



# St Martin de Porres School

## Annual Report 2023



## 1. Contextual Information

St Martin de Porres School opened on the 20<sup>th</sup> of July 2020 in Broome, Western Australia at 154 Frederick Street. It is a Catholic co-educational secondary CARE (Curriculum and Re-engagement in Education) School which provides an inclusive, safe, and supportive learning environment for students who find mainstream school situations difficult. The focus is on nurturing the wellbeing, strengths, and gifts of every young person it serves by providing pastoral care as well as practical, relevant, and motivational learning activities.

**Our vision** – Inspired by the teachings of Jesus and the life of St Martin de Porres, our young people will be seen, heard, and valued in an inclusive, safe, and supportive learning environment where they will grow socially, emotionally, spiritually, intellectually, and physically.

**Our mission** – To empower young people to become confident, empathetic, creative individuals, engaged in lifelong learning, and active members of the community.

**Our values** - The four pillars of Faith, Learning, Kinship and Justice underpin the school values and reflect the inspirational model of St Martin de Porres.

**Pillars** – Faith, Learning, Kinship & Justice

**Values** – Integrity & Perseverance, Engagement & Growth, Compassion & Connection, Generosity & Service

All team members are inspired by the teachings of Jesus and the life of St Martin de Porres and his messages of unconditional love, faith, compassion, and perseverance. St Martin de Porres was a faith-filled healer of biracial heritage who rose above racism to be a model of compassion, perseverance, and unconditional love. His life is a strong inspirational model for young people and the team.

## 2. Teacher Standards and Qualifications

Teachers highest Qualification	No. of people holding Qualification
Bachelor of Education	3
Master of Education	1

## 3. Workforce Composition

	Aboriginal Staff	Female	Male	Total
Teaching	0	3	1	4
Non – Teaching	0	2	0	2
Total	0	5	1	6

*\* Part time staff included.*

## 4. Student attendance:

Cohort	Percentage attendance
Year 7	-
Year 8	62%
Year 9	76%
Year 10	-
Year 11	15%
Year 12	-
<b>Whole-school rate</b>	59%

The pastoral care process ensures contact and appropriate follow-up with parents/carers regarding school absences by both administration and a member of the pastoral care team. Attendance is recorded twice a day in SEQTA. Young people absences must be explained through a notification from parents/carers. A text



message is sent to parents/carers of absent young people who have not notified the school of the absence by mid-morning each day. A daily update is sent by the Administration Officer on Teams to all team members regarding absences for the day. All attendance and absences can be viewed on SEQTA.

#### 5. NAPLAN Information:

Two students completed NAPLAN in 2023. Due to privacy issues this data is not shared publicly.

#### 6. Parent, Student and Teacher satisfaction:

**Parent Satisfaction** – Anecdotal and written feedback from parents has been very positive with parents being very appreciative of the school's support and understanding of the effort it may take to get some young people through the school door. They expressed a deep gratitude for the work and commitment of the team in providing a safe and non-judgemental space for their children.

**Student Satisfaction** – Student feedback was positive with an improvement in the number of young people engaging in learning more frequently. Students felt they were heard and valued. In discussions and reflections, young people have expressed how proud they are of their achievements in an academic sense as well as socially and emotionally.

**Teacher Satisfaction** – Teacher feedback has been positive with extensive professional learning on deepening understanding and practical strategies related to mental health and social and emotional development.

**Exit Surveys** - Young people who leave St Martin de Porres complete an exit survey before departing. The data from these surveys is analysed and used to enhance our processes and strategies, with a particular focus on wellbeing. The results have affirmed the approach and philosophy at St Martin de Porres School, with young people expressing gratitude for the flexibility, the sense of belonging, inclusion, being heard, and the warm, relaxed, calm, and happy environment provided by the staff.

#### 7. School Income (2023)

Details pertaining to the school's income is located on the My School website, which can be found here <https://www.myschool.edu.au/>

#### 8. Senior Secondary Outcomes

Last year there were no year 12 young people therefore there is no data to share.

#### 9. Post School destinations:

University degree or Bridging Course	TAFE/Senior College Course	Employment	Total
-	-	-	-

## 10. Catholic School Improvement Plan

While we continue to make progress in our school improvement processes, we are a small staff with many duties to fulfill. Having two stable teachers for terms 3 and 4 enabled us to embed many strategies and initiatives.

Improvement Goals <i>Performance &amp; development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
<p>For all to understand the concept of the inherent dignity of the human person and embed this in the culture of the school and beyond.</p> <p><i>This may be an ongoing goal given the transience of our young people &amp; for most, this is their first experience of a Catholic school.</i></p>	<ul style="list-style-type: none"> <li>• RE lessons teaching the concept to our young people</li> <li>• Positive affirmations &amp; reminders of innate worth</li> <li>• Embedding social and emotional program into the school culture</li> <li>• Regular and embedded reflection of what is going on in the lives of our young people when they are in need</li> <li>• Link this concept as the foundational aspect of our pastoral care/wellbeing model – conceptualise &amp; embed into PLC learnings, induction and school documents</li> </ul>	<ul style="list-style-type: none"> <li>• Teach this concept of innate dignity and revisit at least once each term</li> <li>• Ongoing</li> <li>• Term 1</li> <li>• Regular, ongoing and when required</li> <li>• Ongoing throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Religious Education resources</li> <li>• Celebrations, birthday cake, cards, merit certificates etc</li> <li>• Learnings from Professional Certificate in Leading Wellbeing &amp;</li> <li>• Opportunities (ie. Martin de Porres Feast Day activities) + Christian service learning</li> </ul>	<ul style="list-style-type: none"> <li>• Changes in attitude, beliefs &amp; self-belief of young people</li> <li>• Young people feel a sense of pride</li> <li>• Team trained, engaged in PL and embedding practices into school culture</li> <li>• Team members are able to articulate how this concept relates to what we do and how we do things at our school (+Unconditional positive regard)</li> </ul>	<ul style="list-style-type: none"> <li>• Damian – review each term</li> <li>• Whole team – Emma/Tania</li> <li>• Damian/Dani</li> <li>• Damian</li> <li>• Feedback from young people - Panda/Emma</li> <li>• Panda to drive and create documents/conceptual framework</li> </ul>

### EDUCATION

Improvement Goals <i>Performance &amp; development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
<p>To improve young people's emotional literacy by recognizing and managing their emotions and how they impact on others.</p>	<ul style="list-style-type: none"> <li>• Introduce RULER</li> <li>• Integrate Social &amp; Emotional program with Resilience program and RULER – embed foundation of this into induction (Me) booklet for young people</li> <li>• Resilience training in Term 1 – whole team</li> <li>• Resilience program for young people</li> <li>• Map current programs and activities to support young people wellbeing using PERMAH Framework</li> </ul>	<ul style="list-style-type: none"> <li>• Start Term 1</li> <li>• Each Friday meeting dedicate 10mins to RULER implementation</li> <li>• At the end of each term reflect on induction booklet and Social &amp; Emotional program to embed new learning</li> <li>• Term 2</li> <li>• Term 1 – PLC</li> </ul>	<ul style="list-style-type: none"> <li>• RULER Teams</li> <li>• Work with Deb Perich from CEWA</li> <li>• Me Booklet (Induction booklet)</li> <li>• Resilience program to be adapted for our context – Jen Wolfe (Ed Dept)</li> <li>• Collation of previous PL information (Berry Street, Trauma-informed responsiveness etc.)</li> <li>• Use the PERMAH framework</li> </ul>	<ul style="list-style-type: none"> <li>• Young people able to articulate their feelings</li> <li>• Increase in young people's emotional vocabulary</li> <li>• Induction booklet engagement/ feedback from young people</li> <li>• Young people engaged in Resilience program</li> <li>• Social and emotional program embedded in timetable</li> <li>• Less anxiety</li> <li>• One document mapping all wellbeing programs &amp; practices</li> </ul>	<ul style="list-style-type: none"> <li>• Panda, Damian &amp; Emma</li> <li>• Damian &amp; Emma</li> <li>• Damian to organize PL</li> <li>• Dani to contextualise and add a Catholic lens to resilience program</li> <li>• Whole team to map – driven by Panda</li> </ul>

To increase the level of engagement in academic learning	<ul style="list-style-type: none"> <li>Professional Learning -unpacking engagement (Vision for Learning + CEWA Wellbeing Framework)</li> <li>Engage school psych to deliver professional learning in this area</li> <li>Team members (2) to enroll in Professional Certificate – Wellbeing</li> <li>PLCs related to wellbeing &amp; pastoral care learning from Professional Cert</li> </ul>	<ul style="list-style-type: none"> <li>Collate all information pertaining to engagement/wellbeing</li> <li>Term 1 &amp; Term 3</li> <li>Term 2 &amp; 4 PLCs</li> </ul>	<ul style="list-style-type: none"> <li>Vision for learning resources</li> <li>Wellbeing Framework resources/SharePoint</li> <li>Set up folder/OneNote to collate all information</li> <li>CEWA staff – psych &amp; wellbeing consultants</li> </ul>	<ul style="list-style-type: none"> <li>Information collated</li> <li>New learning recorded &amp; contextualized</li> <li>New learning evidenced in practices and programs</li> <li>Level of engagement increased</li> </ul>	<ul style="list-style-type: none"> <li>Panda to drive</li> <li>Panda</li> <li>Damian</li> </ul>
To improve, streamline and embed practices and processes related to programming, planning and assessing	<ul style="list-style-type: none"> <li>Create an academic calendar outlining and recording: <ul style="list-style-type: none"> <li>ILP meetings</li> <li>3-way conferences</li> <li>NAPLAN/OLNA</li> <li>Assessments</li> <li>Termly reflections by young people</li> <li>Data analysis of young peoples' check-ins</li> <li>Programs to be uploaded</li> <li>Goal setting/Wheel of Life + reviews</li> <li>Interim reports due date</li> <li>Reports due date</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Term 1 create planner</li> <li>Term 2 Review effectiveness</li> <li>Sharing of programs in week 4 of each term – aligning with Projects program</li> <li>Each term analyse emotional data collected</li> </ul>	<ul style="list-style-type: none"> <li>Collation – brainstorm of all practices that need to be embedded</li> <li>Creation of calendar</li> <li>Place a copy on the Team whiteboard</li> <li>Review during staff meetings – each week</li> </ul>	<ul style="list-style-type: none"> <li>All programs uploaded by Term 4</li> <li>ILP summaries are completed week 3</li> <li>Three-Way conferences take place in week 4</li> <li>Data from young peoples' goal setting &amp; reviews is analysed and used to cater for individual needs and interests</li> <li>The Academic Calendar is used and referred to regularly</li> <li>Nothing drops off the radar &amp; these are embedded into practice</li> </ul>	<ul style="list-style-type: none"> <li>Damian/Panda</li> <li>Panda</li> <li>All staff</li> <li>All staff</li> </ul>

Improvement Goals <i>Performance &amp; development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/how regularly will this be done? How will this be done?</i>
Continue to build strong relationships with other agencies and schools – in particular Broome Senior High School, St Mary's College, Headspace and TAFE.	<ul style="list-style-type: none"> <li>Create consistent messaging communicating to key agencies about our temporary move</li> <li>Create pamphlets and handouts for BSH, SMC, Headspace and TAFE (rewrite new branding messaging)</li> <li>Create a Facebook &amp; Twitter account for the school and connect with community groups, schools/agencies on social media</li> <li>Meet schools and agencies</li> <li>Update school website</li> </ul>	<ul style="list-style-type: none"> <li>Term 2/3 – Newsletter &amp; pamphlets informing move of location</li> <li>Drop off pamphlets to schools &amp; agencies</li> <li>Promote new school to be completed in 2024</li> <li>Afternoon teas with different agencies so they know our new location Term 2 &amp; 3</li> </ul>	<ul style="list-style-type: none"> <li>CEWA comms</li> <li>Pamphlets to be created</li> <li>Newsletter disseminated beyond the school</li> </ul>	<ul style="list-style-type: none"> <li>More appropriate young person referrals</li> <li>No impact on number of young person referrals</li> <li>All agencies know where we have moved to</li> <li>Open and transparent communication with other schools/organisations</li> </ul>	<ul style="list-style-type: none"> <li>Panda to liaise with other schools &amp; agencies</li> <li>Damian to grow Christian Learning opportunities</li> <li>Tania – Facebook posts</li> <li>Panda – Newsletter/Pamphlet/Twitter</li> <li>Tania – organise afternoon teas</li> <li>Emma – to liaise with TAFE, shire and town agencies regarding young people involvement</li> </ul>

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To increase the student population to double figures (16) and maintain this number	<ul style="list-style-type: none"> <li>Marketing strategy               <ul style="list-style-type: none"> <li>Pamphlet drops to schools, HeadSpace, CAMHS, PATCHES, Helping Minds &amp; private medical clinics, Health centres, drop-in clinics, Anglicare etc.</li> <li>Regular Facebook posts (focus on wellbeing + academic activities in the school/curriculum)</li> <li>Twitter – create a school account with a pinned tweet explaining who we are and how we do things</li> </ul> </li> <li>Re-connect with student services team at BSHS</li> <li>Connect with St Mary's College</li> </ul>	<ul style="list-style-type: none"> <li>Term 2 – Particular focus toward the end of Term 3 and beginning of Term 4</li> <li>Start Term 1 - Ongoing weekly – increase to twice a week postings</li> <li>Weekly postings and sharing of wellbeing resources (Wellbeing Wednesdays) (After relocation to CEWA office)</li> <li>Term 2 and continue to connect</li> <li>Term 2 and continue to connect</li> </ul>	<ul style="list-style-type: none"> <li>Update current pamphlet</li> <li>Drop-offs</li> <li>Create Twitter account using Admin email</li> <li>Afternoon teas</li> <li>Afternoon tea</li> </ul>	<ul style="list-style-type: none"> <li>Increase in enrolments</li> <li>Increase in people knowing about the school and new location</li> <li>Increase in social media traffic</li> </ul>	<ul style="list-style-type: none"> <li>Panda and Emma to drive</li> <li>Tania to support social media</li> </ul>

## 11. St Martin de Porres School Community Report

During the year, we implemented and maintained several key changes that have positively impacted our school community. We prioritised working together and effective communication, emphasising literacy and numeracy skills in our transition activities. A new digital clock was installed in the front office to assist young people to sign in without asking for help to reduce shame and anxiety. We streamlined transitions between card games, breaks, and class time, ensuring that young people are in class promptly. A warning bell was introduced, and we incorporated wellbeing lessons and Friday weekly reviews into our routine. We separated Year 8 and 9 classes for English and Maths and will extend this to Years 9 and 10 in 2024, allowing for more focused instruction. Our approach remains structured yet flexible, maintaining vigilance over the safety and wellbeing of our young people.

Two team members attained professional certificates in leading wellbeing at school from Notre Dame University. This study had a significant impact on the mapping of current initiatives as well as developing a whole school approach to improving the wellbeing of the young people at our school. We embedded an explicit social and emotional learning program using PERMAH as our framework. Lessons were taught to the adults first who then modelled lessons and activities. We instituted regular check-ins and informal debriefs with teachers regarding young people, supplemented by anecdotal notes. A Pastoral Care Team was established, and meetings were held every Wednesday to address the wellbeing needs of young people.

Our programming and planning have been robust, and communication with parents has been excellent, resulting in a decrease in unexplained absences. Relationships between young people and the adult team have strengthened, and we ensure inclusivity in informal activities like card games. Finally, we have observed an increase in work stamina and engagement in academic learning among most of our young people.



This year our lease at Frederick Street expired and we had to move our school into the Regional Catholic Education Office at the beginning of term two. This was an uncertain time for our young people and initially impacted negatively on wellbeing and attendance. The new building plans were shared with the young people and excitement and hope grew in seeing a fit for purpose school built for them in 2024. By the end of term three we had increased our young person population to double figures. We look forward to establishing our school at 8 De Pledge Way with a new teaching team next year.



### St Martin de Porres School Mapping of Wellbeing Initiatives, Processes & Strategies

	Strengths	Emotional Management	Attention & Awareness	Relationships	Coping	Habits & Goals
Pre-Conditions (Shared adult beliefs that impact behaviour /culture)	<ul style="list-style-type: none"> <li>We believe cultural differences are a strength and asset</li> <li>We believe that every young person can learn and focusing on their strengths supports this</li> <li>Every member of our team is valued for the gift of who they are</li> <li>We explore our own values &amp; strengths</li> <li>We have opportunities to highlight these strengths in each other</li> </ul>	<ul style="list-style-type: none"> <li>We believe in co-regulation and support our YP by remaining calm</li> <li>We believe emotions are contagious</li> <li>We co-created an adult charter/code of conduct (what we want to feel and how we will make it happen with each other)</li> <li>Understanding our own triggers and strategies we use to combat default behaviours that are not our best selves</li> <li>Reading each other and tagging someone in or out if required</li> </ul>	<ul style="list-style-type: none"> <li>We believe that teaching is not a neutral activity</li> <li>We reflect on and attempt to understand our own biases &amp; prejudices</li> <li>We understand the link between wellbeing &amp; learning</li> <li>We discuss and reflect on our shared beliefs &amp; values and how this unites us in our shared purpose</li> <li>We understand the power of our language &amp; its impact</li> <li>We privilege Aboriginal voices and perspectives</li> <li>We listen emotionally &amp; cognitively to establish care &amp; trust</li> </ul>	<ul style="list-style-type: none"> <li>We believe in the inherent dignity of the young people entrusted to our care &amp; demonstrate unconditional positive regard in all interactions &amp; actions</li> <li>We believe in restoration instead of punishment</li> <li>We believe the answer to any question is compassion</li> <li>We understand the impact of positive relationships with each other and the young people on wellbeing &amp; learning</li> <li>Our young people stated they want to feel - included, safe, cared for, relaxed &amp; appreciated (we try to make these happen on a daily basis)</li> <li>We avoid powerplays with each other and the young people</li> <li>Strong partnerships and clear communication with parents/carers help us to support their young person</li> </ul>	<ul style="list-style-type: none"> <li>We believe in our shared moral purpose – we make a big difference in the lives of vulnerable young people (life-changing)</li> <li>We believe that we are powerful role models and will articulate our coping strategies honestly with the young people</li> <li>We use the magical power of deep reflection of our thoughts, words &amp; actions</li> <li>We take time to reflect &amp; pause in the moment to put our best “me” forward</li> <li>We avoid pushing young people to participate if they do not wish to engage</li> <li>We believe time spent on transitions are crucial to help our YP transition back into school after some absence, into the next class and ultimately into learning</li> </ul>	<ul style="list-style-type: none"> <li>We believe in the power of hope</li> <li>For us to have credibility, we have to role model &amp; follow through on what we say we will do</li> <li>We understand that consistency, predictability and routines help support our young people</li> <li>Debriefing at the end of each day is important to improvement and catering for our YP</li> <li>We thank each other &amp; make this a daily habit</li> <li>We strongly believe in support over judgement</li> <li>We share &amp; celebrate our efforts, and successes</li> <li>We believe it is important to be “above the line”</li> </ul>

	Strengths	Emotional Management	Attention & Awareness	Relationships	Coping	Habits & Goals
Content/Skills Taught	<ul style="list-style-type: none"> <li>Each term YP list their individual strengths</li> <li>YP identify their top 5 VIA character strengths (annually)</li> <li>Using VIA cards find strengths in others</li> <li>Me booklet – list own strengths</li> <li>Team building activities designed to provide opportunities for strengths to be displayed and strengthened</li> <li>Choice to make and create own projects (opportunities to show strengths in painting, making &amp; creating things)</li> </ul>	<ul style="list-style-type: none"> <li>RULER – Recognise, understand, label emotions, express &amp; regulate emotions</li> <li>Pausing in the moment before responding/ expressing emotion</li> <li>Resilience Program – Consequences – Emotion labelling – Negative self-talk impacts</li> <li>Use of Getting Ready to Learn Plans</li> <li>My calm looks like...</li> <li>My triggered looks like...</li> <li>Strategies for self-calming</li> <li>Strategies others can use to help calm me...</li> <li>Breathing strategies taught explicitly and also reinforced incidentally</li> <li>Opportunities to Reset (5-10 mins to use some of their calming /focusing strategies outside the classroom)</li> </ul>	<ul style="list-style-type: none"> <li>Brain breaks – when do you need one?</li> <li>Teaching YP to “Reset” (5 mins to get ready for learning)</li> <li>Positive primers – how do you feel after that activity?</li> <li>YP identify their top 5 values (recorded on dragonflies and displayed in the main room)</li> <li>Mindfulness – breathing activities, using your 5 senses, being in nature, what are you grateful for, where is your happy place?</li> <li>Teach how their values impact on how they feel &amp; who they want to be</li> <li>Value based questions &amp; unpacking why they think that way</li> <li>Identifying emotional triggers &amp; warning signs</li> <li>Identifying personal energy levels &amp; feelings of pleasantness</li> <li>Identifying strategies to increase focus</li> <li>Use of savouring questions – what do you like more..?</li> </ul>	<ul style="list-style-type: none"> <li>Resilience Program – Communication</li> <li>Identifying indicators of problems in relationships – work/social</li> <li>Refusal skills</li> <li>Understanding personal beliefs, experiences &amp; expectations</li> <li>Understanding the difference between positive and negative friendships</li> <li>Concepts of Diversity &amp; Inclusion</li> <li>Difference between diversity &amp; inclusion</li> <li>Power of language in relation to tolerance &amp; acceptance</li> <li>Keeping Safe Curriculum</li> <li>Right to be safe</li> <li>Relationships</li> <li>Protective strategies</li> <li>Religious Education</li> <li>Right relationships</li> <li>Power of charity</li> <li>Living in harmony with self, others &amp; God</li> <li>Personal ideals</li> <li>Acceptance &amp; belonging</li> </ul>	<ul style="list-style-type: none"> <li>Resilience Program – Self-talk</li> <li>Positive mindset</li> <li>Teaching coping strategies</li> <li>Case studies</li> <li>Stress management</li> <li>Understanding influence of peers</li> <li>Signs of not coping</li> <li>Persuading others to seek help</li> <li>Decision-making processes</li> <li>Teaching reflection skills</li> <li>Teaching the concept of the learning pit</li> <li>Adults sharing stories of their struggles</li> <li>Bouncing back – what is it and what does it look like?</li> <li>Understanding the concept of FAIL – First Attempt in Learning</li> <li>Understanding the value of mistakes in learning journeys</li> <li>Concept of self-compassion &amp; forgiveness</li> </ul>	<ul style="list-style-type: none"> <li>Wheel of life – looking at patterns of behaviour &amp; habits</li> <li>Identify personal barriers</li> <li>Strategies to overcome these barriers</li> <li>Explicitly teach SMART goals</li> <li>Understanding &amp; developing reflective practices</li> </ul>

	Strengths	Emotional Management	Attention & Awareness	Relationships	Coping	Habits & Goals
Physical Environment (Classroom & Main room)	<ul style="list-style-type: none"> <li>Posters – Character strengths (YP created)</li> <li>Be your own kind of beautiful</li> </ul>	<ul style="list-style-type: none"> <li>Lighting – soft lit lamps in main room &amp; fairy lights in classrooms</li> <li>RULER posters with explanations</li> <li>Recognise</li> <li>Understand</li> <li>Label emotions</li> <li>Express &amp;</li> <li>Regulate emotions</li> <li>Mood meter</li> <li>60 beats per minute music playing every morning on arrival</li> <li>A diffuser with lavender or other calming scents during the day</li> <li>Calming strategies displayed in classrooms</li> <li>Two comfortable couches to lounge in</li> </ul>	<ul style="list-style-type: none"> <li>Posters – Where do you feel happy?</li> <li>Yawuru seasons</li> <li>Instead of being perfect let's be kind, human, unique, caring, forgiving, supportive</li> <li>St Martin de Porres was kind, humble &amp; generous. Be like St Martin de Porres.</li> </ul>	<ul style="list-style-type: none"> <li>Birthday charts</li> <li>YP names on lockers &amp; desks</li> <li>Places to play with easy access to – cards games, Bananagrams &amp; other games</li> <li>Shared seating for recess &amp; lunch (one big table with adults)</li> <li>Shared kitchen &amp; fridge</li> <li>Posters – We see you, We hear you, We value you</li> <li>Young person Code of Conduct (How they want to feel, what they will do to help everyone feel that way &amp; what to do if YP don't feel those things)</li> </ul>	<ul style="list-style-type: none"> <li>Daily visual timetable</li> <li>A small whiteboard is used to share – events &amp; preparation for interruption to normal programs for coming week</li> <li>Term planner – activities are noted and can be seen at the front of the classroom</li> <li>Inspirational quotes/Posters</li> <li>Progress over perfection</li> <li>A note to self (I've got this, mistakes are normal, It's ok to ask for help, You are capable of amazing things, You are doing the best you can, You are enough, It's ok to start again, You are worthy and lovable, Be kind to yourself, Your feelings are valid.)</li> <li>The Learning Pit</li> <li>Free Positive Thoughts – take a reminder that you're important, you're special, you are cared about, you matter (pull off notes to keep)</li> </ul>	<ul style="list-style-type: none"> <li>Posters – Life is like a bicycle- you must keep moving</li> <li>Use your voice for kindness, your ears for compassion, your hands for charity, your mind for truth and your heart for love</li> <li>Be kind, work hard, stay humble, smile often, keep honest, stay loyal, travel when possible, never stop learning, be thankful always &amp; love</li> </ul>