

# WOODLUPINE CREW

*Learning through life*



**Woodlupine**

PRIMARY SCHOOL

*An Independent Public School*

*Woodlupine Primary  
School*

*Learning Through Life*

# CREW PROGRAMME

## Policy

Woodlupine Primary School recognises the need to foster skills and attitudes that will meet the demands of the 21st century. We strive to support students to develop teamwork, problem solving, creativity, independent thinking and commitment to sustainability while engaging in mindful, collaborative approaches to self-management and interpersonal development.

## Background

By implementing a combination of explicit teaching, appropriate rewards, metacognition and strong connected practice, students learn the appropriate skills, knowledge and values to become successful citizens and operate effectively as part of the Forrestfield community – their crew.

Students learn the importance of taking responsibility for the choices they make on a daily basis which impact academically and socially on themselves and others. Learning is enhanced in an environment where students engage in mindful practice, learn to think successfully, feel calm, welcome and included. The school has developed a four-pronged approach using the acronym CREW



## Champion Mindset

Champions understand it all starts with self-direction. Through the use of our success ladder, students are explicitly taught how to reflect on their actions and consequences. Students are better able to manage their behaviour and growth once they understand that they own their choices. Numerous education researchers have identified internal locus of control as being related to higher student achievement (Lowes & Lin, 2015) (Kutanis & Mesci, 2011) (Findlay & Cooper, 1983).

## Recognition of Successful Behaviours

Appropriately recognising and rewarding/acknowledging students who demonstrate desired behaviours is integral to this program. Staff use a range of positive reinforcements from individual rewards to whole school reward activities to reinforce individual behaviours and group expectations.

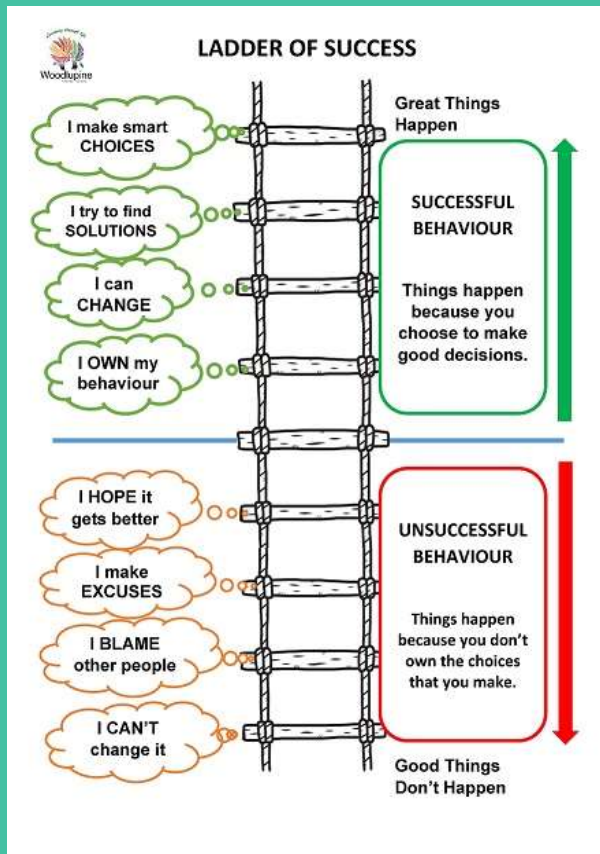
## Explicitly Teach Skills, Values and Mindfulness

Each classroom engages in explicit teaching of desired behaviours including greetings and responses, ways to be assertive not aggressive, mindfulness techniques and higher order thinking strategies to support students to become successful citizens in the 21<sup>st</sup> century.

## Whole School Approach

Research shows that the needs of students are best met through connected practice where staff speak, teach and act as one; supporting each other to achieve goals. All teachers have adopted a consistent approach to pedagogy, classroom management and playground supervision; including consistent language and vocabulary. Mindfulness techniques and higher order thinking strategies are embedded in curriculum and mapped out in a scope and sequence document and appropriate glossary.

# We celebrate positive behaviour and encourage students to take ownership of their actions



## Procedures

CREW is a whole school wellbeing program and is explicitly integrated across all year levels; highlighting appropriate social skills, cyber safety, interpersonal skills, mindfulness and protective behaviours.

Good standing is a status all Woodlupine Primary School students are granted at the start of each term. At the end of each term there will be a reward activity for all students who are in good standing. It is the responsibility of each student to maintain their good standing.

The Woodlupine Success Ladder is explicitly taught as a metacognition strategy, encouraging internal locus of control.

Higher Order Thinking Skills are explicitly taught at each year level to facilitate the development of critical thinking.

A strong student services team consisting of the Deputy Principal, School Psychologist and Chaplain case manage tier three interventions.

Teachers and support staff collaborate and support each other as the front line facilitators of CREW. This whole school approach is facilitated through shared usage of buddy classes, adopting a whole school interpersonal focus each week and usage of standardised communication protocols to support families and encourage a strong partnership between home and school.

## Contact Us

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