5P GHS PROGRAM PLAN
Program Name: GHS School Support Dog

PURPOSE	PEOPLE	PROCESSESS	PRODUCTS AND PRACTICES
Why do we need this program?	How do we develop capabilities of our people to bring about change?	How do we do it and how will we know?	**Product**- What is our product

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Currently GHS is experiencing a rise in welfare needs in which more students with mental health concerns and those requiring additional support in learning. The introduction of a School Support 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 students with additional social, emotional and learning needs strategy will improve wellbeing within the GHS community. 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 School Support 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 School Support 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 School Support 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.	Create timetable for School Support dog – as to where Huey will be and when he will be there. Formalise sign in process. 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 Obedience Level 1 School integration training Animals- assisted interventions *LONG TERM:* Certification to travel on Sydney Trains	Photos – evidence of engagement in activity and students positively interacting with the School Support dog and adults around the School Support dog. Feedback - comments from staff and students through writing down feedback and survey feedback. Delivery of positive education lessons and inclusion of several the elements of learning and achievement in dynamic and hands on lessons through interacting with the School Support dog. Building of vocational pathways skills through pet classes and connected lessons.

IMPROVEMENT MEASURES			PRACTICES What will be achieved
Feedback will be gathered from staff and students. Measure data around student learning and activities that have increased student achievement of outcomes and decrease in behaviour concerns. Continually review the effectiveness of the program and improvements to practice.			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.