meetings and SRC meetings

Exec meetings - twice per term

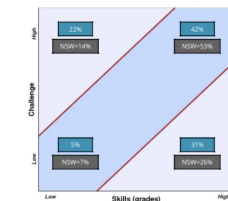
Planning Week - W9 every term



High Skills / High Challenge

Skills-challenge

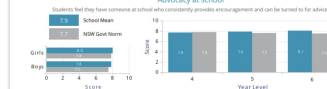
¹⁰ Maths classes and feel confident of their skills in these subjects.



Positive Relationships, Belonging & Advocacy



Advocacy at school



Positive teacher-student relations



Students with positive relationships

Students overall feel supported by teachers and school staff

Q&A

