

Appendix 1

Whole School Approach to Student Wellbeing and Positive Mental Health:

Tiers of Support:	Description:	Programs and Events:	Processes:	Professional Development and Learning Opportunities – Staff, Parents and Students:
<p>Tier 1: Proactive and preventative measures:</p>	<p>Whole school support for all students</p>	<p>Programs: Positive Behaviour for Learning (School Expectations & Rules) including GOTCHAS, PBL lessons, Restorative Conversations, classroom/assembly celebrations, acknowledgements and rewards</p> <p>You Can Do It Program</p> <p>Buddy Program</p> <p>Year 1 & 2 Circle Time Program facilitated by the School Chaplain</p> <p>Leadership Program (including GRIP leadership day camp)</p> <p>Cyber Safety sessions for students True Relationships – Family Education</p> <p>Transition Programs:</p> <ul style="list-style-type: none"> • Kindy to Prep • T4 Transition Morning • Year 6 to High School <p>Co-curricula Activities and Events:</p> <ul style="list-style-type: none"> • Student Council • Regis Aged Care visits • Gardening Club • Interest groups/clubs – e.g. drawing club, art, flap and fly • Choral program • STEAM • Kids/Debating/Sustainability/Competitions • Interschool Sport <p>Whole School Events:</p> <ul style="list-style-type: none"> • Say No To Bullying Day - whole school focus • Harmony Day – whole school celebration 	<p>Student Support Services referrals with Case Managers/Support Team Member assigned when applicable</p> <p>Use strength based language during all conversations/meetings/documents</p> <p>Review of all school activities and events to ensure successful access and participation for all</p> <p>SSS Comes to You</p> <p>Chaplaincy Referrals/visits/connections</p> <p>Positive Behaviour For Learning Committee Meetings</p> <p>Student Code of Conduct processes:</p> <ul style="list-style-type: none"> • Referral to DP/P • Restorative Conversations • Playground Plans <p>Review of school data:</p> <ul style="list-style-type: none"> • Attendance • School Opinion Survey • Behaviour • A-E <p>Workplace Health and Safety Meetings</p> <p>Build parent/community partnerships through:</p> <ul style="list-style-type: none"> • Parent/teacher interviews • Emails to parents • Stakeholder meetings <p>Appendix:</p> <ul style="list-style-type: none"> • Notice, Inquire, Plan & Respond presentation (for teachers) • School plan for grief & loss • Teacher resources for mental health • Critical Incident and Suicide Response Plan 	<p>Annual Mandatory Training for all staff including Student Protection</p> <p>Annual review of school processes (notice, inquire, plan) to recognise early signs that a student’s wellbeing is at risk</p> <p>Annual review of documentation that outlines school process that support staff to respond appropriately to students at risk</p> <p>Annual review of school’s Student Code of Conduct</p> <p>Triple P Parenting Courses Cyber Safety (years 4 to 6) – students and parents</p> <p>Professional Development for staff including:</p> <ul style="list-style-type: none"> • In service and provision of resources for teachers, i.e. ‘notice, inquire, plan, respond’ (NIP-R model) • Trauma Informed Practice • In-service and provision of strategies for teachers regarding mental health, e.g. anxiety, depression, school refusal, grief • Awareness of ‘suicide response/critical incident plan’

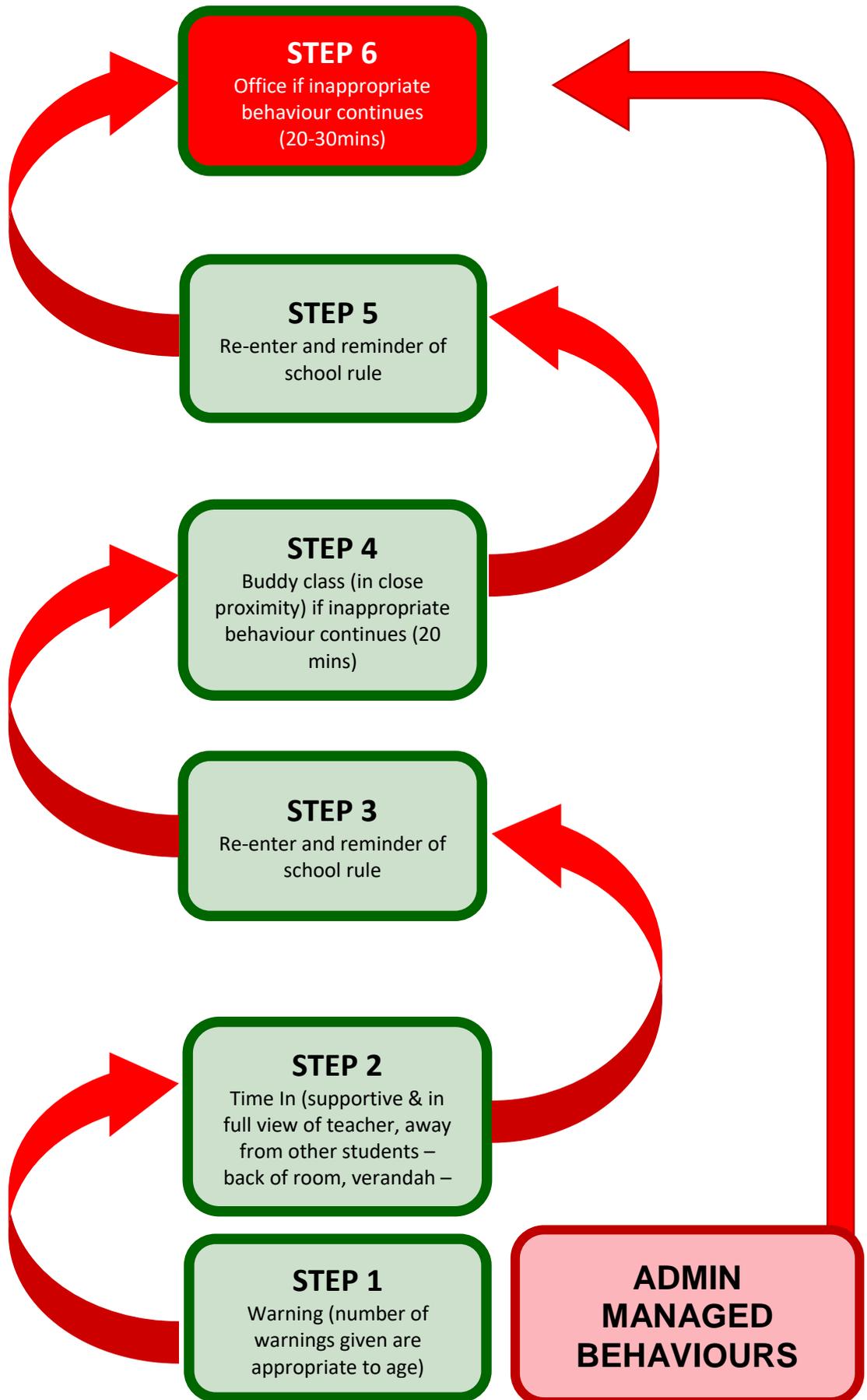
			<ul style="list-style-type: none"> • Student Code of Conduct 	
Tier 2: Intervention Measures:	Individual or group support based on needs of students with agreed stakeholders and timelines for monitoring and review	<p>Individual Support (Chaplain)</p> <p>Kids Hope Program</p> <p>Behaviour Plans/Playground Plans</p> <p>Planned interest groups to support individual and/or groups of students</p> <p>Modified play areas/additional supervision</p> <p>Buddy Programs</p> <p>School Attendance Plans</p>	<p>Referrals to Student Support Services and Guidance Officer</p> <p>Stakeholder Meetings (including parents, external agencies)</p> <p>Assignment of Case Manager, Support Team Member</p> <p>Action planning with targeted strategies for student documented in the PLPs</p> <p>Student Wellbeing Action Plans</p> <p>Individual Mental Health Plans</p> <p>Appendix:</p> <ul style="list-style-type: none"> • Teacher resources for mental health • Student wellbeing action plan template 	<p>Staff/parent support from Case Managers, Principal or Guidance Officer including coaching and mentoring</p> <p>Regional senior staff (SGO) to support school team, when required</p> <p>Awareness of additional resources to support mental health:</p> <p>For teachers</p> <ul style="list-style-type: none"> • Mental Health Hub – Department of Education <p>For parents</p> <ul style="list-style-type: none"> • Child Youth & Mental Health Service • General Practitioner • Public/private paediatricians • Private psychiatrists • Private psychologists • Kids Helpline • Kids Helpline for Parents • Lifeline • Parentline • Beyond Blue/Be You
Tier 3: Intensive measures and response to incident:	Specific action planning in response to critical incident or notification of harm, i.e. implementation of 'Critical Incident & Suicide Response Plan'	Action plans and response plans based on individual circumstances with support from external stakeholders, parents, school staff and regional staff members.	<p>Immediate referral to School Principal and Guidance Officer</p> <p>Immediate re-grouping of stakeholders, actioning planning and monitoring</p> <p>Agreed check-ins and increased reviews</p> <p>Involvement of external agencies and regional senior staff</p> <p>Appendix:</p> <ul style="list-style-type: none"> • Critical Incident & Suicide Response Plan 	<p>Staff/parent support from Case Managers, Principal or Guidance Officer including coaching and mentoring</p> <p>Regional senior staff (SGO) to support school team</p>
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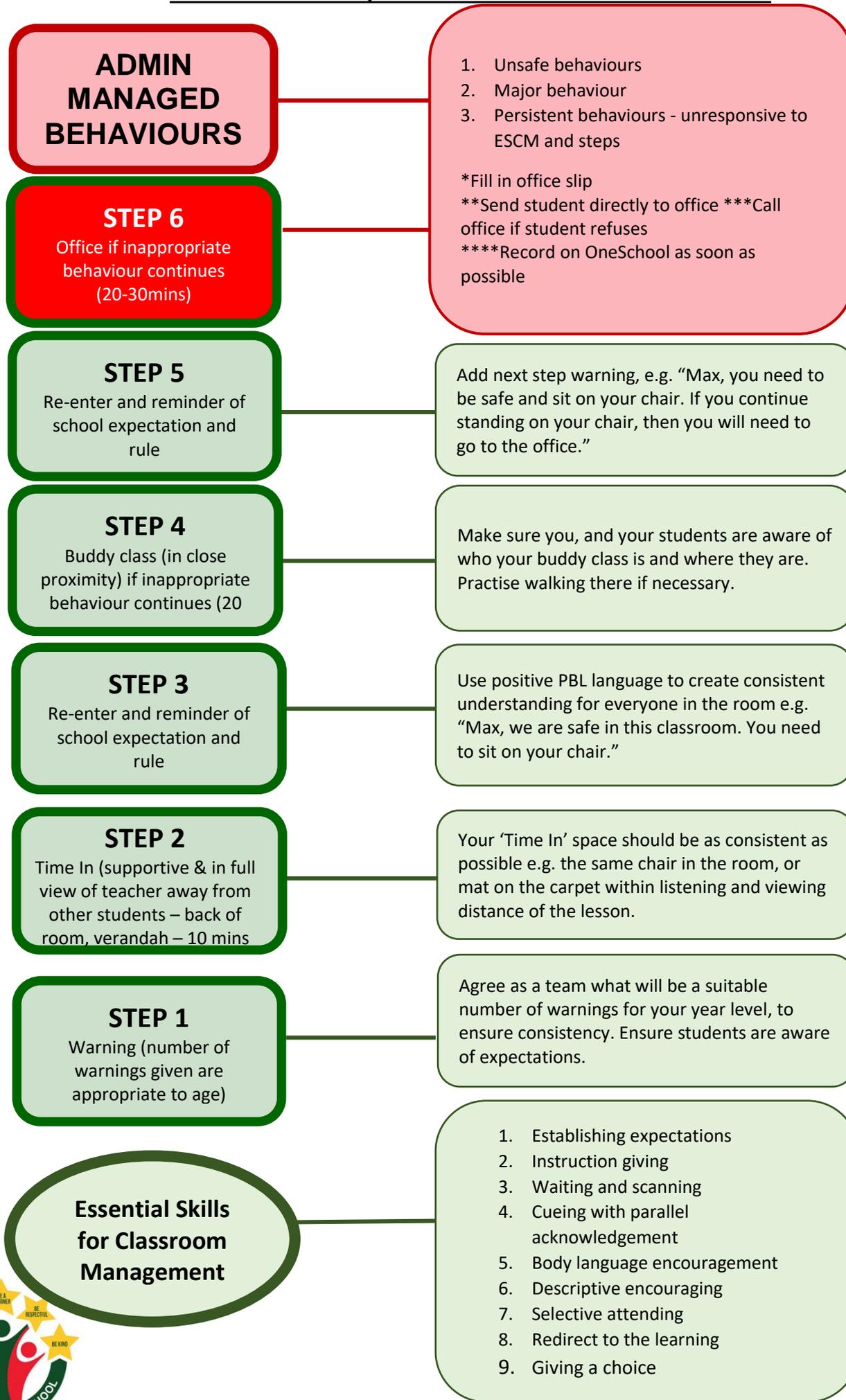
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Appendix 2
CONSEQUENCE FLOW CHART

For Classroom

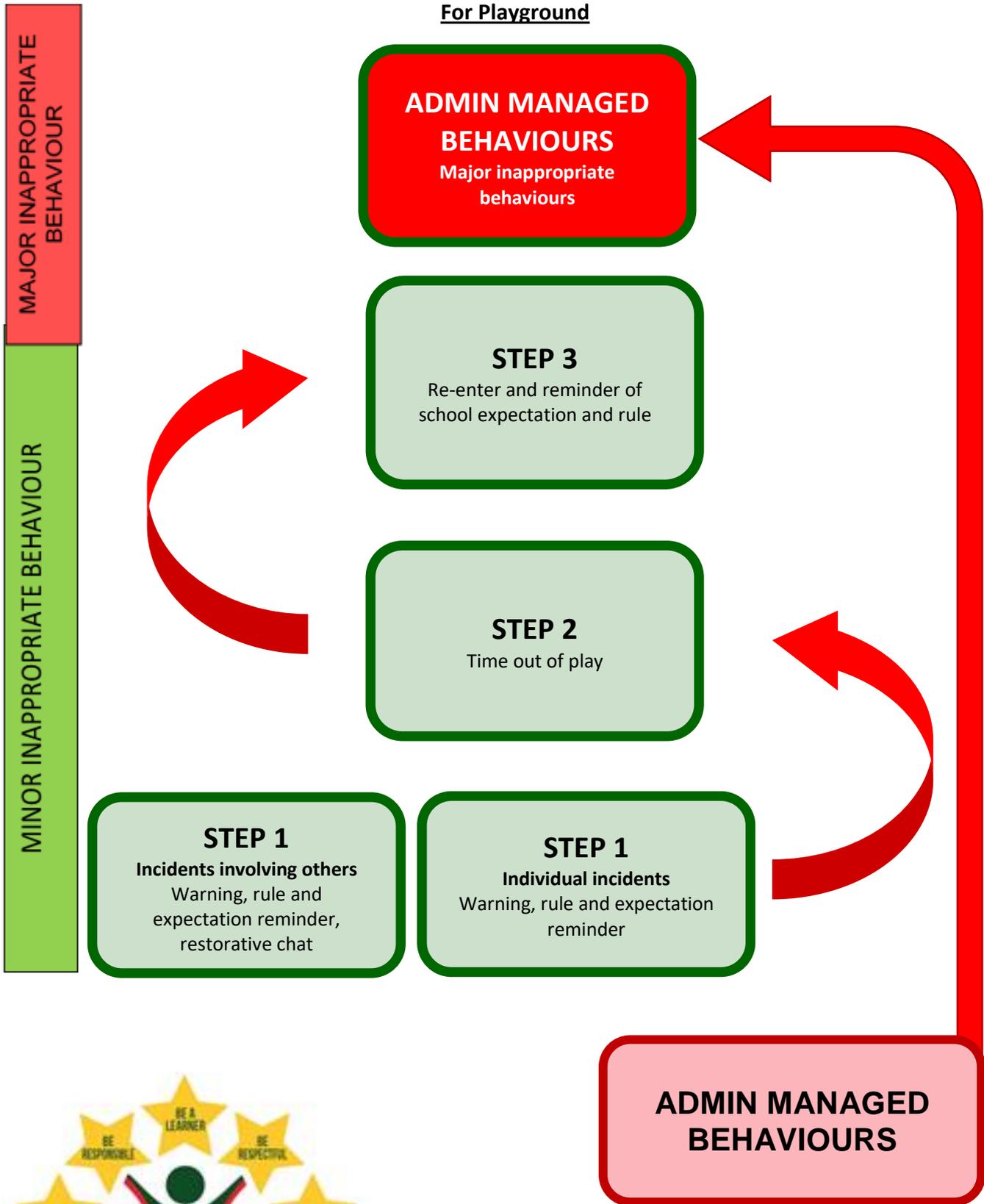


CLASSROOM CONSEQUENCE FLOW CHART SUPPORT DOCUMENT

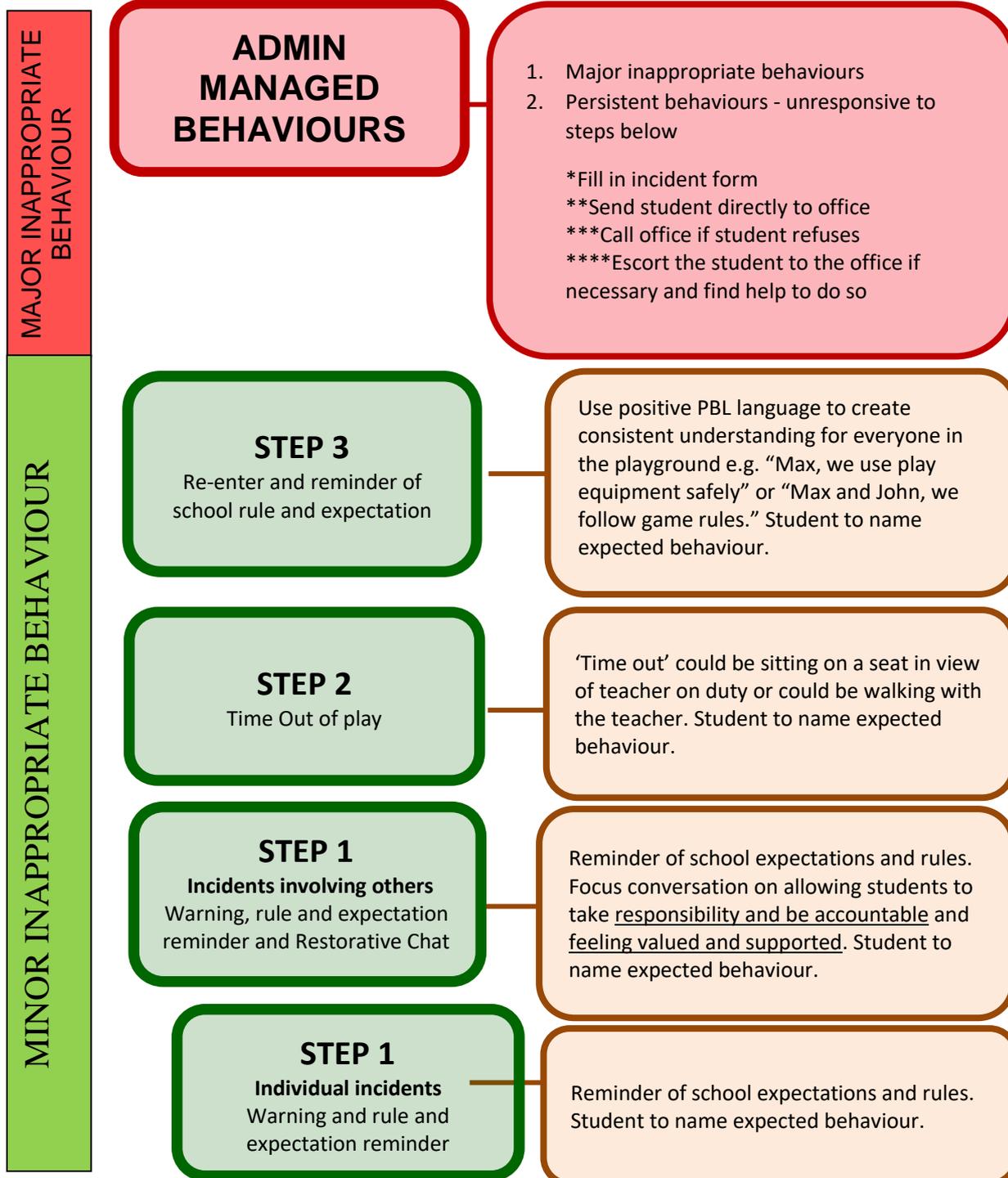


CONSEQUENCE FLOW CHART

For Playground



PLAYGROUND CONSEQUENCE FLOW CHART SUPPORT DOCUMENT



1. Have clear, fair playground expectations
2. Acknowledge appropriate behaviours
3. Don't over manage
4. Control your proximity
5. Focus on the primary behaviour rather than be diverted by the secondary behaviours
6. Keep it simple and as unobtrusive as possible
7. Be consistent but flexible
8. Lead by example
9. Think relationships: watch, listen and laugh
10. Be visible and move, move and move



Appendix 6

The Gap State School
Internal Behaviour Referral Form

Student Name:	Location(please circle)		
	A Block	Library	Classroom
Class:	B Block	MPB	Eating Area
	C Block	Oval	Specialist Lesson
Date:	D Block	Pool	Quadrangle(handball)
Time:	E Block	Pavilion/Tennis Court	Toilets
Referring Staff Member:	Prep Building	Playground	2 min Zone
	Resource Centre	Transition	Other

School Expectation Category

Be Safe		Be Respectful		Be Responsible		Be Kind		Be a Learner	
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Others involved in incident

None		Peers		Staff	
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Other					
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Note

OFFICE ADMINISTRATION TO COMPLETE:

OneSchool Records:

Categories	Strategies	Motivation for behaviour
Bullying/harassment	1 day Detention	Obtain Peer Attention
Defiant/threat/s to adults	10 minute time out in class	Obtain Adult Attention
Disruptive	Restorative Justice	Obtain Tangible Object
Dress code	Peer mediation	Obtain Activity or Event
IT misconduct	Referred to office	Obtain Sensory Stimulation
Late	Reminder of school rules	Escape/Avoid Activity or Event
Lying/cheating	Time out at office	Escape/Avoid Instructional Task
Misconduct involving object	Time out in buddy class	Escape/Avoid Adult Attention
Non-compliant with routine	Natural Consequence	Escape/Avoid Peer Attention
Physical misconduct	Parent contacted by phone/ letter/ in person	Escape/Avoid Sensory Stimulation
Possess prohibited items		
Prohibited items		
Property misconduct		
Refusal to participate in program of instruction		
Substance misconduct involving illicit substance		
Substance misconduct involving tobacco and other legal substances		
Threat/s to others		
Truant/skip class		
Verbal misconduct		
Other		

Appendix 7
The Gap State School
Internal Behaviour Referral Form

	Area	Behaviour OneSchool Categories	Minor	Behaviour OneSchool Categories	Major
Be Safe	Movement around school	Non-compliant with routine	<ul style="list-style-type: none"> ▪ Running on concrete, around buildings, verandahs & classrooms ▪ Running in stairwells ▪ Riding bike in school grounds ▪ Not using correct pathways around the school (i.e. shortcutting on grassed areas) ▪ Jumping over seats/port racks ▪ Moving around the school before first bell 		
	Play	Misconduct involving an object	<ul style="list-style-type: none"> ▪ Incorrect use of or on equipment ▪ Throwing objects (without intent to harm) 	Physical misconduct involving object Physical misconduct	<ul style="list-style-type: none"> ▪ Throwing objects that hit another student/staff (with intent to harm)
		Non-compliant with routine	<ul style="list-style-type: none"> ▪ Playing dangerous games ▪ Playing in toilets 		
	Physical contact	Physical misconduct	<ul style="list-style-type: none"> ▪ Minor physical contact (e.g. pushing ,shoving, hitting with hats) 		<ul style="list-style-type: none"> ▪ Serious physical aggression ▪ Fighting
	Correct Attire	Dress code	<ul style="list-style-type: none"> ▪ Not wearing a hat in when outside in playtime 		
	Other	Non-compliant with routine	<ul style="list-style-type: none"> ▪ Climbing fences 		Substance misconduct involving tobacco and other legal substances
Refusal to participate in program of instruction Refusal to participate in program of instruction Verbal misconduct-swearing		<ul style="list-style-type: none"> ▪ Being on verandahs at inappropriate times or without permission ▪ Leaving classroom/class area without permission 		Possesses prohibited items IT misconduct	<ul style="list-style-type: none"> ▪ Weapons including knives and any other items which could be considered a weapon being taken to school ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Be Respectful	Language	Disruptive	<ul style="list-style-type: none"> ▪ Inappropriate language (written/verbal) 	Verbal misconduct/swearing	<ul style="list-style-type: none"> ▪ Offensive insults of a discriminatory nature (racial, sexual, prejudicial) ▪ Verbal abuse / directed profanity
		Disruptive	<ul style="list-style-type: none"> ▪ Calling out/back chat ▪ Disrespectful tone 	Threats to others – verbal	<ul style="list-style-type: none"> ▪ Aggressive language eg. (I am going to kill you
	Property	Other conduct prejudicial to the good of the school	<ul style="list-style-type: none"> ▪ Petty theft (intent/ age of student) 	Misconduct involving object	<ul style="list-style-type: none"> ▪ Stealing / major theft
		Vandalism	<ul style="list-style-type: none"> ▪ Lack of care for the environment 	Vandalism	<ul style="list-style-type: none"> ▪ Wilful property damage including graffiti ▪ Vandalism
	Others	Other conduct prejudicial to the good of the school	<ul style="list-style-type: none"> ▪ Not playing fairly 	Bullying/harassment	<ul style="list-style-type: none"> ▪ Major /repeated defiance/non-compliance to instructions
		Disruptive	<ul style="list-style-type: none"> ▪ disruption to class/interrupting 	Defiant/threats/to adults	<ul style="list-style-type: none"> ▪ Blatant disrespect
		Non-compliant with routine	<ul style="list-style-type: none"> ▪ defiance/non-compliance with instructions 	threats to adults Non-compliant with routine	<ul style="list-style-type: none"> ▪ Bullying (specific examples)
Bullying/harassment		<ul style="list-style-type: none"> ▪ put downs /name calling/ excluding/teasing 	ICT misconduct	<ul style="list-style-type: none"> ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	
Be Responsible	Uniform	Dress code	<ul style="list-style-type: none"> ▪ Incorrect uniform items 		
	Behaviour	Lying/cheating Not sure what this should be but I don't think it is lying	<ul style="list-style-type: none"> ▪ Lying about actions ▪ Refusal to take responsibility for actions 		
	Property	Physical misconduct	<ul style="list-style-type: none"> ▪ Kicking or throwing items (including lunchboxes) 	Vandalism Vandalism Bullying/harassment	<ul style="list-style-type: none"> ▪ Destruction of school property or vandalism ▪ Destruction of environment
Vandalism		<ul style="list-style-type: none"> ▪ Harming of environment (pulling branches of trees) 			
Be Kind		Bullying/harassment	<ul style="list-style-type: none"> ▪ Excluding others 	Verbal misconduct	<ul style="list-style-type: none"> ▪ Ongoing exclusion (directed at certain individuals
		Verbal misconduct	<ul style="list-style-type: none"> ▪ Put downs 	Verbal misconduct	<ul style="list-style-type: none"> ▪ Ongoing and repeated put downs
Be a Learner		Non-compliant with routine Non-compliant with routine Refusal to participate in program of instruction	<ul style="list-style-type: none"> ▪ Occasionally being late for class after breaks & transitions ▪ Occasionally breaking classroom rules ▪ Occasionally not in the right place at the right time 	Disruptive Defiant/threat/to adults	<ul style="list-style-type: none"> ▪ Ongoing disruptive behaviour and non-compliance to classroom routine and teacher instruction. ▪ Blatant disrespect
		Refusal to participate in program of instruction Refusal to participate in program of instruction	<ul style="list-style-type: none"> ▪ Occasional refusal to complete set tasks (schoolwork) 	Late Refusal to participate in program of instruction	<ul style="list-style-type: none"> ▪ Regularly being late for class ▪ Frequently leaving class without permission (out of sight) ▪ Regularly refusing to complete set tasks(schoolwork)
				Refusal to participate in program of instruction	<ul style="list-style-type: none"> ▪ Regularly breaking classroom rules

Appendix 9

The Gap State School Reflection Sheet – Prep - Year 2
(optional)

Name: _____ Class: _____

_____ Date: _____

What I did.....

What I should have been doing.....

The rule I need to remember is:

Principal/Deputy Principal Signature: _____

Office use: Entered into OneSchool Date: _____