



2020 MENTAL HEALTH AND WELLBEING --- INTERVENTIONS AND SUPPORTS



Universal

Universal interventions help schools to create a **positive, inclusive and supportive school climate**, building the preconditions for optimal student learning, development and wellbeing.

Whole School Vision	Bethal Whole school Vision make a public statement about what the school sees as the purpose of education and how students should learn.
Whole School Values	Bethal PS school Values are Respect, Collaboration and Perseverance and they are the principles that guide our thinking and our behaviour which intend to support personal, social and emotional development of every student. These were established in 2017.
Bethal Meeting Structures	The meeting structures are designed to create a balance in forums to discuss health and wellbeing across the school and ensure its at the forefront of all our decisions
Compass - Attendance & Wellbeing chronicles	Attendance & engagement is a key focus and is monitored weekly and followed up using a structured process. This is highlighted and followed up.
Bethal Primary School Website	The Bethal PS website has a wellbeing tab with important whole school resources to support mental health & wellbeing for the whole school community. This is continuing to develop and improve.
Fresh Start Program	The Fresh start program is designed to engage and build positive relations with the school, teachers and social groups at the beginning of each new year for each and every classroom.
RRRR Resilience, Rights and Respectful Relationships	The RRRR Program is used to promote social and emotional skills and positive gender norms in children to improve health related outcomes and wellbeing. This is a part of our weekly planned learning scope
Berry Street Practices	A consistent whole-school approach to school wide positive behaviour by applying trauma-informed practices, positive education strategies. Most staff are Berry street trained.
Zones of Regulations	The Zones of Regulation is used at Bethal PS for teaching students strategies for emotional regulation. The teachers use the zones to help students identify how they are feeling in the moment given their emotions guide them to strategies to support regulation.
Whole School Classroom Behaviour Plan	The whole school behaviour plan was developed with student voice and agency to support consistency with managing student behaviour inside the classroom. It determines it determines low, middle and high level behaviours for all students and teachers.
Social Linguistic Profiles	Social linguistic Profiles are a part of the enrolment process to determine oral language abilities, attitudes, religion, culture, ethnicity and support the child's transition into the school setting.
Whole School Outside Behaviour Plan	The whole school behaviour plan was developed with student voice and agency to support consistency with managing student behaviour outside in the school playground. It determines it determines low, middle and high level behaviours for all students and teachers.
eSMART Policy & Framework	The eSmart policy sets out the college's approach to creating a learning environment and culture where children uphold positive digital citizenship and promote smart, safe and responsible use of information and communications technology.
Student Engagement & Wellbeing Policy	The Policy was developed with DET policy template and outlines a range of evidence-based strategies that Bethal PS uses to positively engage students in learning and interventions that are in place when problems arise.
Whole School Wellbeing Scope and Sequences	Whole School Wellbeing Scope and Sequences have been developed by teachers for each grade level to include Berry Street practice, Zones of regulation and RRRR. These are scaffolded across year levels.
Student Wellbeing Team	The student wellbeing team work together to monitor student wellbeing across the school and target assessments and follow up services.
Student Engagement Learning Team- SLT's	Teachers work in a SLT team as a PLC to develop their capacity and work collaboratively to ensure student engagement and wellbeing is focus of continuous improvement.
PROTECT Child Safe Standards	Resources to support schools to comply with the Child Safe Standards, as well as identify and respond to signs of abuse. Support is available for victims of child abuse, family violence, exploitation and sexual assault and for students demonstrating harmful sexual behaviours.
NCCD	The NCCD is an annual collection of information about Australian school students with disability. The NCCD enables schools, education authorities and governments to better understand the needs of students with disability and how they can be best supported at school.
DT Acceptable User Agreement/ Online behaviour	Bethal PS has programs and processes in place to support students to be safe, ethical and responsible users of digital technologies. It outlines the expected behaviour of students and seeks informed agreement.

Targeted

Targeted interventions complement universal interventions and provide essential additional support for **cohorts of students** who may not have specific needs or vulnerabilities. Targeted interventions include individual interventions for a cohort.

State School Relief	State Schools' Relief helps with the cost of new school uniforms, shoes and other essential items for families who are facing hardship. Having the same uniform and quality footwear as other students ensures that all students feel included and valued. It provides everyone, regardless of their background, with the opportunity to participate fully in schooling
The Smith Family	As Australia's largest national education-oriented charity, The Smith Family support disadvantaged Australian children to participate fully in their education, giving them the best chance at breaking the cycle of disadvantage. Our learning support and mentoring programs help children in need to fit in at school, keep up with their peers, and build aspirations for a better future for themselves.
SPELD	A targeted speech intervention program that operates in years 3 to 6 in small groups of children four days a week. The program is resources and monitored to support students that are in the tier 2 Speech intervention. Students are determined for each term.
EAL Program	The EAL program inclusive of all students in the First Phase to support their English
Students in Out of Home Care	The Lookout Advisors provide support for Students in Out of Home Care. These students have specific supports in place
Social Skills Groups	The facilitation of small social groups focusing on positive psychology and social-emotional literacy. These groups are identified and have a targeted program developed.
Students with Disabilities	The program for students with disabilities provides an assessment service and additional funding to support students with specific needs.
Speech Pathology	Speech pathology assessments and programs developed for students to better access their language and communication needs. Support provided for teachers to support their classroom practices to support speech and language needs of their students based on their recommendations.
Students from Refugee Background	The refugee education support program helps schools and teachers better meet the needs of refugee background and their families.
Student Support Services	The Student Support Services work across the tiers. This includes, psychologists, speech pathologists and social workers as part of the wellbeing liaison team for each school. They act as a support and providing advice to schools in the universal, targeted and individual cases.
Lookout Advisor	The Lookout advisor provides advice and support to schools for students that are in Out of Home Care. Under the Out of Home Care Education Commitment Partnering Agreement, each child in out of home care is provided a learning mentor, Student Support Group, Educational Needs Analysis and Individual Education Plan.
Intervention Program	The intervention program supports students that are working greater than 6 months below the expected level. They receive support at the small group and individual level. They are tracked and monitored.
K-F Transition	A transition program is established to make links to new students enrolling at the school. It involves a wholistic approach where students attend 4-6 transition sessions and meet the staff and engage in rich language based experiences with their potential peers.
6-7 Transition	A Transition program supported by The Smith Family in term 4 is organised for all students in year 6. The program addresses the needs of the students with a wellbeing and student engagement lens.
School Wide Weekly Wellbeing Lessons	Whole school planning expectations are established and all teachers plan and deliver two weekly wellbeing lessons in line with their level of the scope and sequence

Individual

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Learner Profiles	Individual Learner Profile is a document how a learner learns best. The profile also describes, skills, strengths, interests, triggers, likes, dislikes, barriers to learning. Teachers can use the learner profiles to build effective relationships and develop inclusive classroom practices.
PSD Funding	PSD Funding is provided for students who fall within seven funding categories and meet the criteria for eligibility. These include; physical disability, visual impairment, hearing impairment, severe behaviour disorder, intellectual disability, Autism, severe Language difficulties with critical educational needs.
Student Recommendation Documents	Students that have had cognitive, speech/language, OT or other assessment have documented recommendations that have been collated for teachers to better understand the learning needs of these students.
Individual Education Plans	A tool to assist in developing strategies to address the particular education needs of a student. An individual Education Plan is usually developed after and SSG or whenever a student require one to set goals and monitor student learning across a term.
SSGs	Consisting of parents/carers, school staff, student Support Services Staff and other allied health professional as required. SSG's assist students with a disability or additional needs. SSGs collaborate to plan and monitor teaching and learning strategies that take account of a student's background, experiences, individual personality and individual goals.
Speech Pathology Intensive Tier 3	Individual speech pathology which is administered one to one for intensive speech/articulation needs.
Student wellbeing Tubs	Students with additional needs have supportive tubs that include sensory equipment, supportive resources and their learning goals. These are stored in a tub and kept in the classroom to support students self-regulation and learning needs.
Behaviour Support Plans	Developed in collaboration with students, parents and allied health professionals, this is a school-based plan for students who require additional supports and interventions.
ES support	Education Support staff work with individual students. They use the IEPs and strategies that support students to engage them in their learning.
Visiting Teachers	Visiting Teachers are specialist teachers with expertise and experience in specific disabilities and impairments. They give schools and teachers guidance in supporting engagement and participation of students with disabilities and additional needs
Student Counselling	Individual counselling with our qualified social worker is provided for students at risk. These sessions are wellbeing focused and supportive.
Child Protection	Resources and supports that are available if there are signs of abuse that have been identified. A child protection notification is made by principal class and the Department of Education are notified as part of the procedure.
Child First	This is a service available to support vulnerable families to create child safe environments to best nurture the child's development.
School Nurse	Primary school nurses visit schools throughout the year to provide children with the opportunity to have a health assessment, information and advice about healthy behaviours and link children and families to community-based health and wellbeing services. The PSNP is designed to identify children with potential health-related learning difficulties and to respond to parent/carer concerns and observations about their child's health and wellbeing.
Case Workers	Case workers support students and work with the school's processes to engage students in successful supports in their learning.
Medial Alerts	Medical Alerts for each and every student that has medical needs are effectively documented in CRT folders and available for staff. This includes asthma & anaphylaxis management plans.
Care Team/Professionals Meeting	Care team meetings and Professional meetings are held for individual students with a focus of mental health wellbeing and learning needs. The wrap around services work in collaboration with the school to put in place strategies that support the student best.
Designated Teacher	A nominated Designated Teacher as a learning mentor for students in out of Home Care to ensure that strong supportive relationships that are supportive.

