



# Flood Recovery:

‘It’s a reason not an excuse’

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# Learning Intention



How focusing on ‘what matters most’ can support students, staff and the community to thrive, even in extreme situations.

To demonstrate how a positive mindset, relationships and a ‘no excuses’ attitude impacts student resilience and success.

# Flood Impact

## School closure and physical damage

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# Flood Impact

School closure and physical damage

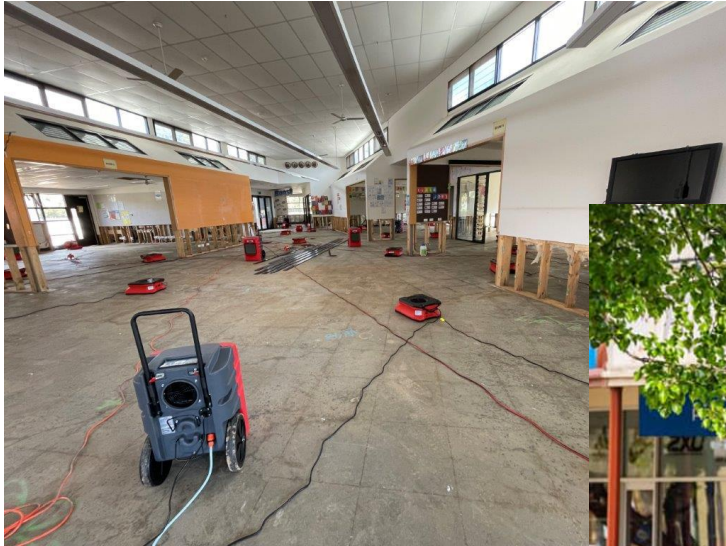
**ROCHESTER**  
PRIMARY SCHOOL



**Flood Recovery**  
**2022-2023**

# 'Excellence in every classroom'

## Challenge 1: Creating a 'normal'

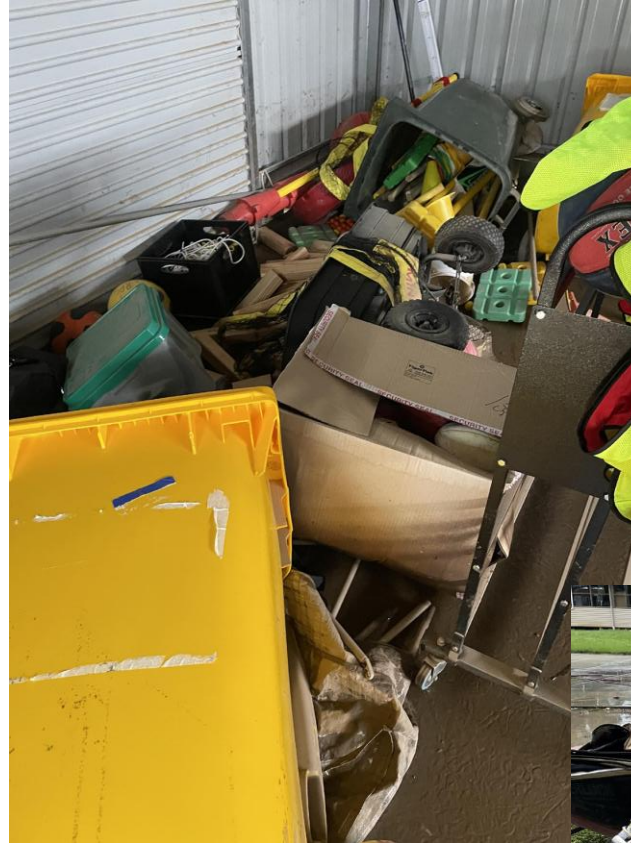


**What matters most?**



# 'Excellence in every classroom'

## Challenge: Creating a 'normal'



**What matters most?**



# ‘Excellence in every classroom’

What if you don't have classrooms?

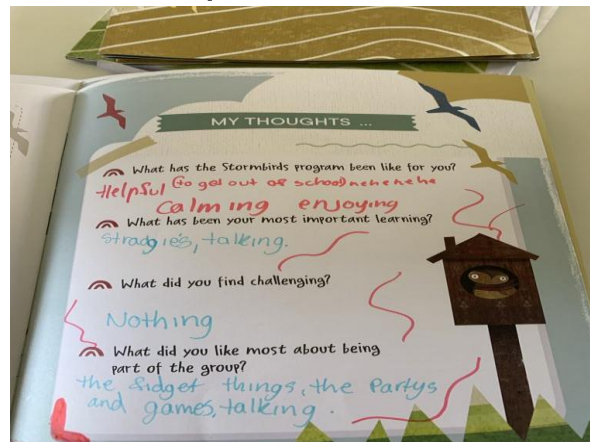
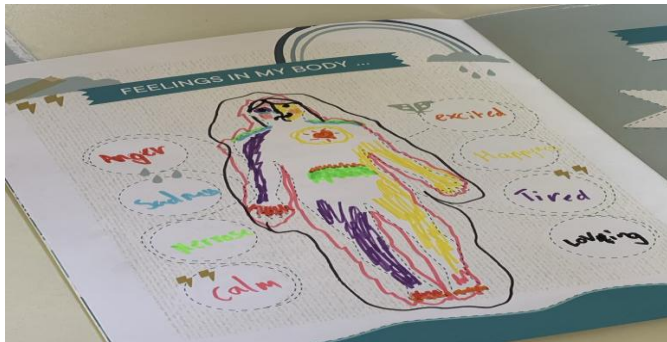




# 'Excellence in every classroom'

## Challenge 3: Social & Emotional Trauma

- Psychological First Aid
- Reassuring Students and Staff
- Prioritising Emotional and Psychological Support for Students
- Caring for those who care for others (school staff & wider community)





# ‘Excellence in every classroom’

## Challenge 4: Balancing & Buffering



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# ‘Excellence in every classroom’.

## Challenge 5: Moving Forward

Created and implemented our motto:  
**"It's a reason, not an excuse"**

Continued to foster Resilience in students.





# Table Discussion



**What matters most to your student, staff, families and community right now?**

# Actions - Wellbeing








## Term 1 plan 2025

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### Rochester PS Student Wellbeing Strategy

Whole School Approach to creating a safe, positive and supportive learning environment.

	Community/ Partnerships	Relationships	Social Emotional Learning		Student Voice & Agency	
Term Calendar Events	Values Underpin everything	Proactive Strategies	Berry Street  *Relationships - All year BSEM Anchor	The Resilience Project  RRRR to be included as required – scroll to bottom of this document.	Student self- efficacy	Staff PD Meetings Accountability
<b>1</b>  Safer Internet day 11 <sup>th</sup> Feb          Whole school Dance day/ night	<p><b>Explicitly teach our values-</b></p> <p>Week 1- Attendance (Unpack the importance of and our whole school rewards aligned – Whole School awards/raffle)</p> <p>Week 2- Respect</p> <p>Week 3 – Responsibility</p> <p>Week 4- Resilience</p> <p>-what do they mean/ look like.</p> <p><b>Attendance</b></p> <p>-ladder</p> <p>-Freddo days</p> <p><b>Clubs</b> activity afternoons from week 5</p> <p>Breakfast Club</p> <p>Newsletter/Facebook Assembly</p> <p>Buddies Program</p>	 <p><b>3: Establish and maintain clear classroom expectations</b></p> <p><b>First 2 weeks – Focus on Building Relationships</b></p> <p>-Classes open at 8:45am for - Morning Greeting/circle (-5min)</p> <p>-Predictable routines</p> <p>Consistent adult &amp; Classroom Expectations</p> <p>-Rules / Learning plan displayed</p> <p>-Yard agreements revised &amp; displayed.</p> <p>-Reward board / Reflection room revise/teach</p> <p>-Set up Emotional Check ins – Life skills go./Zones of regulation</p> <p>Create <b>Anchor charts</b> for Workshop model – ‘creating a learning community’ (Teach how we <b>transition</b> from one activity to another)</p> <p><b>Unconditional positive regard</b> (separate student from behaviour, see the whole child, call them out - with love in your voice)</p> <p>Positive praise</p>	 <p><b>6: Engage students</b></p> <p><b>*BODY DOMAIN</b> (see weekly focus in )BSEM diary</p> <p>-Regulation</p> <p>-Co-regulation</p> <p>-Ready to learn (Plans) for all students.</p> <p>-Stress in the body</p>  <p><b>1: Build relationships with students</b></p> <p><b>Morning Community Circle</b> (morning and/or end of the day to build strong, inclusive class community)</p> <p><b>Brain Breaks</b> (whole class &amp; Individual when needed)</p> <p><b>Mindfulness</b> -Practice noticing what is happening in the present moment (help calm &amp; manage emotions)</p> <p><b>Positive Primers</b> (in BSEM diaries)</p>	 <p><b>4: Support inclusion and belonging</b></p> <p><b>TRP</b> Lessons begin week 3 (introduction lesson). *Lessons 1-7.</p> <p>-Emotional Learning</p> <p>-Empathy</p> <p>-Gratitude</p> <p>*Mindfulness (5/6)</p> <p>*See RRRR lessons not covered below)</p>  <p><b>2: Facilitate peer relationships</b></p>	<p>Select 2 <b>class captains</b> for term 1.</p> <p>Activity – what makes a good- student, teacher, classroom, school – make posters.</p> <p><b>Wellbeing Room-</b> explicitly teach the use of room /card system</p> <p>Student feedback re: own classroom</p> <p>Set up Emotional Check ins – Life skills go.</p>  <p><b>5: Foster student self-efficacy</b></p> <p><b>Exit Slips</b> <b>Check ins</b></p>	<p>Recap -Ready to learn plans</p> <p>Review RPS SVAL <b>RPS Approach to student voice, agency &amp; Leadership</b> document.</p> <p>TRP – introduction, videos, log in/accounts</p> <p>Review referral Process</p> <p>Share- Positive Primers Brain breaks</p> <p>IEP's</p> <p>Behaviour Management plans</p>  <p><b>7: Promote coping strategies and facilitate referrals</b></p> <p>*Leadership oversee Life skills go data</p>



# Actions- Wellbeing

## Wellbeing room



### Our Yard Agreements

We follow instructions from staff and parent helpers.  
We look after and respect school property and the belongings of others.



We eat inside or in the eating areas.

We wear a school hat outside. Term 1 & 4

We are fair and include others.



We use appropriate language.

We kick balls in low traffic areas.

We put our rubbish in the bin.

We ask an adult for help.

We take turns on the playground.

We use equipment properly & safely.

We play sensibly and safely. This means we **never**

- Fight or play fight.
- Bully or tease.
- Play in or near the toilets.
- Climb or swing on trees.
- Throw sand, bark, sticks or rocks.
- Enter classrooms during breaks.
- Leave the school grounds without permission.



2025



### Purpose:

- A dedicated wellbeing room to serve as a safe, calm, and supportive space
- Emotional Support
- Positive Behaviour Management

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### ATTENDANCE LADDER

MONTH OF **FEBRUARY**

CLASS		DAYS AWAY
6	1 3/4 Irwin	10
0	2 1/2 Trickey	11
7	3 1/2 Wright	12
5	4 3/4 Ross	14
4	5 3/4 Acocks/Carroll	19
3	6 Prep/1 Pascoe	23
7	7 5/6 Rasmussen	24
3	8 5/6 Blackman	29
	9	
	10	
	11	
	12	

EVERY DAY COUNTS

**IT'S NOT OK  
TO BE AWAY**



# Actions - Wellbeing

## Community Clubs program





# Actions – Wellbeing Support Staff

- Building Relationships
- DIP Disability Inclusion profiles - fast tracked
- Additional ES Staff
- Additional Wellbeing staff
- Increase in SEL programs (small group & whole class)



## Meet Our Wellbeing Team



*Bern  
Wright*  
SOCIAL  
WORKER



*Jessica  
Blackman*  
WELLBEING  
SUPPORT



*Leesa  
Ross*  
MENTAL HEALTH  
IN PRIMARY  
SCHOOLS



*Bridget  
Murray*  
WELLBEING  
SUPPORT  
OFFICER



Thursday at 8.45am in the  
Wellbeing Room. Devonshire  
tea is on the menu.

# Actions - Learning

## ROCHESTER PRIMARY SCHOOL READING WORKSHOP AGREEMENTS 🤔!



Reading Workshop will occur at 9.05 am everyday, P-2 will follow Heggerty at 9.15



Mini Lesson will take no longer than 15 minutes



Students will have a variety of texts in their book boxes to be used in worktime



Each student will conference with teacher once per fortnight (weekly ideal)



Minimum fortnightly library visits



All classes will have access to classroom libraries



All year levels will reward at home reading through the 'Reading Stars'

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**PLC Planning Template**

Team: \_\_\_\_\_ Date: \_\_\_\_\_

	Data:	Focus:	Who?
Evaluate & Diagnose	Data: What data will we need? 2mins	List Data sets or work samples needed:	By when?
	Current Reality: What is the data telling us? Celebrations Surprises Concerns Groups (Below, approaching, meeting, exceeding) 5mins	On your own, then share:	Who? By when?
	Strategies, Actions, Steps to meet needs: What do we want our students to learn? How will we know they have learnt it? (Evidence) How will we respond if students have difficulty or already know it? 20mins		Who? By when?

## ROCHESTER PRIMARY SCHOOL READER'S WORKSHOP



## DATA Discussions

2024

**Time** (45 minutes- Reading, Writing, Numeracy)  
30 minutes – The **SAEBRS** (Social, Academic, and Emotional Behavior Risk Screener)

**Predictions** (If data unseen)  
What do you expect to see? Why

**Generalisations** (Remember – Just the facts!)  
What do you see?  
What do you notice? Strengths?  
Are there any patterns/trends or exceptions?  
Are you surprised by anything?  
What questions do you have?

**Digging Deeper**  
Recreate the data (if time permits) -Venn Diagram, Data Wall, Categorise/sort, Student Grouping  
What problems or areas of concern can you identify?  
Which area needs the most improvement?  
Suggest why this is a problem for students? What might the causes be?

**Actions**  
What do we need to do now?  
Do you see any opportunities for 'quick wins'?  
What does this mean for our planning/teaching short term and long term?  
Begin planning for improvement -if time permits.





# How do we know we are on the right track?

# 2023 Data

## 2023 School Performance Report

### ROCHESTER PRIMARY SCHOOL (795)

Domains: 6  
Measures: 14

#### Overall Performance Group



Current Level: Medium

Change Level: Increased

Performance is improving from a moderate or low base. These schools could be high performing if they stretch and continued to improve.

As an overall performance group, this indicates that the majority of domains and measures have been improving.

A school's overall performance group represents its combined performance on the Achievement, School Climate, Student Attitudes, Engagement, Participation and Senior Secondary (for secondary, Pri/Sec schools only) domains.

#### Domain Performance Group

##### Achievement (Reading)



The Achievement (Reading) domain measures performance on NAPLAN assessments in Reading; this includes achievement in strong or exceeding proficiency levels, lifting low performers and positive change in relative growth.

##### Achievement (Numeracy)



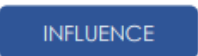
The Achievement (Numeracy) domain measures performance on NAPLAN assessments in Numeracy; this includes achievement in strong or exceeding proficiency levels, lifting low performers and positive change in relative growth.

##### School Climate



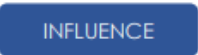
The School Climate domain measures staff endorsements of Collective Efficacy and Academic Emphasis from the School Staff Survey.

##### Student Attitude



The Attitudes to School domain measures students' engagement in Stimulating Learning, Learning Confidence and Student Safety from the Attitudes to School Survey.

##### Engagement



The Engagement domain focuses on students' attendance.

##### Participation



The Participation domain measures students' participation in NAPLAN assessments, responses to School Staff Survey and responses to Attitudes to School Survey.



# 2024 Data

## Rochester Primary School

### LEARNING performance group



**Current Level:** Medium  
**Change Level:** Improved

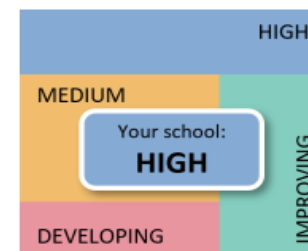
The Learning domain measures performance on NAPLAN assessments in Reading and Numeracy, NAPLAN relative growth, and Teacher judgement growth for English and Mathematics.

Schools in this similar schools group have achieved a range of performance categories, including 13 schools in the Improving category.

#### Similar schools' LEARNING performance groups



### WELLBEING performance group



**Current Level:** High  
**Change Level:** Improved

The Wellbeing domain measures performance on a set of Attitudes to School Survey factors related to emotional awareness, managing bullying, school connectedness, stimulated learning and student voice; and the school's attendance rate.

Schools in this similar schools group have achieved a range of performance categories, including 9 schools in the High category.

#### Similar schools' WELLBEING performance groups



### OVERALL performance group

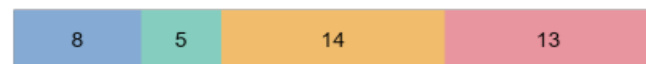
Your school: **HIGH**

A school's overall performance group represents its combined performance on Learning and Wellbeing Domains.

As an overall performance group, this indicates a range of student outcomes that are high across learning and wellbeing measures.

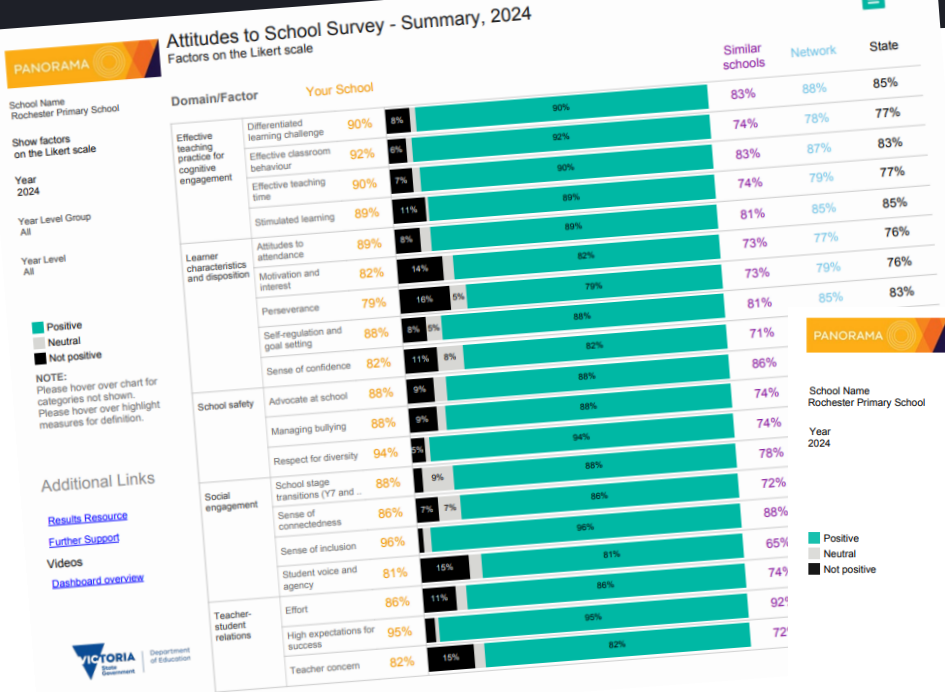
### SIMILAR schools

Comparing your school's performance with the performance of your similar schools group can provide information about how your school performs compared to schools with similar characteristics.

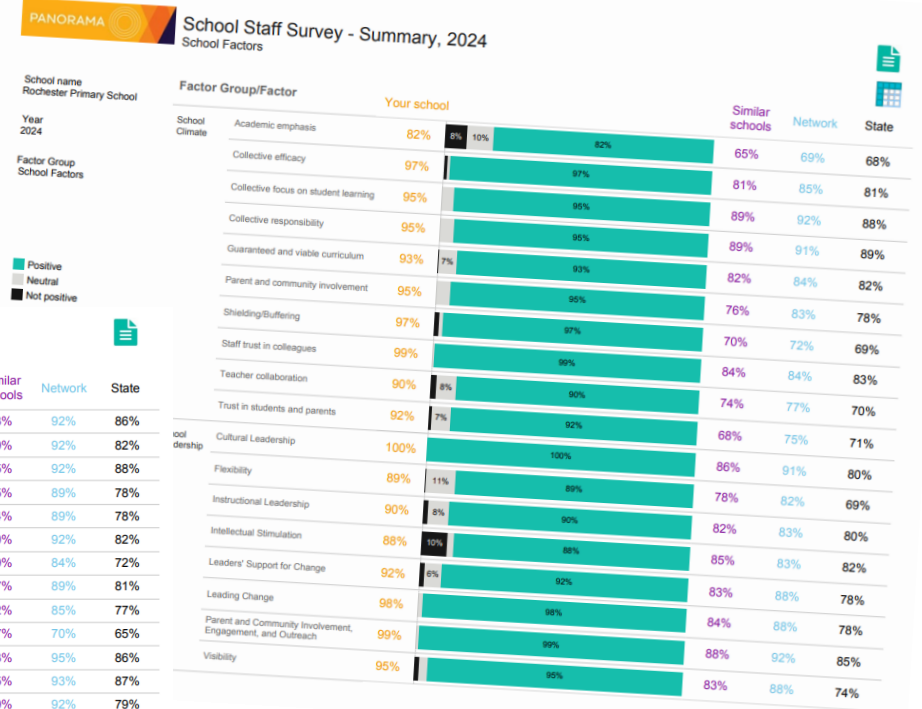
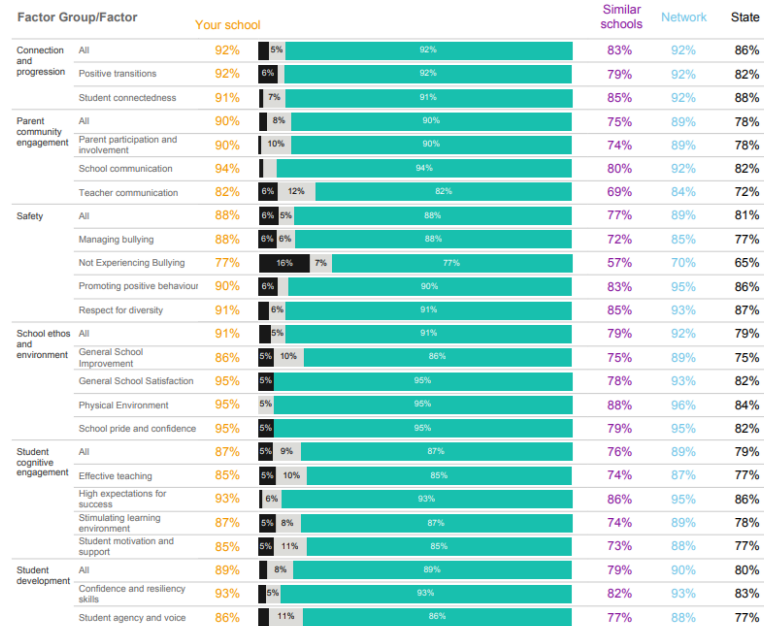


For a more in-depth look at the data in this report, including five-year trends and comparisons with Similar Schools, see the [Panorama Dashboards](#).

# 2024 Results



## Parent/Guardian/Caregiver Survey - Summary, 2024





# Attendance Data



## Absences

### 20 or more absent days students in 2024 (%)

For students in **Prep - 6**

School Name  
Rochester Primary School

Year Level Group  
☒ Prep - 6

Year Level  
All

Cohort  
No Breakdown

Cohort Filter  
All

28%

Your school

44%

Similar schools

41%

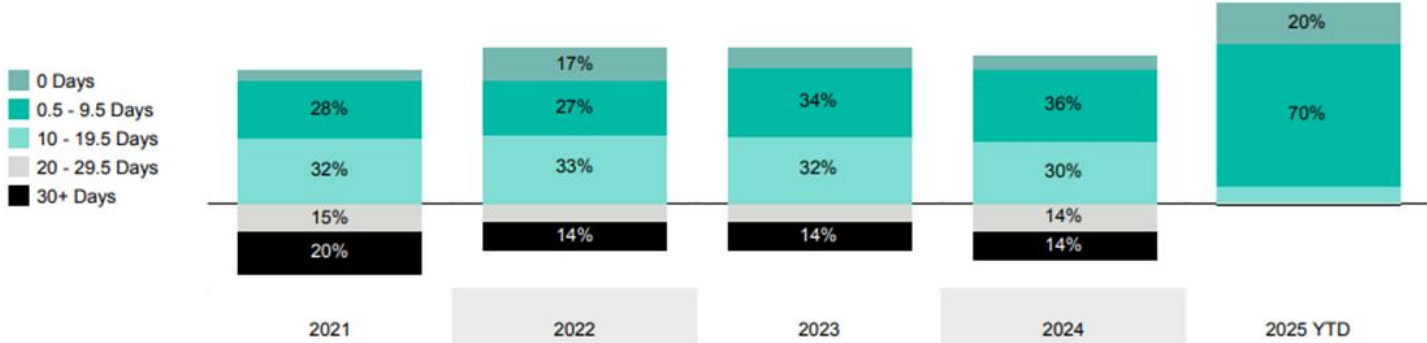
Network

39%

State

### Absent day breakdown (5 years)

For students in **Prep - 6**



### Additional Links

[Further Support](#)

### Videos

[Dashboard overview](#)

### Reports

[Absences - Days Per FTE](#)

### Average absence breakdown (5 years)

For students in **Prep - 6**

	2021	2022	2023	2024	2025 YTD
All absences	21.4	16.9	16.3	18.8	14.4
Unapproved absences	8.3	5.5	4.4	4.1	2.5
Attendance rate	89.3%	91.5%	91.8%	90.5%	92.7%





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# Learnings



# Question Time



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# Thank you