

readiness  
PRESENTED BY achper  
VICTORIA

Victorian  
Primary  
School 2023  
Wellbeing  
Curriculum  
is here.

Complete wellbeing curriculum for grades 1-6 built for PERMAH

Lesson plans & resources curated into learning pathways modules

Family communication guides to ensure total program comprehension

Custom mobile software for teacher wellbeing tracking

Before the global pandemic, one in seven young Australians were affected by a mental disorder, with half of all mental health conditions experienced at some point in our lives starting by age 14.

St Peter's Primary School were particularly concerned about the impacts that the stress and disruption of the lengthy Melbourne COVID-19 lockdowns were having on their students and teachers. The school wanted to check in with students once they returned to school and provide teachers with a means to monitor the mental health and wellbeing of students on an ongoing basis, and to educate the students on the key aspects of wellbeing to drive an uplift in overall wellbeing.

St. Peter's Primary School adopted Readiness for both students and staff.

St. Peters had three key goals in mind.

1. To help identify potential mental health or wellbeing issues with specific students early, so that they could intervene and provide the appropriate support for students, or an entire class, if required.
2. To have access to a scientifically backed wellbeing curriculum that could be used as the basis to increase students wellbeing literacy.
3. To have a mental health support program for the teachers.

St Peter's Primary School adopted the Readiness platform to address the stated goals for the 2023 school year. The objective of this case study is to explore how goals 1 and 2 were achieved through the use of the program.



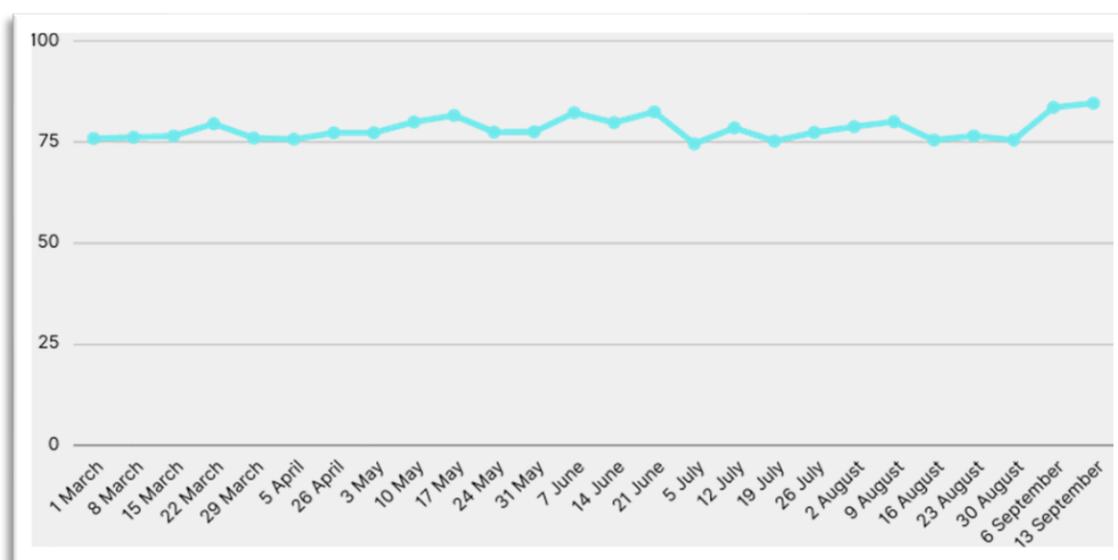
## Wellbeing Curriculum

Readiness provides a comprehensive wellbeing curriculum for schools, covering 51 topics in total. Each topic includes complete classroom resources, including background knowledge and theory for teachers, classroom narrative and engaging supporting activities.

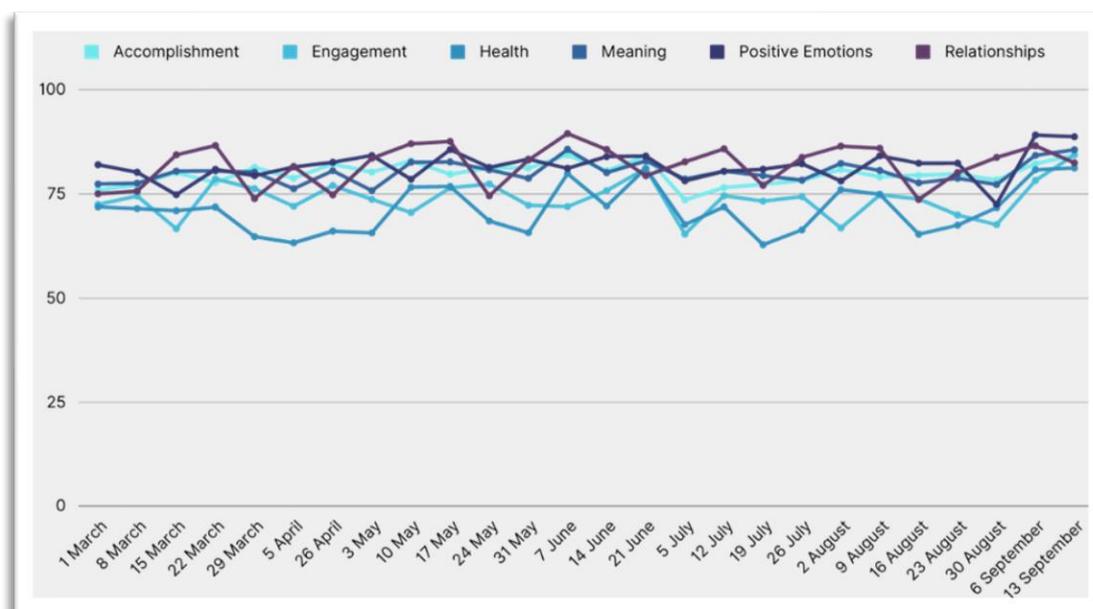
Most weeks during term, each class focuses on a specific wellbeing topic, delivered through the Readiness curriculum and supporting resources. Whilst there was some coordination between year levels, generally speaking, it was up to each classroom teacher to decide on which topic they wanted to focus on for the week. This decision could be based on the survey data, or on anecdotal observations in the classroom.

The following chart shows the overall survey scores across the three terms. The average score across the year to date is 78.23, with the average weekly scores fluctuating quite a bit week to week, but certainly showing a general uplift trend, with an improvement in score of around 9% through the course of the year to date. In the early part of the year, scores were typically 3–4% under the average, compared to the most recent results, which are 5–6% above the average.

There were a couple of significant events within the school community that influenced the results, but that doesn't necessarily explain the fluctuations.



If we take a look at the average scores at the topic level over the same period, we can see the factors that have had the most variance.



The *Health* topic shows the most variance. This topic should be the easiest to moderate, as it focuses on good sleep, good nutrition/hydration and adequate exercise. *Engagement*, which includes both "Mindset" and "Community" topics, is also quite variable, with some of the dips correlating to a return from school holidays, others correlating to negative events within the school community.

All topics are trending in a positive direction, with *Accomplishment* and *Meaning* showing the most stability.

An important observation is the close correlation between *Health* and *Relationships*. The *Relationships* curve closely follows the *Health* curve and in some cases, almost mirrors it. Whilst the data provided is not statically significant, it provides strong anecdotal evidence of the importance of play and exercise as a way of building both health and relationships.

## Testimonials

Michael Hanney, principal of St Peter's Primary School, says students and staff have benefited from the proactive approach.

"Our teachers are able to gain valuable information and data from the program which then informs not only their teaching, but also their health and wellness strategies with students," he explains. "I also have peace of mind knowing that our teacher's wellbeing is supported with the platform recommending valuable resources tailored to their personal results and needs." – Michael Hanney, Principal

"I really appreciate the frequent wellbeing emails I receive from my son's teacher regarding what he has learnt at school during his Readiness wellbeing class. I have learnt a lot myself about the modules, I know what content he has been taught and more importantly I can follow up with the suggested strategies to further develop his wellbeing. Normally he does not talk much about what has happened during his day at school but now that I have strategies and questions presented to me via Readiness, our communication about wellbeing has improved immensely! Thanks Readiness, I only wish I had this education when I was in Primary School!" - Mother of a Grade 5 Student

## Conclusion

Wellbeing is a major issue in Australian schools and teachers require support in educating children of all ages in how to understand and improve their wellbeing. Teachers are time poor, and having Readiness as a ready-made resource is critically important for both teachers and students. Furthermore, being able to identify a child who is really struggling with their wellbeing and put them onto a supportive pathway to address those issues is also a potentially life changing benefit for those children at a critical and formative stage in their life.

For more information or to get in touch, visit the [Readiness website](#).