



A School Story Hannans Primary School

(KidsMatter School Story No.11 2010)

In 2010 Hannans Primary School (HPS), a KidsMatter Primary school, was the recipient of the Goldfields District Education Excellence in Award for their work on Components 1: A Positive School Community and 2: Social and Emotional Learning (SEL) for Students. Hannans Primary school is located in the Goldfields district of Kalgoorlie in WA and supports up to 250 families from a range of cultural backgrounds. In 2010 the focus was on enhancing positive community relationships to build belonging and family connectedness to the school, key target areas for Component 1.

Every Face has a place at Hannans

Their 'Every Face Has A Place' and 'Knowing Me, Knowing You (and getting along too)' projects are driven by the national KidsMatter Primary initiative.

'Every Face Has A Place' began with a school and community BBQ, which was attended by over 250 members of the school community and gave parents and families the chance to network with others and included local services in Kalgoorlie-Boulder. Staff, parents and families also have access to quality parenting resources, including Michael Grose's 'Parenting Ideas' website and fortnightly tip sheets focusing on relevant parenting issues.

'Every Face Has A Place' is the springboard with the aim of promoting HPS as the hub of parenting support in the local community.



Above: Artwork from students at Hannans Primary School in WA

Social and Emotional Learning- 'Knowing me, Knowing You'

'Knowing Me, Knowing You' is a project that concentrates on giving students opportunities to develop social and emotional skills fostering; self-awareness, social awareness, self management, responsible decision making and effective relationship skills- a target area objective for Component 2.

All students and teachers were involved in reflective assessment strategies including measuring and monitoring of resilience factors in classroom processes for students. This reflective process determined the areas of development across the school, with each Learning Team strategically planning for the improvement of social emotional skills.

The adoption of a routine lesson focus and framework gave students and staff a common language for exploring and discussing social and emotional development in the key areas of emotions, relationships and bullying.

Learning was communicated to parents and families via school reporting processes and newsletter information including, activities and discussions that can be continued at home. Fortnightly assemblies now focus on key SEL areas where the whole school can engage in the use and practice of these skills.