

Elizabeth Vale Primary School

OUR SCHOOL IS BUILT ON KAURNA LAND













Elizabeth Vale School
is built on traditional Kaurna Land
Purrutyi Miyurna Marni Naa Pudni
Everyone is Welcome

School Context

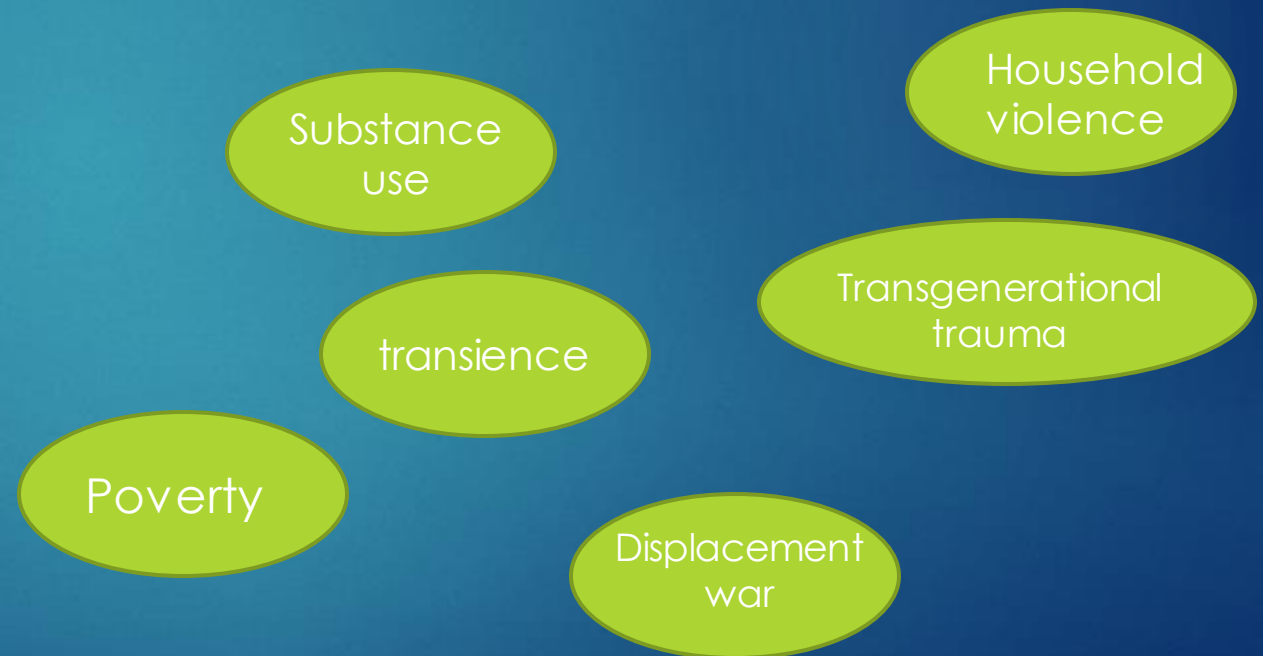
- ▶ **Elizabeth Vale School - Category 1** ICSEA score of 889, bottom 7th percentile Australia wide (sept 2021)
 - ▶ 512 students
 - ▶ 18 mainstream classes R-7
 - ▶ 3 IELC classes R-7
 - ▶ 2 special classes R-7
 - ▶ School based Preschool
 - ▶ 3 Special Classes Adelaide North Special School
 - ▶ 90% school card
 - ▶ 68% EALD – 30 languages spoken
 - ▶ 154 Humanitarian refugees
 - ▶ 82 ATSI learners
 - ▶ 70 mainstream students who attract individualised funding for to support functional needs
 - ▶ 16 children under care orders (3 commercial care/5 residential care/2 foster care/ 3 kinship care/ 3 emergency care)

Why Trauma Informed Schooling?

- ▶ Significant link between a person's exposure to ACEs & their physical and mental health throughout their lives.
- ▶ At Eliz Vale 90% of learners have experienced at least 1 Adverse Childhood Experiences. 75 % have experienced 3-5 ACEs 25 % more than 5 ACEs
- ▶ The more ACEs, the greater the risk

| ABUSE | NEGLECT | HOUSEHOLD CHALLENGES | |
|---|---|--|--|
|  Physical |  Physical |  Mental illness |  Incarcerated relative |
|  Emotional |  Emotional |  Mother treated violently |  Substance abuse |
|  Sexual | |  Divorce | |

Adapted from the original ACEs graphic.
Source: Centers for Disease Control and Prevention, Credit: Robert Wood Johnson Foundation



A Trauma informed school

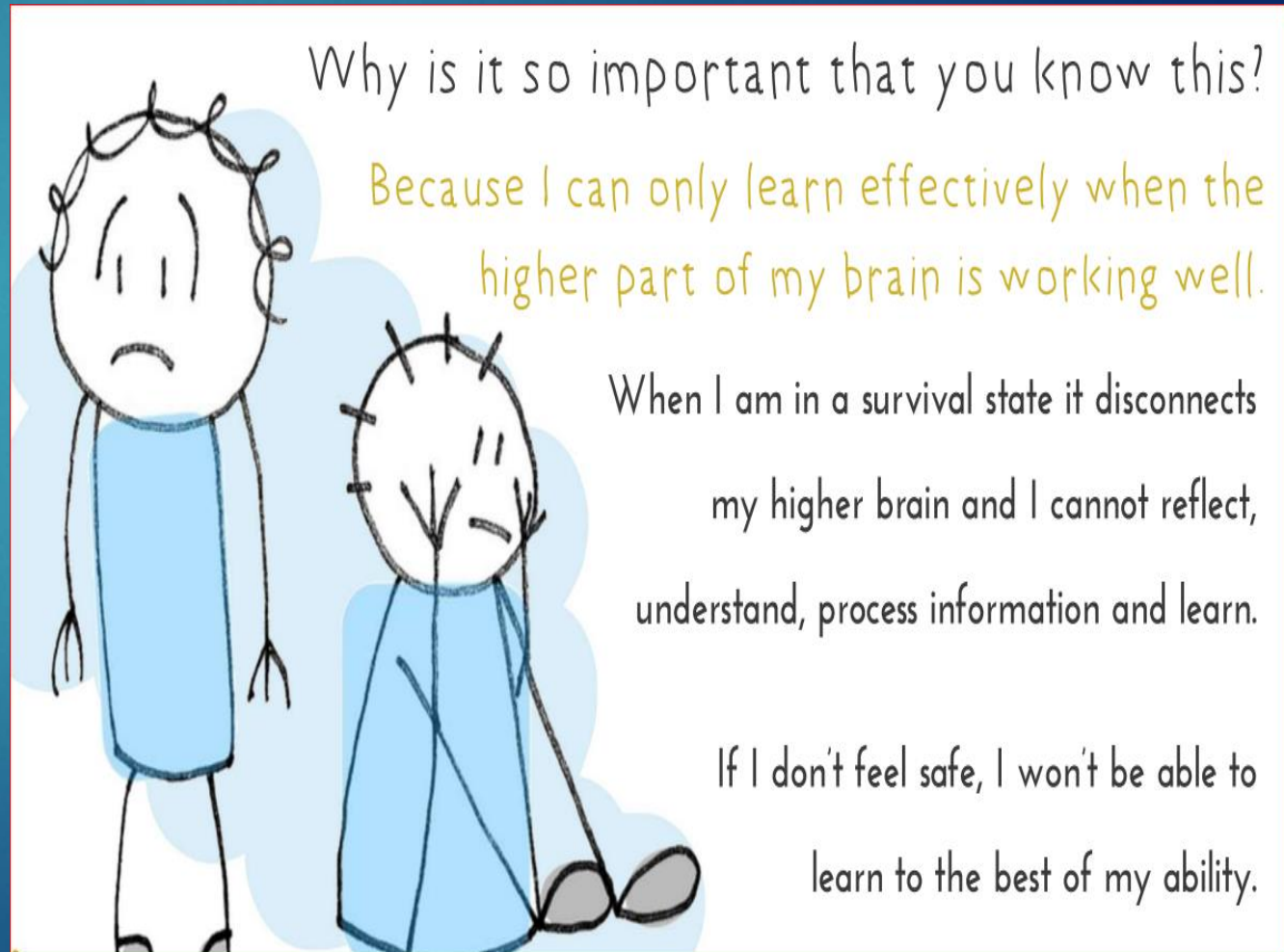
The journey so far...

- ▶ Growth mindset
 - ▶ Positive Psychology
 - ▶ Positive Education
 - ▶ Berry Street Education Model
 - ▶ Attachment theory - epigenetics

When I was little, I felt very unsafe a lot of the time and this has impacted the way my brain developed.

The lower part of my brain (my amygdala) doesn't always communicate with the higher part of my brain to help me to accurately assess the people and the environment around me. I often think and feel like I am under attack even when I'm actually very safe. My lower brain disconnects from my higher brain and activates survival mode to protect me.

I don't even know that I have gone into survival mode, I probably can't tell you what feels wrong. It happens so often that this part of my brain is really strong and rules over the calm part of my brain. I can't turn it off by myself.



Why is it so important that you know this?

Because I can only learn effectively when the higher part of my brain is working well.

When I am in a survival state it disconnects my higher brain and I cannot reflect, understand, process information and learn.

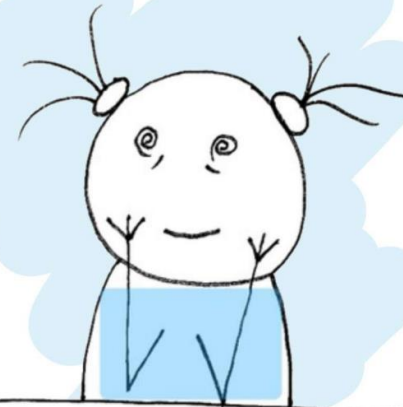
If I don't feel safe, I won't be able to learn to the best of my ability.



FIGHT

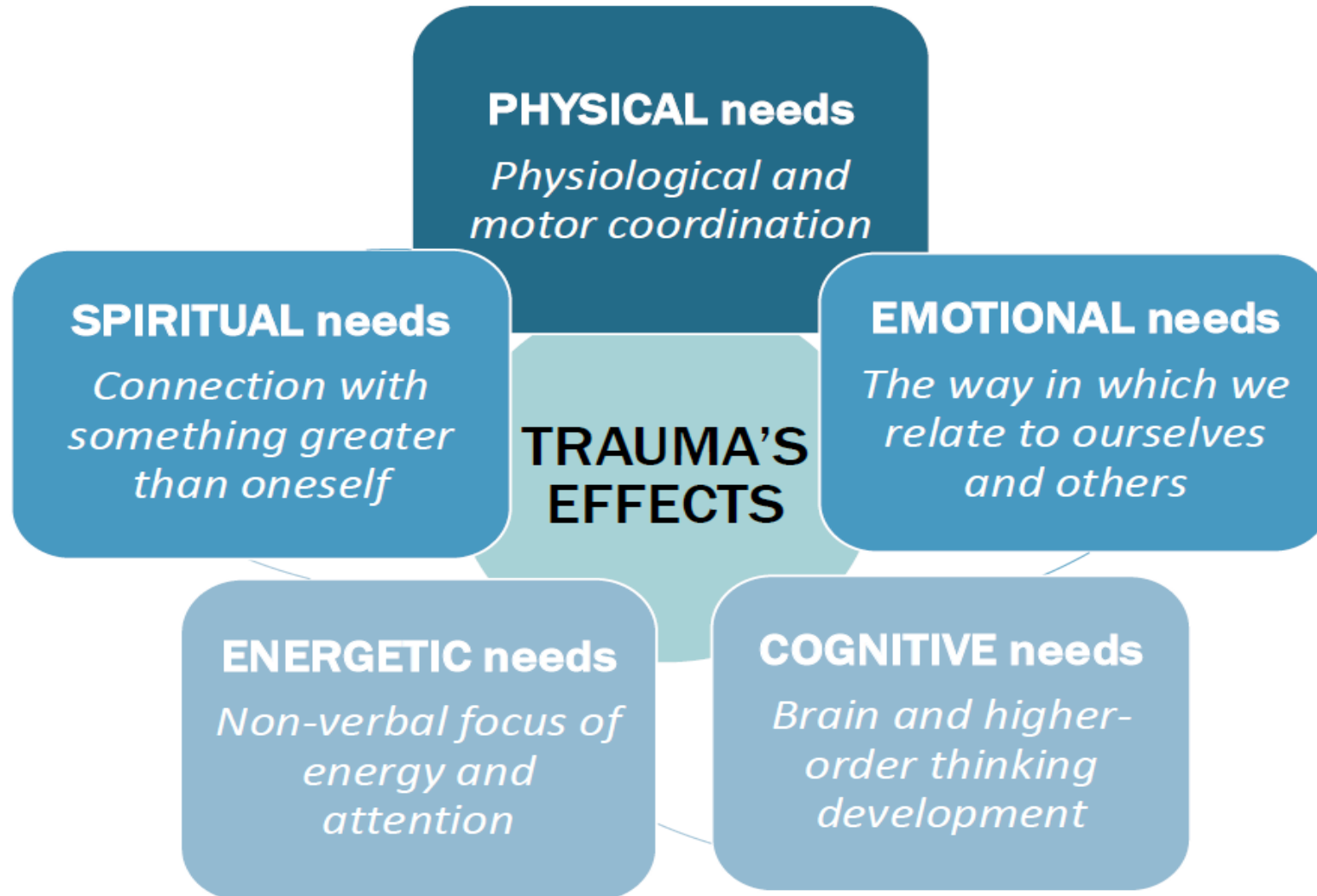


FLIGHT



FREEZE

CONSIDER a struggling young person that you work with:



What do we do as a Trauma Informed school

- ▶ Training and Development of staff



Whole school agreements –

- ▶ Whole school routine
- ▶ Morning circles
- ▶ Check Ins
- ▶ Ready to Learn
- ▶ Brain breaks –
calmers/energisers
- ▶ What Went Well

clear/consistent/age-
appropriate












Intent – based on research



Environmental changes





| Example Ready to Learn Plan | | | |
|---|--|---|--|
| Green Zone Ready to Learn Happy Content | Yellow Zone Hyper Aroused Silly Energetic | Blue Zone Tired Sad Sick | Red Zone Angry Frustrated Furious |
| At my desk I will refocus by: <ol style="list-style-type: none"> 1. Taking 3 slow, deep breaths with my eyes closed 2. Having a stretch 3. Change my seating position | |  | |
| | |  |  |
| On my own I will: <ol style="list-style-type: none"> 1. 5mins of basketball outside of classroom window 2. Mini basketball ring in chill out room 3. Using a stress ball at my desk 4. Walk to get a drink | |  |  |
| | |  |  |
| With support I will: <ol style="list-style-type: none"> 1. Wet area learning space 2. Uno game 3. Physical activity 10mins 4. Throw the baseball | |  |  |
| | |  |  |
| My teacher can help me by: <ul style="list-style-type: none"> • Setting a timer and helping choose a strategy • Giving me 2 choices and not arguing with me | | I feel stressed at school when... <ul style="list-style-type: none"> • People talking over me • Teacher ignoring me • Literacy lessons • Feeling like a victim | |
| Made with: Teacher's Name | | | |

Every student has an individualised Ready to Learn Plan.

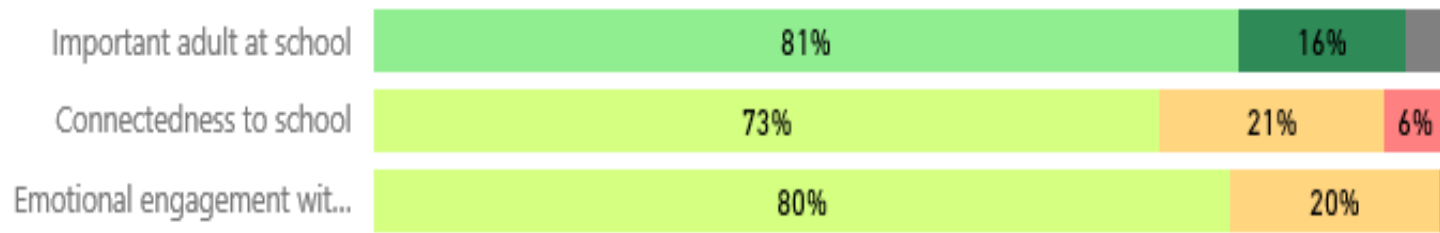
Every class has a 'Strategies Menu' in their class that is explicitly taught & resourced.

Ready to Learn Plans are co constructed and consist of self-regulation strategies.

What are the results ?

- ▶ Reduced % of students experiencing take homes/suspensions
- ▶ Reduced critical incidents
- ▶ Reduced escalations
- ▶ Increased results in SEA – South Australian Standards of Educational Achievement
- ▶ Higher % of engagement with school as per state wide Student Wellbeing and Engagement Survey

Engagement with school



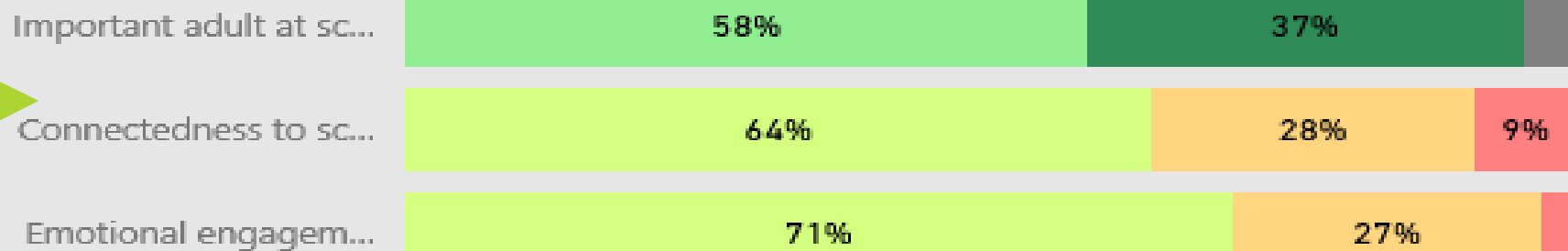
Elizabeth Vale data

Important adult at school 23% higher than the state

Connectedness to school 9% higher than the state

Emotional engagement with an adult at school 11% higher than the state

State data



Contact details

► Julie.murphy600@schools.sa.edu.au

"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator

