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| **ELEMENTS OF LEARNING AND ACHIEVEMENT: PROGRAM NAME: CHS Therapy Dog**  F:\Mock ups\Square elements\Numeracy.jpg | | | |
| **PURPOSE**  Why do we need this program? | **PEOPLE**  How do we develop capabilities of our people to bring about change? | **PROCESSESS**  How do we do it and how will we know? | **PRODUCTS AND PRACTICES**  **Product**- What is our product |
| Currently CHS is experiencing a rise in welfare needs in which more students with mental health concerns are being placed at CHS.  The introduction of a therapy dog addresses these needs as evidenced by current research. These include calming effects, alleviation of effects of depression and loneliness, reduction in anxiety, increasing social skills and interactions, building pro-social behaviours, building bonding skills, raising confidence, promoting physical and mental wellbeing, improving overall health and stabilising mental health for someone suffering mental illness.  Given the rise in Autism Spectrum Disorder and mental health this strategy will improve wellbeing as clearly linked to CHS’s school plan strategic direction 1. It is an effective strategy to assist in teaching, modelling and mentoring students in the management of self and others. | **Students**  The program will build awareness and practice for pro-social skills as the therapy dog will facilitate student’s interaction with adults around a positive mutual topic for discussion whilst promoting self esteem and wellbeing focused interactions. It will: stimulate memory, problem solving, game playing and provide opportunity to practice learning activities such as reading aloud, communication and counting.  The program will: increase empathy, improve self-esteem, decrease retaliatory violence, lesson the emotional trauma and facilitate maintenance of student connection with social networks, school belonging and school pride.  **Staff**  Leadership – giving staff opportunity to lead activities incorporating wellbeing strategies and therapy techniques.  Relationships – building relationships with students over mutual topic  Wellbeing – lesson the emotional trauma of a critical even for staff.  Innovative lesson sequence – staff can develop innovative teaching sequences using the therapy dog.  **Community**  Building tolerant mindsets and exposing students to feelings and attitudes of acceptance, trust, relaxation, bonds and building positive relationships, they in turn bring that acceptance to their community and family groups. | Create timetable for therapy dog – as to where Bear will be and when he will be there.  Generate survey where staff, students and community outline potential challenges and convey concerns to be addressed before going ahead with program.  Roles and responsibilities checklist and communicated with staff involved in the program.  Generate risk assessment outlining potential hazards and preventative measures.  Training classes:  Puppy pre-school  School integration training  Animals- assisted interventions  Certification to travel on Sydney Trains | Photos – evidence of engagement in activity and students positively interacting with the therapy dog and adults around the therapy dog.  Feedback - comments from staff and students through writing down feedback and survey feedback.  Delivery of positive education lessons and inclusion of a number of the elements of learning and achievement in dynamic and hands on lessons through interacting with the therapy dog.  Building of vocational pathways skills through pet care classes and connect:ed lessons. |
| **IMPROVEMENT MEASURES** | **Practices** - What will be achieved |
| Feedback will be gathered from staff and students, verbal comments will be recorded.  Measure data around student learning and activities that have increased student achievement of outcomes.  Continually review the effectiveness of the program and improvements to practice.  Build pet-care classes and connect:ed program. | Decrease reality violence  Increase empathy conversations within the school  Improve student self esteem.  Improve reading skills and comprehension and increase confidence and literary interests.  Less judgemental behaviours throughout the school community.  Deeper sense of belonging and school pride for students. |